



THE UNIVERSITY OF UTAH

**STUDENT LEADERSHIP
& INVOLVEMENT**

Student Leadership & Involvement

Annual Report

2016 - 2017

Submitted by Tasha M. Myers

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Student Leadership & Involvement (SLI) serves as an integral part of the University of Utah student experience. The department has the vision to empower students to be effective leaders, invested in positive change, by serving as a clearinghouse and training ground for impactful engagement across campus, within the community and around the world. Additionally, the values of student learning, community, and collaboration position us to work to transform student lives by involving the student in the learning process, valuing and affirming every identity they bring to the community and creating curricular and co-curricular partnerships.

ABOUT THE DEPARTMENT

Mission

By offering a variety of events, programs and services, Student Leadership & Involvement at the University of Utah incites students to action, encourages engagement in campus and community service, and provides opportunities that enrich and support personal and academic growth and development, which culminates in a lifelong commitment to effective leadership.

The Team

Professional Staff

Tasha M. Myers, Director	Jessica Ashcraft, Associate Director
Celeste Cohorn, Accounting Specialist	Rob Phillips, Finance Advisor
Laura Seymour, Administrative Assistant	Jacquelyn Ledford, Programming Advisor
Melanie Lee, Legislative Advisor	Libia Castro, Graduate Assistant- Programming
Jeff Furlong, Graduate Assistant – Leadership	Elizabeth Del Muro, Graduate Assistant- Student Orgs

Student Leaders

Jeremy Rowley, Leadership Intern	Paola Soto, Resident Assistant
Amy Tetreault, Leadership Intern	Malory Monson, NSLS President
Jack Bender, ASUU Student Body President	Matt Miller, ASUU VP of University Relations
Jessica Patterson, ASUU VP of Student Relations	Hans Harris, Chief of Staff

Staffing changes included the reclassification of the Legislative Advisor from *Program Assistant* to *Manager, Student Services*. This reclassification allowed for higher qualifications and a more targeted skill-set for advising the Student Senate, Student Assembly, Government Relations, and Elections. The responsibility of the Assessment Liaison with Student Affairs Assessment, Evaluation and Research was also added to the role, including leading and organizing assessment efforts for the department.

Additionally, a second graduate assistant position was added to the department to assisting with programming efforts of ASUU. Due to the volume of events and programs that ASUU hosts on an annual basis, the workload proved to be more than one person could effectively manage. This addition, along with the paradigm shift of having graduate assistants advise Executive Cabinet boards, allowed for the advising loads to be more equitable, thus allowing for professional staff to take on more departmental-level initiatives and responsibilities.

CORE OBJECTIVES

Student Leadership & Development

The first goal in fulfilling the mission of the University of Utah is promoting student success to transform lives. One of the ways in which that goal is realized is through participation in high impact programs. Programs hosted by the SLI office are examples of such. The skills gained not only help students develop personally and interpersonally, but serve as means for learn about and demonstrate leadership knowledge and skills. All of which also transferable in the marketplace.

Students gain leadership knowledge and skills from workshops and conferences

Learning to Lead Leadership Conference



The Learning to Lead Leadership Conference was rebranded to be called the Student Leadership Conference. Feedback from previous years stated that students that identified with already being leaders, did not relate to the title “Learning to Lead”. Therefore, the Student Leadership Conference was scheduled for Saturday October 22nd from 9:30am-3:30pm at the Peterson Heritage Center.

Unfortunately, due to low registration, the conference was canceled. Some of the factors of low registration included late marketing, lack of departmental collaboration, and low student interest. During much of the planning stages, the department was short-staffed and other priorities took precedent. In the past, departments would sponsor students to attend the conference. This year no departments registered any students. Conversations about changing the format of the planning committee took place to determine if there could be more demand for the conference if it were a leadership conference for students, done by students.

Women's Leadership Summit



The goals of the Women's Leadership Summit were to foster spaces for women to feel more confident as leaders and to offer opportunities for women to build supportive networks. Held on Tuesday, March 28th from 2pm-7pm in the University Union, with 117 pre-registered and 19 day-of for a total of 99 attendees. The format of the keynote speakers was similar to TedX, in that the program featured three different speakers to speak to the three parts of the theme.

Her Story: Nubia Peña

Ms. Nubia Peña, received her Juris Doctorate from the University of Utah S.J.Quinney College of Law in May 2016. She was selected as one of 25 law students in the nation to be recognized and highlighted for her social justice activism in the National Jurist, a leading news source in legal education. Ms. Peña has actively sought to bring awareness to issues of violence and systemic oppression through her personal and professional endeavors. She has close to a decade of experience assisting survivors of domestic abuse, sexual assault, and victims of violent crimes as a Law Enforcement Victim Advocate.

Her Movement: Irene Maya Ota

Irene Maya Ota is an Academic Program Manager and the Diversity Coordinator at the University of Utah College of Social Work. She has a BA in Cultural Anthropology, a Master in Public Administration, and is currently working toward a Ph.D. in Education, Culture, and Society. Her research interests focus on critical space theory, identity formation, and social justice advocacy and action. She has taught diversity/social justice courses for over 16 years. Her life experiences and education have spurred her interest and passion in social justice education, issues, and advocacy.

Her Life: Lynne Roberts

Utah women's basketball head coach Lynne Roberts began her coaching career as an assistant at her alma mater, Seattle Pacific University, from 1997-2001 The Redding, Calif., native graduated from Seattle Pacific University in 1997 with a bachelor's degree in history and added a master's degree from SPU in athletic administration 2000. After an impressive debut campaign in 2015-16, Roberts has established the groundwork for rebuilding the Utes into a Pac-12 Conference contender and a regular

postseason participant. Utah was picked to finish 11th in the Pac-12 preseason coach's poll before her first season, but Roberts led the Utes to an 18-15 mark, the program's first winning season since 2012-13.

The highlight of the conference was the Networking Reception held from 6:15pm-7pm in Crimson View. During this time, attendees, sponsors and exhibitors had free time to be able to talk one on one and make more connections.

The assessment results yielded a strong desire for future conference themes to focus on some combination of women in work or women at work. This data will be provided to the conference planning committee for consideration during 2018.

Conference on Diverse Excellence



Conference on Diverse Excellence (CODE), which was sponsored by ASUU with support from Student Leadership & Involvement and Fraternity and Sorority Life, took place on Wednesday, February 15th in the University Union. Keynote speakers were the The Three Doctors. The trio is made up of Dr. Rameck Hunt, Dr. Sampson Davis, and Dr. George Jenkins. All three grew up in Newark, New Jersey without a father and first met as schoolmates at University High School. The three grew up in public housing and came from low-income families. During high school, the three made a pact to get through high school, college, and medical school successfully. In addition to the keynote, there were workshops, panels, and a service activity. Overall, there were 296 registered for the conference.

CODE assessment respondents indicated strongly agree or agree with the statement, "As a result of my participation in the 2017 Conference on Diverse Excellence- Unity through Diversity – I examined identity and leadership issues from multiple perspectives. If we were to use this small sample size as an

inference for others, we might assume a majority of participants examined identity and leadership issues from multiple perspectives as well.

ULEAD Leadership Certificate Program

The ULEAD Leadership Certificate program documents the student exploration of leadership in their professional and personal life. Completion of the program requires three (3) hours of workshops in each of the ULEAD areas of Hard Skills, Leadership Theory, Ethical Leadership and Diversity & Social Justice, as well as one (1) qualifying conference. Currently, we were tracking 348 students in the program. Improvements this year have included providing ULEAD credit for qualifying partner workshops and conferences, including MUSE Lunchtime Lectures, having LDRSP 4100 waive the 3 hours of Hard Skills, and increasing marketing via social media channels. This year we also had sponsorship from the Parent Fund to cover the costs of food for the workshops.

Over the course of the year, we offered 23 ULEAD Workshops, with 114 students attending with an average of 6 students per workshop. The current structure of ULEAD was based on the program that was in existence before the development of the office. Without a graduate intern to focus on the success of the program, the attendance decreased from last year. Balancing the cost of food made the current programming unpractical moving forward. This year 7 students completed the ULEAD Certificate.

Next year, a new position will be created in the department- Graduate Assistant- Leadership Development and Training. This position will not only improve the focus on ULEAD, but also align better with student organization support within the department. One of the summer priorities will be to redesign the curriculum of the certificate, create strategic campus-wide partnerships, and provide additional workshops to meet the needs of student leaders.

Practice of leadership skills through organization involvement and engagement

Associated Students of the University of Utah (ASUU)

The staff within ASUU not only provide advisement for over 150 student leaders involved in student government, but also support and provide resources to the 633 registered student groups on campus. While this advisement is not academic in nature, it often serves as a relevant connection to campus resources and support systems for these students. In turn, students are able to expose their friends and peers to those connections. These types of relationships grow over time and become mentoring relationships not only staff-to-student, but also student-to-student.

This year, professional staff worked to assist students in growth in particular competencies, which were identified at our staff retreat in the beginning of the school year. The competencies included the following based on “*Student Leadership Competencies Guidebook: Designing Intentional Leadership Learning and Development*” by Corey Seemiller.

Learning and Reasoning: Problem Solving (The ability to effectively solve problems to prevent damage, achieve a successful and productive outcome, refrain from negatively affecting others and in some cases positively affect others, and prevent a problem from reoccurring.) , Decision Making (Takes the context of situations, including factors such as people involved, time, and resources into consideration, and is able to make the most effective, productive, and sustainable decision appropriate for that exact situation.)

Self-Awareness: Self-Understanding (When a leader understands his or her feelings, beliefs, actions, skills, and personality, he or she can emphasize strengths and mitigate weaknesses in his or her leadership style and lead with more authenticity and in a more productive manor.), Self-Development (Whether it is learning new technology or how to become a better public speaker, leaders are always learning and this can be done voluntarily, out of necessity based on the leader's role or the group's needs.)

Interpersonal Interactions: Others' Contributions (Leaders understand that the unique ideas, strengths, knowledge, and abilities that individuals bring to a task or relationship are assets, and integrate these to better address an issue, strengthen a relationship, solve a problem, or engage in innovation.)

Group Dynamics: Organizational Behavior (Leaders need to understand the organization and also to anticipate, navigate, mitigate, and respond effectively to the behaviors of the organization and those in it to lead most effectively in the organizational context.)

Civic Responsibility: Social Responsibility (It is vital that leaders engage in responsible decision making and ethical actions so that the impact they leave benefits and does not detract from the welfare of the society and its members.), Service (Leaders model their members commitment and engagement to their communities by finding meaningful ways, personally and/ or professionally, to participate in service that positively contributes to their communities.)

Communication: Facilitation (To best utilize the group process, leaders need to be able to lead discussions effectively, ask the right questions, and synthesize information; Understands how to facilitate effectively), Advocating for a Point of View (Being able to do this ensures the effective transmission of the message as well as allows the leader to demonstrate a commitment to his or her values, exhibit passion, show others that he or she is willing to put his or her reputation on the line to stand by an opinion, and even convince others to believe what he or she believes.)

Strategic Planning: Goals (It is essential to break the vision down into smaller, measurable, and more readily obtainable goals that contribute to the achievement of the larger vision.)

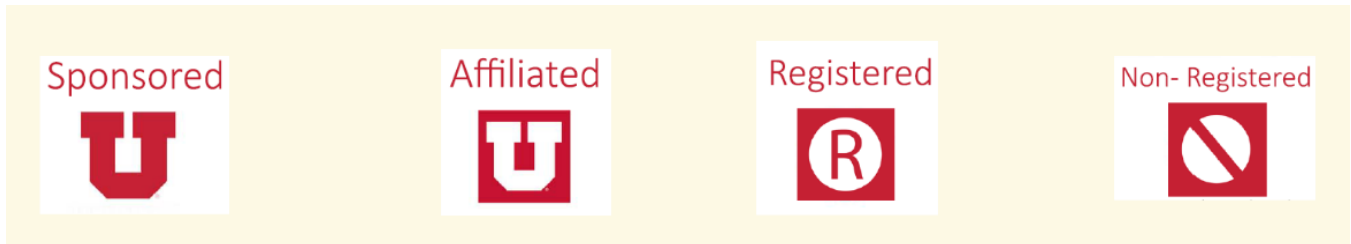
Personal Behavior: Responsibility for Personal Behavior (Leaders do not defer responsibility, push blame on others, or cover up errors. They own up to their actions by admitting when they are wrong, apologizing, rectifying the situation, and accepting the consequences for their actions.), Follow-Through (People need to be able to depend on and trust each other to follow through on their commitments even when facing obstacles.)

Direct data of this work can be found under the outcome of students learn through direct advisement.

Student Organizations

This year ASUU made changes in how student organizations are managed. The two major changes are Registered Student Organization Classification and College Student Councils.

Student Organization Classification



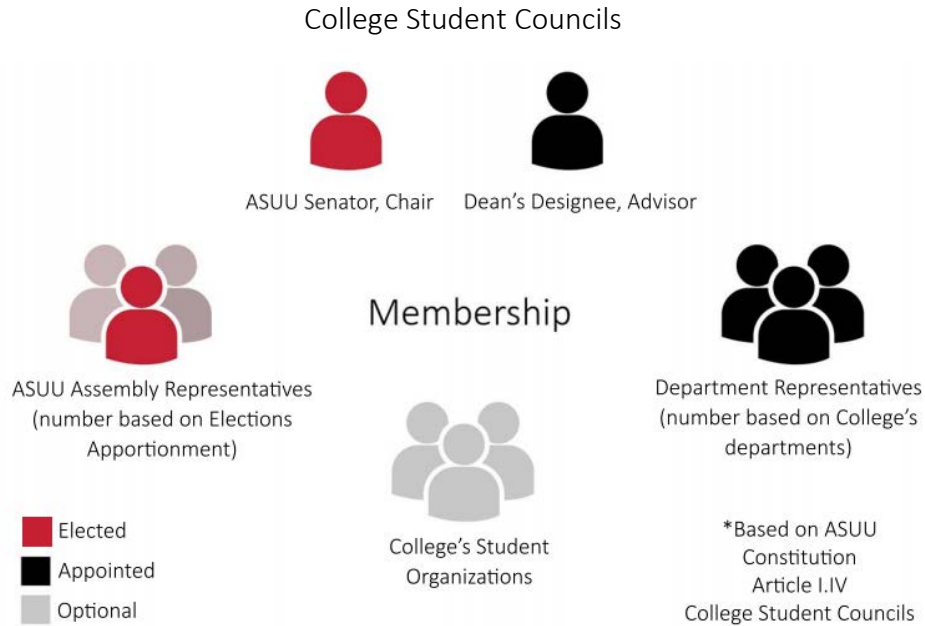
Student Organization Classification has been developed over the past five years. This change stems from the significant growth in number and complexity of student organizations over the past several decades. Classifying the relationship of these organizations to the University will assist us, as well as various departments across campus, in understanding the benefits of that relationship and the requirements of the department they are working with. There are also new funding caps based on these classifications. The funding caps are Sponsored \$4,000 (with the exception of College Student Councils at \$8,000), Affiliated \$6,000, and Registered \$3,500.

Sponsored student organizations are integrated with the University, operate all funds through the University, have a staff member whose job description includes advising the group, and have full access to University risk management and tax indemnification through the sponsoring department. Affiliated organizations are closely related to the University, have an assigned advisor from their affiliated department, may have usage of University trademarks under certain criteria, but may not use the tax ID number, and funds must be in an outside bank or in a 9900 University Fund. Registered organizations are not connected to a University department, even though they may have a staff or faculty member as their advisor. Non-registered organizations are those that choose not to register with ASUU. A more definitive definition of these organizations is being included in proposed Rule 401-A Student Organization Classification.

College Student Councils were previously listed in the ASUU Constitution, but had not be enacted in many colleges. After several requests to provide more infrastructure to the Student Advisory Councils, it was determined that they would be more effective and better managed at the college level. This enactment would also increase the quality of the Retention, Promotion and Tenure (RPT) process by having it done with students that are more consistently engaged in college activities. Currently, there are not changes RPT, as the Office of the Faculty is looking to engage in that process.

To aid in the dissemination of information, the department hosted information sessions to be able to answer your questions. Any member from a department, college or organization was encouraged to

attend might work with either the College Student Council or student organizations in your college to attend. Implementation is still in the works for both changes.



Provide opportunities for student employment

This was a good year for Leadership Interns. Jeremy Rowley and Amy Tetreault were both hired in the Fall of 2016. They each had responsibilities based on their strengths to advance the needs of the department, including but not limited to marketing, outreach, social media, graphic design, event planning and office administration. Both students will return for the upcoming year. In addition, Libia Castro, one of the graduate assistants in the department also took on additional responsibilities within the Leadership Studies Minor. Her work included serving as the recorder for Leadership Studies Minor Advisory Board meetings, compiling course syllabi for possible electives and organizing the new elective selection process.

Employment in ASUU includes paid leadership positions and the front desk. Due to graduation and turnover, we needed to replace all of the staff at the front desk. With Laura Seymour's hire as administrative assistant, the students working at the front desk received more direct training to assure they were knowledgeable and effective in assisting the office work flow. Many of the vacancies in the Legislative Branch were due to resignations for candidacy for executive office, lack of time commitment and impeachment due to poor performance. However, measures are being taken from both the student and professional sides to not only have less turnover, but also more invested individuals in those positions. One such change was to have Legislative candidates run independently from Executive candidates so their motivation would be to truly serve in the role and not because they had a friend running who was looking to increase their marketing budget. The upcoming year will show if this had a positive impact.

Assist in creating a positive living and learning community centered around leadership

The ULead Community is a living and learning community partnership with Housing and Residential Education. Located within the Sage Point Community, the 25 first-year students, and their resident assistant, had have the opportunity participate in key programs through SLI as leadership conferences, leadership workshops, and enrolling in the Foundations of Leadership (LDRSP 2020). We attempted to add additional structure to the floor to assist the resident assistant in having increased active engagement of the residents by adding the expectation that residents also complete the ULEAD Leadership Certificate.

ASUU leadership and involvement compliments their academic experience

Although we do not have statistical data that supports this, anecdotally, we know that ASUU students learn to better manage their time and are more connected to the University. This is especially true for the Executive Cabinet. We are sure to check GPAs every semester. Advisement has assisted in identifying students that are becoming overly involved to assist them in determining priorities to avoid their extra-curricular and co-curricular activities from having a negative impact on their GPA.

Student Organization Support

The number of student organizations ranges from at least 400 to over 600, depending on the time of year and the reactivation process. Registering a student group allows the group to be searched for and seen by any potential members who want to join. It also allows access to apply for ASUU funding, leadership development, drop-in advising, free tabling events and reduced-cost advertising.

ASUU unites, represents, and funds student activities and/or organizations

Type of Funding	Amount
Student Organization Funding	\$147,247.05
Travel	\$116,926.65
Sport Club Fund	\$6,300.60
College Readership Program	\$187,512.54
Emergency Student Loans	\$1,250
Childcare Scholarships	\$5,545
Departmental Support	\$102,381.28
Campus Events Board	\$444,993.84
Executive Cabinet Initiatives	\$151,805.41

National Society of Leadership & Success (NSLS) a step-by-step program for members to build their leadership skills through participation at their campus

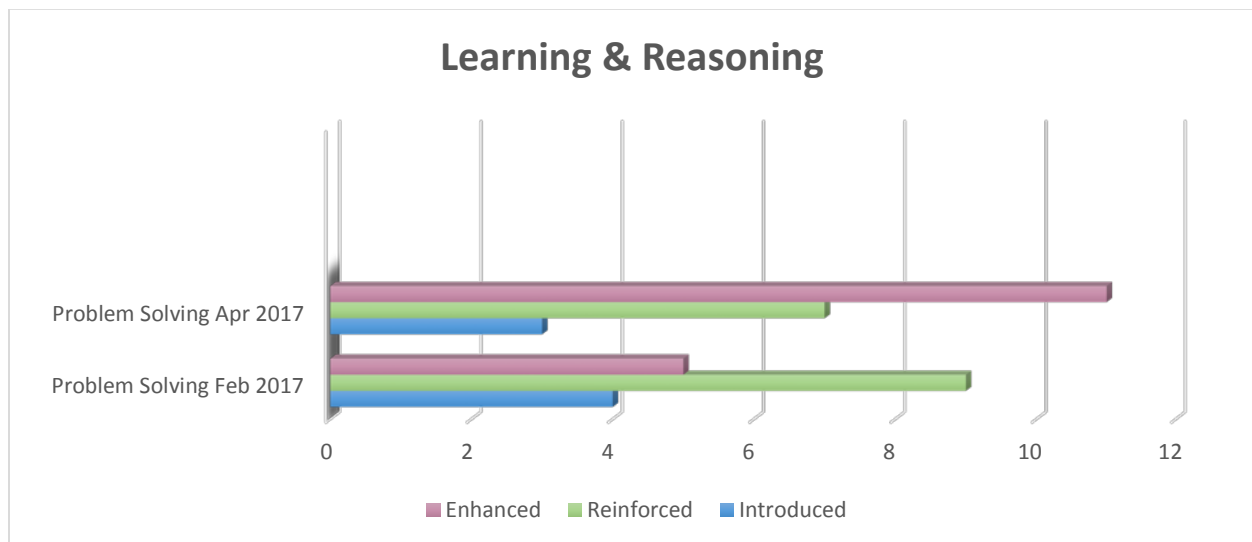
NSLS is the nation's largest leadership honor society. Students are selected for membership based on either academic standing or leadership potential. NSLS helps students discover and achieve their goals and offers lectures from the nation's leading presenters and a community where like-minded, success-oriented individuals come together and help one another succeed. The University of Utah Chapter is one of the largest and most active chapters in the country.

To better engage inducted members, the Executive Board created a Mentorship Program. Mentors were matched with new members in the process of meeting requirements for induction. As a result of the Mentorship Program, there was higher member engagement, increased the number of National Engaged Leader Award recipients, and produced a competitive pool for officer selection, ultimately filling all open positions.

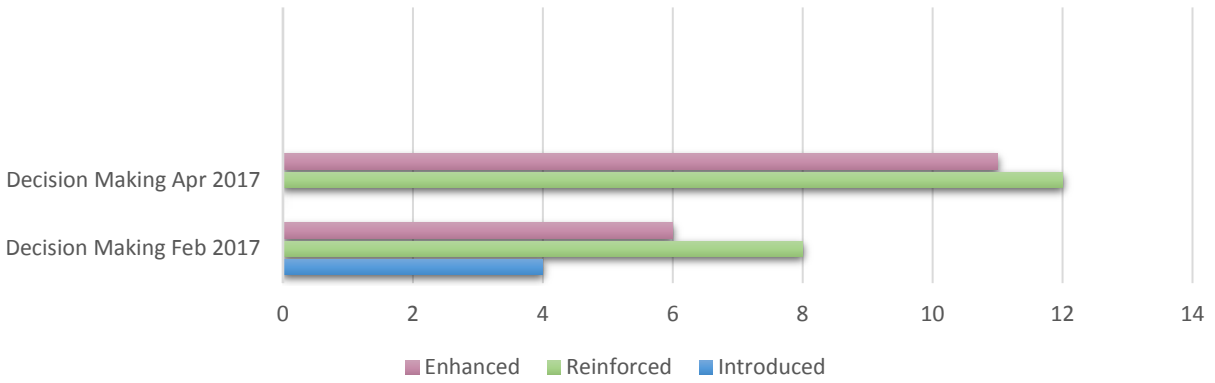
New Members	720
New Members Inducted	320
National Engaged Leader Awards	29

Students gain leadership skills from direct advisement

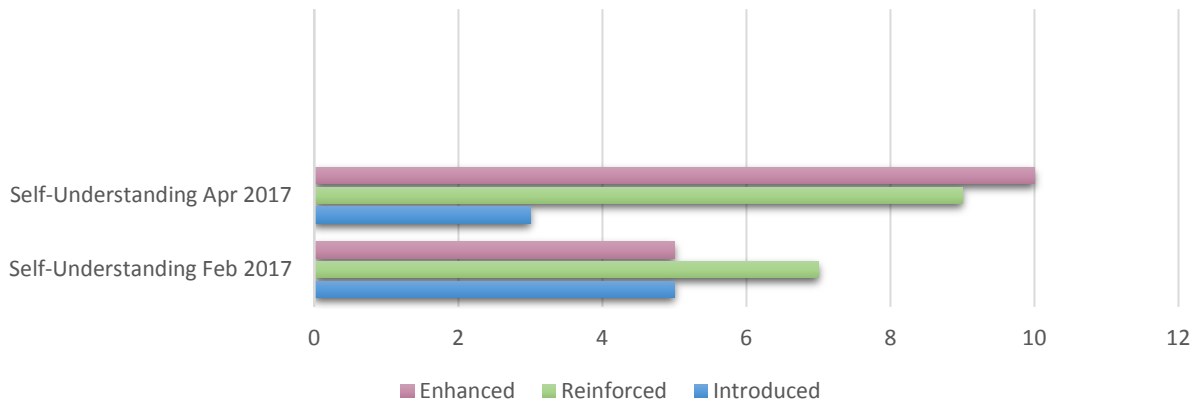
ASUU student leaders who were coached by an adviser within Student Leadership & Involvement were reviewed to determine student leader competencies. Data collection took place at two junctures during Spring 2017 (February and April). The February 2017 collection included 18 profiles for students, while April 2017 included 22 profiles for students. Competency measures are broken up into eight domains as illustrated throughout each visualization below.



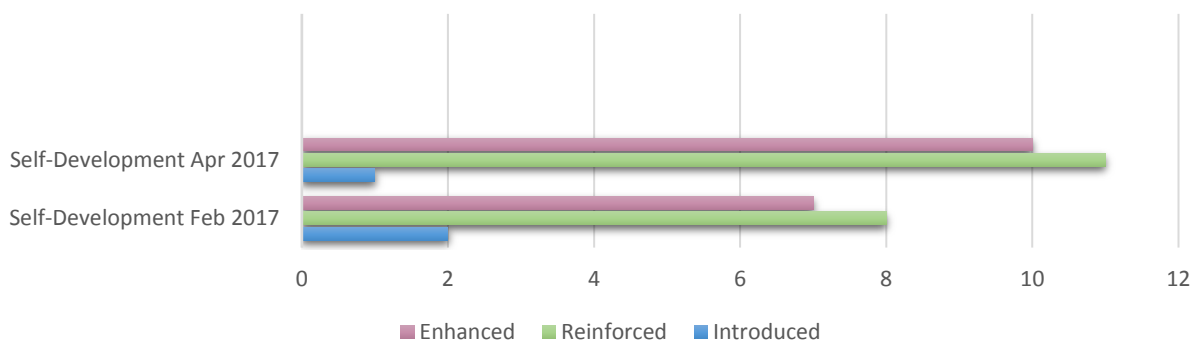
Learning & Reasoning

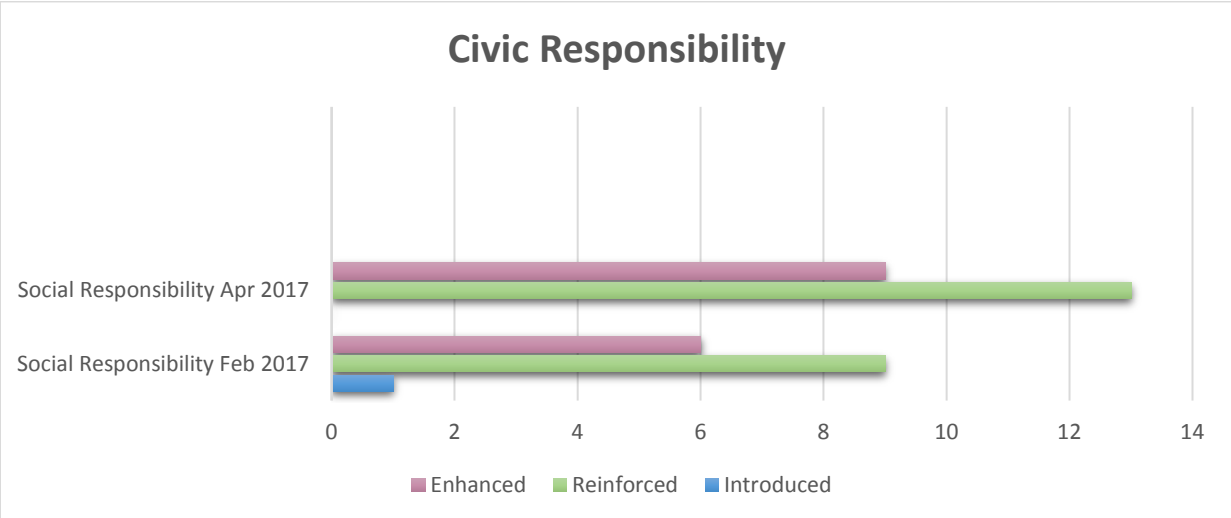
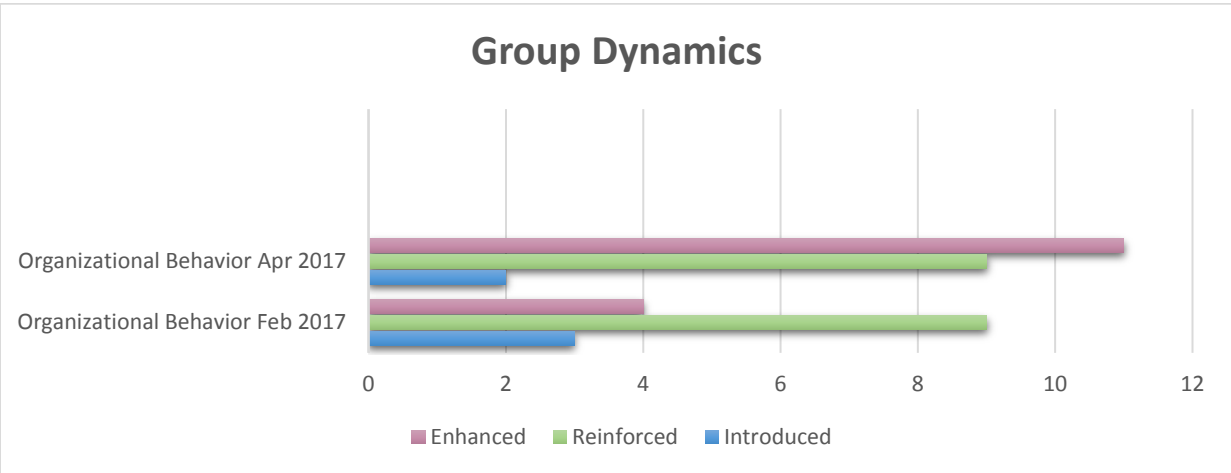
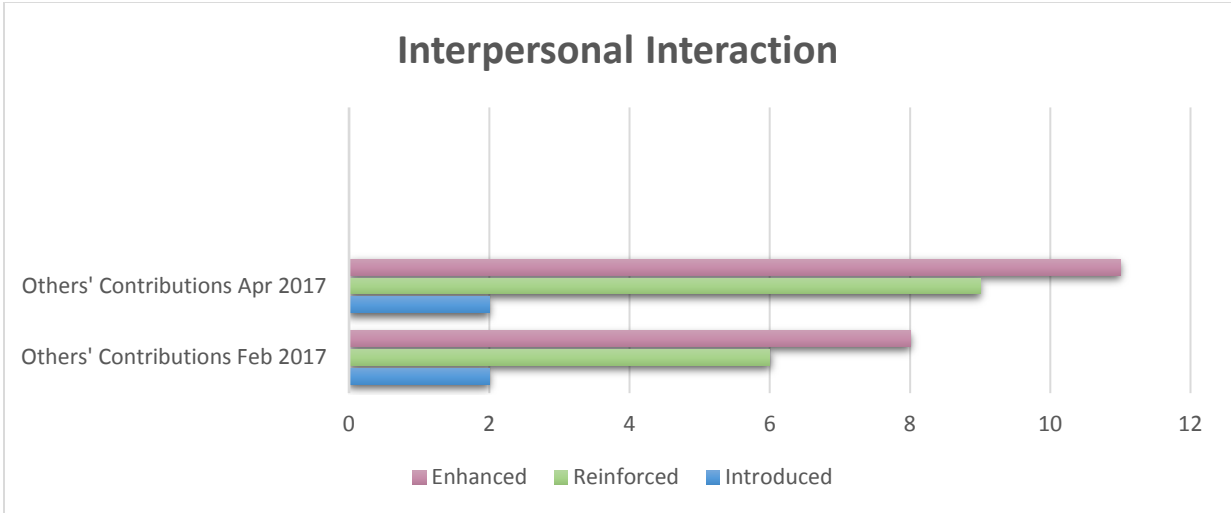


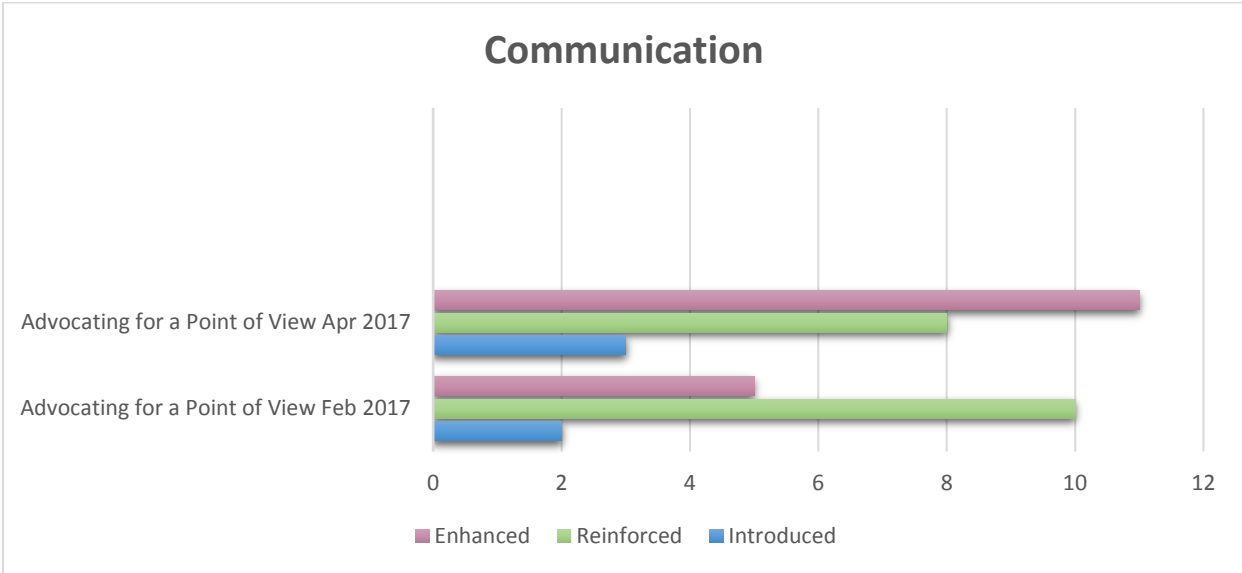
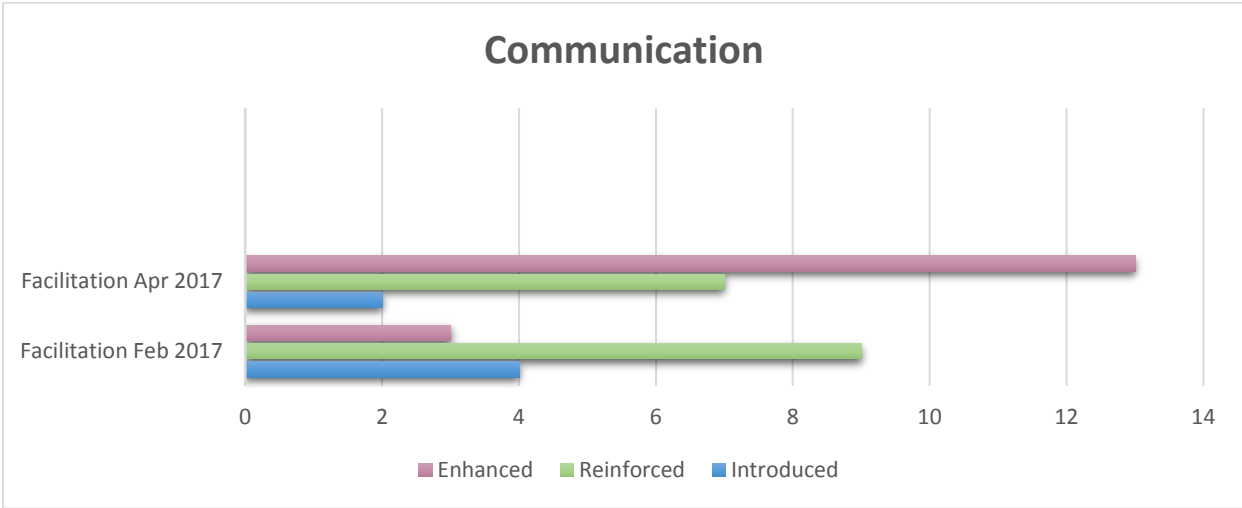
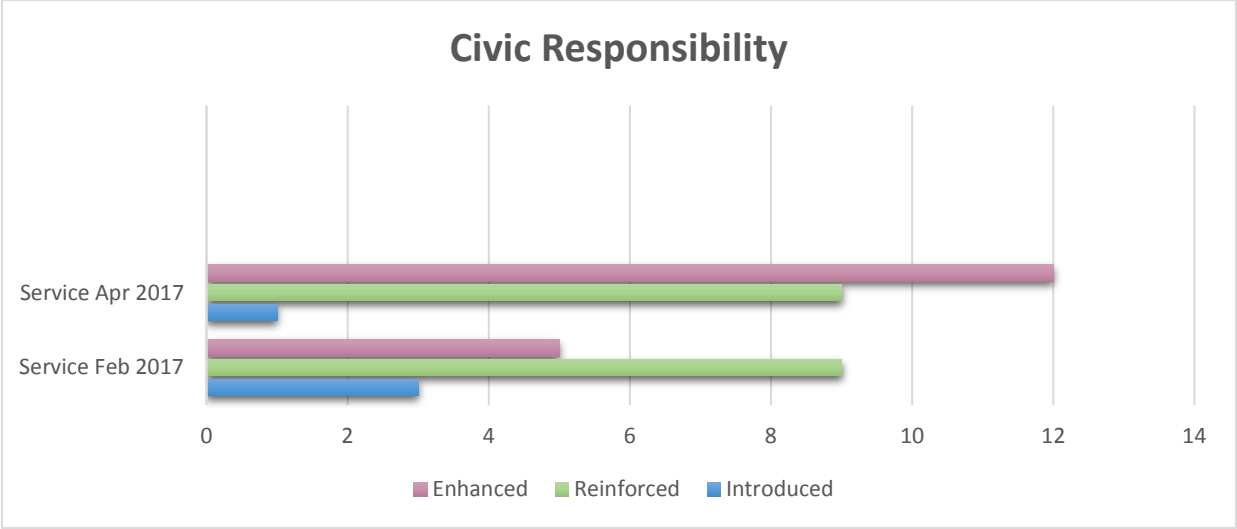
Self-Awareness & Development

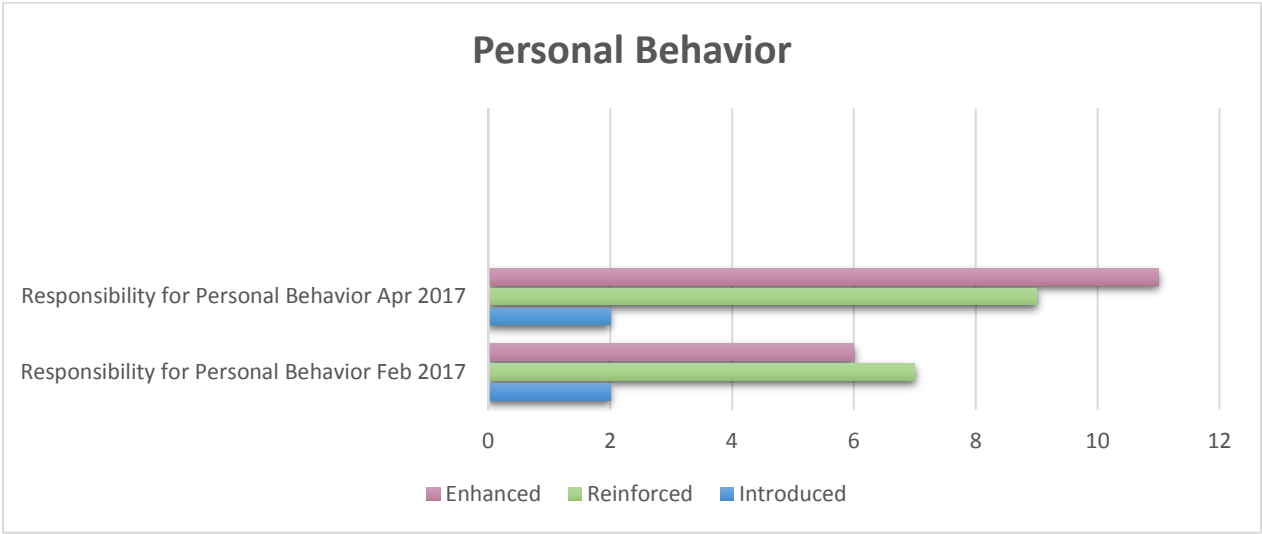
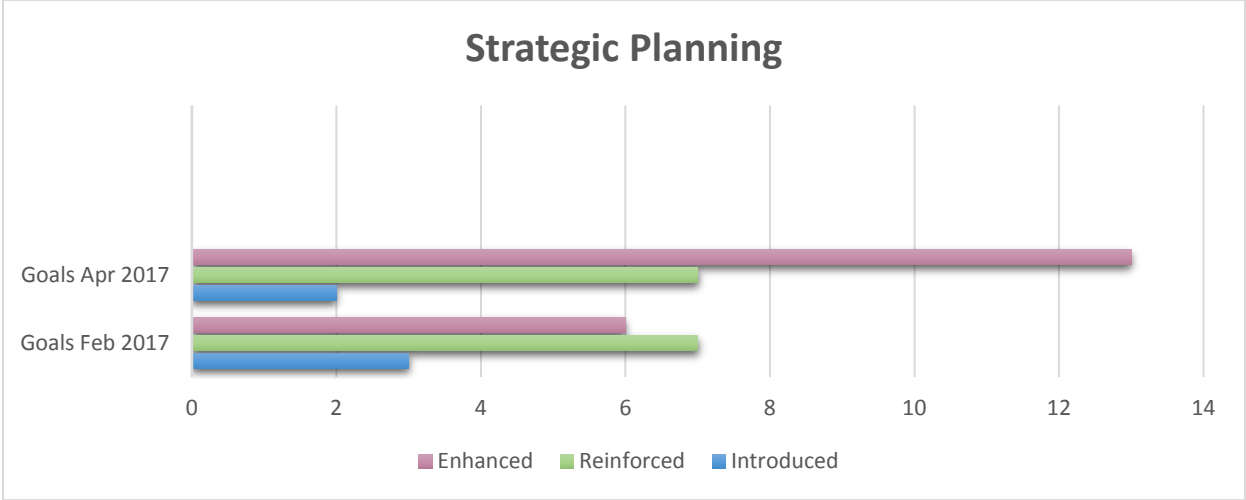


Self-Awareness & Development









Leadership Studies Minor

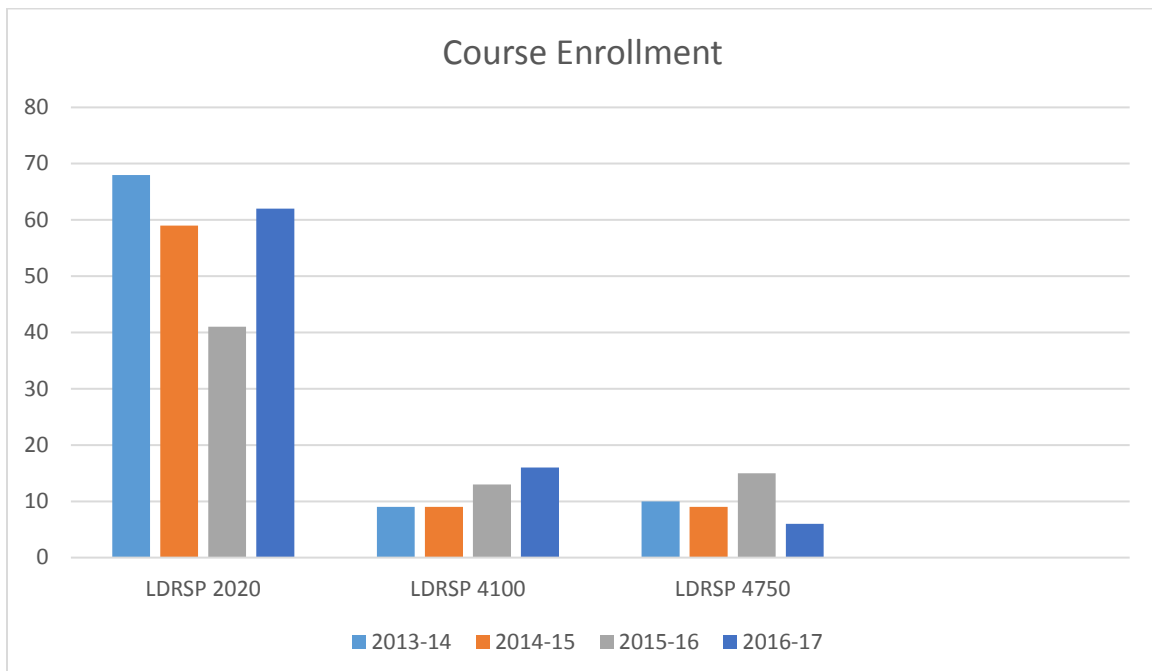
The Leadership Studies Minor utilizes expertise and courses throughout the university community in an effort to provide students with a variety of opportunities to explore leadership philosophies, theories, case examples, and practices. Having the director of SLI serving as the Academic Advisor for the Leadership Studies Minor allows the students perusing the minor to be not only engaged in the study of leadership, but also be exposed to a myriad of opportunities to enact their own leadership goals and need for involvement.

Provide for-credit academic exploration of Leadership

There were 42 students being tracked within the Minor, not including the students in the Minor at the University of Utah Asia Campus (UAC). The three core classes in the minor include LDRSP 2020: Foundations in Leadership, LDRSP 4100: Field Experience Seminar, and LDRSP 4750: Leadership Capstone.

The graph below show the number the number of enrolled students over the past 4 years. Much of the increase can be attributed to LDRSP 2020 and LDRSP 4100 being taught at the UAC. LDRSP 4750 did not have this jump do to the fact that it was only taught on the main campus this year.

In the 2016-2017 school year, 10 students graduated with the Leadership Studies Minor.



Provide a comprehensive list of academic electives that meet Minor Requirements

This process of revisiting the electives in the Minor started in the 2015-2016 school year. We asked the representation from the various colleges on the Leadership Studies Minor Advisory Committee to review the courses offered in their college and propose course that would be a good fit for the Minor. After only having a few people submit, and those that submitted seemed to be too specific to that respective department, it was determined that we needed a difference strategy.

In researching the original documents from the proposal of the creation of the Leadership Studies Minor, the elective categories were named, but they were not defined. To start the project off, each category was defined. This language assured common definition of the types of courses that would fall in that category. Jeff Furlong was assigned a summer project to review the entire course catalog to sort through what courses could be offered as a part of each elective category. After he resigned from his position, Libia Castro completed a second round of filtering of courses. From there, outreach to the individual academic departments to compile course syllabi of the courses that were being considered. In many cases, departments would state that course was not appropriate, but presented other courses to be considered. The Advisory Board then ranked each course based on the course's ability to speak both to leadership and the content of the category. The courses that were at the top of the list became the new electives for the categories.

There was much conversation about creating another course for Category I that would be a part of the core curriculum to assure that the course met the outcomes of leadership, culture and ethics. Ultimately, the groups decided that there were courses that met that charge and should be utilized as a means to further the interdisciplinary nature of the Minor.

All of the courses listed below have been submitted to the Registrar. Courses that are cross-listed in two different departments are listed in both subjects. This allows the student's DAR to recognize the course regardless of which subject they enrolled in. Additionally, Honors sections of courses that were being used were also listed to reduce the number of substitutions that were being made to give credit to the students that took the Honors version.

Updated Electives in the Leadership Studies Minor

Category I: Ethical and Cultural Foundations - Courses that expose students to the foundations of ethical decision making and cultural backgrounds, in addition to exploring how ethics and culture differ, intersect, and influence leadership.

COMM 3505	Introduction to Media Business and Ethics
ETHNC 4540	Chicana/o History Since 1849 (Cross-listed as HIST 4540)
GNDR 4610	Women in American History Since 1870 (Cross-listed as HIST 4610)
HIST 4370	History of American Social Movements
HIST 4380	U.S. Environmental History
HIST 4540	Chicana/o History Since 1849 (Cross-listed as ETHNC 4540)
HIST 4610	Women in American History Since 1870 (Cross-listed as GNDR 4610)

PHIL 3700	Political Philosophy
PHIL 3730	Justice and International Affairs
SOC 3334	Class, Race & the American Dream
SOC 4085	Cities and Communities
SP ED 3020	Special Education Globalization and International Perspectives (Category I or II)
SW 3550	Social Diversity and Cultural Understanding (4 Credits)

Category II: Group, Organizational and Community Contexts - Courses that explore leadership contexts within groups, organizations and industries to identify where leadership occurs and understand how those contexts impact leadership.

ART 3450	Land Art and Experimental Geography (Cross-listed as ART 3450)
ARTH 3450	Land Art and Experimental Geography (Cross-listed as ARTH 3450)
CMP 3100	Urban & Environmental Planning: Theory and Practice
CMP 3101	Honors People and Place I
CMP 3250	Planning Process and Methods
CMP 4030	Leadership and Community Engagement
ECON 4670	Economics Research in the Community
ELP 4540	Cultural Diversity in American Colleges and Universities
ETHNC 2520	Students of color Navigating a Predominantly White Institution (Prerequisite: ETHNC 2500)
GNDR 3200	Westside Leadership Institute (Category II or III)
GNDR 3400	Girls' Lives: Community Engaged Learning
GNDR 3500	Where We Stand: Social Science Perspectives on Gender and Youth
H EDU 3050	Community Health Issues
HNKLY 4100	Global Community Based Research (Cross-listed as SW 4100; Category II or III)
HONOR 3005	International Leadership Academy (Prerequisite: Member of Honors College)
HONOR 3101	Honors People and Place I (Prerequisite: Member of Honors College)
LDRSP 2040	Leadership in Community
LDRSP 3960	Leadership in Higher Education (Prerequisite: Selected as Orientation Leader)
MIL S 3020	Applied Leadership in Small Unit Operations
MIL S 3960	Military History Leadership in Adversity
MGT 3680	Human Behavior in Organizations (Prerequisite: Business Major/Minor, LSM Student)
MUSC 4100	Career Development
PCS 4950	Dialogue Models
POLS 3026	Civic engagement and Social Change
POLS 3150	The American Presidency
POLS 3700	Urban Politics
POLS 3827	Student Lab for Social Change
PRT 3320	Recreation Programming and Leadership (Prerequisite: PRT 3100)
SP ED 3020	Special Education Globalization and International (Category I or II)
SW 4100	Global Community Based Research (Cross-listed as HNKLY 4100)
THEA 4615	Theatre for Young Audiences
THEA 4630	Theater for Social Action
UGS 2030	Introduction to Civic Leadership (Category II or III)
UGS 2230	Block U: Global Citizenship (Prerequisite: Member of Block U)

Category III: Practical Skills, Instruments and Processes

Courses that allow students to learn and demonstrate the tools and skills that are essential for effective leadership.

BUS 3211	Do You See What I'm Saying? Leadership as Communicative Performance
CMP 4030	Leadership and Community Engagement
COMM 1270	Analysis of Argument
COMM 3150	Foundations of Argument, Conflict and Dialogue
COMM 4170	Applied Organizational Communication (Prerequisite: COMM 3170)
COMM 5170	Contemporary Issues in Organizational Communication (Prerequisite: COMM 3170)
ECON 4670	Economics Research in the Community
ENVST 3011	Wilderness, Leave No Trace, and Leadership
FILM 3520	Documentary and Social Justice
GNDR 3200	Westside Leadership Institute
HNKLY 4100	Global Community Based Research (Cross-listed as SW 4100; Category II or III)
HONOR 2950	Honors Negotiations (Prerequisite: Member of Honors College)
LEAP 1250	Reasoning and Rational Decision Making (Prerequisite: Member of LEAP; LEAP 2700)
MGT 3810	Business and Professional Communication (Prerequisite: B-or better in WRTG 2010, WRTG 2011, HONOR 2211, or EAS 1060)
MGT 4860	Managing Organizational Conflict (Prerequisite: Business Major/Minor, LSM Student)
MGT 5810	Managing Diversity in Organizations (Prerequisite: Business Major/Minor, LSM Student)
MGT 5830	Leadership, Power and Supervisory Behavior in Organizations (Prerequisite: Business Major/Minor, LSM Student)
MIL S 2010	Leadership and Decision Making
PRT 3205	Hospitality Supervision
PCS 4950	Dialogue Models
PHIL 1250	Reasoning and Rational Decision Making (Cross-listed as LEAP 1250)
PSY 2125	Everyday Decision Making
PUBPL 3100	Survey Research for Public Policy
SW 4100	Global Community Based Research (Cross-listed as HNKLY 4100; Category II or III)
UGS 2030	Introduction to Civic Leadership (Category II or III)
WRTG 3010	Critical Thinking and Writing

Create means for instructor selection and syllabus requirements

Previously, there was no selection process for the core curriculum course instructors. The only requirement was that the professional had a Master's Degree. This outcome was created with the intention to create a process of some kind to not only outline how instructors were chosen, but also to communicate the curriculum needs.

Over the summer of 2016, several vacancies occurred within Student Leadership & Involvement, which allowed for hiring new staff with different particular duties in mind for the Leadership Studies Minor. It was proposed to have all core courses taught by the professional staff within the department. By incorporating these responsibilities into their job descriptions, the department was able to attract more qualified and interested candidates for the listed positions, while providing some cost savings to the department as a whole. Payment for courses would still be per course, in addition to their base salary.

Course	Instructor	Semester(s) Offered
LDRSP 2020: Foundations of Leadership	Programming Advisor Legislative Advisor	Fall, Spring Fall
LDRSP 4100: Practicum	Associate Director	Fall
LDRSP 4750: Leadership Capstone	Director	Spring

Course	Previous Rate	Current Rate
LDRSP 2020: Foundations of Leadership	\$2,500 / course	\$1,000 / course
LDRSP 4100: Field Experience	\$1,500 / course	\$600 / course
LDRSP 4750: Leadership Capstone	\$2,500 / course	\$1,000 / course

Campus Engagement

Provide events and programs for University community

Below is the listing of events hosted by Student Leadership & Involvement for the 2016-2017 year. The Domains are based on the [Student Affairs Learning Domains](#). This is the first year that this information has been tracked in this way. In the future, the goal will be to add the budget for the event to be able to determine cost per student, not just for record keeping purposes but to assist students in their thought process of event planning.

Date	Event Name	Sponsor	Attendance	Primary Domain	Secondary Domain
8/6/2016	University Student Apartments Movie: Zootopia	Student Immersion & Outreach Board	300	Campus Community	

8/24/2016	Plazafest	Campus Relations Board	2550	Campus Community	Leadership
8/25/2016	Dive In Movie: The Jungle Book	Campus Events Board	150	Campus Community	
8/31/2016	ULEAD: Time Management	Leadership Programs	12	Leadership	Practical Competence
9/1/2016	Recycle Rice Eccles	Sustainability Board	45	Civic Engagement & Social Responsibility	
9/6/2016	Lunchbox Concert	Campus Events Board	75	Campus Community	
9/10/2016	Recycle Rice Eccles	Sustainability Board	134	Civic Engagement & Social Responsibility	
9/13/2016	Budget Process Workshop	Finance Board	10	Campus Community	
9/13/2016	NSLS Orientation	National Society of Leadership & Success	66	Leadership	Campus Community
9/14/2016	Budget Process Workshop	Finance Board	10	Campus Community	
9/14/2016	Get to Know ASUU	Elections Board	116	Leadership	Campus Community
9/14/2016	ULEAD: True Colors	Leadership Programs	10	Leadership	
9/14/2016	NSLS Orientation	National Society of Leadership & Success	85	Leadership	Campus Community
9/16/2016	Equity and Diversity Mixer	ASUU Exec	20	Diversity & Inclusion	Campus Community
9/16/2016	Redfest featuring Jeremih & Isaiah Rashad	Campus Events Board	3160	Campus Community	
9/16/2016	NSLS Orientation	National Society of Leadership & Success	210	Leadership	Campus Community
9/17/2016	University Student Apartments - Block Party	Student Immersion &	700	Campus Community	

		Outreach Board			
9/17/2016	Leadership Training Day	National Society of Leadership & Success	182	Leadership	
9/22/2016	ULEAD:	Leadership Programs		Leadership	
9/23/2016	Recycle Rice Eccles	Sustainability Board	65	Civic Engagement & Social Responsibility	Campus Community
9/24/2016	Squatters 5K Run: Benefit Fundraiser	Philanthropy & Service Board	119	Civic Engagement & Social Responsibility	
9/28/2016	ULEAD: Privilege Chains	Leadership Programs	6	Leadership	Diversity & Inclusion
9/30/2016	Homecoming Dance	Campus Events Board	281	Campus Community	
10/7/2016	Family Movie Night (W/ Childcare & Family Resource Office)	Student Immersion & Outreach Board	300	Campus Community	Diversity & Inclusion
10/8/2016	Recycle Rice Eccles	Sustainability Board	63	Civic Engagement & Social Responsibility	Campus Community
10/18/2016	Lunchbox Concert	Campus Events Board	25	Campus Community	
10/20/2016	Free Film Series	Campus Events Board	5	Campus Community	
10/20/2016	ULEAD: Programming	Leadership Programs	3	Leadership	
10/24/2016	It's On Us Campaign (Oct 24-26)	Student Advocacy Board		Health & Wellness	Civic Engagement & Social Responsibility
10/26/2016	ULEAD: Situational Leadership	Leadership Programs	6	Leadership	
10/28/2016	Free Film Series	Campus Events Board	8	Campus Community	
10/28/2016	ULEAD Marathon	Leadership Programs	5	Leadership	

10/29/2016	Recycle Rice Eccles	Sustainability Board	98	Civic Engagement & Social Responsibility	Campus Community
11/1/2016	Speaker - Sean Astin	Campus Events Board	360	Civic Engagement & Social Responsibility	Campus Community
11/4/2016	Free Film Series	Campus Events Board	6	Campus Community	
11/8/2016	Lunchbox Concert	Campus Events Board	40	Campus Community	
11/8/2016	Election Day	Governmental Relations Board		Civic Engagement & Social Responsibility	
11/9/2016	ULEAD: How do people become ethical leaders?	Leadership Programs	10	Leadership	Civic Engagement & Social Responsibility
11/10/2016	Game on the Green	Campus Events Board	145	Campus Community	
11/12/2016	Leadership Training Day	National Society of Leadership & Success	64	Leadership	
11/17/2016	ULEAD: Equity Awareness Quiz	Leadership Programs	0	Leadership	
11/17/2016	NSLS Orientation	National Society of Leadership & Success	15	Leadership	Campus Community
11/18/2016	Free Film Series	Campus Events Board	4	Campus Community	
11/19/2016	Recycle Rice Eccles	Sustainability Board	90	Civic Engagement & Social Responsibility	Campus Community
11/30/2016	ULEAD: Public Speaking	Leadership Programs	4	Leadership	
12/1/2016	Student Organization Open House	Diversity Board	55	Diversity & Inclusion	Campus Community
12/2/2016	Free Film Series	Campus Events Board	10	Campus Community	

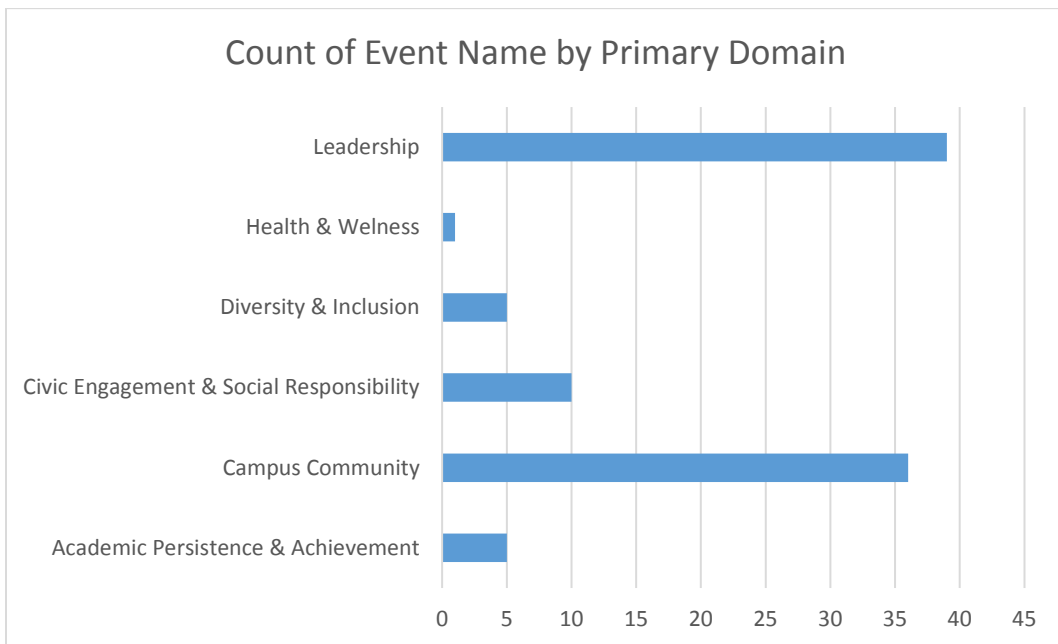
12/5/2016	Geek Week (Dec 5-9)	Academic Affairs Board	412	Academic Persistence & Achievement	
12/8/2016	ULEAD: Transactional Leadership	Leadership Programs	3	Leadership	
1/11/2017	Plazafest	Campus Relations Board	3500	Campus Community	
1/11/2017	ULEAD: How does ethical leadership work?	Leadership Programs	3	Leadership	
1/19/2017	ULEAD: Archie Bunker's Neighborhood	Leadership Programs	2	Leadership	Diversity & Inclusion
1/20/2017	Free Film Series	Campus Events Board	59	Campus Community	
1/24/2017	Last Lecture Series: David Temme	Campus Events Board	65	Academic Persistence & Achievement	Critical Thinking
1/25/2017	ULEAD: Networking	Leadership Programs	9	Leadership	
1/25/2017	NSLS Orientation	National Society of Leadership & Success	100	Leadership	Campus Community
1/27/2017	ULEAD Marathon	Leadership Programs	8	Leadership	Diversity & Inclusion
1/27/2017	NSLS Orientation	National Society of Leadership & Success	36	Leadership	Campus Community
1/31/2017	Café Concert Series	Campus Events Board	185	Campus Community	
2/4/2017	Leadership Training Day	National Society of Leadership & Success	112	Leadership	
2/4/2017	NSLS Orientation	National Society of Leadership & Success	35	Leadership	Campus Community

2/8/2017	ULEAD: Trait Theory/ Great Man	Leadership Programs		Leadership	
2/10/2017	Free Film Series: Dr. Strange	Campus Events Board	40	Campus Community	
2/14/2017	True to U	Campus Events Board	200	Campus Community	
2/15/2017	C.O.D.E.	Diversity Board	296	Diversity & Inclusion	Leadership
2/16/2017	ULEAD: Ethics and Leadership Effectiveness	Leadership Programs	4	Leadership	
2/17/2017	Last Lecture Series: Paul Larsen	Campus Events Board	120	Academic Persistence & Achievement	Critical Thinking
2/23/2017	ULEAD: Cross the line	Leadership Programs	2	Leadership	Diversity & Inclusion
2/24/2017	Free Films Series: Fantastic Beasts	Campus Events Board	52	Campus Community	
3/4/2017	Climb-a-thon	Philanthropy & Service Board	42	Civic Engagement & Social Responsibility	Health & Wellness
3/8/2017	ULEAD: Dealing with stressful situations	Leadership Programs	6	Leadership	
3/10/2017	Free Film Series: SING	Campus Events Board	39	Campus Community	
3/10/2017	Elections Announcement	Elections Board	30	Campus Community	Leadership
3/21/2017	Women's Leadership Summit	Leadership Programs	99	Leadership	Campus Community
3/22/2017	ULEAD: Behavioral Theories	Leadership Programs	12	Leadership	
3/24/2017	Free Film Series: Rogue One	Campus Events Board	41	Campus Community	
3/24/2017	ULEAD Marathon	Leadership Programs	6	Leadership	Diversity & Inclusion
3/24/2017	Masquerade	Campus Events Board	244	Campus Community	
3/25/2017	Leadership Training Day	National Society of	35	Leadership	

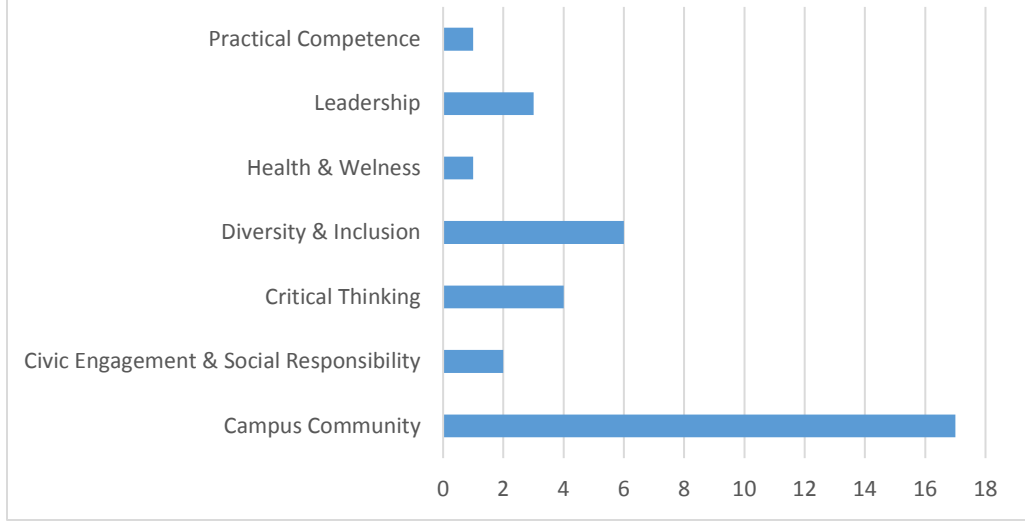
		Leadership & Success			
3/28/2017	Café Concert Series	Campus Events Board	25	Campus Community	
3/30/2017	Last Lecture Series: Ingebretsen	Campus Events Board	50	Academic Persistence & Achievement	Critical Thinking
3/31/2017	Dedication & Open House	Professional Staff	100	Campus Community	
4/5/2017	ULEAD: Should ask	Leadership Programs	3	Leadership	
4/7/2017	Free Film Series: Moana	Campus Events Board	125	Campus Community	
4/12/2017	Student Leadership Awards	Leadership Programs	150	Campus Community	
4/12/2017	ASUU Open House With Student Org Officers	Diversity Board	24	Diversity & Inclusion	Critical Thinking
4/19/2017	ULEAD: Reflection & Growth	Leadership Programs		Leadership	
4/20/2017	Artivism Gala	Diversity Board	14	Diversity & Inclusion	Campus Community
4/21/2017	Wasatch Music Festival	Campus Events Board	1517	Campus Community	
4/24/2017	Geek Week (April 24-27)	Academic Affairs Board	300	Academic Persistence & Achievement	
4/26/2017	Elections Inauguration	Elections Board	70	Campus Community	
5/9/2017	ASUU Orientation	Professional Staff	60	Campus Community	
5/31/2017	Student Orgs & College Student Council Information Session	Professional Staff	52	Leadership	
6/5/2017	Student Orgs & College Student Council Information Session	Professional Staff	49	Leadership	

6/14/2017	Student Orgs & College Student Council Information Session	Professional Staff	23	Leadership	
Various	Orientation Sessions	Professional Staff	48	Campus Community	

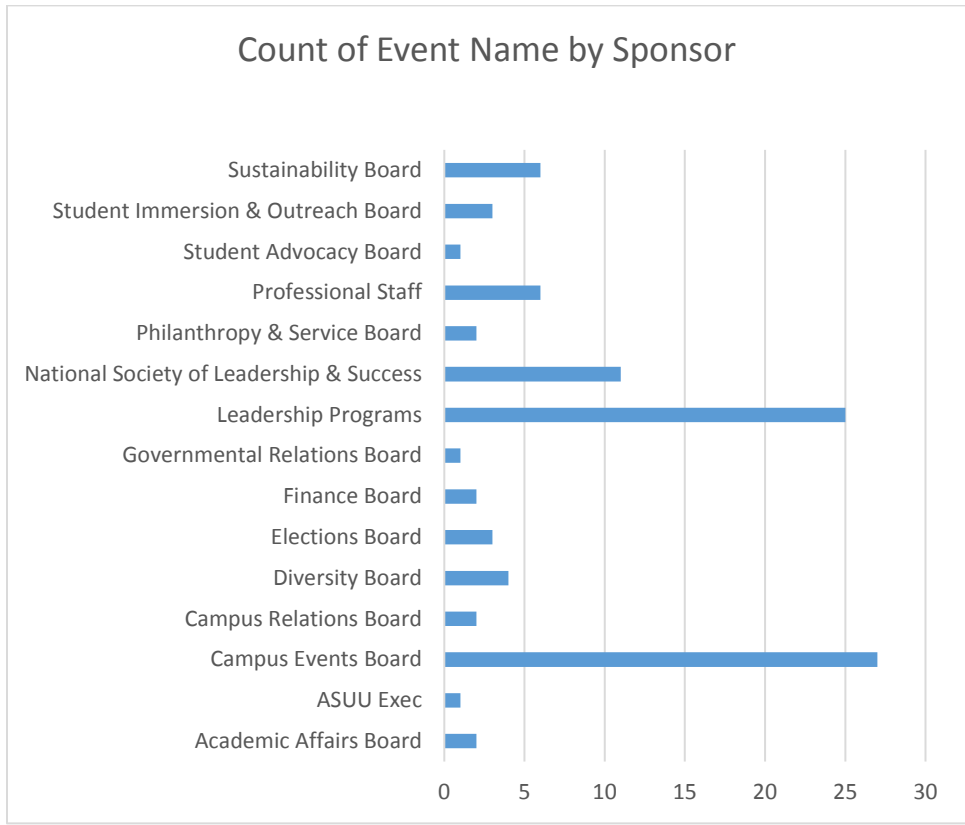
The following charts are some various forms of analysis of the Student Leadership & Involvement events. It is no surprise that the two top domains are Campus Community and Leadership as those are the cornerstones of student activities. When looking at secondary domains, Campus Community and Diversity & Inclusion are the highest domains. Leadership Programs and Campus Events Board produce the most events. The Campus Events Board and Campus Relations have the highest attendance due to the fact that they most the major events, including concerts and PlazaFest. In the course of the 2016-2017 school year, the department had an attendance of over 18,000 students. Knowing that several events did not record attendance and others were only estimates the actual number could be much higher.



Count of Event Name by Secondary Domain



Count of Event Name by Sponsor



Sponsor	Sum of Attendance
Academic Affairs Board	712
ASUU Exec	20
Campus Events Board	7031
Campus Relations Board	6050
Diversity Board	389
Elections Board	216
Finance Board	20
Governmental Relations Board	
Leadership Programs	363
Philanthropy & Service Board	161
Professional Staff	332
Student Advocacy Board	
Student Immersion & Outreach Board	1300
Sustainability Board	495
National Society of Leadership & Success	940
Grand Total	18,029

Student Leadership Awards

The Student Leadership Awards were held on Wednesday at 6pm in the Swaner Forum of the National History Museum of Utah. This was the second year of having the awards ceremony started with a reception with refreshments and then the program. The vision for the event is to continue to build pride around celebrating the successes of student leaders across campus, thus it was not a ticketed event, open to all those that wanted to attend. Nominees, nominators, families and friends alike came out to support those that had been nominated. Also, students that completed the Leadership Studies Minor and the ULEAD: Leadership Certificate Program were recognized.

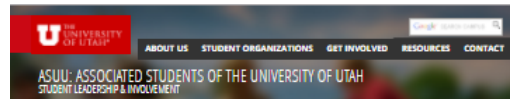
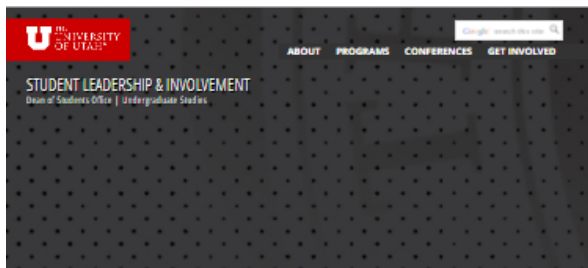
The 2017 Student Leadership Award Winners:

Student Group Advisor of the Year	Victoria Cabal
Group Commitment to Diversity	Students for Queer Arts, Resistance, & Education (SQuARE)
Peer Mentor of the Year	McKenna Buck
Faculty/Staff Mentor of the Year	Jeff Bates
Individual Dedication to Research	Benjamin Gilmore

Individual Commitment to Service
 Group Commitment to Service
 Faculty Commitment to Students
 Academic Advisor of the Year
 Emerging Student Leader of the Year
 Student Group of the Year
 Student Employee of the Year
 Student Leader of the Year
 Best Event of the Year
 Ivory Prize for Excellence in Student Leadership
 Nick Knight, FeedUPantry
 Karissa Lee
 Army ROTC Color Guard
 Jeff Bates
 Jojo Beyene
 Jeff Wang
 SHERO
 McCade Child
 Amy Yu
 International Night

Market engagement opportunities

SLI And ASUU Website Updates



By offering a variety of events, programs and services, Student Leadership & Involvement at the University of Utah incites students to action, encourages engagement in campus and community service, and provide opportunities that enrich and support personal and academic growth and development, which culminates in a lifelong commitment to effective leadership.

<p>APPLY NOW Find an interest and get involved in ASUU. Apply to be in the Executive Cabinet.</p> <p>Apply Now</p>	<p>NEWS Learn more about what is happening in ASUU.</p> <p>Learn More</p>	<p>EVENTS Find events by ASUU. Click here to view the calendar.</p> <p>Calendar</p>	<p>COMMENT BOX Want to see something implemented or changed at the U, let us know.</p> <p>Comment</p>
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U LEAD LEADERSHIP CERTIFICATES

About Us
Student Leadership & Involvement provides many leadership opportunities at the University of Utah. Our student leadership programs include ASUU (student government), ULEAD Leadership programs, Leadership Studies Minor, NSLS and student organizations.

<p>COLLEGE STUDENT COUNCILS</p> <p>ASUU has transformed from recognizing Student Advisory Committees (SACs) at the individual department level, but instead College Student Councils (CSC) as a collective unit for each college. This change provides the infrastructure for communication and activities within the colleges and vice-versa with ASUU representation. We appreciate your patience as we continue to communicate this to the various entities on campus and roll out the updated registration process.</p> <p>Find out more</p>	<p>APPLY NOW 2017-2018 UNIVERSITY COMMITTEE APPLICATION</p> <p>Consider joining a University of Utah academic committee. Serving as a student representative with Administrators, Faculty, Staff, and other students will allow you to network, learn more about the university, apply your classroom skills, and impact decisions made at the University of Utah every day. There are a wide range of committee types to fit any student's interests. Apply for a position on a university committee and make sure the student voice is heard!</p> <p>Apply here</p>
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<p>Get Involved</p> <p>Getting involved is easy. There are leadership opportunities for everyone. Want to do service? Visit the Berrison Center. Want to be a part of student government? Get involved with ASUU. Have a passion or hobby? Join a club or start your own if you need help finding the right fit for you we would love to help.</p>	<p>Leadership Studies Minor</p> <p>The minor in Leadership Studies utilizes expertise and courses throughout the university community in an effort to provide students with a variety of opportunities to explore leadership philosophies, theories, case examples, and practices. Find out more here.</p>	<p>Events Calendar</p> <p>Academic Senate Monday, August 28, 3 - 4pm</p> <p>MUSE Casual Friday Friday, September 1, 10 - 11am</p> <p>Each Friday from 10:00 to 11:00 a.m., MUSE hosts students for free coffee, cocoa, and bagels. Bring your friends along to have breakfast, pick up a free coffee mug, hear about upcoming MUSE events, and connect with professors, and meet new people.</p> <p>FYC Application Deadline Friday, September 1, 5 - 6pm</p> <p>See all</p>
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REDBOOK BYLAWS	STUDENT ASSEMBLY	STUDENT SENATE	OPEN POSITIONS	STUDENT INITIATIVES	STUDENT SUPPORT
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The home pages of both the Student Leadership & Involvement and ASUU websites were given a refresh. The thought process behind these changes were to give visitors a more clean layout, with a view of the content they were coming from on the home page, without having to click four to five times to get that information. Although the images are showing current content, they are provided to show the new layout of the sites.

INCITE | Leadership Newsletter



The INCITE Leadership Newsletter is a bi-weekly publication that shares opportunities to get involved on campus and the newest developments in leadership. It also provides it's readership with unique articles from staff, students, and faculty as they discuss leadership in terms of opportunities, insight or advice. INCITE also features information and links about leadership in popular media that can help advance student leadership knowledge and skills.

In addition to those subscribed to INCITE mailing list, we also send the same content out through OrgSync. This has allowed for messages to be bundled and reduced complaints of students, faculty and staff that are users in OrgSync that were feeling spammed.

Office Operations

Maintain a functional office for dedicated to serving students in student leadership and involvement opportunities

Student Leadership & Involvement Office

The conference room located on the Student Involvement Wing called the Common Room was identified as the best location for the Student Leadership & Involvement office. Construction was delayed by other projects taking place in the Union Building, but this gave the University community time to adjust to the Common Room no longer being a reservable meeting space.

Although the new suite was occupied in December, the Dedication and Open House took place on Friday, March 31 from 2-4pm. There was a short program, which included remarks from Lori McDonald, Dean of Students, about the creation of Student Leadership & Involvement, Whit Hollis, Union Director,

about the creation and evolution of the Student Involvement Wing, Tasha M. Myers, on the first two years of the department and closing with Jack Bender, ASUU Student Body President, on the remodel of the ASUU Office.



The Leadership Interns now take turns sitting at the reception desk, allowing the office to be open to the campus community. When they are not in the office, the suite light is on, but a doorbell must be rang for access. Hope for the future would be to have a full-time staff member to serve in that role.

ASUU Office

The cubical units that were in ASUU were replaced by moveable tables, which are also adjustable to allow for sitting and standing. This change made the space a more open and collaborative space for students to come in, meet, do homework or even just to hang out. The previous desks gave the impression that the office was reserved for the Executive Cabinet Directors. This change has completely transformed the nature of the office and made more students feel welcome in the office. A Student Assembly member stated “I’ve been in ASUU for 3 years, and this was the first year that I’ve felt comfortable coming into the office.”



Other changes included splitting the marketing office to create two office spaces in the area behind the couches. The Accounting Specialist now has a dedicated office space. The previous Student Advocacy and Marketing offices are now Common Rooms that can be reserved for any students that need a small, private meeting space. A new front desk was designed to include additional cabinets on the wall space, with matching wood. This change increased the amount of space from the door, allowing for several patrons to be at the front desk without spilling into the hallway. This also removed the separation of the Administrative Assistant's desk to better supervise the Front Desk students and to greet visitors when there is no coverage. The Union was able to utilize the furniture that was removed from the space including two desks and three storage cabinets.



CONTRIBUTIONS TO THE UTAH PLEDGE

The connection and dotted-reporting line to Undergraduate Studies is a direct result of the Leadership Studies Minor needing an academic home to be able to substantiate the academic course offerings. However, as a whole department SLI contributes many ways to the Utah Pledge.

Learning Communities

The ULead Community, formerly known as the Signature Leadership Floor, is a living and learning community partnership with Housing and Residential Education. Located within the Sage Point Community, the 25 first-year students, and their resident assistant, had have the opportunity participate in key programs through SLI as Learning to Lead Conference, leadership workshops, and enrolling in the Foundations of Leadership (LDRSP 2020). Additional activities this year have included SWOOP Camp, an evening Tea Time with LDRSP 2020 instructors, The Escape Room, and various workshops/presentations from departments such as Career Services and the Student Success Advocates.

In the upcoming year, we are working to add additional structure to the floor to assist the resident assistant in having increased active engagement of the residents. Another exciting change that will be enacted during this year's room assignment process are removing the restriction of the floor being only open to first-year students. This change will undoubtedly change the culture of the floor and assist the students in building close relationships with students outside of their own respective graduation year.

Advising & Mentoring

Having the director of SLI serving as the Academic Advisor for the Leadership Studies Minor allows the students perusing the minor to be not only engaged in the study of leadership, but also be exposed to a myriad of opportunities to enact their own leadership goals and need for involvement.

The staff within ASUU not only provide advisement for over 150 student leaders involved in student government, but also support and provide resources to the 633 registered student groups on campus. While this advisement is not academic in nature, it often serves as a relevant connection to campus resources and support systems for these students, which in turn, they are able to expose their friends and peers to those connections. These types of relationships grow over time and become mentoring relationships not only staff-to-student, but also student-to-student.

Financial Guidance

Concerns about financing their education are ones that many students have that Financial Aid and Scholarships are more than able to assist them with. However, often time financing their involvement and engagement opportunities can be more of a challenge. This year ASUU allocated over \$150,000 to student organization for their programs, activities and organization. Additionally, over \$116,000 was provided for student travel to academic and professional conferences. All of these funds come from the

ASUU Student Fee and shows students how that the fees they pay are supporting their educational experience.

Deeply Engaged Learning Experiences

All of the programs, services and events that Student Leadership & Involvement offer to the students of the University of Utah community provide opportunities for deeply engaged learning, both inside and outside of the classroom. The Leadership Studies Minor requirements are credit bearing, meaning the knowledge gained in that experience is still oriented in the classroom. However, the rest of the program, services and events, from the ULEAD: Leadership Certificate to funding for conferences allow students to be deeply engaged in their colligate experience outside of the classroom. These experiences assist students in gaining transferable interpersonal, organizational and professional skills that only complement their academic experience.

SIGNIFICANT ASUU LEGISLATION

General Constitutional Changes

Over the years, there have been a good bit of changes to Redbook, the ASUU Constitution and Bylaws, but the changes did not always include changes to references of that same item. Several corrections were proposed and accepted to rectify these errors and correct typos. Other additions were included to clarify procedures, processes and positions, including quorum for the Supreme Court, adding a Treasurer to General Assembly, increase the accountability of the Attorney General, increase the compensation of the Assembly Vice Chair, adding a second Director to the Finance Board, and removing committees that are no longer in operation.

Changes in the Elections Process

The dropout rate of Senate and Assembly members raised a major concern with how they were recruited. The way the marketing budget restrictions were set-up allowed Executive candidates to have additional marketing funds for every Senate and Assembly member in their party. Knowing that this was not a legitimate reason for recruitment, Redbook was changes to make Legislative candidates run independently from the Executive candidates. Other changes were passed to provide more structure for the Elections Committee and all candidates, as well as defined "In Good Standing with ASUU" as someone who has not been impeached, fired or disqualified in the past academic year.

Removal of the Budget Process

In order to make the funding process for ASUU more efficient and less confusing, the students determined that it would better to remove the Budget Process, which took place late in the spring and early in the fall. Moving forward all funding requests would either be made via travel application or through the Legislative Process. This change freed more funds to be available for allocation in the Travel Fund and to cover increasing office operation costs.

Reducing the Size of the General Assembly

Taking into consideration the creation of a new college, current struggles of retention, and lack of effectiveness, it was determined that the Assembly should be two times the number of colleges and not

three. To enact this change, the students proposed a referendum to the student body to remove the size requirement from the Constitution and change the reference to it in the Bylaws.

University Gift

This year's University Gift was a \$25,000 donation to benefit the ASUU quazi-endowment, from which dividends are used for the ASUU Scholarship. Scholarship recipients are students that have children in the ASUU Childcare Center and have faced some kind of hardship. The award assists them in paying the cost of childcare at the Center.

College Student Councils

While College Student Councils were not new to the ASUU Constitution, this legislation formalized the operations, outlined the membership, and enforced its practice. This legislation also removed ASUU's recognition of Student Advisory Committees as individual organizations, and instead recognized the College Student Counsel. Conversations about this change will serve as motivation to revisit the student portion of the Retention, Promotion and Tenure process.

Student Organization Classification

Although the Registered Student Organization Classification policy is still in the process of being made into University Policy, ASUU student leadership passed the changes with the language from the proposed polices. This legislation allowed for the rollout during the annual deactivation process for student organizations.

Tobacco-Free Campus

As a follow-up to the Resolution in the 2014-2015 to create an exploratory committee to look into campus going Tobacco-Free, Matt Miller, Vice President for University Relations chaired the Tobacco Use Task Force. This year ASUU passed legislation in support of campus going tobacco-free, which provided momentum for campus to go tobacco free.

FUTURE PLANS

Anticipated Challenges

Making the community aware of the changes to the College Student Councils and Student Organization Classification came with a great deal of miscommunication and misunderstandings. The department will have to continue to navigate these changes, while trying to assure everyone that while implementation throughout the transition year may have its difficulties, once everything is in place, it will be a better situation for all involved.

Anticipated Opportunities

The way student organizations are being managed is fundamentally changing. Previously, the only focus has been on registration. Now focus has shifted to student organization support. Critiques of constitutions are not to enforce our regulations, but to better assist student organizations in creating

their own infrastructure for self-management. In the upcoming year, there will be a new position that specifically works with leadership development and training for student organizations to provide the support student orgs need through various means, including in person individual and group meetings, or disseminating content through documents and videos.

The students involved with ASUU are starting to get a different understanding of ASUU. They are starting to embrace other portions of ASUU’s services other than programming and funding. With this mentality, the students will be able to better aid their students, because they understand the service and advocacy that ASUU was created to provide.

STAFF EXCELLENCE



Professional Development

Departmental Retreats

With so many new staff members, the first retreat of the year gave the staff the opportunity to better understand the vision, mission and values of the department, as well as how each individual staff member played into the overall success of the department. Time was also dedicated to teambuilding and getting to know you activities. In January, a second retreat was held, but the focus was on student leadership competencies. After both retreats, staff felt that the time away from the office to focus on the direction our department was moving in was both inspirational and encouraging.

Professional Conferences

Name of Conference	Attendee(s)	Goals/Outcomes
Leadership Educators Institute	Tasha M. Myers, Jacquelyn Ledford	To better align the departmental leadership programs with national best practices
UTAH NASPA	Tasha M. Myers, Rob Phillips, Jessica Ashcraft, Melanie Lee,	To network with other Utah professionals and to make the

	Jacquelyn Ledford, Celeste Cohorn, Laura Seymour, Libia Castro, Elizabeth Del Muro	most of local professional growth opportunities available
NASPA Western Regional Conference	Elizabeth Del Muro, Rob Phillips, Jessica Ashcraft	To increase individual involvement in professional organizations
NACA Concerts Workshop	Trevor Adcock (student)	To gain a better understanding and implementation of best practices for concert productions
Utah Professionals in Student Involvement and Leadership	Jacquelyn Ledford	To increase networking and collaboration with similar departments in Utah
NASPA National Conference	Jessica Ashcraft, Melanie Lee	To increase individual involvement in professional organizations
PAC 12 Leadership Conference	Melanie Lee, students: Jack Bender, Matt Miller, Jessica Patterson, Hans Harris	To connect with and learn from the student government leadership within the PAC 12 conference
Student Organization Institute	Jessica Ashcraft	To better align the departmental efforts with national best practices for and with student organizations
Presidential Leadership Summit	Jack Bender (student)	To connect with and learn from the student government leadership across the country

New Hires

Steven Whipple, Finance Advisor

Steven was previously an Accountant in the Pharmacology Department on campus. He was excited about the opportunity to return to working for the University, but on main campus. He joined the team in the midst of fiscal year end and proved to be a quick study to ASUU procedures and a wealth of knowledge of University of Utah financial procedures

Abby Feenstra, Legislative Advisor

Abby is a recent graduate of the University of Vermont's higher education program. She brings with her experience of working in the Union, with diversity and inclusion programs, and student government experience as a student. Her job responsibilities include advising the Legislative Branch, Judicial Branch, Governmental Relations, Elections and now Academic Affairs.

Esther Okang, Accountant

Esther has a unique set of qualifications as her academic credentials include a certification in Accounting and Finance from LDS Business College in Bachelor's degree in Finance from Brigham Young University and a Master's in Health Promotion and Education from the University of Utah. Furthermore, Esther has previously served in ASUU for three years, as Finance Board Associate Director, Finance Director and Chief of Staff with ASUU, which has given her opportunities to demonstrate her inside knowledge of how ASUU finances and structure operate.

CONCLUSION

Better documentation of the events, programs and impact have shown the level of reach the department has within the University of Utah community. Having all of the team on the Student Involvement Wing only reinforces the idea that the department is a visible entity dedicated to student learning in and out of the classroom for all students. The 2016-2017 year overall served as a great opportunity for the department to substantiate its existence in a meaningful way to improve the student experience, as service providers, policy creators and enforcers and as community builders.