



**CAMPUS CLIMATE & STUDENT AFFAIRS
SUPPLEMENTAL NARRATIVE
DECEMBER 2018**

Introduction

In 2000, the Division of Student Affairs and all the units reporting to the division were disbursed among other administrative units within the university. To date, the functions of student affairs remain disbursed; yet, realignment with a few units have occurred over the years. Throughout this time, collaboration and intentional coordination of our work was key to accomplishing student affairs work. However, different division heads, with different goals and outcomes and units scattered throughout the university provided a compromise to the “how” and “why” of student affairs. Also, over the past two decades, students have changed (needs, expectations, learning) and there has been an adjustment to how students view going to college as well as what they expect from their curricular and co-curricular experience. It is time for UNC to re-think how we do the business (art and science) of serving students. This includes preparing them to graduate in a timely fashion, creating experiences to live lives filled with meaning and purpose all within the context of our evolving diverse student population. Based on the changing times, it is incumbent upon UNC to view student affairs work from a systems-thinking perspective and integrated approach. Support areas servicing students need to be realigned within a re-invented Division of Campus Climate and Student Affairs in service to the academic mission of the university with consistent priorities, goals, and ways of operating.

We believe every member of the faculty and staff are teachers, and responsible for the success of students. Student success is defined as graduating with knowledge and skills that are integrated into the learner’s self so that they can be applied in the student’s future work, family, and community life. We believe we have a responsibility to address social mobility of individuals and families through an anti-poverty mission. We believe our purpose is to address the life barriers that keep students from being successful - these include their health & wellness; lack of connection and relationships; housing and food insecurity; and inequity. We believe by focusing on the needs of students with marginalized identities all learners benefit. We believe in our role as educators. Co-curricular programming is essential to the general education of students. It is an opportunity for applied and reflective learning. We take a curricular approach to our work that is connected to the institutional learning outcomes. We believe in the human need to be connected to others. Learning happens within the context of building relationships and community. Students thrive when they know they matter to someone. We believe our work is delivered through care for the individual and a holistic view of

the student and the system in which they belong. We believe our role on the campus is to facilitate a caring community. We believe being good stewards of our resources is the foundation on which we operate. Students trust us with the investment of their money to provide an experience that will prepare them for the world of work and community leadership. Good stewardship of money, facilities, and human resources mean we can provide the best possible experience at the lowest possible cost—which allows students to graduate with less debt and greater social mobility.

The following narrative provides an interim and emerging business plan for the formation of Student Affairs at the University of Northern Colorado. The business plan approach is an effective means of defining the newly formed division goals and the requisite steps to reach them. Also, the purpose, vision, and ways in which the division will operate are included. It also serves as a blueprint for the division explaining objectives to the campus, current and future employees, families, students, and prospective donors. To begin, the plan calls for merging the existing Campus Community and Climate division with Student Affairs. The purpose for this is to keep the institutional focus on campus climate while also performing the functions that support student success. We desire an institutional priority to be on improving the climate of the campus and removing equity gaps. To keep the focus, and make headway, there needs to be the focus at the cabinet level. Although the division focus is on students, the equity and climate work is for the entire campus. The training, development, and goal-setting for the whole campus (including faculty) will be under the leadership of this division. The proposed name reflects this intentional focus: Division of Campus Climate & Student Affairs (CC&SA).

Our Why: Mission, Vision, and Values

To best summarize what the division will do and be for UNC, the following “elevator pitch” communicates the most important aspects of the division and its services:

We support students in the co-curricular environment and provide 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.

Moreover, creating the foundational aspect of an organization consists of determining “The Why”. In 2009, Simon Sinek presented his thought model known as the Golden Circle (the why, the what, and the how) of organizations. Also, he delivered a riveting TED Talk and subsequent best seller book titled: *Start with Why*. The premise of his talk and book focus on the need for organizations to begin the organizational journey with understanding the ‘why’ of the organization--not the how or what; but simply why. The following represents collective work of understanding the why of student affairs at UNC:

Mission

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.

Vision

The UNC 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 Campus Climate & 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.

Values

- *Intellectual Freedom*
- *Equity*
- *Transparency*
- *Balance*
- *Integrity*
- *Well-Being*
- *Learning*
- *Caring*
- *Inclusion*
- *Belonging*
- *Identity*

Organizational Structure

We have provided three options for organizational structure. Each will offer the opportunity to move forward to meet the desired institutional and division outcomes. And each comes with strengths and weaknesses. Consistent in all three—there are offices that do work that is for the entire institution, not only focused on students, and have missions that have to do with compliance. Title IX, Disability Support Services, and the suggested Ombuds position all should report directly to the Vice President. We are also suggesting that business / administrative support services for the Division be centralized as a way of reducing cost.

It is important to note not every box in the organizational chart represents an office, department, or even a full FTE. In some cases, the boxes denote functions that are important to visualize where they belong.

There are several offices that we know an argument can be made as to whether they belong in Student Affairs or Academic Affairs. Orientation, Advising, Trio, first-year experience initiatives, cohort scholarship programs, Career Services, the University Center, Campus Commons, and Disability Support Services are all such departments/offices. We made decisions guided by who has the expertise, and philosophically what we believe as we try to close equity gaps and improve student success.

Strategic Impact/Outcomes:

The overall strategic impact for the CC&SA division is best defined as “addressing what matters with insight and innovation” (Brown, 2013). With this guiding statement, the division will work to graduate students with social mobility that have demonstrated growth in knowledge, skills, and abilities through a seamless learning environment whether they are a residential student or online learner. Specific outcomes are as follows:

- a. Students will report an understanding of institutional learning outcomes and skills related to career readiness through their interaction with the Student Affairs curriculum and badging/credentialing system.
- b. Students will create an integrated (curricular & co-curricular) plan for graduation that helps them see the path to career readiness and what beginning, intermediate, and advanced skills look like.
- c. Students will report understanding no matter what their major that they need both soft and hard skills to gain employment that will lead to social mobility—they will understand that social mobility means that they are graduating with knowledge & skills that are integrated into who they are with the least amount of debt possible.
- d. Students who report barriers to completion, i.e. food security, safe housing, mental/physical health problems, student conduct/behavior problems, discrimination will be connected to resources to support their success.
- e. Students will report an understanding of social justice, privilege, equity, and know how this impacts their lives as individuals and their future careers and work within a community.
- f. Students will report that they feel a sense of relationship and community amongst their peers.
- g. Students will report that they can identify a mentor who is a faculty or staff member on campus.
- h. Students will report that they understand the role that personal wellness or well-being plays in their overall success as a student and in their future lives.
- i. Students will report a positive UNC climate no matter what identities they hold.
- j. Students will report that the university structure is easy to navigate and find resources. They will have access to resource and referral information 24/7 through enhanced technology use (i.e. Website, social apps, artificial intelligence; mobile apps)

- k. There will be a reduction in the number of students who report they leave the institution because there is nothing to do in Greeley through an intentional partnership with the City of Greeley for increased engagement/entertainment options.
- l. Students will report a high level of satisfaction with university facilities, amenities, and food options; as well as report a high perceived value for the money they invest in student fees, tuition, room & board.
- m. Students and support people/families will report high levels of satisfaction with the services with whom they interact.

As crucial as outcomes are for students, the Division of Campus Climate & Student Affairs also has strategic results related to business operations and employees. These are as follows:

- a. UNC employees who work in the Division will understand a unified strategic plan and their role as educators.
- b. After training / organizational development opportunities, UNC employees will understand the expectations around the Culture of Care for students. The skill sets around a Culture of Care include equity & social justice; restorative justice/mediation skills; listening skills; referral / brief counseling; customer service/de-escalation; and facilitation skills.
- c. All UNC staff will define their role as “educator” and understand how they connect to student success.
- d. UNC professional staff will be expected to understand curricular approaches to the work of Student Affairs, 21st-century pedagogy, as well as assessment methods to determine outcomes.
- e. Staff will report an improved work experience through the implementation of a Culture of Care, unified development opportunities, and evaluation processes.
- f. Staff with marginalized identities will report increased feelings of support and inclusion / there will be a reduction of staff departure.
- g. Redundancy of resources will diminish by combining areas, centralizing business/administrative skills, and reducing or reallocating FTE to support a narrow set of goals and outcomes.
- h. All staff will understand that UNC’s brand identity will become focused on career readiness, social mobility/reduction of poverty in the State of Colorado; equity, inclusion, and social justice. Relationship, size, community, and inclusion are elements of the brand that will continue. We will continue to be known as THE research institution that best serves and support students with marginalized identities—and have the best outcomes (smallest attainment gaps) in the state.
- i. Campus Climate & Student Affairs staff will understand the importance of fundraising and grant-writing in improved outcomes with students and will be trained to be successful in these areas.
- j. CC & SA staff will understand that business acumen and stewardship of resources are a foundation of good work for students.
- k. Staff will articulate a sense of pride in the work they do, the facilities and services that are provided.

- l. Staff will report satisfaction with the quality of supervision they receive.
- m. Staff will report high levels of employee engagement.

Making the Business Case

The following are a list of issues needing to be addressed. These issues are organizational issues and can be considered impacting aspects of student success and reaching our collective potential.

Resource Scarcity

With resources becoming scarce, there is increasing competition to move positions & programs forward from an individual department or division perspective, rather than collaborating and deciding what the institutional priorities are.

- a. What does an unhealthy competition do to institutional collaboration?

The Centrality of Student Needs

With our current organizational structure, there is no one on the President's cabinet whose sole purpose is to advocate for student needs. The VP of Campus, Community, & Climate is the closest to this type of position, but the remaining members have institutional priorities central to their roles - the institution, the faculty, the budget, the community, donors, legal issues, etc.

- b. i.e., With many student affairs functions reporting to the Provost, that position serves a dual advocacy role, and if there is a conflict between faculty and student needs – the balance is likely challenging

Inconsistency

Gaps, inconsistency, effectiveness, and efficiency are prevalent since student affairs functions report to different Vice Presidents. Differences occur in

- c. Goal setting and expected outcomes
- d. Workflow
- e. Expectations and accountability
- f. Coaching and mentoring
- g. Expectations for working with students
- h. Time in the office
- i. Work-life balance

With a senior cabinet leader, we could meet institutional priorities more effectively and efficiently. One leader, with one set of expectations, and competent “deputies” would be beneficial.

Communication

We have gaps in communication for staff. Directors are frequently missing essential information that they need to do their jobs. This is because different leaders have different views of what information needs to be shared from the executive levels to the rest of the staff.

Core Competencies

1. NASPA Core Competencies for Student Affairs professionals include:
 - a. Personal and Ethical Foundations
 - b. Values, Philosophy, and History
 - c. Assessment, Evaluation, and History
 - d. Assessment, Evaluation, and Research
 - e. Law, Policy, and Governance
 - f. Organizational and Human Resources
 - g. Leadership
 - h. Social Justice and Inclusion
 - i. Student Learning and Development
 - j. Technology
 - k. Advising and Supporting
2. When we evaluate our staff against core competencies within student affairs and competencies that we have identified as being essential for the achievement of our goals, we have some skill gaps. We recommend the following be prioritized for development: understanding of student learning; curriculum approaches to student affairs work; ability to write student learning outcomes; outcomes assessment; equity, social justice & intra-cultural competency; budget; analysis of data; strategic planning.
3. We recommend identifying a talent-pipeline in our staff from across the university—building a cohort of individuals who can develop and apply new connections between our institutional data sets and research, leadership, and technology to improve our practice and outcomes.
4. We will need to focus on capacity building of staff in these areas across current divisional lines if we are going to improve student outcomes/persistence.
5. We have hired people for key positions who do not have the essential skill sets/knowledge for their positions—this could be fine with the appropriate development/coaching of people with potential, but we currently lack time and capacity to do this.
6. We recommend we have a close partnership with the HESAL program, particularly with the Masters program. We hope that we can collaborate to have a curriculum

that aligns with the goals of the Division of CC & SA and helps develop the competency of the graduate students who work within the division.

Why is the formation of this new division important at this time?

A Division of Campus Climate & Student Affairs is necessary at this point for UNC because we are not achieving desired student learning or success outcomes. If the campus wants to move forward in a strategic way to improving graduation rates, depth/integration of learning, career readiness, equity, and social mobility of students—a concerted, outcomes-oriented approach to the experience of students is a priority. Student success and retention is complex and interconnected. It is not as simple as improving the entry characteristics of students, implementing learning communities, or improving financial support. It is all of these things. As experts in higher education, we know students depart because they do not feel connected or cared about or “known”; we know they depart when they are sexually assaulted or discriminated against; we know they depart when they do not see a clear path to career--no matter what their major; we know they depart when they feel bored; they depart when depression, anxiety, or substance abuse get in the way of learning; they depart when they cannot afford basic needs like food, housing, medicine, and childcare; they depart when their families need them at home; they depart when they feel like an outsider in the City of Greeley; they depart when they can't find a major that is congruent with their skills and interests; and they depart when they face failure. This list is informed by data and the real interactions that we have with students who leave us, and it can go on and on. Therefore, a holistic approach to the work of student affairs is essential. We need to have staff who are able and willing to be in relationship (in community) with students, have a strong ethic of care, and are eager to be intrusive to uncover the needs for support for completion.

We will need to balance a holistic view of the individual student with a segmented approach to student populations. When we view retention and success of populations of students, different methods are required for unique communities. We will need disaggregated data to inform this work and be mindful of not neglecting the critical dimensions of creating equitable outcomes.

We also know students need to be career-ready, and that employers are reporting graduates do not have the “soft skills” necessary for success. We recognize student affairs professionals are educators and are uniquely prepared to teach these skills through curriculum, involvement, leadership, and employment opportunities. To be socially mobile it is particularly important to have the knowledge, skills, and confidence to enter the workforce. We believe that the emphasis on social mobility is particularly important because we are situated in a local community where more than 60% of school children are living in poverty. We are uniquely positioned to have an anti-poverty mission and can work to change the lives of our immediate community. We believe the entire campus should be focused on this outcome.

Our work must be rooted in equity, inclusion, & social justice because it is an essential foundation for eliminating equity gaps and improving social mobility. We have the most diverse research institution in the state; we seek to become a Hispanic Serving Institution, we are rated the most inclusive for LGBTQAI students—we want to continue this path to greater inclusion. We also recognize that merely living and attending class with students who are different from one another does not mean one will acquire skills in intercultural competence, working in diverse teams, or understand privilege and justice. We are graduating students who will work in education, business, and health care—and these skills are essential for the 21st Century employee working in a diverse global society. Our work in this area will be intentionally taught to students.

What is the expected return on investment?

Any reorganization and repurposing of resources require investment. We anticipate there will be costs (financial and time) associated with the development of employees to meet the new goals of the institution, as well as some investment in physical space, and technology. If the institution decides to organize the first-year experience with models such as residential learning communities or colleges; mentoring programs; opportunities for mentoring, coaching & intrusive advising—some of these initiatives are labor-intensive and will require resources. We also recognize that as we move toward HSI status, we will require an increase in multi-lingual staff.

We do anticipate these investments will have a positive return on investment. A selective, research institution focused on career-readiness, equity in outcomes, a personalized community-based approach to teaching, with an anti-poverty mission focused on social mobility, and HSI status would make us unique in the State of Colorado. We do believe this would positively affect our brand positioning, as well as positively impact the depth of student learning and skill development. We believe this will positively impact student retention and graduation rates. The common adage that it costs less to retain a student than recruit a student is true. We believe a coordinated effort on improving student outcomes will have a significant positive impact on the structural deficit.

What are the risks of doing this or not doing this?

UNC has had stagnant retention and graduation rates for years. We do not believe that the solution to this problem is to become more selective. We believe our purpose in the State of Colorado is to serve the broadest portion of college-ready students to increase the number of people in the state at least a 4-year degree from a Research Institution. We realize serving a population with less preparation than the most selective institutions can be more expensive to get through to graduation. We best serve a student who may not be as strong in academic preparation, but is solid in non-cognitive variables--resiliency, leadership, grit, and demonstrated the capacity for growth. Four years ago, we conducted a pilot using non-cognitive variables to assess Window admits on their ability for success. We have not, as a campus, done any assessment of how successful these students were on our campus. We recommend reviewing our data on

this group of students. If the campus does decide it needs to become more selective in order to improve student success, this could be a method used again to find students who do not appear academically qualified but have qualities that would support their success. Although we are not recommending that Admissions be a part of Student Affairs, we recognize the importance of viewing student success over the entire lifecycle of the student. Tying all these things together will yield a positive return on investment. If we change nothing dramatically, holistically, then we stay stagnant and will continue to flounder financially.

When partnering have we done our due diligence on capacity and competency to fulfill our expectations?

This plan was developed during the task force initiative with the collaboration of over 40 higher education professionals. We recognize our recommendations will require additional partnership, communication, and enterprise collaboration. To indeed build a seamless experience for students we will need to bring even more voices to the table.

We also know we do not have all the skill sets we need to move forward with a division that is committed to curriculum and assessment of outcomes, or equity-minded skill sets, for example. We do know we have dedicated staff with the capacity to learn through coordinated organizational development.

What are the potential risks that might derail implementation/execution?

We recommend the areas that have the most opportunity for liability/ legal/ compliance issues remain within the Division of Campus Climate & Student Affairs. These include the work of the Dean of Students Office, Campus Climate & Institutional Equity, Disability Support Services, Academic Advising, and Housing & Residential Education. All of these offices deal with issues of compliance or have a unique custodial relationship with students and require the expertise that comes from student affairs practitioners or those with a background in higher education administration. We have spent a long time on campus with areas that have a great deal of legal risk reporting to those without the expertise to manage the work. We feel that the new structure will change this. Even though there will be an increase in the number of direct reports to senior leaders, the overall institutional risk should be reduced because we have experienced student affairs leaders supervising the work.

Next Steps: What needs to be done?

- Scope of Implementation

It is expected that the new organizational structure is in place in the Spring of 2019. In the next phase of this process redundancies in programs, centralization of business processes, and desk audits of duties will be performed to find efficiencies. Once the new structure is in place, a full strategic plan will be developed that will move us forward in a unified direction. It is anticipated that a strategic plan could be in place for the Fall 2019 semester. A Student Affairs curriculum, organizational development model, and the

badging system will take 1-3 years to develop, depending on the resources available to help with the implementation.

- Specifically, identify who is responsible.

The Vice President for Campus Climate & Student Affairs, along with a core leadership team will be responsible for implementing the new division and developing a strategic plan that supports the university goals around becoming a Hispanic Serving Institution (HSI), increasing equity & inclusion, teaching career readiness, and increasing student success.

- Who else needs to be involved and what do they need to do?

To make the change we will need to create capacity in faculty and staff around equity, inter-cultural competence, listening skills, brief counseling, assessment, etc. We will need a clear expectation from the President & Provost that development of all staff is expected. We will need all deans, directors, and other senior leaders to commit to require and track their staff's participation. We will need directors at the department level to develop new strategic plans that align with the new goals.

- What are deadlines and critical milestones?

We want the new Division of Campus Climate & Student Affairs to be in place by March 2019. A new strategic plan will need to be in place by July 1, 2019. With the new strategic plan, strategies for both effectiveness and efficiency will be articulated. New strategic plans at the department level should be in place by the start of the academic year.

To achieve the goals around career readiness, we are recommending a badging system. We would suggest product investigation begin immediately, with a launch Fall 2020.

- Cost Considerations

We ultimately know that what we do must both be more effective and more efficient. We will be a part of finding the solutions to the structural budget deficit. The following will be under consideration for budget reductions:

- a. Staffing: a centralization of administrative and business/budget staff
- b. Desk Audits of vacant positions
- c. Review of all vacant positions and use of existing staff to fill positions
- d. Reduction of software, subscriptions, and memberships
- e. Investigate outsourcing
- f. Review pricing structures/pricing elasticity to increase revenue
- g. Across the board 3% reduction in expenses

Assessment: How and when will we assess the project or change?

We are proposing a significant change to the organization. We have received critique from staff in the past about communication. For this to be successful, we will need to change this feedback. We will need to meet regularly with staff at all levels of the organization to check for their understanding and ask for feedback. We will need to assess the development of staff as we teach new skills. Some of this assessment will happen through individual assessment, and some will occur through the annual review process.

We also know that appealing to the staff's internal motivation for the work they do assists with change adaptation. We feel that we have identified purpose and goals that are reflective of why staff enjoys working at UNC, and we intend to build on that strength.

It is important to recognize that in many ways we are asking for more (different) work that will increase stress during a time where there is stagnant pay, and perhaps decreased pay if furloughs or other measures for cost control are put in place. We are suggesting that we look at different ways to increase employee morale (i.e. Look at what start-ups are doing for their staff) to help support productivity. Regular assessment of employee morale is suggested.

The ultimate success of this change will be measured in student learning, student satisfaction, climate, persistence, alumni, and health data. We collect a wealth of data within our areas. We believe a key to improve and telling our story of success, will be a more sophisticated, regular assessment of the data that we have. Access to data across the campus needs to be improved, and training around data mining, analysis, and visualization should be provided so we can know our impact. Ultimately, the accurate measure of our integrated efforts between Academic & Campus Climate and Student Affairs will be measured in improved retention, steady growth in learning, demonstrated achievement of learning outcomes, improved graduation rates, and decreases (or elimination) of equity gaps.

Conclusion

Evolving changes have occurred within the higher education landscape. Specifically, students are more diverse, globally curious, plugged in and dialed in with a technology prowess. This emerging and evolving student culture have overwhelmingly been noticed by college and university communities across the country. UNC has witnessed these changes among various behavioral changes such as a decrease in alcohol infractions, increase in drug, violence, sexual assault, and mental health as the most significant issues students are facing. We must assume a proliferation of topics related to how best to work with students while using sophisticated approaches to support their learning and foster engagement in campus life involves being strategic, purposeful and connected to the university mission, vision, and values. Although not having one roof to house student affairs units and initiatives is not a sole correlate to the flat

(and at times declining) outcomes of retention and graduation rates of the university, there is a promise to a consolidated and streamlined approach. It is not a time to enliven the adage “doing the same thing and yet, expect different results.” There is a problem - something is inherently not working if we intentionally want to move the needle on markers of success (graduation rates, persistence, increased social mobility and elimination of the achievement gap).

Moreover, as a result of social movements and longstanding systemic issues of discrimination, racism, sexism, etc., accountability and reporting have increased, and as a result, the creation of Title IX and equity and inclusion offices has emerged. Student conduct and behavioral issues have changed over the years. Managing student behavior has required varying levels of intervention, cross-disciplinary collaboration and higher levels of adjudication sophistication.

A Division of Campus Climate & Student Affairs in and of itself is not necessarily unique. However, the ability to build a Division with clear outcomes and a curricular approach to the work from the ground-up is a unique opportunity. With our history as a state normal institution, undergraduate & graduate programs in education, business, and human service fields—we have the opportunity to build a division grounded in innovation and will serve as a living laboratory for student employees, interns, and graduate assistants.

This opportunity is also exciting for those who have worked on the UNC campus without a unified division. This excitement and momentum have already had a positive impact on morale for staff, despite the fiscal realities. The implications for positive staff morale on positive outcomes for students should not be under-estimated.

Therefore, UNC must find solutions to these and new challenges (and future ones), reimagine business processes and student services for effectiveness and efficiency, and foster systems that engage students of the 21st century. Doing so presents an enormous opportunity for the newly created Campus Climate & Student Affairs division to contribute to student success.

Resources Utilized

Books & Publications:

- Student Affairs Models and Critical Issues in Higher education
- AAC & U’s LEAP Challenge and the set of Essential Learning Outcomes
- The Economic Value of Liberal Education, AAC & U
- The Civic Case for Liberal Education, AAC & U
- The Future of Work, How Colleges can Prepare Students for the Jobs Ahead
- EAB’s Most Important Soft Skills
- College Net’s Social Mobility Index
- Fulfilling the American Dream: Liberal Education and the Future of Work
- What is College For? The Public Purpose of Higher Education
- The New Generation of College Students
- Here’s What Today’s Students Want from College

- Generation Z Goes to College
- New Approaches to Mental Health
- Ain't No Makin' It: Aspirations and Attainment in a Low-Income Neighborhood
- Tailoring Admissions
- NACE Competencies
- Are We a Student Ready Campus?
- Measure what Matters
- Immunity to Change – Kegan and Lahey
- UNC Institutional Learning Outcomes
- Learning Reconsidered
- Iowa Grow Program
- Michigan State University's Collegiate Employment Research Institute's T-Shaped Professional
- National Association of Colleges and Employers, Career Readiness Defined
- Balancing Work and Learning: Implications for Low-Income Students
- EMSA's Culture of Care Documents
- Student Engagement in Higher Education: Theoretical Perspectives and Practical Approaches for Diverse Populations
- High Impact Educational Practices
- Creating Strategic Impact – Questions of Business Strategy and Business Survival (Brown, 2013)
- What's Your Why? TED Talk (Sinek, 2009)
- Equity Scorecard Training Materials from CUE University of Southern California
- The University of Maryland Virtual Colloquium: Race on Campus
- NASPA Equity & Diversity Publications
- ACPA Equity & Diversity Publications
- The Cost of College Attrition at Four-Year Colleges and Universities
- The Power of Retention: More Customer Service for Higher Education
- WICHE: Who's Knocking at the College Door
- NASPA First Generation Student Success
- Residential Learning Community Retention and GPA Quasi-Experimental Design
- Integrated Student Support Redesign: A Toolkit for Redesigning Advising and Student Services to Effectively Support Every Student
- Defining Career Readiness and Student Success
- Demographic Shifts in educational Demand and the Rise of Alternative Credentials
- University Innovation Alliances Vision and Prospectus
- NSSE Institute Project DEEP
- Assessing Underserved Students' Engagement in High-Impact Practices
- High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter
- Rising to the LEAP Challenge: Case Studies of Integrative Pathways to Student Signature Work

- UNC Board of Trustee presentation on First Generation College Students from March 3, 2018

UNC Data Sets:

- CIRP Survey
- Map Works Data
- Stayers & Leavers Report
- 2016 Climate Survey
- Alumni Survey
- Student Conduct Data
- Student of Concern / Health & Safety Reports
- College Senior Survey
- UNC Fact Book
- Transfer Intelligence Portfolio
- CDHE Remediation Report
- CDHE Transfer Summary
- Undergraduate Exit Form
- University of Northern Colorado Office of Development and Alumni Relations
- Health Survey Data
- IPEDs Data
- UNC Organizational Charts
- UNC First Year Experience Infographic

Theory:

- Astin's Theory of Involvement
- Tinto's Revised Theory
- Bean and Eaton's Psychological Model of College Student Retention
- Swail's Model of Student Persistence and Achievement
- Seidman's Retention Formula
- Snyder's Hope Scale
- Duckworth's Theory of Grit
- Cavanagh's Theory of a Culture of Care
- Rendón's Theory of Validation
- Scholssberg's Theory of Marginality & Mattering
- Gilligan's Theory of an Ethic of Care
- Magdola's Theory of Self-Authorship
- Critical Race Theory