



UNIVERSITY OF  
NORTHERN COLORADO

DIVISION OF STUDENT AFFAIRS  
**Impact Report 2021**



# DSA Impact Report

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## Welcome to the Division of Student Affairs!

The information in this annual report represents the achievements for the inaugural year of the Division of Student Affairs (DSA) at UNC after a 20-year hiatus. During 2018-2019, task force contributors from all areas of campus assisted in creating the framework that became the DSA mission, vision, and equity statement. Since its official inception in May 2019, DSA staff and students assisted in refining departmental mission, vision, and student learning outcomes.

In reflecting on 2019-2020, I am continually inspired by the hard work and dedication of the members of the Division of Student Affairs (DSA). In a year full of continual adjustment and transformation, both internally and externally, the DSA team gracefully pivoted to meet the changing demands. In fall 2019, we celebrated the first fall opening and welcome of new students as a division. This was an exciting time in our work as educators, mentors, and leaders, and challenging as the fall 2019 semester began with significantly fewer staff FTE and reduced budgets. Nonetheless, staff worked tirelessly to provide engaged learning, excellent service, leadership opportunities and programming to meet student needs and provide a high-impact student experience.

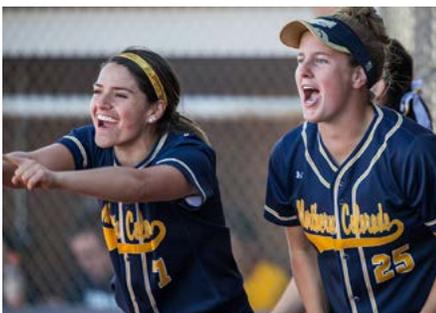
In March 2020 when the pandemic closed UNC, DSA departments pivoted quickly and effectively to transform services and engagement to a virtual environment where possible. Because we believed strongly in providing housing and dining to students during the pandemic, our Housing and Residential Education (HRE) and Dining Services teams intensely worked to provide a smooth transition in attending to the approximately 500 students who remained in residence. As of significant note, staff in these two areas of the division conducted their work physically on campus and in physical proximity with others when most of the campus was working remotely.

As the spring 2020 semester continued, I was inspired by our staff and students whose creativity forged new ways to engage and serve students. Even through the uncertainty of the pandemic, additional budget reductions, and concerns for personal safety, members of the Division of Students Affairs showed up every day to support and lift-up our students, one another, and our colleagues across the university. I am deeply proud and humbled by this hard-working team of professionals who continually demonstrate their resiliency, commitment, and values of community.

In gratitude,



Katrina Rodriguez, PhD  
Vice President for Student Affairs



# Overview

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## 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 (A/PASS) 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. A/PASS staff strives to create a safe, inclusive environment for all who visit the center.

Asian Pacific American Student Services (A/PASS) has been serving the University of Northern Colorado (UNC) community since 1995. Originally, A/PASS 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 20<sup>th</sup> Street, Greeley, CO and also host space for Native American Student Services. UNC is the only higher education institution in the state of Colorado with freestanding cultural centers.

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

A/PASS aims to both support and promote an inclusive higher education environment for Asian/Pacific Islander-identified students and their cultures. A/PASS 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. A/PASS 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

## 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.

## CENTER FOR CAREER READINESS

The 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

## 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

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.

During FY20, the Center for Career Readiness’ organizational chart changed as a result of feedback provided to UNC by Huron Consulting. Huron recommended that career activities within Criminal Justice and the Monfort College of Business (MCB) be more closely connected with the Center for Career Readiness. As such, the Center for Career Readiness is working with Criminal Justice to incorporate the Criminal Justice Employment Expo into the all-major, Job, Internship and Graduate School Fair. Additionally, MCB’s Professional Experience Coordinator began reporting to the Center for Career Readiness. As a result of these changes, career services are now centralized at UNC.

## 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.

The Center for Women's and Gender Equity began the 2019-2020 academic year with three main programmatic goals in mind; reevaluating program's student learning outcomes and mission and vision statements, enhancing support efforts for pregnant and parenting students through the installation of baby changing stations across campus as well as creating a map for identifying all changing stations and lactation stations, and hosting our 10th Annual Conference on Gender Justice and Feminism. Our staff worked diligently, actively engaging and contributing to the division wide process of revising program mission, vision and student learning outcomes and utilizing them to guide our practice.

Overall, the CWGE successfully engages our campus community, maintaining access to free resources, services, and support.

## 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.

## 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.

It is well documented that a sense of belonging is critically important for retention of students in Predominantly White Institutions. Multicultural student organizations and a space for students to feel home is paramount for student success. As such, the César Chávez Cultural Center (CCCC) staff embarked in an ambitious academic year, having created through cross campus collaborations, a myriad of opportunities for engagement and social interactions both at the center and other spaces. In order to reach a wider audience, we planned events for science and nursing majors, students on probation, Latinx students with various intersecting identities, those interested in community service and graduate school, graduate students, Latinx high school students, and even parents of UNC students with specific Spanish language programming. Aside from programs and initiatives, we have found students need other kinds of support which is often accessible at the center through beneficial relationships across campus.

## 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

## 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 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.

## 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 the Counseling Center will receive an Individualized Wellness Plan.
- Individuals utilizing Counseling Center services will report having their diverse identities respected and acknowledged.

## **Assault Survivors Advocacy Program**

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.

ASAP is a survivor-centered resource that 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.

Two significant accomplishments over the past year were the implementation of a new service delivery model (stepped-care) that afforded us the opportunity to better meet the service demands of the university and the efficient transition to telehealth services.

## **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 appropriate local and university resources.

## 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, 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

## 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)

- 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 the unique needs of each student.

In FY20, the Dean of Students Office had the opportunity to grow into our own after undergoing huge transitions in FY19—at least until that progress was disrupted by a global pandemic and additional institutional restructuring and budget reductions. Bear Pantry and Student Outreach and Support experienced significant increases in student contact, even with less physical access to students from March-June 2020. Although the modality of our work shifted drastically, ultimately our structures and processes sustained supporting students of concern. Due to our knowledge and experience providing resources and referrals, the Dean of Students staff was integral to multiple institutional initiatives to support students impacted by COVID, like the DSA COVID Outreach project and the Emergency Funding disbursement process.

### **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)

## 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 Holmes 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 in the Spring of 2019 and consistent consultation with the Food Nutrition and Dietetics (FND) program to offer student support, educational opportunities, and student learning outcomes.

In 2019-2020, Dining Services employed 87.37 FTE, of which five were exempt employees and the rest were part of the state classified system. The department has historically been one of the largest employers of students on the campus.

## STUDENT LEARNING OUTCOMES

Aligned with the institutional mission, we contribute to the following 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.

## 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.

The Disability Resource Center (DRC) has shown great innovation and resilience in the last year. During the last academic year, the DRC program had 889 registered students which is a 70% increase in students served over the last 5 years. The demographics of the DRC student population shows the greatest numbers of students served as having psychological disabilities (30.1%) followed by physical/medical disabilities (27.3%). Historically, Attention Deficit Hyperactivity Disorder (ADHD) and Learning Disabilities (LD) were the largest groups of students served. 60% of students registered with the office have non-visible disabilities. This shift occurred in 2016 and this change has resulted in an increase in case complexity for students registered with the DRC. Increased case complexity requires more student/staff contact hours as well as increased time spent by staff doing case management and follow up work. Despite case complexity, students who were active with the DRC showed increased average GPA compared to students who registered with the office but did not actively utilize resources. This is a good indicator that our individualized, student-centered approach is effective for disabled student's success.

## 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.

## 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.

### 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

#### **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.

#### **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

August 2019 marked the second full year in the permanent location of the center at 2215 10th avenue. This fall also marked the opening of the new Annex and Conference Space. The new annex and conference space has helped the center continue to be a positive, visible space for queer students while allowing the GSRC staff to meet the needs of our student population in a number of capacities that were not available within the old location. This space provides a large location for student affinity groups, a training space for educational workshops, a large meeting & conference space, and a student study space as well. The annex was completed and officially dedicated on September 17th to coincide with the re-naming dedication of the center, The Bonnie House, in honor of Donor Bonnie Phelps. With the construction of the affinity group system we have had more individuals reaching out and seeking resources and support from our office.

By working with student activists, we have been able to engage students in the meaningful processes of creating change at an institutional level as evidenced by the two new additional gender inclusive restrooms. This now leaves almost every building on campus with multiple restroom spaces with an All gender option. As another example, the first UNC police competency training for the Queer Community occurred. This training was invaluable for our UNCPD force and allowed us to continue to build our national reputation through the Campus Pride Index.

## HOUSING & RESIDENTIAL EDUCATION

Our central mission in Housing & Residential Education (HRE) 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.

### Our Why

We believe that strong communities and relationships are transformative.

### 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.

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.
- Student employees: Learn the skills necessary to effectively plan and execute small, medium, and large-scale programs and events for the UNC community.

## NATIVE AMERICAN STUDENT SERVICES

Native American Student Services (NASS) 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

## SCHOLARSHIP PROGRAMS

### 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

### 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 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.

### STUDENT LEARNING OUTCOMES

As a recipient of the Reisher scholarship, **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).

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.

## **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.

## **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

## 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.

During FY20 the OSL continued to utilize the premise that involvement/engagement positively affects student success and persistence and OSL units provided a diverse array of programs intended to support meet the OSL mission and values as well as develop direction and connections to the DSA characteristics. Specifically, the OSL units/programs provide students the opportunity to strengthen interactions with others, engage in healthy behaviors and, ultimately, help students succeed at UNC. These goals are reflected and supported through the program delivery and mission statement of the OSL as well as the units/programs and each mission statement associated with the areas which comprise the OSL (Student Senate, University Program Council, Office of Student Organizations, President's Leadership Program, Fraternity & Sorority Life, Catalyst Social Justice Retreat, Center for Peer Education, Other Advisory/Support, i.e. Daniel's Student Success Program –DSSP, Campus Religious & Faith Based Organizations). In the summer of 2019, The Center for Peer Education transitioned into the supervision of the Office of Student Life.

## 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.

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.

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.

## 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

## 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.

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 is a vital part of approximately 700 students' experience, 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).

## 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.

## 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.

In Spring of 2020, UNC applied, interviewed, and was selected to become a Peer Advisors for Veteran Education (PAVE) campus beginning in Fall 2020. UNC also hosts a chapter of Student Veterans of America (SVA) chapter.

## 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.