



THE UNIVERSITY OF UTAH

**STUDENT LEADERSHIP
& INVOLVEMENT**

Student Leadership & Involvement, University of Utah

Annual Report

2020-2021

Submitted by Erica E. Andersen

I. OVERVIEW

a. Accomplishments

Student Leadership & Involvement had an eventful year in all areas of the department. A few of the major accomplishments included; an extremely successful virtual Women's Leadership Summit, successful implementation of a new website (leadership.utah.edu), many creative and innovative services in the virtual environment due to public health issues, and a variety of student-led programs (hybrid, virtual, and in person) in the student government (ASUU). These are just a few of the many accomplishments in the department, which will be discussed in further depth throughout this report.

b. One University

Student Leadership & Involvement (SLI) serves as an integral part of the University of Utah student experience. The department has the vision to empower students to be effective leaders, invested in positive change, by serving as a clearinghouse and training ground for impactful engagement across campus, within the community and around the world. Additionally, the values of Student-Centered, Social Justice/Inclusion, Collaboration, Innovation, and Integrity position us to work to transform student lives by involving the student in the learning process, valuing and affirming every identity they bring to the community and creating curricular and co-curricular partnerships.

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

- Shifting the "Get Involved Fair" (previously known as Plazafest) to a three-day virtual format to serve many Recognized Student Organizations, Campus Departments, and students at large.
- Providing financial support to Public Health, and service to the Incident Command (and the Human Services Branch) in the wake of the COVID-19 crisis (SLI vaccination events, event planning and review during the pandemic).
- Providing financial support towards 400 face coverings for students at large (ASUU).
- ASUU University Gift (\$30,000.00 contribution to the FeedU Pantry). This gift gave students the access to connect with vital resources, access to affordable food, and access to safety—on a holistic level. Food insecurity is a safety issue, hungry students can be harmed both mentally and physically. This essential resource gives students the access to a community where students help one another, which was an important goal of the ASUU 2020- 2021 Student Body Presidency.
- ASUU contribution of \$9,998.00 to support initiatives led by the Inclusive Restroom Committee.
- And many more collaborations and partnership across campus.

c. Equity, Diversity and Inclusion

SLI contributed to the advancement of equity, diversity and inclusion for students, staff and/or faculty in the following ways: The department is actively engaged in conversations with Human

Resources, the Office of General Counsel, and Scholarships to evaluate how to enhance access to student leadership opportunities that come with some type of stipend and/or tuition benefit. This conversation is being evaluated as a possible change in practice. SLI successfully fundraised \$4,500.00 from the Parent Fund to support students from marginalized backgrounds getting involved in leadership positions both within the department and across campus.

There were also a variety of programs contributing to this goal, including the curriculum for the Women's Leadership Summit featuring Keynote Speaker Nikki Smith, ASUU's Conference on Diverse Excellence featuring Keynote Speaker Angela Davis, and the continued commitment and work on the Diversity & Inclusion Action Plan created by and for the department including the creation of a Diversity & Inclusion training for Recognized Student Organizations. The department engaged in ongoing conversations with the Student Affairs Leadership Team to discuss ongoing strategies for supporting students of the Black Student Union (BSU) regarding JR #2 (A Resolution in Support of Black Students at the University of Utah) to make ASUU (and SLI) a more inclusive space for Black Students.

d. COVID-19 Impacts

When COVID-19 impact initially hit in March 2020, there were a variety of abrupt and significant changes that took place. Some of these were financial in nature, while some were more programmatic and logistical. These impacts continued over the course of the past year and the department continued to learn how to adapt to an ever evolving extracurricular engagement environment.

Financial: All travel funding for Recognized Student Organizations continued to stay halted. The department worked with ASUU to support students going to virtual conferences. ASUU also put a halt to funding in-person RSO events and meetings. This funding contributed to a substantial rollover to ASUU's general reserve. It is anticipated that with the shift to in-person this upcoming academic year, there will be plenty of opportunities for this funding to be dispersed to RSO's once more.

Programmatic: Many small and large-scale programs that typically took place in-person were re-imagined this year. This included; ASUU's participation in Homecoming festivities (Homecoming Kits, Spotify playlists, and more), ASUU's Speaker Series (featuring actor Sean Astin, and alumnus and football player Alex Smith), ASUU's Redfest Concert (featuring artist Marc E. Bassy), and Student Leadership & Involvement's Women's Leadership Summit (featuring Nikki Smith, and many more collaborators).

II. DEPARTMENTAL CORE OBJECTIVES

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

- 1- Develop and Transfer New Knowledge

- a. SLI programs facilitate new understanding about leadership styles, models, and theories by offering the Student Leadership Summit, Women’s Leadership Summit, and other programs of this nature. SLI’s work with Recognized Student Organizations teaches students provides a platform for student-led initiatives and wide variety of knowledge to be developed and shared. SLI’s supports ASUU in developing student-led programs, many of which are educational in nature.
 - b. Knowing the 2020 Elections Season would be contentious, SLI distributed 100 Election Support Kits to support student well-being, while also helping them utilize the opportunity to develop new knowledge on their own leadership. The kits included: cold gel pack, journal and pen, tea, reflection prompts, and Tips and Tricks for Self-Care during the Election Season.
- 2- Promote Student Success to Transform Lives
- a. One of the ways in which that goal is realized is through participation in high impact programs, such as leadership and involvement opportunities in 412 Recognized Student Organizations and Student Leadership positions in ASUU. The skills gained not only help students develop personally and interpersonally, but serve as means to learn about and demonstrate leadership knowledge and skills, all of which are also transferable in the marketplace.
 - b. SLI participated in the University’s Giving Day, raising \$1,065.00 which more than doubled the funds raised in the prior year (of \$435.00). SLI utilizes these funds for scholarships for underrepresented students interested in developing their leadership skills.
 - c. SLI launched a marketing campaign during the Spring semester (the “Get Involved Challenge”), to incentivize students to continue exploring involvement and leadership opportunities during remote engagement.



- 3- Engage Communities to Improve Health & Quality of Life
- a. SLI partners with a variety of campus stakeholders each year to host the Women’s Leadership Summit, meeting a critical need for women-identifying individuals across campus and in the community to come together, dialogue, learn, network, and develop new skills.
 - b. SLI contributed \$5,805.37 towards COVID-19 vaccination efforts in collaboration with the University’s Department of Public Health, and Athletics.



These funds supported efforts to make the vaccination events more accessible, exciting, and engaging, and included funding and coordinating:

1. Vaccine Party T-Shirts
 2. Food and Drinks from “Thirst”
 3. Table Rentals for Recognized Student Organizations
 4. Inflatables
 5. Photo Booth
 6. Balloons
- 4- Ensure Long-Term Viability of the University
- a. SLI engages in continuous discussions surrounding strategic planning, improving efficiencies, and a focus on gathering and evaluating relevant data.
 1. The position formerly known as the Administrative Assistant was re-evaluated. Due to growth of the department as well as a shift in demand, departmental leadership assessed the demands of the department, and the role’s responsibilities were re-aligned to better meet the needs of a growing student involvement population.
 2. The Director and AVP for the area are continuing to brainstorm and benchmark organizational structures and processes for the area to accommodate future growth.

Departmental Core Objectives: Student Leadership & Development, Campus Engagement

- a. Alignment with Student Affairs Strategic Objective: Student Engagement and Support
- b. *Student Leadership Summit*: The Student Leadership Summit (SLS) uses the Social Change Model of Leadership Development as a framework for a series of guided conversations, engaging activities, and keynote address.
 3. **Goals and Outcomes.** Students gain leadership knowledge and skills from workshops and conferences, Provide events and programs for the University Community. Before staff created the curriculum for the Summit, they created intentional learning outcomes based on the Social

Change Model for Leadership Development. Those learning outcomes were: “The individual”: Participants will be able to identify the personal qualities (within themselves) needed to support group functioning and positive social change. “The group”: Participants will practice the collaborative nature of leadership required to effect positive social change. “Community”: Participants can identify ways in which service to the community influences group development and strengthens individual leadership qualities towards positive social change

- a. **Data that supports your outcomes.** This program was paused during the 2020- 2021 Academic Year due to COVID-19 impacts. The department attempted to shift this program to virtual given the environment, and established a partnership with U of U Law Professor, Leslie Culver. Upon assessment of no registered participants the day before the event, the virtual program was cancelled. SLI is looking forward to providing an in-person Student Leadership Summit in Fall 2021 and expanding on the success of 2019.

Student Leadership Summit "Lite"

Friday, February 19th, at 12:00 - 1:30pm

This virtual leadership workshop will be facilitated by U of U Law Professor, **Leslie Culver**. The focus is on leadership as a **social process, values & collaboration**.

This event is **FREE** for U of U Students!
Registration is required at getinvolved.utah.edu/event/6826410
(Limited to the first 30 students. Sign up quick!)

Bring your own lunch and enjoy the Summit!

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- b. **Actions Taken (data-informed changes or improvements made based on this information).** Major changes were made to the structure of the program in 2019 based on collected benchmarking data among PAC-12 institutions. This included; taking the program off-site to an exciting location, using a leadership model to shape curriculum, and charging a small fee to retain participants. SLI learned some important lessons from attempting to take the Student Leadership Summit to a virtual environment including the importance of a variety of virtual options for students to choose from in a single program, the importance of supplementary remote engagement kits, implementing different marketing

strategies, and more. These lessons learned were applied to virtual leadership development programs that took place later in the year.

- c. **How did COVID-19 impact or limit your ability to achieve your goals and outcomes?** The Fall 2020 program was postponed to Spring 2021 in hopes that in-person gatherings would be safer at that point in time. Upon review of the safety of bringing a large group of students together in early spring, the department attempted to shift the program to a virtual space, which yielded for some important lessons learned.
 - d. **Were there goals in your strategic plan that either stopped or changed because of an on-line environment or delivery?** Yes, the on-line delivery method for this particular program was not successful and therefore impacted our ability to work towards this particular strategic objective in this way.
4. **Retention and Graduation.** As this program is a one-time event, retention and graduation data for this particular program is not collected nor applicable.
 5. **Student Quotes.** Quotes that stand out from the post-event survey from the Fall 2019 program included, “learned from people of different backgrounds/perspectives than my own,” which were interpreted as cultural competence.
 6. **Utilization Data.** In reviewing the 2019 post-event survey, some students demonstrated a desire for more time to network with one another, consideration of making the event an overnight or weekend event, and adding more time for “personal/informal” time, as well as more “activity” based learning (over dialogue).

Departmental Core Objectives: Student Leadership & Development, Campus Engagement

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

b. *Women’s Leadership Summit*

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

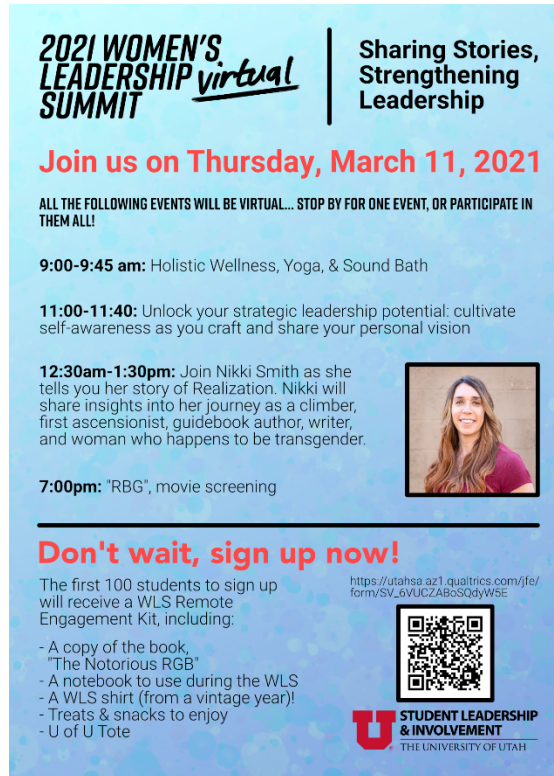
- a. **Data that supports your outcomes.** The Women’s Leadership Summit was held on Thursday, March 11th, from 9:00 a.m. to 7:00 p.m., and was held virtually. The theme

for this year's summit was "Sharing Stories, Strengthening Leadership".

- b. **Actions Taken (data-informed changes or improvements made based on this information).** Student Leadership & Involvement selected leadership models and theories to increase the intentionality of the program. These leadership models were then used to create learning outcomes for participants and helped to inform the content of the program and speakers invited to participate. An educational priority was also developed and utilized.
 - i. The educational priority of the Women's Leadership Summit reads: Students, staff, faculty, and friends of the University community engage in learning and empowerment through intentional conversations to inspire an equitable present and future for all gender identities.
 - a. Leadership Models: Authentic Leadership Theory and Narrative Theory
 - b. Learning Outcomes:
 - a. Participants can identify ways in which narratives work as strategies for navigating experience
 - b. Participants will be able to identify at least one characteristic of authentic leadership
 - c. Participants will be able to identify a personal experience that, through narrative, demonstrates their own authentic leadership
- c. **How did COVID-19 impact or limit your ability to achieve your goals and outcomes?** This event was reimaged due to Covid-19 event protocols. Using lessons learned earlier in the semester, the department employed a variety of different creative strategies to create a successful event that appealed to students.
- d. **Were there goals in your strategic plan that either stopped or changed because of an on-line environment or delivery?** This program was held virtually, so the type of engagement was slightly different than year's past. However, this was a fantastic learning opportunity for the department as the on-line environment actually worked extremely well for this particular leadership program. This poses exciting

opportunities for the department to think about for the future, and if a hybrid option might be appealing to students post-pandemic.

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



2021 WOMEN'S LEADERSHIP virtual SUMMIT | **Sharing Stories, Strengthening Leadership**


Join us on Thursday, March 11, 2021

ALL THE FOLLOWING EVENTS WILL BE VIRTUAL... STOP BY FOR ONE EVENT, OR PARTICIPATE IN THEM ALL!

9:00-9:45 am: Holistic Wellness, Yoga, & Sound Bath

11:00-11:40: Unlock your strategic leadership potential: cultivate self-awareness as you craft and share your personal vision

12:30am-1:30pm: Join Nikki Smith as she tells you her story of Realization. Nikki will share insights into her journey as a climber, first ascensionist, guidebook author, writer, and woman who happens to be transgender.




7:00pm: "RBG", movie screening

Don't wait, sign up now!

The first 100 students to sign up will receive a WLS Remote Engagement Kit, including:

- A copy of the book, "The Notorious RGB"
- A notebook to use during the WLS
- A WLS shirt (from a vintage year)
- Treats & snacks to enjoy
- U of U Tote

https://utahsa.az1.qualtrics.com/jfe/form/SV_6VUCZABoSQdyW5E



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3. **Student Quotes.** There is typically a post event survey for this program, but it was not released due to capacity issues. A few anecdotal quotes included:

- a. "Thank you so much for organizing this wonderful event".
- b. "I am so excited to participate and learn at the leadership summit and so grateful for the kit!"
- c. "Thank you so

much for setting aside a kit for me. I'm really excited for the rest of the summit."

3. **Utilization Data.** Some utilization data was collected on the program outcomes and the participant experience, as well as some data regarding the planning and program infrastructure is included below.

- a. There were 302 pre-registered attendees for the 2021 Virtual Women's Leadership Summit, which was a huge success in comparison to the 2019 in-person program with 330 pre-registered attendees.
- b. WLS 2021 Participants could choose to participate in one or as many of the sessions as they liked. Below are the pre-registration numbers:
 - i. Holistic Wellness, Yoga & Sound Bath: 142 pre-registered participants

- ii. Unlock Your Strategic Leadership Potential: 164 pre-registered participants
- iii. Keynote Address featuring Nikki Smith: 198 pre-registered participants
- iv. "RBG", Movie Screening: 180 pre-registered participants

Departmental Core Objectives: Student Leadership & Development, Campus Engagement

- a. Alignment with Student Affairs Strategic Objective: Student Engagement and Support
- b. *Associated Students of the University of Utah (ASUU)*

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

- a. **Data that supports your outcomes.** The staff within ASUU not only provide advisement for over 150 student leaders involved in student government, but also support and provide resources to the 412+ recognized student organizations on campus. While this advisement is not academic in nature, it often serves as a relevant connection to campus resources and support systems for these students. In turn, students are able to expose their friends and peers to those connections. These types of relationships grow over time and become mentoring relationships not only staff-to-student, but also student-to-student. This year, professional staff worked to help our student leaders create effective change on campus and to provide meaningful and transparent support for the student body.
- b. **Actions Taken (data-informed changes or improvements made based on this information).** Staff now maintain professional development plans with annual reviews. If there are growth areas, books, journal articles, and more are options that have supported staff growth in meeting students where they are at.
- c. **How did COVID-19 impact or limit your ability to achieve your goals and outcomes?** SLI Staff have adjusted to hybrid (online and in-person) advising, online student leader meetings, and help students to think about innovative ways

to provide services and events. Getting students to participate in “virtual events” was something staff and students became better at this year, fine tuning new skill-sets in the areas of technology, accessibility, and taking appropriate public health precautions during rates of high transmission.

- i. The Hiring Freeze (applying to a few professional staff advisor roles) impacted ASUU’s ability to move quickly through Summer 2020 planning.
 - ii. Budget Freezes (early on) impacted the mindset of spending in ASUU.
 - iii. Public Health gathering guidance during the pandemic impacted the ability for Recognized Student Organizations to gather, therefor severely limiting the types of funding requests presented to the ASUU Legislative branch.
- d. **Were there goals in your strategic plan that either stopped or changed because of an on-line environment or delivery?** ASUU does not have a Strategic Plan, but many of the goals or initiatives that the ASUU administration had for the year, were re-thought and re-imagined. For a complete description of ASUU’s year, please refer to the ASUU End of Year Report (<https://www.asuu.utah.edu/student-government-overview/>). While ASUU was creative in developing new ideas for remote engagement, there were certainly challenges that impacted their ability to deliver programs and services at the rate they have in previous years.
- i. Student mental health (exacerbated by the Pandemic and on-line learning) was a large factor affecting bandwidth and capacity for student leaders to reimagine projects, plans, and events, therefor limiting student learning and development.
 - ii. Some ASUU groups adjusted easily to the on-line environment, while others struggled. In many ways, the on-line environment became a space where bullying, zoom bombing, and lack of true engagement occurred.

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

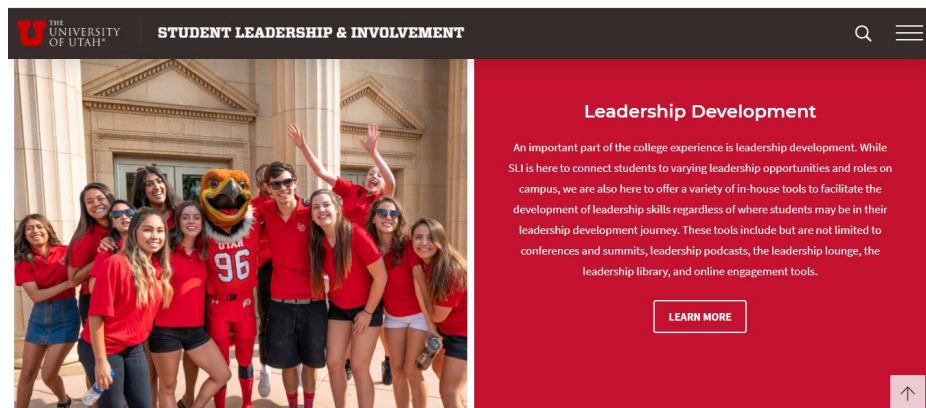
3. Student Quotes. This is not something we have collected in the past, but will be building into our assessment plan moving forward.

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

Departmental Core Objective: Campus Engagement

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

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



- a. Data that supports your outcomes.
 - a. Based on website audits done in collaboration with UMC, we knew that the old website was not serving

students to the fullest extent possible. Additionally, the shift to remote engagement during the pandemic truly showed the need for a state of the art website.

b. Actions Taken (data-informed changes or improvements made based on this information).

- a. This website audit, in conjunction with a variety of additional reasons has prompted the department to engage in establishing a more solid online presence.
- b. Website analytics will be reviewed regularly in conjunction with University Marketing & Communications.

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

- a. COVID-19 showed the department the importance of having a great website. The site has enabled the department to adapt many of our services virtually. Developing the new site was a critical path item for the department this past year.

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

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

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

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

4. Utilization Data.

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

b. 2019-2020 ASUU Highlights

ASUU had a variety of accomplishments this past year, including but not limited to: collaborating with University of Utah Health for the “Mask-Up Utah” Campaign, and dedicating the 2021 University Gift of \$30,000 as a donation to the Feed U Pantry. The ASUU Assembly and Senate debated and passed the following Joint Resolutions expressing the student voice at the University:

- A resolution condemning the leasing of Utah public lands to the oil and gas industry
- A resolution advocating for the creation of a Day of Memoriam to honor Lauren McCluskey, who was murdered on the University campus in October 2018
- A resolution supporting scholarship, teaching, and training on the topics of anti-racism, diversity, and inclusion
- A resolution supporting increased staffing for the University's Veteran Support Center
- A resolution advocating for the University to pursue recognition as a Purple Heart University and to also designate a POW/MIA memorial at Rice Eccles Stadium
- A resolution condemning the Utah Inland Port
- A resolution supporting the Republic of Artsakh and Armenian American students living in Utah
- A resolution advocating for the creation of a legal clinic on campus
- A resolution in support of the Utah Prison Education Project
- A resolution denouncing hate speech

Please review ASUU's [website](#) for the complete ASUU End of Year Report and highlights.

Departmental Core Objective: Student Leadership & Development

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

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

a. Data that supports your outcomes.

- a. Leadership Interns: SLI typically hosts 1-2 Leadership Interns, specially aimed and supporting students from marginalized backgrounds. This year due to a primarily remote engagement, this program was paused and is set to resume in the upcoming Academic Year. Interns are supported

through Parent Grant and University Giving Day funds.

- b. Involvement Ambassadors: SLI consolidated the Involvement Ambassador (IA) program due to the shift to virtual engagement. By consolidating to one IA position, SLI was able to reallocate funds to support other initiatives that supported students virtually. The student who served in in this role was Lucas Brizolara. SLI was able to support this student with carry forward funds.
- c. Associated Students of the University of Utah (ASUU): Student employment in ASUU includes over 100 paid leadership positions (elected and appointed) and 2-3 paid front desk positions. During the shift to remote work SLI did not hire any front desk assistants as their work requires primarily front-facing in-person engagement.
- d. ORG Student Leaders (2-3 paid student workers who serve both ASUU initiatives and RSO support). These students usher RSO's through the new recognition process, educating student leaders about University policy and resources, consulting with organizations on how to meet their goals, continuing with a monthly ORG newsletter, and providing training on the online organization management platform. For the 2020-2021 academic year SLI consolidated to one ORG student leader. Hanna Pacheu served as the student in this role. Hanna was also a Larry H. Miller Scholar who joined our department to fulfill her scholar requirements.
- e. Outreach Ambassador. SLI added a new student position that focused on created marketing and resources for SLI initiatives. The student who served in this role was Ethan Gardner. The Outreach Ambassador worked remote and helped SLI strategically market virtual events.

- b. **Actions Taken (data-informed changes or improvements made based on this information).**

- a. Involvement Ambassadors: In year two of this program which saw a reduction to one IA and a shift to remote engagement, the department gathered some important information:
 - i. A total of 12 consultations/presentations per semester were facilitated by one Involvement Ambassador. Given that the number of consultations was greatly impacted by the shift to remote engagement, the following changes will occur for the upcoming academic year:
 - 1. Shifting back to in-person engagement with emphasis on “after hours consultations” taking place at high impact areas such as Kahlert Village, the Peterson Heritage Center, and the Union Building.
 - 2. Established a goal of at least four consultations per week.
- b. ASUU. The trend of less turnover and more consistency at the front desk continued due to increased one-on-one training of front desk staff and understanding of a newly introduced policy and procedure guide.
- c. ORG. Student organizations were very active throughout the academic year and sought support from ORG on starting new organizations, help with navigating Campus Connect, and renewal questions.
 - i. A total of 112 consultations were completed between July 1, 2020 -June 30, 2021.
- c. How did COVID-19 impact or limit your ability to achieve your goals and outcomes?**
 - a. Involvement Ambassadors: During the onset of the pandemic, involvement consultations paused. Over the summer, the department reevaluated needs and demands, and began a shift towards online consultations. Virtual Involvement consultations began in Fall 2020.
 - b. ASUU: In order to more effectively retain ASUU elected and appointed student leaders, train on ASUU policy and procedures, familiarize student

leaders with advisement staff, and facilitate training in a safe way, training was done completely online (modules made available in Microsoft Teams).

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

- a. Involvement consultations were stopped (temporarily), and changed to a virtual format for public health and safety reasons.
- b. ASUU adapted fairly well to shift towards online engagement. Various aspects of student government are still testing out what works well and what does not work well for student engagement.

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

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

4. Utilization Data.

- a. Involvement Ambassadors. The number of consultations, and student quotes from the impact that these consultation has had will be collected in the future.
- b. ASUU. Demographic information and learning outcomes information are data sets we are collecting on a more frequent basis to evaluate equity and inclusion efforts, as well as impactful student learning. Although we do not have statistical data that supports this, anecdotally, we know that ASUU students learn to better manage their time and are more connected to the University. The department checks GPA's each semester to ensure students meet the minimum requirement of a 2.5 cumulative grade point average (required by Redbook). Advisement has assisted in identifying students who are becoming overly involved to assist them in determining priorities to avoid their extra-curricular and co-

curricular activities from having a negative impact on their GPA. This upcoming year, we will be exploring collaborating with AER & OBIA to get a better view of how this experience is contributing to academic success, retention, and learning outcomes.

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

Retired and New Programs in this Key Objective:

New: Let's Talk About Leadership Podcast

A new initiative that launched with the onset of remote learning/online engagement, was the "Let's Talk About Leadership Podcast". This past year, the priority shifted from developing new podcast content to finding an accessible way to have the content available on the new SLI website. The department is pleased to share that the Let's Talk About Leadership Podcast is officially published at <https://leadership.utah.edu/leadership-while-virtual/>. Over the course of the upcoming Academic Year, the department aims to add more content to this newly accessible "Leadership While Virtual" webpage.

Departmental Core Objective: Student Organization Support



- a. Alignment with Student Affairs Strategic Objectives: Student Engagement and Support, Inclusivity and Equity
- b. Recognized Student Organizations: To further continue implementation and growth of Rule 6-401A (Recognized Student Organization Policy), under the purview of the inaugural Student Organizations Coordinator, the Recognized Student Organizations (RSO) community saw a number of big and exciting changes and accomplishments.
 - 1. **Goals and Outcomes.** Provide training and information for student organizations and advisors, Students gain leadership skills from direct

advisement, and ASUU represents and funds student activities and/or organizations

- a. **Data that supports your outcomes.** As we developed a marketing plan, increased outreach to student organizations, advisors, and campus departments we saw an increase in users on the Campus Connect platform in FY20. To 26,583. This is an increase of 1,899 from FY19.
- b. **Actions Taken (data-informed changes or improvements made based on this information).** For New Student Organization Recognition, ORG established a “Recognition Period” Process, which retired rolling recognition and required prospective organizations to submit an application within specific 2-week windows and attend an in-person information session before applying and an orientation if approved. This is the second year ORG has used this system. At 21 information sessions, ORG recorded 121 attendees. During the 2020-2021 academic year, ORG received 95 applications, approved 68, and denied 27. Lastly, Student Leadership & Involvement successfully implemented a Bystander Intervention training to all RSOs. This training was administered in accordance with Senate Bill 134, in collaboration with the Center for Student Wellness. The bystander intervention training was rolled out as a part of the renewal and recognition periods for student organizations and required three members of the organization to complete the training. For FY20, 411 RSOs completed the training. Those who failed to complete the training saw their profiles locked (inactive/not recognized) until the requirement was met.
- c. **How did COVID-19 impact or limit your ability to achieve your goals and outcomes?** Student organizations are still thriving amidst the pandemic, however, additional support is needed to help these groups think through how to adapt and innovate their purpose.
- d. **Were there goals in your strategic plan that either stopped or changed because of an on-line environment or delivery?** Goals did not change, however, ORG provided many services virtually which will influence how we support students moving forward through flexible scheduling and hybrid trainings.

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

3. Student Quotes.

- “We were able to successfully raise over \$700.00 dollars in fundraising without having any in person component by working with local businesses. We also created an online forum in Discord where student veterans can still have some social contact while under lockdown during the pandemic.” - **Student Veterans at Utah**
- “Despite the challenges of the Covid 19 Pandemic, PIMSA members have been able to continue to work in the Pacific Islander community. We have volunteered at several Covid-19 testing and vaccination sites. Through the School of Medicine, we were able to raise over \$3,000.00 to donate the Utah Pacific Islander Health Coalition to provide pulse oximeters and other supplies to Pacific Islander community members which we distributed through the testing and vaccination sites. Through the community work we've done, we've been able to better connect to Pacific Islander community leaders and various organizations, even within the University of Utah. This led to members of PIMSA joining the Pasifika Scholars Institute on their weekly webinar in January and the Utah Pacific Islander Health Coalition Table Series. Through this Pasifika Scholars Institute, we have continued to mentor and connect with Pacific Islander undergraduate students.” - **Pacific Islander Medical Student Association**
- “Despite the COVID pandemic, we were still able to keep our club members engaged, grow our number of active members, and maintain our hives on campus. This year we earned the Bee Campus USA designation from the Xerces Society, making the U of U the first college campus in Utah to have been awarded this status.” - **U of U Beekeepers Association**

4. Utilization Data. The number of student organizations is currently at approximately 411, the exact number fluctuating dependent on the time of year and the reactivation process. As Student Leadership and

Involvement has just recently been able to get an accurate idea of who our RSO's are, we are now at a point where we can start evaluating the impact these groups might have on retention, graduation, GPA, sense of belonging, and skill development. This includes collecting more detailed utilization data through the SB 134 mandatory training tracker (please see the KPI Chart Below):

KPI	FY16	FY17	Goal or Target	FY18	FY19	FY20	Supporting Notes
Number of Student Organizations Profiles	1073	1182	600	693	756	809	<i>These numbers include profiles that had been disabled, not necessarily deleted. This KPI does not reflect the number of active RSOs.</i>
Number of active Recognized Student Organizations (RSOs)	N/a	N/a	600	550	448	411	<i>FY20 reflects number of active, unlocked RSO profiles on Campus Connect.</i>
Number of New Student Organizations Recognized	174	108	50	76	106	67	<i>Third year implementing New Student Organization Recognition Process.</i>
Number of Total Attendees at New Student Org Info Sessions	N/a	N/a	100	98	279	121	<i>NSO Info Sessions are a part of the new Recognition Period Policy. 21 total info sessions were held in FY20.</i>
KPI	FY16 (if known)	FY17 (if known)	Goal or Target	FY18	FY19	FY20	Supporting Notes
Number of Organization Profiles Removed/Deleted	N/a	N/a	500	489	0	0	<i>Organization profiles are set as "inactive" but not deleted.</i>
Number of RSOs complete SB134 Bystander Intervention Training	N/A	N/A	N/A		425	411	<i>FY20 was the second year implementing a required online bystander intervention training for RSOs per Senate Bill 134.</i>
Number of New Student Organizations Completing Annual Requirements by the deadline*	N/A	119	500	319	318	67	<i>*Completion of Renewal Request was only requirement FY16-18. New requirement in FY19 for RSOs to attend an in-person training covering Campus</i>

							<p><i>Connect and university policies and procedures</i></p> <p><i>This is no longer a relevant metric. Moving Forward, SLI</i></p>
Number of ORG Appointments	N/A	N/a	100	100	158	118	<i>Data collected from Cranium Café & ORG Outlook Calendar</i>
Number of Staff Solely Dedicated to RSO Management	N/a	1	2	4	4	4	<i>With the addition the Student Organizations Coordinator, SLI hired the ORG team and re-added the Graduate Assistant.</i>
Number of ORG Student Staff	N/a	N/a	3	3	2	1	One Miller Scholar student assisted with ORG duties during FY20. This was an unpaid student internship.
Number of Users at end of FYx	12,925	16,627	20,000	20,847	24,684	26,583	
Number of Involvement Ambassadors hired	N/a	N/a	3	3	3	1	<i>SLI Hired one Involvement Ambassador for FY20.</i>

Departmental Core Objective: Office Operations

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

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

- a. **Data that supports your outcomes.** In the first year of the Director's time in the role, they noticed that the common space was not conducive to the needs of the students who frequented it.
- b. **Actions Taken (data-informed changes or improvements made based on this information).** Last year, the Student

Leadership & Involvement Office (Union 248) was reimagined to be bit more welcoming and less formal. The Director worked collaboratively with the Union building to utilize existing furniture in the building, a fresh coat of paint, and removal of unnecessary and underutilized cubical space.

- c. **How did COVID-19 impact or limit your ability to achieve your goals and outcomes?** The pandemic has impacted use of the office space since going virtual.
- d. **Were there goals in your strategic plan that either stopped or changed because of an on-line environment or delivery?** There have not been goals that have been impacted under this strategic objective.

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

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

4. Utilization Data. Pre-pandemic, the end result has yielded a much more welcoming lounge space for students to utilize for involvement consultations, a space to take advantage of the leadership library, and a place to simply “stop by” for those interested in getting involved or learning more about leadership. Since the refresh of the of the Leadership Suite and the addition of the Involvement Ambassadors providing in-person consultations, more students have stopped by inquiring about involvement opportunities. SLI is looking forward to utilizing this space more often for in-person interactions this upcoming Academic Year.

III. Plan for the Future

- a. **Anticipated challenges:** Student Involvement is growing rapidly at the University of Utah, so keeping up with that growth in a sustainable and intentional way is important. With the shift to remote engagement due to the pandemic, RSO's, ASUU, and leadership programs are all going through a transition period where we are learning how to model good public health and safety behaviors, while still engaging students. Given the primarily remote environment the department operated in last year, we are expecting more students to be engaged with campus activities. As we balance public health and safety measures, accommodating and providing access at

this scale will be something the department needs to think strategically about, as to avoid burnout and prevent the spread of COVID-19 at events.

- b. **Anticipated opportunities:** There is a great amount of opportunity to engage students who are essentially “new to the U”, as many second year students engaged in primarily remote ways their first year on campus. This is a wonderful opportunity to build upon involvement opportunities with student organizations, help students identify involvement opportunities, and develop leadership development programs as we embrace both in-person and remote learning and engagement.
- c. **What on-line programs and services do you plan to continue to offer that will compliment in-person services:** The shift to online engagement has posed several opportunities for innovation and creative programming for the department. A few to mention, include; Let’s Talk about Leadership Podcast, ASUU Online Orientation Training (part 1), some ASUU student leader meetings, and hybrid programming efforts to support commuter students and students who may be self-monitoring for COVID-19.
- d. **Any grants or contracts you have received and how it compare to the previous year:** SLI received \$4,500.00 from the Parent Grant Fund to support students from marginalized communities who wish to develop their leadership skills.
- e. **Any gifts/new revenue:** None to report.

IV. Staff Excellence

Departmental Core Objective: Professional Development of Staff

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

SLI found ways to engage staff during periods of high transmission in midst of the pandemic.



This included a hybrid format for professional development, team bonding, and team retreats. In October 2020, staff held a virtual team bonding experience with virtual team builders and getting to know you activities. In December 2020, staff participated in a condensed team retreat to facilitate team bonding by making pizza’s at home together, virtually. In March 2021, staff who were

comfortable gathered in-person to engage in team bonding with a snowshoe hike up Millcreek Canyon.

Staff integrated wellness conversations and practices into team meetings and day to day behaviors. This included:

- Reading and discussing the following article, “Indoor Air Pollution, Related Human Diseases, and Recent Trends in the Control and Improvement of Indoor Air Quality” (Tran, V.V., Duckshin, P., Young-Chul, L., 2020).
- Reading and discussing the following article, “Breathe Easy: 5 Ways To Improve Indoor Air Quality” (Davis, J.L., 2009).
- Participated in a two-hour Mental Health Workshop for SLI Staff in October 2020, facilitated by Director of the University Counseling Center, Lauren Weitzman.
- SLI staff participated in department wide wellness challenges, including; a Walking Challenge, a Hydration Challenge, and a Daily Gratitude/Mindfulness Challenge.

Staff continue to maintain professional development plans using the Lominger Competencies (also used by ACPA and NASPA). These plans are found in individual employee’s UUPM pages. See *Addendum A* for the SLI template for professional development.

A. Awards and Recognitions

STAFF	AWARDS and RECOGNITONS
Jess See	Graduated with Bachelor’s Degree, Spring 2021

B. Committee Memberships, Leadership Roles in Professional Organizations

STAFF	COMMITTEE
Abby Feenstra	COSA (Committee on Student Affairs)
Abby Feenstra	School Life Scholarship Committee (Child Care)
Erica Andersen	COSA (Committee on Student Affairs)
Erica Andersen	Vice Presidential Debate, Student Engagement Committee
Erica Andersen	Emergency Operations Committee, Human Services Branch
Erica Andersen	Search Committee, Chief Alumni Relations Officer (CARO)
Erica Andersen	RFP Committee, Student-Alumni Mentoring Platform
Erica Andersen	COVID-19 Events Review Team, Operations Branch
Jessica Ashcraft	NASPA Student Govt. Knowledge Community (KC) Co-Chair
Jessica Ashcraft	Student Affairs, Professional Development Committee
Michelle Chan	Student Affairs Social Connections
Michelle Chan	NASPA Asian Pacific Islander Knowledge Community, Community Engagement Coordinator
Michelle Chan	University of Utah, Women’s Week Committee
Josh Olszewski	Take One for the Team Campus Vaccine Task Force

Marissa Questereit	Take One for the Team Campus Vaccine Task Force
Marissa Questereit	University of Utah, Martin Luther King Celebration Week Committee
Marissa Questereit	University of Utah Staff Council

C. Presentations and Publications

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

- I. Presentations
 - a. Michelle Chan, NASPA Conference on Student Success 2021 (virtual)
- II. Publications
 - a. SLI Staff and University Marketing and Communications, Stay Safe this Halloween ([@theU article](#)).
 - b. Erica Andersen, Harriet Hopf, Stuart Moffat, and University Marketing and Communications, Updated COVID Protocol for All In-Person Gatherings ([@the U article](#)).

D. Faculty Appointments

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

E. Additional Information and Staff Highlights

- i. Professionalism (conferences attended; other training that supports the mission of your department).
 - a. Jessica Ashcraft, NASPA National Conference (Virtual)
 - b. Erica Andersen, NASPA National Conference (Virtual)
 - c. Abby Feenstra, NASPA National Conference (Virtual)
 - d. Marissa Questereit, NASPA National Conference (Virtual)
 - e. Michelle Chan, NASPA National Conference (Virtual)
 - f. Jess See, NASPA National Conference (Virtual)
- ii. Recruitment and retention of highly qualified staff
 - a. Michelle Chan, Associate Director for Budget & Finance (July 2020)
 - b. Marissa Questereit, Programming Advisor (August 2020)
 - c. Josh Olszewski, Student Organizations Coordinator (May 2021)
 - d. Harry Cross Jr., Budget and Finance Coordinator (June 2021)
- iii. Retirements, new hires, accomplishments, committees, awards
- iv. How staff have contributed to one U; EDI and antiracism work.
 - a. The SLI staff participated in a variety of virtual trainings, read articles and engaged in team conversations throughout the year to support their development of the

Lominger Competency, “Managing Diversity” (SLI Corresponding Value: Social Justice) including;

- i. “Mindfulness & Compassion: Critical Tools for Allyship” (Facilitated by: University of Utah Wellness & Integrative Health).
- ii. “Addressing Anti-Semitism and Becoming an Ally” (Facilitated by: Dana Tumpowsky, Executive Director Hillel for Utah, Tina Malka, Associate Director, Israel Action Program | Israel Education and Engagement).
- iii. “Bystander Intervention To Stop Anti-Asian/American Harassment and Xenophobia Workshop” (Facilitated by: Hollaback! and Asian Americans Advancing Justice, AAJC).
- iv. “Introduction to the Racist and Bias Incident Response Team at the University of Utah” (Facilitated by: Brian Nicholls, Special Assistant to the Chief Safety Officer).
- v. “5 ways to help, and 5 things to consider” (<https://stopaapihate.org/together/>)
- vi. “Donating, Volunteering, Reporting Hate Incidents: Here's How to Help Combat Anti-Asian Violence” (<https://time.com/5947603/how-to-help-fight-anti-asian-violence/>)
- vii. “Talking with Students about Racism” (<https://www.chronicle.com/article/We-Can-t-Ignore-This/249001>)
- viii. “What Happened at the Stonewall Riots? A Timeline of the 1969 Uprising” (<https://www.history.com/news/stonewall-riots-timeline>)
- ix. “What is Yom Kippur? The Holiest Day on the Jewish Calendar” (<https://youtu.be/kGrK2Zzvjew>)
- x. “5 ways to honor Native Americans during National Native American Heritage Month” (<https://www.cnn.com/2019/11/02/us/national-native-american-heritage-month-trnd/index.html>)
- xi. “A Guide to Being an Ally to Transgender and Nonbinary Youth” (<https://www.thetrevorproject.org/resources/trevor-support-center/a-guide-to-being-an-ally-to-transgender-and-nonbinary-youth/>)
- xii. “What if Instead of Calling People Out, We Called Them In?” (https://www.nytimes.com/2020/11/19/style/loretta-ross-smith-college-cancel-culture.html?campaign_id=167&emc=edit_ah_20201120&instance_id=24322&nl=at-home®i_id=81831912&segment_id=45092&te=1&user_id=9c7c2ef253eed9c86615a6201d3041ec)
- xiii. “How First-Year College Women Construct Identity Through Co-Curricular Involvement” (Silver, B.R.)

- xiv. "Address Anti-Asian Hate Crimes"
(<https://www.antiracismdaily.com/archives/address-anti-asian-hate-crimes-anti-racism-daily>)
- xv. "Uniting LGBT and Leadership Scholarship to Determine Best Practices"
(Hoover, G. <http://www.uvm.edu/~vtconn/v30/Hoover.pdf>)

V. **Anti-Racism Plan**

- a. Please see attached *Addendum B*.

VI. **Financials and Student Fees**

- a. Please see attached *Addendum C*.