

SENATE BILL #2113

Title: ASUW 5 year plan FY 2006-2010

Date: March 29, 2005

Authors: President Willms, Vice President McGinty, Executive Sporkin-Morrison

Sponsors: Senators Jordan and McKinzie

1. WHEREAS, the Associated Students of the University of Wyoming (ASUW)
2. representatives are elected to one year terms; and
3. WHEREAS, each year only about one-half of the membership return for
4. another term; and
5. WHEREAS, many projects and ASUW initiatives require more than one year
6. to see through to fruition; and
7. WHEREAS, with inherent turnover there is a risk that projects started by one
8. senate may be inadvertently dropped by a future senate; and
9. WHEREAS, continuity is a very important component to a successful
10. governing body; and
11. WHEREAS, a 5 year plan would provide future senates with a clear indication
12. of what direction ASUW should head over the next five years; and
13. WHEREAS, a 5 year plan would also provide future senates information on
14. what past senates have done to prevent the future senate from conducting
15. research that has already been done; and
16. WHEREAS, a 5 year plan would provide much needed continuity to the
17. ASUW.

18. THEREFORE, be it enacted by the Associated Students of the University of
19. Wyoming senate that the 5 year plan in Addendum 1 be adopted as a working
20. document of the ASUW; and
21. THEREFORE, be it further enacted that the ASUW 5 year plan be included in
22. all senator and executive notebooks; and
23. THEREFORE, be it further enacted that the ASUW 5 year plan be placed on
24. the ASUW website under its own section"; and
25. THEREFORE, be it further enacted that the ASUW 5 year plan be included as
26. part of any scheduled ASUW retreat; and
27. THEREFORE, be it further enacted that the ASUW 5 year plan be reviewed at
28. least once a year, and be amended as deemed appropriate by the ASUW.

Referred to: Student Issues Committee

Date of Passage: April 12, 2005

Signed: Mary McGee

(ASUW Chairperson)

"Being enacted on April 13, 2005, I do hereby sign my name hereto

and approve this Senate action."

Daniel Williams
ASUW President

Associated Students of the University of Wyoming Strategic Plan FY 2006-2010

The purpose of the Student Government of the Associated Students of the University of Wyoming (ASUW) is to serve our fellow students in the best manner possible through accurate representation, professional interaction with campus programs and organizations, and responsible, effective leadership.

ASUW furthers the goals of the Division of Student Affairs in the following ways:

Recruitment and Outreach

- ASUW participates in events such as Orientation, Discovery Days, Student Council Day, campus resource fairs, Homecoming, Wyoming Rendezvous Tour, COSGA, NCSL, High School Summer Institute
- High school leadership scholarships given every spring semester

Student Learning and Success

- Scholarship endowments awarding thousands of dollars in merit-based scholarships to students in both college and high school
- ASUW leadership has an opportunity for management experience, collaboration on projects, developing a strong communication skill set, negotiation, budget management, and marketing.
- MSLI provides a student-mentoring program to ensure students are offered every opportunity to succeed.

Community Development

- ASUW strives to provide community development opportunities by supporting various RSOs and programs geared toward student involvement and participation.

Continuous Improvement

- Needs Assessment Survey conducted every two years
- Summer Student Fee Survey
- Solicit feedback through BI articles, advertisements, Student List Serve
- Fresh ideas and projects annually

Stewardship of Resources

- Responsible financial planning to keep the ASUW mandatory fee as low as possible.
- Creation of a Student Fee Committee to collaborate with the rest of the university community on appropriate fee setting
- ASUW leadership works closely with the ASUW Business Manager to understand trends in student government over the years, and to gain appropriate financial training. This is necessary due to the frequent turnover in ASUW elected positions
- Endowments established to lessen the costs to students for equipment costs and to allow more flexibility in special projects

Philosophy

According to ASUW Senators who interviewed students, many students do not feel that there is sense of community at UW.

Focus should be placed on the level to which students are engaged in their education and the campus community. Those students who are engaged are more likely to care about the University community and campus political issues such as academic planning and student fees. ASUW must give students a reason and an equal opportunity to care about the campus community and their respective educations.

ASUW should attempt to be cognizant and representative of all elements of diversity, which include, but are not limited to, ethnicity, race, religion, gender, sexual orientation, economic and social class, educational level, area of academic study, and individual hobbies and talents.

The following strategies and goals for ASUW are presented in an effort to increase the level of community at UW, to aid in students' development of good citizenship, to support and bolster the efforts of the University which are defined in Moving Forward III and Academic Plan II, and to support UW's image of "new thinking." The following document includes new processes of management, planning, and thinking, as well as proposals for new ASUW programs and student organizations, and plans for current ASUW programs.

The plan is divided into six sections: (1) Management Philosophy, (2) ASUW Finances, (3) ASUW Internal Workings, (4) ASUW Programs, (5) Organizational Development, and (6) Advancement of Tradition and Character. Each of these sections is broken into subsections, which include a discussion of the topic, recommendations, and where appropriate, areas for collaboration. Additionally, each section seeks to address one or more of the following goals: (1) Leadership Development, (2) Political engagement, (3) Community building, and (4) Continuity.

I. Management Philosophy

In all areas, ASUW should attempt to maximize total benefit to students while managing the costs of its programs and services with students in mind. Day to day management of most programs and services should be accomplished through classified staff, while ASUW Executives should focus on planning processes and assessing the need to create new institutions to meet the needs of the student body and the campus community.

Planning

ASUW should continuously undertake a process of planning and evaluation, which allows ASUW to change and manage programs in different ways each year, and to analyze decisions and their results. An appropriate model follows:

- **Stage I-Planning:** ideas are developed and plans of actions are created.
- **Stage II-Monitor:** the effectiveness of the results of the planning process should be monitored and both positive and negative effects should be documented.
- **Stage III-Control:** actions should be taken to mitigate or enhance the respective negative or positive effects/results of the plan

- **Stage IV-Re-Plan:** after attempts to control elements documented in the monitoring phase, the process should revert back to Stage I in order to incorporate what was learned from Stages II and III.

The results of planning cycles using the above model should be documented. Documentation of the planning process will allow unassociated individuals to better understand the decision reasoning, allow those involved in the planning process to better evaluate their projects, and provide for greater continuity in ASUW's characteristic continuous turnover.

Although the four stages identified above may not be adequate for all activities within ASUW, Executives and Senate committee chairs should regularly document their work. Documentation could include a weekly journal outlining their completed work and ideas and goals, which they or their committees develop. At the end of each semester, they should use their journals as a reference to write an end of semester report and an end-of-the-year report. These reports should be filed by the ASUW Secretary and should be made available to new Executives and Senate committee chairs.

The ASUW should also develop guidelines to evaluate the creation of new programs and services, as well as, the continuation of current programs and services.

II. ASUW Finances

Economic considerations should be key to decisions made by ASUW in regards to its budget and overall financial operations. Such considerations should include inflation rates, the wage rate, and the real value of money over time as opposed to its nominal value.

Operating Budget and Endowment Funds

ASUW has the authority, subject to the approval of the Board of Trustees, to collect a student fee. The fee request has traditionally been dependent on dollars needed to cover increased costs associated with ASUW operations. However, a more methodological approach should be taken when considering fee changes, which should be used on an annual basis. In addition, every attempt should be made in order to maintain the real value, as opposed to the nominal value, of the corpus of all of ASUW's endowments held in trust by the UW Foundation.

Recommendations:

ASUW should consider adopting a fee setting policy that is consistent with the rest of the Division of Student Affairs. The ASUW budget should be divided into salaries and benefits, essential operational items, RSOs and programs and services. When seeking a budget increase every attempt should be made to request salary and benefit increases (including elected positions) in odd number fiscal years to be applied in even numbered fiscal years. Program and service increases, including RSO funding and essential operational items, should be requested during even numbered fiscal years to be applied in odd numbered fiscal years. All other operations should be considered as needed.

Additionally, ASUW should strive to use other University fee units as benchmarks for its request. The objective should be to not exceed the median percent increase of all campus fee units. This fee setting policy allows for greater compliance with the Wyoming Constitution, which states that the cost of education at UW be as close to free as possible.

III. ASUW Internal Workings

ASUW Leadership Sessions

ASUW traditionally holds retreats at least once a year. These retreats are often meant to introduce new ASUW Executives, Judicial Council Members, and Senators to the workings of ASUW. An attempt is also made to build productive relationships amongst those who are actively involved in the workings of ASUW. The retreats, however, may fall short of leaving a lasting impression and helping to build community and leadership over the course of an academic year.

Recommendations:

The Director of Internal Affairs and the Director of Public Relations, in conjunction with the ASUW Advisor, should collaborate each year in May to develop a year-long calendar of events meant to develop community and to provide leadership training to those involved with ASUW. Every attempt should be made to develop activities and programs, which have minimal costs and maximum interpersonal development opportunities.

Areas for Collaboration:

In the fall of 2004, ASUW benefited greatly from the service of the Outdoor Adventure Program in planning the fall retreat. OAP could be utilized in the future. It may be useful to invite another campus governing body to participate in a leadership session such as Freshman Senate, Residence Hall Association, Pan-Hellenic Council, Inter-Fraternity Council, United Multi-Cultural Council, etc. Various offices from the Division of Student Affairs have the experience to provide useful insight for leadership training, and should be invited to lead certain sessions.

ASUW Meeting Rules of the Day

Many ASUW Senators commented during the planning process that meetings and discussion/debate at meetings could be handled in a more efficient matter. As Roberts Rules of Order, which is meant to provide for the efficient transaction of business and protect the rights of both the majority and minority, allows for the adoption of "rules of the day" which can be used to limit debate or place a set of constraints on debate, development of such rules may make meetings more efficient.

Recommendations:

The ASUW Vice President with the assistance of the Steering Committee should work to develop a variety of "rules of the day" which are distributed to ASUW Senators at the beginning of each year. Senators can then easily propose a commonly known framework for debate for any given subject in order to make meetings move as efficiently as possible while still allowing for the maximum level of student input.

ASUW Leadership Transition

ASUW experiences a high level of turnover in relation to other departments of the University as a result of its structure. Not much can be done to decrease the level of turnover, however, actions can be taken to mitigate against the negative results of such turnover.

Recommendations:

The normalization of semester and end-of-the-year reports called for under the section devoted to management philosophy should assist in providing for smooth transitions. ASUW leadership

should organize a meeting between incoming and outgoing Senators following each general election. ASUW Senators, Executives and Judicial Council members should make every effort to be available for the purpose of educating candidates during the election period. A handbook should be developed to be given out each year in order to ensure that Senators and Executives are aware of their responsibilities. (Addendum A)

Areas for Collaboration:

Connecting with peer institutions to understand how their Student Government transitions are conducted.

ASUW Elections

Recently, an increased number of students have voted in ASUW elections. National trends, on the other hand, have shown that over the past 30 years students have been less likely to be active in campus politics.

Recommendations:

A consistent marketing plan should be developed for the ASUW Elections. An ASUW Executive, in conjunction with the ASUW Elections Committee, should develop a marketing plan, which can be used each year for the election. Such a plan should include dates on which to begin advertising and details on how to advertise, etc. The plan would be a starting point for the Elections Committee and would provide continuity year to year. Central to the marketing plan should be a goal of a 3% increase in voter turnout each year for the next five years so that in 2010 the voter turnout increased by 15%. Emphasis should be placed on insuring a sufficient number of polling places and polling hours are available to make it as easy as possible for students to cast their votes.

Areas for Collaboration:

Coordinating efforts with the *Branding Iron* so there is one theme delivered. Corresponding with peer institutions to understand how they market their elections. Coordinating efforts with Information Technology, Vice President for Student Affairs, Vice President for Administration, and other University personnel to aid in creating additional polling options. Further, collaborating with professors or students in the marketing, or other relevant departments on campus to develop a marketing plan.

University/ASUW Committee Assignment Process

At the current time there is some level of difficulty in providing student input on University committees. A significant amount of the difficulty is rooted in a lack of centrality to the committee process at UW, which results in ASUW being unaware of committees which seek student input or is not given adequate time to provide student input. Additionally, there is a general lack of information as to the mission of individual committees, which may act as a deterrent to student participation.

Recommendations:

Collaboration should occur across campus among colleges, divisions, departments, and students to develop a campus wide system of University committee appointments. This structure should allow for committee management by one central person or division. To encourage student participation, a comprehensive web-site should be created that identifies committees, their call, meeting time, chair-person, and frequency of meeting. Additionally, a database should be formed that would include all University Committees, their call, their respective chairs, contact

information, and meeting times and places. This database should be maintained on a University level.

IV. ASUW Programs

Safe-Ride

Safe Ride has been operational since the 2000-2001 academic year. Its ridership has increased in each subsequent year to over 20,000 riders in academic year 2003-2004, and projected ridership in academic year 2004-2005 of ~26,000. Increased ridership has led to increased problems in managing the program including funding, safety, and efficiency.

Recommendations:

ASUW should implement the Safe Ride Strategic Plan of 2005. Additionally, ASUW should seek to turn over operations of the fixed-route van system to Auxiliary Services, the City of Laramie, or another vendor who would maintain a comparable service. Outside funding sources should be sought for the on-call system from the city, local businesses, and state, federal, and private grant dollars.

Areas of Collaboration:

ASUW should seek consultation from individuals in Fleet Operations and TransPark for the day to day operations of the program. Some collaboration may be possible with local businesses and the city for advertising and funding. Enterprise, or a similar business should be considered for vehicle partnership.

DIA Transportation

The lack of affordable transportation to DIA was viewed by ASUW as concern among students. In response, ASUW conducted a pilot DIA shuttle over the FY05 winter break. Round trip and one-way tickets were offered at a subsidized rate with the help of many campus donors. 155 of the 162 available seats were sold, and the feedback from the campus community has been very positive. The service was offered again over the 2005 spring break with 87 of the 90 available seats being sold.

Recommendations:

Because of the program's success and continued demand, establishing regular service to DIA at peak times during the year for UW students should be an annual priority for ASUW leadership. Key elements of the service should include subsidized ticket prices to students, service operation during Winter Break, and Thanksgiving Break, with the potential option of increasing the service to include Spring Break, the beginning and end of the academic year, and Summer Orientation sessions. Ultimately, it should be the goal of ASUW to assist another University entity or outside vendor in permanently developing the service.

Areas of Collaboration

Any area of the University or Laramie community interested in permanently offering the service or assisting in funding the service should be considered, including but not limited to the Laramie Regional Airport, Enterprise Rent-a-Car, and TransPark. Use of campus resources such as University of Wyoming Risk Management and Auxiliary Services will also be necessary for continuing this program.

Freshman Senate

Freshman Senate has the opportunity to engage students in campus politics. The number of freshman whom are active in Freshman Senate is relatively low each year and diminishes over the course of an academic year. Freshman Senate should be viewed as a means of including freshman students in managing or taking part in ASUW Programs and Services, as opposed to being a training ground for future ASUW Executives and Senators.

Recommendations:

The Director of Public Relations should work with the Editor-In-Chief of the *Branding Iron* to develop a means by which students can be made aware of the activities of Freshman Senate. ASUW should work with campus organizations including fraternities/sororities, RHA, campus honoraries, the Honors Program, and individual colleges, amongst others, to help recruit students to be involved in Freshman Senate. ASUW leadership should take an active advisory role to Freshmen Senate in an effort to promote and facilitate the involvement of freshmen in decisions and activities across campus.

Areas for Collaboration:

Working with the *Branding Iron* to market the program. RHA could be a good resource as they are the governing body in the Residence Halls where the majority of freshman live. Freshman Senate could collaborate with university programs and entities to provide solid and entertaining programming to freshmen. Freshman Senate should look for opportunities to co-sponsor events with other campus organizations.

Students' Attorney Program

The purpose of the Students' Attorney Program (SAP) is to provide legal advice, assistance, and information to UW students through one-on-one sessions, presentations and workshops on campus, newspaper articles, and other means deemed appropriate. Students, through a Student Assessment Survey have identified the SAP as a desired program that ASUW should be funding. As such, efforts should be made to continue the program, but strengthen it as deemed necessary.

Recommendations:

ASUW should adopt the recommendations generated by the Students' Attorney Advisory Board during the 2004-2005 academic year (Addendum B). Additionally, efforts should be undertaken to creatively market the program in ways outlined below in the Student Legal Services Clinic section

Student Legal Services Clinic

With the creation of the Student Legal Services Clinic (SLSC) much has come as to how to manage both the SLSC and the Students Attorney Program and how the two programs should work with each other. Even though both programs have different elements, both are in need of marketing their services to students and tailoring program offerings to students' ever-changing needs.

Recommendations:

In order to develop a successful marketing plan for both the SAP and the SLSC, the SAAB should, in conjunction with the entire ASUW Senate, work to decide which areas of law the two programs should focus on. Once such has been decided, marketing to students should not be done with just a shotgun approach. Additional focus should be on those who have the most

potential of being in need of the SAP and SLSC services. For example, the SAP has serviced many students who have landlord-tenant disputes; thus, one marketing approach may involve focusing on off-campus students—posters at TransPark stops or placing flyers on car windows in the TransPark parking lots may be successful. Finally, the SLSC report from 2004-2005 should be referenced as a method to assess the program.

Areas for Collaboration:

The SAP and SLSC could combine to provide educational and dynamic workshops for students on a variety of legal issues. They should be on the lookout for members of the campus and local community that may be viewed as experts on a particular area of legal interest to present at said workshops. The *Branding Iron* is a good source of developing marketing ideas and helping to get students informed.

V. Institutional/Organizational Development

Mandatory Student Fee Committee

ASUW passed legislation that was endorsed by the Vice President for Student Affairs and the President's Office that involves ASUW more in the mandatory fee setting process. A Memorandum of Understanding will be completed in the spring of 2005 outlining the new relationship, and a new ASUW Fee Committee will be established.

Recommendations:

ASUW should follow-through with the MOU and seek to renew after FY06. Also, ASUW should continue to strive for appropriate ways to be involved in the student fee discussions across campus.

Areas for Collaboration:

ASUW should continually be involved in discussions and provide feedback to all divisions on campus that institute a student fee.

Student Leadership Initiative

At the current time, the Minority Student Leadership Initiative is a category one program of ASUW which receives its funding through the ASUW budget process. MSLI is a program, which has been identified as targeting under-represented populations on UW's campus such as ethnic and racial minorities, LGBT students, women science and engineering, and international students. According to the Dean of Students' Office, "overall, MSLI is a great program for leadership development and transition to the University of Wyoming. All participants will gain valuable information and learn leadership skills that will serve them during their time at the University and after graduation."

MSLI should fall under a new umbrella to be known as the Student Leadership Initiative. An additional mentoring arm should be created through ASUW to include all interested incoming freshman and a significant portion of the faculty, student body, and staff on a voluntary basis. These relationships could be used to help increase the level of freshman involvement on campus.

Recommendations:

Create and additional mentoring branch to include the entire campus community.

- Work with Faculty and Staff Senates to facilitate the formation of a Student Leadership Initiative committee with involvement from the Academic Deans of Colleges and the Division of Student Affairs.
- Funding for the program should be sought from ASUW, colleges, individual campus departments, the Office of the President, the UW Foundation and PACMWA.
- Developing both an education and social community through peer relationships should be the underlying goal of the program.

Areas for Collaboration:

Working with the Dean of Students' Office in an effort to expand current leadership offerings. With current MSLI leadership, define objectives and implement tactics to more completely involve UW students in mentoring efforts.

Student Council Day

On April 8, 2005 ASUW held the first annual High School Student Council Day. This served as an opportunity for members of ASUW to provide leadership training to high school students. Further, it acted as a recruitment tool for ASUW and the University of Wyoming. The program was deemed a success and many positive comments were received (Addendum C).

Recommendations:

ASUW should seek to expand the Student Council Day (SCD) programming to include more high schools from the region including: Wyoming, Colorado, Nebraska, South Dakota, Montana, Utah, and Idaho schools. SCD should be a full day event to conclude with an observation of an ASUW Senate meeting. ASUW should strive to make SCD the premier high school student council event in the region.

Areas for Collaboration:

The Director of Public Relations and the Director of Internal Affairs should actively seek collaboration from other student groups on campus including: IFC, Panhellenic, RHA, Freshman Senate, UMC, an Non-Traditional Student Council. These groups could help sponsor the event, actively participate in leading workshops, and other operational support. Additionally, Admissions and Residence Life and Dining Services would be a strong resource in creating the strongest event possible.

RSO Council

At the current time, there is no central organization, which helps to oversee the workings of RSOs. Such an organization could increase cooperation between RSOs. RSOs tend to operate independently of other RSOs and ASUW decides at what levels it will fund RSOs for conference registration and programming costs. Several problems have and may potentially occur under such a system. Namely, groups that may have the same interest in putting on similar campus programs may each develop their own ideas and carry them out. They may, in fact, seek and receive funding from ASUW for separate programs, which could have been ideally combined into one. Creating a sense of community amongst RSOs, through a governing body in the form of a council, could increase the level of collaboration and communication between different groups and may maximize the effectiveness of funding allocated by ASUW.

The creation of a governing body of RSOs may also be able to assist ASUW in deciding how much funding to grant to student groups. In fact, an RSO Council could be used to work with all RSOs to maximize collaboration and the use of programming dollars and make

recommendations to ASUW deciding what levels each group should be funded. In turn, the Council would then request a total budget amount on behalf of all RSOs.

Recommendations:

ASUW, in conjunction with the Campus Activities Center, should begin work to establish an RSO Council as a categorical program of ASUW. After a period of one year, and after working documents of the Council have been developed, ASUW should evaluate changing the way it budgets money to RSOs by including the Council as an integral hearing agent for RSO budget proposals.

Areas for Collaboration:

CAC for setting up the council. RSOs should be consulted to set up the appropriate model.

Half Acre Expansion/Renovation

As there is currently and may be interest in the future to expand and renovate Half Acre Gymnasium, the ASUW should communicate with the Director of Campus Recreation on a continual basis to be kept apprised of any developments and plans to do so. ASUW should also consider the appropriateness of using interest from the ASUW Student Services Endowment with the UW Foundation in order to aid in the expansion/renovation of Half Acre. The ASUW should analyze their ability to allocate such funding and make the Director of Campus Recreation aware of the funds available for such use from the ASUW Student Services Endowment.

Areas for Collaboration:

Campus Recreation, Vice President for Student Affairs. If at any point it is deemed an appropriate time to consider an expansion/renovation to half-acre gym ASUW should work in consultation with the VPSA and the Director of Campus Recreation to determine an appropriate role ASUW can play in realizing the expansion/renovation.

VI. Advancement of Tradition and Character

Attempts should be made to develop a strong sense of tradition and character on the campus of the University of Wyoming.

Develop Campus-wide Programs

Annual programs and activities sponsored by ASUW in conjunction with campus organizations should be developed in order to create more annual, monthly, and seasonal activities at UW. The continuation of these activities over the course of many years may engage more students in the campus community and continue to engage them even after they graduate. Current examples of long-standing traditions at UW include Iron Skull's Homecoming Sing, Mortar Board's Torchlight Laurels, and Staff Senate's Campus Cleanup. New and innovative campus-wide events should be developed—potential programs could include an annual sidewalk chalk competition, formal/homecoming dances, and an annual convocation, which brings all students together.

Recommendations:

The ASUW Director of Public Relations should collaborate with UW Athletics, UW Admissions, and individual colleges to develop yearly activities that promote the tradition and character of both UW and its students. Actively involving Freshman Senate to help organize annual activities geared towards freshman would be ideal. ASUW should also work with members of the campus community, Laramie, and the state of Wyoming to develop an annual

ASUW service project, which would engage the entirety of the campus community. The service project should be patterned after 'The Big Event' at the University of Oklahoma.

Areas for Collaboration

No one should be excluded from the advancement of tradition and character. There are innumerable possibilities.

Students' Attorney Advisory Board

Report on the Students' Attorney Program

Introduction and Background

On April 30, 1974 the ASUW Student Senate created the Student's Attorney Program (SAP) with the passage of S.B. #0981. During the more than 30 years since creating the SAP, the ASUW Student Senate has enacted legislation to modify aspects of the program. Throughout the life of the SAP, the Students' Attorney Advisory Board (SAAB) has been charged with the task of reviewing and advising the ASUW Student Senate on matters regarding the SAP.

Throughout the 2004 fall semester, the SAAB met weekly to review the current functionality of the SAP, emphasizing the efficiency of the legal services provided in relation to other student legal service options provided more recently by the ASUW Student Government through the Student Legal Services Clinic (SLSC). As a part of the ASUW Student Government's long term planning process, SAAB is reporting the findings of its SAP oversight efforts in an effort to assure that the ASUW Student Senate will have the best possible information when structuring and funding the programs that serve UW students. Furthermore, under S.B. #2035 the ASUW Student Senate directed the SAAB to review the current structure and operation of the SAP. Finally, S.B. #1972 amended the ASUW Constitution to enhance the SAAB's powers and duties. The additional functions of the SAAB include: (1) advise the Students' Attorney with regard to programmatic priorities; (2) evaluate the staff and budget of the SAP; (3) make recommendations which shall be considered for implementation after collaboration among the Office of Student Life (OSL), the Students' Attorney and the SAAB; (4) authority to recommend the initiation of disciplinary action or termination of employment; meet with the Students' Attorney and the Dean of Students.

This report will outline the directives of past ASUW Student Governments as implemented through legislation and other guidance pertaining to the SAP in order to establish a backdrop for recommendations made by the SAAB. With those parameters in mind, the SAAB has evaluated the effectiveness of the SAP and its observations and corresponding recommendations are encapsulated in this report.

SAP Scope and Duties of the Students' Attorney

The purpose of the Students' Attorney is to provide legal advice, assistance, and information to UW students. The Students' Attorney carries out its purpose by performing the following responsibilities and functions: (1) advise and assist UW students with legal matters, not involving the University, including researching and analyzing problems and implications; (2) make presentations to interested, recognized student organizations (RSOs) regarding legal issues; (3) coordinate research through community or state agencies to assist in resolving non-university student-related legal matters; (4) write newspaper articles on legal topics of interest, research and author other legal publications as needed; (5) hire, train, and supervise clerical support staff; (6) seek the placement of a student intern from the third-year class of the UW College of Law to be utilized in maximizing the students' benefit and the interns' educational growth; (7) establish a legal referral system in conjunction with local bar associations, and maintain liaison with these organizations in order to develop and maintain local support for the SAP and facilitate effective and prompt handling of referrals; (8) provide extensive reports containing statistical encounter data for the SAP and report to the ASUW Student Senate at regular intervals; (9) devise a working system, such as a wait list, to determine the priority of handling clients once the maximum number of cases that the Students' Attorney and staff can reasonably handle has been reached.

The individual who serves as Students' Attorney must possess the following skills to adequately perform the duties of the position: (1) maintain records and prepare reports and correspondence related to the work; (2) function on an independent basis with minimum supervision; (3) maintain favorable public relations; (4) manage time and set priorities to meet project deadlines; (5) create, compose and edit legal opinions and other written materials; (6) work effectively with a wide range of constituencies in a diverse community; (7) develop and deliver presentations.

Observations of the SAAB – Are the Duties and Responsibilities of the Students' Attorney Being Fully and Faithfully Carried Out?

Duties and Responsibilities:

1. It is difficult for the SAAB to give a clear assessment of this general, catch-all duty. Through the exercise of outlining the other observations of the SAAB, it will become apparent why it is difficult to clearly conclude that the Students' Attorney is adequately advising and assisting UW students with legal matters.

2. The SAAB has not received relevant information or documentation on public presentations made by the Students' Attorney. The SAAB has been informed that the Students' Attorney has conducted general open forums and forums that focus on specific legal topics. The details of these forums have not been reported on by the Students' Attorney (including information on the number of students in attendance and student feedback). Additionally, the SAAB has not received information on efforts made by the Students' Attorney to target presentations to RSOs nor does it know of any instances where the Students' Attorney has made a presentation to any individual RSOs.
3. The SAAB has not conducted sufficient fact-finding to determine whether this duty is adequately performed by the Students' Attorney. The SAAB has learned of circumstances where the Students' Attorney has kept contact with municipal government officials but it is not known what contacts have been made and kept with officials at other levels of government. It should be noted that the Students' Attorney has extensive contacts within the University which are beneficial to the SAP.
4. The SAAB has determined that newspaper articles have appeared only sporadically. Additionally, when the editor of the *Branding Iron* was interviewed by the SAAB it was learned that the submissions made by the Students' Attorney this year were similar or identical to those submitted last year. The SAAB has not received information as to research or drafts in progress for submission of new legal publications.
5. The Students' Attorney has delegated client screening duties to the Students' Attorney secretary. The screening done by the secretary includes evaluation of the validity of potential legal claims.
6. The SAAB has not received any indication that the Students' Attorney has ever solicited for or obtained the services of a student intern.
7. The Students' Attorney has presented limited information to the SAAB on this responsibility. The existence of the new SLSC implicitly modifies this provision to the extent that referrals should be made from the SAP to the SLSC before other outside council. The SAAB has learned that the SLSC has received a low number of referrals from the SAP. The Students' Attorney has simply stated that referrals are made to the SLSC without having drafted clear guidelines as to when such referrals should be triggered.
8. A written report for the preceding year was not presented before the first Student Senate meeting of this year, as required. There is no indication that a report will be issued by the first day of February, as required. There was a report submitted in the fall of 2004 which did contain the total number of contacts and referrals. The report did not contain a detailed list of the number of cases handled, the extent of the services offered, feedback on the overall quality of the services received, or the final outcome for the client.
9. The SAAB has not received information on the SAP case load or the maximum number of cases that the Students' Attorney can handle at any one time. The maximum number of cases is a difficult number to determine because time and resource allocation establish the constraints. Given the method by which the Students' Attorney collects data, there is doubt as to whether the requisite information can be collected and disseminated in a reliable fashion.

Does the Students' Attorney Possess the Requisite Skills to Effectively Deliver the Services of the SAP as Envisioned by the ASUW Student Senate?

1. The SAAB has grave concerns over how the Students' Attorney compiles its records. Currently, the Students' Attorney keeps a hand written ledger on a standardized form. This form keeps records based on the nature of the case, which is broken down into administrative, criminal, consumer, family, housing, traffic, UW related, estates, and miscellaneous. Under each category, ongoing totals are kept based on "contacts" that are made with the SAP. A contact is described as any communication with the program, irrespective of whether it results in consultation. One student could potentially comprise several separate contacts under this method of record keeping. Finally, none of these records are compiled or kept electronically.
By way of contrast, the SLSC compiles client data based on each discrete client rather than aggregate "contacts." The SLSC also compiles its encounter data electronically. The SAAB strongly believes that using a computerized system to compile encounter data for a program such as the SAP is crucial. It would be for quick, accurate, organized, and efficient data tabulation and recall. It would also give much greater flexibility in presenting the outcomes and results of such data. Additionally, the SAAB doubts the usefulness of compiling encounter data based on raw "contacts" to the program, rather than on a per client basis. One single student could account for numerous "contacts" giving the SAAB or other program evaluators little indication of how well the Students' Attorney is allocating the resources of the SAP.
2. Whether the Students' Attorney can function on an independent basis with minimum supervision is the most important concern of the SAAB. Virtually every preceding observation of the SAAB has been connected to this highly important skill. The Students' Attorney must be a highly motivated, creative, and

responsive individual. The fact that there are numerous shortcomings in the program, as outlined throughout this report, calls into question the extent to which the Students' Attorney is functioning on an independent basis. The SAAB is concerned that the Students' Attorney is merely performing the essential procedural duties assigned to the position while falling short of substantially performing all of the expected duties. The ASUW Student Senate should be able to expect that a Students' Attorney would perform many of the tasks that have been underperformed without having to regularly guide the Students' Attorney in its responsibilities through the actions of the SAAB.

3. The SAAB has concerns as to whether the Students' Attorney can maintain favorable public relations. As already noted, the Students' Attorney has made superficial efforts to publicize the SAP. The intent of the ASUW Student Senate as expressed through legislation, however, is that the Students' Attorney should create innovative ways of bringing the services of the SAP to UW students. Specifically, the Students' Attorney has not made efforts to target its messages to individual RSOs in an effort to determine which legal issues are of interest to smaller student groups as a subset of the overall UW student population.
4. The SAAB has not conducted sufficient fact-finding to determine whether the Students' Attorney possess the requisite skills to adequately manage time and set priorities to meet project deadlines. In the future the SAAB should consider whether to request that the Students' Attorney record daily the amount of time that she spends on each activity performed for the SAP.
5. The SAAB has seen examples where the Students' Attorney has created, composed and edited legal opinions and other written materials. The SAP web page has legal primers on many common legal issues. Additionally, the Students' Attorney has generated pamphlets to assist UW students with common legal issues. It has been noted, however, that some of these materials are dated and need to be modernized.
6. As noted earlier, the Students' Attorney has vast experience with current staff, is well connected to UW and its institutions, the local community, and members of the local government. These contacts suggest an ability on the part of the Students' Attorney to work effectively with a wide range of constituencies in a diverse community. On the other hand, the benefit of these contacts is not always fully delivered to the benefit of UW students due to the areas of disconnect between students and the SAP as previously illustrated.
7. The SAAB has observed that the Students' Attorney has developed and delivered presentations. It is the desire of the SAAB, however, that in the future the Students' Attorney target its presentations to specific populations of students and make them more dynamic and relevant.

Recommendations

To improve the reputation, efficiency, effectiveness, and accountability of the Students' Attorney several changes could be made to the SAP. Following are several alternatives that may be implemented by the ASUW Student Senate to improve the legal services offered to UW students. Given the extensive review that the SAAB has performed, we bring our insight and judgment to this process and recommend an alternative that we believe to be the best course of action. The other alternatives are also acceptable (this draft does not identify the preferred alternative since SAAB has not yet reviewed this draft, discussed it, or additional alternatives that may also exist and be added to this report). Alternative D is the "no further action" alternative, meaning the SAP would continue to operate under its current format, with continuing SAAB oversight.

Given current concerns and the level of ASUW financial investment, it is clear that there are items that need to be addressed. Regardless of the alternative selected, changes will occur through the continued meeting of the SAAB for the balance of this year and in future years.

Alternative A

Eliminate All Funding of the SAP and Terminate the ASUW Student Government's Relationship with the SAP as Currently Constituted:

Given the extensive problems identified with the operation of the SAP and the existence of other newly created student legal services, ASUW could choose to remove all funding and eliminate the SAP. Such a move would produce significant savings to the ASUW Student Government budget. Those funds would be available to other budget priorities, or student fees could be reduced due to the reduced spending.

The rationale for eliminating the SAP is twofold. First, the SAP consumes a considerable amount of the ASUW Student Government budget, using \$86,210 in '04-'05. The SAAB has doubts as to whether the Students' Attorney can complete the duties and responsibilities of the position and deliver the requisite skills to bring about the level of services envisioned by the ASUW Student Senate. It follows that UW students would gain the greatest value per student fee dollar spent by eliminating funding for a program which cannot provide the optimum level of service. Additionally, eliminating the SAP would allow the ASUW Student Senate, through the SAAB, to conduct a

comprehensive evaluation of how to best provide legal services in the future. Such a study may conclude that a radically different administrative structure is necessary in order to offer student legal services. Alternatively, it may conclude that legal services cannot be efficiently provided by the ASUW Student Government.

Second, the ASUW Student Government created the SLSC last year which provides some of the same services provided by the SAP. The SLSC could potentially handle more volume, most of which would occur as a result of the elimination of the SAP. Additionally, this would create a situation where all of the legal services offered by the ASUW Student Government are available in one place and through one program.

Following this course of action will be contingent on the approval of the Dean of Students. The Students' Attorney and the SAP secretary are both University employees and the terms of their employment are governed by UNIREG 174.

Two sections of those terms, laid out in UNIREG 174, are particularly applicable. First, section VII defines the procedure for involuntary reassignment. Section VII states, "In unusual circumstances such as for... redistribution of a unit's workload or assignments, reduction in force, poor employee performance, or in the best interest of the University an employee may be involuntarily reassigned."

Second, section XIX defines the procedure for retrenchment. Section XIX states, "All staff may be separated from service when positions are discontinued because of insufficient funding, lack of work, program changes, or mandated changes in the structure of departments, divisions, or other University administrative units..."

The appropriate University officials will have to agree to work with the ASUW Student Government in order to assure the University regulations are followed for the SAP employees. Any action taken by the ASUW Student Senate must be made in consultation with the OSL and the University's Department of Human Resources.

Drawbacks to Eliminating Funding For the SAP:

If the SAP is eliminated, there will undoubtedly be a reduction in the level and variety of legal services available to UW students. The SLSC was created with the specific goal of offering legal services to students who have legal claims that likely require litigation services. This must remain the priority of the SLSC. The SAP offers students legal services which center more on consultation, advice, assistance with legal matters not involving litigation, and general legal education for UW students through forums and presentations. The SLSC is currently not equipped to fill the void and provide these services in the absence of the SAP. In order address this shortcoming, the ASUW Student Senate will have to devote significant time and energy toward redesigning a program next year that will provide some or all of these services. If the ASUW Student Senate is not willing to take on this task, then a long term absence of student legal services will result.

An even graver concern, albeit somewhat unlikely, is the occurrence of a chain of events that would lead to the elimination of the SLSC as well. The SAAB has learned that there is an indiscernible chance that the federal grant funds received by the Domestic Violence Clinic (DVC) at the UW College of Law may not be renewed. If this occurs, the DVC would almost certainly be canceled.

Dona Playton is the faculty director for the DVC and should the DVC be discontinued, her capacity as a Clinical Faculty Director would come to an end. Her services would then be unavailable for the SLSC. There is no other individual who could perform the duties of Clinical Faculty Director for the SLSC and as a result the SLSC would also be eliminated. Given the nature of the grant procedure, the ASUW Government would have a one year notice before Ms. Playton's services would be terminated.

Should these circumstances occur along with the elimination of all SAP funding, a situation could arise where there are no legal services available to UW students. If this should come to pass, the political repercussions for the ASUW Student Government could be severe. The 2004 Student Opinion Survey showed that while roughly 8 percent of students have used the SAP, 92 percent feel that the ASUW Student Government should fund it. The ASUW Student Senate should confront this possibility when assessing this alternative.

Alternative B (preferred alternative)

The ASUW Student Senate Enacts Legislation Clarifying Certain Expectations of the Students' Attorney, Including Performance Standards and Non-Achievement Consequences:

Many of the shortcomings identified in the SAAB's findings should be assessed by the ASUW Student Senate and identified as items for improvement for the Students' Attorney through an expression of the Senate's legislative will. Each of the areas of weakness addressed by the SAAB should be clearly addressed by the ASUW Student Senate, discussed, and identified as items of mandated improvement for the Students' Attorney. These items include, but are not limited to: (1) better marketing and promotion of the SAP, including required outreach efforts with individual RSOs; (2) regular composition of newspaper articles on legal topics of interest to students (ascertained through outreach efforts); (3) compose clear guidelines on what the SAP secretary can and cannot do regarding evaluation of student legal claims; (4) take affirmative steps to seek the placement of a student legal intern from the second or third-year class of the UW College of Law; (5) compose clear guidelines for establishment of

legal referrals to the SLSC and maintain liaison with the SLSC to facilitate effective and prompt handling of referrals; (6) require strict adherence to the provision of extensive reports containing statistical encounter data from the SAP reported to the ASUW Student Senate at the required intervals; (7) overhaul the SAP data collection process in order to provide clear and useful electronic information on cases handled by the Students' Attorney, time allocated, outcomes and student satisfaction with the legal services rendered; (8) require the Students' Attorney to update technological skills in order to improve the SAP's scheduling of appointments and record-keeping. Appointments should be verified electronically through the Student Information Service to check and ensure that students that use the program have paid their student fees; (9) apply new uses of electronic records to devise a working system, such as a wait list, to determine the priority of handling clients once the maximum number of cases that the Students' Attorney and staff can reasonably handle has been reached; (10) improve and revamp the SAP Website.

Drafting, debating, and passing such legislation in the ASUW Student Senate would provide the Students' Attorney with clear notice of what is expected next year. The Students' Attorney should be provided an opportunity to offer a comprehensive response to the ASUW Student Senate's expectations before any legislation is passed.

The performance standards adopted by the ASUW Student Senate should be overseen and reviewed by the SAAB next year. The legislation should include consequences if all of the expectations in the passed version of the legislation are not met. One consequence should be cancellation of funding in the ASUW Student Government budget for the SAP should next year's performance be found unsatisfactory, based on the assessment of the SAAB. Drawbacks of Using the Legislative Process to Clarify Expectations of the Students' Attorney:

Drafting and debating this legislation could take an extensive amount of the ASUW Student Senate's time. The Senate may not wish to allocate its time to this issue in light of the remaining legislative business before it over the balance of this year.

Additionally, the ASUW Student Senate may find this exercise redundant. The SAAB has already spent extensive time and energy reviewing the SAP and made its findings. Passing legislation in the ASUW Student Senate to instruct the SAAB to oversee the Students' Attorney in duties that are already in its job description may only delay the decision of the Senate to eliminate funding for the SAP and comprehensively redesign the legal service programs offered to UW students. This will simply delay needed reforms for an additional year.

Alternative C (preferred alternative)

The ASUW Student Senate Enacts Legislation Eliminating the SAP Clerical Assistant

Many of the deficiencies of the SAP that have been identified by the SAAB could be addressed by reorganizing the support services that currently serve the Students' Attorney. As mentioned earlier, the Students' Attorney is obligated to seek the placement of a student intern from the third-year class of the UW College of Law. One or more law school interns per semester, coupled with the part time assistance of an undergraduate student, paid through the work-study program, could complete the tasks currently performed by the Students' Attorney clerical assistant.

The legislation should amend the requirement to seek an intern to include either a third-year or second-year law student. This will expand the available pool of qualified applicants. The internship will be coordinated with the law school. In order to secure the viability of this alternative, a member of the ASUW Executive Branch must draft guidelines and duties of the intern and submit it to the Assistant Dean of the UW College of Law by March 21, 2005. The proposal will then be submitted to the Law School faculty who will consider it for approval. If approved, the internship will most likely be for two credit hours, giving the SAP the services of a law student for 100 hours per semester, subject to an evaluation by the Students' Attorney.

Given the academic framework of law school internships, the law student interns must participate primarily in the provision of legal services. This would include assisting with client screening, legal research, public presentations, and outreach efforts. The Students' Attorney should avoid assigning common clerical and office upkeep duties to the intern. In an effort to provide assistance with these duties, the ASUW Student Senate must include within its legislation a provision to seek and obtain one work-study position per semester, including the summer, to work for the SAP.

The advantage of this alternative is that it immediately addresses the failure of the Students' Attorney to obtain a law school intern. Additionally, the SAAB believes that a law school intern could improve many of the other current weaknesses of the SAP. A law school intern could assist the Students' Attorney with collecting information on legal issues of specific interest to individual RSO's, interact with students in an effort to maximize the effectiveness of SAP outreach, and conduct legal research to assist individual UW students and the Students' Attorney with publications and public presentations. Additionally, obtaining the work-study position would insure the availability of clerical assistance for the Students' Attorney and the law student intern. Finally, both of these

positions would bring about a more direct connection to UW students by having students assist in providing the services of the SAP.

The effectiveness of this alternative is maximized if it is adopted in conjunction with alternative B. These two alternatives, when taken together provide the advantage of an efficient reorganization of the SAP, while putting in place clear review standards for future SAABs in advising the ASUW Student Senate. This alternative, and the initiatives outlined in alternative B could all be included in one ASUW Senate bill, or be split up into two separate pieces of legislation.

Alternative D (no further action)

Under this alternative, the ASUW Student Government would continue operating the SAP under the current model. The SAAB would continue in its role of overseeing the Students' Attorney and reporting its findings to the ASUW Student Senate.

Executive Summary of the SAAB

In a unanimous vote, the SAAB endorsed Alternatives B and C.¹ The members of the SAAB collectively believe that the SAP is in need of meaningful reform. At the same time, the SAAB believes that the SAP continues to show an ability to deliver meaningful legal assistance to UW students and should not be eliminated by the ASUW Student Senate at this time.

Alternative B will allow the ASUW Student Senate to go on record and clarify exactly what it expects from the SAP. These expectations do not go beyond anything that isn't already a part of the Students' Attorney's job description. Passing clear legislation will create a template for next year's SAAB to continue its oversight effort.

Alternative C is a proposal that the SAAB believes will be beneficial in assisting the Students' Attorney in making those improvements that have been identified in this report. Increasing student involvement in the daily operation of the SAP will help improve its connection with UW students. Additionally, actively involving law students with the SAP should improve the synergy of legal services performed by the SAP and the SLSC.

The SAAB believes that these two alternatives, taken together, offer the greatest promise for restoring the original vision for the SAP. Members of the SAAB will be actively involved with drafting legislation in the near future to reflect these views.

¹ ASUW Senator Andrew Kuhmann was not present when the vote was taken.

Addendum C

STUDENT COUNCIL DAY EVALUATION RESULTS

1. Which of the breakout sessions did you find most beneficial? (you may check more than one)

Remember that not everyone attended each workshop!

18% A Fun Afternoon

18% Fundraising 101

15% Purpose

23% School Spirit

7% Git 'Er Done

5% Problem Solving

20% Communication

N/A Advisor Workshop

2. Of the sessions you marked above, what did you like most about them? What made them successful?

- Small groups were nice because we were comfortable to take to each other.
- I liked the fact that the workshop presenters were flexible and willing to have fun. They also worked with our individual ideas and concerns. I also really liked how we were able to work in small groups and remain in those groups; it was more comfortable and easier to participate.
- The approach or, the way "A Fun Afternoon" was presented was very useful and helpful to me because it affected a member of the group.
- School Spirit was fun and entertaining. Communication was helpful and informative.
- Git 'Er Done because it was more one on one.
- The people who gave them taught us to be more prepared and aware who you associate with.
- In fundraising I got some new fundraising activities. In communication I learned how to communicate better.
- I liked how they (A Fun Afternoon and Fundraising) gave ideas that we could bring back to our schools. The way the leaders were prepared and very nice made them successful.
- They (Communication and School Spirit) were fun and hands on. Had good examples. Leaders were good.

- I liked the school spirit session because the guides/teachers were very enthused to teach/guide us.
- I liked communication. The activity was fun and kept me interested.
- The instructors made each session fun.
- “A Fun Afternoon” got me really thinking about diversity and stuff. “School Spirit” had fun people that got excited about it!
- I liked the new and fun ideas from the Fundraising 101. School spirit was led by people who had school spirit and just spirit in general, for life, which I found so much easier to take a fun attitude from.
- Communications: great energy and thought in presentation. A Fun Afternoon: Direct and honest conversation about diversity.
- It (Fundraising) gave useful ideas to us because sometimes fundraising gets old.
- All of the workshops were helpful! They were fun, really useful, interesting, educational, gave me info to take back to school.
- The handouts (Membership) were very helpful for advisors. The students interacting was beneficial.
- Communication: We worked as a group and it helped break the ice in a good and fun way. You didn’t feel pressured.
- A Fun Afternoon opened my eyes to see bad things going on that can easily be prevented. Fundraising ideas are always helpful.
- Creative way to present the information that was being taught (A Fun Afternoon and Purpose).
- The activities during the communication session helped to break the ice. They were fun, and got the point across. The “Git ‘Er Done” session allowed a lot of open speaking which was neat.
- Fun, energetic (Purpose and School Spirit).
- They (Purpose and Communication) got us more involved.
- The AMAZING Leaders made it awesome. They were very personable so everyone was very comfortable around them. They had great messages at these (A Fun Afternoon, School Spirit) stations.
- They (Membership) gave some tips about how to get more people involved in student council and different types of people.
- School spirit was a blast because it was fun and relaxed. It was successful because we learned the basics of getting participation...etc. without feeling odd.
- Problem Solving-the fact that the leaders were talking *to* us not *at* us.
- College-level perspective, structure, organization
- I liked that the groups were of smaller size.
- Communication just showed me things to take back. Fundraising showed me new and fresh ideas to take back home.

3. What other activities, breakout sessions, or information would you like to see included in SCD in the future?

- At the debrief we had good school sharing—more of that in a controlled setting.

- I really like all the activities and have no suggestions for improvement because nothing needs improvement!
- Ways to meet the cute girls, and better snacks, less walking. The Knowledge Quest was very helpful.
- More ways to meet new people
- It was great!
- Interaction with classes that are taken at UW to give more info.
- Don't really know, it was fun seeing the campus.
- Longer sessions with more info. Keep the fun, though.
- Everything! I would include more sessions about sharing ideas about what other SC's do in their schools.
- Everything I wanted to know was included in the sessions today.
- Nothing, today was all good.
- I liked when we sat and talked at the end and shared ideas. Also, the small groups made it easy to speak up and feel welcome.
- I think more time to swap ideas between schools would be beneficial.
- Advisor workshop did not happen. Really needs to happen next year!
- Two days longer for time.
- Maybe have more time for each sessions, give handouts to take name, more ideas!
- The Advisor Workshop did not go. We are feeder programs and it would have been nice to visit with the ASUW Advisor.
- Give a list of contact info. More time at sessions.
- I thought the activities were great, but felt rushed through some. There never seems to be enough time in a day to do everything planned.
- More tips on how to make S.C. more effective. Less touring.
- More information about the student government on the Wyoming campus.
- More hands on; more tips on Student Council, less college stuff; make HS students more equal to college students; more understanding of the purpose of the workshop
- Some tips about community service, leadership, and making a difference in our school and communities. I think that the breakout sessions were pretty beneficial, so I think more workshops should be integrated into SCD. Perhaps doing more student council related activities and less Go to UW activities/discussions would be very helpful.
- Way to recruit new members. This way a fun day, you guys should definitely continue it!
- Maybe more ice-breaking, fun activities.
- Keep doing what you are doing.
- I would like to see more sessions as time would allow. It was a great experience! Thanks!
- Maybe like 30 minute sessions so you get a little more info. I liked the small groups and staying with them all day.

4. Overall, how would you rate your experience at Student Council Day?

Horrible

Poor

Average 6%
45%

Satisfactory 48%

Great

5. Given the opportunity, would you attend Student Council Day next year?

Yes 87% No 13%

6. Would you recommend Student Council Day to other high schools in the state and surrounding region?

Yes 98% No 2%