

STUDENT AFFAIRS ANNUAL REPORT:

I. Overview

Vision/Mission/Values/Strategic Plan:

Over the last 6 months, the Career & Professional Development Center Team has been engaged in creating a newly developed Mission & Vision Statements, a Strategic Plan, and a set of Guiding Values that address our plan for the future. Although this plan is aimed at the next 3-5 years, we feel that it is important to highlight/introduce this new plan to the Student Affairs Division/Leadership as part of the Overview Section of the Annual Report. The new CPDC Strategic Plan was developed and informed by the many continuing aspects of our work, that are described in the 2019-20 Annual Report that follows.

The 2019-20 Annual Report serves as a bridge to many aspects of our new vision/mission and to the expanded set of core objectives we have identified for the future, with accompanying action statements and specific goals in the six core objectives (the full CPDC Strategic Plan is provided as part our Annual Report supporting documents).

Vision - A University where each student pursues meaningful next steps in a career journey that honors their interests, strengths, and identities.

Mission - Empowering students and recent graduates to continually explore and pursue rewarding careers through accessible career education, events, resources, and network connections.

Strategic Plan Core Objectives:

- a. Student Engagement & Impact
- b. Intentional Equity, Inclusion, & Access
- c. Career Education & Opportunity Ecosystem
- d. Assessment, Analysis, and Reporting
- e. Staff Wellness and Development for Operational Excellence
- f. Student Employment & Internships

Values

- a. Holistic Wellness, First
- b. Honor Identities and Voices
- c. Lead with Trust
- d. We Go Further Together
- e. Pivot with Intention

A. Selected Accomplishments (2019-2020) taken from sections of the following Annual Report

1. Student Engagement

- Classroom Workshops = 160 reaching 4,438 students
 - Students Attending Career Fairs and Expos = 5,034
 - Orientation sessions (Undergrad & Grad) = 18 reaching 525 students
 - Internship and job applications submitted by students through Handshake = 14,697
 - Changes to the drop-in model and space resulted in students spending on average 1 hour in the Career Studio, which is 4 to 6 times more than the previous year. We previously offered a 10-15-minute drop-in model, which limited student interactions.
2. Top 5 Areas of Appointments by Type (see Student Utilization Data Section of Annual Report)
- Career Exploration
 - Resume
 - Job Search Tips & Strategies
 - Graduate School Search/Application Process
 - Internship Tips & Strategies
3. Student Accessibility & Programming
- Intentionally designed the Career Studio to enhance accessibility, and purchased accessible furnishings that now allow all students to interact and work with ease in our space.
 - Updated the CPDC programming strategy to incorporate a learning outcomes- and goals-driven approach, which utilizes a variety of new methods including both passive and active programming, to ensure all students receive career education.
 - Launched the *Grad Career Collaborative*, to bring together UofU graduate students in all fields, to network and develop career skills through panels, workshops, and socials. We organized 8 events during the 2019-2020 year.
4. Employer Engagement
- On-campus:
- Launched an initiative designed to elevate and professionalize on-campus employment opportunities, in essence turning on-campus jobs into internships by working with the employing department to build learning objectives into the roles.
 - Designed a new initiative to promote work-study and on-campus jobs by posting them all on Handshake where they are most visible to students. Previously, these roles were posted only on the U's HR website, limiting their broad appeal to students.
- Off-campus:
- Over the past year, we have developed a partnership with EDCUtah in which the CPDC is brought in to consult with companies that are deciding whether to locate/relocate to Utah. Specifically, we discuss the talent coming out of the U and strategies for tapping into that pipeline.

- CPDC partnered with the STEM Faculty Career Council (a group we helped launch this year) to put on a just-in-time virtual hiring event called the STEM Hiring Pop-Up. 15 employers and 170 students attended the Pop-up, which was coordinated over Handshake and hosted on the individual companies' Zoom/Teams accounts.

B. One University

1. In August 2019, CPDC hosted our annual open house, with the launch of the Career Studio, the one-year anniversary of implementing Handshake, and new programming strategies. We hosted 75 campus partners and toured them through our space so they could see and learn more about the Career Studio, coaching appointments, student resources in Handshake, and upcoming programming.
2. Our annual Awards Banquet, which honors and recognizes the contributions of faculty & advisors who have supported the career development of students, was rebranded and expanded to the Career Impact Awards Week, in order to better highlight the tremendous impact of 11 of our academic partners.
3. A concerted effort to build intra-institution partnerships with faculty, staff, and student stakeholders has been the foundation for the success and growth of our targeted Career Expo Series. Beginning with the Power & Energy Expo, the Computing Expo, and the Social Work Expo, we added Architecture & Planning and Civil & Construction Engineering expos to the line-up this year, and we have plans to add Social Impact, Marketing, and Outdoor Industry Expos in the coming semesters.

C. Equity, Diversity and Inclusion

1. We started the process of revamping our workshops to take a social justice approach to career education and ensure accessibility and equity across our student populations, by delivering consistent and accessible content across colleges and departments.
2. We are expanding and continuing the Woke in the Workplace Career panel series discussions, in partnership with Utah Diversity Career Fairs/Utah Black Chamber of Commerce and CESA.
3. We initiated a "Careeroes" event during Pride Week, to connect students with a diverse group of 10 employers who could speak to their experiences and their identities in the workplace.

D. COVID-19 Impacts

1. In response to COVID-19, a flag was created in Handshake and a scrolling feed to help students identify remote job/internship opportunities. This feed was added to our Virtual Support page on the website, which highlighted all virtual career-related resources for students.
2. In response to COVID-19 and the pandemic's impacts on the economy, jobs, and internships, our office worked quickly to transition programs & events to virtual formats and provide just-in-time programming to help students prepare for our timely recruitment events, including the Virtual Hiring Pop-up Prep & Resume Reviews Session via Zoom and the passive programming Prep Tip Sheet for the Virtual Hiring Pop-up.
3. When COVID-19 struck, many of our students had their summer internship offers rescinded. This hit STEM students especially hard, as internships are so critical to their

career progression and there was very little time to make alternative plans. Recognizing how devastating this was, CPDC partnered with the STEM Faculty Career Council (a group we helped launch this year) to put on a just-in-time virtual hiring even: the STEM Hiring Pop-Up.

II. Departmental Core Objectives (formerly Key Activities)

The Career & Professional Development Center prepares University of Utah students and alumni to achieve their career and professional goals. We do this through individualized career planning, impactful employer interactions, alumni engagement, and internship coordination in partnership with academic departments and industry stakeholders.

1. Create a campus where all students see the tangible future because they understand and engage in the career planning process—early and often.
2. Create the premier collegiate recruiting destination for employers who offer quality opportunities for our students and alumni.
3. Create a career culture at the University of Utah where every faculty and staff member engages in career development.
4. Create a lifetime relationship of connectedness to the University of Utah from alumni and the community.
5. Realize operational excellence to maximize resources.
6. Create value propositions for all stakeholders to engage with the Career & Professional Development Center.

Core Objective 1: Student Interactions

Create a campus where all students see the tangible future because they understand and engage in the career planning process—early and often.

A. Alignment with the Student Affairs Strategic Objectives

STUDENT ENGAGEMENT AND SUPPORT

- *Prepare students for professional and public roles as engaged citizens, community leaders, and members of a productive workforce, by integrating a variety of deeply engaged learning experiences into their college education.*
- *Build community through optimizing existing spaces and creating new defined spaces that engage students in emotional, physical, social, and psychological development.*

INCLUSIVITY AND EQUITY

- *Provide educational opportunities for students to learn about inclusion, equity, and social justice while recognizing the impact and intersectionality of their own identities, and equipping students with the tools to navigate their environment.*

FACILITIES AND RESOURCE MANAGEMENT

- *Expand or renovate existing spaces, based on the current and future needs of Student Affairs.*

B. Goals and Outcomes

1. **Focus on programming and engagement for first- and second-year students to create awareness and credibility for CPDC programs and resources.**

- Enhanced the Career Studio with accessible furnishings and new technology in order to improve in-person student engagement in our space. Implemented a peer-to-peer coaching model, training our Career Ambassadors to be front-line educators for students dropping into our space for career support. In response to COVID-19, we transitioned the Career Studio to a virtual model by providing drop-in hours for students, using ConexED.
- We facilitated 16 Orientation Break Out sessions in summer 2019, and in response to COVID-19 we participated in one virtual summer 2020 Orientation event for incoming students in collaboration with the Student Success Advocates, to provide a virtual introduction to the CPDC.
- The CPDC programming strategy was updated to incorporate a learning-outcomes and goals-driven approach, which utilizes a variety of new methods, including both passive and active programming to ensure all students receive career education. We developed tiered learning outcomes and goals, based upon where a student is in their career development journey. This new focus on passive programming made it easy and manageable to quickly pivot to virtual methods of programming during COVID-19 and maintain effective educational programming.

Expand awareness of Career & Professional Development Center resources and increase engagement/participation/outreach for the following specific populations: international students, graduate students, LGBTQ students, first-generation students, low SES students, and students of color.

- Included graduate students more explicitly in our services and communications, as part of truly engaging *all* students.
- Conducted online workshops to meet the pandemic concerns of job/internship-seeking STEM students, e.g.:
 - “Navigating the job market during the pandemic” (4/17/20)
 - “Career Planning in Uncertain Times” with HR (6/19/20)
- Launched the *Grad Career Collaborative*, to bring together UofU graduate students in all fields, to network and develop career skills through panels, workshops, and socials. We organized 8 events during the 2019-2020 year (though a 9th initiative based on outdoor activities had to be rescheduled because of the pandemic):
 - Grads & Postdocs Summer Social (7/18/2019)
 - Grads & Postdocs Fall Social (9/6/2019)
 - PhD Career Path Panel: Public Policy (9/11/2019)
 - Ombuds Seminar for Grads & Postdocs (9/25/2019)
 - PhD Career Paths Panel: Project Management and Project Management (11/4/2020).
 - Grad Careers Collaborative Peer Mentoring Meetup (11/19/2020)
 - Grads/Student Affairs Staff Networking Training (CPDC / Student

Affairs Professional Development Committee) (1/23/2020)

- Grad Careers Collaborative Peer Mentoring Meetup 2 (2/18/2020)
- Prioritized weekly Instagram posts focused on the promotion of events and content from other offices on campus, resulting in the cross-promotion of CDPC events and content.
- Expanding and continuing Woke in the Workplace Career panel series discussions, in partnership with Utah Diversity Career Fairs/Utah Black Chamber of Commerce and CESA. This panel series hosts diverse professionals, as they share their workplace experience, how to build a network, and much more.
- We started the process of revamping our workshops to take a social justice approach to career education and ensure accessibility and equity across our student populations. by delivering consistent and accessible content across colleges and departments. Phase 1 of this revamp included 12 new workshops and corresponding Qualtrics assessments. When COVID-19 started in March, we completed pre-scheduled workshops virtually but paused any new requests for the rest of the spring semester, and utilized that time to continue working on our revamp project in preparation for AY 2020-21. During that pause period, we also developed tips and strategies for staff to use when facilitating workshops virtually, in order to set us up for success over the summer and the upcoming academic year.
- Incorporated social justice into the foundation of the programming strategy, including it as a core component of our internal program/event request process to ensure staff are building out inclusive programming from the beginning, not only in terms of accessibility to the program/event itself, but also in terms of the content conveyed during the program/event. Additionally, our new strategy includes new procedures for assessment which will allow us to better understand the student populations we are reaching and who we are not reaching so that we can make decisions to better serve all students. COVID-19 did not impact our programming request process, though it did give us new considerations around social justice in our process, including virtual accessibility, disability considerations in Zoom events, etc.
- We initiated a “Careeroes” event during Pride Week to connect students with a diverse group of 10 employers who could speak to their experiences and their identities in the workplace. The panel was followed by networking opportunities. We had 21 student attendees in addition to several staff, faculty, and community members.

Create increased awareness and a variety of avenues for students to engage in internships and experiential opportunities.

- Developed content and webpages for the CPDC website that provide awareness and education to students on the importance and availability of internships, as well as a webpage highlighting the Internship Council. In response to COVID-19, a flag was created in Handshake and a scrolling feed added to our website to help students identify remote job/internship opportunities.
- In response to COVID-19 and the pandemic's impacts on the economy, jobs, and internships, our office worked quickly to transition programs & events to virtual formats and provide just-in-time programming to help students prepare for our timely recruitment events, including the Virtual Hiring Pop-up Prep & Resume Reviews Session via Zoom & passive programming Prep Tip Sheet for Virtual Hiring Pop-up.
- The internship coordinators appointed in the College of Fine Arts, College of Science and College of Humanities continued to meet on a bi-weekly basis. Along with the large internship council (made up of multiple departments across the campus community) on a monthly basis to bring together the campus community, conduct research and implement programming and events on status of internship on campus and in the local job market.

Retention and Graduation

Providing programming and events to students supports graduation and retention rates by helping students find a sense of belonging on campus, which has been demonstrated to positively impact students' chances of staying and persisting through graduation. Additionally, our programs and events help students explore a variety of post-graduation options, which ultimately serves to solidify a student's post-graduation plans and the importance of earning their degree for their career journeys. Knowing what they want to do when they graduate, and that their degree is needed for that end goal, helps students persist through to graduation.

Changes to the drop-in model and space resulted in students spending on average 1 hour in the Career Studio, which is 4 to 6 times more than our previously offered 10-15-minute drop-in model, which limited student interactions.

Student Quotes

N/A

Utilization Data

The table below represents our utilization data for programming and events geared toward both graduate and undergraduate students. Our team facilitated 160 workshops throughout the year, serving a total of 4,438 students. We organized 85 events and programs throughout the academic year, including networking events, panels, and

workshops, reaching 932 students across campus. Additionally, we provided 18 break-out sessions for Orientation to both graduate and undergraduate students to introduce 525 incoming students to CPDC. While the data below did not necessarily inform our decision-making on future events & programs, we did determine that we need to collect more data in order to make strategic decisions to reach students; many of the initiatives we launched, in terms of our new programming strategy and our workshop revamp project, are designed to help us gain more data in future years for decision-making.

	Total Held	Total Students Served
Classroom Workshops	160	4438
Events & Programs	85	932
Orientation sessions (Undergrad & Grad)	18	525

The tables below represent appointment data for undergraduate and graduate students, and alumni. Almost half (46.9%) of all appointments are with Seniors. Although our goal is to promote early career development, much of that promotion results in event and program attendance rather than appointments.

Appointments by College and Year											
College-School	FR	SO	JR	SR	MA / MS	DOC	PRO	ALUM	N/A	Total by College	Percent by College
Academic Advising Center	27	31	14	9	0	0	0	0	0	81	3.0%
Architecture + Planning	0	6	8	37	6	0	0	2	0	59	2.2%
Cultural and Social Transformation	0	0	1	7	0	0	0	0	0	8	0.3%
David Eccles School of Business	5	18	17	14	7	0	0	0	0	61	2.3%
Education	0	2	0	3	18	13	0	2	0	38	1.4%
Engineering	28	63	103	201	89	86	0	19	0	589	22.2%
Fine Arts	2	6	12	61	1		0	7	0	89	3.3%
Health	4	14	23	132	24	12	0	10	0	219	8.2%
Humanities	6	28	70	215	24	11	0	17	0	371	14.0%
Medicine	3	0	1	2	29	13	3	1	0	52	2.0%
Mines and Earth Sciences	1	2	5	14	5	6	0	2	0	35	1.3%
Nursing	6	8	17	60	2	37	0	0	0	130	4.9%
Pharmacy	1	1	1	1	1	1	0	2	0	3	0.1%
Science	24	40	47	195	5	54	0	20	0	385	14.5%
Social and Behavioral	22	50	80	284	29	4	0	16	0	485	18.2%

Science											
Social Work	1	4	5	12	19	1	0	2	0	44	1.7%
Unidentified									1	1	0.0%
University of Utah	1	5	2	1	0	0	0	0	0	9	0.3%
Total by Year	130	277	405	1247	258	238	3	100	1	2659	
Percent by Year	4.9%	10.4%	15.2%	46.9%	9.7%	9.0%	0.1%	3.8%	0.0%		100.0%

The table below represents the total number of appointments and drop-ins by appointment type. More than 50% of combined appointments and drop-ins are for Career Exploration (17.64%) and Resume (34.71%), and ~60% of appointments only (drop-ins excluded) are distributed among Career Exploration (27.3%), Resumes (17.1%), and Job Search Tips & Strategies (16%).

Appointments by Type		
Appointment Type Name	Appointment	Drop-in
Career Exploration	430	39
Resume	269	654
Job Search Tips & Strategies	252	57
Graduate School Search & Application Process	147	14
Internship Search Tips & Strategies	117	27
Interview Tips & Strategies	95	30
Interview Practice	72	6
Cover Letter	45	92
Negotiating & Considering Offers	36	4
Other	36	40
Networking Tips & Strategies	21	2
Internship Course Set-up	16	0
Career Fair Season Prep	10	1
LinkedIn Profile Review	7	4
Nursing Application Prep	6	0
Interview Prep	5	2
Quick Writing Process	5	1
StrengthsFinder Assessment Debrief	5	0
Presentation Design for Industry	3	0
Interview Room (Career Studio)	0	1
Unknown*	0	108
	1577	1082
	TOTAL	2659
*Reporting process updated August 2020 to reduce/prevent future "unknown" types.		

Core Objective 2: Employer Engagement

Create the premier collegiate recruiting destination for employers who offer quality opportunities for our students and alumni.

A. Alignment with the Student Affairs Strategic Objectives

STUDENT ENGAGEMENT AND SUPPORT

- *Meet the evolving needs of the whole student, including their mind, body, spirit, identities, and relationships, throughout their academic career to promote timely degree completion, develop lifelong skills, and **prepare them for their first destination.***

STRATEGIC ENROLLMENT MANAGEMENT

- *Support the University of Utah Strategic Enrollment plan to support student recruitment, retention, and timely degree completion.*
- *Develop a framework to support students throughout their life cycle.*

The CPDC's Employer Engagement team has the overarching goals of making sure that students have access to a broad range of internship and job opportunities and that employers have a structured way to recruit student and recent-graduate talent from the University. Of course, there is a lot of learning and growth involved between those goals, and our programs and services are designed to complement the career education work and programming being done daily by our coaching colleagues.

B. Goals and Outcomes

Develop high-level institutional buy-in (and campus and community partnerships) in support of employer outreach and recruitment.

- A concerted effort to build intra-institution partnerships with faculty, staff, and student stakeholders has been the foundation for the success and growth of our targeted Career Expo Series. Beginning with the Power & Energy Expo, the Computing Expo, and the Social Work Expos, we added Architecture & Planning and Civil & Construction Engineering to the line-up this year, and we have plans to add Social Impact, Marketing, and Outdoor Industry Expos in the coming semesters.
 - 4 Expos held over the past year, with a total of 129 students and 50 employers in attendance.
 - Handshake job/industry data combined with student interest and local economic opportunity data is informing next series of Expos to be introduced.
 - 2 Expos (Architecture + Planning and Student Athlete Networking Night) had to be canceled because of Covid.
 - Moving forward, online delivery actually enhances our ability to organize and implement expos and to access students who otherwise do not or cannot attend in-person events.

- Launched an initiative designed to elevate and professionalize on-campus employment opportunities—in essence, turning on-campus jobs into internships by working with the employing department to build learning objectives into the roles.
 - As we are in the pilot phase, there is not yet any data on this initiative.
 - Knowing how important internships are to early career success, we see this initiative as an opportunity to simultaneously enhance on-campus work experiences and turn them into resume-builders for students.
 - Covid has significantly impacted student employment on-campus and slowed the initiative.
 - Covid has already created more opportunities for students to work on-campus virtually, and as those new positions are created, we will have an opportunity to work with home departments to turn the roles into virtual internships.
- Over the past year, we have developed a partnership with EDCUtah in which CPDC is brought in to consult with companies that are deciding whether to locate/relocate to Utah. Specifically, we discuss the talent coming out of the U and strategies for tapping into that pipeline. We also position ourselves as connectors, offering to introduce the companies’ representatives to our colleagues at the state’s other colleges and universities.
 - We supported EDCUtah with 6 such meetings in the last year. Unfortunately, for company privacy reasons, we rarely know the names of the companies we are meeting with – typically, we just know their industry, size, recruiting strategies and talent needs.
 - Like most offices, EDCUtah went all virtual when Covid hit, and many of the companies working with them to relocate to Utah put their plans on hold. As a result, we have not participated in one of these sessions in 2020.
 - The partnership with EDCUtah is also helping us identify emerging and growing industries that we should be aware of as a career center and able to communicate to students.
- When Covid struck, many of our students had their summer internship offers rescinded. This hit STEM students especially hard, as internships are so critical to their career progression and there was very little time to make alternative plans. Recognizing how devastating this was, CPDC partnered with the STEM Faculty Career Council (a group we helped launch this year) to put on a just-in-time virtual hiring event called the STEM Hiring Pop-Up.
 - 15 employers and 170 students attended the Pop-up, which was coordinated over Handshake and hosted on the individual companies Zoom/Teams accounts.

- Anecdotal data about the number of internships being rescinded drove the strategy.
- This was a first experience coordinating a significant virtual event and provided a great opportunity to develop some best practices.
- Advancing a campus-wide internship council to build a culture of internships at the U and facilitate those opportunities with local companies:
 - Facilitated monthly council meetings to bring members of the campus community together to discuss relevant internship topics on campus and in higher education. Once COVID-19 hit we moved to virtual meeting platforms.
 - In response to COVID-19, we provided resources to transition internships online for students, employers and campus partners. We then carried forward semester updates for the status of internships for U of U students, in response to the current status of COVID-19 for Utah.
 - Implemented new internship questions on the first-destination data and graduating student survey, to obtain more accurate data on students participating in internships while at the U.
 - Conducted research on universal tracking of internships for campus and unpaid internship funding.

Involve our coaches in employer engagement more intentionally.

- The CPDC’s new programming strategy is designed to incorporate the employer engagement team’s involvement from the very beginning, as it requires all program requests to identify what role employers will play in that program and whether the engagement team is on board.
- Members of the Employer ,Engagement team meet monthly with the Assistant Director of Programming to review upcoming programming and events, discuss how they will be communicated with staff, and determine how best to include coaches in each.
- We request that all employers that are coming to host an info session in our space arrive 30 minutes early so that coaches can meet with them, and learn more about their industry/company/opportunities and what they look for in applicants and applications.
- We have coaches at all Fairs and most Expos to engage with students, provide day-of support, and promote the CPDC’s broader range of services.

Develop a consistent method of tracking and sharing employer engagement throughout the office.

- As mentioned in previous reports, our primary method for tracking employer engagement is Handshake, which enables all CPDC staff to see what types of engagements are happening.
- Those engagements are also shared with the broader staff (namely coaches) through regular emails and weekly staff meetings.
- If not leading the program or event themselves, coaches are asked to participate in all programs and events where we engage employers.

Retention and Graduation

The link between financial security and retention/graduation is well documented.

For students who cannot or do not rely on their families or grants/stipends for that financial security, their chief source is gainful employment. The CPDC played a key and growing role in helping students secure that employment over the past year, offering:

- Two student job fairs, featuring 191 employers seeking to hire U students for part-time and flexible-schedule jobs—the types of jobs that enable students to earn money around their class schedule and stay on course for graduation. These job fairs attracted 1,182 students, leading to an unknown but likely significant number of jobs secured.
- A new initiative designed to promote work-study and on-campus jobs by posting them all on Handshake where they are most visible to students. Previously, these roles were posted only on the U’s HR website, limiting their broad appeal to students. We launched this initiative in January of 2020 and posted 134 work-study and on-campus jobs on behalf of HR in the first half of the year, generating 560 student applications. We are working with HR to determine how many of those applications were converted to student hires.
- Internships help crystalize the importance of an education for students, as they are gaining real world experience that aligns with their academics. The Career Services Internship Program, offered each semester, is a course where students can address academic goals and career goals to develop skills, build networks, and reflect on their post-graduation plans.

Student Quotes

N/A

Utilization Data

The table below represents the top-line numbers for our engagement with employers over the year. In each event, from a one-off info session to an Expo or Fair, we aim to feature industries that are of interest to students, which we gauge largely through attendance data, job application data, surveys, and feedback from coaches. Through tailored industry-specific events, we also strive to expose students to new opportunities and career routes that they may not have considered before. In these instances, the data does not inform our strategy (as the student numbers tend to be low) but forms a

baseline for year-over-year comparison and refinement of events. Overall, the data tells us that Handshake and recruiting events are some of our best tools for helping the greatest numbers of students, and our strategy reflects that by putting the bulk of employer engagement capacity in those areas.

Recruiting Events	
Career Fairs Held	6
Career Expos Held	4
Students Attending	5,034
Companies Attending	736
On-campus Interviews/Companies	129
Students Interviewed On-campus	299
Handshake Engagement	
Employers Approved	2,815 (12,604 total in Handshake)
Job Postings Approved	31,285
Student Log-ins	15,158
Student Job Applications	6,582
Student Internship Applications	7,555
Student On-Campus Job App	560
Employer Info Sessions	
Meet & Eats	18
Employer-lead sessions	44

Core Objective 3: Academic Partnerships

Create a career culture at the University of Utah where every faculty and staff member engages in career development.

A. Alignment with the Student Affairs Strategic Objectives

STUDENT ENGAGEMENT AND SUPPORT

- *Build community through optimizing existing spaces and creating new defined spaces that engage students in emotional, physical, social, and psychological development.*
- *Prepare students for professional and public roles as engaged citizens, community leaders, and members of a productive workforce, by integrating a variety of deeply engaged learning experiences into their college education.*
- *Student Affairs educates students through co-curricular programs and employment opportunities that support a sense of connection and belonging to the University of Utah campus community.*

STRATEGIC ENROLLMENT MANAGEMENT

- *Support the University of Utah Strategic Enrollment plan to support student recruitment, retention, and timely degree completion.*
- *Develop a framework to support students throughout their life cycle.*

B. Goals and Outcomes

Create direct opportunities for interaction with academic partners.

- Our annual Awards Banquet, which honors and recognizes the contributions of faculty and advisors who have supported the career development of students, was rebranded and expanded to the Career Impact Awards Week in order to better highlight the tremendous impact of 11 of our academic partners. In response to COVID-19, the Banquet was transitioned to a virtual event, in which we highlighted award winners throughout the week on our Instagram account, and on our website. Our strategy of increasing passive programming in our office allowed us to quickly pivot our event to virtual means and actually expand what was traditionally a single-day event into a week-long program.
- We created opportunities to continue collaborating with academic partners across campus through our programming and events. In addition to continued collaborations on annual programs and events, we also created a new Collaboration Request Form on our website to encourage further connections with new partners across campus. Examples of collaborative programs and events include: cross-campus partnerships for Woke in the Workplace series (CESA, ASUU, EDI), collaborating with faculty on classroom workshops, and working with colleges on networking panels and programs for students. When COVID-19 first arrived, several collaborations were cancelled by mutual agreement, including the Architecture & Planning Expo, and several other timely collaborations were transitioned to virtual programming and events, including several workshops.
- In August 2019, the CPDC hosted our annual open house. With the launch of the Career Studio, the one-year anniversary of implementing Handshake, and new programming strategies, we wanted to create an Open House that was informative and fun. We hosted 75 campus partners and toured them through our space so they could see and learn more about the Career Studio, coaching appointments, student resources in Handshake, and upcoming programming. During the Open House, we also allowed campus partners to sign up for student Handshake accounts. We continued the sign-up by making it available on our Campus Partners webpage and have received 60 requests from campus partners. We hope to expand access to Handshake for our campus partners, so they can be more familiar with the platform as they recommend it to students.
- The CPDC recognizes we cannot do our work without our partners, which is why we devoted an entire webpage to them. The page is

designed for campus partners who may not have previously engaged with our office, and provides simple ways to engage their students in career education.

Increase engagement in classrooms and with students.

- In order to increase staff capacity to provide workshops in more classrooms and increase our student engagement in the classroom, we implemented a new strategy for our workshop services, including creating a Workshop Request Form on our website to better track our workshops, and beginning a process of creating consistent workshops by topic, which allows us to sustainably provide more workshops each semester to students in the classroom. As a result, our team provided 160 workshops and reached 4,438 students. COVID-19 impacted our number of workshop requests via our website, as we made the decision to pause incoming requests in order to dedicate more time to our revamp project and help transition staff to virtual tools for workshops (Zoom).
- The CPDC developed a centralized approach to classroom assignments to ensure capacity for timely completion of the assignments. The option is available on our Campus Partners website, and coaches are equipped with verbiage to send to faculty who are interested in offering a class assignment. We strive for class assignments to be meaningful and relevant, which is why we provide various options to faculty, including designated drop-in hours, video interviews, and more.
- The CPDC currently teaches the UGS 1950 – Career Exploration course, which has been offered since Spring 2018. This last year, we focused our efforts on revamping the course by splitting it into two courses: one focused on Career Exploration (UGS 1950), and one focused on Job & Internship Strategies (UGS 3950). If approved, these courses will be taught each semester beginning Spring 2021. In addition to UGS 1950, career coaches teach HUM 3960 – Career Compass, CHEM 4965 – Chemistry Internship, UGS 1550 – Major & Career Exploration, and EDPS 3861 – Careers Internship Program (CSIP).

Increase amount of reporting to Deans, Academic Leadership, and academic partners.

- Traditionally, we host annual meetings with the Deans each March to share career utilization and outcomes from the previous academic year. Unfortunately, COVID-19 prevented us from hosting those meetings; however, it also provided our team time to pause and reflect on the timing of our annual meetings. The reflection led us to the conclusion that it would be more beneficial to host Deans

meetings in October and November. This new timeline will allow us to review data from the most recent academic year, and collaborate with Deans on strategies for collecting First Destination Outcomes for the upcoming graduating classes. We are in the process of scheduling meetings for November 2020 where we will share both 2018-2019 and 2019-2020 career data.

- The CPDC continued to cultivate our relationship with Assessment, Evaluation, and Research (AER) by engaging in conversations about ways to improve the First Destination Form and Career Outcomes Dashboards. New dashboards will be launched in November 2020, and conversations about linking utilization data to outcomes data to prove impact have begun.

Conduct outreach and formulate strategy for liaisons.

- Our new programming strategy, in which we map out our programs and events prior to the start of the academic year, has allowed us to intentionally identify and reach out to strategic partners and liaisons, and identify new potential collaborations. As part of this new strategy, we send outreach emails to our liaisons periodically throughout the year to relay relevant information about our programming process and upcoming programs and events.
- The CPDC uses a liaison model for colleges and other campus partners to ensure information is shared consistently and timely to all of our campus partners. Each liaison shares information with their assigned partners, and is available as a point person when partners have questions, or are interested in collaborating.

Develop a resource relationship with each college about internships.

- The CPDC is advancing a campus-wide internship council to build a culture of internships at the U and facilitate opportunities with local companies.

Retention and Graduation

Providing a virtual support webpage in response to COVID-19 has allowed students continued access to CPDC resources and consistent support on career development. The revamp of the website has contributed to creating a 24-hour career center, where students can access action steps and resources tailored to the stage of the college experience they are in, at any time of day.

Each of the areas described above are contributing factors in our work to promote student retention and persistence to graduation. The collective goals/outcomes of this core objective of “academic partnerships” are focused on establishing a campus career culture or “ecosystem.” The campus ecosystem ultimately provides a web of interconnected student-facing professionals and faculty to support students in continuing to pursue their career and academic goals. The CPDC recognizes that it must partner with key stakeholders on campus to maximize the career development of our students and

expand employment opportunities. The CPDC has career coaches and Employer Engagement staff that regularly liaison with designated campus professionals, to create synergistic relationships with these stakeholders in order to strengthen and expand our work on campus.

Student Quotes

N/A

Utilization Data

See Workshop Utilization Data under Core Objective 1.

Core Objective 4: Alumni Outreach and Partnerships

Create a lifetime relationship of connectedness to the University of Utah from alumni and the community.

A. Alignment with the Student Affairs Strategic Objectives

STUDENT ENGAGEMENT AND SUPPORT

- *Prepare students for professional and public roles as engaged citizens, community leaders, and members of a productive workforce, by integrating a variety of deeply engaged learning experiences into their college education.*

STRATEGIC ENROLLMENT MANAGEMENT

- *Develop a framework to support students throughout their life cycle.*

B. Goals & Outcomes

Integrate alumni into the process of career mentoring and professional development of students.

- Continue collaboration on AlumniFire with the Alumni Association to promote AlumniFire to both Alumni and current students. The CPDC meets monthly with the Alumni Association to track registration and generate reporting from AlumniFire with the goal of increasing the registrations by 50% by May 2021. Planned in-person alumni panels were converted to virtual interactions due to COVID –19.
- Plan to leverage students through social media platforms, specifically Instagram TV, to promote alumni video segments featuring alumni from each College. These videos will encourage students to reach out to alumni professionals and seek more informational interviewing and mentoring from alumni who are in their area of career interest.
- Students participating in career courses are conducting informational interviews as part of the curriculum, using AlumniFire or LinkedIn as the first resource to begin a networking strategy that can lead to career guidance and mentoring. This motivates students to complete degrees in areas that lead to their career of choice

Extend CPDC career resources to alumni in early-stage career development

(1-3 years post-graduation).

- After the Alumni Association changed their career coaching model, we began conversations with them about the possibility of extending our services to alumni two to three years after graduation, instead of only one year, which is our current policy. It was important that we consider our team's capacity, so we chose a staggered approach with plans to extend our services to alumni up to two years after graduation in May 2020. In order ensure alumni would have access to CIS and Handshake, we worked closely with UIT and Business Intelligence (BI). When COVID forced campus online, UIT had to shift their priorities, delaying our process. Our new plans with the Alumni Association are to announce that we will serve alumni up to two years after graduation in December 2020.
- The annual Alumni Career Fair strengthens the University's relationships with several key constituencies. First, it serves as an extension of the CPDC's career and employment services to a large number of alumni in the community who may be seeking employment or advancement opportunities. This Fair also aligns with our mission to serve recent graduates. Second, the Fair provides an opportunity for employers to reach more seasoned job seekers who have a depth of experience not offered by a new graduate. This aligns with University goals of serving employers' needs to recruit talent across all skill and experience levels, and of strengthening and sustaining the labor force. Additionally, the Alumni Fair is jointly organized by the colleges/universities in the Utah Association of College and Employers, allowing employers to recruit alumni from across the state. As the largest public educational institution, the University of Utah's participation is key to this state-wide partnership and collaboration. In 2020, Covid-19 restrictions required the Fair to be held virtually. This was our first virtual career fair experience, and it provided us with an opportunity to become familiar with on-line/virtual platforms. We partnered with CareerEco, an established vendor in the market, to support the Fair. As a result, 91 companies registered for the Alumni Fair and over 500 alumni from the University of Utah participated.

Create a systematic approach to sharing alumni contacts using AlumniFire.

- Primary administrative rights were transferred to the Alumni Association, which now manages system contacts. The CPDC continues to encourage current students and new graduates to create profiles in AlumniFire as a key component of career exploration and job search strategies. As students seek out professionals in a career field of interest, alumni can share insights about aspects of the career, and offer timely guidance and mentoring that bridges a student's interest into real-time

knowledge. This alumni/student networking platform is marketed broadly at campus events, on the CPDC website and social media, and at New Student Orientation.

Create networking and engagement programing for students and alumni.

- We have invited and prioritized alumni for panels, resume-review and mock-interview sessions, and opportunities to interact with students. (Specific events: KINES courses, STEM Panels, Social Work workshops, Grad Career Collaborative events, etc.) COVID-19 did not have a large impact on this goal, as we were able to pivot to virtual workshops and events wherever possible, and many of our alumni events had occurred prior to the outbreak of the pandemic.

Retention and Graduation

Career direction is clarified for students when they have the opportunity to interact with professionals in career fields of interest. Alumni can be very influential in the career decision-making process for students, and help clarify the need to develop deep knowledge within their academic disciplines. When a student sees future paths that are available to them more tangibly, it impacts their motivation to persist to graduation.

Student Quotes

N/A

Utilization Data

Alumni Appointment Count	
College-School	Appointments
Architecture + Planning	2
Cultural and Social Transformation	0
Education	2
Engineering	19
Fine Arts	7
Health	10
Humanities	17
Medicine	1
Mines and Earth Sciences	2
Nursing	0
Pharmacy	2
Science	20
Social and Behavioral Science	16
Social Work	2
Not in Handshake (Graduated more than 1 year ago)	2
Total Alumni Appointments	102

Core Objective 5: Career Services Staff / Operational Excellence

Realize operational excellence to maximize resources.

A. Alignment with the Student Affairs Strategic Objectives

FACILITIES AND RESOURCE MANAGEMENT

- *Maintain building infrastructure, furniture, and equipment using measurable standards.*
- *Expand or renovate existing spaces, based on current and future needs of Student Affairs.*

STAFF EXCELLENCE

- *Establish and maintain best practices in the recruiting and hiring process.*
- *Ensure timely and comprehensive on-boarding and that training programs are maintained.*
- *Encourage and support staff professional development, conduct annual performance evaluations, and promote best practices.*
- *Foster formal and informal employee recognition, including regular review of salary equity.*

B. Goals and Outcomes

Increase personnel (and increased efficiency) to further meet the growing demands for services.

- To assist with the anticipated increased usage from expanding our services to more alumni, THE CPDC chose to create a second GA role in our office. We also wanted to increase accessibility of GA roles in our office by having an open position each year, so every incoming ELP cohort could have the option of working in career development.
- We reclassified the Operations and Finance Specialist role to prioritize and implement a new budgeting model, based on a system of tracking expenses and revenues using more accurate accounting codes. This new position is key to safe-guarding our financial sustainability and ensuring that the Leadership Team makes decisions that are based on sound fiscal practices. This position encompassed many interrelated areas of finance and operational into single job description to better facilitate our Center's needs and create a new level of operational excellence.
- The CPDC increased number of Ambassadors from 10 to 12 in an effort to better staff the CPDC front desk and cover Career Studio responsibilities. We also developed Ambassador Lead roles to better connect the overall ambassador team to new Employer Engagement and coaching initiatives.

Create a premier space that represents the CPDC's commitment to excellence in service of the University's students, employers, and stakeholders.

- The Career Studio was intentionally designed to enhance accessibility, which included purchasing accessible furnishings that now allow all students to interact and work with ease in our space.
- As part of our workshop revamp process to develop consistent learning outcomes-focused content, we gained the ability to assess our workshops for the first time. We have developed student assessment surveys corresponding with each workshop planned for Fall 2021: the goal is to continue improving our services and provide excellent career education to students.
- As part of our commitment to providing excellent services to the U community, we have begun to focus more intentionally on staff wellness, including implementing "sprint" periods during our busy times of year, in which we prioritize our efforts to maintain staff capacity and incorporate staff wellness days at the end of each sprint. When COVID-19 hit, we also increased our focus on staff wellness by implementing periodic Staff Holistic Wellness check-ins.
- When the CPDC transitioned to telecommuting in March 2020 due to COVID-19, we adopted Microsoft Teams as a communication and productivity tool. When we found out on a Sunday that we would not be returning to campus due to a positive case in our building, we developed a hybrid (in-person and virtual) training for Monday afternoon. We recorded the sessions and made them available to our team for reference. Our team was up and running on Teams in less than 48 hours. We had such a successful transition to Teams that we offered 3 live, virtual Zoom trainings to Student Affairs, and recorded one of the trainings to be available to the division.
- In addition to Microsoft Teams, we adopted Zoom for meetings with campus and external partners when the University obtained a Zoom license. Zoom will also be used for appointments in the 2020-2021 academic year.
- The CPDC Strategic Plan came to an end in Summer 2020, so the Leadership Team began working on a new Vision, Mission, Strategic Plan, and values. We engaged all staff in the process by facilitating activities that allowed staff to contribute their ideas to the process. We are looking forward to launching the Strategic Plan in January 2021.
- To ensure our commitment to excellence in service, we provide professional development funding to each staff member and graduate assistant. This year, we encouraged our staff to consider professional development outside of conferences, which included books, courses and certificates, and more. This proved invaluable

as we transitioned to telecommuting.

- To provide more space and accessibility for students and employers to participate in on-campus interviews pre- and post-fairs, we updated the interview waiting room with a new layout and set of furnishings.
- The CPDC began transitioning all staff from desktops to laptops. Previously our team shared 3-4 laptops for presentations across campus, making it difficult to keep track of equipment and ensure it was available and charged. We finished purchasing laptops for the team in February 2020. Not only did this transition create more efficiency for our presentations across campus, it also made our transition to online learning due to COVID quick and seamless.

**Practiced fiscal accountability in the management of our annual budget—
using an analysis process to track each functional area of operation.**

- We further developed our budget process by refining our new model, and engaging our Leadership Team in each of their budget areas.
- We maintained staff professional development funding and streamlined tracking.
- We used internal budget spreadsheets to track expenses and income, enabling accurate planning and budgeting for future years as well as responsible spending within budget years.
- When programming and events transitioned to virtual platforms during COVID-19, we thoughtfully re-evaluated our budget to reallocate unused funds from events and programs to cover evolving needs. Additionally, in light of upcoming budget cuts, our team engaged in thoughtful discussions about the ethical use of our funds. For example, with our “CPDCies Awards” event to celebrate staff accomplishments, staff felt we should not move forward with purchasing physical awards for the event, as that did not feel like an ethical use of funds in the midst of a pandemic, economic downturn, and potential furloughs across campus.

Retention and Graduation

As the CPDC creates an environment that is welcoming and inviting to students, it fosters increased engagement with our team of Career Coaches and trained student Career Ambassadors. Each interaction in the Career Center’s space further helps the student along their career journey and underscores the need to cultivate the educational components and experiences needed for career success after graduation.

The CPDC Team is made up of committed staff with specific functions and responsibilities that enable the office to work effectively with students, employers, and partners to fulfill our goal of helping students graduate and launch a meaningful career. Our team of Coaches, Graduate Assistants, Career Ambassadors, and Employment Specialists are all charged with educating and preparing students for the world of work. Hiring and retaining healthy, fulfilled, and well-trained staff is central to the quality of our services and impact on students. We understand the career readiness is part of the total wellness pattern that students need for success.

Student Quotes

N/A

Utilization Data

N/A

Core Objective 6: Telling Our Story

Create value proposition for all stakeholders to engage with the Career & Professional Development Center.

A. Alignment with the Student Affairs Strategic Objectives

STUDENT ENGAGEMENT AND SUPPORT

- a. *Prepare students for professional and public roles as engaged citizens, community leaders and members of a productive workforce, by integrating a variety of deeply engaging learning experiences into their college education.*
- b. *Build community through optimizing existing spaces and creating new defined spaces that engage students in emotional, physical, social, and psychological development.*

STRATEGIC ENROLLMENT MANAGEMENT

- *Support the University of Utah Strategic Enrollment plan to support student recruitment, retention, and timely degree completion.*
- *Develop a framework to support students throughout their life cycle.*

INCLUSIVITY AND EQUITY

- *Provide educational opportunities for students to learn about inclusion, equity, and social justice while recognizing the impact and intersectionality of their own identities, and equipping students with the tools to navigate their environment.*

FACILITIES AND RESOURCE MANAGEMENT

- *Expand or renovate existing spaces, based on current and future needs of Student Affairs (website and Virtual Career Studio spaces).*

B. Goals and Outcomes

Develop a strategic marketing campaign in conjunction with University Marketing and Student Affairs messaging points.

- We revamped and restructured the CPDC website to be more user-friendly and student-centered. UMC consulted in the revamp/restructure of our website, and provided data analytics for our previous site. With that input, we implemented new major maps language by creating stages of a student's career development process, thus contributing to a common language across campus.
- We provided direct training to assist other Student Affairs offices in developing and implementing their own virtual webpages.
- We offered several events to introduce students to the CPDC and our services, including: Kickin' It in early fall semester, and Warm Up at the beginning of spring semester. These events served as an opportunity to build rapport with students and pass out marketing materials for the upcoming semester's events & programs.

Create multi-media and web-based tools (e.g., video segments, social media pushes, web-data/infographics, content) to increase awareness of CPDC resources that will effectively convey our CPDC story to ALL stakeholders.

- We launched the "Peaks & Valleys" blog as part of the CPDC website refresh and integrated blog tips into Instagram posts, in order to provide continued online education, support U students, and build our brand on campus.
- We provided students with the Virtual Studio using ConexED in order to facilitate drop-in services for students during the pandemic.
- We adopted the software program "Later" to better support the scheduling of Instagram posts, leading to an increase in our amount of post and engagement through social media.
- In response to COVID-19, we built and launched a Virtual Support webpage, allowing students to access our primary online resources such as, Stand Out, Focus 2, Virtual Job Shadow

Share information on graduates' success in obtaining career outcomes.

- First Destination Data is powerful piece of the Universities ability to "tell its story" The data on graduation outcomes serves a wide range of stakeholders in different ways. First, it is publically available, which is makes it a go-to site utilized by media, and government and public officials. Second, we think one of the most important purposes of this data is the influence it can have with prospective and exploring students. Many critical decisions are made by students/parents about the educational outcomes they pursue at the University of Utah. Finally, this data serves our

University Leadership as they make key decisions regarding academic programs, institutional support, economic development and other important initiatives. Over the last year CPDC began to assess the Career Outcomes pages on our website and made several adjustments to both enhance both the formatting of these pages and to make it more inviting and easier to navigate. Improvements to the way the data is displayed graphically in chart and tables is ongoing, and a major revision by CPDE and the Assessment & Evaluation Office is slated the 2020-21 year.

Retention and Graduation:

The revitalization and implementation of our new student-centered website, as well as an increase in promotion of our events and programs through our social media strategy on Instagram, has contributed to students having multiple avenues to gain continuous support from the CPDC throughout their college experience.

Student Quotes

N/A

Utilization Data

N/A

III. Plan for the Future:

Over the last 6 months, the Career & Professional Development Center team has created newly developed Mission & Vision Statements, a set of guiding values, and a Strategic Plan. This plan is aimed at the next 3-5 years (with annual review by the CPDC Leadership Team), and was developed and informed by the many continuing aspects of our work that are described in the 2019-20 Annual Report above.

The 2019-20 Annual Report serves a bridge to many aspects of our new vision/mission, and we look forward to sharing our new vision, mission, and strategic objectives for the future (the full CPDC Strategic Plan is provided as part our Annual Report supporting documents):

Vision - A University where each student pursues meaningful next steps in a career journey that honors their interests, strengths, and identities.

Mission - Empowering students and recent graduates to continually explore and pursue rewarding careers through accessible career education, events, resources, and network connections.

Strategic Plan Core Objectives:

- g. Student Engagement & Impact
- h. Intentional Equity, Inclusion, & Access
- i. Career Education & Opportunity Ecosystem
- j. Assessment, Analysis, and Reporting
- k. Staff Wellness and Development for Operational Excellence
- l. Student Employment & Internships

Values:

- a. Holistic Wellness, First
- b. Honor Identities and Voices
- c. Lead with Trust
- d. We Go Further Together
- e. Pivot with Intention

A. Anticipated challenges

1. The continued impact of Covid-19 and our ability to provide both in-person and virtual services to students. This hybrid approach is the new reality for our office, and we must strive to perfect the virtual tools and resources that are now part of the daily experience for student-facing professionals.
2. Employment interactions in the Career Center spaces, and at recruitment events on campus, will also have to be hybridized moving forward.
3. Uncertainty into around our ability to return to in-person events in the near future: We routinely plan large career events up to a year in advance, and it will be difficult to manage around the uncertainty of when students/staff return to campus. The level of confidence that employers and students will have about attending large-format events will likely remain a challenge even once the state

returns to Green.

4. COVID-19 and its resulting economic recession is impacting the workforce in unprecedented ways: our challenge moving forward will be to understand how industry needs are evolving, and how we can best help students and employers connect for job and internship opportunities.
5. The uncertainty of future revenue generated by career fairs and expos is also a challenge. The CPDC is heavily dependent on career fair revenue to fund operational needs and staff development. There will be significant budget implications if virtual career fairs do not yield the amount of funding needed to sustain current levels of operation.

B. Anticipated opportunities

1. There is a significant opportunity to reach more students through the use of hybrid (in-person & virtual) tools and resources. For example, moving the Graduate School Fair to a virtual platform allowed for over 200 graduate programs to participate. Many more national programs were represented, and students had a broader experience than they have had in the past with our in-person model.
2. There is potential for extended engagements with students. During COVID-19 the Virtual Career Studio was open for non-traditional hours (until 7:00pm two times a week). The opportunity for Student Ambassadors to work remotely/virtually has also enabled us to add flexibility in our hours of services. Moving forward, we will be exploring more ways to leverage virtual offerings such as live chat and virtual appointments.
3. We have made a concerted effort to gather student feedback around programming and events, primarily workshops, and use it to drive informed decisions for future programming and events strategy.
4. There often exists a natural separation between the student-facing Career Coaches and the Employer Engagement Team. We are making an intentional effort and finding opportunities to bring the work of these two teams together. Our strategic plan addresses the plan to have Career Coaches more embedded in the employer interactions. As an example, the 2020 virtual recruitment fairs have presented an opportunity to offer coaching during the fairs, where coaching emphasis for the in-person events was focused on pre-fair student preparation.
5. Our new plans with the Alumni Association are to announce that we will serve alumni up to two years after graduation in December 2020. This is a great opportunity for our office to offer early career support to graduates within their first two years post-graduation. This initiative may also have huge benefits for the institution, strengthening the bond between the school and its graduates long-term.

C. What on-line programs and services to you plan to continue to offer that will compliment in-person services

1. Handshake (job and events platform)
2. Virtual Career Fairs and Expos
3. Virtual Career Studio/Live Chat
4. Webinars and Zoom workshops
5. YouTube videos as passive programming

6. Zoom Prep Events & online Tip Sheet for Career Fair Prep

D. Any grants or contacts you have received and how that compares to the previous year

1. Yearly Federal Job Location Development (JLD) Grant. \$50,000 received and \$12,500 provided by our office for a total of \$62,500 for JLD programs.

E. Any gifts/new revenue

1. Continued revenue and gift sources from employer partners in conjunction with continued career engagement and fairs.
 - a. Sponsorships
 - University Federal Credit Union: \$10,000
 - Other Employers: \$25,000 (with a potential drop due to change in career fair format)
 - b. Revenue
 - Revenue from Fairs: \$20,000 (drop due to change in career fair format)

IV. Staff Excellence

A. Awards and Recognitions

<u>STAFF</u>	<u>AWARDS AND RECOGNITIONS</u>
Last name, First name	Award title, from Example Organization
Beardall, Amanda	Instructional Design Certificate, University of Utah's Continuing Education and Community Engagement
Randall, Megan	CliftonStrengths Coaching Certification
Moseson, Dan	Conflict Resolution Graduate Certificate, University of Utah Department of Communication
Musser, Allison	CliftonStrengths Coaching Certification
Kovalesky, Sarah	Strong Interest Inventory Certification, GS Consultants
Nielson, Preston	CliftonStrengths Coaching Certification

B. Committee Memberships, Leadership Roles in Professional Organizations

<u>STAFF</u>	<u>COMMITTEE</u>
Last name, First name	SA Committee 1 Name NASPA Committee 2 Name (Chair)
Mahak, Francine	Graduate Career Consortium, Communications Committee Golden Key International Honour Society (Advisor) <i>Inside Higher Ed</i> , Carpe Careers articles (Peer Editor)
Darland, Devon	UofU Interpersonal Violence Prevention Education Collective
Cramer, Dawn	SA Wellness Committee
Nielson, Preston	Basic Needs Center Taskforce
Gold-Johnson, Carmen	2019 NASPA Western Regional Conference (Registration Chair) MPACE Professional Development and Education Committee, Marketing & Communications Lead
Inman, Stan	2019 MPACE Conference Chair – Sponsors/Exhibits 2019 NACE Committee for Professional Practices/Research and Advisory Committee National Career Benchmarking – Large Public Institutions Group
Bolton, Leslie	Salt Lake Chamber, Member
Musser, Allison	MPACE Professional Development and Education Committee (Scholarships Lead)
Moseson, Dan	Graduate Career Consortium, Pre-Conference Committee
Randall, Megan	Student Affairs (SA) Professional Development Committee (Member)

C. Presentations and Publications

Kovalesky, S. A., & Randall, M. M. (2020, February). *We never thought we had anything worth sharing*. Article published in MPACE News & Press: Trends in the Profession online publication: <https://www.mpace.org/news/489061/We-Never-Thought-We-Had-Anything-Worth-Sharing.htm>.

Mahak, F. (2019, September). *Presenting Your Research to an Industry Audience*. Published in *Inside Higher Ed's* Carpe Careers blog: <https://www.insidehighered.com/advice/2019/09/05/how-present-effectively-industry-audience-opinion>

Moseson, D. (2019, September). "Why You should Pursue Passion Projects in Grad

School.” Published in *Inside Higher Ed’s* Carpe Careers blog:
<https://www.insidehighered.com/advice/2019/09/30/importance-pursuing-passion-grad-school-and-how-do-so-successfully-opinion>

Moseson, D. (2019, November). *Micro-Dosing Mystical Experience: Mysticism and Healing in Modern Medicine*. Paper presented at the Annual Meeting of the American Academy of Religion, San Diego, CA.

Moseson, D. (2020, June). “Applying Your PhD Knowledge to Alt-Ac Careers.” Published in *Inside Higher Ed’s* Carpe Careers blog:
<https://www.insidehighered.com/advice/2020/06/15/not-only-skills-also-actual-subject-expertise-you-gain-phd-are-relevant-alt-ac>

D. Faculty Appointments

<u>STAFF</u>	<u>POSITION</u>	<u>ACADEMIC DEPARTMENT</u>
Randall, Megan	Instructor	College of Humanities (HUM 3960, Fall 2019)
Randall, Megan	Instructor	College of Humanities (HUM 2800, Spring 2020)
Kovalesky, Sarah	Instructor	Undergraduate Studies (UGS 1950, Spring 2020)
Cory, Crystal	Instructor	Chemistry (CHEM 4965, Fall 2019, Spring 2020)

E. Additional Information and Staff Highlights

i. Professionalism

- Sarah Kovalesky – QPR (Question, Persuade, Refer) Training (December 2019)
- Megan Randall – QPR (Question, Persuade, Refer) Training (December 2019)
- Dan Moseson – Lead organizer for the 8 *Grad Career Collaborative* events:
- Allison Musser – Microsoft Teams Training for Student Affairs Professional Development Committee

ii. Retirements, new hires, accomplishments, committees, awards, etc.

- Service Anniversaries (25 years)
 - Stan Inman
 - Leslie Bolton

iii How staff have contributed to one U; EDI and antiracism work

- In response to the current racial unrest, CPDC staff came together to reflect on the current times, check in on one another, and begin to discuss plans for Anti-Racism Action statement and action plans.
- We implemented Wellness Check-ins to support staff holistic wellness and create an inclusive and accessible work environment in response to COVID-19.

V. Anti-Racism Plan:

Career & Professional Development Center Anti-Racism Action Plan

Position Statement

Black lives not only matter, they are worthy, loved, and needed. In the CPDC, we acknowledge that our work is situated within the context of higher education, a U.S. institution built on a legacy of white supremacy, colonization, and slavery. We also recognize that our office operates within a predominantly white institution, in a predominantly white state, on stolen land. Specifically, the Bannock, Goshute, Navajo, Paiute, Shoshone, and Ute peoples lived on the land that is now considered Utah. We must confront this legacy of white supremacy and the context we exist within in order to dismantle racism. In the CPDC, we recognize that equity and inclusion have historically not been considered part of career development work, and that the term “professionalism” has long been rooted in oppressive belief systems which have further oppressed People of Color for the past 400 years. We are committed to providing inclusive and accessible career development for our campus community that honors students’ identities, and we know we cannot achieve this unless we operate from an anti-racist framework. As a team, we are united with the Black community and call for meaningful systemic change. We are committed to increasing our knowledge of social justice, while also taking decisive action to be anti-racist.

Current Anti-Racism Initiatives

Current anti-racism initiatives offered:

- Diversity in the Workplace Career Panel Series
- Book Club: *So You Wanna Talk About Race*
- Flagging employers in HS who have diversity hiring initiatives
- Creation of CPDC Anti-Racism Task Force

Current practices promoting anti-racist work:

- Created a welcoming, accessible, and inclusive student-led space in our Career Studio.
- Workshop Revamp project to incorporate social justice into our educational workshops.
- Incorporate social justice into career education & programming (e.g., workshops, passive programs, active programs, events, coaching, assessment).
- Staff complete SADC Modules and Diversity Certificate.
- Staff representation on campus-wide committees related to social justice (SADC & IPV-PEC).
- Staff attend monthly SADC seminars and panels.
- Staff attend SADC Racial Justice and Decolonization Weekly Open Dialogue Series .
- Supporting the Utah Diversity Career Fair.
- Updated CPDC Strategic Plan and Values to incorporate social justice/EDI.
- Sharing campus partners’ posts on social media related to EDI efforts/programs.
- Incorporate social justice lens into new Graduate Assistant onboarding/training (e.g., how to coach, laws, resources).

Anti-Racism Plan

CPDC Anti-Racism Task Force (ARTF) Action Items:

- Share current action plan with CPDC staff and give them the opportunity to add any ideas for action that aren’t already encompassed through an online feedback form
 - Create an anonymous, ongoing, online feedback form for staff to share feedback, ideas, questions, concerns, suggestions, etc. with ARTF members

- We commit to revisiting this statement and action plan at least once a year to ensure it is a living document and remains top of mind for our team moving forward.
 - As we implement the components of our action plan, we will continuously look for opportunities to increase and improve our services for students from a socially-just lens
- Have two members of ARTF host hour-long open conversations on the 3rd and 4th week for CPDC staff to get feedback/ideas & to discuss social justice topics in an informal setting.

Policies/Processes/Services:

- We recognize that our office has historically been predominantly staffed by white individuals and we are committed to revisiting and adjusting our recruiting & hiring practices to both hire, support, and retain colleagues of color
 - Incorporate social justice lens into new Career Coach onboarding/training (e.g., how to coach, laws, resources)
 - Require search committee chairs & members of search committees for new CPDC hires to complete social justice/EDI training prior to starting the search process
 - Identify professional organizations and hiring boards/websites that attract individuals from various backgrounds and identities, then post and share our open positions through these means to increase our active recruitment of individuals from various backgrounds and identities
- Continue incorporating social justice into career education (e.g., workshops, passive programs, active programs, events, coaching, assessment)
 - Create a land acknowledgement that we share before each meeting, program, etc. and educate staff on what a land acknowledgement is and why it's important
- Create a conversation guide or list of questions we ask ourselves that guide the ways we hold socially-just conversations and decisions

Staff Professional Development/Continued Education:

- Hold professional development opportunities during the 2nd week of each month on social justice/EDI topics for staff based upon the action steps outlined in the [Dive In Podcast](#) and *The Racial Healing Book* by Dr. Anneliese Singh:
 - Conduct internal self-assessments/individual assessment (e.g., identifying internal/unconscious bias).
 - Reflect on career and work.
 - Relearn the history of our office, institution, and the industry of higher education.
 - Face the facts.
 - Listen.
 - Take Action.
- Educate team on how to talk about issues of oppression, power, and privilege, and move beyond white guilt/shame.
 - Collaborate with relevant campus partners and CPDC colleagues to educate ourselves on how to talk about issues of oppression and marginalized groups (e.g. international students).
 - Recognize and identify ways to address how power and privilege affect our internal interactions with CPDC colleagues. Normalize and set the expectation that we have a “call in” culture & “oops/ouch” practice in which we share feedback in the moment and follow up.
- Redefine our approach to “professionalism” both for our team and in how we educate students.
- Continue Book Club, with periodic readings on social justice topics.

Employer Engagement:

- Increase our education for employers around anti-racism.
- Create more accessible pipelines for internships (especially around unpaid internships).
- Increase and identify companies with an anti-racism plan and statement for recruitment and programming at the U.
- Outreach and partner with local Black owned and POC business for recruitment and programming.

Community Partners Integral to Success

We currently have strong partnerships with on-campus departments and off-campus organizations that are doing EDI work in our community, and we recognize we cannot do EDI work without those partnerships. The overall impact of our work will be stronger if we work together, rather than simultaneously work apart. We will continue to identify potential partners to reach out to and collaborate with, as well as continue to strengthen the relationships we currently have. As the Anti-Racism Task Force builds out a more concrete plan for staff professional development around social justice topics, we will identify specific partners to connect with and create an outreach strategy and timeline to accomplish this.

Balancing Commitments

The first goal of the Anti-Racism Task Force will be to build out a concrete timeline & implementation plan for the above listed action items. Through that process, we will determine who will be responsible for each action item and identify feasible timelines for each, and we will lean on our departmental value of Holistic Wellness to ensure we are supporting one another in moving forward on these action items in a timely and feasible way to avoid burnout. We will periodically revisit and adjust these timelines as needed, in order to support staff's Holistic Wellness, prevent staff burnout, and set and adhere to realistic timelines that prioritize the quality and meaningful, lasting impact of our work. We will also explore and determine what staff rotation on and off the task force will look like over time.

Appendix

Coming Soon!

VI. Financials and Student Fees:

A. All Departments:

	ctual	Actual
	<u>2018-2019</u>	<u>2019-2020</u>
Revenues		
Non Personnel	80,288	120,288
Benefits	268,690	295,430
Personnel	582,403	651,356
Other	114,121	77,298
Total Revenues	1,045,502	1,144,373

Expenses		
Payroll	906,681	931,694
Travel	6,701	6,355
Supplies Supplies	79,713	99,704
Other Expenses	57,331	137,681
Total Expenses	1,050,427	1,175,434

Net Income/(Loss) (4,924) (31,062)

University of
Utah
Department Name
Chartfield
Balance Sheet

	Actual <u>2018-2019</u>	Actual <u>2019-2020</u>
Fund Balance	260,012.51	238,301.65

Discuss significant changes in your fund balance (more than 10% or \$75,000). Talk about whether the change is due to a one-time incident or if it will be on-going. Include any impact those changes may have on future operation activities of your organization and any additional comments that are important to the continued operation of your department.

B. Departments who receive Student Fees

A. Title of the Student Fee: Matriculation Fees

B. Overview

Current Fee Amount \$33,000_

University of Utah
Career & Professional
Development Center
01-00304-2000-01630-
40700
Revenues & Expenses

	Actual	Actual
	<u>2018-</u>	<u>2019-</u>
	<u>2019</u>	<u>2020</u>

Revenues

Non Personnel	80,288	120,288
Benefits	268,690	295,430
Personnel	582,403	651,356
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Net Income/(Loss)	(4,924)	(31,062)
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University of Utah
 Department Name
 Chartfield
 Balance Sheet

	Actual	Actual
	<u>2018-2019</u>	<u>2019-2020</u>
Fund		
Balance	260,012.51	238,301.65

Please select the appropriate box:

The current fee amount is adequate to cover our needs

OR

We are proposing an increase of \$_____per semester to our existing fee.
For a total fee of \$_____(Must be in increments of \$.25)

C. **Please** share any outcomes and impacts this fee has had on student well-being. Have there been any challenges you have encountered and addressed?