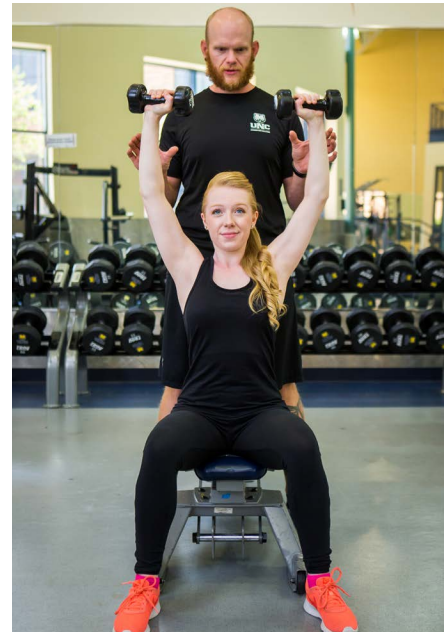




UNIVERSITY OF
NORTHERN COLORADO

DIVISION OF STUDENT AFFAIRS
Impact Report FY21



DSA Impact Report

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Welcome to the Division of Student Affairs!

Dear Colleagues:

Another year has gone by, and I noticed when I read the 2020-21 impact report concrete instances of how the Division of Students Affairs has shifted its focus to better serve students in new and innovative ways. This year, we had a small number of students on campus because the majority of students were studying and engaging online. At the same time, the DSA team worked tirelessly to plan for the Fall 2022 school year to prepare for an in-person experience. I bring this contrast to your attention to give a visual representation of the required multitasking of work.

For example, since we are a primarily residential campus, the campus rec center, student life, and disability resource center experienced less in-person traffic than they would have expected. Nonetheless, they still figured out how to fulfill their obligation to engage students to support their needs. Cultural centers, dining halls, residential education, and counseling services all looked different. Still, the dedication to assisting students in navigating courses, resolving personal problems, and meeting fundamental human needs remained at the heart of everything. I concluded that we have staff members who have incredibly creative and intelligent minds, who are empathetic, and very interested in the entire student experience.

When you take into consideration the backdrop of our new work environment as well as the impacts of the pandemic, and when you examine the outcomes of the year, you will find many instances that will highlight the persistence, inventiveness, and drive of the DSA team. Additionally, I want to recognize the toll this year had on many Student Affairs staff as well as throughout the profession. I realize the magnitude of the impact and the overwhelming importance of the consequence. But, unfortunately, our life experiences or graduate school education did not prepare us for handling our job during a pandemic—and we are now unsure of what our work will look like after a pandemic.

Enjoy reading the DSA Impact Report, and, most importantly, thank you to all of the DSA team members, past and present, who made this report possible. Without you, there would be no impact.



Dr. Tobias J. Guzmán

Interim Vice President of Student Affairs & Chief Diversity Officer

Pronouns: He|Him|His

Overview

Though there were many challenges experienced caused the the global pandemic during the 2020-2021 year, the Division of Student Affairs tirelessly worked alongside our students virtually, through hybrid delivery methods, and in person. The following is a synopsis of how areas contributed to the DSA core components, along with highlighted themes of goals and accomplishments, and finally with some identified student barriers and area challenges. Throughout this synopsis, themes of Covid-19, mental health, training and development, core component contributions, staffing, and recognition were commonly identified.

As mentioned, a commonality across all DSA area submitted impact reports was the disruption and adjustments made for Covid-19. One of the main shifts all areas faced was going from in-person to virtual, which presented both challenges and benefits.

Among the shift from in-person to online, there was an increase in mental health issues, due partly to Covid-19 and an on-going increase of mental health illnesses (mhanational.org/issues/state-mental-health-america).

Mental health was largely present across Student Affairs areas, and the Center for Peer Education reported the top three impediments affecting academic success included stress, depression, and anxiety. Along with CPE, most of the areas also reported students and staff feeling isolated and disconnected from campus, especially from campus resources. The Dean of Students office reported a lower caseload from FY21 but within the cases there was a much greater need to support students with acute mental health issues. To help with DOS's caseload, two positions were dedicated to support students in quarantine who were going through isolation. Although mental health was a large barrier for most areas, some areas like CPE were able to provide presentations on normalizing stigmas around mental health as well as become a JED campus.

Throughout last year, one thing that remained consistent was our division's dedication to receiving the necessary training for their staff. Housing Residential Education contributed to one of the Division of Student Affairs core components, equity and inclusion, through participation in five sessions of UNITE and Campus Recreation invested in all-staff training, Implicit Bias and NIRSA DEI training. In total, five areas detailed their experiences and found that the training helped create a more equitable and inclusive staff.

The Gender and Sexuality Resource Center virtual presence soared, through Facebook they garnered over 850 likes and reached over 1,700 people with daily postings. Due to the online shift, the Native American Student Services (NASS) found that it presented more challenges for its community because many of the students live in remote, rural areas, where utility infrastructure is lacking. NASS strategized and identified Wi-Fi locations, assisted in coordinating travel and time schedules, as well as purchased technology resources. Even with resources provided, students still reported feeling isolated and disconnected from their community. The Office of Student Life learned that their hybrid and virtual programming did not seem to interest their intended stakeholders and found that it contributed to student's screen burn out.

The Office of Student Life contributed to DSA's core component, service orientation, by striving to be the "last, or second to last" stop for any person entering their space. If an OSL unit has the service or answer a person is requesting, they meet that need and if not, no one will ever leave the space with "I don't know". Another core component of DSA is career readiness and multiple areas helped contribute to employment preparedness. Areas offered interview experience, supervision opportunities, and provided constructive feedback with clear and transparent communication.

Among the themes found, a large source of stress and anxiety was a result of layoffs and high staff turnover. Seven areas stated that layoffs and turnover had a significant impact on their efficiency and overall success. Many of the areas, such as Dining Services and Housing Residential Education (HRE), found that the remaining staff took on a significant amount of workload because of the departures, resulting in a decrease in the quality of services. Among those taking on extra work, areas reported that a large load fell on Graduate Assistants within the areas. HRE overcame many challenges, including restructuring from 25.34 full time employees to 15 FTE, as well as reorganizing student employment from 143 to 83. HRE provided solutions to these barriers by closing buildings and changing the way residence halls were managed. The César Chávez Center continued to function with reduced budgets and multiple full-time staff vacancies. The Center for Career Readiness cut over 15% of their budget to help the university invest, but the cut was challenging and impacted morale of the center. Campus Recreation's solution included less frequent replacement of supplies, reduction of incentives for engagements and equipment replacement. In the future, an equitable investment in human capital and financial resources needs to be re-evaluated.

One of the most positive outcomes from the impact reports included partnerships, grants, fundraisers, and recognition within areas. Campus Recreation renewed their partnership with SCHEELS for an additional year, which provided UNC Outdoor Pursuits \$20,000 to invest back into their programming. The Center for Peer Education also had huge success earning a \$29,500 grant from the Colorado Health Foundation to support the programming initiatives tied to the 4-year JED Campus Program. The Gender and Sexuality Resource Center also secured \$5,000 from a community partner which will go towards funding the GRSC mentoring program for the 2021-2022 academic year. The mentoring program provides guidance and support for students in all aspects of their lives in an environment that is inclusive and creates an opportunity to connect with others who identify along the gender, sexuality, and romantic spectrums. The César Chávez Center held their 35th Anniversary where they exceeded their goal and fundraised nearly \$15,000! Veteran Services was recognized by the PAVE National Team as "School of the Month" as well as received "Gold" designation from Military Friendly for the second year in a row. Denoting that UNC exceeds the standards put in place by the organization and stands out among our peer institutions for being a military-friendly school.

One item that remains consistent is UNC's commitment to training and equitable practices with five areas recording staff training, for FY22 we would like to see this number increase and even more training resources available. Stress and anxiety were prevalent among the staff as there were significant layoffs and staff turnover resulting in a heavy workload for remaining team members. Lastly, we did see beneficial progress for areas who renewed partnerships, earned grants, raised money, and gained recognition from places all over Colorado. Overall, UNC Division of Student Affairs contributed positively to its core components, overcame and recognized new barriers, and acknowledged our accomplishments while setting new goals for FY22.

Welcome to the Division of Student Affairs!

MISSION

The Division of Student Affairs supports students in the co-curricular environment and provides an experience that inspires students academically, intellectually, personally, and emotionally. With the diversity of our students in mind, we use a career readiness approach and social justice framework while fostering a culture and climate of care. Through a social justice lens, the Division of Student Affairs exists to enhance student learning through a diverse array of purposeful services and learning opportunities leading to graduation and career readiness.

OUR WHY

We believe together we are uniquely situated to remove barriers, create belonging and support student success.

VISION

UNC's Division of Student Affairs co-creates an inclusive Community of Bears that transforms the attitudes, skills, knowledge, and practice of all students while challenging and supporting them to lead lives of impact and social change. The division engages every student, holistically, to become equity-minded, career-ready graduates through caring and transparent leadership.

EQUITY STATEMENT

The Division of Student Affairs at UNC is active, intentional, and forward thinking in its approach to working with students while promoting social mobility. Diversity, equity, and inclusion are embedded in our work as a community. Social Justice Education is at the core of our collaborative practice.

CHARACTERISTICS



Culture of Care

Culture of Care is relationship-based and emphasizes unity, a sense of community and caring about relationships. We want to “care more” and drive decision-making through the lens of care.

Inclusiveness

As a division, we include all levels to interact and communicate with one another. We integrate our work and have developed mutually-beneficial partnerships across campus to move towards our shared goals and helping one another reach those goals.

Service Orientation

Knowledgeable and intentional responses to who we serve is a core characteristic of the DSA. Service orientation, through an equity minded lens, extends to understanding campus resources and appropriate referral processes.

Motivation

As a core characteristic of the Division of Student Affairs, motivation also occurs through engaged teamwork, and finding and sharing purpose in our work.

Communication

Through equity-minded communication practices and strategies, the Division of Student Affairs will move forward with trust, grace, and accountability.

Investment

Investment is carried out through fiscally responsible and resourceful practices.

Development

Centered on equity-minded practices, the Division of Student Affairs believes in the development of staff and students. Included in this development is giving and receiving critical and constructive feedback through inquiry.

Commitment

We have a commitment to the university and to student success that allows us to integrate equity-minded practices in all areas while holding each other accountable.

AREA HIGHLIGHTS

ASIAN PACIFIC AMERICAN STUDENT SERVICES

Asian Pacific American Student Services seeks to foster the academic, social, and cultural identity development of the Asian-Pacific Islander community and to enrich and integrate culture into the University of Northern Colorado. We value culture, authenticity, inclusion, and academic success within our philosophy and services. These services include academic coaching, and leadership development for UNC's Asian-Pacific Islander student population, as well as, cultural and educational programs for the broader UNC community. APASS staff strives to create a safe, inclusive environment for all who visit the center.

Asian Pacific American Student Services (APASS) has been serving the University of Northern Colorado (UNC) community since 1995. Originally, APASS was housed in an office in the Michener library before relocating to its current location at the Kohl House in 1996. The Kohl House is located at 924 20th Street, Greeley, CO and also host space for NASS. UNC is the only higher education institution in the state of Colorado with freestanding cultural centers.

APASS is one of four race-based Cultural Centers and is a designated co-curricular unit within the Division of Student Affairs (DSA). In addition, APASS and its leadership team are responsible for developing and implementing programs in alignment with DSA and University learning outcomes.

APASS aims to both support and promote an inclusive higher education environment for Asian Pacific Islander-identified students and their cultures. APASS offers various services to UNC students such as formal and informal staff/peer advising, mentoring, and tutoring, Wi-Fi access and cable television, kitchen facilities, PC computer labs, community and study spaces. APASS also sponsors a few scholarships and co-advises the following student organizations: Chinese Culture Club, Halau Hula 'O Ha'aheo, Ha'aheo 'O Hawai'i Club, Japanese Language Club, and Japanese Culture Anime and Club.

STUDENT LEARNING OUTCOMES

- Describe knowledge of the diverse cultural political and social economic experiences and needs of communities of color.
- Demonstrate practices that promote health, personal growth, and well-being for self and others.
- Demonstrate interpersonal and intrapersonal communication and conflict resolution skills
- Explore and describe salient & intersecting identities
- Apply self-advocacy practices

HIGHLIGHT

The Asian Pacific American Student Services online presence took shape in FY21 showcasing educational initiatives including cultural activities such as dance, language, art, and food.

CAMPUS RECREATION

Campus Recreation is a student fee funded department that provides an inclusive environment for students to develop healthy behaviors and personal skills. We provide various active experiential learning opportunities within the department programs of Competitive Sports, Fitness & Wellness, Aquatics, Outdoor Pursuits, and Informal Recreation. Through Campus Recreation programs and employment, students will experience personal growth through critical thought and ethical principles; teamwork and civil engagement; diverse cultural perspectives; development of transferable skills; and the cultivation of healthy practices. Our values of inclusivity, collaboration, equity, diversity, well-being, and personal growth are at the core of our programming and staff development. We proudly strive to build a community and culture that is centered on these values.

The Department of Campus Recreation strives to serve the recreational and fitness needs of students and employees at the University of Northern Colorado. The department seeks to provide facilities, activities and services for persons of all ability levels with varied interest, as well as create a supportive environment to ensure every participant has a positive and successful experience. In addition to the Campus Recreation Center facility, the department encompasses Fitness and Wellness programs, Intramural Sports, Club Sports, Informal Recreation, Aquatic programming and a comprehensive Outdoor Pursuits program.

Campus Recreation focuses on learning outcomes of both student patrons and student employees. We have developed Department Goals and Student Learning Outcomes that are conducive to the Institutional Learning Outcomes. The purpose of our goals and outcomes is to develop and support students in an effort to contribute to a well-rounded and comprehensive UNC experience that will prepare them to thrive in a global community.

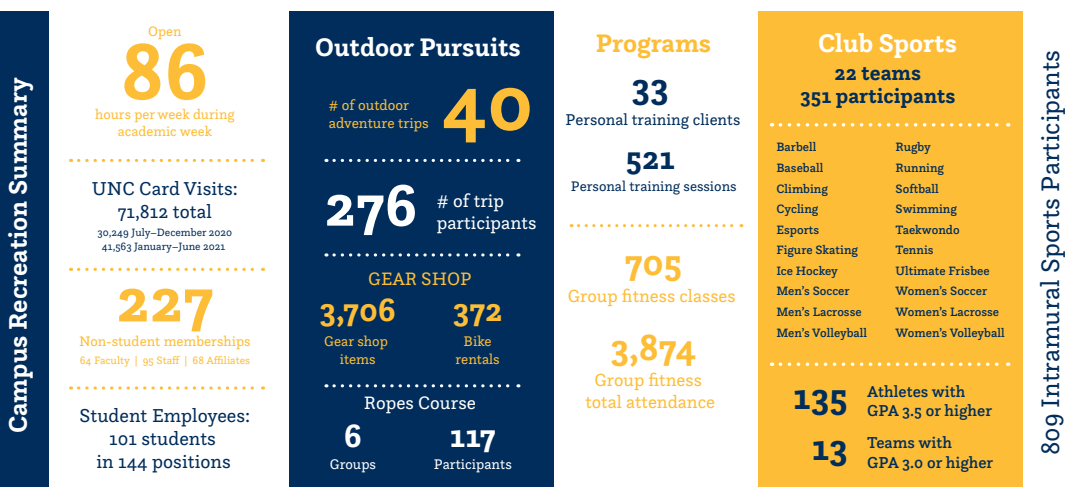
STUDENT LEARNING OUTCOMES

Through Campus Recreation programs, students will...

- Improve their knowledge of leadership and team development skills.
- Increase their global perspective by engaging with people from diverse abilities, skills and/or backgrounds.
- Experience a sense of belonging within the campus community.
- Learn transferable skills that will be instrumental in their post-graduate success.
- Improve their understanding of personal wellbeing, and develop healthy behaviors.

HIGHLIGHT

Campus Recreation had a stellar 71,812 UNC card visits throughout FY21 and remained open 86 hours. They had 22 club teams, of which 38% of participants had a GPA of 3.5 or higher.



CENTER FOR CAREER READINESS

Center for Career Readiness strives to support, challenge, and empower all students and recent alumni to become uniquely career ready in order to ultimately pursue meaningful work.

We will accomplish this purpose by:

- Meeting one on one with students and supporting them as they explore careers, gain experience, learn how to manage their own career and navigate complex career pathways and world of work systems
- Partnering with faculty and academic units to incorporate career readiness learning opportunities into their curriculum
- Developing customized career content and facilitating academic and student group focused presentations, workshops, outreach and career events
- Managing relationships with employers seeking to hire UNC students and provide employers feedback on how to best connect with UNC students
- Managing Handshake—UNC’s all-campus, employer customer relations management software
- Planning and hosting all UNC’s job, internship and graduate school fairs
- Partnering with Advancement to share alumni career information and connect students with UNC alumni
- Serving as the central place for career and world of work trends and knowledge
- Leading, advocating and removing barriers in order to implement campus-wide career readiness efforts for all students

In conducting these activities, we work with students, Academic Affairs, Student Affairs, Advancement and employers. Aligned with the institutional mission, we contribute to the following Institutional Learning Outcomes: Mastering Foundational Skills, Connecting Ideas and Experiences, Developing Professional Competence, and Engaging in Healthy Behaviors.

Definitions:

- Personal qualities: personal values, interests, strengths, skills, preferences, abilities and/or identities
- Career goals and future opportunities: on campus employment, work student employment, part-time employment, internships, full-time employment and graduate school

STUDENT LEARNING OUTCOMES

Students will...

- Identify three or more personal qualities related to choosing potential career goal(s)
- Use career information to inform their goals
- Draft meaningful career goal(s)
- Develop career readiness skills through experiential opportunities
- Apply career skills to pursue opportunities

HIGHLIGHT

The Center for Career Readiness began a university-wide Career Readiness Committee to help align their efforts with UNC’s strategic plan. Throughout the first few months, members of the committee completed a draft of a definition of career readiness for campus and began discussing a project to map career readiness at UNC during the 2021 fall semester. Another huge accomplishment by the Center for Career Readiness was pivoting their largest event, K-12 Educator Days to an online event with a virtual turnout of over 700. As a result, the state of Colorado now has one-consolidated K-12 Educator Employment Days hosted by the University of Northern Colorado.

- Career information: state and federal occupational information and trends, alumni experiences, workplace expectations and recruiter feedback
- Experiences: employment, internships, clubs and organizations, and other experiences where students can gain career readiness skills
- Career skills: express self through resume and cover letter writing, interviewing, salary negotiation, job searching, networking and writing personal statements

CENTER FOR WOMEN'S AND GENDER EQUITY

The Center for Women's and Gender Equity honors gender as a central identity and engages critical women's and gender issues, while challenging systems of inequity and advocating for change at the University of Northern Colorado. We accomplish this by:

- Educating our campus community on topics and issues related to the experiences of women, trans and non-binary students
- Providing an inclusive and validating space
- Engaging in conversations about the impacts of sexism, cissexism and misogyny
- Empowering student voices to advocate for and create gender equity at UNC.

In collaboration with other campus partners that include the university cultural and resource centers, academic departments, and other units within the division of student affairs, the CWGE builds community by supporting students in deepening their understanding of social justice and gender equity in order to be effective advocates for changes on their campus and in their communities.

HIGHLIGHT

To address menstrual equity, the CWGE launched Project M.E., which offers free menstrual products such as pads, liners, tampons, and a limited amount of sustainable menstrual products to UNC students free of charge. Throughout the 2020-21 year, all resources were delivered via various locations drop-offs and mailing options to students to follow COVID guidelines. Furthermore, to enhance support efforts for pregnant and parenting students, eleven new baby changing stations were installed, prioritizing placement in all-gender restrooms to increase access regardless of gender. Through ongoing advocacy, the original Lactation Support Policy was strengthened and subsequently adopted within UNC's Article 12 of the University Regulations. Along those lines, the CWGE implemented their grant funded lactation support groups, which ran virtually both fall and spring.

STUDENT LEARNING OUTCOMES

As a result of engaging with CWGE services and programs UNC students will be able to:

- Recognize how feminism holds personal relevance through an intersectional lens
- Deconstruct and discuss issues related to sexism and cissexism and the experiences of women, trans and nonbinary individuals at UNC
- Identify and interpret when they observe or personally experience sexism and/or cissexism
- Construct and name ways in which they can advocate for gender equity.



A Toolkit for Promoting Menstrual Equity in Higher Education

Grace Turner, MPH, CHES | Rosie Glaser, BS | Yvette Lucero-Nguyen, MPH

The Center for Peer Education | The Center for Women's & Gender Equity | The University of Northern Colorado

Background

- Menstrual equity (M.E.) refers to equitable access, affordability, and safety of menstrual products^{1,3}
- M.E. is often overlooked due to stigma and cost, however, literature supports the implementation of programs that address health inequities on college campuses^{2, 4, 5}
- According to UNCO's Fall census data (N = 1,120), 68% students identify as female and 30% report being low socioeconomic status⁶
 - As the movement for equitable gender rights rises, menstrual equity is a subject that is often overlooked, stigmatized, and unseen as a necessity⁷

Purpose

- The Project M.E. Toolkit was created as a peer-led initiative that addresses barriers and how to increase access menstrual products in a higher education setting
- The purpose of this poster is to enable the learner to promote, discuss, and advocate for menstrual equity on their university campus

Methods

- Literature review to identify key components of menstrual equity and the most common barriers higher education students face when accessing menstrual products
- The Social Ecological Model was applied to examine the factors that increase the risk of an individual experiencing the negative impacts of having limited access to menstrual products
- Collaboration with the NASPA (National Association of Student Personnel Administrators) Peer Education Leadership project to develop the final digital PDF toolkit

Results



Images of Project M.E. Toolkit

Project M.E.: A Menstrual Equity Toolkit for Peer Educators outlines the process of developing a free menstrual product initiative for other universities to replicate. This 19 page toolkit is organized into the following phases:

Planning Stage

- Includes literature review, applying the Social-Ecological model, factoring in COVID-19 implications, and considering the role of peer education

Implementation Stage

- Outlines how to identify campus stakeholders, methods of product distribution, costs, and funding

Marketing

- Incorporates marketing strategies and images used by Project M.E. organizers to raise awareness about the project

Survey

- Includes sample questions used assess student barriers to accessing menstrual products

Steps for Replicating Project M.E.:

- Condensed step-by-step guide for replicating this program at other universities

Significance

- Menstruating students face unique barriers that can exacerbate the difficulty of accessing products. The lofty cost of college coupled with food and housing insecurity can perpetuate the financial barrier of accessing menstrual products⁴
- Increasing access to free menstrual products fosters an inclusive learning environment by eliminating barriers that can impact students' learning
- This project promotes peer-to-peer led initiatives while advocating for health equity in higher education settings

View the Toolkit



References



CÉSAR CHÁVEZ CULTURAL CENTER

The César Chávez Cultural Center is considered a “home away from home” for Latinx Students seeking space where they will find a culturally validating environment where their ethnicity, language and traditions across the Latinx diaspora are respected and valued. We provide these services through:

- Offering holistic support and direct connections to people, information and resources while maintaining meaningful relationships, helping them expand their network of support across the institution as well as off campus.
- Providing intentional, culturally relevant programs that address academic success, socio-cultural and intersectional aspects of identity, and opportunities for community engagement.

Our Values:

The ideals of equity and inclusivity as well as social justice principles provide the framework along with the passion to serve Hispanic/Latinx students to help them reach their educational goals.

STUDENT LEARNING OUTCOMES

- Describe aspects of their own cultural identity
- Describe ways to self-advocate, after personalized meetings with staff
- List appropriate resources available at UNC
- Will demonstrate work competencies appropriate for entry into their chosen profession

HIGHLIGHT

The Cesar Chavez Cultural Center celebrated its 35th Anniversary with a fundraiser and exceeded their initial goal by nearly \$5,000.

César Chávez By The Numbers



Front Desk Voluntary Sign-In to:

- Hang out
- Speak to Staff Member
- Use Computer Lab



1:1 Meetings with Students

- 302 Tracked 1:1 student contacts



Letters of Recommendation

- 20 combined letters of recommendation written for students



Community Connections

- 3 school visits conducted
- 1 off-campus Group Community Service Participation
- 35 Building usage reservations



Annual Events and Programs

- 5 annual events with average attendance of 25 people
- 15 Chávez Center initiated programs averaging 15 people



9 monthly electronic newsletters

- Average of 642 opens, 325 clicks, and 72 unique click rates.

Read more at unco.edu/cesar-chavez-cultural-center

COUNSELING CENTER

It is the mission of the Counseling Center to provide a safe place for all students to overcome barriers to emotional, interpersonal, and academic success. The Counseling Center strives to promote healing, growth, and resiliency by decreasing stigma and through providing access to mental health services on campus and in the community. We accomplish this through direct services, training and education, collaboration with campus partners, and advocacy for all students, staff, faculty, and the community. All interactions between the Counseling Center staff and the UNC community are grounded in the values of culturally sensitive mental health support, authenticity, respect, empowerment, and services responsive to needs, trends, and political climate. We strive to provide safe spaces for those with marginalized identities.

The UNC Counseling Center Staff includes licensed professional counselors, licensed psychologists, advanced master's and doctoral level trainees, new professionals working toward licensure, and administrative staff. We are a team of passionate, caring and committed professionals with experience and expertise in addressing the concerns faced by college students.

The Counseling Center (CC) offers a variety of services including individual and group services to students, faculty, and staff. Reasons for visiting the Counseling Center may include, but are not limited to: identity exploration, relationship issues, anxiety, depression, substance use, sexual assault, trauma-related concerns, grief or loss, and other wellness concerns. The Counseling Center also provides outreach to the UNC community. The CC is committed to supporting university programs designed to create an atmosphere conducive to the well-being, personal growth, and psychological health of students. We accomplish this is by working collaboratively with other departments on campus to enhance the overall campus climate and increase awareness of mental health topics. This includes reaching out to our campus community through consultations, workshops and psycho-educational presentations.

ASAP

The Assault Survivors Advocacy Program (ASAP) provides 24/7 confidential services including crisis intervention and response, advocacy, resources and support to UNC students, faculty, staff, alumni and concerned others impacted by sexual violence, intimate partner violence and stalking. Through community awareness and education, we aim to foster a violence free campus and create a culture of care where survivors are believed, supported, and empowered. Individuals Utilizing ASAP Services Learning Outcomes

COUNSELING CENTER LEARNING OUTCOMES – SERVICES PROVIDED TO CLIENTS

- Individuals utilizing Counseling Center services will be connected to the appropriate level of care for their mental health needs.
- Individuals utilizing Counseling Center will receive an Individualized Wellness Plan.
- Individuals utilizing Counseling Center services will report having their diverse identities respected and acknowledged.

Individuals Utilizing ASAP Services Learning Outcomes

- Individuals utilizing ASAP services will know their reporting options.
- Individuals utilizing ASAP services will leave with a practical and personalized plan to address their safety concerns regarding experiences with sexual assault, intimate partner violence, and stalking.
- Individuals utilizing ASAP services will feel they were supported and left with appreciate local and university resources.

The Assault Survivor's Advocacy Program (ASAP) provides confidential 24-hour crisis response and intervention, advocacy, and resources to survivors of sexual violence, relationship or intimate partner violence, and stalking. ASAP is a survivor-centered resource that and has advocates available to speak to students, faculty, staff, friends, family members, alumni, or any concerned other that have been impacted by sexual violence, intimate partner violence, or stalking.

DEAN OF STUDENTS

The Dean of Students Office serves as a centralized support for all students' success at the University. We do that by enhancing and recognizing student learning and personal responsibility through:

- Encouraging the positive growth and development of students
- Helping in the resolution of student issues and concerns
- Serving as an information and referral center for students and the campus community
- Assisting student learning through values-centered accountability by administering the Student Code of Conduct

Our centralized support for student success includes the Bear Pantry, CARE Team, Bear Pantry, Community Standards and Conflict Resolution, and Student Outreach and Support.

Bear Pantry

UNC's Bear Pantry is a collaborative initiative on campus to assist students in our community who are faced with food insecurity. Bear Pantry supplements the food supply for any UNC students experiencing hunger and struggling to buy food.

CARE Team

The CARE (Concern and Respond Effectively) Team is designed to respond to University of Northern Colorado students of concern, to identify referral options for the student, and to make recommendations for actions to the Dean of Students office or other campus officials as appropriate. The Team's goal is to offer recommendations that promote student health, safety, success, and retention. The Team also serves as a coordinating entity in responding to critical incidents that affect students, staff and the greater campus community.

Community Standards and Conflict Resolution

Community Standards and Conflict Resolution (CSCR) helps students navigate conflict in healthy ways and engage in decision-making that supports their individual success and the wellbeing of our community.

We achieve this mission by:

- Upholding a consistent, fair, and equity-minded student conduct process
- Promoting accountability and integrity through educational opportunities for students to reflect on the impact of their behavior and repair harm
- Providing training and education that promotes prosocial behavior, like conflict resolution and bystander engagement

Collaborating with multiple stakeholders to support sustainable behavioral change and maintain a safe learning environment

The Office of Community Standards and Conflict Resolution develops and enforces standards of student conduct to promote a safe and respectful living and learning environment. CSCR provides support to the UNC community in conflict resolution.

Student Outreach and Support

Student Outreach and Support (SOS) helps students navigate difficult situations, such as food and housing insecurities, mental health concerns, personal or family crisis, and illnesses or injuries that limit their ability to be successful. Case Managers assist with communication and referrals by connecting students with support services for their success.

We achieve this mission by:

- Being accessible to students, faculty, staff, and support people
- Guiding students through complex university procedures
- Helping develop student self-advocacy and agency
- Facilitating behavioral intervention
- Creating individualized action plans
- Facilitating student's access to sufficient, affordable, and nutritious food through the Bear Pantry program

Student Outreach and Support (SOS) provides case management services to foster student development, engagement, and success by assisting students during difficult circumstances, which may include medical, mental health, personal or family crisis, illness or injury. SOS Case Managers coordinate with referral sources; make appropriate referrals and provide follow-up to address unique needs of each student.

STUDENT LEARNING OUTCOMES

Through engagement with CSCR:

- Students will explore social identities, difference, and conflict. (ILO 2a)
- Students will reflect on the individual and community impact of their actions. (ILO 4c and 5b)
- Students will identify practices that promote health and well-being. (ILO 5c)

STUDENT LEARNING OUTCOMES

Through engagement with SOS...

- Students will articulate how their life and experiences outside of the classroom impact their academic success (ILO 5a)
- Students will develop strategies to support their health and well-being (ILO 5a)

Community Standards and Conflict Resolution Care Team Student Outreach & Support

6791 Incident reports received in FY2020

80 Cases managed by the care team

596 Conduct cases adjudicated by hearing officers

688 Student of concern cases processed by case managers

67.2% Increase in academic integrity referrals

Most common conduct charges:

- 318** (19) Failure to comply with directives of UNC officials (includes all covid-related violations)
- 318** (21) UNC policy violations (Includes all HRE violations)
- 314** (1) Physical injury/endangerment (includes all covid-related violations)
- 302** (22) Violation of statute (includes all violations of public health directives)
- 151** 151 (VII) (A) Guest and Visitor policies, non-resident guest policy

Most common student of concern issues

- 242** Emotional distress
- 192** Navigating university procedure
- 166** Poor academic performance
- 159** Attendance concerns excessive absences
- 113** Illness/injury
- 72** Grief

Bear Pantry

181 Visits in FY 21

323 Bear Share Meal Swipes Distributed

HIGHLIGHTS

During FY21, the Dean of Students completed a gap analysis of UNC's quarantine and isolation process and on-boarded two positions dedicated to student support for those in quarantine and isolation. Alongside the two positions, DOS also recruited, scheduled, and coordinated a 15-person COVID Response Team as well as advocated for the addition of paid contact tracers and case investigators. Another huge accomplishment by the DOS included transitioning the BEAR Student Orientation to a video and zoom format.

DINING SERVICES

Our program nourishes students and provides them with an inclusive environment for socialization and a sense of belonging. As the largest student employer on campus we enhance student learning, provide real-life work experience and purposeful service opportunities, and develop soft, transferable skills such as time management, teamwork, and problem solving. Our program helps students deepen their understanding of social justice and equity, develop their identity, and foster communication and interaction skills.

UNC Dining Services is committed to providing nutritious food that follows trends (and sometimes is trendsetting) in the industry. We are responsive to our student and other customer's needs for quick, delicious, and healthy food. We place a high amount of emphasis on having food that provides a sense of home to a diverse student body with a variety of dietary needs and backgrounds. We have two primary dining halls that are board operations that serve 21 meals a week in an all-you-care-to-eat format. These dining halls feature display cooking, as well as self-service areas for deli, salad bar, cereals, etc. Both operations have to-go options that are either a cold-meal option that is quick service or the ability to take hot meals to-go. There is one additional Board location at the University Center that serves lunch on the weekdays and during this current fiscal year, brunch and dinner on the weekends. This location is not all-you-care-to-eat. There is also a board operation at the UC, the Bears Bistro that serves as a continuous operation, typically 11 am-9pm M-F. Halal food is available at Homes Dining Hall and both Tobey-Kendal and Holmes have a food line that aligns with the American Heart Association Guidelines and is free of the seven major food allergens. UNC Dining is also responsible for providing meals to Seniors in Weld County in partnership with the Weld Partnership on Aging, Nutritional Services through a registered Dietitian, Retail Operations, Catering, and a Concessions Operation.

Dining Services continues to cultivate and develop relationships with other departments on campus. Dining Services provides concessions to the ticket holders of UNC Athletics games throughout the fall, winter, and spring sports seasons. Dining Services worked closely with the Recreation Center when launching the Bear Bites website and consistent consultation with the (Food Nutrition and Dietetics (FND) program to offer student support, educational opportunities, and student learning outcomes.

INSTITUTIONAL LEARNING OUTCOMES

- Strengthening Interactions with Others – by offering opportunities for students to interact with others during meals and by offering student employment.
- Connecting Ideas and Experiences – by offering culturally diverse foods.
- Developing Professional Competence – by partnering with the Food, Nutrition & Dietetics department for student projects and hands-on activities.
- Engaging in Healthy Behaviors – by offering nutritious food and counseling students with special dietary needs.

HIGHLIGHT

Dining Services modified menus, hours of operations, and adjusted the number of operations open to ensure that quality of service was still met while under reduced budget and staffing plans, as well as reduced number of students living oncampus due to COVID-19. As well as modifying menus, staff also prepared and delivered meals for students in quarantine and isolation rooms. Lastly, Dining Services did a complete overhaul of the Munchy Mart pricing structure.

DISABILITY RESOURCE CENTER

The Disability Resource Center (DRC) collaborates across the University of Northern Colorado's (UNC) diverse community to ensure that aspects of campus life –learning, working, and living –are universally accessible. The DRC promotes universally designed environments and facilitates accommodations, training, collaboration, and innovative programming. The center provides the institution with resources, education and direct services to ensure that people with disabilities have increased opportunity for equity and socially just access to university experiences. Essential to the mission of the institution and the Division of Student Affairs, the DRC aims to remove barriers, create a sense of belonging and support success for the university community.

HIGHLIGHTS

550 new students connected with the DRC during AY 20-21. 327 of those students were added to the program and utilized services.

The DRC was successful in providing remote, hybrid and in person services and accommodations.

DRC partnered with CETL to create a virtual workshop series for faculty which focused on universal design for learning and inclusive pedagogy. The workshop series was provided during Spring 2021 semester.

DRC Director partnered with three DRC Faculty Ambassadors and the Executive Director of CETL to write a grant proposal for HEERF2 funding for a research project “Understanding Instructor Motivation for Embracing Universal Design”. (The research grant proposal was approved May 4th, 2021 and research began this summer.)

Developed an Accessible Event Planning Guide which is now available on the DRC website.

Developed and administered a survey to all students registered with the DRC to gather information on challenges and successes of the past academic year as well as what students need from our office moving forward. (Data collected has been used to develop curriculum and programming for Fall 2021.)

New budget structure which was proposed in 2019 and features a separate fund specifically for ADA Accommodations went into effect July 1, 2020 and has been successful in promoting inclusion and access for UNC's disabled students, faculty and staff.

STUDENT LEARNING OUTCOMES

- Students will know their rights and responsibilities as disabled members of the campus community.
- Students will know how to properly access and utilize resources through the DRC.
- Students will know how to effectively advocate for themselves and their disability related needs.

EQUITY & INCLUSION

Equity-minded practices lie at the center of our work and are rooted in our student affairs mission. We believe to create a community; we must understand and value our differences as well as our common ground. We've developed the following community principles, as values, as a way to have action-oriented and aspirational discussions with equity in mind.

WE COMMIT TO BE:

Caring:

We commit to providing a welcoming campus community environment where individuals can find a sense of belonging where we foster respect, empathy, and support to strengthen our campus community connection.

Inclusive:

We embrace diversity in all forms of being. We value individuals and their uniqueness in our community. We recognize each individual's contribution is important to achieving our institutional goals.

Civil:

We uphold social justice and are committed to promote fairness in treatment and access while raising awareness about equity-minded practices in our community.

Accessible:

We acknowledge differences in our society and foster a learning environment through education and strategic actions. Enhance quality of campus life for all.

Service-oriented:

We seek to advance equity-minded practices and communications and be responsive in supporting our community.

STUDENT LEARNING OUTCOMES

- Describe knowledge of the diverse cultural political and social economic experiences and needs of communities of color.
- Demonstrate practices that promote health, personal growth, and well-being for self and others.
- Demonstrate interpersonal and intrapersonal communication and conflict resolution skills
- Explore and describe salient & intersecting identities
- Apply self-advocacy practices

GENDER & SEXUALITY RESOURCE CENTER

Our mission is to advocate for, educate with, and support all identities across the gender, sexual, and romantic spectrums through an intersectional lens. We build an equitable and inclusive culture of care on our campus in order to have a positive impact on the career readiness, graduation rates, and holistic success of UNC students.

Advocate – Student Employees will...

- Be able to define: Conflict Resolution & De-escalation and can describe the steps of the above processes in details as they relate to their GSRC role
- Construct a self-advocacy action plan made with SMART goals
- Define what advocacy looks like to them.
- Will identify a cause they can address through advocacy.
- Be able to identify strategic faculty/staff stakeholders with whom they can work collaboratively or seek support from.
- Articulate how context influences how advocacy is employed.

Educate - Student Employees...

- Will attend a Safe Zone training in their first semester of employment and be able to meet the workshop's SLO's
- Training attendees/Participants will be able to identify how experiences are different across gender and sexuality when considering other identities.
- Can articulate (verbally and in resume/vitae/cover letter) transferable skills developed or honed in their role at the GSRC
- Will be able to articulate how their identities influence their worldview and subsequently their academic, personal, and professional endeavors
- Students and training attendees/participants will report being more familiar with campus and community resources after attending GSRC programs
- And training attendees will be able to refer to at least 3 resources in regards to gender & sexuality.
- Will be able to articulate the 3 tenants of the GSRC mission.
- Rainbow flag packet participants will report that because of their participation they are more familiar with the history of the LGBTQ+ community.

STUDENT LEARNING OUTCOMES

- Student - may refer to students on the campus we serve or student staff who work in our office
- Training attendees - may refer to any individual who attends any form of training or workshop the GSRC sponsors, co-sponsors, or facilitates

Support

- Faculty, staff, and students will report a greater sense of belonging after attending GSRC events.
- Students will be able to provide a personal definition of self-care
- Student employees will describe self-care behaviors taken in weekly one on one meetings.
- Allies will report feeling supported in their Ally identity development as a result of interactions with the GSRC
- Student Employees will describe 2 resources that promote their academic success
- Student Employees will identify and describe how GSRC events can contribute to self-care

HIGHLIGHT

August 2020 marked the third full year in the permanent location of the GSRC at 2215 10th Avenue! As we entered the 20-21 year in the midst of the Coronavirus pandemic, they adapted their programming and schedules to a more online centered format, yet we have still had an incredible amount of student engagement, especially through our affinity group programs and social media presence. They had over 130 faculty, staff, graduate assistant, and departments participate in our annual Rainbow Flag Campaign, providing a visual show of support for our LGBTQ+ campus members. Another accomplishment by the GSRC included an update to the name in use policy of the University, which went into effect in February of 2021. Lastly, the center secured \$5,000 from a community partner which will go towards the funding of the GSRC Mentoring Program.

UNC STUDENT LGBTQ CAMPUS HIGHLIGHTS

Gender & Sexuality Resource Center

MISSION: To advocate for, educate with, and support all identities across the gender, sexual, and romantic spectrums. We work to build an equitable and inclusive community on our campus while creating a sense of belonging for all students.



MARCH 1998

GLBTA Resource Office established at UNC with a dedicated graduate assistant.



JULY 2016

First GLBTA Director hired for the office.



SEPTEMBER 2016

Renamed office to The Gender & Sexuality Resource Center (GSRC) for inclusivity of all identities served.



OCTOBER 2016

Officially celebrates LGBTQ History Month on campus with programming and rainbow flag campaign.



DECEMBER 2016

GSRC and Spectrum (student group) propose to the UNC Board of Trustees to add Gender Identity to the non-discrimination policy and passes protecting all transgender and non-binary students.



JUNE 2017

GSRC identifies and converts eight new all gender restroom spaces in academic buildings on campus.



AUGUST 2017

GSRC moves to location, a house, to accommodate student need for larger space.



JANUARY 2018

GSRC is recognized as a Premier Institution for Queer Students. Campus Pride Index rated 4.5 out of 5 stars.



JULY 2018

GSRC works with campus partners to update the Preferred Name Policy.

QUICK FACTS

Data provided by Gender & Sexuality Resource Center.



528

GSRC **average visits** per month logged for Fall 2018



54

Affinity group meetings held during Fall 2018 semester



40

All-gender restroom spaces located on campus in academic and non-academic facilities



20

Educational events held including Speak OUT Classroom panels, HIV testing, and more



14

GSRC **Mentoring Program participants** to assist LGBTQ+ Students with mentors



8

Safe Zone trainings held each academic year to educate campus on gender and sexuality issues

STUDENT QUOTE:

"The GSRC mentoring program has taught me about queer resilience, leadership, and professionalism. I have built lasting community and understanding about how queer folks can navigate the world and achieve their goals while remaining authentic."

PROGRAMS



STRAIGHT FACTS ABOUT QUEER LIFE

A student training for those who wish to learn more about gender and sexuality.



SAFE ZONE 101

3-hour training designed to educate and empower participants to be agents of change and create a safe community across spectrums.



SAFE ZONE 201

An hour training that provides a deeper understanding on specific topics about queer life.



GSRC MENTORING PROGRAM

Those who identify across spectrums can be partnered with a Faculty/Staff member who identifies to build a support system.



UNIVERSITY OF
**NORTHERN
COLORADO**

Office of Equity & Inclusion
970-351-1944 | equityandinclusion@unco.edu

GSRC AFFINITY GROUPS

Affinity groups are a way to create spaces to meet others who share similar interests and want to find community. The following list of affinity groups are supported by the GSRC:

- 1 Bisexual/Pansexual/Polysexual
- 2 Book Club
- 3 Aromantic & Asexual
- 4 Gay Men's
- 5 LGBTQ+ Christian Bible Study
- 6 LGBTQ+ Graduate
- 7 Queer Crafting
- 8 Queer People of Color
- 9 Queer Women's
- 10 Questioning
- 11 Transgender & Non-Binary



STUDENT QUOTE:

"The GSRC mentoring program has opened doors for me to grow as a college student, young adult, and developing professional. My pairing with a mentor of similar identities has allowed me to reevaluate my decisions and develop a broader and more complete world view."

CAMPUS PRIDE INDEX

Data retrieved from the Campus Pride Index site at campusprideindex.org/campuses/details/563?campus=university-of-northern-colorado



UNC LGBTQ-FRIENDLY BREAK-DOWN BY INCLUSION FACTORS

Sexual Orientation Score	4.5 of 5
Gender Identity/Expression Score	4.5 of 5
LGBTQ Policy Inclusion	4 of 5
LGBTQ Support & Institutional Commitment	4.5 of 5
LGBTQ Academic Life	4 of 5
LGBTQ Student Life	4.5 of 5
LGBTQ Housing & Residence Life	5 of 5
LGBTQ Campus Safety	3.5 of 5
LGBTQ Counseling & Health	4.5 of 5
LGBTQ Recruitment & Retention Efforts	5 of 5

STUDENT ORGANIZATIONS



SPECTRUM

Spectrum celebrates gender, romantic, and sexual minorities. Weekly meetings are held to discuss different identities and intersectionality through the community.



DELTA MU (ΔM)

ΔM is a gender-inclusive fraternity (Greek organization) founded in 2017. They strive to achieve their values of love, community, respect and uniqueness through connections, mutual respect, academic achievement, and philanthropy.

UNC HOUSING OPTIONS

Data provided by UNC's Housing and Residential Education.



THE GENDER, SEXUAL & ROMANTIC IDENTITIES (GSRI) RESIDENTIAL LEARNING COMMUNITY'S

mission is to provide a space for students to learn and explore their own identities as they navigate the broader university community. Through advocacy, education, and supportive spaces, we hope to develop dialogue, reflection, and empowerment, resulting in the thoughtful discussion of marginalized identities to advance equity.



GENDER INCLUSIVE LIVING OPTION

allows students of different genders to live together in the same room. The gender inclusive housing option is ideal for students whose gender identification and/or gender expression varies from the binary gender paradigm. It is also for students that are uncomfortable living with a roommate of the same biological sex.

STUDENT QUOTE:

"This program (GSRC Mentoring Program) has been refreshing and validating in my identities. I think having spaces where people can be authentic to themselves is super important and this mentoring program provides that space for me."

Gender & Sexuality Resource Center

970-353-0191
gsrc@unco.edu

Office Hours

Monday - Thurs: 8 a.m. - 7 p.m.
Fridays: 8 a.m. - 5 p.m.



HOUSING & RESIDENTIAL EDUCATION

Our central mission in Housing & Residential Education is to equip students with the tools to engage in the transformative power of personal relationships and communities. We work with students, families, and our campus community to create a sense of home through intentional programming, one on one interactions, and serving as a connection point for students to campus resources. Through a social justice lens and experiential learning, we empower students to grow, learn, lead, and achieve.

We believe that strong communities and relationships are transformative. (Why Statement)

OUR VALUES:

Inclusivity

We recognize that the diverse communities and unique personal experiences of our students enhance our campus community. With this understanding we work to create environments where all students feel at home and welcome.

Integrity

Truth, authenticity, and transparency are the foundation of the relationships we foster and the decisions we make.

Service

Well-appointed, clean, and responsive facilities are critical to providing a home. With this in mind and through referrals, we provide thoughtful individualized assistance empowering our students to advocate for themselves and contribute to our campus communities.

Growth

We celebrate development, innovation, courageous creativity, and active participation in the experience of our students and the contributions of our team.

HIGHLIGHT

Housing and Residential Education had a busy yet impactful year. HRE developed a Community of Engagement Centers as well as an online room inventory. FY21 also included a revamped move in process and navigated quarantine/isolation room. Among the successes for students, there were also major investments in staff, including new learning outcomes, an onboarding checklist for more streamlined training, and a new employee task list to help get staff acquainted with services.

UNC prides itself on developing strong, supportive communities for students. The Department of Housing & Residential Education is central to creating a sense of belonging for students. HRE is home on campus to 3500 students (at full capacity) in traditional residence halls, suites, houses, and apartments. They offer residential living-learning communities called Residential Connections that are partnerships with academic departments. They also have a Faculty In Residence program that allows students to develop informal relationships with faculty outside of the classroom. In a typical year they house 88% of first-year students and roughly one-third of these students live in student housing for more than their first year. HRE includes live-in Masters-Level staff with backgrounds in student learning, community building, & university administration. The department works with students, families, and the campus community to create a sense of home through intentional programming, one on one interactions, and serving as a connection point for students to campus resources.

MARCUS GARVEY CULTURAL CENTER

The Marcus Garvey Cultural Center (MGCC) enhances the University's equity and inclusion commitment by building community and sense of unity, promoting wellness, and promoting academic success of University of Northern Colorado (UNC) students across the African/African American/Black Diaspora. The Center also advocates for and expands awareness and appreciation of the rich cultural and intellectual heritage of the diaspora by engaging the greater UNC community through educational and social events, programs, and initiatives. The MGCC provides holistic development for students, as well as cultural and wellness programs.

The Marcus Garvey Cultural Center was founded on February 3, 1983 as a result of student activism initiated by students who identified across the African diaspora, as a means for the University of Northern Colorado to offer support to Black-identified students in particular. The purpose of the center was and continues to exist as a space where students feel supported. In addition to the primary focus of supporting students, the Marcus Garvey Cultural Center staff also assists in the education and cultural advancement of the broader university community, highlighting the experiences and culture of people who identify with or within the African diaspora.

The priorities of our center include: creating and continually building an academic success focused environment; creating opportunities for the community to come together to uplift, support, and guide one another with care; working to continually work toward providing safe, nurturing spaces; building and maintaining relationship through event planning and community outreach; educate and support students learning and practice around financial concerns; and finally to create opportunities to learn about and engage in the political landscape.

Another key aspect of the Center is the collaborations that remained fruitful for students. Over the years, partnerships for the Center have undoubtedly elevated the Center's presence on campus and explicit communication to the campus community about the Center's stance about collaborative efforts, particularly around multiple intersections of students' identity and experiences on campus.

STUDENT LEARNING OUTCOMES

Students will:

- Describe their salient and intersecting identities
- Learn about the diverse and rich cultures throughout the African Diaspora through program and event attendance.
- Learn the skills necessary to effectively plan and execute small, medium, and large-scale programs and events for the UNC community (student employees).

NATIVE AMERICAN STUDENT SERVICES

Native American Student Services aims to promote academic and leadership excellence of Native American students at the University of Northern Colorado. NASS seeks to enrich the UNC community through academic, social, and cultural programs that reflect the tradition, heritage, and history of Native America. We strive to promote academic and leadership excellence amongst Native students that prepares them to address the social, political, and economic needs of Native people. Native American Student Services values diversity, equity, innovation, and student achievement. Through these values we seek to foster a campus environment that sustains, respects and honors the diversity of traditions and cultures of Native American peoples. To achieve these goals, we uphold the responsibility of leadership to infuse and incorporate Native ways of knowing and living within academia, through educational initiatives designed for all UNC students, faculty, and staff.

Native American Student Services (NASS) has been serving the University of Northern Colorado (UNC) community since 1995. Originally, NASS was housed in an office in the Michener library before relocating to its current location at the Kohl House in 1996. The Kohl House is located at 924 20th Street, Greeley, CO and also hosts space for A/PASS..

NASS is one of four race-based Cultural Centers and is a designated co-curricular unit within the Division of Student Affairs (DSA). NASS aims to support and promote an inclusive higher education environment for Native American students and their cultures. NASS offers various services to UNC students such as formal and informal staff/peer advising, mentoring, and tutoring, Wi-Fi access and cable television, kitchen facilities, PC computer labs, community and study spaces. NASS also sponsors a few scholarships and the American Indian Student Organization (AISO).

Most importantly NASS and the cultural centers have been identified as a space for UNC's student of color population where they are supported, have their needs met, and their identities affirmed, while promoting their academic and professional growth. The services offered by NASS provides essential recruitment and retention support for UNC students, faculty, and staff.

STUDENT LEARNING OUTCOMES

- Describe knowledge of the diverse cultural political and social economic experiences and needs of communities of color.
- Demonstrate practices that promote health, personal growth, and well-being for self and others.
- Demonstrate interpersonal and intrapersonal communication and conflict resolution skills
- Explore and describe salient & intersecting identities
- Apply self-advocacy practices

HIGHLIGHT

During the 2021 academic year, the Native American Student Services led professional development within their department staff by broadening their knowledge of social identities, specifically in gender identity and racism. This was achieved through training and supplemental personal reflections after reading, *Beyond the Gender Binary and How to be an Anti-Racist*. Among furthering an inclusive mindset, NASS also provided solutions for Native students without access to technology. To create a more equitable community, NASS identified Wi-Fi locations, assisted in coordinating travel, and helped fund technological resources for Native students living in tribal communities.

STUDENT LIFE

The Office of Student Life provides programs and services that foster a sense of belonging, an inclusive campus, and opportunities for learning and growth.

STUDENT LEARNING OUTCOMES

By synthesizing the Student Learning Outcomes from each individual OSL unit, the OSL team identified the following themes to serve as the overall OSL learning outcomes. Individual OSL units have their own, specific SLOs that both inform and are supported by the OSL learning outcomes.

Campus Community

- Understanding of how to get involved and develop connections on campus and in the community
- Develop greater knowledge of personal/professional development opportunities on and off campus
- Articulate finding community and a sense of belonging at UNC

Healthy Behaviors

- Articulate factors that positively impact individual health and wellness
- Describe aspects of healthy communities and how individual responsibility to community
- Exhibit decisions that positively impact individual and community health and wellness

Interpersonal Growth

- Identify learning and growth opportunities outside of academics
- Acknowledge areas of strength and areas for personal growth
- Exhibit autonomy through personal responsibility and accountability

Inclusivity and Equity

- Articulate multiple aspects of own cultural and social identities
- Exhibit behavior that is respectful of others with different cultural and social identities
- Build relationships with individuals across different cultural and social identities

Center for Peer Education

The primary purpose of The Center for Peer Education (CPE) is to provide our campus community with tools and resources necessary to successfully navigate the college environment while promoting a positive college experience for our students.

HIGHLIGHT:

A point of pride of the OSL is that we strive to be the “last, or second to last” stop for any person entering our space. If an OSL unit has the service or answer a person is requesting, we meet that need. If an OSL unit is not the service or answer a person is requesting, we always identify the need and facilitate the process to get that need met. We may not have all the answers, but no one will leave our space with the answer of “I don’t know”.

STUDENT LEARNING OUTCOMES

The Health Belief Model helps to understand if students think certain behaviors pose a threat to their college experience and student success, and if that threat is strong enough to facilitate actions (ie: calculating blood alcohol content, wearing a condom...) in order to mitigate that threat. It also looks at barriers and benefits students may be experiencing at this time. CPE has adopted the Health Belief Model as a framework for student learning outcomes.

Perceived Benefits

- Recognize the perceived benefits of preventative and harm reduction strategies
- Define actions associated with positive behaviors

Perceived Barriers

- Identify obstacles that limit healthy behaviors
- Edify common misperceptions about health behaviors

Perceived Threat (susceptibility and severity)

- Challenge personal risks associated with unhealthy behaviors
- Understand unintended consequences that can occur as a result of risky behaviors

Self-Efficacy

- Challenge personal risks associated with unhealthy behaviors
- Understand unintended consequences that can occur as a result of risky behaviors

Cues to Action

- Promote socially responsible, safe, and informed practices
- Promote the use and de-stigmatization of health resources

UNC's Center for Peer Education department provides comprehensive education about contemporary wellness issues impacting the college population including alcohol and other substance use, mental health and associated stigma, sexual health, and overall healthy decision making. The Center for Peer Education (CPE) is an undergraduate led organization whose peer educators strive to increase positive health behaviors and perceptions at UNC through a harm reduction and social norming approach through educational campaigns, interactive programming, and peer to peer presentations.

HIGHLIGHTS

The Center for Peer Education earned a grant from the Colorado Health Foundation, which awarded \$29,500 to support programming initiatives tied to the 4-year JED Campus Program. The JED Campus Program is a nationwide initiative of The Jed Foundation (JED) designed to guide schools through a collaborative process of comprehensive systems, program and policy development with customized support to build on existing student mental health, substance abuse and suicide prevention efforts. Among the accomplishments for CPE, they boasted a handful of presentations including GOAL Academic Department, Sexual Health Panel, Healthy Relationships Panel, Party with a Plan Workshop, Mental Health "This is Fine..." Collaborative Presentation, and A Toolkit for Promoting Menstrual Equity in High Education.

THE CENTER FOR PEER EDUCATION

2020-2021 Summary of Programs



The Center for Peer Education practices harm reduction. Harm reduction is a set of practical strategies that aim at reducing negative consequences associated with risky behaviors.

Abstinence is a friend of harm reduction, but not a requirement.

ALCOHOL EDUCATION



Alcohol Education Trainings and Presentations

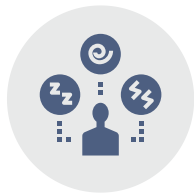
- Party with a Plan Workshop
- Harm Reduction Presentations

→ Reach: 133 students

INTENDED OUTCOMES



Calculate Blood Alcohol Content



Identify Signs & Symptoms of Alcohol Poisoning



This Bear is Aware: Be an Engaged Bystander

SUBSTANCE EDUCATION



Substance Education Trainings and Programs

- Motivational Interviewing
- Harm Reduction Presentation

→ Reach: 30 students

INTENDED OUTCOMES



Understand Components of Harm Reduction

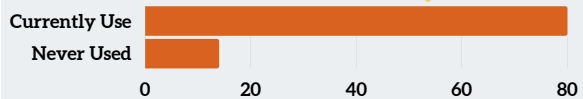


Learn Colorado Laws & Campus Regulations

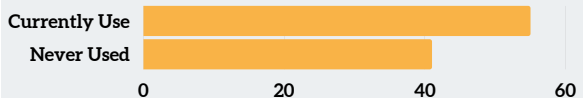


Understand Health Impacts of Consumption

ALCOHOL USE



MARIJUANA USE



1 OUT OF 3 UNC STUDENTS REPORTED USING A PROTECTIVE BARRIER THE LAST TIME THEY HAD SEX

SAFER SEX EDUCATION

Sexual Health Programming

- Bedside Box
- Sexual Health Panel

→ Reach: 350+ students

INTENDED OUTCOMES



Provide Accurate, Evidence-Based Sex Ed



Normalize Sexual Health Conversations



Understand Components of Consent

MENTAL HEALTH EDUCATION

Mental Health Programs

- Stress Less
- Mindfulness Workshops
- Mental Health 101 Presentation

→ Reach: 500+ students

INTENDED OUTCOMES



Provide Referrals and Resources to Students



Destigmatize Accessing Mental Health Services



Increase Efficacy to Practice Self-Care

THIS IS FINE...



colorado school of
public health

IMAGINEZERO



Center for
Peer Education

NORMALIZING CONVERSATIONS AROUND MENTAL HEALTH
Spring 2021 Collaborative Project

PROJECT OVERVIEW

PURPOSE OF PROJECT: TO BETTER UNDERSTAND MENTAL HEALTH EXPERIENCES OF UNC STUDENTS IN RELATION TO THEIR ACCESS, KNOWLEDGE AND BARRIERS TO SERVICES.

This project was completed in the Spring of 2021 through a three tiered approach: (1) CPE and Imagine Zero Weld County delivered a 45-minute presentation to the following groups: Stryker, Athletics, Student Senate, Fraternity & Sorority Life, and Cumbres. (2) A short 18 item survey was distributed post-presentation. 246 responses were recorded and (3) surveys were analyzed for themes by the Colorado School of Public Health@UNC students. Below are brief takeaways from their findings. Further information can be found in the Executive Summary.



Q: If I needed to seek professional help for my emotional or mental health I would know where to access resources from UNC.

86% of UNC Students Agreed or Strongly agreed with this statement.

TOP 4 RESOURCES

UNC Students are Aware of



UNC Counseling Center



Psychological Services



Student Outreach & Support



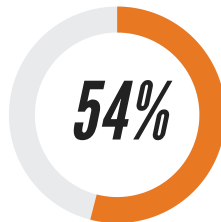
Colorado Crisis Line

Students also reported the Counseling Center and Psychological services would be the services they intended to use the most.



MENTAL HEALTH STIGMA

Generally, students were highly supportive of their peers seeking mental health treatment. However, survey results indicated that some internalized stigma remains. A group of UNC students indicated they felt others would view them as "less than" or "weak" if they accessed treatment themselves.



Q: At UNC, we are a campus that looks out for one another.

54% of UNC students Agreed or Strongly Agreed.

30% were Neutral or Disagreed.

TOP 4 INDIVIDUALS

Students Would Rely on



A Family Member



A Friend



A Significant Other



A Professional Clinician

Students also reported they would most likely turn to a professor or advisor if their mental health were affecting their academics.

TOP BARRIERS TO TREATMENT



COST Students were concerned with how much services cost, even though services on campus are free of charge.



INDEPENDENCE Students felt they could handle their problems on their own and didn't need to seek professional guidance or support.



TIME Students reported they felt like going to counseling would take too much time.

The primary goal and outcomes of The Center for Peer Education is to provide our campus community with tools and resources necessary to successfully navigate the college environment while moving toward evidence-based programming to promote a responsible, and positive college experience for our students.

The Center for Peer Education has pinpointed four areas of focus to implement prevention risk reduction programming and interventions surrounding: (1) Impediments to academic success; (2) Unintended consequences associated with substance use among UNC students; (3) Mental health trends and access to support and resources for students on campus; (4) Sexual health destigmatization and increasing access to contraceptive resources across campus.

Fraternity and Sorority Life

Fraternity and Sorority Life at the University of Northern Colorado exists to foster growth and development among students while forming lifelong bonds through academic, personal, social, and service-based programming.

STUDENT LEARNING OUTCOMES

Integrity: students will demonstrate personal responsibility:

- Students will make informed decisions
- Students will reduce high-risk behavior

Leadership: students will strengthen their leadership skills:

- Students will participate in executive roles
- Students will contribute to the accountability of their organization
- Students will contribute to self-governance of the community

Service: students will give back to society through philanthropic endeavors and service to the community.

- Students will actively engage in civic engagement to hold leadership positions on the governing council(s)

Personal growth: students will articulate their involvement in FSL

- Students will have the opportunity to attend programs to advance their personal and professional goals
- Students will find individuals and organizations that match their values
- Students will be able to articulate the connection between (FSL) campus involvement and curricular studies on a resume or portfolio

Scholarship: students will demonstrate the importance of scholarly success

- Students will achieve higher academic performance in comparison to their non-affiliated peers.

Unity: students will build life-long friendships and relationships

- Students will be able to contribute to the 'Culture of Care' at UNC
- Students will know how to actively engage with alumni
- Students will attend (inter)national organization conferences and leadership development opportunities

Social Justice, Equity, & Inclusion: students will promote social justice, equity, and inclusion for all through intentional co-curricular engagement with FSL and DSA.

Currently, UNC Fraternity and Sorority Life (FSL) is home to 23 fraternities and sororities and four governing councils. Fraternities and sororities provide a sense of belonging on campus, involvement, a home away from home, and encourage students to make campus feel smaller and more familiar. Joining a fraternity or sorority as an undergraduate member emphasizes high academic achievement and an extensive network of collegiate members and alumni to help with a successful transition into college life. Additional opportunities are presented to members of the FSL community, such as social events, educational opportunities, community service and philanthropy, and networking to enhance development. National and international organizations exist on campuses to provide a truly one of a kind collegiate experience.

Fraternity and Sorority Life can be a vital part of student experiences, and students within our community continue to flourish in a variety of areas within higher education. There are two types of fraternities and sororities served by the FSL staff: traditional groups (Interfraternity Council (IFC) and Panhellenic Council (NPC) chapters) and multicultural groups (Multicultural Greek Council (MGC) and the National PanHellenic Council (NPHC) chapters).

VETERAN'S SERVICES

UNC Veterans Services empowers military affiliated students by providing superb student-centered service, practical and appropriate resources, and an inclusive community of support.

Veterans Services (VS) is part of the Cultural and Resource Center network at UNC, providing services and support to veteran and military-affiliated students both on-and off-campus. Working in conjunction with critical UNC, VA, and Colorado State departments and specialists, VS assists students before, during, and after their transition to UNC. This can include: getting connected to essential VA education benefits; focusing on mental and physical well-being; promoting academic success; and increasing a connection to campus.

HIGHLIGHT

In FY21, Veteran Services implemented Peer Advisors for Veteran Education (PAVE). The peer support program provides connections, referrals to resources, and helps assist students academically and personally. UNC's PAVE was recognized by the PAVE National Team as the "School of the Month" during February 2021 and was featured in their monthly newsletter! The National Team also conducted an interview with the Veteran Services Coordinator and the Team Leader to learn more about the UNC PAVE Team and to share their best practices they had developed during their time supporting new student veterans. Another accomplishment earned by Veteran Services was being designated for the 2nd year in a row as "Gold" from Military Friendly, denoting that UNC exceeds the standards put in place by the organization and stands out among our peer institutions for being a military-friendly school. Military Friendly ranks schools on 6 different criteria:

1. Academic Policies and Compliance
2. Admissions and Orientation
3. Culture and Commitment
4. Financial Aid and Assistance
5. Graduation and Career
6. Military Student Support and Retention

STUDENT LEARNING OUTCOMES

- Identify university resources to assist in their transition to and through the university into future higher education pursuits and/or career development.
- Develop a social support system to ensure connectedness to campus and an increased sense of belonging.
- Develop a plan for a successful undergraduate or graduate career leading to gainful employment and establish benchmarks that ensure they are on track for success after leaving campus.
- Engage in the university community and participate in campus culture, contributing to a positive educational environment.
- Develop or enhance financial, physical and mental wellness skills to ensure personal well-being.
- Establish relationships with faculty, staff and professionals in their degree field to create and grow their professional network.

SCHOLARSHIP PROGRAMS

STRYKER INSTITUTE FOR LEADERSHIP DEVELOPMENT

The Stryker Institute for Leadership Development is a participation-based scholarship program that serves women and transwomen from under-represented groups and supports scholars in their identity and leadership development. We accomplish our mission by:

- Providing access to educational opportunities focused on identity development, social justice, leadership, and mentorship
- Cultivating a sense of belonging through connectedness and community
- Empowering women/transwomen through encouragement and facilitation of personal growth
- Establishing a network of support through collaboration with campus and community partners

Our program prepares students to develop a leadership identity that enables them to create positive social change and advocate with purpose.

The Stryker Institute for Leadership Development has served 461 women and transwomen scholars since 2001, providing scholars the opportunity to benefit from a four-year renewable full-tuition scholarship, access to the latest technology, and the opportunity to develop personally in their leadership identities. Staying consistent to the purpose and original intent of the program, the Stryker Institute has continued to serve women and transwomen students who also hold additional marginalized identities, including but not limited to race, ethnicity, class, ability, first generation status, and sexuality.

REISHER SCHOLARS PROGRAM

The Reisher Scholars Program strives to graduate scholars upon the completion of their funding timeline, with minimal educational debt. Reisher scholars will make contributions through developed engagement, resiliency, work ethic, and high academic achievement. This will be accomplished through monthly activities and programs which includes self-growth, self-awareness, professional improvement, and community service. The Reisher Scholars Program prepares students to develop communication, time management, and organizational skills, accountability, empathy, and acceptance of diverse perspectives and backgrounds. Aligned with the institutional mission and student learning outcomes, the Reisher Scholars program provides opportunities for mastering foundational skills strengthening interactions with others, connecting ideas and

STUDENT LEARNING OUTCOMES

As a recipient of the Stryker scholarship, Stryker scholars will be able to:

- Identify and define at least two of their social identities
- Explain privilege and oppression within a societal context and through an intersectional lens
- Describe how their leadership is rooted in their core values and identities they hold
- Demonstrate the use of mentoring techniques applied through a mentor and mentee relationship
- Deconstruct an injustice that resonates with their identities and create a plan to enact positive social change

HIGHLIGHT

The Stryker Institute for Leadership Development celebrated their 20th anniversary with organized engagement events for alumni. A survey was coordinated to collect feedback and interest from Stryker alum regarding the development of a 4th year cohort alumni mentoring experience. Lastly, all four cohort curriculums were successfully converted to online platforms which included prerecorded preworkshop videos as well as live virtual sessions with cohorts.

experiences, and engaging in healthy behaviors. We approach our efforts with collaboration, care, inclusivity, and integrity.

The Reisher Scholars Program awards scholarships to Colorado students based upon demonstrated financial need and academic merit. The program seeks to help promising Colorado students earn their undergraduate degrees without incurring additional educational debt. The Reisher Scholars Program is unique in that it focuses on rising college sophomores and transfer students from community colleges who have already demonstrated academic and leadership potential as undergraduates. UNC joined the Reisher Scholars Program in 2001, the Program's inaugural year, and has provided scholarship support to 432 students.

The Reisher Scholars program continues to accomplish higher GPAs as well as higher retention and graduation rates than the general student population. This includes no achievement gaps for first generation and underrepresented minority students.

HIGHLIGHT

Reisher Scholars had a graduation rate of 98%, 46% above the general student population and are leaving the university with minimal education debt.

PRESIDENT'S LEADERSHIP PROGRAM

The President's Leadership Program (PLP) is a two-year cohort program that strives to empower its members and the community to develop skills in areas including but not limited to inclusion, relational development, and problem-solving by fostering support and facilitating opportunities for the growth of future leaders.

Students who are selected to participate in the PLP will:

- Receive a \$1,500 annual scholarship
- Be eligible to apply for a number of other scholarships.
- Be able to attend state-wide leadership development conferences
- Attend leadership retreats on campus
- Engage regularly with President Feinstein

STUDENT LEARNING OUTCOMES

Reisher scholars will...

- Contribute positively to cohort engagement (e.g. develop capacity to understand and interact effectively with other whose identities, beliefs, behaviors, and values differ from their own; demonstrate teamwork to collaborate, develop and sustain mutually beneficial and healthy relationships).
- Employ accountability skills that support self-growth (e.g. cohort and community participation, engagement in developmental workshops).
- Acquire career readiness skills (e.g. communication, time management, organizational skills, resiliency, work ethic and empathy).