A New Unified Approach for Leadership, Engagement, and Involvement

Transformational Service and Learning Opportunities

“This new, unified approach will allow many more students to participate in transformational service and leadership opportunities in ways tailored to their specific needs and interests. We believe that students who strive to make the most of this experience will be better prepared for employment, will become better disciples of the Savior, and will be of greater service in their families and communities.”

~ President J. Lawrence Richards

There will be several areas of emphasis under this new model including:

Student Advisory Board:

- Gather, analyze, synthesize data from students and ensure others do the same
- Make recommendations, propose solutions to administration
- Help carry institutional messages to the students
- Work with class presidents

Issues you might consider in choosing to participate in this area:

- What needs or issues would you like addressed to make the LDSBC experience better for students?
- Do you have experience or interest in identifying needs or issues, gathering and sharing data, and proposing solutions and implementation plans?
- How well can you work with others to solve problems?
- How effective are you at sharing important messages and encouraging others to act?
- How would you propose we better utilize class presidents?

Communications:

- Define the message, design the message, deliver the message
- Types of messages:
  - Opportunities for students (events, ways to get involved, etc.)
  - Information (deadlines, emergency notification, etc.)
  - Culture (live with honor, quotes, etc.)
- Types of Media / Talent
  - Videos, photos, graphic design
  - Marketing/ advertising, storytelling, writing
  - Other technological tools / skills

Issues you might consider in choosing to participate in this area:

- Give an outcome (e.g., devotionals, event, live with honor, etc.); they present how they would achieve that outcome (or they actually implement their plan)
- Propose potential messaging (e.g. “Be Devoted”, innovative applications (e.g., The Deal), approval processes
- Identify people they know who could work on this team
- Vote on “product”

Common Interests:

- Professional (program based – faculty, based on common career field)
- Collegiate (program based – staff, based on common focus of service)
- Recreational (various levels of clubs, based on common recreational interests
- Demographic (based on common characteristics)

Issues you might consider in choosing to participate in this area:
• Do you have ideas about what could happen in each of these areas?
• How would you go about organizing these areas and making sure they run effectively?
• How can we get the mission of the College more infused to each of these areas?
• How can we help students connect, contribute, and develop in each of these areas?
• How can we help people be accountable to fulfill their responsibilities in each of these areas?
• How would you find / select others who would help you organize these areas / lead their respective group?
• What tips would you offer to ensure the longevity of a club?
• If members of a particular club or organization were having an honor code issue, what would you do?
• If a certain club or organization is struggling, what would you do?
• If an advisor to a club or organization wasn’t very supportive, what might you do?

Peer Teaching:

• Help people develop skills and qualities through teaching formal teaching experiences
• Strengthen student teaching (LE courses, tutoring, seminars)
• Teach subject specific material to groups (classes, workshops) or one-on-one (tutoring)

Issues you might consider in choosing to participate in this area:

• Do you enjoy teaching?
• How would you explain the purposes of teaching? How can we better ensure more effective learning?
• In addition to existing courses and tutoring opportunities, what additional opportunities to teach others would you like to see?

Peer Advising:

• New Student Orientation and pre-NSO, Newly admitted students, registration workshops, undecided students, ninth floor tours
• STEP (helping people develop Student Tailored Education Plans); help people develop skills and qualities through one-on-one advising sessions; help people set and achieve a wide variety of goals and follow-up
• At-risk students, ombudsmen

Issues you might consider in choosing to participate in this area:

• Do you have interest in teaching others about how to make the most of their experience at the College? Do you like helping people?
• If a student didn’t know what they wanted to study, how would you help them? If we had a class for undecided students, what might it look like?
• How would you improve New Student Orientation? If we could create a pre-NSO experience (something students would do even before they came here), what might that look like?
• What ideas do you have to help students who are at-risk (academically, socially, spiritually, financially, etc.) improve their chances for success?
• How would you encourage more students to develop a Student-Tailored Education Plan? How would you encourage follow-up?
• If you were to give a prospective / admitted student a tour of the ninth floor and you only had a few minutes, what would you tell them?
• If a student were to come to you with a problem, how might you help them?

Peer Evaluators:

• Make sure people are competent in their skills and truly demonstrate qualities; ensure people and programs are really doing what they say they are doing / can do
• Oversees ninth floor certifications, including certifying the certifiers
• Owns accreditation, auditing, evaluation of programs; metric minded
• Oversees a small local team, consults with liaisons from other areas to strengthen their area

Issues you might consider in choosing to participate in this area:
• Do you have interest in accounting or consulting?
• What kinds of certification would you like to see?
• How can we develop a process by which we gain confidence that a person is truly competent in a skill?
• How can we develop a process by which we gain confidence in certifier integrity?
• How would you determine if another organization is fulfilling their charter?

Personal Honor:

• Live with Honor Program and campus culture
• Housing Program (building Zion at home, taking the College home)
• Peer mediation / event management (enforcement of HC)

Issues you might consider in choosing to participate in this area:
• Do you have interest in teaching others about living with honor?
• Do you have ideas about ways we can help improve the lives of our students in their homes and help build Zion amongst those we live with?
• How would you go about helping to carry out the mission of the college and the principles of living with honor into the hearts and homes of our people?
• How would you handle various honor code situations you might encounter?
• How can we help people better understand what it means to live with honor and encourage them to live this way?
• If we were to create a “Live with Honor” award (think Personal Progress or Duty to God), what might it look like?

Chief of Staff:

• Event planning (planning with a purpose) / scheduling
• Administrative assistance and support
• Budgeting
• Historian (ensures we get accreditation data… etc.)

Issues you might consider in choosing to apply for this position:
• In addition to the responsibilities outlined above, what else would you like to accomplish with your time each week as a student employee?
• In between Student Development Council meetings, how would you help / support the group in meeting their objectives?
• How can you demonstrate to us your note-taking, organizational, communication, and management skills?
• What experiences have you had where you demonstrated responsibility, got things done, met deadlines, etc.?
• What experiences have you had with the responsibilities outlined above? How might you delegate any of them?
• What is your vision for how you can contribute to the work of the Student Development Council and the work of Student Services in general?
• How would you gather and disseminate information effectively to relevant stakeholders?
• How might you go about training others who play a supporting role in various organizations on campus?
• Do you have any experience training others in these kinds of responsibilities?