

CAREER & PROFESSIONAL DEVELOPMENT CENTER
2020-2021 ANNUAL REPORT
(Revised 8/30/2021)

Section I: Overview/Executive Summary

A. Accomplishments: Please share 3-5 departmental accomplishments

- a. While the 2020-2021 year was one of unprecedented circumstances, daily firsts, and incalculable unknowns, it was also a year of significant accomplishment for the Career & Professional Development Center:
 - i. We managed to fully transition our entire operations from in-person to virtual following the spread of Covid-19 and the subsequent lockdown. Having already established Zoom accounts for the entire staff, we transitioned all student coaching appointments to the virtual medium with almost no disruption. We followed the same process for intra-office and -departmental communication by leveraging Microsoft Teams and Outlook as our central collaboration platforms. With those pieces in place, we moved quickly to ensure that every single service and resource we had previously offered in-person was available digitally/virtually, and our website was updated to make these services and resources as accessible as possible. All told, we were able to make the transition to fully virtual operations in a matter of weeks, leaving almost no gap in services for students. In the 12-months that followed, we held 2,457 virtual appointments, which was only 300 fewer appointments than the year prior to Covid-19, which was entirely in-person.
 - ii. In the same vein, we were able to transition all of our recruiting events to the virtual medium – meaning we transitioned 14 on-campus career fairs and expos to online, through the Handshake job platform. This required a steep learning curve on the part of our office, students, and employers, but prioritizing its success ensured that 5,485 students and 336 employers had the opportunity to engage one another virtually face-to-face around internships and jobs throughout the year. Beyond virtual recruiting events, our efforts to continually build out our Handshake job board portal in 2020-2021 resulted in the addition of 3,131 new companies recruiting at the U (15,823 total), the posting of 51,478 jobs and internships for students, and the submission of 41,427 job and internship applications by students throughout the year.
 - iii. This was also a banner year for CPDC programmatically. We launched a new workshop service that enabled staff and faculty across campus to request the facilitation of a CPDC workshop. The new streamlined services enable us to deliver 143 classroom workshops – on topics ranging from resumes and cover letters to salary negotiation and networking – to 3,359 students. Our passive programming strategy worked in tandem with this service and saw its first full year of implementation in the 2020-2021 academic year. This strategy, which relies on ready-made content that can be accessed by students anytime and anywhere, resulted in the creation of 5 career education videos that have been

viewed 787 times so far. We also wrote and posted 37 blog posts that reached our 1,300+ social media followers and untold numbers of people who found the content on our website.

- iv. Staying with programming, this year saw CPDC make a huge upgrade in the way that we track our impact. Specifically, we launched our first-ever learning outcomes-driven assessment strategy, which is providing detailed data on students' understanding of the subject matter they are being taught. This is a significant upgrade on our old assessment strategy, which focused largely on student utilization and contentedness.
 - v. Finally, CPDC made important progress on a strategic and organizational level this year through the following initiatives:
 1. We developed new student-centered mission and vision statements:
 - a. Vision: A University where each student pursues meaningful next steps in a career journey that honors their interests, strengths, and identities.
 - b. Mission: Empowering students and recent grads to continually explore and pursue rewarding careers through accessible career education, events, resources, and network connections.
 2. We wrote a new strategic plan (which serves as the foundation of Section II of this Annual Report).
 3. We established a set of six CPDC office values (below) and devised a plan to make them the foundation of our office culture:
 - a. Holistic Wellness, First
 - b. Honor Identities and Perspectives
 - c. Show up Kind, Cultivate Trust
 - d. We Go Farther Together
 - e. Pivot with Intention
 4. We reorganized our staffing structure to better position the office for future success, including:
 - a. The creation of a new leadership role in the office – Assistant Director of Exploration & Curriculum
 - b. The renaming of the Employer Engagement team to the Outreach & Engagement team, complete with a new focus on student engagement, employer success, and the broader activation of our career ecosystem and its players
 - c. The moving of the Assistant Director of Marketing role from the Career Education side of the office to the Outreach & Engagement team
- b. While CPDC is proud of many other 2020-2021 accomplishments detailed in this Annual Report, we believe the ones listed above best demonstrate the student-focused momentum we're taking into the next year.

B. One University: Please share how your department contributed to advance “One University” through partnerships and collaborations across campus

- a. We developed & strengthened collaborations with offices at Salt Lake Community College, including the Career Services office and the Gender & Sexuality Student Resource Center, to develop a Salary Negotiation for Womxn week around Equal Pay Day. For this, we co-created a poster campaign & corresponding Instagram posts, blog article, salary negotiation video, and had planned to organize a panel event as well. Due to COVID-19, we postponed the panel event and were able to successfully implement 4 passive programs in collaboration with SLCC staff & students. This new partnership has led to increased collaborations on additional passive programming, which is incredibly important given the number of students who transfer into the U of U community from SLCC and the need for shared career education between student populations.
- b. See Diversity in the Workplace description below – it started as a collaboration with the business school and has become much more.
- c. We created a new industry-specific career event called the Social Impact Career Expo. This event is a burgeoning collaboration with the Bennion Center and is designed to elevate career opportunities for students within organizations that strengthen the community through social impact and public service work.
- d. Our Career Coaches worked with a number of faculty members to create tailored assignments for their classes. Notable and reoccurring assignments occur in but are not limited to FCS 3010, FCS 4890, SBS 2700, KINES 4800, and MGT 3810. In collaboration with the Academic Advising Center, we also created a new course, UGS 1550, to accompany our growing Major and Career Exploration Learning and Living Community. This course is co-taught by CPDC staff and a member of the Academic Advising Center.
- e. We greatly increased our offerings for campus Graduate Students, by creating on our CPDC website an entire section devoted to them, complete with resources, guidance, timelines, and worksheets to meet their particular career-development needs. We also significantly enhanced our collaboration with The Graduate School this year by involving faculty in the 3 Minute Thesis training and showcase, as a first step to scaling up this initiative so faculty can ultimately facilitate 3 Minute Thesis training in their colleges.

C. Equity, Diversity, and Inclusion: Please provide a summary and highlights of antiracism/EDI plan.

- a. In the aftermath of George Floyd’s murder and the nation-wide reinvigoration of the Black Lives Matter movement, CPDC established an Anti-Racism Task Force (ARTF) charged with stepping back and taking a comprehensive view of CPDC’s model and the ways it fails to adequately serve Utah’s marginalized students, especially those of color. In the months following its creation, the ARTF wrote and delivered to university leadership an Anti-Racism Plan. This plan (presented in section V) charts a path forward for CPDC. It is now up to our leadership and staff to make intentional and meaningful refinements to our programming/services/resources to better serve students of color and support their career success.
- b. A significant bright spot in this area over the past year has been our Diversity in the Workplace speaker/panel series. The series started as an annual panel four years ago

and has become a bi-semesterly forum for professionals of color (usually Utah alumni) to have facilitated conversations with students around networking, mentorship, career advancement, and the challenges of being a professional of color in Utah. The Utah Black Chamber is a foundational partner in this series and plays an active role in identifying panelists, identifying intersections of marginalization, challenge, and opportunity, and facilitating conversations for students. CPDC's partnership with the Chamber is unprecedented for career services offices in the state, and provides a replicable model for what's possible when we activate our career and community ecosystem for the benefit of students.

- c. We reached out to the African American Doctoral Students group, facilitating a workshop and enrolling two scholars in this spring's 3 Minute Thesis training. We also facilitated a second Negotiation workshop for ALPFA students (Association of Latino Professionals for America), and participated on a GradSWE (Graduate Society of Women Engineers) panel on career development.

D. Covid-19 Impacts: Please provide an overview of impacts and adaptations to Covid-19 in your area.

- a. Please see the first two bullets of the executive summary above (Section I.A.a)

Section II: Departmental Core Objectives

To deliver on its mission of empowering student and recent grads to continually explore and pursue rewarding career through accessible career education, events, resources, and network connections, the Career & Professional Development Center has six core objectives – Student Engagement & Impact, Intentional Equity, Inclusion, & Impact, Career Education & Opportunity Ecosystem, Staff Wellness & Development for Operational Success, Assessment, Analysis, & Reporting, and Student Employment & Internships. Each is detailed below:

- A. Core Objective 1 – Student Engagement & Impact:** CPDC is committed to making an impact on the lifelong career development of our students by engaging them early and often, to empower them to reach their individual goals.

- a. Alignment with the Student Affairs Strategic Objectives**

- i. STUDENT ENGAGEMENT AND SUPPORT**

- 1. Serve as the campus leader in offering programs & services to promote holistic safety & wellbeing of students, to prevent harassment & discrimination, and protection of inclusive freedoms.
 - 2. Meet the evolving needs of the full student, including their mind, body, spirit, identities and relationships throughout their academic career, in order to promote timely degree completion, develop lifelong skills, and prepare them for their first destination.
 - 3. 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.

4. Build community through optimizing existing spaces and creating new defined spaces that engage students in emotional, physical, social, and psychological development.
- ii. INCLUSIVITY AND EQUITY
 1. 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.

b. The programs, services, and initiatives within your department that support this departmental core objective. If applicable for each program, service, and initiative, address if the outcomes for goals were met and if not, what occurred to prevent this, relevant data, how that data informed decision making, and impacts of Covid-19 and the virtual environment.

- i. Provide timely and engaging student-centered content through various platforms that promote CPDC programs and events and empowers students to explore, stay curious, and take risks on their career journey.
 1. We developed a passive programming Blog, housed on our website, to deliver timely and relevant career education content to our students, to promote CPDC programs & events as well as career exploration and continued learning. Throughout the academic year we posted a total of 36 blog articles, and reposted each of them on our departmental LinkedIn profile as well.
 2. We developed 5 passive programming videos on a variety of career education topics (from job searching on Handshake, to creating a professional LinkedIn profile, to salary negotiation) in order to engage students virtually via YouTube. We are in the process of developing more learning-outcomes focused career education videos which did not begin the filming phase during this academic year.
 3. By May 1, 2021 we reached 1400 followers on our Instagram account and built 155 followers from the ground up on our LinkedIn account. We developed a process for better using the analytics and insights available to us through our scheduling platform, Later, which includes completing data review reports every three months to understand our follower growth, post and content engagement, and reach. With this intentional process for analyzing our data, we have more information on what subjects and types of content our students are interested in seeing. We executed several social campaigns over the last year including:
 - a. Major Moments: a series that highlighted our staff members' career paths, showing students that there are a number of different ways to find a career you love.
 - b. Handshake Resources: a series that highlighted each of our Handshake resources, including resources for exploration, job and internship searching, interviewing, and networking.

- c. Handshake How-To Video Series: a video series that taught students how to register and attend virtual career fairs in Handshake.
 - d. Exploration Encouraged: a video series that highlights a different U of U alum each month where they share their career journey and their advice to students.
 - e. Handshake Challenge: a series that included 1-2 challenges each day for students to complete in their Handshake accounts.
 - f. Unmute Yourself: a series that gave students tips on how to stand out in a virtual fair and interview format.
 - g. Common Interview Questions: a series that highlighted the 5 most common interview questions and tips on how to answer them.
 - h. Choosing Your Career: a series that highlighted 5 activities or resources for students to try when exploring careers.
 - i. Internships: a series that answered 5 common questions about internships.
4. In response to COVID-19 we launch virtual live chat to provide better accessibility to our students. The Virtual Live chat has been essential in maintaining a personal connection with the students and employers who have visited our website. It has served as a "first contact" with both groups and has allowed us to direct them to the best resources available to them. Though many of these tasks could have been accomplished through email, the feeling of talking with someone has been a boon, especially to students who were just starting their Career Exploration Journey.
5. We continued to use Handshake as our online platform for career-related events and employer info sessions for students, hosting 1,194 of those throughout the year.
6. Using Canvas, we provided course content for UGS 1950 (Career Exploration) and UGS 3950 (Job & Internship Search Strategies) to students in these online courses. These courses include a variety of mediums and technologies, including but not limited to videos, spark pages, readings, articles, reports, and online resources in which students engage to better understand career development processes.
7. In many ways, Covid-19 enhanced our ability to deliver on this goal because it caused us to build the capacity to offer all of our programs and services virtually. Moving forward, as we enter a more hybrid world where students will demand the option for in-person and virtual support, we are well positioned to meet the need. On the flip side, we saw less student engagement when things were fully virtual – meaning it is great to offer programs and services virtually, but in-person options are incredibly important for students as well. We hope the availability of virtual and in-person programs/services/resources will provide students with the accessibility they need to engage with our office.

- ii. Identify avenues of outreach and provide effective career education programming to all students in ways which are scalable and leverage individual staff talents.
 - 1. We implemented a passive programming strategy to scale our programming to students. By increasing our passive programming options, we were able to expand our reach to countless students, particularly distance learners, non-traditional students, and marginalized students who may otherwise not have been able to attend our active programs & events. This strategy became particularly useful during the pandemic as we were able to reach students in virtual ways that didn't require in-person attendance for career education. Staff were able to leverage their individual talents and creativity to develop a variety of types of active programs, from blog articles, to videos, to poster campaigns & instagram posts. For example, our team's "Production Crew" developed 5 career education videos for our Youtube channel with a combined 787 views.
 - 2. We strategized a programming & events plan for the year, including identifying avenues of outreach & collaboration and gaps to fill in our career education learning outcomes to students. Throughout the academic year, we were able to implement a variety of active programs & events for students, including panels, networking events, workshops, an Out at Work event during Pride Week, and Career Fair Prep events. While the pandemic meant we had to do all of these events & programs virtually, we were able to successfully facilitate each of these programs and events via Zoom, and maintain a good student turnout and effective career education.
 - 3. During the previous academic year, we revamped 12 career education workshops and by Fall 2020 we launched our new & improved learning-outcomes focused workshops for the first time. Despite being completely virtual due to COVID-19, our team was able to successfully provide effective and engaging workshops to 3,359 students via Zoom. For the first time, we were able to collect data on our learning outcomes for each workshop to assess areas of growth and future needs for our team to address and continue improving upon the career education we provide, in order to effectively engage students across campus.
 - 4. We took our existing Career Exploration course and got approval to split it into two different courses to provide a better experience for students. UGS 1950 (Career Exploration) focuses on getting to know yourself so that you can use that to find possible career pathways. UGS 3950 (Job & Internship Search Strategies) helps students move through and understand an internship, job search, or graduate school process. Over the academic year, in the two courses we worked with 65 students.

- iii. Increase student engagement with employers through a variety of means such as internship opportunities and industry- or department-tailored events to provide confidence for post-graduation plans.
 - 1. In 2020-2021, we put on 14 on-campus career fairs and expos virtually through the Handshake job platform. Transitioning these events from in-person to virtual required a steep learning curve on the part of our office, students, and employers, but prioritizing its success ensured that 5,485 students and 333 employers had the opportunity to engage one another virtually face-to-face around internships and jobs throughout the year.
 - 2. While the majority of students engage employers through our large career fairs, a growing number of students and employers are seeing value in our smaller industry-specific recruiting expos that are put on in partnership with colleges on campus. Over the course of the year, we added 3 new expos to our line-up, totaling 6 for the year – Pathways Computing Expo, Civil & Construction Engineering Expo, Social Impact Expo, Power & Energy Expo, the Architecture and Planning Career Expo, and the Parks, Rec, and Tourism Hiring Pop-up. These events brought together a total of 681 students and 66 employers who might not have had the opportunity to engage otherwise.
 - 3. Beyond virtual recruiting events, our efforts to continually build out our Handshake job-board portal in 2020-2021 resulted in the addition of 3,131 new companies recruiting at the U (15,823 total), the posting of 18,946 jobs and internships for students, and the submission of 41,427 job and internship applications by students throughout the year.

- iv. Engage students in career development through individualized coaching using a variety of tools and resources based upon the needs of the students to help them reach their individual goals.
 - 1. The Graduate Assistant Career Coaches on our team worked to develop a Community-based Coaches Manual to help our team engage students in individualized coaching appointments in alignment with the students' identities. They developed the manual to incorporate an intersectional approach to career coaching by providing information about relevant student development theories, research/laws/statistics, forms of oppression/barriers to inclusion, coaching best practices, and resources for a variety of marginalized identities as it relates to career development.
 - 2. We created a Career Guide document that lives on our website (and in print) that serves a Career 101 resource for students, covering the following area:
 - a. Resume
 - b. Developing a CV
 - c. Cover Letter

- d. Networking
 - e. Informational Interviews
 - f. Interview Tips and Tricks
 - g. Negotiation
 - h. Personal Statements
- v. Expand Career Ambassador program through more campus-outreach to increase peer-to-peer career education and engagement across campus.
1. The Career Studio was virtual in a continued response to COVID-19. The ambassadors managing the career studio were able to continue to assist any and all students that came seeking guidance on job search techniques, resume reviews, cover letters and LinkedIn profiles.
 2. With the emphasis of increasing internship culture on campus, we worked to shift our Ambassador program to an internship program to support our student working in participating in an internship experience. The internship is designed for students who are interested in supporting the career development of fellow students and recent graduates.

c. Retention and Graduation:

- i. 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. Engaging students via career coaching appointments was similarly effective in helping students discover their interests and passions, both in the classroom and ultimately beyond graduation. 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.

d. Student Quotes:

- i. Student Quotes on Workshops:
 1. "I was skeptical about how useful this would be, but following [the] presentation I feel far more prepared, and confident to apply for future jobs."
 2. "All of it was soooo helpful! I've never had a workshop like this and I feel a lot more confident with what I should do during an interview"
 3. "Very streamlined presentation-didn't feel extensive, all information was relevant! Presented in an approachable way, too."
- ii. Student Quotes on Career Coaching appointments:

1. "It was nice to just talk to someone who can help me make searching for a job a bit smoother. It was nice knowing that I can easily schedule another appointment and get help through the entire job search process."
2. "I was happy to know where to start & [my career coach] made me feel optimistic about this path. [My career coach] made it clear she was there for me, she sounded sincere. Since graduating from the University of Utah, I have been frustrated, lost, & slightly resentful in my search for a career. I left the appointment feeling good about what was in my control & how I can improve my chances."
3. "Even though there was a lot of information and I left knowing I have a lot to do, [my career coach] gave me the resources to make it happen. I felt more confident after meeting with them."

e. Utilization Data:

- i. The tables below represent our utilization data for programming and events geared toward both graduate and undergraduate students.

Programming data:

	Total Held	Total Students Served
Classroom Workshops	143	3359
Events & Programs	64	764
Orientations	5	100
Passive Programs	5 videos with 787 total views, 37 blog posts, 2 poster campaigns, 5 Instagram programs	

Student appointment data:

Appointment Count by College Year											
College- School	FR	SO	JR	SR	MA /MS	DOC	PDOC	ALUM	NA	Total by College	Percent by College
Academic Advising Center	18	12	11	11	1					53	2.16%
Architecture + Planning	1	2	9	33	9			9		63	2.56%
Cultural and Social Transformation			5	27						32	1.30%

David Eccles School of Business	4			4	2					10	0.41%
Dentistry							1			1	0.04%
Education			1	1	40	4		4		50	2.04%
Engineering	9	25	53	170	70	102		43		472	19.21%
Fine Arts	2	4	6	32		4		1		49	1.99%
Health	7	12	36	157	13	16		2		243	9.89%
Humanities	1	10	53	239	15	2		16		336	13.68%
Medicine				1	16	15				32	1.30%
Mines and Earth Sciences		4		13	4	9		1		21	1.26%
Nursing	3	11	59	149		20		1		243	9.89%
S.J. Quinney College of Law							1			1	0.04%
Science	10	19	42	205	10	34		26		346	14.08%
Social and Behavioral Science	7	24	82	261	34	7	1	13		429	17.46%
Social Work	1	6	10	13	30	1				61	2.48%
Unidentified									3	3	0.12%
University of Utah				2						2	0.08%
Total by Year	63	129	367	1318	244	214	3	116	3	2457	
Percent by Year	2.6%	5.3%	14.9%	53.6%	9.9%	8.7%	0.1%	4.7%	0.1%		100.00%

Total Appointments by Type:

Appointment Type	Scheduled	Drop-in
Academic Job Interview Prep	5	
Assessment Debrief & Interpretation	14	
Assessment Interest & Intake	26	
BSW Application Review	16	
CSIP (CareerS Internship Program)	4	2
CV/Resume Review	152	
Career Exploration	415	33
Career Fair Prep	4	
Career Fair Season Prep	16	1
Considering/Negotiating Offers	30	
Cover Letter	62	20
Develop Research & Teaching Statements	1	
Develop Your Online Presence	35	

Drop-in (Any Topic)		117
Federal Government/Job Application	12	
Graduate School Preparation	17	
Graduate School Search & Application Process	246	5
Internship Search Tips & Strategies	223	4
Interview Practice	214	1
Interview Prep	31	7
Interview Tips & Strategies	59	1
Job & Internship Search	75	29
Job Search Tips & Strategies	247	1
Linkedin Profile Review	3	9
Negotiating & Considering Offers	26	1
Networking Tips & Strategies	31	1
Nursing Application Prep	60	1
Other	6	
Presentation Design for Industry	1	1
Quick Writing Process	2	
Resume	82	107
Unidentified	1	
Total by Type	2116	341
Total Appointments		2457

Recruiting event data:

Date	Event Name	Students	Employers
8/18/2020	Work Study & Student Job Fair/On-Campus Employers	144	6
8/25/2020	Student Job & Volunteer Fair/Off-Campus Employers	60	39
9/21/2020	STEM Career & Internship Fair-Day 1	1,597	45
9/22/2020	STEM Career & Internship Fair-Day 2	535	20
9/25/2020	Pathways: Computing Career Expo	304	10
9/29/2020	Social Impact Career Expo	45	11
9/29/2020	Career & Internship Fair	450	40
10/15/2020	Parks, Recreation & Tourism Hiring Pop-Up	74	12
1/27/2021	Civil and Construction Engineering Career Expo	138	11
2/2/2021	Student Job & Volunteer Fair	175	37
2/4/2021	Internship & Career Fair	316	38
2/8/2021	STEM Career & Internship Fair - Day 1	1,080	39
2/9/2021	STEM Career & Internship Fair - Day 2	487	17
3/25/2021	College of Architecture & Planning Career Expo	80	11
Total		5485	336

Handshake Engagement Data:

Students	
Total Student Account Activations	27,406
Total Student Job/Internship Applications Submitted	41,427
Employers	
New Employers Recruiting at the U through Handshake	3,131
Total Employers Recruiting at the U through Handshake	15,823
Total Jobs & Internships Posted in 2020-2021	51,478

B. Core Objective 2 – Intentional Equity, Inclusion, & Access: CPDC recognizes that equity and inclusion has historically not been considered part of career development work; however, we are committed to operating through a social justice lens to provide inclusive and accessible career development programs to our campus community.

a. Alignment with the Student Affairs Strategic Objectives

i. STUDENT ENGAGEMENT AND SUPPORT

1. Meet the evolving needs of the full 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.

ii. INCLUSIVITY AND EQUITY

1. 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.
2. Lead, advocate, partner, and implement educational programs aimed at increasing inclusive practices on campus and validating students' lived experiences.

iii. STAFF EXCELLENCE

1. Establish and maintain best practices in the recruiting and hiring process.
2. Encourage and support staff professional development, conduct annual performance evaluations, and promote best practices.

b. The programs, services, and initiatives within your department that support this departmental core objective. If applicable for each program, service, and initiative, address if the outcomes for goals were met and if not, what occurred to prevent this, relevant data, how that data informed decision making, and impacts of Covid-19 and the virtual environment.

- i. Increase outreach to students through collaboration with on- and off-campus partners to establish intentional conversations and programs to bring awareness to diversity in the workforce.

1. Expanding and continuing Diversity in the Workplace Career panel series discussions in partnership with Utah Diversity Career Fairs/Utah Black Chamber of Commerce, with an emphasis on highlighting Alumni.

2. We collaborated with the Office of Career Services and the Gender & Sexuality Student Resource Center at Salt Lake Community College on a collection of passive programs called “Salary Negotiation for Womxn” around Equal Pay Day in Spring 2021. We developed a salary negotiation video in collaboration with members of the SLCC community, co-created a poster campaign with statistics on salary negotiation which were put up across the U of U and SLCC campuses as well as our Instagram accounts, and co-authored an article for our Peaks & Valleys blog on salary negotiation with Ella Butler, Director of Career Services at SLCC. Through these various passive programs, we were able to substantially increase our outreach and career education to students to break down barriers for womxn in the workplace and do our part to end the wage gap by educating womxn.
 3. Outreach for 3 Minute Thesis to African American Doctoral Students Association, resulting in two members joining, and one presenting at the showcase.
 4. During the Summer 2021 semester, we offered an online section of UGS 1950 (Career Exploration) that was available only to those students in the TRIO Summer Bridge Program. The class had seven students.
 5. During fall semester, the Women’s Resource Center reached out for collaboration on their Navigating the Job Application Panel for Trans & Non-Binary People, and a member of our team participated on the panel to provide helpful information from CPDC’s perspective. Through this collaboration, our office was able to expand our reach to diverse students and discuss how diverse identities are impacted by the job search process.
 6. More examples highlighted in the Anti-Racism Taskforce Action Plan in section III.
- ii. Utilize assessment data to identify gaps in access and employ tailored outreach strategies to increase access for underrepresented students.
1. This goal was the impetus behind a major refinement of CPDC’s model this year, specifically the transformation of its Employer Engagement team into the Outreach & Engagement (OE) team. Through Handshake data, we recognized that there were significant subsets of students that were not engaging with our office, and recognized that we could reposition our non-coaching staff to better engage our career ecosystem and prioritize student knowledge and engagement of CPDC. Although we are still in the early phase of this work, the OE team is now focusing on day-to-day work that has, or will have, a direct impact on student understanding, opportunity, and/or career success. In addition to putting on our regular recruiting events throughout the year, one of the new initiatives we’re planning for the fall is a campaign to reach out to first-gen sophomores who have not yet engaged our office. By

focusing on first gen students early in their time at the U, we hope to have an outsized impact on their career trajectory since they are student population that has additional barriers to career success. As the year goes on, and we prove the outreach concept, we plan to extend the work beyond the sophomore first gen cohort.

- iii. Conceptualize, view, and evaluate our work through a social justice lens and educate students & partners on career development from an inclusive framework.
 1. While “professionalism” is a part of the title of our office, we recognize that historically the concept of “professionalism” has been used to discriminate against people with marginalized identities. In order to construct our work around the topic of professionalism through a social justice lens, we began work on developing a Professionalism workshop which would break down the concept and redefine it in a more equitable and inclusive way. We collaborated with the Business Career Center on language and content for this workshop, with the hopes of launching it in the future so that students and campus partners can request this workshop topic from us.
 2. Members of our Anti-Racism Task Force facilitated a session as part of the Friday Forums to discuss the historical ramifications of the concept of “professionalism,” break down the barriers to inclusion associated with professionalism, and redefine the concept so that our Student Affairs staff community can promote a more socially just interpretation of professionalism, both amongst staff and with student staff.
 3. In keeping with our goal to view our work from a social justice lens, our two Graduate Assistants worked on a project to develop a Community-based coaches manual in which they conducted research on coaching best practices, student development theories, laws, and resources specific to a variety of marginalized identities. Their research will help our coaching team provide the most effective and socially just individualized services to students.
 4. Created tip sheet to help candidates for CPDC positions to be more at ease with HireVue interviews.
 5. Created a guide and recommendations for CPDC internal hiring committees on best practice for diverse and anti-racism hiring.
 6. As part of our Strategic Plan revamp, we built social justice into the foundation of our plan & values, both by including this objective in our plan, as well as implementing a new departmental value of Honor Identities & Perspectives. This guiding framework for our office encourages our team to not view social justice work as a check-box or added aspect of our work, but rather to view it as the foundation of our work from which we build upon. We have demonstrated this objective & value in many ways, including how we hire & recruit new staff, how

we created inclusive virtual spaces for our team on Zoom (not requiring cameras to be on, etc.), to how we coach students from an intersectional framework and the way we incorporate social justice into our programming & events with partners.

- iv. Consistently engage and educate ourselves on social justice issues to create a space and culture that is inclusive to our team and community.
 1. Became official members of the Utah Black Chamber of Commerce in our continued effort to support the amazing work they provide to our Salt Lake City Community and our collaboration on the Diversity in the Workplace Series.
 2. As part of the office book club, team members had the chance to read *So You Want to Talk About Race* by Ijeoma Oluo during the Fall 2020 semester. In the spring and summer, the Anti-Racism Task Force started reading *Ebony & Ivy* by Craig Steven Wilder to introduce to the team during the 2021-2022 academic year.
 3. The Anti- Racism Taskforce continued to build out the action plan and statement that is referenced in section III.
 4. During a time of increased violence and harassment aimed at Asian Americans and Pacific Islanders during the pandemic, our team took a decisive stand against racism and hate and lent support to our AAPI community members. Our Anti-Racism Task Force members wrote an AAPI Solidarity Statement which we published on the homepage of our website and posted on our Instagram account.

c. Retention and Graduation:

- i. As mentioned above, the transformation of CPDC's Employer Engagement team into the Outreach & Engagement (OE) team was intended to better engage our campus career ecosystem and prioritize student knowledge and engagement of CPDC. We believe that developing a stronger network of campus partners and extending our reach to engage student populations that are at higher risk of stopping/dropping of their educational goals (specifically between first and second year) will have a direct impact on student retention. Additionally, our focus on engaging underrepresented student groups will instill a long-term vision and create confidence in career successful career outcomes as they persist in their educational goals. The work CPDC is doing increase career development programming & courses over the last year will provide more accessibility for students to understand the importance of persisting to graduation and the role of career planning and decision making has in their overall success.

d. Student Quotes:

- i. N/A

e. Utilization Data:

- i. Qualitative data detailed in the narratives above. We do not yet have a reliable way to track this work quantitatively in a meaningful way.

C. Core Objective 3: Career Education & Opportunity Ecosystem: CPDC recognizes that it must work with key partners on-campus and in the community to maximize the career development of our students and expand employment opportunities. CPDC seeks synergistic relationships with these partners to strengthen and expand our work on campus, support city- and state-wide workforce initiatives, and increase opportunity for career education and employment of U students and recent grads.

a. Alignment with the Student Affairs Strategic Objectives

i. STUDENT ENGAGEMENT AND SUPPORT

1. Build community through optimizing existing spaces and creating new defined spaces that engage students in emotional, physical, social, and psychological development.
2. 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.
3. 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.

ii. STRATEGIC ENROLLMENT MANAGEMENT

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

iii. INCLUSIVITY AND EQUITY

1. Lead, advocate, partner, and implement educational programs aimed at increasing inclusive practices on campus and validating students' lived experiences

b. The programs, services, and initiatives within your department that support this departmental core objective. If applicable for each program, service, and initiative, address if the outcomes for goals were met and if not, what occurred to prevent this, relevant data, how that data informed decision making, and impacts of Covid-19 and the virtual environment.

- i. Integrate campus and community stakeholders into our work, become integrated into their work, and identify gaps where there is unmet demand that could be addressed through partnership and new initiatives.
 1. Collaboration with Utah Black Chamber (see above)
 2. We developed & strengthened collaborations with offices at Salt Lake Community College, including the Career Services office and the Gender & Sexuality Student Resource Center, to develop a Salary Negotiation for Womxn week around Equal Pay Day, in which we co-created a

poster campaign & corresponding Instagram posts, blog article, salary negotiation video, and had planned to organize a panel event as well. Due to COVID-19, we postponed the panel event and were able to successfully implement 4 passive programs in collaboration with SLCC staff & students. This new partnership has led to increased collaborations on additional passive programming, which is incredibly important given the number of students who transfer into the U of U community from SLCC and the need for shared career education between student populations.

3. An exciting new way for our team to integrate career education into the classroom was via the development & expansion of our career education video library on our Youtube channel. We are now able to provide videos for faculty to incorporate into their classrooms, expanding our career education reach to students we may not otherwise have been able to meet with or facilitate a workshop for due to time & capacity.
 4. Created a new Expo, the Social Impact Career Expo within our Career Fair season, that was dedicated to organizations working to strengthen the community through social impact and public service work. We collaborated with the Bennion Center to identify organizations.
 5. Our Career Coaches worked with a number of faculty members to create tailored assignments for their classes. Notable and reoccurring assignments occur in but are not limited to FCS 3010, FCS 4890, SBS 2700, KINES 4800, and MGT 3810. Assignments will vary but often include assistance with resumes and career assessments.
 6. In collaboration with the Academic Advising Center, a new course, UGS 1550, was created to accompany our growing Major and Career Exploration Learning and Living Community. This course is co-taught by a member of the Career & Professional Development Center and a member of the Academic Advising Center.
- ii. Establish CPDC as a central partner in workforce development, providing local, regional, and national employers and industry groups with access to the State's top student talent pipeline.
1. Over the last year, CPDC continued its efforts to be an important resource to the Economic Development Corporation of Utah (edcUTAH). Specifically, we met with edcUTAH three times over the past year to assist with their efforts to help companies better understand the talent landscape in Utah and open new offices in the state. During these conversations, which usually include executive representation from the companies that are considering moving to Utah, CPDC staff talk about the student talent pipelines coming out of the university and explain how companies can best engage on campus and recruit students. This model of being a resource to economic development offices and

chambers of commerce is highly replicable and provides an important avenue to becoming a go-to partner for local and regional economic and workforce development initiatives.

2. In partnership with Utah's Department of Workforce Services and Utah's Association of College and Employer we led the Annual Alumni fair, which resulted in 236 employers and 729 job seekers attending.
- iii. Foster the development of an internship culture and increase access to quality internship opportunities on- and off-campus for all students.
1. Discuss initiatives/activities, outcomes, progress towards the goal
 - a. The Internship Council continued to meet monthly to discuss and learn about the different initiatives and work that is happening in each of their respective areas. Along with engaging in professional development workshops such as Brained Based Career Development and Handshake.
 - b. The Career Coaching team continued to provide Internship Search Workshop to students in classroom presentations and student groups.
 - c. Began research and drafted a program with Fraternity and Sorority Life to turn Greek leadership roles into internships for increase engagement, reflection and transferrable skills for their student leaders.
 - d. Began a pilot program for the CPDC ambassadors to transition to an internship program called the Career Development Interns.
- iv. Solicit (employer and alumni) industry expertise to inform and enhance CPDC's career programming, education, and strategy.
1. Collaborated with the Alumni Relations office to identify alumni from diverse backgrounds to participate in partnership on Diversity in the Workplace series.
 2. We continued to partner with employers and alumni to provide panels and networking events to students for a variety of different industries/majors throughout the academic year. Due to the pandemic, we facilitated all of these virtually, via Zoom, and found that student turnout was not negatively impacted by the lack of in-person events and in fact, our employers enjoyed the events more because they were able to join the Zoom from anywhere and could easily get their own work done while waiting for a student to join their breakout room.
 3. We highlighted several alumni and their unique career journeys as an Instagram passive program called Exploration Encouraged through IGTV. The alumni were able to share their experiences and how they got to where they are in their careers, to help inspire and motivate students to continue exploring and learning about different career paths.

- c. **Retention and Graduation:** The work of retention and persistence to completion is the work of an entire campus – not any one single department of campus entity. We have recognized that through campus/community partner collaborations our work can be greatly amplified. Students who are exposed and introduced career development topics from multiple pathways are more like to understand that their university experience can be self-directed to include career building experiences such as an opportunity to meet with a Career Coach to discuss interests and strengths, developing unique personalized learning experiences (i.e., internships, community service, campus involvement, mentoring by a U Alumni, etc.). Key to maximizing the student retention and persistence is grounded in a student’s visualize their future tied to their educational goals. In 2019 we built out (or expanded) areas of shared programs with many campus departments and Colleges, and developed new educational programs with faculty, U alumni, Bennion Center, and others (see above). We reached out to community partners and employers, to build unique programs, created two new career courses in partnership with UGS. We believe that this work to form a “campus ecosystem” will influence and factor into the U’s overall retention rates.
 - d. **Student Quotes:**
 - i. N/A
 - e. **Utilization Data:**
 - i. We are working on a plan to identify and track meaningful metrics around this work.
- D. **Core Objective 4 – Assessment, Analysis & Reporting:** CPDC strives to continually understand and improve the accessibility and impact of our services through a holistic approach of ongoing targeted assessments and data collection. Data analysis and reporting equips us and our partners to make informed decisions to promote student success.
- a. **Alignment with the Student Affairs Strategic Objectives**
 - i. STUDENT ENGAGEMENT AND SUPPORT
 - 1. Meet the evolving needs of the full 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.
 - ii. STRATEGIC ENROLLMENT MANAGEMENT
 - 1. Develop a framework to support students throughout their life cycle.
 - iii. STAFF EXCELLENCE
 - 1. Encourage and support staff professional development, conduct annual performance evaluations and promote best practices
 - b. **The programs, services, and initiatives within your department that support this departmental core objective. If applicable for each program, service, and initiative, address if the outcomes for goals were met and if not, what occurred to prevent this,**

relevant data, how that data informed decision making, and impacts of Covid-19 and the virtual environment.

- i. Develop a comprehensive plan in partnership with AER to be effective and align with best practices for data collection and analysis.
 1. We worked closely over the past academic year with the Assessment & Analytics office to update & improve our First Destination survey, in terms of data collection, survey design, and reporting. For the first time, we launched a text message method of reaching students to get an increase in survey responses. We also developed an annual calendar checklist as part of our First Destination strategic plan to ensure we're following up with the survey in a timely manner throughout the year. We worked with A&A to update the questions within the survey to get us more valuable & actionable results, and we worked with A&A to create helpful dashboards in Tableau for reviewing the results of the survey.
 2. Updated language on the internship questions within the Graduate Student Survey to get better data on the types of internships students are doing on campus.

- ii. Prioritize higher-level assessments to analyze impact and student success.
 1. During this academic year, our office launched 11 of our first learning-outcomes focused assessments, which were developed for our newly revamped career development workshops. These assessments allowed us to move beyond what had historically only been utilization data, to see whether our workshops were truly effective. The results of our surveys were incredibly positive and allowed us to see the positive impact we were having on students' career education, while also gaining valuable insights into areas of improvement to make our workshops more effective moving forward.
 2. We launched our first ever satisfaction survey on coaching appointments so that in addition to being able to assess utilization data for coaching appointments via Handshake, we can now see how satisfied students are with those coaching appointments in Qualtrics. These assessments have been very helpful in giving individual coaches feedback on their appointments and providing areas of strength and areas of improvement for each coach so that we can provide the best possible services to our students.

- iii. Garner campus-wide buy-in to career development by providing timely and relevant reporting that demonstrates the value of career data in predicting student success.
 1. In collaboration with the Assessment & Analytics office, we improved upon & expanded our First Destination dashboards in Tableau so that academic partners are able to access up-to-date data by program within

their colleges/schools. By making this valuable data more accessible to partners, we increase buy-in to our work as well as the value of career development and preparation for students so that they can be successful post-graduation.

c. Retention and Graduation:

- i. In 2019 CPDC took on several new initiatives to assess and understand the impact of career education and outcomes. First, we worked with Office of Assessment and Evaluation (now Assessment and Analytics) to create improved First Destination Survey (FDS) content. We also created new visualizations on the public dashboard that displays graduation outcomes for all students (collected in the FDS). The impact on students and parents of this outcome data is a powerful message about the overall value of completing a degree, and can be a real motivating influence for persistence to graduation or advanced education. Aggregated salary data, position titles, and job location can be filtered by degree areas for a clear picture of possible careers and job market factors. This data used by students, parents, media, and government entities certainly influences a student’s decision to apply, enroll, and complete educational goals. Second, CPDC worked to create and tie specific learning goals to career education workshops – this data collected will allow us to continue measure the impact of our programs and direct attention to the most efficient and effective ways to engage students.

d. Student Quotes:

- i. N/A

e. Utilization Data:

- i. Learning outcomes data from 11 new career education workshops: The data itself contains personal/private student and staff information and is available upon request.

Workshop Topic	Total # Respondents
Career Exploration	24
Personal Image	6
Job & Internship Search	72
Networking & Curiosity Conversations	54
Resumes	183
Cover Letters	23
Combined Resumes & Cover Letters	117
Career Fair Prep	97
Interviewing	54
Negotiation	12

- ii. Data we collect from the First Destination Surveys can be found on the Career Outcomes section of our website - <https://careers.utah.edu/where-are-they-now/>

E. **Core Objective 5 - Staff Wellness and Development for Operational Excellence:** CPDC takes an unconventional approach to operational excellence by prioritizing staff wellness and development. For our team to fully engage in our work, fulfill our mission, and live out our values, we make holistic wellness a primary consideration of our operational approach.

a. **Alignment with the Student Affairs Strategic Objectives**

i. STAFF EXCELLENCE

1. Encourage and support staff professional development, conduct annual performance evaluations, and promote best practices.
2. Foster formal and informal employee recognition, including regular review of salary equity

ii. FACILITIES AND RESOURCE MANAGEMENT

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

b. **The programs, services, and initiatives within your department that support this departmental core objective. For each program, service, and initiative, address if the outcomes for goals were met and if not, what occurred to prevent this, relevant data, how that data informed decision making, and impacts of Covid-19 and the virtual environment.**

i. Foster holistic wellness to encourage work-life integration and prevent burn-out

1. Throughout the academic year, our team experiences busy seasons around our career fairs & recruitment events in which all hands are on deck. In order to put staff holistic wellness first and avoid staff burnout during those busy seasons, we continue to implement a system of “sprints & restoration days.” During our sprints, we minimize unnecessary tasks to focus our efforts in on recruitment events and related programming. Following the sprint periods, we have restoration days in which staff are encouraged to reduce meetings, participate in team bonding activities, clean up & organize their offices, and reenergize after a busy period. Doing so has been especially helpful to avoid burnout during a particularly tough virtual year due to COVID.
2. As a way to keep staff connected and engaged during virtual staff meetings, we implemented fun check-in questions each meeting where staff could share a bit about themselves or how they’re doing in the moment. Examples of check-in questions include: What have you enjoyed most about working from home so far? What’s one thing

you've done for self-care this week? How do you plan to enjoy the warm weather this week? Starting each meeting with these check-in questions has increased engagement from our team in staff meetings and has kept our team connected during a challenging year when it was all too easy to feel distant from one another.

3. In revamping our Strategic Plan & Values, we demonstrated our commitment to staff wellness by making our first office Value be "Holistic Wellness First," which encourages our team to take care of their holistic wellness first in order to better serve our students & campus partners. Within our Strategic Plan objectives, we also defined Operational Excellence and ethical budgeting through a lens of holistic wellness to ensure we are always taking into consideration staff needs & wellness in every operational decision we make.
 4. As an office, we implemented a Wellness Goal Setting activity to meet staff requirements for one WellU activity. This was a great way for our team to focus on their holistic wellness in an approachable and fun way while also encouraging our team to take advantage of the WellU program
 5. We celebrated our second annual "CPDCies" event, in which we recognize all of our professional staff members with fun, personalized awards as a way to end the academic year on a strong note. This was a great way to end our academic year and thank our team for all their hard work during a challenging time.
- ii. Prioritize a variety of training and development opportunities to be a thought leader in career development.
1. In addition to the conferences our team usually attends each year, many of our team chose to spend their annual professional development funds on purchasing books on a variety of topics (including leadership, supervision, and change management) while business travel was suspended during the pandemic. This allowed our team to continue growing & development while working from home.
 2. In an effort to provide regular and annual training for our team, we started planning a week-long training leading up to the 2021-2022 academic year. Themes for this training were around community, exploration, and coaching skills & resource.
- iii. Integrate our vision, mission, and values in our everyday work to create a shared culture and drive performance.
1. Once our new departmental Values were finalized, we began the implementation process by having one-on-one conversations between supervisors and their team members. This allowed each of us time to look inward and discuss what our new values mean to us and how we can continue to live them out as individuals on our team.

2. As part of our office book club, team members had the option to participate in reading *Dare to Lead* by Brene Brown. This group met every two or three weeks to talk about the book and go through activities together from Brene Brown's Dare to Lead Hub.
- iv. Maintain an ethical and transparent budget that enables us to prioritize strategic career development initiatives within our office and across campus.
 1. In our Leadership Team meetings, we implemented monthly budget discussions to ensure everyone is on the same page about the budget throughout the year and that we have transparency around budgetary decisions.
 2. In May, we surveyed staff on the various career software we currently use or don't use, as well as gathered feedback on what software we might want to purchase in order to make transparent, thoughtful, and ethical decisions on spending. The survey results helped us ensure that we are spending funding wisely on career software and platforms that are utilized and helpful to our student
- c. **Retention and Graduation:**
- i. Staff wellness is central to our team. In every encounter with students, we want to convey a positive and encouraging messages in an environment that student's instinctively sense as place of inclusion and support. We have invested in our CPDC Team through professional development allocations for each staff member. This ensures that we have a well-trained and professional staff that is knowledgeable of career coaching principles and can deliver quality experiences. This is always a factor of retention if students feel that they have the resources and professional staff that can support their needs.
 - ii. We are accountable operational efficiencies and maximizing our resources. This factors into student retention when students can see that CPDC and the University is investing this them by providing up-to-date resources and tools.
- F. **Core Objective 6 – Student Employment & Internships:** CPDC is committed to helping students find and secure pre-career job opportunities (internships, work study, part-time jobs, etc.) they need to stay in school, explore industries and areas of interest, and/or develop workplace skills and experience.
- a. **Alignment with the Student Affairs Strategic Objectives**
 - i. STUDENT ENGAGEMENT AND SUPPORT
 1. Meet the evolving needs of the full 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.
 2. 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.

ii. STRATEGIC ENROLLMENT MANAGEMENT

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

b. The programs, services, and initiatives within your department that support this departmental core objective. If applicable for each program, service, and initiative, address if the outcomes for goals were met and if not, what occurred to prevent this, relevant data, how that data informed decision making, and impacts of Covid-19 and the virtual environment.

- i. Prioritize on-campus student employment by partnering directly with UHR, posting all roles through Handshake, and creating new opportunities for students to learn about and apply to jobs.
 1. Knowing how important on-campus and work study jobs are for students who have financial need or are otherwise paying their way through school – and how critical student staff are to making the institution and its departments run – we cross-posted and promoted 611 on-campus and work study jobs through Handshake last year. These posting garnered 1,661 applications from students. While we do not currently have a way to easily determine how many of these students were eventually hired, we are working with UHR to streamline this assessment and find new ways to cross-promote their opportunities.
 2. To further prioritize on-campus employment, we created a semesterly job fair specifically for on-campus employers. Previously we combined these employers with off-campus employers that had part-time jobs for students. By segmenting the two, we are giving our on-campus partners a better forum for meeting with and recruiting students.
- ii. Expand awareness on the importance of an having an internship experience to result in creating a culture of internships on campus
 1. An exciting new initiative this year involved launching our newly revamped, learning-outcomes driven Job & Internship Search workshop which we facilitated to classes and student groups across campus throughout the academic year. In this workshop, we focus the first half on articulating the importance of internships. Based upon our learning-outcomes assessments from these workshops, we know that the vast majority of students were able to identify why internships are valuable and important after attending our workshop. See below for a few examples of student quotes on the value and importance of internships.
 2. Established Internship Council sub-committees within the larger Internship Council to work and conduct research on internship topics

such as Unpaid Internship, Diverse Recruiting, Internship Curriculum, and Employer Engagement to increase our knowledge in these areas for future implementation.

3. 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.

c. Retention and Graduation:

- i. The benefits of student internships are well-known and far-reaching and perhaps nothing is more impacted by student internships as student retention and graduation! Once a student can connect and apply the learning from the classroom to real life, they understand the value of their educational goals and are more motivated to persist to graduation. The following statements and data reflect just a few of the powerful impacts of internships on overall student success measures: Internships help students explore and refine their career interests and academic direction. 81% of students who have had multiple internships report that the experiences shifted their career interests and academic focus for the better. Internships enable students to gain practical experience, which makes them more competitive in job market: 65% of employers prefer applicants to have practical work experience in a relevant field. Internships facilitate the transition from higher education to the workforce. 66% of students report converting their internships into full-time jobs - by contrast, students who don't complete an internship while in college receive 16% fewer job offers upon graduation. Internships promote skill development for long-term success: In addition to the practical and industry-based experience a student gains from an internship, the opportunity also promotes the development of foundational skills like networking, communication, critical thinking, leadership, and teamwork – all skills that are essential to long-term and sustain success in the workforce

d. Student Quotes:

- i. Student quotes from learning-outcomes assessments of each Job & Internship Search workshop on why internships are valuable and important:
 1. "You will gain experience, expand your network in your field of study, and people who have internships in college are more likely to get job offers and start with higher pay after graduating."
 2. "To gain experience, greater networking, and help student gain higher job offers and higher starting salaries."
 3. "They get the foot into the door of that selected career path. Over half of internships turn into jobs."

4. “Because you want something that can match you and encourage you to grow while being in a safe space”
5. “They help you prepare for a brighter future.”

e. **Utilization Data:**

- i. Data included in narrative above. As mentioned, we are working with UHR to develop a way to make data around this objective easier to collect and analyze.

Section III - Plan for the Future

A. Anticipated Challenges:

- a. All signs point to Covid-19 continuing to be a challenge that we must adapt to and overcome. Specifically, the challenge for CPDC will be to ensure that we maintain and grow our student engagement levels while refining a hybrid service model and maintaining staff and student safety.
- b. Safeguarding staff health will also be a challenge in the year to come, as we have seen signs of heightened fatigue, burn-out, and other physical and mental health concerns amongst our team. We must find ways to prioritize our team’s wellbeing to make sure that we remain a high-impact and ever-present resource for students.
- c. We anticipate that faculty’s willingness to build career topics into their engagements with students will continue to be a challenge in the year to come. It is also one of our greatest opportunities. Research shows that most students get the majority of their career education from professors – it is therefore imperative that we view faculty as a central player in the career ecosystem on campus and cultivate/support them accordingly.
- d. Engaging more students, more effectively, at scale, is a perennial challenge for our office. The data is clear – the majority of students come to the U to find a path to career success, yet fewer than half of students engage our office by the time they graduate. We must continue to find ways to meet students where they are and provide the support they need to explore career options, take meaningful next steps to pursue their interests (including taking multiple internships while at the U!), and launch a great career.

B. Anticipated Opportunities

- a. The past year taught CPDC that we can do so much more when we leverage our virtual capabilities to support students – and the work that we do is exponentially more accessible to students when they have the option of engaging virtually or in-person. Heading into 2022, we see a significant opportunity to do more with the virtual medium, including offering more career courses online, housing recorded trainings on our website, developing virtual toolkits and certificate programs for our ecosystem partners, and expanding student accessibility even further by offering morning and evening service hours that cater to students who work full-time jobs, have families, or otherwise experience barriers to CPDC’s traditional service model.
- b. With Fall ‘21 on the horizon, CPDC sees a tremendous opportunity to breathe new life into our career fair/campus recruiting model by reimagining what is possible when we

bring students, employers, staff/faculty, and community partners together around a career-themed conference. The conference, or Career Fest as we're calling it, will be a two-week celebration of careers that includes 6 career fairs and expos, 10 career education workshops (delivered by our coaches and partners across campus), 4 keynotes, a DEI panel and campus solutions competition, in-person networking opportunities, and a launch party that will bring thousands of students and staff together around fun, food, and the creation of a career culture on campus.

- c. In mid-2020, we began conversations about establishing an unpaid internship stipend program that would support students who have financial need and want to take on unpaid internships in the nonprofit, government, and social impact industries. Since then, the program – which we are calling the Inclusion and Impact Fund – has established a pool for money from which to draw, added a DEI spark grant component for students who seek to identify and address DEI issues on campus, and is being prepared to launch in Fall '21. In the first year, we anticipate that the Inclusion and Impact Fund will distribute at least \$50K to students.
 - d. In 2020, CPDC extended its services to alumni who have graduated in the last two years, and consulted with the U Alumni office as they took significant steps to expand their career services for alumni. In the year ahead, there is a tremendous opportunity to do more with U Alumni, specifically around connecting students with alumni for mentoring and networking conversations. The U recently acquired an enterprise alumni mentoring platform called Graduway (branded Forever Utah), and we have partnered with U Alumni to help promote the tool in 2021-2022 and encourage its active use by students. In a few years, we hope to be able to point to our partnership with U Alumni, and the student career opportunities that result, as a model for how to collaborate on campus to add significant value to the Utah student experience.
- C. What on-line programs and services do you plan to continue to offer that will compliment in-person services
- a. Moving forward, we plan to maximize students' access to CPDC by offering all of our programs/services/resources in person and virtually.
- D. Any grants or contracts that your received and how it compares to the previous year
- a. N/A
- E. Any gifts/new revenue
- a. With the advent of Covid-19 and the subsequent shrinking of corporate staffs and budgets (including those for recruiting), we saw each of our corporate partners pause their support for CPDC and ask to revisit the partnership in more stable times.

Section IV: Staff Excellence

A. Awards and Recognitions

Staff	Award or Recognition
Megan Randall	U of U Beacons of Excellence Award 2020

B. Committee Memberships and/or Leadership Roles in Professional Organizations

Staff	Committee and/or Role
Megan Randall	Co-Chair, SA Professional Development Committee
Megan Randall	Member, CPDC Anti-Racism Task Force
Megan Randall	Member, CPDC Curriculum Committee
Megan Randall	Co-Founder & Dialogue Group Facilitator, Racial Justice Education Series
Megan Randall	Lead, Racial Justice Accountability Group
Devon Darland	Member, Balanced Scorecard Strategic Communications Committee
Danielle Shepherd	Chair, Pride Week Planning Committee
Carmen Gold-Johnson	NASPA Region V Advisory Board
Carmen Gold-Johnson	NASPA WRC 2022 Conference Committee
Dan Moseson	Member, Graduate Career Consortium Preconference Committee
Crystal Cory	Member, Mountain Central Committee for MPACE
Sarah Kovalesky	Higher Ed Representative, Utah Career Development Association (UCDA)
Dawn Cramer	Student Affairs Wellness Committee (SAWC)
Dawn Cramer	Chair, Statewide Alumni Fair
Sierra Stevens	Member, Student Affairs Diversity Committee
Yaneli Morales	Member, LGBT Resource Center Scholarship Committee

C. Conference Presentations and Publications (Off-campus only)

Moseson, Dan (6/15/2020) *Not only the skills but also the actual subject expertise you gain as a Ph.D. are relevant to alt-ac careers.* Inside Higher Ed

Moseson, Dan (4/19/2021) *Advice for Salary Negotiations.* Inside Higher Ed

D. Faculty Appointments

Staff	Position	Academic Department
Cory, Crystal	Instructor	Chemistry (CHEM 4965, Fall 2020, Spring 2021, Summer 2021)
Randall, Megan	Instructor	Undergraduate Studies (UGS 1550, Fall 2020)
Randall, Megan	Instructor	College of Humanities (HUM 3960, Fall 2020)
Kovalesky, Sarah	Instructor	Undergraduate Studies (UGS 1950, Spring 2021)
Beardall, Amanda	Instructor	Undergraduate Studies (UGS 3950, Spring 2021)
Kovalesky, Sarah	Instructor	Undergraduate Studies (UGS 1950, Summer 2021)

E. Additional Information and Staff Highlights

a. Professionalism (conferences attended or trainings that support the mission of the office)

- i. Megan Randall: Mental Health First Aid Certificate
- ii. Megan Randall: Gallup Clifton Strengths Coaching Certification
- iii. Danielle Shepherd: Entrepreneur Certificate, Duke University
- iv. Crystal Cory: Dynamic Public Speaking, University of Washington
- v. Crystal Cory: Viral Marketing and How to Craft Contagious Content, UPenn
- vi. Preston Nielson: Career Leadership Collective MASTERMIND Training (in-progress)
- vii. Preston Nielson: Change Management Certificate, Cornell University (in-progress)
- viii. Preston Nielson: Certified Clifton Strengths Coach (current)
- ix. Francine Mahak: Graduate Career Consortium Conference
- x. Francine Mahak: Conflict Resolution in the Workplace Training
- xi. Francine Mahak: Managing Difficult People Training
- xii. Sarah Kovalesky: MBTI Practitioner Certification, GS Consultants
- xiii. Sarah Kovalesky: Advanced Workshop Certificate – Combining the Strong Interest Inventory and MBTI Assessments in Career Counseling and Consulting, GS Consultants

b. Recruitment and retention of highly qualified staff

i. Retirements, departures, and new hires

1. Departure: Allison Musser
2. Departure: Anna Renzetti
3. Departure: Abhilasha Sachdeva
4. Departure: Sierra Stevens
5. Departure: Cathy Tingstrom
6. Hire: Yaneli Morales
7. Promotion: Sarah Kovalesky (Assistant Director for Exploration & Curriculum)
8. Promotion: Francine Mahak (Interim Associate Director)

ii. How staff have contributed to One U, EDI, and/or Anti-racism work

1. All: Created an Anti-Racism Taskforce within CPDC.
2. All: Worked to redo all workshops with accessibility in mind, including the recreation of all ppt decks to ensure their compatibility with screen reading technologies.
3. Megan Randall: Facilitated virtual meet & greets with Writing Studies Scholars student from underrepresented backgrounds and identities.
4. Megan Randall: Created a new partnership with One Refugee, an organization in Utah and Idaho that provides mentoring and ongoing academic and professional support to college students who are refugees, many of whom attend the University of Utah.

5. Megan Randall: Collaborated with the Internship Coordinator for the College of Humanities in reaching out to offices that specialize in serving underserved student populations, including the center for Ethnic Student Affairs and the Black Student Union, in order to coordinate career readiness programming for students.
6. Leslie Bolton: Cross posting all on-campus jobs in Handshake to get them greater student visibility
7. Danielle Shepherd: Produced videos within the CPDC Production crew to help increase access and accessibility to CPDC information.
8. Dan Moseson: Produced videos within the CPDC Production crew to help increase access and accessibility to CPDC information.
9. Dan Moseson: Presented to the African American Doctoral Scholars on Resumes & Cover Letters.
10. Crystal Cory: Produced videos within the CPDC Production crew to help increase access and accessibility to CPDC information
11. Dan Moseson: Designed and let 5 Grad Career Collaborative panels and events.
12. Devon Darland: Increased collaboration with Salt Lake Community College on a variety of programming accessible to students from both institutions.
13. Carmen Gold Johnson: Continued management and growth of Diversity in the Workplace Series
14. Francine Mahak, Dan Moseson, and Cathy Tingstrom created CPDC Graduate Student Website content.
15. Francine Mahak: Presented to African American Doctoral Scholars on 3 Minute Thesis: (2 registered and one was a showcase finalist).
16. Francine Mahak: Facilitated tailored Negotiation workshop for *ALPFA* student group (Association of Latino Professionals for America Panelist, GradSWE Panel (U of U Graduate Society of Women Engineers)
17. Francine Mahak: Enhanced its collaboration with the Graduate School by involving faculty in the 3 Minute Thesis training and showcase.
18. Francine Mahak, Cathy Tingstrom, and Dan Moseson: Facilitated 20+ workshops tailored to graduate students.
19. Francine Mahak: Initiated collaboration discussions with new College of Engineering Alumni Board.

Section V: Anti-Racism Plan

A. Position Statement

- a. Black lives not only matter, they are worthy, loved, and needed. In 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 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 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 which 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.

B. Current Anti-Racism Initiatives:

- a. Diversity in the Workplace Career Panel Series
- b. Book Club with CPDC staff: *So You Want to Talk About Race*
- c. Book club with internal Anti-Racism Taskforce: *Ebony and Ivy*
- d. Flagging employers in HS who have diversity hiring initiatives

C. Current practices promoting anti-racist work:

- a. Maintained a welcoming, accessible, and inclusive virtual Studio (online chat feature)
- b. Facilitated educational workshops for students that incorporated social justice
- c. Conducted research on best practices for educating students about “professionalism” in preparation to create a new workshop for students
- d. Incorporate social justice into career education & programming (e.g., workshops, passive programs, active programs, events, coaching, assessment)
- e. Staff complete SADC Modules and Diversity Certificate
- f. Staff participated on campus-wide committees related to social justice (SADC & IPV-PEC)
- g. Staff attended monthly virtual SADC seminars, panels, and additional webinars centered around EDI
- h. Staff attended SADC Racial Justice and Decolonization Weekly Open Dialogue Series
- i. Supported the Utah Diversity Career Fair
- j. Updated CPDC Strategic Plan and Values to incorporate social justice/EDI
- k. Shared campus partners’ posts on social media related to EDI efforts/programs
- l. Incorporate social justice lens into new Graduate Assistant hiring/onboarding/training (e.g., how to coach, laws, resources)
- m. Incorporate social justice lens into Graduate Assistant ongoing professional development via monthly Dive In Podcast discussions
- n. Implemented a list of recommendations for inclusive and socially-just hiring practices for CPDC search committees
- o. Led several dialogues about EDI topics with CPDC internal staff
- p. Planned and facilitated session for one of the virtual Friday Forums
- q. Created an EDI-Social Justice Resources channel in CPDC Microsoft Teams account for staff to share upcoming events and articles related to EDI
- r. Maintain an anonymous, ongoing, online feedback form for staff to share feedback, ideas, questions, concerns, suggestions, etc. with ARTF members
- s. Graduate Assistants developed a community-based coaching manual for our team with tips & resources for coaching marginalized students
- t. Added a new CPDC staff member to the task force once a previous member graduated
- u. Developed an EDI Experience Advocate for Career Fest

- v. Trained SLCC Career Services team on inclusive & socially just programming practices, particularly our CPDC Passive Programming model/strategy, which they have now adopted & implemented on the SLCC campuses
 - w. Participated in the creation of the Racial Justice Education Series offered to staff in Student Affairs and the Office of Undergraduate Studies
 - x. Facilitated virtual meet & greets with Writing Studies Scholars students
- D. CPDC Anti-Racism Task Force (ARTF) Action Items:
- a. 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
 - b. 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
 - c. 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
 - d. Have two members of ARTF host hour-long open conversations every other week for CPDC staff to get feedback/ideas & to discuss social justice topics in an informal setting.
- E. Policies/Processes/Services:
- a. 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.
 - i. Incorporate social justice lens into new Career Coach onboarding/training (e.g., how to coach, laws, resources).
 - ii. Require search committee chairs & members of search committees for new CPDC hires to complete social justice/EDI training prior to starting the search process.
 - iii. 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
 - b. Continue incorporating social justice into career education (e.g., workshops, passive programs, active programs, events, coaching, and assessment).
 - i. 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
 - c. Create a conversation guide or list of questions we ask ourselves that guide the ways we hold socially-just conversations and decisions
- F. Staff Professional Development/Continued Education:
- a. 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 Handbook by Dr. Anneliese Singh:
 - i. Conduct internal self-assessments/individual assessment (e.g., identifying internal/unconscious bias)
 - ii. Reflect on career and work

- iii. Relearn the history of our office, institution, and the industry of higher education
 - iv. Face the facts
 - v. Listen
 - vi. Take Action
 - b. Educate team on how to talk about issues of oppression, power, and privilege, and move beyond white guilt/shame:
 - i. 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)
 - ii. Recognize and identify ways to address how power and privilege affect our internal interactions with CPDC colleagues. Normalize and set expectation that we have a “call in” culture & “oops/ouch” practice in which we share feedback in the moment and follow-up
 - c. Redefine our approach to “professionalism” both for our team and in how we educate students
 - d. Continue Book Club, with periodic readings on social justice topic
- G. Employer Engagement:
 - a. Increase our education for employers around anti-racism
 - b. Create more accessible pipelines for internships (especially around unpaid internships)
 - c. Increase and identify companies with anti-racism plan and statement for recruitment and programming at the U of U
 - d. Outreach and partner with local Black owned and POC business for recruitment and programs
- H. Community Partners Integral to Success
 - a. We currently have strong partnerships with on-campus departments and off-campus organizations who are doing EDI work in our community, and we recognize that 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.
- I. Balancing Commitments
 - a. 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, identify feasible timelines for each action item, and 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.

J. Appendix

- a. Dive-In Podcast: <https://diveincareer.libsyn.com/>
- b. Characteristics of White Supremacy Culture: <https://www.whitesupremacyculture.info/characteristics.html>
- c. Examples of Racial Macroaggressions: <https://sph.umn.edu/site/docs/hewg/microaggressions.pdf>
- d. Indigenous Land Acknowledgement: <https://attheu.utah.edu/facultystaff/indigenous-land-acknowledgement/>