THE UNIVERSITY OF UTAH

STUDENT LEADERSHIP & INVOLVEMENT

Student Leadership & Involvement, University of Utah

Annual Report

2019-2020

Submitted by Erica E. Andersen

I. OVERVIEW
a. Accomplishments

Student Leadership & Involvement had an eventful year in all areas of the department. A few of the major accomplishments included; an extremely successful inaugural program (Student Leadership Summit), successful implementation of new training as required by state law for the Recognized Student Organization community (SB 134), repurposing unused fees towards areas that are more frequently utilize (implementation of Campus Connect Fee), many creative and innovative services in the virtual environment due to public health issues, and a variety of student-led programs in the student government (ASUU). These are just a few of the many accomplishments in the department, which will be discussed in further depth throughout this report.

b. One University

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-Centered, Social Justice/Inclusion, Collaboration, Innovation, and Integrity 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.

There are a variety of ways in which SLI contributed to advance "One University", including:

- Growing "Campus Connect" as a platform for University Departments to utilize to reach students
- Providing financial support in the wake of the COVID-19 crisis for both university departments, and students at large (ASUU emergency funding, aid programs, and more)
- Providing financial support towards the Flu Shot clinic in collaboration with the Student Health Center and Center for Student Wellness
- ASUU University Gift ($30,000.00 contribution to the new Center for Violence Prevention)
- And many more collaborations and partnership across campus

c. Equity, Diversity and Inclusion

SLI contributed to the advancement of equity, diversity and inclusion for students, staff and/or faculty in the following ways: The department is actively engaged in conversations with Human Resources, the Office of General Counsel, and Scholarships to evaluate how to enhance access to student leadership opportunities that come with some type of stipend and/or tuition benefit. This conversation is being evaluated as a possible change in practice. SLI successfully fundraised $5,000.00 from the Parent Fund to support students from marginalized backgrounds getting involved in leadership positions both within the department and across campus. The SLI staff

participated in the Intercultural Development Inventory (IDI) as a first step to understanding individual intercultural competency, as well as the collective group competency (as a department). There were also a variety of programs contributing to this goal, including the curriculum for the Student Leadership Summit (Social Change Model for Leadership Development), ASUU's Conference on Diverse Excellence featuring Keynote Speaker Tan France, and the introduction of a Diversity & Inclusion Action Plan created by and for the department. ASUU's Legislative Branch introduced and passed Joint Resolutions #1 and #2 near the tail end of the Academic Year/beginning of the current Academic Year. Joint Resolution #1 was a Resolution for Public Health Crisis Declaration, while Joint Resolution #2 was a Resolution in Support of Black Students at the University of Utah. The department will engage in conversations with students of the Black Student Union (BSU) regarding JR #2 over the course of the coming year to seek input and brainstorm possible changes to make ASUU a more inclusive space for Black Students.

d. COVID-19 Impacts

When COVID-19 impact initially hit in March, there were a variety of abrupt and significant changes that took place. Some of these were financial in nature, while some were more programmatic and logistical.

Financial: All travel funding for Recognized Student Organizations halted. The department worked with ASUU to honor existing financial commitments if students were unable to recoup costs (such as purchased airline tickets and conference registrations). ASUU also put a halt to funding RSO events and meetings. This funding was then re-purposed through a joint piece of legislation that supported the Feed-U Pantry, the Marriott Library (laptops, hot-spots for students), and Emergency Aid.

Programmatic: Many large-scale programs that were to take place in spring were cancelled. This included; ASUU Spring Carnival (in conjunction with University Student Apartments), ASUU's Speaker Series (featuring free climber Alex Honnold), ASUU's Redfest Concert (featuring artist T-Pain), and Student Leadership & Involvement's Women's Leadership Summit (featuring Nubia Pena, Caroline Gleich, the Rivkin Center, and many more collaborators).

The remainder of the spring semester (March, April), was spent finding ways to adapt and take our operating procedures virtual. This included setting students and staff up with the software needed to facilitate meetings, conduct procedural meetings such as confirmations and inaugurations, and the development of new programs such as the Let's Talk About Leadership Podcast.

II.   DEPARTMENTAL CORE OBJECTIVES

There are a variety of ways in which Student Leadership & Involvement is working towards aligning with the University of Utah's Four Strategic Goals:

1- Develop and Transfer New Knowledge
   a. SLI programs facilitate new understanding about leadership styles, models, and theories by offering the Student Leadership Summit, and other programs of this nature. SLI's work with Recognized Student Organizations teaches students provides a platform for student-led initiatives and wide variety of knowledge to be developed and shared. SLI's supports ASUU in developing student-led programs, many of which are educational in nature.
2- Promote Student Success to Transform Lives
   a. One of the ways in which that goal is realized is through participation in high impact programs, such as leadership and involvement opportunities in 550 Recognized Student Organizations and Student Leadership positions in ASUU. The skills gained not only help students develop personally and interpersonally, but serve as means to learn about and demonstrate leadership knowledge and skills, all of which are also transferable in the marketplace.
   b. SLI participated in the University's Giving Day, raising $435.00 to put towards scholarships for underrepresented students interested in developing their leadership skills. The promotional video for giving day can be viewed at https://youtu.be/hh7OHXd9dOI
3- Engage Communities to Improve Health & Quality of Life
   a. SLI partners with a variety of campus stakeholders each year to host the Women's Leadership Summit, meeting a critical need for women-identifying individuals across campus and in the community to come together, dialogue, learn, network, and develop new skills. ASUU contributed $ $17,072.00 towards Flu Shot efforts in collaboration with the Center for Student Wellness, and the Student Health Center.
4- Ensure Long-Term Viability of the University
   a. Under the guidance of a new Director, SLI has been engaging in continuous discussions surrounding strategic planning, improving efficiencies, and a focus on gathering and evaluating relevant data. A few structural changes were made this past academic year, which included:
      1. Re-classification of the "Finance Advisor" role. This role was re-classified as the Associate Director for Budget & Finance. The role advises the Finance Board, but in addition, some new aspects to this role include advising the Student Resources Board, and the VP for University Relations. This allows for this Associate Director to be more hands on

with financial process such as the Emergency Loan program, and the School Life Scholarship.

2. The Programming Advisor Role also welcomed in a new board under their purview, the Government Relations Board in hopes that this board will engage in more programmatic efforts as it relates to Government Relations.
3. The Student Orgs Coordinator welcome in a new board under their purview, the Academic Affairs Board. This change provides collaborative opportunities between the Recognized Student Organization community and ASUU efforts.
4. The Director and AVP for the area are continuing to brainstorm and benchmark organizational structures and processes for the area to accommodate future growth.

Departmental Core Objectives: Student Leadership & Development, Campus Engagement

a. Alignment with Student Affairs Strategic Objective: Student Engagement and Support
b. *Student Leadership Summit*: The Student Leadership Summit (SLS) used the Social Change Model of Leadership Development as a framework for a series of guided conversations, engaging activities, and keynote address.

   5. **Goals and Outcomes.** Students gain leadership knowledge and skills from workshops and conferences, Provide events and programs for the University Community. Before staff created the curriculum for the Summit, they created intentional learning outcomes based on the Social Change Model for Leadership Development. Those learning outcomes were: "The individual": Participants will be able to identify the personal qualities (within themselves) needed to support group functioning and positive social change. "The group": Participants will practice the collaborative nature of leadership required to effect positive social change. "Community": Participants can identify ways in which service to the community influences group development and strengthens individual leadership qualities towards positive social change

      a. **Data that supports your outcomes.** Staff collaborated with AER to develop a post-session survey to evaluate learning that had taken place. Approximately ~50% of registered attendees completed the post-session survey.

      • 100% of respondents stated that they can identify the personal qualities within themselves to support group functioning and positive social change

• 100% of respondents stated that they were able to develop their collaborative leadership skills at the summit (though 17% said they were only able to do this "a little")

• 100% of respondents stated they could identify ways in which service to the community influences group development (though 13% said they were only able to do this "a little")

This was the first time the department had created learning outcomes and intentional curriculum based on a leadership model. The department is looking forward to making this a best practice for all leadership development programs in moving forward.

b. **Actions Taken (data-informed changes or improvements made based on this information).** Major changes were made to the structure of this program based on collected benchmarking data among PAC-12 institutions. This included; taking the program off-site to an exciting location, using a leadership model to shape curriculum, and charging a small fee to retain participants. The inaugural Student Leadership Summit was held on Saturday, November 2nd from 8:00am-5:00pm at the Alta Peruvian Lodge in Little Cottonwood Canyon. The Summit Curriculum was created collaboratively by Erica Andersen (Director, SLI), Abby Feenstra (Advisor, SLI), and Matt Phister (Coordinator, HRE). The event sold out very quickly, with 87 participants in attendance (and a waiting list of over 75 students).

Summit participants engaged in conversations about leadership and social change with nine staff facilitators from various areas of campus. Congressman Ben McAdams (previous student leader at the University) served as a keynote for the event. This was a huge improvement from the previous rendition of this program (in which there were 29 students who signed up for the conference, and only 20 students on the day-of the event). The department charged a participation fee of $20.00 but scholarships and waivers were available for students facing financial obstacles. This fee included transportation to and from the site, breakfast, lunch and

snacks, educational materials, and an incredible learning experience.

    c. **How did COVID-19 impact or limit your ability to achieve your goals and outcomes?** This program was held prior to the onset of COVID-19, so it did not impact the Fall 2019 program. The Fall 2020 program is being postponed to spring in hopes that in-person gatherings will be safe at that point in time.

    d. **Were there goals in your strategic plan that either stopped or changed because of an on-line environment or delivery?** This program is traditionally held in the Fall Semester. The hope of the department is to temporarily move the program to spring (to retain an in-person format), for the 2020-2021 AY.

6. **Retention and Graduation.** As this program was a one-time event, retention and graduation data for this particular program was not collected nor applicable.

7. **Student Quotes.** Quotes that stand out from the post-event survey included, "learned from people of different backgrounds/perspectives than my own," which were interpreted as cultural competence.

8. **Utilization Data.** In reviewing the post-event survey, some students demonstrated a desire for more time to network with one another, consideration of making the event an overnight or weekend event, and adding more time for "personal/informal" time, as well as more "activity" based learning (over dialogue).

    a. SLI recruited the following campus partners as Summit Facilitators:

    i. *Jess Turuc, Fraternity and Sorority Life*
    ii. *Matthew Phister, Housing & Residential Education*
    iii. *Jenna Templeton, Center for Student Wellness*
    iv. *Dr. Paul Morgan, Veterans Support Center*
    v. *Ulysses Tonga'onevai, Office of the Dean of Students*
    vi. *Bryce Williams, Bennion Center*
    vii. *Maurico Laguan, EDI – Health Sciences*
    viii. *Dr. Tiana Rogers, School of Business- Sorenson Impact Center*
    ix. *Ella Blanchard*, Inclusive Excellence*
    x. *Cha McNeil*, Housing & Residential Education (*Due to a last minute change, Cha replaced Ella Blanchard)*
    xi. *Abby Feenstra, Student Leadership & Involvement*

Departmental Core Objectives: Student Leadership & Development, Campus Engagement

a. Alignment with Student Affairs Strategic Objective: Student Engagement and Support, Inclusivity and Equity, Staff Excellence

b. *Women's Leadership Summit*

1. **Goals and Outcomes.** Students gain leadership knowledge and skills from workshops and conferences, Provide events and programs for University community. The Women's Leadership Summit works to increase women's confidence as leaders by learning knowledge in leadership theory, gaining transferable skills, and learning from others' experiences.

   a. **Data that supports your outcomes.** The Women's Leadership Summit was planned to be held on Saturday, March 28th from 8:00am-3:00pm at the a. Ray Olpin Student Union. The theme for this year's summit was "Sharing Stories, Strengthening Leadership". Sponsors included Goldman Sachs, Safe UT (ATT), and Chartwells Dining Services, Pepsi, Kendra Scott, and Gold Elite Apparel.

   b. **Actions Taken (data-informed changes or improvements made based on this information).** For the first time since the Summit's inception, the Women's Leadership Summit planning committed selected leadership models and theories to increase the intentionality of the program. These leadership models were then used to create learning outcomes for participants and helped to inform the content of the program and speakers invited to participate. An educational priority was also developed.

      i. The educational priority of the Women's Leadership Summit was revamped this year. The new priority reads: Students, staff, faculty, and friends of the University community engage in learning and empowerment through intentional conversations to inspire an equitable present and future for all gender identities.

      a. Leadership Models: Authentic Leadership Theory and Narrative Theory

      b. Learning Outcomes:
         a. Participants can identify ways in which narratives work as strategies for navigating experience
         b. Participants will be able to identify at least one characteristic of authentic leadership
         c. Participants will be able to identify a personal experience that, through narrative,

demonstrates their own authentic leadership

c. **How did COVID-19 impact or limit your ability to achieve your goals and outcomes?** This event was cancelled two weeks before the event due to Covid-19 event protocols, and little time to develop an alternative/online format.

d. **Were there goals in your strategic plan that either stopped or changed because of an on-line environment or delivery?** This program was cancelled, so while the infrastructure of the program was rebuilt, the impact to student learning did not occur.

2. **Retention and Graduation.** As this program was a one-time event, retention and graduation data for this particular program was not collected nor applicable.

3. **Student Quotes.** There is typically a post event survey for this program, but it was not released due to the event cancellation.

4. **Utilization Data.** Utilization data was not collected on the program outcomes or the participant experience, but some data regarding the planning and program infrastructure is included below.

- SLI recruited multiple campus partners and students to engage in the planning for the Women's Leadership Summit. Committee members included:
- Erica Andersen (Co-Chair)
- Teresa Pond, Union (Co-Chair, *prior to leaving the University)
- Maya Jolley, Center for Student Wellness (Co-Chair, after Teresa left the University)
- Shelly Christensen, University Marketing & Communications

- Ashlee Christofferson, Union
- Jamie Denker, Chartwells
- Shelby Hearn, LGBT Resource Center
- Sig Ferguson, Housing & Residential Education
- Esther Okang, SLI Staff
- Deepika Shah, Orientation (Graduate Student)
- Danielle Martinez, Union (Graduate Student)
- Brock Coleman, ASUU Speakers Chair
- Cassie Jimenez, At-Large Student

Schedule and Presenters

8:00am Sunrise Yoga & Sound Bath with Holistic Healer & Yogi Jessica Florez
8:15am-9:15am Tabling
8:30am-9:30am Conference Check & Light Breakfast Refreshments
9:30am-10:30am Morning Keynote with Caroline Gleich, Ski Mountaineer, Activist
10:45am-11:30am Breakout Session 1 (three session options)
11:45am-12:30pm Breakout Session 2 (three session options)
12:30pm Lunch
12:45pm-1:45pm Lunch Keynote Elizabeth Crouch, Rivkin Center (Breast & Ovarian Cancer Awareness)
1:45pm-2:45pm Closing Workshop & Reflection Nubia Peña, Director, Utah Division of Multicultural Affairs

Breakout Session Presenters included:
Meg Kinghorn (interactive writing workshop); Dr. Annie Fukushima (author of "Migrant Crossings" and University Professor, School of Social & Cultural Transformation); Tara Thue (President—Mountain West States for AT&T External and Legislative Affairs), and Panelists- Arianna Fuller (Vice President Goldman Sachs), Gheybin Comish (Local Tattoo Artist), Dr. Sushma L. Saraf (University Professor, Chemistry).

Departmental Core Objectives: Student Leadership & Development, Campus Engagement

a. Alignment with Student Affairs Strategic Objectives: Student Engagement and Support, Inclusivity and Equity

b. *Anti-Racism Poetry Workshop with Poet Laureate Paisley Rekdal*

1. Goals and Outcomes. Students gain leadership knowledge and skills from workshops and conferences, Provide events and programs for University community.

    a. **Data that supports your outcomes.** Student Leadership & Involvement hosted an Anti-Racism Poetry Workshop with Utah's Poet Laureate, Paisley Rekdal on July 21st, from 2:00-3:00 pm (Over Zoom).

    b. **Actions Taken (data-informed changes or improvements made based on this information).** In early June, the department took a critical look at how anti-racism programming was integrated into leadership development programs. This is one of the first anti-racism programs out of the department.

    c. **How did COVID-19 impact or limit your ability to achieve your goals and outcomes?** The program was held virtually over the summer. Participation rates were lower than expected, although in some ways hosting the program online made the content that much more accessible.

    d. **Were there goals in your strategic plan that either stopped or changed because of an on-line environment or delivery?** This program was planned from start to finish in an online format. The department is continuing to learn how to

deliver leadership development programming in a virtual format.

2. Retention and Graduation. As this program was a one-time event, retention and graduation data for this particular program was not collected nor applicable.

3. Student Quotes. Student quotes were not collected for this program, although many students who participated in the program wrote their own Anti-Racism poems.

4. Utilization Data. Utilization data was not collected on the program outcomes or the participant experience, but some data regarding the planning and program infrastructure is included below.

Purpose: There are many ways to demonstrate anti-racism advocacy and leadership, including through creative writing and poetry. This workshop was an opportunity for students to learn about anti-racism poems authored by African Americans throughout history, and engage in discussion on how poets have approached writing difficult topics such as racism, sexism, violence, politics, and the complexities of history. Students also created anti-racism poetry, and shared with workshop peers. The workshop focused on developing creative writing skills as leadership tools for anti-racism work.

There were 12 students who signed up, and six who showed up (virtually) to participate. The program was also held in the summer, which may have impacted program retention. The department is looking forward to finding new and creative ways to support students in their leadership development journey.

Departmental Core Objectives: Student Leadership & Development, Campus Engagement

a. Alignment with Student Affairs Strategic Objective: Student Engagement and Support

b. *Associated Students of the University of Utah (ASUU)*

1. Goals and Outcomes. Practice of leadership skills through organization involvement and engagement, Provide events and programs for University Community.

a. **Data that supports your outcomes.** 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 550+ recognized student organizations 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 help our student leaders create effective change on campus and to provide meaningful and transparent support for the student body.

b. **Actions Taken (data-informed changes or improvements made based on this information).** Staff now maintain professional development plans with annual reviews. If there are growth areas, books, journal articles, and more are options that have supported staff growth in meeting students where they are at.

c. **How did COVID-19 impact or limit your ability to achieve your goals and outcomes?** SLI Staff have adjusted to online advising, online student leader meetings, and help students to think about innovative ways to provide services and events. Getting students to participate in "virtual events" is taking some creative thinking skills, but staff are crucial in this process, in particular as we think about the new risk management and legal implications that virtual and remote programming present for the department.

d. **Were there goals in your strategic plan that either stopped or changed because of an on-line environment or delivery?** ASUU does not have a Strategic Plan, but many of the goals or initiatives that the ASUU administration had for the year, were re-thought and re-imagined. For a complete description of ASUU's year, please refer to the ASUU End of Year Report. Most ideas can be converted to virtual or presence free, however the department is actively working towards finding ways to steward that sense of belonging and community that in-person gatherings typically afford.

2. Retention and Graduation. The department is still actively searching for ways to measure this retention and graduation among student leaders.

3. Student Quotes. This is not something we have collected in the past, but will be building into our assessment plan moving forward.

4. Utilization Data. There have not been internal ASUU Assessments done in the past, but this is part of the annual assessment plan for the future. For this upcoming year, SLI has created an assessment plan with AER, in which the details for collecting utilization data as well as creating defined learning outcomes. Some demographic reports have been run for these ASUU student leadership positions. Student Leadership & Involvement will continue to evaluate how these demographic reports compare to the Common Data Set as we work towards an inclusive and welcoming community for all students.

Departmental Core Objective: Campus Engagement
    a. Alignment with Student Affairs Strategic Objective: Student Engagement and Support
    b. SLI Website, Engage (Campus Connect), and ASUU

1. Goals and Outcomes. Market engagement opportunities. Student Leadership and Involvement will engage in revamping the leadership.utah.edu website with University Marketing & Communications (UMC). The goal is to align the look and feel of the site, with that of the University's in order to become the online hub for finding leadership and involvement opportunities. The Leadership site is expected to go live by Spring 2021.

    a. **Data that supports your outcomes.**
        a. Based on website audits done in collaboration with UMC, we know that the website is not as effect as it could be in serving students.
        b. The Engage platform contract called for a migration to a newer version which had a variety of newer features to better support students and campus stakeholders.
    b. **Actions Taken (data-informed changes or improvements made based on this information).**
        a. This website audit, in conjunction with a variety of additional reasons has prompted the department to engage in establishing a more solid online presence.

      b. With migration to the Engage Platform from OrgSync in July 2019 Student Organizations and ASUU are able to more broadly market their events to the campus community. Significant outreach was done to market the Engage Platform (Campus Connect) to campus departments so that they would utilize the events and check-in features available on Campus Connect.

   c. **How did COVID-19 impact or limit your ability to achieve your goals and outcomes?**

      a. COVID-19 put a pause on the website renovation. Now that we are moving towards adapting many of our services virtually, it has become a critical path item.

      b. In the past the Engage platform has be renewed every three to five years. Going forward, the contract will be renewed every 12 months for budgetary purposes.

   d. **Were there goals in your strategic plan that either stopped or changed because of an on-line environment or delivery?**

      a. Having a new website will enable the department to deliver many more services in an on-line format.

      b. For Engage, there was not much of a negative impact to strategic planning.

2. Retention and Graduation. Neither of these initiatives are being measured for retention or graduation impacts.

3. Student Quotes. We have not collected student quotes regarding the SLI Website or Campus Connect, but may incorporate this into our assessment plan for the future.

4. Utilization Data.

   a. Once the new SLI website is launched, more utilization data will be collected.

   b. For Engage, the outreach facilitated this year across campus yielded many departments (Union, LGBT Resource Center, Center for Student Wellness, Dream Center, TRIO Programs, and more) utilizing the platform and widely marketing their events through Campus Connect. Feedback received from students and campus partners indicate that their events are more widely accessible and that attendance tracking is more accurate.

c. *2019-2020 ASUU Highlights*
ASUU had a variety of accomplishments this past year, including but not limited to: hosting a Campus Safety Forum, dedicating the 2020 University Gift of $30,000 as a donation to the Center for Violence Prevention, and reducing and reallocating student fees in areas where there was excess. Please see addendum (ASUU End of Year Report for a complete review of ASUU's highlights).

Departmental Core Objective: Student Leadership & Development

a. Alignment with Student Affairs Strategic Objectives: Student Engagement and Support
b. *Student Employment*: Student Leadership & Involvement provides a few different types of student employment, as outlined below.

1. Goals and Outcomes. Provide opportunities for student employment, ASUU, and leadership and involvement compliments their academic experience.

a. **Data that supports your outcomes.**
   a. Leadership Interns: Alejandro Sanchez served as a Leadership Intern. His responsibilities included supporting policies and procedures within the legislative branch of ASUU, specifically the development of the Joint Resolution Tracker. SLI was able to support Alejandro in this way through Parent Grant funds.
   b. Involvement Ambassadors: SLI hired three new Involvement Ambassadors (as a pilot program) to focus on a greater connection and access to student involvement. The three students who served in these roles included: Sabah Sial, Lucas Brizolara, and Sinndy Rios. SLI was able to support these students with carry forward funds.
   c. Associated Students of the University of Utah (ASUU): Student employment in ASUU includes over 100 paid leadership positions (elected and appointed) and 2-3 paid front desk positions.
   d. ORG Student Leaders (2-3 paid student workers who serve both ASUU initiatives and RSO support). These students usher RSO's through the new recognition process, educating student leaders

about University policy and resources, consulting with organizations on how to meet their goals, continuing with a monthly ORG newsletter, and providing training on the online organization management platform.

b. **Actions Taken (data-informed changes or improvements made based on this information).**
   a. Involvement Ambassadors: In year one of this pilot program, the department gathered some important information:
      i. A total of 59 consultations/presentations per semester were facilitated by three Involvement Ambassadors. This averages 20 consultations/presentations per Ambassador per semester. Given that this came out to approximately 1.3 consultations per ambassador per week, (over the course of 15 weeks), the pilot program needed to be re-evaluated. Going forward, the department has made the following changes for the upcoming academic year:
         1. Consolidated the number of Involvement Ambassadors down to one until demand dictates otherwise.
         2. Established a goal of at least four consultations per week
   b. ASUU. The trend of less turnover and more consistency at the front desk continued due to increased one-on-one training of front desk staff and understanding of a newly introduced policy and procedure guide.
   c. ORG
c. **How did COVID-19 impact or limit your ability to achieve your goals and outcomes?**
   a. Involvement Ambassadors: During the onset of the pandemic, involvement consultations paused. Over the summer, the department reevaluated needs and demands, and began a shift towards online consultations. Virtual Involvement consultations began Fall 2020.

b. ASUU: In order to more effectively retain ASUU elected and appointed student leaders, train on ASUU policy and procedures, familiarize student leaders with advisement staff, and facilitate training in a safe way, training was done completely online (modules made available in Microsoft Teams).

d. **Were there goals in your strategic plan that either stopped or changed because of an on-line environment or delivery?**

a. Involvement consultations were stopped (temporarily), and changed to a virtual format for public health and safety reasons.

b. ASUU adapted fairly well to shift towards online engagement. Various aspects of student government are still testing out what works well and what does not work well for student engagement.

2. Retention and Graduation. The department is still actively searching for ways to measure this retention and graduation among student leaders, but due to the small sample size and with student privacy as a priority, this information is not shared widely.

3. Student Quotes. This is not something we have collected in the past, but will be building into our assessment plan moving forward.

4. Utilization Data.

a. Involvement Ambassadors. The number of consultations, and student quotes from the impact that these consultation has had will be collected in the future.

b. ASUU. Demographic information and learning outcomes information are data sets we are collecting on a more frequent basis to evaluate equity and inclusion efforts, as well as impactful student learning. 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. We check GPA's each semester to ensure students meet the minimum requirement of a 2.5 cumulative grade point average (required by

Redbook). Advisement has assisted in identifying students who 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. This upcoming year, we will be exploring collaborating with AER & OBIA to get a better view of how this experience is contributing to academic success, retention, and learning outcomes.

c. ORG. ORG met with over 100 student organizations leaders for OrgSync Help, Fundraising Brainstorming, and New Student Organization Orientation. The peer-to-peer model of student training and leadership development is a high-impact practice for student development and having ORG has a team of student solely dedicated to a RSO community of this size has already shown a big impact.

Retired and New Programs in this Key Objective:

New: Let's Talk About Leadership Podcast

A new initiative that launched with the onset of remote learning/online engagement, was the "Let's Talk About Leadership Podcast". This podcast is an opportunity for students to listen and learn about all things leadership. As leadership is interdisciplinary, topics discussed on this podcast vary widely. Thus far, there are two episodes; Leading in Times of Uncertainty: A Conversation with Lauren Weitzman PH.D., and Anti-Racism Poetry as a tool for Leadership, Advocacy, Activism and Social Change with Utah's Poet Laureate Paisley Rekdal. The department is working through the best way to make these podcasts accessible to students, and collect data on how many listens, downloads, and reviews the podcast receives. It is also a priority for the department to develop transcripts for the podcasts to maintain accessibility for all students. The development of a new SLI website (a goal for this year), will play a critical role in the success of this podcast.

Retired: Student Leadership Awards (SLI Program)

This program was retired permanently. There are a variety of awards themed banquets that this program seemed simply redundant (this feedback was also shared by campus partners and stakeholders). The department will be re-envisioning an incentive and awards based program for Recognized Student Organizations as a replacement.

Departmental Core Objective: Student Organization Support

a. Alignment with Student Affairs Strategic Objectives: Student Engagement and Support, Inclusivity and Equity

b. Recognized Student Organizations: To further continue implementation and growth of Rule 6-401A (Recognized Student Organization Policy), under the purview of the inaugural Student Organizations Coordinator, the Recognized Student Organizations (RSO) community saw a number of big and exciting changes and accomplishments.

> **1. Goals and Outcomes.** Provide training and information for student organizations and advisors, Students gain leadership skills from direct advisement, and ASUU represents and funds student activities and/or organizations
>
> > a. **Data that supports your outcomes.** As we developed a marketing plan, increased outreach to student organizations, advisors, and campus departments we saw an increase in users on the Campus Connect platform in FY19. To 24,684. This is an increase of 3,837 from FY18.
> >
> > b. **Actions Taken (data-informed changes or improvements made based on this information).** For New Student Organization Recognition, ORG established a "Recognition Period" Process, which retired rolling recognition and required prospective organizations to submit an application within specific 2-week windows and attend an in-person information session before applying and an orientation if approved. At 21 information sessions, ORG recorded 279 attendees, an increase in attendance and number of offered trainings from FY18. During the 2019-2020 academic year, ORG received 132 applications, approved 106, and denied 26. Lastly, Student Leadership & Involvement successfully implemented a Bystander Intervention training to all RSOs. This training was administered in accordance with Senate Bill 134, in collaboration with the Center for Student Wellness. The bystander intervention training was rolled out as a part of the renewal and recognition periods for student organizations and required three members of the

organization to complete the training. For FY19, 425 RSOs completed the training. Those who failed to complete the training saw their profiles locked (inactive/not recognized) until the requirement was met.

c. **How did COVID-19 impact or limit your ability to achieve your goals and outcomes?** Student organizations are still thriving amidst the pandemic, however, additional support is needed to help these groups think through how to adapt and innovate their purpose.

d. **Were there goals in your strategic plan that either stopped or changed because of an on-line environment or delivery?**

2. Retention and Graduation. As the department does not collect roster information from RSO's, this data is difficult to manage. However, the department is in conversations with AER and OBIA to brainstorm possible ways to consider how involvement with a RSO could impact these aspects of their college career.

3. Student Quotes. At this point in time, we do not collect student quotes, but in the future we may consider implementing this into our annual Assessment plan.

4. Utilization Data. The number of student organizations is currently at approximately 448, the exact number fluctuating dependent on the time of year and the reactivation process. As Student Leadership and Involvement has just recently been able to get an accurate idea of who our RSO's are, we are now at a point where we can start evaluating the impact these groups might have on retention, graduation, GPA, sense of belonging, and skill development. This includes collecting more detailed utilization data through the SB 134 mandatory training tracker **(please see the KPI Chart Below):**

KPI	FY16 (if known)	FY17 (if known)	Goal or Target	FY18	FY19	Supporting Notes
Number of Student Organizations Profiles	1073	*1182*	*600*	*693*	*756*	*These numbers include profiles that had been disabled, not necessarily deleted. This KPI does not reflect the number of active RSOs.*
Number of active Recognized Student	N/a	*N/a*	*600*	*550*	*448*	*FY19 reflects number of active, unlocked RSO profiles on Campus Connect.*

Organizations (RSOs)					
Number of New Student Organizations Recognized	174	108	50	76	*106*	*Second year implementing New Student Organization Recognition Process.*
Number of Total Attendees at New Student Org Info Sessions	N/a	N/a	100	98	*279*	*NSO Info Sessions are a part of the new Recognition Period Policy. 21 total info sessions were held in FY19.*
Number of Organization Profiles Removed/Deleted	N/a	N/a	500	489	*0*	*OrgSync Data Clean-up gives SLI a clearer picture of how many organizations are actually recognized by the University and in good standing with SLI. After our initial clean-up in FY18 we did not delete any profiles in Campus Connect.*
Number of RSOs complete SB134 Bystander Intervention Training	N/A	N/A	N/A		*425*	*FY19 saw the implementation of a required online bystander intervention training for RSOs per Senate Bill 134.*
Number of New Student Organizations Completing Annual Requirements by the deadline*	N/A	119	500	319	*318*	**Completion of Renewal Request was only requirement FY16-18.* *New requirement in FY19 for RSOs to attend an in-person training covering Campus Connect and university policies and procedures*
KPI	FY16 (if known)	FY17 (if known)	Goal or Target	FY18	FY19	Supporting Notes
Number of ORG Appointments	N/A	N/a	100	100	*158*	*Data collected from Cranium Café & ORG Outlook Calendar*
Number of Staff Solely Dedicated	N/a	1	2	4	*4*	*With the addition the Student Organizations Coordinator, SLI hired the ORG team and re-added the Graduate Assistant.*

to RSO Management						
Number of ORG Student Staff	N/a	N/a	3	3	*2*	*Two hourly paid ORG students.*
Number of OrgSync Users at end of FYx	12,925	16,627	20,000	20,847	*24,684*	
Number of Involvement Ambassadors hired	N/a	N/a	3	3	*3*	*Three Involvement Ambassadors hired to start services in FY19. More KPIs to be established after team has a year of services.*

Retired and New Programs in this Key Objective:

Mortar Board Honor Society (New Pilot)

Student Leadership & Involvement welcomed Mortar Board Honor Society as an Affiliated Student Organization within Student Leadership & Involvement at the start of the 2019-2020 Academic Year. Unfortunately, the amount of students who wished to be involved with Mortar Board fell below three, so the organization did not pursue renewal with Student Leadership & Involvement. At this point in time, Mortar Board is an inactive student organization so there is not a tie to the department.

Departmental Core Objective: Office Operations

a. Alignment with Student Affairs: Student Engagement and Support, Facilities and Resource Management
b. *Office Operations*: Maintain a functional office for dedicated to serving students in student leadership and involvement opportunities

1. Goals and Outcomes. Maintain a functional office for dedicated to serving students in student leadership and involvement opportunities.

a. Data that supports your outcomes. In the first year of the Director's time in the role, they noticed that the common space was not conducive to the needs of the students who frequented it.
b. Actions Taken (data-informed changes or improvements made based on this information). This year, the Student Leadership & Involvement Office (Union 248) was reimagined to be bit more welcoming and less formal. The

Director worked collaboratively with the Union building to utilize existing furniture in the building, a fresh coat of paint, and removal of unnecessary and underutilized cubical space.

c. **How did COVID-19 impact or limit your ability to achieve your goals and outcomes?** The pandemic has impact use of the office space since going virtual.

d. **Were there goals in your strategic plan that either stopped or changed because of an on-line environment or delivery?** There have not been goals that have been impact under this strategic objective.

2. Retention and Graduation. Retention and graduation data were not collected or applicable or this objective.

3. Student Quotes. We have not collected student quotes for this objective, but may consider integrating quotes into the annual assessment plan.

4. Utilization Data. The end result has yielded a much more welcoming lounge space for students to utilize for involvement consultations, a space to take advantage of the leadership library, and a place to simply "stop by" for those interested in getting involved or learning more about leadership. Since the refresh of the of the Leadership Suite and the addition of the Involvement Ambassadors providing in-person consultations, more students have stopped by inquiring about involvement opportunities.

III. <u>Plan for the Future</u>

a. **Anticipated challenges:** Student Involvement is growing rapidly at the University of Utah, so keeping up with that growth in a sustainable and intentional way is important. With the shift to remote engagement due to the pandemic, a variety of unique, but exciting challenges are facing the department. As in-person gatherings are currently put on hold, the department is being asked to engage with RSO's in ways they never have before. RSO's need help in finding ways to keep their groups relevant, and successful in the virtual realm so the department is offering consultations to any group who needs it. ASUU is facing similar challenges with re-inventing programming and events during the pandemic era. Not only does this pose the challenge of re-inventing a new program that is still exciting and relevant to students, but the risk mitigation and legal aspects are new challenges to think through as well.

b. **Anticipated opportunities:** There is a great amount of opportunity to re-imagine the way we work with student organizations, help students identify involvement opportunities, and develop leadership development programs as we embrace remote learning and engagement. The department has already made some innovative changes, such as how ORG consultations are changing to meet the changing needs of RSO's during this time, and more. There is also a great opportunity to expand upon diversity and inclusion efforts this year (including conversations surrounding JR #2), and more.

c. **What on-line programs and services do you plan to continue to offer that will compliment in-person services:** The shift to online engagement has posed several opportunities for innovation and creative programming for the department. A few to mention, include; Let's Talk about Leadership Podcast, ASUU Online Orientation Training, ASUU student leader meetings, and virtual programming efforts to support commuter students.

d. **Any grants or contracts you have received and how it compare to the previous year:** SLI did not receive any grants or contracts this past year.

e. **Any gifts/new revenue:** SLI received a gift from Goldman Sachs, AT&T, and Dining Services (Chartwells) for the Women's Leadership Summit, but ultimately the funds did not go through as the event was cancelled (due to the pandemic onset). SLI also participated in the University of Utah's Annual Giving Day, raising over $400.00 to put towards scholarships for underrepresented students seeking leadership opportunities. Lastly, SLI successfully raised $5,000.00 through the Parent Grant, and the department has been using these funds to support underrepresented students in their involvement and leadership pursuits.

IV. Staff Excellence

Departmental Core Objective: Professional Development of Staff

a. Alignment with Student Affairs: Student Engagement and Support, Staff Excellence
b. *Professional Development Plans, Department Retreats:*   Provide opportunities for professional development opportunities for campus community, Create a culture of professional development with department staff

SLI usually does a formal retreat in March. Given the pandemic, this retreat did not occur. However, in the midst of transitioning to remote engagement, staff have faced a variety of challenges with great innovation and adaptability, demonstrating their excellence as growing student affairs professionals. Plans for a virtual/hybrid retreat is currently underway for Fall Semester to replace what should have occurred in spring. Staff also maintain professional development plans using the Lominger Competencies (also used by ACPA and NASPA).

A. Awards and Recognitions

STAFF	AWARDS and RECOGNITONS
Jess See	Dean's List, Spring 2020

B. Committee Memberships, Leadership Roles in Professional Organizations

STAFF	COMMITTEE
Abby Feenstra	COSA (Committee on Student Affairs)
Abby Feenstra	ACUI Joint Regional Conference Planning Team (Regions 3 & 4)
Abby Feenstra	School Life Scholarship Committee (Child Care)
Erica Andersen	COSA (Committee on Student Affairs)
Erica Andersen	Vice Presidential Debate, Student Engagement Committee
Erica Andersen	Emergency Operations Committee, Human Services Branch
Jessica Ashcraft	NASPA Student Govt. Knowledge Community (KC) Co-Chair
Ryan Rhodes	Pride Week Planning Committee
Esther Okang	Basic Needs Center Committee

C. Presentations and Publications

As part of the department's strategic plan, increased involvement and contribution to the field (presentations and publications) is departmental goal.

D. Faculty Appointments

Since moving away from co-managing the Leadership Studies Minor, seeking faculty appointments has not been a priority in the department.

E. Additional Information and Staff Highlights

i. Professionalism (conferences attended; other training that supports the mission of your department).
   a. Jessica Ashcraft, NASPA Regional Conference (Portland, Oregon)
   b. Erica Andersen, ACUI Women's Leadership Institute (Amelia Island, Florida)
   c. Abby Feenstra, ACUI Regional Conference (Reno, Nevada)
   d. Ryan Rhodes, Campus Connect Conference (St. Louis, Missouri)
   e. Ryan Rhodes, ACUI Student Organizations Institute (Virtual)
ii. Recruitment and retention of highly qualified staff
   a. Michelle Chan, Associate Director for Budget & Finance (July 2020)
   b. Marissa Questereit, Programming Advisor (August 2020)
iii. Retirements, new hires, accomplishments, committees, awards
   a. Steven Whipple, Finance Advisor, Retired Spring 2020
iv. How staff have contributed to one U; EDI and antiracism work
   a. Please see Anti-Racism Plan Addendum

V. Anti-Racism Plan
   a. Please see attached addendum.

VI. Financials and Student Fees
   a. Please see attached addendum.