

Executive Summary for University Programming Board (UPB)

Strengths:

- Strong in number and type of social programs currently provided.
- Strong in the great diversity and type of programs put on by the UPB Committees.
- Our activities program includes many opportunities for students to be involved in leadership roles which help to provide these involved students with the opportunity to grow and develop in areas such as communication skills, realistic self-appraisal, the ability to work with others, ability to work independently and in groups, the capacity to function in socially responsible ways through being a contributing member of a community, and appreciation of cultural differences.
- Students are the overall focus of the program and all that it encompasses.
- The leadership of the committees is a strength in that there are three staff members who work with the committees to provide guidance, continuity, and individual and group advising. There is also good communication between the three staff members to enable the committees to work together effectively and support each other.
- Equal opportunity and access are provided through the programs and services offered.
- Good relationships have been established between other campus offices and external agencies in the community to enable better programs to be brought to the community.

Areas for Improvement/Change:

There were five overarching themes that came up again and again in regards to areas that needed to be improved upon:

- Written documents: the UPB and the Committees need to develop mission statements, goal statements, and written objectives. Written policies and procedures also need to be established for the UPB and Committees.

- Academic Link: there needs to be a more cohesive approach to linking the programming the UPB Committees are doing with what students are experiencing in the classroom. There needs to be more of an effort to involve faculty and staff in the planning and the programs that are being done.
- Assessment: an overall assessment needs to be done of the specific programs encompassed by the UPB. The question that needs to be answered is whether the needs of the current students at ISU are being met by the UPB. These needs need to be identified, and then the programs need to be assessed as to whether they are accomplishing their goals in relation to these needs.
- Student Learning and Development: the staff members involved with the UPB need to be more intentional in their efforts to promote learning and development in the Committee members and volunteers. This learning is taking place but there is no specific discussion or evaluation of it so the students may not even realize the skills they are learning through their involvement.
- Evaluation: more evaluation of the programs and the process taken to complete a program need to be implemented by the Committees. Currently there are informal discussions as to the event, but no time is spent looking at and evaluating the process that was gone through to get to the final result. This type of evaluation will help promote more intentional learning for the students and others involved in programming.

Inhibiting Factors:

- The main difference between CAS and the actual practice of the UPB was in the type of programming that fell under the realm of the UPB. CAS has community service programs, and campus governance programs included in the responsibilities of an activities office, which it would be on some campuses but is the responsibility of others areas at ISU.
- Part 11: Diversity. The committee felt that several of the criteria listed were not a direct responsibility of the UPB, but the responsibility of other departments on campus. The group felt that the UPB should be working with these other departments to help there be programming in these areas, but that it was not a direct responsibility of the UPB.

Recommendations

Bring program into compliance:

- 1) Create mission statements for UPB and Committees.
- 2) Create goal and vision statements for UPB and Committees.
- 3) Establish regular review schedule of mission and goal statements-review missions at the end of each academic year, review goals at the beginning of each academic year.
- 4) Develop written procedures and policies for UPB and Committees, establish review process of these documents.
- 5) Develop leadership programs for student volunteers to enhance their leadership skills, examples of this are a monthly training session that is open to all committee members and is on different topics, and an annual retreat for the committee membership.
- 6) Assessment needs to be conducted that includes:
 - Comprehensive needs assessment of ISU Students.
 - An assessment of the UPB programs in relation to these identified needs.
 - An assessment of how the UPB Programs can best serve the ISU community.
 - Assessment of the relationships between the UPB, faculty and staff, and other constituencies.
- 7) Identify institutional and departmental expectations in relation to programming and staff accountability for programming on campus.
- 8) Develop more formal, comprehensive recruitment plan and timeline.
- 9) Develop program evaluation tools and methods to be utilized by the committees to assess their programs during the planning process and after the event has taken place.
- 10) Establish UPB as a more effective governing body of the committees, assess other models of programming boards, benchmark other programs, and examine what committee members would like the UPB to do for the committees (example would be a UPB retreat).

11) Develop more and different types of programs (increase in funding will be necessary).

12) Develop stronger relationships with other groups that program on campus, establish a method of working together rather than against each other, especially in the area of diversity programming.

13) Examine larger "tradition" programming such as Homecoming and how the issue of diversity affects and is reflected in this type of programming.

14) Develop ethical guidelines for UPB and the Committees.

Enhance program beyond compliance:

1) Be more intentional about working in collaboration with faculty to encourage a link between the academic, in classroom work, and programming done on campus.

2) Involve students in identifying and clarifying campus values in terms of programming and what the desired output should be for the entire UPB.

3) Assess process of identifying students to take leadership positions within committees, and look at how to develop these students to become true leaders of the organizations.

4) Develop budgeting and financial management training for student leaders.

5) Develop more equitable system of funding organizations to allow for all of the committees to receive money in the same manner, move away from the concept of groups receiving funding based more on programs than overall mission of organization.

6) Develop a leadership development program that provides speakers and trainings on issues such as diversity and disability.