

October 14, 2019
Town Hall

#1 Student Ready Campus

- Comprehensive / interactive website on how UNC works
- Don't assume students know higher ed systems or lingo.
- UNCO website search feature
- Clear, consistent policies + procedures - that make sense
- Have Students Focus group everything we do.
- Help students know where they stand - grades - CRM

- IIMJ "It is my job"

- Familiarizing selves w/ Student Services available, so we can effectively refer

- Intentional investment in training ourselves - Takes time, commitment, & \$\$
- Needs to be part of our culture

- Equipping our students (prior to their arrival and when they are here) on skills & strategies for study habits, time mgmt, etc.

- Aligning expectations w/ K-12

- Adjust to what students are bringing

- Bridging gaps in technology, values, communication

- Mindful of trad'l and post-trad'l (Needs are different)
- Catering: Classes, ~~at~~ Services; Cultural competence!

#1

Students are not newborns.

↳ take ownership of educational experience

↳ better train staff to assist students taking ownership

↳ better communication across campus

• What info are we providing?

• Where to properly direct students?

Make advising more accessible & consistent
- esp. during summer

SUPPORT ONLY
1. Fill

- SUPPORT ONLINE EDUCATION

↳ FULL COMPLETE DEGREES

- STUDENT-VOICE REPRESENTED ON ALL LEVELS OF GOVERNANCE / COMMITTEES

- UPDATE CLASSROOM SPACE
↳ TECHNOLOGY

- CAREER / EMPLOYABLE
↳ MONETARY BENEFIT / INVESTMENT

- INTEGRATION OF ADVISING & CAREER READINESS
↳ STREAMLINE MESSAGING

- FOSTER FLEXIBLE SUPPORT
↳ ESP. MARGINALIZED STUDENT

TALENT TECH TOLERANCE

#1 Student-Ready Campus

More basic 101 when students arrive

- be creative in delivery
- more user friendly website
- realize a lot of info coming at once

Needs + expectations have changed + will continue to change rapidly

- training for faculty/staff to understand that
- develop culture where student is most important (customer service by all)

Policies friendly to students, even when not always "easy" for faculty/staff

Recognize all that's going on in student's lives - working a job, home life, etc + offer flexible options (classtime, daycare, etc)

BT ONLINE EDUCATION

Full COMPLETE DEGREES

THEME

①

- Who are the students? (Get to know them / their needs; expectations)
 - ↳ Knowing our market (who comes from the market)
- Analyze available data about students
- Best way(s) to communicate w/ them (email vs. messaging/social media, etc.)
- More robust financial support
 - ↳ Financial literacy/ROI education
- More internships/Career ready opps.

THESE ARE THE NEEDS

- TEACH & SUPPORT IN THE LEARNING SYSTEMS OF EMPLOYERS

- WAYS TO DELIVER EDUCATION INSIDE & OUTSIDE THE CLASSROOM

- MODE #6!

- ACCOUNTABILITY FROM THE INSTITUTIONS / ACADEMIC WORLD

- Many institutions are student-ready
systems are not!

- How many are ready to do (most of) the work of the 21st century work force ?
What are the barriers to that ?

①

• Customized approach to each student
↳ Not a one-size fits all

• What are our core values as an institution?

• Cultivate assets / Strengths based learning

• Results ~~are~~ determine Processes

• Understand Student needs and have access to quick change to provide Positive outcomes

• Work with students locally and globally

Student Ready Campus #1

- Technology - need to meet the students where they are: 21st century, distance base education, equal access to technology
 - Integrated technology to communicate
- Capacity building / Staffing / Faculty levels
 - Development
 - Investment / Time / Ability to function within their workload
- Onboarding - Values, who are we?
 - consistent language
 - training - consistent message
- Data → Service utilization, 360° of info.
- Student Connection - Mentor(s)
 - Staff / Alum case load

①

Student Ready Campus

Appreciative ^{Inquiry} ~~Model~~ Model is crucial

Look at all aspects of student
experience

Definition needs to be reframed
to fit outcomes.

① Student-ready complex

- Testing to understand students needs
- Bridge program to address expand to campus wide
 - all other content
- More helpful direction, rethink
 - too much ~~at~~ talking to, not enough doing
 - more info on student resources
 - too big, not under groups/department courses
 - more ideas of transfer, year/career
 - how to navigate English
- More study into about general scholarship options

Coordinate efforts across campus
of tutoring & advising

Assess our efforts & ^{use findings to} make change to
improve teaching & services

EMPOWER Students for Independent living
& learning

Partner more with the community for student
opportunities/resources/support

ng
nec

lip

Theme 2: Diversity, Equity & Inclusion

- Listen to understand the unique aspects of each student's story.
- Faculty/staff look like our student population
- Emphasis on blind reviews of application materials.
- Use of Equity Toolkit for faculty & admin. leaders
- Change "celebrate" to "honor and respect" on outcome #1

- Diversity
- +S
- Wh
- Mary
- do
- Ombuds
- We mean
- Policies
- How do
- Who
- Once a Day

#2 Diverse/inclusion

need more diverse employees

"grow our own"

on-going professional develop / awareness
- eg. HMI grant (s. Keenan)

we want to learn about what students
think: need. eg. alt. times & courses
what office

Day care - drop in + full time

we want practical ideas to be helpful.

Ask students who stay, not only those
who leave

what do students want socially?

- need ability
product

#2 Diversity, Equity & Inclusion

- Understand that higher ed itself is a historically privileged place not available to many.
- Not all college students are the same.
- Access to course materials & timely adoption - by registration. Access codes unaffordable + can't sell back or do homework w/o it.
- Regular opportunities to have conversations about diversity not just when incidents happen.

#2 Diversity, Equity & Inclusion

Hire more diverse faculty + staff -
this is essential

⇒ change the wording in the summary from
"desireable + necessary" to "essential"

Mandatory training at the unit level & ~~include~~ include
immersion / observation / participation

Be sure diversity definition includes loneliness,
learning styles,

Training focus on
~~training~~ affective ^{not just} cognitive
domain

Look at
Peoples Institute on Dismantling Racism training

② - what are the mechanisms; how do we move forward?

What do we mean by the terms

(1) Inclusivity

(2) Equity

(3) Diversity

}

want more discussion around these

We can't guarantee Safety

We want risk-~~task~~ taking

- find a way to value professional development in this area
- need ability to engage conflict productively

Hire more diverse

Focus on diversity, equity, + inclusion

- We can't live in a bubble.
 - Greeley + Northern Colorado Engagement

- "Let individuals join our community" →
 - We need to be flexible, inclusive + growing
 - who we are should reflect the community

- How do we prepare students to deal with + work with adversity → and make change as leaders

- Diverse - should put out to the community + state and who we are + what we value

- Where are we failing our students? Marginalization, HSI are we ready + what do we need

- Onboarding - provide training on what we mean, value, + how we put that into practice

- Policies, procedures, + accountability

- How do we know if we are doing this well? - who owns it?

- Once a Dean, always a Dean → what does it mean?

#2 Continued...

- Clearly state our values and our mission - who are we?
 - Who do we serve?
 - How do we serve?
 - Why are we a community?

* Acknowledge the Anscetral
land UNC / Arueley occupies today
& the history

#IndigenousPeoplesDay

THEME 2:

- SYSTEMATIC INCREASES ! REPRESENTATION TO MAKE FACULTY / STAFF DEMOGRAPHICS MIRROR STUDENT POPULATIONS
- H.S.I., WHATS THE PLAN?
- HOW DO OUR VALUES (D,E,I) PERMEATE INTO THE COMMUNITY SO STUDENTS FEEL COMFORTABLE
: WELCOME IN GREELEY
- CHALLENGE HOMOGENOUS LEADERSHIP
EXAMINE
ILLUMINATE
- CAPACITY BUILDING FOR ENGAGING OTHERS FROM DIFFERENT BACK GROUNDS ! PERSPECTIVES
- INFUSE RESTORATIVE, JUST PRACTICES, POLICIES, PROCEDURES INTO PEDAGOGY, CONDUCT, BOT POLICY
- ACCOUNTABILITY - CONSISTENT EMPLOYEE TRAINING

② Focus on Diversity, Equity and Inclusion

- Transparency
- Access to academic excellence

ADAPTABILITY

- Facilitation in people being uncomfortable - change
- Not Overreacting
- taking time to look at policies + evaluate
- WORK THE PROBLEM
- Willingness to say we don't know
- Decentralize decision-making
- University employees ACT upon concerns
- PUSH people beyond their comfort zones

#2

• listen!

• provide space / safe space

• inclusivity, equity, diversity = IED (not good acronym)

• use oxford comma

• What are the resources ~~available~~ available?

→ external professional development

• folks don't go depending on the in-house presenter

• be more clear with definitions of equity

• microaggressions

• what does "celebrate" mean

•

Inclusion
diversity

#2

- Professional development - when employees come on board - inclusivity training
- Be more intentional
- Start at the top - hiring diverse
 - focused funding to help improve diversity in faculty/staff
- Be flexible, have services available to support lives of students
 - evening class availability
 - daycare offerings

#2

Inclusivity Equity Diversity

Diversity needs to be defined broadly in an inclusive way
e.g. age, gender, socio-economic, race and ethnicity

Any order works as long as terms are understood

Diverse backgrounds of our community members are honored and we recognize that we all benefit from the talent, energy, and intellectual capacities of all our S, F, & S. - not celebrate which connotes event, but honor as a way of being. Imp't to include intellectual

2 INCLUSIVE, DIVERSE, EQUITY

- IDENTIFY MEASURABLE GOALS
WITH INTENTION ON DEVELOPING
STRATEGIES TO SUCCEED

★ FOCUS LESS ON FEEELINGS
& MORE ON BEHAVIORS

- EVERY PLACE ON CAMPUS IS
~~A PLACE OF COMFORT~~
A WELCOMING / SAFE PLACE

#2

- More accountability & awareness both individually & collectively
- Continued leadership to promote importance of this issue
- inclusive for both popular and unpopular opinions respect!
- educational discourse is OK and respectful

#2

Please
avoid
the phrase
"Diverse
individuals"

2

— OVER RELIANCE ON CC FOR THIS VALUE

↳ COORDINATED CAMPUS EFFORT TO SUPPORT IN ALL AREAS

↳ PRO DEV (ONBOARDING TOWARD COMPETENCIES)
(MANDATORY)

— CONSISTENT MESSAGING

— FACULTY + STAFF

— MORE FUNDING FOR DEPTEN^{RENTLY}
DOING THIS (STAFFING)

— INVEST NOW = PAYOFF LATER

↳ E.G. UNITE PROGRAM ~~PROFESSIONALLY STAFFED~~

— HIRING DIVERSE INDIVIDUALS

↳ IMPLICIT BIAS TRAINING 4
HIRING AUTHORITIES/COMMITTEES

INCLUSIVITY

2. DIVERSITY

↳ means a huge range of different backgrounds

- don't label
- treat all equal
- "we are interested in you"
 - provide resources
 - hold you accountable
 - we believe in you
- Standards set
 - we will help you navigate possible common course

2

Awakening: Unique point in history,
need to recognize the discrimination
that happens on every level

- Encourage the conversation → Be
active in support, not just listening
and then nothing happens

- Investment of educating self of diverse needs of
students

Representation: Recruit & retain

- Retention of diverse students is a goal, but
also how do we create safe spaces for a
diverse faculty and staff

Trainings: Time and Investment must be intentional
and should be an aspect of everyone's role

- Bring back workshops, and ~~make~~ make
it an expectation to get involved

2

- First-year seminars / required readings
on current events / cultures / history
- University wide events to celebrate diversity
 - ↳ on/off campus events for multicultural
- Civic engagement experience
- Active / passive ways to learn about communities
 - ↳ Niche publications
 - ↳ Diversity 101 in Canvas / LinkedIn Learning
 - ~~↳ Diversity 101 in Canvas / LinkedIn Learning~~ ↳ Non-judgmental learning opps.

Diversity, Equity + Inclusion

- talk about our students experiences in the Greeley community ^{↓ regarding} their identities
- pay attention to who is in the room when decisions are made.
- Support non-trad. students (more evening classes, daycare...)
- Support are faculty, *staff, ↑ *students of color, what are we doing to retain these folks

2

2

Inclusivity, Equity + Diversity

- inclusion of guest speakers to campus
- more viewpoints from outside
- create opportunities to celebrate identities
- clarify our values related to this work in order to be proactive
- enable a culture for folks/staff to ~~have~~ have open dialogue around D, I, E topics
- ~~we~~ celebrate what we have and enable those folks to be "front and center"

unique point in history

Inclusive, Equitable + Diverse

broaden to include international,
multiculturalism

2

- access to training is not equitable
- have understanding of bias
- understand how systems are created for folks of privileged identities
- we need to talk about class + race
- staff and faculty do not represent our student identities
- ↓ we need to invest in this
- ↓ resources for hiring, pay equity
- pay equity by race + gender for UMC

② Focus on Diversity, Equity & Inclusion

- Include Alumni
- How do different groups view/define these terms
 - faculty, staff, students, alumni,
- Normalize that it is ok to seek help. do this by communicating in all that we do. University wide platform
- Break down stigma associated w/ seeking help
- Need diversity in counseling/support centers to make everyone more comfortable

- This should be a differentiator for UNC.

Commitment to Equity, Social Justice, Teaching about Identity, no matter the discipline so students are prepared to work in a Diverse, Global, Socie

- A State Research Institution with no Gaps in Degree Attainment

#2

- Holistic Admission
- non cognitive variables

- Community engagement

- Spaces to engage?

- Open campus to community

- Costs tend to be more on campus

- Day Care for Kids of students,
faculty, staff

- Promote community based opportunities

- HSI, faculty, staff training

- Are we ready?

- We need to have courageous conversations about ~~about~~ racism and bias. What does equity really mean?
- Equal access to all resources on campus for no excuse
 - Rec Center - group fitness/outdoor pursuits
 - Counseling services
- Ombuds - safe representative to talk to
- Not tolerate a toxic work environment
- Management/supervisory training - mandatory
- Conflict resolution/collaboration training
- The past trauma includes employees not just students
- Week long training - campus closed

Theme 1

- Tools : Consistent Wi-Fi
- Cohort Model - creating a community of similar majors
- Community engagement from day 1
- Follow MCB model for career readiness
- More emphasis on ~~certifications~~ certifications for future careers

#1 Continued...

- Student expectations should be clearly stated early on.

- Define what Student-Centered really means. What our focus is going to be.

- Empower Students

- How faculty give feedback
- How advisors connect
- Consistency is key!

1. STUDENT READY CAMPUS

need to be more flexible

adapt to student population needs

be clear on direction

↳ strengths - academic & climate

AUTHENTIC

#1 Student Ready

- What's best for the student - not necessarily what we think they want or they think they want but what is truly best for them
- Stronger financial literacy
 - learn the business of being in school
 - how to plan for the real world
- Need to understand who our students are
- Offer ^{academic} programs that reflect STUDENT need

Student-Ready Campus

- meet students where they are
- consider the future careers of students
- support online students
- examine our web + other forms of tech. to ~~be~~ make sure we present as Student ready
- clarify pathways for engagement
- ensure every student can have access to resources (not dependent upon meeting w/ right person)

① STUDENT-READY

- DEFINE OUR SHARED ASSUMPTIONS OF STUDENTS
- ↑ ACADEMIC RETENTION RATES / GRADUATION RATES
- EQUITABLE COURSE OUTCOMES

Student-Ready Campus

- examine onboarding so there is on path to be onboarded (FYE, living-learning communities, ^{etc...})
- created social opportunities for students
- HIPs - everything SESS
- consider our student work while going to school many more hours than a typical college student
- career-readiness
- make staff + faculty training an expectation
- examine biases

1.
 - A well trained resource staff and a simple resource flowchart for students.
 - A descriptive path/map to their chosen career
 - time to complete
 - Connecting ~~to~~ grad to UG
 - Ex. 3 year BA → 5 year masters
 - Streamline transfer process
 - Annual ^{Faculty/}All-Staff meeting/training - mandatory
 - Campus shuts down for a week

①

* Academic affairs +

Student affairs aren't always aware of each other efforts + how we welcome students.

* Career readiness - start w/ the goals in mind

* Life-long learners / identity discovery

* Faculty are student-centered.

Theme 1

- meet students where they are, esp. in the classroom
- understand the story behind the student
- making the hidden curriculum visible
- becoming an integrated network & helping students connect w/ needed resources.

#1 student ready campus

connections btwn - students
faculty, staff.

better understanding of student
readiness.

introduction/intro course to help
prepare

more options for support

ugrad - certs., Choices for non-4 yr
points of completion.

1st week - lots of support (social
readiness)

financial ~~etc~~ literacy

focused internships etc.

clear focus

#1 Student Ready

① Student Ready

- improved pedagogy in flexibility
in teaching

(Adaptability that mirrors
changability in students)

- Student-friendly systems

- Re-envision evaluation
system

- Academics