I. VISION & MISSION

VISION

The area of Student Life & Leadership fosters student leadership, promotes student engagement and enhances co-curricular student life from matriculation through graduation.

MISSION

Student Life & Leadership supports the intellectual, personal, social and professional development of all students. Student Life & Leadership offers education and skill development opportunities that enhance academic success and prepare students for their leadership roles in a diverse, dynamic and global society.

CORE COMPETENCIES

We believe all students who volunteer, work, intern or become engaged in co-curricular opportunities through our office increase Core Leadership Competencies involving: Administrative Skills, Interpersonal Skills, Social Responsibility, Engaging Diversity and Ethical Decision-Making.

II. WORKFORCE

MANAGEMENT TEAM

Rameen Talesh, Ed.D.  Assistant Vice Chancellor Student Life & Leadership/Dean of Students
Sherwynn Umali  Associate Dean of Students

STUDENT LIFE & LEADERSHIP STAFF

Career (FTE)

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Career FTE Total: 54.00 FTE*

Career Headcount: 59

Contract positions (soft-funds): 5

Student Staff: 52 employees**

Other: none

*Includes FTE numbers from Business Services; Campus Organizations & Volunteer Programs; Center for Black Cultures, Resources & Research; Cross-Cultural Center; Greek Life; International Center; LGBT Resource Center; Center for Student Leadership; Office of Academic Integrity & Student Conduct; Veteran Services Center; Womxn’s Hub; FRESH Basic Needs Hub; DREAM Center; Student Outreach & Retention (SOAR) Center

** Includes student workers from Assistant Vice Chancellor/Dean of Students Office; Campus Organizations & Volunteer Programs; Center for Black Cultures, Resources & Research; Cross-Cultural Center; Greek Life; International Center; LGBT Resource Center; Center for Student Leadership; Office of Academic Integrity & Student Conduct; Veteran Services Center; Womxn’s Hub; FRESH Basic Needs Hub; DREAM Center; Student Outreach & Retention (SOAR) Center

ASSISTANT VICE CHANCELLOR/DEAN OF STUDENTS STAFF

Career (FTE)

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III. SERVICES PROVIDED

In addition to the services provided by several units that make up Student Life & Leadership, programs specifically overseen and coordinated by the Dean of Students and Associate Dean of Students include: Administrative Internship Program; All-University Leadership Conference; Parent & Family Programs; and the implementation of the Constructive Engagement Model.

IV. THOSE SERVED

Students, Staff, Faculty, Parents and the greater UCI Community.

All students on our campus are served by the programming and engagements coordinated and initiated by the various Student Life & Leadership units. We work to ensure that students feel a sense of connection and mattering on our campus, that they know they belong. We provide multiple ways for students to engage their learning outside the classroom by becoming involved in co-curricular opportunities. We mentor students directly and set up environments where students mentor one another in a productive way. We create educational environments to supplement the in-class learning providing the resources for our students to grow as engaged leaders. We facilitate opportunities for parents and families to be connected throughout the academic year and work with community organizations to create opportunities for our students to be involved in civic and community engagement.

V. HISTORY

Student Life & Leadership has a long history of student development on our campus. We have countless alumni that support and have strong positive feelings for the office’s services. We also have an amazing record of promoting students into the field of higher education administration. UCI alumni of the office continue to shape the profession in institutions all across the United States.

VI. LOCATION

G308 Student Center
ZOT: 5125

The 3rd floor of the Student Center and the stand-alone facility in the Cross-Cultural Center

VII. ASSETS Major facilities, technologies and equipment

FACILITIES

Not available
TECHNOLOGY
Not available

EQUIPMENT
Not available

VIII. REGULATORY REQUIREMENTS
See regulatory requirements from other Student Life & Leadership profiles

IX. ADVISORY COMMITTEE
Not applicable

X. MAJOR ISSUES
• Sustaining and building a positive campus climate
• Potential impact of ongoing free speech and protest response regarding the political climate/issues
• Space considerations
• Increase in student enrollment and its impact on services being offered by our departments
• Supporting students in navigating resources and support structure that contribute and enhance their student experience.

XI. MISCELLANEOUS
None

XII. 2016-17 ACCOMPLISHMENTS
• Offered multiple free speech workshops.
• Presented at Regional and National Conference on Free Speech and Constructive Engagement.
• Worked closely with UCI Advancement to create more robust parent programs.
• Continued to serve on campus committees working on constructive engagement, event management, educational policy, etc.
• Secured potential funding for the future of the Annual Randy Lewis Anniversary All-University Leadership Conference.
• Successful 34th Annual Anniversary All-University Leadership Conference.
• Moved annual All-University Leadership Conference to off-campus venue, going back to its original format.
• Executed SPOP 50 Staff Reunion with over 600 Alumni from the 1960s – present day. Raised over $20K in fundraising for SPOP scholarships.
• Integrated three new departments into the management and cluster of Student Life & Leadership. These included the DREAM Center, SOAR, & FRESH Basic Needs Hub.
• Established a full year of programming for the Center for Black Cultures, Resources and Research (CBCRR).
• Continued to forge new relationships with faculty as part of the Council on Teaching, Learning and Student Experience
• Actively participated in meeting mandates related to sexual violence education, policy and prevention
XIII. 2018-19 GOALS

- Increase faculty and staff participation at the 35th Annual All-University Leadership Conference
- Continue to develop a stronger relationship with UCI Advancement’s Office of Parent Programs in order to provide more services and opportunities for parent involvement
- Re-establishing the Womxn’s Center in the Cross-Cultural Center space and increase additional programming funs and programs.
- Work Closely with all campus stakeholders regarding free speech protest management.
- Successfully integrate off-campus legal support into SVSA appeals process.
- Transition the Office of Academic Integrity & Student Conduct to a new stand-alone facility.
- Establish a new LatinX Center on campus.
- Work with Academic Senate to establish more UCI-101 like classes to assist student transition to UCI.
- Support students in establishing relationships to increase Interfaith communication and possible partnerships.
- Increase Space for Veteran Services Center.
- Successfully integrate off-campus legal support into SVSA appeals process.

XIV. AWARDS

- 2013-14 NASPA Excellence Award Recipient – Bronze Certificate
  - International Students Transitions Workgroup
- ASUCI Recognition Awards
  - Student Life & Leadership for Outstanding Campus Partner
  - 2 individual staff recognition awards for their contributions to ASUCI success

XV. LEARNING OUTCOMES

2017-18 Updates

Randy Lewis All-University Leadership Conference

After attending the Randy Lewis All-University Leadership Conference, student participants will begin to build stronger relationships with their peers, staff and administrators through intentional events and activities throughout the weekend. This will be measured by post-event surveys, quantitative and qualitative data.

**Measured By:** Post surveys of student opinions, beliefs

**Results:** Of the 192 student participants, only 47 responded to the online survey so we are reluctant to generalize from the results.

However, 41% of the respondents reported that they had connected with between one and five peer student leaders at the conference, 38% reported that they had connected with between six and ten peer student leaders and 22% reported having connected with 11 or more. 81% reported that they would remain in contact with between one and five of these new peer leader connections.

88% of student attendees reported that they had connected with between one and five UCI faculty/staff members and 81% reported that they planned to remain in contact with between one and five of the faculty/staff they had met.

We believe that we met our learning outcome for the conference and we are using the results to improve the 2018 program.
Use: Providing feedback to student/participant; refining program/program changes; reporting results; other

2018-19

Randy Lewis All-University Leadership Conference

LEADERSHIP DEVELOPMENT

After attending the Randy Lewis All-University Leadership Conference, student participants will begin to build stronger relationships with their peers, staff and administrators through intentional events and activities throughout the weekend. This will be measured by post-event surveys, quantitative and qualitative data. (We collect qualitative data during the conference to enhance understanding of student learning throughout the weekend of the conference.)

Measured By: Post surveys of student opinions, beliefs; other

Results: To be reported Summer 2019

Use: Providing feedback to student/participant; refining program/program changes; reporting results; other
I. VISION & MISSION

VISION

COVP’s vision is to cultivate a culture of engagement, leadership and transformative learning experiences that serve the individual and community.

MISSION

The Office of Campus Organizations provides opportunities for students to pursue personal and professional goals through involvement with Registered Campus Organizations (RCO). We promote leadership development by providing resources, innovative programming and advising for Campus Organizations and the campus community. We aspire to provide transformative leadership experiences that foster a community of engagement and campus spirit.

Volunteer Programs provides opportunities for community engagement and leadership development. Through mutually beneficial campus and community partnerships, students explore social issues by engaging in direct service, reflection and critical dialogue.

CORE COMPETENCIES

Not available

II. WORKFORCE

MANAGEMENT TEAM

Darlene Esparza Director, Campus Organizations & Volunteer Programs

STAFF

Career (FTE)
  Filled: 4.00 FTE* **
  Career FTE Total: 4.00 FTE*
  Career Headcount 4

Student Staff
  6-10 Campus Organizations Peer Advisors (7-10 hrs/wk. during the academic year)
  4 Alternative Break Service Site Leaders

Student Volunteers 4-6 COVP Volunteers

Other None

*FTE included in the Student Life & Leadership staffing summary

For Organization Chart, see end of the SLL Assistant Vice Chancellor/Dean of Students section.

III. SERVICES PROVIDED

• Programs and Services
  o Anteater Involvement Fair
  o Anteater Awards
CAMPUS ORGANIZATIONS & VOLUNTEER PROGRAMS

- Anteater Leadership Summit
- I Love My Org: Collaboration Luncheon
- Winter Leadership Conference
- Winter Involvement Fair
- Campus Organization Workshops
- Org of the Month
- Campus Organizations Funding Board
- Celebrate UCI- Campus Org Fair
- UCI Alternative Break (Winter & Spring)
- Leadership & Community Service Fair
- MLK Jr. Day of Service
- Engage UCI: A Celebration of Community Service
- Interfaith Council/Speed Faithing
- Special Events

- Advising
  - Advise RCOs on program planning, event planning, campus policy, risk management, leadership development, organizational development, publicity & marketing, etc.
  - Campus Organization Peer Advising
  - Community service project planning
  - Provide counseling and consultation to student officers and members

- Workshops, Training & Retreats (examples)
  - Goal setting
  - Time management
  - Fundraising and applying for funding
  - Marketing and publicity
  - Event planning and management
  - Organizational development
  - Risk management and liability
  - Working with minors
  - Food safety
  - Constitution review
  - UCI and community resources
  - Recruitment and retention
  - Executive leadership training
  - Successful organizational transition
  - Leadership within and beyond your organization

- New Organization Orientation
- Re-Registration Organization Orientation
- Campus Organization On-Line (COOL) Learning Orientation
- Campus Organization On-Line (COOL) Food Orientation
- Web and email services
• Campus Organizations Peer Advisors (six to eight student interns)

IV. THOSE SERVED

The Office of Campus Organizations & Volunteer Programs serves the campus community – students, staff, faculty and community members.

Membership for RCOs can range from three members to as many as 600+ members per organization.

Categories for the 660 RCOs in the 2017-18 academic school year:

• Academic
• Club Sports
• Creative Arts
• Environmental
• Faculty/Staff
• Fitness
• Grad Student
• Greek Life
• International
• Multicultural
• Performance
• Political
• Recreation
• Religious
• Service
• Social/Support
• Special

2017-18 RCO Categories

- Academic
- Career/Professional
- Club Sports
- Creative Arts
- Environmental
- Faculty/Staff
- Fitness
- Grad Student
- Greek Life
- Health/Wellness
- Multicultural
- Performance
- Political
- Religious
- Service
- Social Support
- Special Interest
V. HISTORY

Numbers of Registered Campus Organizations per academic year beginning with 2000-2001:

- 2001 – 2002: 319
- 2006 – 2007: 412
- 2007 – 2008: 454
- 2008 – 2009: 513
- 2009 – 2010: 535
- 2010 – 2011: 572
- 2011 – 2012: 607
- 2012 – 2013: 605
- 2013 – 2014: 651
- 2014 – 2015: 626
- 2015 – 2016: 619
- 2016 – 2017: 633
- 2017 – 2018: 660
• Campus organization files date back to the 1960s; paper files have been scanned into digital files.
• Registration files are now completely digital and web-based. Upon completion of scanning documents, all campus organization files will be accessible through web-based administrative tools.
• Website has been updated with more comprehensive resources and search functions in 2009. The Campus Organizations website has been converted into the content management system and into a more streamlined design.

VI. LOCATION

G308 Student Center
ZOT: 5125
• Director’s Office: 3rd floor of the UCI Student Center in the Student Life & Leadership office suite

G306 Student Center
• Campus Organizations & Volunteer Programs Office 3rd floor of the UCI Student Center beside Student Life & Leadership

VII. ASSETS Major facilities, technologies and equipment

FACILITIES
• Computers, meeting/lounge space, desk space, meeting tables and chairs
• Poster room and mailboxes (open counter space and mailboxes for RCOs)

TECHNOLOGY
• Campus Organization server for RCOs in need of email and web accounts
• Apple computers in the Campus Organizations & Volunteer Programs Office
• Projector in the Campus Organizations & Volunteer Programs Office for meetings, workshops and special presentations

EQUIPMENT
Not available
VIII. REGULATORY REQUIREMENTS

Not applicable

For a full list of Student Affairs mandates, please refer to Appendix at the end of the book.

IX. ADVISORY COMMITTEE

Not applicable

X. MAJOR ISSUES

- Staffing: 1 director (FTE), 1 assistant director, 1 program coordinator and a 100% Administrative Resource Coordinator who also serves as the front desk manager for the Student Life & Leadership suite for approximately 650 RCOs. We were able to secure SFAC funding for 1 FTE that would focus on Volunteer Programs and support RCOs; however, a significant need still exists. Additional staff support is needed to guarantee the following emerging issues are addressed fully and appropriately.
  - Growing number of RCOs every year. Number of FTEs has only increased by 2.
  - Increasing demand to provide guidance to RCOs engaging in high-risk events, which requires additional education and one-on-one advisement. A few examples include RCOs working with minors, RCOs taking off campus trips, RCOs working in partnership with off campus entities for events and a continual education about liability insurance.
  - Increasing demand to monitor RCOs campus demonstrations, which requires staff support to create a safe space for RCO members and make certain they understand policy.
  - Signers for RCOs do not recall imperative information from their online orientation to become an authorized signer such as trademark restrictions, venue reservation protocols, financial obligations and liability insurance. As a result, additional education is needed to over 600 leaders.
  - Increasing demand for RCOs to abide by the temporary food permit program and Student Center and Event Services venue protocols, which require additional guidance and attention.
  - Emerging situations regarding student advocacy. Recently, students raised issues around how the campus educates student leaders about cultural competency. In addition, an issue of risk management and liability involves dance crews practicing in parking structures. Additional advocacy and education work need to be developed to educate student leaders.
  - Effectively incorporating Volunteer Program, including programs, services, staff and students.

![RCO FTE for Peer Universities](chart.png)
• Space: RCOs require storage space for their organization items like tables, chairs, banner, canopies, etc.

• Limited funding resources: A majority (about 95%) of Campus Organizations’ operating budget is collected from campus organization registration fees ($50/club/year), which includes budgets for major events (Anteater Involvement Fair, Fall Leadership Conference, Winter Leadership Conference, Anteater Awards), supplies and expenses, workshops/presentations, technology needs, etc. Income from the registration fee will also be reduced this year due to ASUCI’s new charge for club accounts. COVP will cover the charge this year for campus organizations ($5/active ASUCI account).

• With the increasing number of graduate and professional schools’ campus organizations (UCI School of Law, Paul Merage School of Business and UCI Medical School) organizations, the amount of time to advise organizations and accommodate their specific needs has increased significantly.

• Limited space for Dance/ Performance Groups rehearsal/practice

XI. MISCELLANEOUS

XII. 2017-18 ACCOMPLISHMENTS

• Increased participation and retention at the Anteater Leadership Summit

• Initiated Interfaith conversations and programs that support the establishment of an Interfaith council

• Increased RCO participation at the Anteater Involvement Fair

• Developed a successful event for RCOs to learn about resources and network – “I Love My Org: Leadership Luncheon”

• Increased participation for the MLK Jr. Day of Service

• Successful collaborative programming (UCI Engage event) with academic units

• Celebrated 15 years of the UCI Alternative Break program

XIII. 2018-19 GOALS

• Collaborate with campus partners to identify space and enhance resources for registered performance/dance groups.

• Develop additional training modules for RCOs, including risk management and funding/fundraising

• Develop comprehensive trainings and tools for RCO advisors

• Reimagine the Alternative Break structure to enhance the goals of direct service, education and reflection.

• Increase advising resources for RCOs

• Enhance marketing/branding for COVP

• Incorporate technology to identify more efficient methods of reaching students

• Host a successful Student Organizations Summit (regional consortium of student activities professionals from CSU, CC, UCs and private institutions)
### XIV. AWARDS
Not available

### XV. STUDENT LEARNING OUTCOMES

#### 2017-18 Updates

**Volunteer Programs: Alternative Break**

By participating in the Alternative Break program, students will be able to identify at least four community issues related to the direct service conducted during their week of service.

**Measured By:** Post surveys of student opinions and beliefs

**Results:** Post surveys for Alternative Break participants indicated an increase in knowledge of specific social issues based on service site, however they did not record the number of community issues students could recall. Instead, students expressed a deeper understanding of community needs and social responsibility through oral presentation/reflection of their experience (reorientation).

Although feedback was positive, the turnout for reorientation was low. Based on this result, Alternative Break will increase service opportunities to include weekend service projects and incorporate reflection/post service feedback at the end of each program.

**Use:** Reporting results

**Campus Organizations: AntLeadership Summit**

By participating in the AntLeadership Summit (leadership conference), campus organization leaders will be able to identify and utilize campus resources to support them in their leadership roles.

**Measured By:** Post surveys of student opinions and beliefs

**Results:** Workshops provided new skills to understand how to grow my personal leadership:

- 87% agreed
- 12% neutral
- 1% disagreed

**Use:** Reporting results

#### 2018-19

**Volunteer Programs: Alternative Break**

By participating in Alternative Break, students will be able to gain or enhance a sense of social responsibility, social justice and community engagement.

**Measured By:** Student performance rated without rubric

**Results:** To be reported Summer 2019

**Use:** Refining program/program changes; providing feedback to student/participant
Campus Organizations Advising

By attending new organization advising, student signers will be able to identify at least three COVP resources.

Measured By: Post survey of student opinions, beliefs

Results: To be reported Summer 2019

Use: Refining program/ program changes; reporting results

XVI. BUDGET

Consolidated into the operating budget for Student Life & Leadership.
I. VISION & MISSION

VISION

Guiding Vision and Ethos

The vision of the Center for Black Cultures, Resources & Research (CBCRR) is anchored in the notion of perpetually working towards the greatest good for the greatest number of students, faculty and staff of African ancestry, advanced in the interest of building a just, safe, vibrant, inclusive and socio-ecologically sustainable campus experience. It is a vision that draws its guiding inspirations from the very best African deep thinking and doing that Black peopled have engaged in across the millennia, on both sides of Atlantic and throughout the African diaspora in contact and conversation with their realities. It is informed by the varied and complex constellations of African/Black cultures that have provided and continue to provide African/Black peoples with general designs for living and patterns for interpreting their reality.

Our guiding ethos is **Ubuntu** (“human-ness”). Ubuntu is a Nguni Bantu term that speaks to the notion that there is a universal bond of that connects all African (Black) humanity and that there is a common humanity that unites all peoples everywhere. Understood in this way, Ubuntu suggests that a plurality of perspectives, united in common purpose can develop a forceful and productive synergy that elevates the greater collective good. Our belief is that unity does not require uniformity but it does require principled collaboration, and that the combined impact of principled collaboration is greater than the sum of individual disparate efforts, however well intended, and that this purposeful synergy has the ability to have a positive impact upon UCI campus community at large. Our vision of collective work and responsibility twinned with collaborative problem solving is captured best by in our motto: Unity without Uniformity.

MISSION

The mission and work of the Center for Black Cultures, Resources & Research (CBCRR) is to create a home away from home for Black students, faculty and staff at UC Irvine; to bolster and when necessary restore and rebuild a vibrant Black community on campus; to provide Black students from various walks of Black life and cultural experiences a place to center themselves within their cultural realities.

We recognize that communities of all kinds, whether workplace, educational, military installations, neighborhoods or families have a vitality that is predicated on a constellation of relationships that are, in part, resource dependent. We understand that the buoyancy and vibrancy of any community rests on a delicate balance between the identification and development of resources and effective management and efficacious allocation and uses of those resources.

Communities are, in a certain regard, organisms with often complex and intricate social ecologies made up of various peoples with shared and differing (and at times divergent) interests and multiple nodes of interconnections and interactions as do the institutions (formal and informal) that they inhabit and whom serve them. And those peoples and the various institutions they interact with most immediately and directly impact their development at every level. Universities are no different in this regard.

University communities are, most importantly, about the people that inhabit them — their identity, heritage and values, their hopes, aspirations and desires, their loves, their sense of connectedness and their sense of belonging, and as such they are also about culture and context. They are buoyed by a sense of growth and dynamism and informed by environmental events as well as socio-historical circumstances shape community cultures in ways that increase life opportunities or delimit them.
Our goal as a center is to work collaboratively with various university-community stakeholders to reimagine and rebuild Black communal spaces that are vibrant, safe and socio-ecologically sustainable by identifying underutilized community resources, developing resources or repurposing extant resources, while placing the development and growth of the most salient resource in our community – the people – at the forefront of our work.

**The Pillars of Service**

- **Ankh (Vitality):** to work individually and collectively to improve the overall quality of Black student life on campus.
- **Uja (Prosperity):** to help to enrich the quality of Black community life and the overall campus life experience.
- **Seneb (Health):** to work towards the overall health and vitality of Black students, faculty and staff, to extend those benefits to the health and vitality of the communities they inhabit and the overall health and vitality of the campus ecology.
- **Maat (Balance):** to work as center towards what is just and good, to instill harmony and reciprocity, to seek balance.

**CORE COMPETENCIES**

TBD

II. **WORKFORCE**

**MANAGEMENT TEAM**

Adisa Ajamu  
Director, Center for Black Cultures, Resources & Research

**STAFF**

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III. **SERVICES PROVIDED**

- Academic Advising
- Tutorial Assistance
- Community Outreach
- Health, Wellness & Vitality
- Psychological Support Services
- Interpersonal Development
- Professional Development
- Career Development
- Talent Development
- Research Development
- Community Support and Safety
- Financial Literacy & Entrepreneurship

IV. **THOSE SERVED**

African/Black UCI students, faculty, staff and UCI Community
V. HISTORY

2016 represents the inaugural year for the Center for Black Cultures, Resources & Research (CBCRR); the founding director was hired on August 29, 2016.

VI. LOCATION

We are located in the Student Center, downstairs in the Courtyard Study Lounge adjacent to the Thomas and Lillian Ma Garden Study Atrium.

VII. ASSETS Major facilities, technologies and equipment

FACILITIES
TBD

TECHNOLOGY
3 Mac Desktop Computers
3 Printers (2 HP printers, one Xerox Printer)
10 Macbook Air Laptop Computers
2 Bluetooth speakers

EQUIPMENT
TBD

VIII. REGULATORY REQUIREMENTS

TBD

For a full list of Student Affairs mandates, please refer to the Appendix.

IX. ADVISORY COMMITTEE

TBD

X. MAJOR ISSUES

The center needs more space.

XI. MISCELLANEOUS

TBD

XII. 2017-18 ACCOMPLISHMENTS

- Opened the center on schedule, fully staffed and implemented all elements of phase one of the center’s three-year plan
- Partnership with Fresh Hub to decrease food insecurity and promote health and wellness
- Partnership with the School of Humanities to create an Artist in Residence Program w/ Ngugi wa Thiongo
- Partnership with the School of Public Health
- Partnership with the School of Education to create an inaugural Scholar in Residence Program w/ Dr. Constance Ihoh
- Partnership with Global Sustainability to create a Community Resilience Fellowship
- Partnership with the BLSA to create the CBCRR Law and Social Justice Academy
- Became the official sponsor of the Black Scholars House for Academic Excellence
**PARTNERSHIPS AND EVENTS**

- Partnership with the anthropology department for the Afrofuturism Conference
- Partnership with UCI Black Faculty and Staff on the Harambee Community Gathering
- Creation of website and social media presence for the center
- Alcohol and Drug Awareness Program, as a part of our Health, Wellness and Vitality programming
- FYRE Unity Dinner in support of foster students
- Alafia – mediation space for students of African descent
- UndocuBlack Dinner for Black undocumented students in collaboration with the Dream Center
- Sista Circle – Student support group for women of the Black diaspora
- SPACE - support group for Queer and questioning Black folks
- Back to Basics – a quarterly professional developmental gathering for Black men
- Harambee Community Gathering for Students faculty and staff
- Black is the Future AfroFuturism Series: 220 students were taken to see the film, Black Panther
- SPACE Movie event: Moonlight
- Black Genius/ Black Joy-a Day celebration of Black Excellence at Magic Mountain
- Black Crypto Scholarz Financial Literacy series
- Creation of the CBCRR Resource Library
- Served 35 students per day/175 students per week/700 students per month
- Work to Increase student health and wellness (psychological, physical and emotional)
- Work to Increase psychological and emotional safety (specifically around issues of anti-blackness)
- Work to enhance Community development (improving the overall campus experience for Black students)
- Provided Career Development support
- Provided Resource development support (increased knowledge and awareness of scholarships and other funding opportunities)
- Work to Increase financial support
- Work to Increase financial literacy
- Instituted a mentorship program with the Black Professionals of Orange County
- Work to Increase interpersonal growth and development
- Provided support for Black faculty and staff who wish to support student success efforts
- Work to improve interlocking systems of student support, care and development

**XIII. 2018-19 GOALS**

- Increased academic support
- Increased student health and wellness (psychological, physical and emotional)
- Increased psychological and emotional safety (specifically around issues of anti-blackness)
- Community Development (improving the overall campus experience for Black students)
- Career Development
- Resource development (increased knowledge and awareness of scholarships and other funding opportunities)
- Work to Increase financial support
- Financial literacy
- Increased Mentorship Opportunities
- Increased opportunities for Interpersonal growth and development
- Work to increase support for Black faculty and staff who wish to support student success efforts
- Work to increase interlocking systems of student support, care and development for graduate and undergraduate students
XIV. AWARDS

None to report

XV. LEARNING OUTCOMES

2018-19

Sixth Sense: Black Men’s Collective

DIVERSITY & GLOBAL CONSCIOUSNESS

Black Men’s Collective participants will build upon and increase each man’s knowledge of self, through an understanding their history, their cultures as well as to aid in the emotional, psychological and spiritual development. This will bring increased emotional, physical and psychological health, wellness and vitality.

Measured By: Post surveys

Results: To be reported Summer 2019

Use: Refining program, providing student feedback, reporting results

Sista Circle: Womxn’s Space

DIVERSITY & GLOBAL CONSCIOUSNESS

Sista Circle serves as an open space for womxn-identified folks to create community, take agency over their healing and hold space for one another. Participants in Sista Circle will show increased emotional, physical and psychological health, wellness and vitality.

Measured By: Post surveys

Results: To be reported Summer 2019

Use: Refining program, providing student feedback, reporting results

SPACE: For Queer and Questioning Black Folks

DIVERSITY & GLOBAL CONSCIOUSNESS

“SPACE” helps Queer folks who strive to live authentically and dismantle performance politics in our communities.

Measured By: To be reported Summer 2019

Results: Pending

Use: Refining program, providing student feedback, reporting results

XVI. BUDGET

Follows on next page
I. VISION & MISSION

VISION
Not available

MISSION
The mission of the Center for Student Leadership (CSL) is to provide all UCI students with the necessary skills and opportunities to engage the campus and the broader world as authentic and transformational leaders. The CSL serves as a hub for student leadership by connecting students with opportunities to develop as leaders and practically apply their leadership skills throughout the university. The CSL is firmly rooted in the value of social justice and trains students not to simply manage the world as it is, but to envision what it might be and boldly pursue positive social and institutional change both on campus and beyond. This deep engagement with the transformative power of leadership begins with orientation and continues through graduation.

Values
• Social Justice
At the CSL, we believe leadership is not simply about managing the world as it is, but envisioning what it might be. We recognize that we inhabit a deeply imperfect world in which many people are oppressed and we work to support our students in becoming agents of positive social change.

• Authenticity
The CSL is committed to the idea that truly transformational leadership is possible when it is aligned with students’ core values and when it comes from the strength to be honest about who we are, what we believe and what we want the world to be.

• Vulnerability
At the CSL we believe that when we face our pain we begin to heal, when we are open about our faults, we begin to grow, when we name our fears, we begin to overcome them. And in having the courage to be vulnerable, we give others space to do the same.

• Mentorship
The CSL values mentorship, particularly peer mentorship, as a powerful tool for personal and interpersonal support and development and for cultural and social change.

• Innovation
Leadership calls for innovative problem solving, so the CSL is dedicated to helping students find new ways to approach their work as leaders on this campus and beyond.

• Empowerment
We at the CSL have the utmost faith in the brilliance of students and center the empowerment of students and student voices at the core of everything we do.

• Connection
At the CSL we believe that when we face our pain we begin to heal, when we are open about our faults, we begin to grow, when we name our fears, we begin to overcome them. And in having the courage to be vulnerable, we give others space to do the same.
• **Social Responsibility**

As leaders, we are called to be stewards of our world and to lead in ways that respect and preserve our planet and enhance our social communities. The CSL is dedicated to socially responsible leadership.

**CORE COMPETENCIES**

• Large scale event planning and implementation
• New student transition
• Student leadership development
• Student staff training
• Web development and use of web technology to supplement programming
• Building UCI spirit and developing positive campus community
• Student mentoring
• Diversity and social justice education
• Use of web technology to complement and enhance programming

II. **WORKFORCE**

**MANAGEMENT TEAM**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mike Knox</td>
<td>Director, Center for Student Leadership</td>
</tr>
<tr>
<td>Josh Cimenski</td>
<td>Assistant Director, Center for Student Leadership</td>
</tr>
</tbody>
</table>

**STAFF**

<table>
<thead>
<tr>
<th>Career (FTE)</th>
<th>Filled: 4.00 FTE</th>
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</thead>
<tbody>
<tr>
<td>Provision:</td>
<td>0.00 FTE</td>
</tr>
<tr>
<td>Career FTE Total:</td>
<td>4.00 FTE* **</td>
</tr>
</tbody>
</table>

Career Headcount 4

Student Staff 5 Student coordinators
3 Administrative Interns (Leadership Programs)
1 Leadership Programs Marketing Intern
2 First Year Programs Intern
4 Leadership Programs Volunteers
Approximately 160 Orientation Volunteers

*FTE included in the Student Life & Leadership staffing summary.

** Includes 1.0 FTE position that is funded under International Center, but reports to New Student & Leadership Programs.

*For Organization Chart, see end of the SLL Assistant Vice Chancellor/Dean of Students section.*

III. **SERVICES PROVIDED**

• New Student Programs
  o Transfer Student Parent Orientation Program (TSPOP)
  o Mini-TSPOP
  o Student Parent Orientation Program
  o Spanish SPOP
  o Mandarin SPOP
  o New First Gen Student and Family Receptions
  o International Student Parent Orientation Program (ISPOP)
STUDENT LIFE & LEADERSHIP
CENTER FOR STUDENT LEADERSHIP

- Celebrate UCI: Student Life Pavilion
- Celebrate UCI: Celebrate Ambassador Program
- Thrive @ UCI
- SPOP Mentorship Program
- SPOP 50th Anniversary

- Leadership Programs
  - Online student leadership profiles
  - AntLeader Search Engine
  - AntLeader Certificate Program
  - AntLeader Spotlight
  - AntLeader Portfolios
  - Zot Badges
  - Leadership and Community Service Fair (in partnership with Campus Organizations and Volunteer Programs)
  - Lead @ UCI
  - Racial Justice Ally seminar
  - Student Life & Leadership House (Arroyo Vista) and Emerging Leaders Hall (Mesa Court) Sponsorship

IV. THOSE SERVED

Students, staff, parents/guardians and alumni

V. HISTORY

New Student Programs began in 1980 with the creation of two jobs (staffing the Aldrich Hall Information Booth). New Student Programs was a part of Student Support Services under the direction of Bob Gentry. As change occurred on the campus, New Student Programs moved (along with the Dean of Students) into the old Student Activities Office and the name was changed to the Office of the Dean of Students to cover New Student Programs, Student Activities and the location of the Dean. In the winter of 2012 the Office of the Dean of Students officially became Student Life & Leadership. In 2014 New Student Programs and Leadership Programs merged to become New Student and Leadership Programs. In 2018, New Student & Leadership Programs re-branded to become the Center for Student Leadership and moved to the Anteater Community Resource Center.

VI. LOCATION

Center for Student Leadership is located in the Anteater Community Resource Center (ACRC).

Student coordinators and the Administrative Intern work out of shared student space also in the Student Center G308.

VII. ASSETS Major facilities, technologies and equipment

FACILITIES

Not available

TECHNOLOGY

Over the years, Center for Student Leadership has built and refined its own online registration system for Summer Orientation.
EQUIPMENT

Set of 10 two-way radios and chargers

VIII. REGULATORY REQUIREMENTS

Assembly Bill 1088 requires that the campus provide information to all new students on Sexual Assault and Intimate Violence. This information is included in the Student Parent Orientation Program for new freshmen in a session led by Wellness, Health and Counseling Services, through peer led activities led by the peer education groups in CARE (CHAMPS, Right to kNOw and Violence Intervention Program), through a resource fair for incoming students and families that features CARE and through an optional workshop on bystander intervention to prevent sexual violence based on the Green Dot violence prevention model. In addition, 100% of our student and professional staff have been trained through the violence prevention program, Green Dot.

For a full list of Student Affairs mandates, please refer to the Appendix.

IX. ADVISORY COMMITTEE

Orientation relies on good collaboration with many areas on campus. Currently the Academic Counseling Directors and the Director of New Student Programs meet quarterly to discuss the academic sections of orientation. In addition, there is a yearly committee of representatives from the Office of Admissions & Relations with Schools (OARS), Office of the Registrar, Financial Aid, Athletics, Campuswide Honors Program (CHP), Academic Schools and Academic Testing Center that advise New Student Programs on issues and ideas for Orientation.

X. MAJOR ISSUES

1. Keeping orientation financially accessible for students and parents is growing increasingly difficult as the costs of running the program continue to increase and the needs of our students grow as well.
2. We would like to do more to engage alumni, especially after the wildly successful SPOP 50th Anniversary Reunion, but we do not have the staff resources to pull off our ambitious plans at this time.
3. We are already outgrowing our new space in the ACRC. Depending on future plans for the building and priorities of the division, CSL expansion to a third ACRC pod could help to alleviate the constraints and position us to achieve our goals.
4. As our team grows, the demands upon us and scope of programming has also continued to grow, so we never seem to catch up to a reasonable workload.
5. The schedule for CSL is grueling. Summers, which for most areas of the campus are a downtime, are our busiest time and we never have a downtime any other time of year either. Major programming begins for the academic year the day after our last orientation program ends and doesn’t slow down until we get right back to orientation again the following summer. This will be mediated in part by the temporary contract position we have been granted, though the timing of the approval means we will not be able to start training the new person until just before the academic year starts anyway. We need a more permanent solution to the problem as it is impacting the mental and physical health of the staff and limiting our ability to achieve the potential of the Center.

XI. MISCELLANEOUS

None

XII. 2017-18 ACCOMPLISHMENTS

• Added a second Lead@UCI class and more than doubled enrollment to 50 students
- Increased enrollment in Thrive@UCI by 20%
- Successfully managed the Student Regent visit and recruitment process, resulting in eight applications from UCI
- Launched the new SPOP Mentorship Program, which served more than 120 students
- Partnered with COVP to host the Leadership and Community Service Fair and increased attendance to 450
- Created a brand-new identity as the Center for Student Leadership (CSL), centralizing student leadership development in all we do
- Launched the CSL in our new location at the Anteater Community Resource Center with roughly 200 attendees at our grand opening
- Created and implemented the first ever Mandarin Language SPOP for parents and guardians
- Planned and hosted the SPOP 50th Anniversary Reunion, consisting of a family friendly picnic in the park and evening events which included dinner, a talent show with remarks from all former program directors, and a reception on the Student Center Terrace. The event brought back more than 600 alumni and was one of the most successful alumni events in UCI’s history
- Raised more than $20,000 for the Bob Gentry Scholarship Fund to help support low incomes students at SPOP
- Secured temporary funding for a new Leadership Programs Coordinator for the CSL
- Reconfigured ACRC pods to create the new CSL and accommodate a professional staff of 5 and more than 17 annual student staff

XIII. 2018-19 GOALS

- Secure funding for CHANGE@UCI, a spring quarter University Affairs course to follow THRIVE@UCI and LEAD@UCI, which will focus on creating social change and position students to implement social change projects
- Secure permanent funding for the Leadership Programs Coordinator position
- Become a hub and support center for student leadership efforts campus-wide with the leadership of our new Leadership Programs Coordinator
- Implement plan to host overnight SPOP experiences for parents/guardians
- Continue to build and refine the SPOP Mentorship Program
- Develop and implement Leadership Summit for campus colleagues
- Complete marketing and brand update for CSL
- Develop long-term plan for the future of the CSL, including staffing model, special engagement and leadership programs and new alumni engagement efforts
- Raise funds for SPOP scholarships to better support low income students in orientation
- Develop a strong SPOP alumni network
- Develop plans for future SPOP alumni engagement programs to demonstrate value and need for a staff member who can lead alumni programs
- Redesign SPOP Parent overnight plan to target parents of first-generation students and low-income students. Secure funding to offer low cost or no cost overnight option for these parents
- Develop partnership with UCI Esports to fundraise and provide engagement opportunities for video game and other related vendors at SPOP (e.g. game themed dance on the Student Center Terrace)
XIV. AWARDS

XV. LEARNING OUTCOMES

2017-18 Updates

Student Parent Orientation Program (SPOP)

PERSONAL RESPONSIBILITY

As a result of participating in SPOP, students will learn to:
1. Be more comfortable asking for help when they need it.
2. Be more committed to making responsible choices regarding alcohol use.
3. Be more respectful of other people’s choices not to drink alcohol.
4. Be able to identify at least one healthy coping mechanism they can use when feeling stressed.
5. Be more confident in their ability to handle the independence of college responsibility.
6. Be able to identify relevant campus resources for a variety of needs including, but not limited to, mental and physical health and wellness, academic support, student leadership and sexual violence response and prevention.
7. Take greater responsibilities to improve campus climates that end sexual assaults by improving their abilities to correctly define the terms associated with consent for sexual activity between partners.
8. Correctly identify examples of academic dishonesty.

Measured By: interviews: focus group or informal group discussion; Pre and Post surveys of student opinions, beliefs

Results:
(1) Prior to SPOP, 13% of students felt they would not ask for help when they needed it. After SPOP that was reduced to 1%.
(2) After attending SPOP, 98% of the students at UCI believe they can make responsible choices about alcohol use and contribute to a safe social environment as a result of attending SPOP.
(3) After attending SPOP, 98% of the incoming students believe they would respect the reasons people may use to support their choice not to drink alcohol.
(4) 99% of respondents were able to identify at least one healthy coping method after SPOP. 98% indicated they were likely to use a healthy coping mechanism when they feel stressed.
(5) Before SPOP, 87% of students were confident they would be able to handle the independence of college responsibly. After SPOP 85% said the same.
(6) Most students felt they would manage their time well both before and after SPOP (approximately 77% for both). Before and after SPOP, 94% percent of students felt they could make healthy decisions even when pressured.

“If, during my time at UCI, I am ever in need of a campus resource for this reason, I know where to go.”

- Academic Support: Pre-SPOP: 71% | Post-SPOP: 93%
- Accommodations for Disabilities: Pre-SPOP: 37% | Post-SPOP: 72%
- Campus Safety: Pre-SPOP: 61% | Post-SPOP: 93%
- Community Service: Pre-SPOP: 46% | Post-SPOP: 81%
- Cultural Programs: Pre-SPOP: 53% | Post-SPOP: 86%
- Financial Education/Management: Pre-SPOP: 60% | Post-SPOP: 86%
- Getting Involved with Campus Life: Pre-SPOP: 62% | Post-SPOP: 91%
- Leadership skill development: Pre-SPOP: 49% | Post-SPOP: 85%
- Physical health & wellness: Pre-SPOP: 54% | Post-SPOP: 88%
- Mental Health & Wellness: Pre-SPOP: 52% | Post-SPOP: 93%
- Sexual Assault response & support: Pre-SPOP: 49% | Post-SPOP: 94%
7. Students were asked to identify essential components of consent for sexual activity between partners:
   a. Requires conscious affirmation: Pre-SPOP: 95% | Post-SPOP: 97%
   b. Voluntary and cannot be coerced: Pre-SPOP: 91% | Post-SPOP: 92%
   c. Is revocable and may be withdrawn: Pre-SPOP: 87% | Post-SPOP: 94%
   d. Cannot be given when a person is incapacitated: Pre-SPOP: 92% | Post-SPOP: 96%
   e. Students were asked to identify potential incidents of academic dishonesty: Pre-SPOP: 70% correctly identified 4 examples of dishonesty; Post-SPOP: 98% correctly identified 4 examples of dishonesty

Use: Unit planning and/or budgeting; refining program/program changes; providing feedback to student/participant; refining assessment tools/LOs; reporting results; other

As a result of participating in SPOP, students will:
1. Learn how to intervene as active bystanders in a range of potentially harmful situations.
2. Develop meaningful friendships and connections.
3. Learn to discern specific behaviors related to alcohol use they would consider cause for concern.
4. Increase their sense of excitement and pride that they will be going to UCI.

Measured By: interviews: focus group or informal group discussion; pre and post surveys of student opinions, beliefs

Results: Prior to SPOP, 63% of students indicated they were nervous about making friends at UCI. This was also the most listed concern about coming to college. After SPOP, 80% of students indicated they had made meaningful friendships during the program.

After attending SPOP, 93% of the incoming students believed they are able to discern behaviors that would be considered reason for concern in regard to alcohol use.

Prior to attending SPOP, 49% of students indicated UCI as their 1st choice. After SPOP that number increased to 83%.

Students were asked if they knew how to effectively intervene in various scenarios:
   a. Excessive Drinking or Substance Abuse: pre: 66% | post: 87%
   b. Harmful language (e.g. racist, homophobic, or sexist comments, etc.): pre: 80% | post: 90%
   c. Bullying: pre: 86% | post: 93%
   d. Abusive Relationships: pre: 57% | post: 83%
   e. Depression, excessive stress, or other mental health issues: pre: 67% | post: 88%
   f. Hazing or peer pressure to engage in harmful activities: pre: 67% | post: 85%
   g. Incidents of discrimination: pre: 78% | post: 90%
   h. Sex offenses (sexual assault, dating/domestic violence and/or stalking): pre: 69% | post: 90%

Use: Refining assessment tools/LOs; providing feedback to student/participant; refining program/program changes; Unit planning and/or budgeting; reporting results; other

As a result of participating in SPOP, students will have a greater commitment to fostering a positive campus community for all students.
Measured By: Interviews: focus group or informal group discussion; Pre and Post surveys of student opinions, beliefs

Results: Before SPOP, 87% of incoming students felt they had a responsibility and 92% felt they had the ability to foster a positive campus climate. After SPOP those numbers were 93% and 95% respectively.

Use: Unit planning and/or budgeting; refining program/program changes; providing feedback to student/participant; refining assessment tools/LOs; reporting results; other

LEADERSHIP DEVELOPMENT

As a result of participating in SPOP, students will:
1. Become more confident in interacting with faculty during the academic year.
2. Develop their thoughts about personal and academic goals for their time at UCI.
3. Get more involved in co-curricular opportunities at UCI.

Measured By: Interviews: focus group or informal group discussion; pre and post surveys of student opinions, beliefs

Results: Prior to SPOP, 72% of students indicated they were confident in their ability to interact with faculty. After SPOP that number increased to 83%.
79% of SPOP attendees indicated the program helped them to clarify their academic goals. 79% indicated the program helped them clarify their personal goals. 77% felt the program helped them to better understand the link between their college experience and their future careers.

Use: Unit planning and/or budgeting; refining program/program changes; providing feedback to student/participant; refining assessment tools/LOs; reporting results; other

PROFESSIONAL & ADMINISTRATIVE SKILLS

As a result of participating in SPOP, students will:
1. Sign up for a full load (12 units or more) of fall quarter classes.
2. Be more confident in their ability to manage their time.

Measured By: Interviews: focus group or informal group discussion; Pre and Post surveys of student opinions, beliefs

Results: 89% of students reported that during SPOP they had received the academic advising information they needed to sign up for classes. 88% of students self-reported getting the classes they needed. In the future, we will request this data from the Registrar’s office to confirm

Use: Unit planning and/or budgeting; refining program/program changes; providing feedback to student/participant; refining assessment tools/LOs; reporting results; other

2018-19:

Student Parent Orientation Program (SPOP)

PERSONAL RESPONSIBILITY

As a result of participating in SPOP, students will:
1. Learn how to intervene as active bystanders in a range of potentially harmful situations.
2. Develop meaningful friendships and connections.
3. Learn to discern specific behaviors related to alcohol use they would consider cause for concern.
4. Increase their sense of excitement and pride that they will be going to UCI.
**Measured By:** Interviews: focus group or informal group discussion; pre and post surveys of student opinions, beliefs

**Results:** To be reported Summer 2019

**Use:** Unit planning and/or budgeting; refining program/program changes; providing feedback to student/participant; refining assessment tools/LOs; reporting results; other

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**CIVIC & COMMUNITY ENGAGEMENT**

By participating in Alternative Break, students will be able to gain or enhance a sense of social responsibility, social justice and community engagement.

**Measured By:** Student performance rated without rubric

**Results:** To be reported Summer 2019

**Use:** Refining program/program changes; providing feedback to student/participant; reporting results

---

**DIVERSITY & GLOBAL CONSCIOUSNESS**

As a result of participating in SPOP, students will have a greater commitment to fostering a positive campus community for all students.

**Measured By:** Interviews: focus group or informal group discussion; Pre and Post surveys of student opinions, beliefs

**Results:** To be reported Summer 2019

**Use:** Unit planning and/or budgeting; refining program/program changes; providing feedback to student/participant; refining assessment tools/LOs; reporting results; other

---

**LEADERSHIP DEVELOPMENT**

As a result of participating in SPOP, students will:

1. Become confident in interacting with faculty during the academic year.
2. Develop their idea of their thoughts about personal and academic goals for their time at UCI.
3. Get more involved in co-curricular opportunities at UCI.

**Measured By:** Pre and Post surveys of student opinions, beliefs; Interviews: focus group or informal group discussion

**Results:** To be reported Summer 2019

**Use:** Unit planning and/or budgeting; refining program/program changes; providing feedback to student/participant; refining assessment tools/LOs; reporting results; other

---

**PROFESSIONAL & ADMINISTRATIVE SKILLS**

As a result of participating in SPOP, students will:

1. Sign up for a full load (12 units or more) of fall quarter classes.
2. Be more confident in their ability to manage their time.

**Measured By:** Pre and post surveys of student opinions, beliefs; Interviews: focus group or informal group discussion

**Results:** To be reported Summer 2019

**Use:** Unit planning and/or budgeting; refining program/program changes; providing feedback to student/participant; refining assessment tools/LOs; reporting results
XVI. BUDGET

Consolidated into the operating budget for Student Life & Leadership
Center for Student Leadership
Organizational Chart

Director
mike knox

Assistant Director
Josh Cimenski

New Student Programs Coordinator
Tony Tizcareño

Programs Assistant
TBD

Leadership Programs Coordinator (contract)
TBD
I. VISION & MISSION

VISION

Building inclusive communities through values-inspired programming and collaborative partnerships

MISSION

To be a space for students to imagine and inspire an equitable, more socially just campus, to affirm and develop intersectional, cultural identities and to build a more inclusive community.

CORE COMPETENCIES

Valuing Diversity – Gain knowledge and appreciate the complexities of diversity.
Leadership - Understand and execute various styles of leadership and leadership skills.
Community Building - Develop skills in building community with others
Community Engagement – Provide service and learn about its impact on the community.
Identity Development – Develop an understanding of self, promoting one’s cultural identity and becoming aware of how one’s culture impacts their relationship with others.
Understanding of Social Issues – Learn about, explore and potentially work to change various social issues and injustices.

II. WORKFORCE

MANAGEMENT TEAM

Marcela Ramirez-Stapleton  Interim Director
Daniel K. Park  Assistant Director

STAFF

Career (FTE)

Filled:  3.00 FTE
Provision:  1.00 FTE

Career FTE Total:  4.00 FTE

Career Headcount  3

Contract Positions (soft-funds)  1

Student Staff

Interns  16 @ 10 hrs/week
Assistants:  4 @ 8-10 hrs/week
Volunteers:  10 @ 4-6 hrs/week

Student Staff Total:  30 Students

Contracted: 1 employee @ 40 hrs/week

III. SERVICES PROVIDED

The Cross-Cultural Center (CCC) provides the following programs for its constituents.

ACTIVISM & SOCIAL JUSTICE

- Cultural Wellness Series for Advocates and Allies
- Summer Multicultural Leadership Institute (SMLI)
Multicultural Leadership Retreat (MLR)
Critical Consciousness Speaker Series
Umbrella Coalition

EDUCATION & EMPOWERMENT

- Martin Luther King Jr. Symposium
- REAL Talk Program
- IDX: Identity Exploration Series
- ACTIVE: Activating Community Through Initiative, Vision, & Empowerment Peer Facilitator Program
- Deconstruction Zone
- De-Stress During Finals

COMMUNITY & DIVERSITY

- Community Roots Festival
- Culture Nights
- End of the Year Celebration
- Cultural Graduation Celebrations
- Open House

PARTNER PROGRAMS

- Queer & Race Series (with LGBTRC)
- De-Stress During Finals (with Center for Student Wellness & Health Promotion)
- Counselor-in-Residence Program (with Counseling Center)
- Faculty-in-Residence Program (in collaboration with academic units)
- Across the Bridge: Diversity Dialogue Series (with International Center and Study Abroad Center)
- Dr. Joseph White Lecture (with Counseling Center)
- Dynamic Womxn Awards (with W-Hub)

FACILITY

The Cross-Cultural Center provides space for meetings, programs, activities and forums to take place. All campus constituents and partners can reserve space in the Cross-Cultural Center through the Office Manager.

The Cross-Cultural Center houses five organizational offices: Black Student Union (BSU), Alyansa ng mga Kababayan, American Indian Student Association (AISA), Asian Pacific Student Association (APSA) and MEChA (Movimiento Estudiantil Chicano/a de Atzlan).

Seminars are held in the Cross-Cultural Center in the winter and spring quarters.

IV. THOSE SERVED

- The Cross-Cultural Center serves the entire campus community through several campus wide programs, including Community Roots Festival, Deconstruction Week and the Martin Luther King, Jr. Symposium.
- The Cross-Cultural Center also serves the following:
  - 16 students participated in the Intern Program (2 as a part of the Administrative Intern Program).
  - 12 students participated in the Volunteer Program.
  - On average, 25 students participate in the ACTIVE Program each year.
V. HISTORY

The Cross-Cultural Center (CCC) was founded on October 16, 1974, by a group of concerned UCI faculty, staff and students who recognized the need for creating a social-cultural support system for ethnic minority students. The CCC was the first multicultural center at a University of California campus. The stated purpose of the center was “to create Third World interaction, student outreach and provide necessary information to the minority community on campus.” The first director was Dr. Larry Onoda, a psychologist from the Counseling Center. The CCC was housed in an 1,800 square foot temporary building located across Ring Mall from the School of Humanities. The original facility consisted of a reception area, a director's office, several student offices and a conference room separated from the reception area by an accordion-style partition.

Under the direction of one full time staff, and in partnership with students, faculty and staff, the 'Cross' as it affectionately came to be known, embarked upon a series of programs, activities and services to support the emerging needs of UCI's growing underrepresented student population.

In 1976, the Cross-Cultural Center dedicated the first of several murals that would become synonymous with the facility. The first mural, designed and painted by UCI students, was developed under the direction of Manuel Hernandez, a visiting lecturer in Studio Art. It depicts prominent historical figures who were voices for equality and justice. It also portrays significant events in the annals of California's minority communities.

Changing demographics and campus growth necessitated the expansion and relocation of the Cross-Cultural Center. After considerable campus debate about the siting of the new center, it was determined that the new Cross-Cultural Center would be located on Ring Mall across from the Administration Building. On April 18, 1989, the new Cross-Cultural Center opened its doors to the UCI community. The present facility is 3,400 square feet and consists of a lounge, administrative offices, student offices, small library, student workroom and two conference rooms divided by a moveable partition. The original mural, dedicated in 1976, was moved to the new facility and is prominently displayed in the lounge. In 1993, a mural conceived by the well-known muralist, Judy Baca, was installed in the 'Cross' conference room. Commissioned by the National Institute of Mental Health for the National Conference on Refugee Services and undertaken as a mural class project by UCI students, this mural depicts the silent suffering of Asian/Vietnamese and Latino/Central American refugee communities.

In the spring of 1991, concerned student organizations within the Cross-Cultural Center established the Ethnic Students Coalition Against Prejudicial Education (E.S.C.A.P.E.). The goal of E.S.C.A.P.E. was to push for the implementation of ethnic studies programs at UCI. All of the student umbrella organizations unified in this effort and they sponsored several major rallies to generate campus support. In 1993, Asian American students held a 35-day rotational hunger strike in an effort to secure more faculty for the Asian American studies program as well as an additional staff member for the Cross-Cultural Center. This extended and peaceful protest received considerable media attention and galvanized the Asian American community.

In July 1999, Corina Espinoza departed UCI for a position at California State University, Bakersfield. Corina
had served fifteen years in various staff positions in the CCC, nine as Director. After serving as acting director, Anna K. Gonzalez became director of the Cross-Cultural Center in 2000. In 2008, Anna departed UCI for a position as Associate Vice Chancellor of Student Affairs and Director of the Office for Inclusion and Intercultural Relations at the University of Illinois at Urbana-Champaign. Kevin Huie served as the director of the Cross-Cultural Center until the summer of 2015. In December 2015, Jade K. Agua, assumed the role of Director until May 2018 and left for an opportunity to join the USC Race & Equity Center. In May 2018, Marcela Ramirez-Stapleton joined the Cross-Cultural Center as Interim Director.

There are now five student umbrella organizations recognized by the Cross-Cultural Center; Black Student Union (BSU), Alyansa ng mga Kababayan, American Indian Student Association (AISA), Asian Pacific Student Association (APSA) and Movimiento Estudiantil Chicano de Aztlan (MEChA). The number of individual organizations under these five umbrellas is in excess of 50. As it has since its establishment in 1974, the CCC continues to provide many students a home away from home. And, for many, it remains a “safe and brave space” from which students may launch their involvement in myriad campus programs and leadership opportunities.

In response to the growth of underrepresented populations and the overall diversity of the campus, the Cross has evolved and expanded its programming to address the issues and perspectives relative to these changes. At its core, the CCC endeavors to promote the education and celebration of a multicultural sensibility as we continue through the millennium.

VI. LOCATION

The Cross-Cultural Center is located at 103 Gateway Center on Ring Mall, directly across from Aldrich Hall. ZOT: 5075

VII. ASSETS

Major facilities, technologies and equipment

FACILITIES

Reservable Spaces:

- Ring Room (seats approximately 75 people lecture-style; max capacity is 85 people)
- Joseph L. White Conference Room (seats approx. 120ppl. lecture-style; max capacity is 150ppl)
- Board Room (seats 10ppl. around a large conference table and has an additional 9 seats on the perimeter of the room)
- Wellness Room (seats 10ppl; lounge style)

TECHNOLOGY & EQUIPMENT

- Extron Screen in main lobby for affiliated organizations and department use
- Audio/Visual equipment in Dr. White Room upon reservation and request

VIII. REGULATORY REQUIREMENTS

Not applicable

For a full list of Student Affairs mandates, please refer to the Appendix.

IX. ADVISORY COMMITTEE

Not applicable

X. MAJOR ISSUES

Facility Maintenance and Upgrades
Even though the referendum was passed to support the Student Center and the Cross-Cultural Center, basic facilities maintenance and once-anticipated upgrades (i.e., upgraded A/V and technology, replacement of damaged furniture) continue to be a challenge to implement. Not having an explicit yearly budget for facility upgrades and maintenance of the Cross-Cultural Center makes it difficult to keep the building optimally functional.

**LACK OF A STRATEGIC DIVERSITY PLAN**

With the Center for Black Cultures, Resources & Research, Womxn’s Hub, DREAM Center and other identity-based centers on the horizon (i.e., Latinx Resource Center), the Cross-Cultural Center could be better poised and positioned to develop at least a Student Affairs-wide strategic diversity plan. Efforts could be strategically aligned and amplified rather than duplicated.

**XI. MISCELLANEOUS**

None

**XII. 2017-18 ACCOMPLISHMENTS**

- Additional facilities upgrades include new flooring in the Dr. White Room. We also had 2,709 total room reservations made by Registered Campus Organizations, community partners and campus departments.
- Supported a record number of affiliated Registered Campus Organizations (72) and continued to make changes to how the Cross-Cultural Center engages with and supports affiliates through the implementation of the Quarterly Affiliates Challenge, which provided $500 in funding to student organizations.
- The popular REAL Talk program, which offers a weekly meeting space for the campus community to engage in critical conversations, had 404 participants. A total of 29 sessions occurred and yielded 14 participants on average in attendance.
- Our Faculty-in-Residence program featured two faculty members from the School of Law during fall and winter quarters: Jennifer Chacon and Annie Lai.
- Hosted three Field Study Interns across winter and spring quarters which resulted the following: an analysis of facilities usage and recommendations from students, research on affiliation requirements to support student organizations at other colleges and universities and developing an infrastructure to support requests from K-16 institutions for tours of the Cross-Cultural Center.
- Revamped procedures and guidelines for the Multicultural Programs Funding Committee to ensure that the information was transparent, consistent and accessible to student organizations. Nearly $5,000 in funding was awarded.
- Organized 25+ tours of the Cross-Cultural Center to K-16 institutions due to high demand.
- Continued to use social media to engage the broader campus community and especially students, which resulted in getting over 900 followers on Instagram and over 2,800 followers on Facebook.

**XIII. 2018-19 GOALS**

- Strengthen programming in the areas of academic excellence and career development to support student success and facilitate holistic student development.
- Develop more robust Faculty-in-Residence Program and create intentional partnerships with faculty of color across campus.
- Enhance Counselor-in-Residence Program through additional wellness and mental health programming.
- Make structural changes to Volunteer Program that results in increased student engagement with the Cross-Cultural Center’s program areas and interactions with interns.
- Continue to provide facilities enhancements and upgrades through installation of security cameras for the building, A/V equipment for the Ring Room and improved A/V equipment for the Dr. White Room.
- With the Womxn’s Hub back in the Cross-Cultural Center during the 2018-2019 academic year, we will look to identify opportunities to create strategic partnerships and collaborative programming to support our students.
- Bring speakers of national influence and high visibility for the Cross-Cultural Center’s signature programs (i.e., Martin Luther King Jr. Symposium, Deconstruction Zone).

XIV. AWARDS

None applicable

XV. LEARNING OUTCOMES

2017-18 Updates

Yoga Series

PERSONAL RESPONSIBILITY

Through various yoga programs (Yoga as Resistance, Weekly Yoga Series), participants will develop a positive, healthy sense of self.

Measured By: Post survey of student opinions, beliefs

Results: Last year, Yoga as Resistance yielded the following results at the end of each quarter on a scale of 1-5, 5 being "Strongly Agree" and 1 being "Strongly Disagree." Winter Series: 24 participants with an average pre to post increase of 0.08 point to the statement, "I have a positive, healthy sense of self." Spring Quarter: 20 participants with an average 0.51 point pre to post increase to the statement, "I have a positive, healthy sense of self."

Use: Refining program/program changes, providing feedback to student/participant

REAL Talk

CIVIC & COMMUNITY ENGAGEMENT

REAL Talk is a weekly discussion space that utilizes transformative storytelling to address current events that may be affecting the national and campus climate. REAL Talk participants will: (1) Practice critical thinking and engage in open-dialogue around current events (2) Practice engaging in critical conversations related to various social issues.

Measured By: Post survey of student opinions, beliefs

Results: Last year there were 158 participants in REAL Talk as it was becoming established as a weekly program. Surveys yielded the following results on a scale of 1-5, with 5 being "Strongly Agree" and 1 being "Strongly Disagree": Winter Quarter - On average, participants gave a 4.41 for the statement, "This program allowed me to think critically and engage in open-dialogue around current events." -On average, participants gave a 4.43 for the statement, "This program enabled me to engage in critical conversations related to various social issues with diverse groups of people."

Use: Refining program/program changes

Community & Diversity Programs

DIVERSITY & GLOBAL CONSCIOUSNESS

Through various affiliate and campus-wide programs, participants will: (1) Understand how power, privilege and oppression operate on individual, institutional and systemic levels (Deconstruction Zone); (2) Understand and utilize social justice language and vocabulary (Multicultural Leadership Retreat); (3)
Explore various identities, communities, cultures and histories (Community Roots Festival); and (4) Understand intersectionality (MLK, Jr. Symposium).

**Measured By:** Post only survey of student opinions, beliefs; Interviews: focus group or informal group discussion; Other

**Results:** Students who were involved and engaged in these programs benefited greatly from topics on diversity, community building and global consciousness. Specifically, first year students who attend the Multicultural Leadership Retreat often stay involved throughout the year, volunteer on campus, engage in service opportunities and assume major leadership roles on campus. Finally, the MLK, Jr. Symposium and Community Roots Festival engage a campuswide audience in global consciousness and cultural diversity celebrations.

**Use:** Providing feedback to student/participant; Refining program/program changes; other

**ACTIVE (formerly REACH)**

ACTIVE stands for "Activating Community Through Initiative, Vision and Empowerment." ACTIVE is a peer-facilitator program offered as a 2-part 4-unit course during Winter and Spring quarters. ACTIVE participants will (1) Develop public speaking skills and (2) Understand how to maneuver through the various privileges and oppressions related to their identity.

**Measured By:** Post survey of student opinions, beliefs; Interviews: focus group or informal group discussion

**Results:** This program provides two quarters of instructional design in facilitating dialogues, diversity workshops and peer education programs. The students enrolled in this course conducted diversity workshops for their peers throughout campus. In the class they practiced public speaking, dialogue facilitation and workshop design. During spring quarter, they conducted the workshops on campus and took their conceptual ideas into real time practice in the community. They also provided suggestions and updated the workshop content. All students passed the course, showing that they had developed public speaking skills and learned how to maneuver through issues related to their identities.

**Use:** Providing feedback to student/participant, Refining program/program change

**2018-19:**

**Community & Diversity Programs**

Through various affiliate and campus-wide programs, participants will learn how power, privilege and oppression operate on individual, institutional and systemic levels [Deconstruction Zone]. Learn and utilize social justice language and vocabulary [Multicultural Leadership Retreat]. Learn about various identities, communities, cultures and histories [Community Roots Festival]. Learn about and understand intersectionality [MLK, Jr. Symposium]

**Measured By:** Pre and Post surveys of student opinions, beliefs; Interviews: focus group or informal group discussion

**Results:** To be reported Summer 2019

**Use:** Refining program/program changes; providing student feedback; reporting results
REAL Talk

REAL Talk is a weekly discussion space that utilizes transformative storytelling to address current events that may be affecting the national and campus climate. REAL Talk participants will: (1) Improve their critical thinking skills by engaging in open-dialogue with respect to current events and (2) Learn to engage in critical conversations related to various social issues in our communities.

**Measured By:** Post survey of student opinions, beliefs; Interviews: focus group or informal group discussion

**Results:** To be reported Summer 2019

**Use:** Refining program/program changes; Reporting results

ACTIVE (formerly REACH)

ACTIVE stands for "Activating Community Through Initiative, Vision and Empowerment." ACTIVE is a peer-facilitator program offered as a 2-part 4-unit course during Winter and Spring quarters. ACTIVE participants will (1) Develop public speaking skills and (2) Understand how to maneuver through the various privileges and oppressions related to their identity.

**Measured By:** Post survey of student opinions, beliefs; Interviews: focus group or informal group discussion

**Results:** To be reported Summer 2019

**Use:** Refining program/program changes; providing feedback to student/participant; other

Cultural Wellness Programs

Through a series of cultural wellness programs (workshops, events, courses) we provide tools for self-management of emotional, physical and psychological and share campus resources with students. Students will gain personal knowledge of social identity development with respect to cultural wellness.

**Measured By:** and Post surveys of student opinions, beliefs; Interviews: focus group or informal group discussion

**Results:** To be reported Summer 2019

**Use:** Refining program/program changes; providing feedback to student/participant

XVI. BUDGET

Follows on next page.
I. VISION & MISSION

VISION

The UCI DREAM Center is an innovative leader in supporting the unique needs of undocumented students. We empower students to graduate and successfully pursue their dreams.

MISSION

The DREAM Center is dedicated to serving the AB540 and undocumented student population through advocacy, guidance and support. The programs and services are designed for students to achieve academic, personal and professional excellence.

CORE COMPETENCIES

The DREAM Center utilizes expertise in the areas of student development; student counseling and advising; and immigration law and policy in order to advance our mission of student success. Specifically, these areas of expertise allow us to holistically serve students through the formulation of programs and services that meet the needs of undocumented students at each step of their university experience. We also utilize our expertise in the current state of immigration law and policy to act as an in-house resource to other departments of the University as they encounter issues connected to undocumented students.

II. WORKFORCE

MANAGEMENT TEAM

Oscar Teran (Vacant)  Director

Assistant Director

DREAM CENTER STAFF

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*FTEs include:

For Organization Chart, see end of the SLL Assistant Vice Chancellor/Dean of Students section.

III. SERVICES PROVIDED

Legal Support and Referrals

In partnership with the UC Immigrant Legal Services Center, we provide legal representation to students and their immediate family members in any immigration related issue.

Student Consultations

Students can make a one-on-one appointment to discuss any issue that may be impacting their lives. We often advise and counsel students on issues connected to financial aid, academic success and
professional development. Often, undocumented students can feel isolated on campus and can be reluctant to reveal their status. For these students, the ability to discuss personal or academic issues in a safe environment and with professionals that understand the nuances of their situation is priceless.

**Housing Assistance**
We co-sponsor two dreamer themed houses, specifically for undocumented students seeking a supportive living environment. We also facilitate the relocation of students struggling to afford their assigned housing plan to more affordable options on campus.

**Dream Scholars**
This retention program is designed for first-year undocumented students to thrive and excel in a safe and receptive environment. The main goals are for students to develop personal responsibility, build a social network, participate in professional development and receive academic support. The program consists of attending a weekly seminar and receiving a peer mentor.

**Dream Scholars Plus**
Similar to Dream Scholars, this retention program is designed for undocumented students to thrive beyond their first year. Through the program, student participants receive personalized attention and additional academic resources such as GRE scholarships, books and free printing.

**Community Alliance Internship**
This internship allows participants to increase their knowledge of immigrant rights and issues, actively advocate for the advancement of undocumented immigrants and participate in professional development seminars. The student participants also learn about research and graduate school preparation.

**DREAM Incubator**
This program provides the necessary leadership skills, administrative skills and professional development to allow participants to successfully and responsibly engage in entrepreneurship. The course provides undocumented anteaters with an opportunity to utilize their unique skills and talents in the realm of business. Participants learn through workshops, visits to community businesses, mentorship and utilization of campus resources to support student entrepreneurship.

**Scholars in Residence**
This program, in collaboration with Undergraduate Research Opportunity Program (UROP) and Academic Affairs, is intended to provide mentorship to undergraduate students who would like to learn about graduate school. The program pairs undocumented graduate students with undocumented undergraduate students to develop pathways to professional or graduate school.

**Support Group**
The UndocuEaters Support Group was established in partnership with the UCI Counseling Center to provide support for undocumented students and other individuals directly impacted by immigration policies, including students who have family, friends, or partners who are undocumented. The support group provides a space for students to build a support system, discuss current issues and receive support from professional counselors.

**UndocuArt Collective**
Undocumented Students have the opportunity to come in and work on art as a form of self-expression and de-stressing. The program provides students with a chance to be creative and use their artistic skills to express themselves. Students have been able to bond and form friendships that extend outside the
DREAM Center. With a strong membership and commitment, participants have found healing and community through art.

IV. **THOSE SERVED**
- Undocumented UCI Students
- Immediate family members of undocumented UCI students (legal services)
- UCI students impacted by changes in immigration law and policy
- Campus partners facing issues that implicate immigration law or policy

V. **HISTORY**
The UCI DREAM Center was created in August of 2017. The Center was an expansion of the previously existing Dreamers Resource Program of the Student Outreach and Retention Center. The expansion of this program into a full-fledged, stand-alone Center was thanks to the dedication and leadership of undocumented student advocates, committed staff and faculty members and funding for University of California Office of the President (UCOP). The creation of the DREAM Center was also a result of the continuing, multi-year growth of UCI’s undocumented student population, which is currently the largest within the UC system.

VI. **LOCATION**
151 Anteater Community Resource Center (ACRC)
ZOT: 2545

VII. **ASSETS** *Major facilities, technologies and equipment*

**FACILITIES**
Our space is assigned as follows:
- 151 Anteater Community Resource Center (ACRC)
- 2 offices and 1 consultation room: ASF?

**TECHNOLOGY**
Not Applicable

**EQUIPMENT**
Not Applicable

VIII. **REGULATORY REQUIREMENTS**
The legal services provided to students are subject to the legal and regulatory requirements that govern the provision of legal services and attorney-client relationships.

IX. **ADVISORY COMMITTEE**
The UCI DREAM Center receives guidance and support from a variety of committed partners and advisors. Principal among these are:
- Dr. Anita Cassavantes-Bradford, Faculty Member in Residence
- Dr. Laura Enriquez, Faculty Member in Residence
- C.E.I.U.S., Campus Standing Committee on the Equity and Inclusion of Undocumented Students
X. MAJOR ISSUES

There are three primary challenges looming for our program in 2018-2019. First, uncertainty regarding the future of DACA and the increasing number of non-DACA students means that we must develop more programs and resources to meet the unique needs of this particularly vulnerable group. Given the sometimes myopic focus on DACA and DACA recipients, a shift in the discussion regarding non-DACA students must occur.

Second, sustaining our services and financial aid resources as our UCOP grant comes to an end in 2019 presents a significant challenge. We are confident that the campus will find a way to continue the crucial work of the DREAM Center, but we recognize that developing a plan for funding will require internal conversations amongst stakeholders and continued advocacy.

Finally, many of the students we serve have lived in a state of near constant fear and anxiety since the presidential campaign of 2016. This stress and fear have taken its toll on the mental, emotional and physical health of many of our students. We must meet their needs and provide practical services that support health and healing. The UCI DREAM Center will continue to focus on health and wellbeing in our programming in the coming year.

XI. MISCELLANEOUS

Not Applicable

XII. 2017-18 ACCOMPLISHMENTS

Financial Aid Resources

This year saw important expansions of financial aid resources available to undocumented students. First, in partnership with the Division of Undergraduate Education, the UCI DREAM Center was able to offer LARC scholarships of $110 a piece to the 89 students that participated in our DREAM Scholars and DREAM Scholars Plus retention/academic success programs.

This year was also the first year of our Scholars-in-Residence Program. This program recruited four undocumented graduate students to act as mentors for undocumented undergrad students interested in grad school. Each graduate Scholar-in-Residence received a $4,000 scholarship in recognition of their work and the funding for these scholarships came from contributions from various schools throughout campus.

Another noteworthy expansion of financial aid resources came in the form of a scholarship fund created by our UCI Police Department. This year the DREAM Center provided free DACA renewal services to a record number of students. Fortunately, the vast majority of these students had their renewal fees covered through outside funding sources. However, 16 of these students needed to complete Live Scan fingerprinting as part of their renewal process and this fee was not covered by outside grants. Each Live Scan costs $45 so our campus Police Department raised over $400 through officer donations, in order to offer scholarships to those students unable to pay the fingerprinting fee.

In addition to these new financial resources there was also innovation in existing resources. In prior years, our Office of Financial Aid and Scholarships offered a scholarship for non-DACAmmented students. However, the message we have received from our non-DACAmmented students is that professional development opportunities are a critical unmet need on par with financial support. In response to this feedback, the UCI DREAM Center, in partnership with the Office of Financial Aid and Scholarships, created a professional development internship program and redirected the funds used for the previous non-DACA scholarship to a stipend awarded to participants in the internship program. Thus, student participants received both financial assistance as well as crucial professional development opportunities. This new program saw $89,000 distributed to 23 students.
Legal Assistance

Legal assistance is one of the most impactful services that we are able to offer our students and their families and there is always tremendous demand. In fact, demand for legal services this past year was so significant that the campus staff attorney had to stop new intakes for a period of several months during the academic year.

In order to meet this increasing demand, the UCI DREAM Center met with Song Richardson, Dean of UCI Law School, in February to discuss our serious need for additional legal capacity. Dean Richardson was very receptive to our request and committed to providing us with a paid law fellow starting in Fall 2018. This law fellow will be a recent graduate of UCI law, will double our capacity to serve students and will continue to strengthen our relationship with UCI law. We are thrilled about this partnership and the tremendous benefit it offers to our students and their families.

Programming

Innovations in DREAM Center programming this year have been driven by student needs and input. As noted above, one of the most urgent requests we have heard from students is a need for professional development opportunities that do not require a social security number. We met this need through the creation of three unique programs to address professional development.

First, we created our Community Alliance Internship, which provided substantive professional development support along with a $4,000 stipend for each of the 23 participants.

For entrepreneurial students, we launched the DREAM Incubator, a credited course that was co-developed with UCI Law and which taught students the fundamentals of how to work as independent contractor or business owners, regardless of immigration status.

Finally, we created Scholars-in-Residence, a program designed to help undocumented undergrads become competitive applicants for grad school through mentoring, application guidance and exposure to research opportunities.

In addition to these exciting new programs, we also redesigned our first-year retention program, DREAM Scholars. This year we partnered with an academic unit, Student Success Initiatives (SSI), to co-facilitate DREAM Scholars. SSI brought their expertise in academic counseling and support and we focused on identity formation and community development. This revised course was a tremendous success and has shown promising impacts on the retention and academic success of participants.

New DREAM Center

2017-2018 was our first year in our new physical home. Previously, the DREAM program was limited to one small office in our Cross-Cultural Center. We are now in our own, dedicated space which is comprised of six staff offices, two consultation rooms, student coordinator workspace, a student lounge, kitchenette facilities and multi-purpose space with AV capabilities. This space has been a great success for us as it has allowed us to serve far more students and it has created a sense of community and safety for undocumented students. The lounge area of the space is open for students until 10:00 p.m. and we love seeing that it is almost always filled with students late into the evening.

XIII. 2018-19 GOALS

- Reformating Community Alliance Internship to allow for experiential learning placements outside of the DREAM Center
- Increased programming related to health and wellbeing
- Creation and funding of a scholarship for undocumented students attending UCDC program
Increased fundraising efforts and cultivating relationships with private and institutional donors

XIV. AWARDS

XV. LEARNING OUTCOMES

2017-18 Updates

DREAM Scholars

**PERSONAL RESPONSIBILITY**

Program participants in the Dream Scholars Program offered by the DREAM Center will engage in identity exploration by participating in all required workshops and producing weekly self-reflection journals.

**Measured By:** Student product (e.g., portfolio, journal) rated without rubric; Checklist of what student(s) did

**Results:** 32 students successfully completed the DREAM Scholars program, which ran from Fall 2017 to Spring 2018. Participants attended a weekly seminar and each participant completed one self-reflection journal each week. Journals were reviewed by class instructors and student participants were provided feedback.

**Use:** Refining program/program changes; providing feedback to student/participant; reporting results

DREAM Advocate Internship Program

**LEADERSHIP DEVELOPMENT**

Program participants in the Dream Advocate Internship Program offered by the DREAM Center will develop problem solving skills, team building skills and collaborative decision-making skills through the successful design and implementation of team-based advocacy projects, which will be completed as part of the program.

**Measured By:** Student performance (e.g., student oral presentation) without rubric; Checklist of what student(s) did

**Results:** 22 students successfully completed the Dream Advocate Internship Program, which ran from Fall 2017 to Spring 2018. Participants had to plan and execute a social program within the DREAM Center, which was offered for other students. Internship participants successfully planned a program as a team.

**Use:** Refining program/program changes; providing feedback to student/participant; reporting results

2018-19:

Community Alliance Internship

**PROFESSIONAL & ADMINISTRATIVE SKILLS**

Participants in the Community Alliance Internship, offered by the DREAM Center, will increase their knowledge of career ready competencies and professional writing by producing a reviewed and edited resume and cover letter by the end of the program.

**Measured By:** Pre and posttests of student knowledge; Pre and Post surveys of student opinions, beliefs; Student product (e.g., portfolio, journal) rated using rubric

**Results:** To be reported Summer 2019

**Use:** Refining program/program changes; providing feedback to student/participant; reporting results
DREAM Scholars

CIVIC & COMMUNITY ENGAGEMENT

Participants in the DREAM Scholars class, offered by the DREAM Center, will increase their knowledge of social issues impacting the undocumented immigrant community by attending seminars on immigration related topics and completing weekly self-reflective journals, in which seminar topics are discussed.

**Measured By:** Pre and Posttests of student knowledge; Pre and Post surveys of student opinions, beliefs; Student product (e.g., portfolio, journal) rated without rubric; Checklist of what student(s) did

**Results:** To be reported Summer 2019

**Use:** Refining program/program changes; providing feedback to student/participant; reporting results

DREAM Incubator

PROFESSIONAL & ADMINISTRATIVE SKILLS

Participants in the DREAM Incubator class, offered by the DREAM Center, will increase their knowledge of post-graduate entrepreneurial opportunities and the various professional skills needed to successfully build a business and will deliver a presentation on a business development topic to their peers before the end of the course.

**Measured By:** Pre and posttests of student knowledge; Pre and Post surveys of student opinions, beliefs; Student product (e.g., portfolio, journal) rated without rubric; Checklist of what student(s) did

**Results:** To be reported Summer 2019

**Use:** Refining program/program changes; providing feedback to student/participant; reporting results

Scholars-in-Residence

PERSONAL RESPONSIBILITY

Participants in the Scholars-in-Residence program, offered by the DREAM Center, will learn how to plan and set goals that increase graduate school competitiveness and will complete a competitive internship application or a SURP research application by the end of the program.

**Measured By:** Pre and posttests of student knowledge; Pre and Post surveys of student opinions, beliefs; Student product (e.g., portfolio, journal) rated without rubric; Checklist of what student(s) did

**Results:** To be reported Summer 2019

**Use:** Refining program/program changes; providing feedback to student/participant; reporting results
I. VISION & MISSION

VISION - The University of California, Irvine FRESH Basic Needs Hub is a student-initiated effort that promotes equitable access to basic needs through student empowerment, community collaboration and institutional integration. Our aim is to shift cultural consciousness towards understanding the fulfillment of basic needs, which include food security and housing and security – a guaranteed right for every person. We are committed to making UCI a basic needs secure campus.

MISSION: We understand that meeting the basic needs of our students greatly impacts their mental and physical health, academic performance, work productivity and holistic success. FRESH offers emergency food and toiletries, connects students to critical on- and off-campus resources and provides educational opportunities for students to take personal responsibility for their wellness and the well-being of their communities. We are a home for all students, a collaborative space for innovative solutions and an advocate for social justice and equity.

II. WORKFORCE

Career (FTE)

Filled: 1.00 FTE
Career FTE Total: 1.00 FTE *
Career Headcount: 1

Student Staff: 3 Student Managers (Pantry, Marketing, Programming) @ 15-17 hrs/week
9 Pantry Coordinators (10-15 hrs/week)
1 CalFresh Coordinator (15-17 hrs/week)
7 CalFresh Advocates (10-15 hrs/week)
2 Marketing Coordinators (10-12 hrs/week)
3 Global Food Initiative Fellows (10 hrs/week)
2 Marketing Coordinators (10-12 hrs/week)
3 Global Food Initiative Fellows (10 hrs/week)

Other none

III. SERVICES PROVIDED

Programs and Services

• Pantry
• Emergency Meal Swipe Program
• CalFresh Application Assistance
• Economic Crisis Response Team Grants
• Smart ‘Eaters Life Skills Series
• FRESH Volunteer Program
• Zot Out Hunger
• CalFresh Enrollment Parties
- Snack Rack program
- Hunger & Homelessness Awareness Week
- Food Drives
- Basic Needs in Higher Ed Leadership Seminar
- Tours and Visits for campus groups, local organizations and Middle Schools and High Schools

**Advising**
The Basic Needs coordinator provides advice and support to the following Student Government stakeholders:

- ASUCI Food Security Commission
- ASUCI Housing Security Commission
- ASUCI Basic Needs Officer

**Counseling and Consultation**
- 1-1 Consultations: confidential appointments for students with higher needs and privacy concerns. Students may be directed to additional services such as CalFresh, the Campus Social Worker and additional community resources.
- Consultations for pro-staff at colleges and universities looking to start a basic needs program.
  - Examples: Chapman University, Biola University, Cal Poly Pomona, CSU Channel Islands, Fullerton College, Cypress College, Orange Coast College, Santiago Canyon College, Bunker Hill Community College, Ramapo College, etc.

**Workshops and Training**
- Basic Needs 101 for Pre-UC programs and prospective students
  - Ex: EAOP, Upward Bound, The Residential Transfer Enrichment Academy (RTEA 2018)
- Basic Needs 101 for incoming students
  - SPOP: Basic Needs 101; Fueling Your Mind and Body for Success
  - Summer Bridge
  - Freshman Edge
  - CAMP
- Basic Needs 101 for current students
  - FYRE Scholars
  - Veterans
  - SAGE Scholars
  - All-U Conference
  - Other groups per request
- Academic Peer Educators Basic Needs Training
- Peer Health Educators Basic Needs Training
- Basic Needs & FRESH Hub Resources for Staff
- Developing UCI’S FRESH Basic Needs Hub
- CalFresh Eligibility Workshop
IV. THOSE SERVED

The FRESH Basic Needs Hub serves undergraduate and graduate students facing basic needs insecurities. We serve students from a variety of backgrounds and grade levels.

V. HISTORY

Early Beginnings

Talks of a food pantry have been floating around campus since 2011, when a group of graduate students briefly opened a pantry at Verano Housing after feeling the effects of food insecurity, or the condition of having limited and inconsistent access to nutritious meals. However, because resources were limited, the pantry was unsustainable and had to be closed and the idea of a food pantry was tabled indefinitely.

In Spring of 2014, however, conversations surrounding a food pantry began resurfacing when students were campaigning to fund the Student Outreach and Retention Center (SOAR) during the Spring Elections. One of the campaign’s promises was to open a food pantry at SOAR if the referendum passed. Coincidently, during that same year, conversations about food insecurity were buzzing at the UC Office of the President. The student-regent at the time, Sadia Saifuddin, advocated for a food security subcommittee to be a part of the larger Global Flood Initiative (GFI), a large project that utilizes research, outreach and policy to solve some of the world’s pressing hunger problems. For the 2014-2015 school year, GFI created a fellowship program to address hunger solutions and three students from UCI (Alexander Fung, Jennifer Lima and Jessica Figueroa) were awarded one of that year’s fellowships for the UCI campus.

To fulfill SOAR’s promise of opening a food pantry, the three fellows focused their fellowship project on the possibility of establishing a food pantry on campus. Through their research and their collaboration with the Muslim Student Union (who was able to secure a $2500 grant to open a pantry on campus from a third-party organization), the fellows decided that the best course of action was to hold a food security awareness week to make the UCI community aware of the prevalence and effects of food insecurity on campus. During that week, the fellows created a petition asking for the establishment of a food pantry on campus and were able to collect 1000 signatures to deliver to UCI’s administration. At the same time, UC President Janet Napolitano approved a grant proposal that provided a one-time allocation of $75,000 for each of the 9 UC campuses to address food insecurity. UCI leadership and the newly established Food Access & Security Workgroup, after these successive events, approved the establishment of a food pantry at SOAR at the end of the 2014-2015 academic school year. To promote the food pantry and continued
raising awareness about food insecurity, ASUCI (UCI’s student government) established the Food Security Commission through the office of the student Vice President of Administrative Affairs.

Pantry Launch: 2015-2016 Academic Year
With the $75,000 funding from GFI and the $2500 grant-money that MSU acquired, SOAR was poised to begin tackling food insecurity at the beginning of the 15-16 academic year. As such, through the combined efforts of SOAR, the ASUCI Food Security Commission and dozens of student leaders and volunteers, three main achievements were accomplished during this academic year.

1. Food Pantry Establishment & Hiring of Full-Time Coordinator in Fall of 2015
   a. On October 5th, 2015, the SOAR Food Pantry was officially established and opened with a grand-opening ceremony. The pantry served non-perishable food items that were purchased from the OC Food Bank, such as pasta, mashed potatoes, granola bars, cereals, etc.
   b. A few days before the opening of the Pantry, SOAR hired Andrea Gutierrez, a UCI Alumna, to be the full-time Food Security & Access Coordinator to run the pantry, develop programming and come up with solutions to tackle food insecurity on the UCI campus.
   c. The Food Pantry was visited often during the first year of its opening. It served 2,949 students total and had 655 unique student visits from both undergraduate and graduate students.

2. UCI hosted the 2nd annual California Higher Education Food Summit (CHEFS) in Winter of 2016
   The annual conference, which brought in 230 attendees from the UC, Cal State and Community College systems, helped UCI further understand food insecurity issues (causal factors and solutions) and see what techniques other campuses were using to address this problem on their own campuses.

3. Passing of the Food Pantry Initiative in Spring of 2016
   Students successfully campaigned for and passed the “Food Pantry initiative”, a student fee referendum that allocates $3 quarterly in student fees from every undergraduate student. This fee would provide an approximate of $150,000, after return to financial aid, for the next ten years to expand food security efforts at UCI. The referendum passed with 85.80% approval from the student body.

Continued Expansion: 2016-2017 Academic Year
With the increased funding, some of the goals for the 16-17 school year included tackling the various challenges we faced last year, as well as increasing the amount of services and programming we offered. We were also able to hire 2 student staff with the increased funding. Our 3 main accomplishments for the year included:

- The Securement of a Bigger Space
  - Student Affairs allocated a portion of the Lot 5 trailers to serve as a new space for the pantry and other programming. Once the space was ready made available, the space was fully renovated and built out to serve the multiple functions of the Basic Needs Hub.
  - A student contest for the name and logo of the new space was held and the space was named the FRESH Basic Needs Hub based on the winning submission

- Free Monthly Farmers Markets
  - To truly tackle food insecurity and make sure that students had access to nutritiously-dense food, SOAR hosted a monthly free farmers market to distribute fresh food on campus in collaboration with Second Harvest Food Bank
  - 7 farmer’s markets were held and 2,666 unique students received food, with 4,682 total attendees for the year

- Launching of the Smart Eaters Life Skills Series
• A collaboration between SOAR and the UCI’s Center for Student Wellness & Health Promotion
• Workshops addressed several factors that lead to food insecurity and taught students basic life skills, such as nutrition, meal planning, grocery shopping, eating well on a budget, financial basics, cooking and kitchen safety
• The students received lots of giveaways and free lunch during the workshops and a total of 198 students participated in the series

This year, because of the increased funds and increased student familiarity with the Pantry, the food pantry was visited almost 3X as much as last year, with a total of 9,954 frequent visits and 2,898 of those being unique visits. We also had 3954 students on the Food Pantry list-serve and almost 600 Facebook page likes.

FRESH Basic Needs Hub Opening: 2017-2018 Academic Year
On September 27, 2017 the FRESH Basic Needs Hub hosted its grand opening with over 500 individuals in attendance. With this bigger space, we were able to offer a larger variety and larger quantity of food so that we could serve more students, distribute fresh fruits and vegetables through our refrigeration systems, have office space for the expanded professional and student staff team and have an area to increase the volume of programming offered. In its inaugural year, the pantry at the FRESH Basic Needs Hub was visited 14,926 times with 3,243 unique students. As we shifted from food security to basic needs security, our goals encompass total student well-being. To this end, the Emergency Meal Swipe Program was expanded to include graduate students, and an Emergency Grant was created to support students in higher need. Due to the increased visibility and campus awareness of this new resource, we were able to collaborate with multiple campus departments and community organizations to host tours and visits, create fundraising campaigns and coordinate food drives.

Establishing a basic needs center on campus, where existing staff and services are centrally coordinated has helped us achieve greater impact and efficiency. Student visiting the hub may pick up emergency food and toiletries; visit and talk with other students; prepare food in a kitchenette complete with blenders, a convection oven, a microwave and a coffee machine; participate in the Smart 'Eaters Life Skills Series which gives students the education and skills they need to eat healthy on a budget and to learn how to cook affordable, nutrient-dense foods for themselves; and get involved by volunteering in the Hub.

In April 2018, the FRESH Basic Needs Hub became its own unit under Student Life and Leadership creating new and exciting opportunities to connect and participate in more aspects of student life.

VI. LOCATION - Office address/location
4079 Mesa Rd. Irvine CA 92617
Anteater Community Resource Center (ACRC)
ZOT Code: 2545

VII. ASSETS - What are your major facilities, technologies and equipment
• Facilities: The square footage your unit is responsible for, including office space & facilities (if applicable)
• 2,630 square foot facility
  o 2 staff offices
  o 2 restrooms
  o Storage spaces & emergency door

• Technology: Hardware & software that is specific to your unit (i.e. Bookstore’s POS system, Housing’s OSCAR, etc.)
• 5 Dell Desktops
• 3 Dell laptops
• DUE Card Swipe System

• Equipment: Large ticket items at a value of $10,000 or higher, such as motorized vehicles.
  • 1 electrical golf cart
  • 1 TV display and audio equipment
  • 2 commercial size refrigerators and 1 freezer

VIII. REGULATORY REQUIREMENTS
Not Applicable

IX. ADVISORY COMMITTEE
Not Applicable

X. MAJOR ISSUES
• Only 1 FTE to oversee the entire facility, student team, programs and collaborations
• As increased awareness of the pantry at FRESH grows, food demand also has grown and our partners at Second Harvest Food Bank and OC Food Bank are not able to provide the quantity of food we need. This has resulted in an increase of spending in supplementary food purchased to keep the pantry stocked. Having access to pursue corporate partnerships or sponsorships will be needed to maintain the pantry in the coming years.
• Significant decrease of grant funding from Office of the President and the State’s Hunger Free Act funding will potentially impact our ability to serve students beyond the 2018-2019 academic year.

XI. MISCELLANEOUS

XII. 2017-2018 ACCOMPLISHMENTS
• September 27th Grand Opening with over 500 individuals in attendance and news coverage in the LA Times, UCI News, OC Register, LAist and Food & Wine.
• Secured partnership with Second Harvest Food Bank and added its Grocery Rescue Program
• The Pantry at FRESH received 14,926 visits with 3,243 unique visitors
• Since Winter quarter, the FRESH Hub received 807 non-pantry visits with 677 unique visitors
• The Emergency Meal Swipes Program served 250 students and distributed 5720 meal swipes. Out of those meals, 1500 meals were donated from students with meal plans via the Zot Out Hunger Meal Donation Drive.
• 39 students received an Economic Crisis Response Grant and a total of $34,000 was awarded in emergency money.
• Trained and prepared a student team to offer CalFresh Application Assistance four times a week at the hub and 3 times a week at a satellite site on campus. A total of 367 student applications were submitted to OC Social Services and we made 6000 student contacts via 37 Classroom CalFresh Pitches and 20 tabling events
• The Smart ‘Eaters Life Skills Series found its permanent home at the Hub and reached 442 student attendees via its 27 workshops offered
Major collaborations with the School of Social Sciences, School of Humanities and Department of Chemistry brought in over $23,000 in funds raised for the pantry.

Selected as recipient of the 2018 Class Gift to fund meal plan scholarships for student in need. Over $20,000 was raised to support this effort.


Completed the 2017-2018 FRESH Basic Needs Hub Pantry User Survey and evaluation which will serve as a baseline for measuring the hub’s success.

XIII. 2018-2019 GOALS
- Pursue new partnerships to increase availability of food in the pantry
- Launch a multi-faceted food recovery program to connect students to food available on campus
- Hire an FTE to support the operations of the hub
- Present at the 2019 NASPA conference to share our basic needs model, journey and lessons learned
- Continue CalFresh Awareness campaign and increase number of student applications
- Focus on outreach and awareness, with emphasis to vulnerable student populations and graduate students
- Host a large staff Basic Needs training
- Expand Grocery Rescue Program to other available markets in the area

XIV. AWARDS
Basic Needs Coordinators received the following:
- 2017 TAPPED Award
- 2018 SPIRIT Award
- 2018 Distinguished Leadership Award at the Inaugural Latino Excellence and Achievement Dinner

XV. LEARNING OUTCOMES
2017-18 Updates

SOAR Food Pantry Volunteer Program

Pantry volunteers in the SOAR's Pantry Volunteer Program will increase their knowledge of food security challenges in higher education, as well as services and resources offered at the SOAR's FRESH Basic Needs Hub and will be able to give an oral presentation to introduce individuals to the campus services after completing a quarterly volunteer program.

Measured By: Pre and Posttests of student knowledge; Checklist of what student(s) did; Student performance (e.g., student oral presentation) rated using rubric; Interviews: one-on-one; Student product (e.g., portfolio, journal) without rubric; Student performance (e.g., student oral presentation) rated without rubric.

Results: Student participants in the volunteer program increased their knowledge of food insecurity in the college campus by 80% while participating as volunteers. Most student participants started with zero to little knowledge about college food insecurity and while participating they learned how to define food insecurity, as well as to name its factors and prevalence in the UC system. Most importantly, they were able to learn how to explain resources offered on campus by the FRESH Basic
STUDENT LIFE & LEADERSHIP

FRESH BASIC NEEDS HUB

Needs Hub to student clients of the hub and how to successfully help with day-to-day operations of the hub. To accomplish this learning, student volunteers spent their first shifts going through a volunteer manual while being paired one-on-one with an experienced staff member who guided them through it and answered questions. They then shadowed the staff member and later, they were shadowed by the staff member to ensure accuracy in helping students. After a month of volunteering, professional staff observed the volunteers’ customer service skills and interactions with student clients, as well as their behavior in helping with operational tasks such as stocking the pantry. Overall, the focus on personalized training and learning by being paired with an experienced staff proved successful in the learning process because volunteers were able to learn gradually while having someone to guide them through the process.

Use: Refining program/program changes; Reporting results

SOAR FRESH Basic Needs Internship Program

Basic Needs Interns in the SOAR's FRESH Basic Needs Internship Program will gain knowledge of basic needs insecurity issues in Higher Ed, including Systemwide and UCI specific efforts to combat it and will produce a project proposal for a basic needs intervention or program after completing a year-long internship program.

Measured By: Pre and Posttests of student knowledge; Posttests of student knowledge; Checklist of what student(s) did; Student performance (e.g., student oral presentation) rated using rubric; Interviews: one-on-one; Student product (e.g., portfolio, journal) rated without rubric; Student performance (e.g., student oral presentation) rated without rubric.

Results: The internship program only lasted for one quarter (Fall 2017) rather than a year as originally planned because we received a State “Hunger Free Act” grant that allowed us to switch gears to hire more student staff for our CalFresh efforts and we no longer had capacity to continue running the internship.

In Fall 2017, the interns participated in weekly meetings where they learned from different speakers about aspects of basic needs insecurity in the college campus such as food security, housing security, homelessness, food justice and food sovereignty, food waste, nutrition and cultural wellness. In the weekly meetings, students participated in guided discussions and assigned readings and/or webinars. At the end of the quarter, students submitted a paper that asked them to select a particular aspect of the basic needs, discuss their interest in it, define how it might show up on college campuses and propose a solution and potential project(s) to address the issue. Student interns were evaluated with a rubric based on whether or not they addressed all portions of the paper prompt, as well as the quality of their research and feasibility of their proposed solution. Students participating in the internship program obtained grades of 83% and above and were successful at achieving the learning goals of the first quarter of the internship. Examples of their proposed projects include: creating a food recovery kitchen on campus to help redistribute unused food; revamp campus gardens as a way to increase food availability in the pantry; open a career clothing closet to help students who can't afford professional attire for job interview; and creating emergency beds for housing insecure students.

Use: Unit planning and/or budgeting; Reporting results

2018-19:

SOAR Pantry Volunteer Program

Pantry volunteers in the SOAR's Pantry Volunteer Program will increase their knowledge of food security challenges in higher ed, as well as services and resources offered at the SOAR's FRESH Basic
Needs Hub and will be able to give an oral presentation to introduce individuals to the campus services after completing a quarterly volunteer program.

**Measured By:** Student performance (e.g., student oral presentation) rated using rubric

**Results:** To be reported Summer 2019

**Use:** Student feedback; Reporting Results

**SOAR FRESH Basic Needs Internship**

Basic Needs Interns in the SOAR's FRESH Basic Needs Internship Program will gain knowledge of basic needs insecurity issues in Higher Ed, including Systemwide and UCI specific efforts to combat it and will be producing a project proposal for a basic needs intervention or program after completing a yearlong internship program.

**Measured By:** Student product (e.g., portfolio, journal) rated using rubric

**Results:** To be reported Summer 2019

**Use:** Student feedback; Reporting Results
I. VISION & MISSION

VISION

Create a fraternity/sorority community that lives their fraternal values, embraces diversity, exhibits authentic leadership, engages in service and believes in bettering lives.

MISSION

Greek Life at UC Irvine works with students to create an inclusive environment that challenges members to develop into leaders who uphold the values, oaths and commitments of their collegiate fraternal organization at UC Irvine. Greek Life values ongoing relationships with alumni, volunteers, campus administrators and the surrounding community in order to create meaningful and purposeful undergraduate experiences that fosters a commitment to service and lifetime membership.

CORE COMPETENCIES

AFA Core Competencies for Excellence in the Profession

Foundational Knowledge
- Governance
- Student Learning
- Student Safety
- Program Administration
- Fraternity/Sorority Systems

Professional Skills
- Navigating Complexity
- Operating Strategically
- Collaborating with Stakeholders
- Driving Results
- Working across Differences
- Driving Vision & Purpose

Greek Life Contributes to the Student Experience by:
- Promoting the intellectual, physical, emotional, social, spiritual, ethical, civic and career development of members.
- Providing education and experience in interpersonal relationships, leadership, group dynamics and organization development.
- Promoting member involvement in co-curricular activities.
- Promoting sponsorship of and participation in community service, service-learning and philanthropic projects.
- Promoting an appreciation for differences and development of cross-cultural competencies.
- Encouraging learning experiences that occur as a result of a diverse fraternity and sorority community.
- Advocating academic success of all members and for opportunities through which students can integrate in-class and out-of-class learning.
- Supporting members’ efforts to align actions with espoused organizational mission and values.
- Collaborating with stakeholders who support the mission, including undergraduate and graduate/alumni members, faculty and other advisors and organizational staff and/or volunteers.
II. WORKFORCE

MANAGEMENT TEAM

Brian Clarke  Director, Greek Life
Marina Mantos  Assistant Director, Greek Life

STAFF

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Career FTE Total: 2.00 FTE*

Student Staff 1 Greek Life Intern (10 hours/week during the academic year)

Other None

*FTE included in the Student Life & Leadership staffing summary

For Organization Chart, see end of the SLL Assistant Vice Chancellor/Dean of Students section.

III. SERVICES PROVIDED

- Campus-wide programming support
  - Fraternity/Sorority Recruitment
  - Greek Awards
  - New Members Education
  - VIP Program (Violence Intervention Prevention) / Co-Sponsored with CARE Office
  - MGC Culture Night
  - Anteater Leadership Summit / Co-Planned with Campus Orgs
  - Welcome Week Kickoff
  - Meet the Greeks
  - Leadership Class
- Advising
  - Advise three fraternity/sorority governing councils (Panhellenic Association, Interfraternity Council, Multicultural Greek Council)
  - Advise one honor/leadership society (Order of Omega)
  - Chapter Presidents & Executive Board Officers
- Liaison with volunteer fraternity/sorority chapter advisors, national headquarters staff, regional officers, university faculty and staff and community members
- Provide quarterly academic chapter reports to fraternity and sorority chapters
- Produce a quarterly Greek community academic report
- Provide one-on-one counseling and consultation to chapter presidents, student officers and chapter members.
- Work with headquarters staff and national officers to oversee the expansion process of new fraternities and sororities.
- Policy interpretation for council leadership and chapters
- Mediation services
- Oversee year-round fraternity/sorority recruitment efforts
o Work with students, staff and volunteer chapter advisors to plan and execute Panhellenic sorority recruitment

- Workshops, training & retreats (examples)
  o Risk management and liability
  o Leadership
  o Organizational Development
  o Council Transition

- Marketing
  o Creating & implementing all Greek marketing
  o Campus-wide events

- Campus Committee Participation
  o CCR Team

IV. THOSE SERVED

There were 49 chapters in 2017-18

Chapters by Category
  o IFC: 16
  o NPC: 9 + 1 Associate
  o NPHC: 3
  o Latino Based: 3
  o Latina Based: 4
  o Asian Based: 6
  o Multicultural-Based: 5
  o Armenian-Based: 2

Governing Councils
  o Interfraternity Council (IFC)
  o Panhellenic Association (PHA)
  o Multicultural Greek Council (MGC)

Honor/Leadership Societies
  o Order of Omega
  o Rho Lambda
  o Gamma Sigma Alpha

Greek Programs
  o Greek Songfest

V. HISTORY

- The Greek Life was founded in 1973 with three fraternities and three sororities.
  o Delta Gamma
  o Pi Beta Phi
  o Gamma Phi Beta
  o Sigma Chi
  o Phi Delta Theta
  o Beta Theta Pi
Greek Life has thrived at UCI for 44 years.
One Latino Fraternity, Lambda Theta Phi, expanded in Fall 2017
Zeta Beta Tau, founded as the world’s first Jewish Fraternity, has been approved by the IFC to expand in Fall 2018

VI. LOCATION
G308 Student Center
ZOT: 5125
The professional staff offices are located on the 3rd floor of the UCI Student Center in the Student Life & Leadership office suite

VII. ASSETS Major facilities, technologies and equipment

FACILITIES
• Greek Leadership Office (computers, desk space, meeting tables & chairs, whiteboard)

TECHNOLOGY
• Apple computers in the Greek Leadership Office (student owned +1 university funded)
• Network Printer in the Greek Leadership Office (student owned)
• Projector (student owned)
• Chromebook, HDMI cable, video connector
• Apple Macbook Air
• Portable Bluetooth speaker

EQUIPMENT
• 10’ Canopy
• 6’ Folding table
• 10’ x 8’ UCI Greek branded Step & Repeat w/ frame

VIII. REGULATORY REQUIREMENTS
Not applicable
For a full list of Student Affairs mandates, please refer to the Appendix.

IX. ADVISORY COMMITTEE (if applicable)
Not applicable

X. MAJOR ISSUES
• Continued growth issues with the NPHC fraternity and sorority community
• Maintaining the cost for fraternities and sororities to continue to have a safe and effective charter bus program.
• Having the appropriate resources (staff, budget, time, & facility) to implement the ongoing Level 2 core concepts from the SVSA Student Core Content Education Framework to over 2,400+ fraternity/sorority members will be very challenging. The UCOP education expectations and inconsistent communication might impact how staff resources are prioritized.
• Increasing volunteer alumni advisor support for cultural fraternities and sororities.
- **Potential Negative Trend**: As the academic environment has become more competitive, it has been observed that students are stretched very thin. Some have shown signs of poor time management and an inability to effectively prioritize their extracurricular commitments. This has affected organizational success and annual community growth.

**XI. MISCELLANEOUS**

None

**XII. 2017-18 ACCOMPLISHMENTS**

### VIOLENE INTERVENTION AND PREVENTION (VIP) PROGRAM

**Leadership Program**

Greek Life and the CARE office have partnered for seven years. The VIP program executed a successful kickoff retreat which helped increase retention and commitment to the program. The VIP program continues to be an annual accomplishment. The class was held weekly for the first time. Additionally, more cultural fraternities/sororities participated in the VIP program.

### CHAPTER PRESIDENT MEETINGS

**Leadership Development**

This past year, the Greek Life staff made meeting with chapter presidents a big priority. Through strategic messaging, 84% of chapter presidents met with a Greek Life staff member at least one time during the spring quarter. During the year quarter chapter president meetings with Greek Life staff increased from 69% in the fall quarter to 78% in the winter quarter and finally to 84% in the spring quarter. Meetings were tracked to identify which chapters were not engaged.

### COUNCIL EXECUTIVE OFFICERS JOINT RETREAT

**Leadership Development**

A joint council retreat with the newly elected council officers and Greek Life staff was held at the Team Up course at the ARC. The retreat focused on team building amongst the councils.

### GREEK PRESIDENT COUNCIL MICRO-LEARNING

**Leadership Development**

At the weekly Greek President Council (GPC) meeting, a series of micro-learning topics was implemented during the winter and spring quarters. The winter quarter focused on personal leadership styles, leading complex organizations and organizational change. The spring quarter focused on personal and group identities and the impact on leading people.

### AFLV WEST FRATERNAL LEADERSHIP CONFERENCE

**Leadership**

Sent 27 student leaders to the AFLV (Association of Fraternal Leadership and Values) West Fraternal Leadership Conference in San Diego.

The AFLV West Leadership Conference is a four-day student conference that offers five nationally recognized and highly sought after keynote speakers, six professional and very popular nationally known featured speakers, 60 educational sessions, an awards and assessment program, pre-conference workshops, targeted institutes and an unprecedented opportunity to network with fellow fraternity/sorority leaders.
GREEK-WIDE MARKETING NARRATIVE

Brand Messaging
Continued to engage in targeting messaging over the summer to incoming & 2nd-year students. Our brand messaging was increased using Instagram Stories and highlighting chapters and individual fraternity/sorority members.
(Context from previous year)
Contracted with Innova Greek to do market research and develop an All-Greek marketing narrative that resulted in a consistent story about the fraternity/sorority experience. CRM technology was implemented to track interested students and enroll them in a drip campaign to receive the new Greek Life story. This past year, we had a keynote and conducted student interviews. The result was an updated narrative report.

XIII. 2018-19 GOALS
- Execute UCI Strategic Plan
- Increase Leadership Development Opportunities
- Strong student engagement, coaching, advisement and mentorship

XIV. AWARDS

XV. LEARNING OUTCOMES

2017-18 Updates

Anteater Leadership Summit

Students at the Anteater Leadership Summit will attend a variety of workshops from on- and off-campus professionals to help them acquire knowledge around effective communication, public speaking and strengthen leadership skills. Our goal is that 90% of participants will walk away feeling the summit was better and/or what they expected prior to attending.

Measured By: Post only survey of student opinion
Results: 100% of students said the keynote speaker was engaging and informative.
99% of students said the workshops provided new skills to understand how to them grow their personal leadership.
95% of students said the Leadership Summit met or exceeded their expectations.
All students completed the reflection and showed notable visual and written understanding of creating a safe, supportive environment not only for their fellow team, but for the students who use the service throughout the year.

Use: Refining program/program changes, providing student feedback, refining assessment tools/SLOs, Reporting results.

2018-19

Leadership Class (Winter Quarter)

Class participants will learn leadership concepts and theories.
Measured By: student product (e.g., portfolio, journal) without rubric.
Results: To be reported Summer 2019.
Use: Refining program/program changes; Reporting results

**Lunch & Learn Program**

**LEADERSHIP DEVELOPMENT**

By attending the lunch & learn program attendees will acquire a deeper curiosity or knowledge of a campus resource or skill.

**Measured By:** Posttests of student knowledge; Post survey of student opinions, beliefs

**Results:** To be reported Summer 2019

**Use:** Unit planning and/or budgeting; reporting results

**Joint Council Retreat**

**PROFESSIONAL & ADMINISTRATIVE SKILLS**

As a result of attending a one-day retreat, council executive officers will learn how to work within a team, communicate and problem solve.

**Measured By:** Posttests of student knowledge; Post survey of student opinions, beliefs

**Results:** To be reported Summer 2019

**Use:** Refining program/program changes; reporting results

**XVI. BUDGET**

Consolidated into the operating budget for Student Life & Leadership
I. VISION & MISSION

VISION

International Center contributes to the development of campus diversity and internationalization through its services and programs.

MISSION

The International Center facilitates international engagement at UCI to enhance the academic and personal experience of the international community. The International Center staff is committed to serving campus constituents through advising, immigration services, programming, advocacy and outreach.

CORE COMPETENCIES

Imigration Expertise: knowledge and skills to maintain institutional compliance with F, J, H and employment-based visas, including Student and Exchange Visitor Information System (SEVIS) reporting requirements; and provide advising, interpretation and immigration status processing to international population and departments

Advising: knowledge and skills to provide advising support, direction and referral to international population and departments. Utilize advising skills and facilitate individual decision making, maintain familiarity with and use of referral resource and maintain confidentiality when appropriate

Ethical Decision Making: knowledge and skills needed to understand and apply personal integrity and professional ethical practices in decision making and advising of international population and departments

Diversity and Cultural Understanding: includes knowledge, skills and attitudes needed to create learning environment and offer programs and opportunities that are enriched with cultural exchange and appreciation of diverse cultures on our campus

II. WORKFORCE

MANAGEMENT TEAM

Anna Wimberly Director
Zara Syed Assistant Director

STAFF

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<td>Other</td>
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*Does not include a 1.0 FTE position funded under International Center as it reports fully to New Student & Leadership Programs.

For Organization Chart, see end of the SLL Assistant Vice Chancellor/Dean of Students section.
III. SERVICES PROVIDED

CORE FUNCTION

- Provide expert immigration services, including visa documentation, interpreting immigration regulations and related advising and SEVIS compliance
- Advising services to academic departments on issues related to the enrollment and visa selection for the employment of international students and scholars
- Serve as advocates for international students and scholars and their liaison with institutional, local, state and federal agencies
- Provide pre-arrival advising, orientation and adjustment assistance for international students and scholars and their families
- Initiate, develop and implement programs, workshops, events, activities and leadership opportunities for the purpose of enhancing the student and scholar experience at UCI and to help them achieve personal, academic and professional goals.

INTERNATIONAL CENTER PROGRAMS, WORKSHOPS AND EVENTS

- Across the Bridge: A Global Dialogue Between International and Domestic Students
- Bye-Bye Culture Shock (in collaboration with the Counseling Center)
- Career Development Workshop Series
- Employment and Immigration Options for Students After Graduation
- English Conversation Program (ECP)
- English Development Workshop Series (in collaboration with Academic English)
- Explore Southern California Trips
- F-1 Student Practical Training Information Session
- Department Training: J-1 Visa Process Workshop
- Department Training: H-1B Process Workshop
- Department Training: Visa Documents for Admitted Graduate International Students
- Department Training: F-1 and J-1 Student Processes
- International Center Helping Hands
- iNavigate UCI: International Center Visa Check-In and Online Orientation
- International Center Internships Information Session
- International Center Open House
- International Coffee Hour (in collaboration with UCI Counseling Center and Center for Excellence in Writing & Communication)
- International Student Colloquium
- International Center End-of-the-Year Celebration
- International Center Welcome Picnic
- International Dots
- I- STEPS: International Students Transitioning to Educational and Personal Success
- Life in the U.S. Workshop Series
- On-line Immigration Orientation Tutorial for International Scholars
- International Scholar Mixer
- Student Involvement Opportunities
International Center Internships
- International Center Volunteer
- I-STEPS Leaders
- Across the Bridge Facilitators

- Tax Information Session
- Tax Filing Requirements for International Students and Scholars Information Session

IV. THOSE SERVED

- International students: 7,902
  - Undergraduates: 4,886
  - Graduates: 1,693
  - EAP: 113
  - OPT: 1,141
  - Other Visa Categories: 69

- International scholars – 1,284
- International spouses and dependents – 500

V. HISTORY

1965-79
- The Office of Disabled and International Student Services provided services and visa documentation for international students. Services to international scholars were provided as a courtesy.

1979-80
- Name changed to Office of International Student Services and continued to provide visa documentation. Implemented student orientation and programs for international students.

1980-84
- Services to international scholars increased with the establishment of the Exchange Visitor (J-1) program to provide documentation and services to J-1 scholars and filing of Permanent Residency applications. The office began offering visa workshops for department staff.

1984-85
- Centralization of all immigration and visa services for the entire campus, including the College of Medicine and UCIMC. Office started filing H-1B petitions.

1986-89
- The U.S. Immigration Reform and Control Act (IRCA) was passed. As a result of IRCA, completion of employment paperwork for internationals was centralized in the office. Training to department staff increased.

1990-95
- Major changes in regulations resulted in increased requirements in filing H-1B petitions and providing services to J-1 and F-1 populations. Completion of annual tax treaty documentation began. Extended Orientation class was established. Office was relocated from 201 Administration to the University Tower in 1990 and again in 1994 to Student Services I. Office was renamed International Center (IC).

1996-97
- New regulations were introduced that had an impact on institutional compliance and services provided by the IC: The Illegal Immigration Reform and Immigrant Responsibility Act of 1996 (IIRIRA); Executive Order 12989 and USIA Exchange Visitor
Act. IC works to ensure compliance and education campus community of changes. IIRAIRA begins the discussion of electronic reporting to government.

1998 University Extension ESL and Certificate Program obtained own F-1 program and the IC ceased to provide immigration services to UNEX.

1999-2001 IC continued to provide services to the campus. Student involvement in programs was high between the American English in Action, American Friendship Partner Program and the International and American Club.

2001-02 9/11 had substantial impact on immigration and travel requiring additional staff time for consultation with departments and international students and scholars. Obtaining visas became difficult and the IC staff spent more time educating campus, responding to inquiries and advising student and scholars.

2003 The Student and Exchange Visitor Information System (SEVIS) was implemented by the Department of Homeland Security, along with restructuring of government agencies and government oversight on institutions. Business practices changed dramatically. The IC was now required to report the arrival, enrollment of each student and scholar, along with any other changes. The IC coordinated various work groups, training sessions and established new business processes to meet government regulations. IC moved to the 6th Floor of the Aldrich Hall.

2004-07 SEVIS regulations burdened staff with compliance issues, resources were shifted to government compliance. Training workshops, communication with campus personnel increases; workflow continued to be revamped to ensure institutional compliance. IC moved (again!) to Berkeley Place.

2007-09 IC moved to the former Housing Administrative Services building. This space allowed the IC to increase workshops and offer opportunities for international students and scholars to meet one another. English Corner (now known as English Conversation Program) was implemented.

2009 Recharge established for services to academic departments to offset budget cuts and continue to provide services for scholars.

2010 Recruitment of international students resulted in increased workload for issuance of visa documents. New handbook for international students published to provide pre-arrival information to new students. IC successfully provided orientation and other welcome week activities for students.

2011 Fall Welcome Program is modified to meet the specific needs of the incoming international Freshman students I-STEPS is introduced in Fall 2011 International Center is relocated to UCI Student Center to benefit from central campus location

2012 International Center increased the number of programs, activities and events to meet the needs of the growing international student population.

The first International Student Orientation (ISO) was offered to incoming international freshman students. Program was coordinated by Student Life and Leadership.
International Center added 3 FTE to continue to increase the number of programs, activities and events to meet the needs of growing international population.

2014

iNavigate UCI is implemented in the Fall of 2014. iNavigate UCI is an online orientation and check-in system for new international students. This innovative approach allows students to complete the International Center orientation and immigration check-in process electronically.

I-STEPS: International Students Transitioning to Educational and Personal Success continues to grow in numbers of students participating. I-STEPS has been showcased at regional and national conferences and has been recognized as a best practice within the International Education field.

2016

International Center added 1 FTE to support visa documents processing and mandated compliance reporting.

The International Center began scanning and creating digital records for Fall 2016 admits.

International Center hosted an open house for international parents during International Student Orientation. This event is an effort to provide outreach to international parents and have them become familiar with International Center services and programs.

2017

Increased outreach to academic departments to train on regulatory requirements of F-1 and J-1 students, workshops included: Employment Options for F-1 and J-1 Students and Common Forms Overview for F-1 and J-1 Students.

International Center provided extensive outreach and education to the campus after the U.S. President signed Executive Order titled “Protecting the Nation from Foreign Terrorist Entry into the United States”; as well as continued the outreach during various court decisions and re-introduction of an updated Executive Order in March 2017.

The International Center staff continues to manage changes in immigration regulatory changes; including outreach to campus, updating publications and education international students and scholars. These changes include, the final version of the President’s travel ban, increase Requests for Evidence at immigration service centers; unlawful presence policy and notice to appear policy; as well as increased vetting during visa applications.

The International Center increases use of technology for record keeping and processing; including the implementation of paperless file storage in which all student and scholar files are kept in an electronic format in current database.

VI. LOCATION

G302 Student Center
ZOT: 5255
VII. ASSETS  Major facilities, technologies and equipment

<table>
<thead>
<tr>
<th>FACILITIES</th>
<th>Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECHNOLOGY</td>
<td>Not available</td>
</tr>
<tr>
<td>EQUIPMENT</td>
<td>Not available</td>
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</tbody>
</table>

VIII. REGULATORY REQUIREMENTS

F-1 Visa Regulations
- 8 C.F.R 214, 1 through 5

J-1 Visa Regulations
- 22 C.F.R 62, 1 through 17, 62.20 through 62.32, 62.40 through 62.45, 62.50, 62.60 through 62.63

H-1B Visa Regulations:
- INA 101(a)(15)(H)(i)(b); INA 214(g) and (i); INA 212(n)
- 8 C.F.R 214.2(h)
- 20 C.F.R 655.700-800

TN Visa Regulations
- INA 214 (e) (2)
- 8 CFR 214.6

Student and Exchange Visitor Information System (SEVIS)
- 22 C.F.R. 62.70 through 62.79
- 8 C.F.R 214.13

IX. ADVISORY COMMITTEE

X. MAJOR ISSUES
- Alignment of resources are need in order to accommodate international population growth and meet needs of international population and compliance requirements
- Improve use of technology to streamline production of visa documents and SEVIS compliance

XI. MISCELLANEOUS

UC IRVINE INTERNATIONAL POPULATION (2010-17)
SCHOLAR RANKINGS

- National rank by population – 31

STUDENT RANKING

- National rank by population – 33


XII. 2017-18 ACCOMPLISHMENTS

- Increased outreach for international parents including:
  - Presented at 2017 International Student Orientation (ISO)
  - Published “Maintaining Your Visa Status” brochure to distribute to parents to educate them on student visa requirements.
  - Created parent section on International Center website
- Implemented a paperless file system and scanned all active student and scholar files.
- Implemented an electronic application process for Curricular Practical Training (CPT)

XIII. 2018-19 GOALS

- Review services offered to former students in their Optional Practical Training (OPT) period and find revenue to support these services, which may include an administrative fee.
- Assess international programs in order to focus on services and ensure that programs are meeting the needs of the international population.
- Increase immigration education to international students and scholar to ensure that awareness of changes in immigration regulations.

XIV. AWARDS

UC Irvine ranks 45 on Forbes “50 Best U.S. Colleges for International Students 2017”

XV. STUDENT LEARNING OUTCOMES

2017-18 Update

J-1 EAP Student Academic Training (work authorization)

<table>
<thead>
<tr>
<th>PERSONAL RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>J-1 Education Abroad Program students will be able to apply what they learned in their academic program at UCI to their work experience (J-1 Academic training).</td>
</tr>
</tbody>
</table>

Measured By: Post only survey of student opinions, beliefs

Results: Results are inconclusive as only a small pool of students on Academic Training submitted the required evaluation at the end of their training. Students who did report were able to explain what they learned by connecting what they studied here at UCI to the job they were doing during academic training. In addition, the academic advisors who signed off on the students' evaluation were able to confirm that the goals and objectives of the training were met.

Use: Reporting results; refining program/program changes
2018-19:

On-line tool for F-1 international students who will seek off-campus internships related to their curriculum, major and/or course

PERSONAL RESPONSIBILITY

Our new online tutorial will teach students the process for meeting both academic and immigration requirements for off-campus internships. Our learning outcome is that students using our new process will learn the procedure and successfully submit the correct documents in the IC's CPT tool.

Assessment: As this is the first year of the online tool implementation, the IC advisers will keep track of the number of applications that are submitted online both correctly and in need of revisions. We will modify the tool according to the results of the data collected that show what documents are submitted incorrectly.

Measured By: Student product rated using rubric; Checklist of what student(s) did

Results: To be reported Summer 2019

Use: Refining program/program changes; refining assessment tools/LOs; reporting results
I. VISION & MISSION

VISION

The LGBTRC provides support, education and advocacy from an intersectional perspective regarding sexual orientation/attraction and gender identity for the UC Irvine Campus Community.

MISSION

The UCI Lesbian Gay Bisexual Transgender Resource Center provides a wide range of education and advocacy services supporting intersectional identity development. We foster community, wellness, an open and inclusive environment for lesbian, gay, bisexual, intersex, transgender, queer, asexual, ally, aromantic and questioning students, faculty, staff and the larger campus community. We strive to develop an atmosphere of acceptance and wellbeing in which the campus community can support the academic mission of the university.

CORE COMPETENCIES

- Identity development for LGBTQIA+ and other intersections of identity (ex: POC, ability, cultural, spiritual, gender, veteran, undocumented and other marginalized identity statuses)
- Leadership development
- Support service
- Education
- Outreach
- Collaboration
- Policy change / address issues related to climate

CORE VALUES

- Diversity
- Social Justice
- Education
- Student Development
- Holistic Wellness
- Advocacy
- Visibility
- Leadership

II. WORKFORCE

MANAGEMENT TEAM

Davidian Bishop  
Director
Darrell Brown  
Assistant Director

STAFF

Career (FTE)
Ash Preston  
Program Coordinator
Kathryn Dorsheimer  
0.20 FTE Counseling Psychologist (left 7/18. Replacement forthcoming)
III. SERVICES PROVIDED

- Open Houses and Receptions that introduce the campus community to LGBT programs, services and opportunities for involvement, as well as build and strengthen connections with LGBTQIA students, faculty and staff.

- Celebrations, speakers and entertainment in recognition of National Coming Out Day and TransAction week in Fall, Bi visibility and Ace/Aro weeks in Winter, Queer and Trans People of Color Week (QTPOC) and Pride Week in Spring.

- One-on-one consultation for students around sexual orientation, gender identity, gender expression, intersectionality of multiple identities, coming out issues, relevant sexual health issues, leadership, mentorship, wellness and other topics relevant to student development.

- Training sessions, workshop presentations and film screenings that raise awareness on campus of LGBTQIA lives and issues.

- Website/phone information and referral services for queer and questioning students who need resources but prefer to remain anonymous.

- The annual End of Year Celebration and Lavender Graduation, a dinner and awards presentation that celebrates the accomplishments of the LGBTRC, its staff and volunteers and graduating students.

- Various collaborative events with different on-campus departments and organizations, such as the Cross-Cultural Center, CARE (Campus Assault Resources & Education), Center for Black Cultures, Resources & Research, Counseling Center, Center for Student Wellness & Health Promotion, Division of Career Pathways, Veteran Services Center, DREAM Center, Student Health Center, UCI Police Department, Student Housing, Gender Education Series, Gender and Sexuality Studies and others.

- Other programs and events based on response to national events, campus challenges, general demand and interest

- Dialogue groups and workshops to discuss queer community, politics and issues. Examples: Queer Talks, Stay Woke Series, Ace & Aro groups, Guyyy Talks, Grrrl Talks, QTPOC Nights, Bi/Pan/Fluid talks, T-Time all occur on a weekly basis. There are other dialogues that are introduced and occur intermittently throughout the year: Wellness, mental health, disability, sexual health, relationships and to name a handful.

- Social programing for developing relationships, reducing stress, building community and having fun: Gaymes days, movie nights, Second Chance Prom, daily drop in hang out space and more.

List of Services

- Confidential consultation
- Leadership development
- Information and referral
STUDENT LIFE & LEADERSHIP

LESBIAN, GAY, BISEXUAL, TRANSGENDER RESOURCE CENTER (LGBTRC)

• Presentations
• Workshops
• Speakers bureau
• Drop-in Community Center for LGBTQIA students to explore their sexual and affectional orientations, gender identity and gender expression and build community
• Programs and events
• Support and discussion groups
• Volunteer opportunities
• Resource library
• Cyber Center
• Provide visibility/be out

IV. THOSE SERVED

We are responsible to the entire campus, students, staff, faculty and to some extent community that are desperate for resources. Our focus is supporting LGBTQIA+ students, but to create a campus climate that is healthy, safer and just we must educate and work towards change across the entire campus. We offer direct support, education and services for everyone, this includes queer and transgender people as well as their allies who identify as straight and cis gender. The resource center also gets requests from the UCI Medical Center, UCI School of Medicine, the Law School and the larger Orange County community to provide training, referrals and resources.

We created and work to achieve a number of community learning outcome for those that participate in our space.

Community Members...

• Will define, describe and explore their own identities (Empowerment, Identity)
• Will develop and encourage healthy personal habits, self-care methods and community support that will help them find balance with the multiple identities they may hold (Wellness, Social Justice, Identity)
• Are able to explain how the intersections of their multiple identities connect them with other people and social issues (Community, Social Justice, Empowerment)
• Develop a greater understanding of their personal identities; as well as appreciate the similarities and differences of other community members (Social Justice, Community, Identity)
• Will have the opportunity to educate the larger campus community by visibly collaborating with and/or sharing personal narratives with outside departments, offices and centers
• Will gain a working knowledge of the diversity of the ways Queer people identify in regard to the intersections of their identities (i.e., race, class, ability, gender identity, sexual orientation, etc.) (Social Justice, Identity, Community)
• Will receive the support and resources they need in regard to their LGBTQ identity development and coming out process with the assistance of staff (Identity, Community, Advocacy, Wellness)
• Are able to navigate on and off campus resources with the assistance of center staff (Advocacy)
• Develop empathy and a concern for the social good of others, therefore, contributing to a community of care (Community, Empowerment)
• Will have an opportunity to build a community/queer family therefore, enhancing feelings of engagement and belonging (Community)
• Will be able to find their own unique voice in order to develop a sense of agency & self-efficacy skills (Empowerment, Leadership)
• Are able to develop tangible life and academic skills that will further future goals (Leadership)
• Will find development opportunities to serve as LGBTQ student leaders and ambassadors in and out of the LGBTRC, serving the campus community and beyond (leadership)
• Are able to explain and recognize important social and political issues in their own community as well as different cultural beliefs and behaviors in the larger world (Social Justice Education)
• Are able to receive the support that they need in order to prioritize and persist through their educational/career and personal life with staff that advocate on their behalf and truly care about their future (Wellness)

These learning outcomes are adapted from the work of the UCLA, UCR, UCSD campus LGBT resource centers.

V. HISTORY

The Lesbian Gay Bisexual Transgender Resource Center (LGBTRC) was the result of recommendations made over an eight-year period by the Chancellor’s Advisory Committee on the Status of Lesbians and Gay Men and the Gay, Lesbian, Bisexual Student Union. On March 11, 1994 former Vice Chancellor for Student Affairs Horace Mitchell, met with the LGB community and announced that a Resource Center would be established at UCI. He also announced the funding for a full-time position to staff the Center. During Winter quarter of 1995, Pat Walsh was selected as the Director of the LGBT Resource Center and 106 Gateway Commons was designated as the Resource Center’s home. The LGBT Resource Center officially opened Spring quarter of 1995.

In 2007 the Director Pat Walsh retired and the LGBT Resource Center moved into a brand new location in the new Student Center. The new location on the third floor of the Student Center in G301 provides more visibility on campus while continuing to be a safe space for UCI’s LGBT community. In April, 2008 Davidian Bishop, a long-time collaborator, advisory board member and advocate became the second Director for the resource center. Davidian has been involved with the LGBTRC since the doors opened more than 23 years ago.

The Resource Center is housed under the Student Life & Leadership, along with the Cross-Cultural Center, International Center and other programs within Student Life & Leadership cluster.

VI. LOCATION

G301 Student Center
ZOT: 5125

VII. ASSETS Major facilities, technologies and equipment

FACILITIES

Two offices with a third scheduled to be built August 2018, 1 multipurpose room (trainings, programs, meetings, games and hang out space), 1 resource library and cyber center in the central open area and one small casual lounge that is also a storage room and kitchenette with a small sink, refrigerator and microwave, finally a small reception desk.
TECHNOLOGY

We have worked on a phone application that shows folx where they can find gender inclusive restrooms. It was a beta test a few years ago. We are looking to work on this and improve the new version.

EQUIPMENT

We are a recipient of the David Bohnett Foundation and have a cyber center in his name and through his generosity.

VIII. REGULATORY REQUIREMENTS

Not applicable

For a full list of Student Affairs mandates, please refer to the Appendix.

IX. ADVISORY COMMITTEE

Disbanded until we have steady resources that allow us to implement any salient recommendations

X. MAJOR ISSUES

GENERAL STRESS COMPOUNDED BY SEXUAL ORIENTATION, GENDER IDENTITY and MULTIPLE IDENTITY INTERSECTIONALITY

LGBTQIA students have all the stressors on any student at UC plus the added pressure of being queer, transgender or multiple intersectional identities. Being LGBTQIA in itself is not the problem, but hostile environment, anti-LGBTQA+ language, fear of being outed and other issues, all contribute to added stress.

The recent climate survey shows 6% identify as LGB, 1% as Transgender, 6% as Asexual and 82% identified as Heterosexual. This means up to 18% may identify as not Heterosexual. Our students come from various religious and cultural backgrounds that may or may not be welcoming of their queer identities, pushing well beyond the typical stressors of college and exacerbated by competing identities and cultural pressures. Local community colleges that track non-binary identities (genderqueer, etc.) have shared data that as many as 27% of students in college now identify as non-binary. In the LGBT Resource Center our numbers are even higher.

DEPRESSION AND MALADAPTIVE COPING STRATEGIES

The UC mental health report places LGBT youth populations in two of four tiers and among some of the highest for being “at risk.” This reflects national data showing LGBT students at much higher levels than their peers for maladaptive coping strategies such as, alcohol, drugs, suicide, tobacco use; areas such as eating disorders and body image are on the rise, as well. The literature also shows increased depression for fluid identities (i.e.: bisexual, transgender, genderqueer, asexual).

SUICIDE AS A RESULT OF BULLYING

In recent years, suicide due to bullying of LGBTQ students and those perceived to be LGBTQ has become recognized nationally. Data from a variety of national reports show LGBT youth populations in the highest “at risk” categories. Many students have substantiated these reports with personal stories of thoughts of suicide, depression, or actual attempts at suicide when working through their queer identities when there is little support. The students who identify on the gender variant spectrum (transgender, genderqueer, non-binary etc.) are even at a greater risk due to additional life challenges and stigmatization according to National Transgender Discrimination Survey Report on Health and Health Care 2011. For students of color that are already minoritized, to also be LGBTQ+ absolutely increases the forms of violence experienced whether physical or emotional.
VIOLENCE AGAINST LGBTQ AND THOSE TO BE PERCEIVED AS LGBTQ

In recent years, multiple transgender women of color have been attacked and murdered across the country. Some of this violence occurred in our own back yard in Santa Ana. This is an intersection of identities that experiences systematic oppression on multiple levels. The murders have a ripple effect in our own trans communities, communities of color and queer folk at large. Students are concerned about their safety and visibility as targets. Many transgender issues are on the rise in media which generates much interest in the politics of “being transgender,” but that does not mean there are enough supports in place to help the students manage being so highly visible.

Need for more LGBT counselors: Over the last 6.5 years at the resource center, the one-on-one and responses to students in crisis and those requiring personal consults has increased. Currently, the director and Assistant Director provide counseling for roughly 6-8 hours per week. The programmer for the office also has felt the increase in individual consultations. More than a year ago, we were funded through SFAC allocations to hire a part-time Psychologist for our center. They are funded at .2 FTE. They spend 3-4 hours per week in our space attending relevant programs and holding office hours. They act as a conduit to get students into the counseling center. They may see students in the counseling center once proper intake has been established, but they do not do therapy in our resource center. Like the rest of our staff, they may however provide support and referral. This kind of intensive dialogue and much needed support as described above to support students in crisis makes it difficult to accomplish the other tasks and goals of the LGBTQ Resource Center.

LACK OF CONSISTENT FUNDING (ONGOING PROBLEM)

The lack of a permanent operating budget is insufficient to provide education to the larger campus, manage all the issues and challenges of the LGBTQIA community and simultaneously execute all LGBTQIA-related programming for the entirety of a 30,000 plus student campus.

Although we receive funding from Student Life and Leadership each year, that is money is based on many variables and is an allowance of sorts. Should SLL’s ability to generate revenue through summer orientation program dip, or if other departments require more funding, the LGBTRC will have nothing permanent to fall back on.

THE LGBTQIA COMMUNITY IS OFTEN RENDERED INVISIBLE

Campus clubs, groups, departments and organization do not always have the awareness to include the needs of the LGBT community in planning for larger campus events.

During my attempts to gather the queer staff and faculty I learned that many did not feel safe participating. Several were concerned about the climate at UCI, specifically that being visible could keep them from garnering promotions or make them vulnerable to harassment by colleagues. Some of these employees are fearful about taking this to OEOD, Ombudsman office, etc. because the process will out them and position them immediately in a place of conflict. There are staff and faculty at all levels who have shared confidentially that in their areas they stay closeted because to be “visible” would impede their potential for promotion or result in harassing or marginalizing behavior. As a note two years ago, the LGBTQ Staff and Faculty Network disbanded completely for lack of participation or anyone willing to step into leadership.

Also, it should be noted while this commentary represents some staff and faulty experiences, many LGBTQIA staff and faculty have no problem being “out” and visible and feel this is a place where their queer identity is supported. While most agree there is always room for improvement on this or any campus, many queer folk have expressed having had a good overall experience at UCI. (see next section for UC wide overview).
Students will always struggle to find mentors and role models that are so common to non-LGBTQIA students. Sheer lack of numbers, fear of being out on campus and routine omission by the larger non-queer campus has consistently threatened to render our community invisible.

**OBSERVATIONS AND TRENDS**

The UC LGBT Directors Council developed a working “lavender paper” to share their observations regarding LGBT student populations on UC campuses and the unique challenges in serving their needs. Below are major points, updated in 2010.

1. LGBT Resource Centers require a level of confidentiality unique to student services. Students do not want to sign into LGBT programs, often hide from family and friends that they visit the LGBT resource center and purposely avoid being seen with LGBT center staff. Request that letters of recommendation do not use LGBTRC letterhead or refer to “diversity programs” rather than explicitly LGBT involvement. Alumni request their names be removed from LGBT awards web pages and even Allies Safe Zone web pages.

2. LGBT Resource Centers function as Cross-cultural Centers, bringing together students of different ethnicity, race, religion, ability, etc. This creates great opportunities for dialogue and social justice work. Students claim a spectrum of sexual and gender identities and they often require greater understanding of different experiences within their own LGBT communities, too.

3. LGB (sexual orientation) students often require as much education as straight students regarding transgender (gender identity) issues. Within the LGBT community, although students are learning about gender identity and expression, it is often misunderstood.

4. While many policies and procedures are in place to support sexual minorities, transgender students struggle to navigate campuses that ignore their needs or deny their existence.

5. More students are identifying with non-monosexual identities, such as bisexual, pansexual, fluid, or “don’t label me.” Biphobia, however, continues to be a challenge within and without the LGBT community.

6. Asexuality is an emerging identity and according to surveys of our campus they represent 6% of our population. These individuals have very specific needs to be addressed. We are working to provide education to the larger campus on asexual/aromantic identities and how UCI can affirm these people and create a supportive environment. This is being done through education, trainings, creating support groups/networks and engaging departments that work closely with students to better understand this growing population and its needs.

7. Student athletes, fraternity/sorority members and students in other small social circles are less likely to access LGBT services out of a fear of being “outed.” Some will not even join anonymous online chats, stating they cannot give their student ID to professional staff in case they are accidentally “outed” to teammates or Greek letter brothers or sisters.

8. Many students of color feel they must choose between communities of color (where they may experience homophobia and transphobia) and the LGBT community (where they may experience racism). They may avoid either LGBT Resource Centers or ethnic-based program offices.

9. While students of color may report acts of racism or even micro aggressions, they may not report anti-LGBT bias. Students are believed when they report racism. They are questioned when they report homophobia, or have their experiences minimized. Many LGBT students are so desensitized to verbal abuse and harassment that it does not occur to them to report bias incidents that happen routinely.

10. LGBT Resource Center staff must also navigate hostile climates and situations. Members of the UC LGBT Directors Council have had vandalism of property in their personal lives. If even role models for LGBT students struggle with anti-LGBT environments, LGBT and questioning students face
extremely difficult challenges navigating social situations.

11. LGBT students are self-selecting out of majors and careers, because of internalized homophobia or because of overt homophobia in the career field. Students are less likely to major or be “out” in medicine, Engineering, business and K-12 education.

12. Some students are going back into the closet upon graduation or during the job search. They create resumes that remove mention of LGBT leadership involvement. Some choose to audit rather than register for LGBT studies courses that would show up on their transcript. Even straight allies are advised by some career counselors to remove mention of their involvement in Allies Safe Zone programs from their resumes.

13. Many LGBT student leaders are burned out from over-involvement in advocacy work in a challenging campus climate. Lacking the professional resources they need, students try to provide missing services and resources to each other.

14. LGBT students are often “out” in one part of their life and not “out” in other areas. They thus must remain vigilant regarding who in their lives know their “true selves.” This leads to stress and an increased need for emotional support since many friends and family do not know their “true selves.”

15. As LGBT resource center staff try to meet the needs of LGBT and questioning students, they are torn between competing needs to also do campus-wide education or policy work. A minimum staff of three people is the tipping point for meeting the priority of the campus.

16. Many students, staff and faculty at UCI are “out,” visible and feel strongly that UCI is a wonderful and supportive campus for them and their identity. There are many who have not experienced micro-aggressions, expressions of hate, or violence against them.

Most staff and faculty agree they can be authentic in their queer identity to no negative effect. However, the LGBTQ Staff and Faculty Network has agreed over many years, there is much room for improvement. There is a big difference between merely being accepted or tolerated as queer employees versus being embraced, supported, nurtured, or celebrated.

In recent years, the UCOP LGBTQ task force (with representation from all campuses) wrote a paper to make requests for changes. One of the imperatives of that was the recommendation that all campuses should have Gender Inclusive facilities. UCI was already well ahead of many of its peers when this mandate came down, because we began to research and make similar recommendations in 2009. By 2010 we already had more than 20 GIB across campus. By June 2016 we had more than 200 gender inclusive bathrooms across campus.

XI. MISCELLANEOUS

None

XII. 2016-17 ACCOMPLISHMENTS

- We hired a permanent Program Coordinator in the Summer of 2017. This position has helped us provide more programming and more presentations to the campus so we did not have to decline offers to provide critical education. We were able to provide more one-on-one support to students who are in crisis and who desire leadership development. This person also provided more desperately needed queer/trans visibility. They have been able to sit on committees and represent the needs of queer and transgender students in public spaces.

- We held our first QTPOC weekend festival. Approximately 80 students of color attended presentations and workshops that focused on issues facing QTPOC students. This event was designed to help attendees develop skills around wellness and resilience.

- We went through an external review to help us improve our services and better understand how our constituency and campus partners see us. We are still awaiting information and final report.
• Creation of a new program for white folx to learn, share and grow in understanding their whiteness and how that impacts communities of color. The goal is to shift the burden of reducing and when possible fix challenges of racism from people of color in our space, to white people.
• Developed Student Affairs Learning Outcomes for the majority of our programs.
• We provided more programs and educational moments than ever before in our 22-year history. We had more than 400 events sponsored by the LGBTRC.

XIII. 2018-19 GOALS
• Continue to shift the way we approach our work to address those in our community most in the margins. We will be centering our work on Queer and Transgender Students of Color. We have always had programs for students of color, but across the nation, we are learning that institutional racism exists and limits students from reaching the goals we set for them. We are working with our leaders and listening to how we can better serve students of color that also identify as gender and sexual minorities.
• We maintain and continue to improve an ongoing space for white fox to learn about their whiteness and how to support communities of color and other marginalized groups and identities.
• Continue to meet the directives from UCOP for Gender Inclusive Facilities across UCI (including the Medical Center).
• SB179 was passed into law this year which allow for all California ID, drivers license, birth certificates to allow individuals to identify as Male, Female and Non-Binary. This means the campus needs to be prepared to change data systems, forms, websites, brochures, information to capture the new NB identity. Additionally, students, staff and faculty need training to learn, understand these identities so they can interact and communicate accurately when addressing folx with NB identities. The LGBTRC is working towards this goal. Other campuses that are in the lead on this have been able to get their chancellors to create a committee with this specific charge.
• We are working to bring a consultant to help us look at and review our center and our programs
  o Housing – we are the sponsor of 2 housing units.
    ▪ Middle Earth – Open House (all gender inclusive housing)
    ▪ Arroyo Vista – SPECTRUM LGBTQ theme house
    ▪ Ongoing trainings with other housing units to ensure their staff and interns understand the complex needs of the queer and transgender, non-binary communities.
  o DREAM Center
    ▪ We will be collaborating and cross training to understand undocuqueer students and create a safety net. This is a population that is at risk.
    ▪ We are planning a variety of collaborative efforts.
  o Davidian Bishop has been invited to sit on the National Board for Step UP!, the leading national bystander intervention training. One of Davidian’s roles on this committee is to increase attention to communities that experience higher levels of marginalization.
• Deejay Brown, Assistant Director, is the Chair for the Queer and Transgender people of color committee for the National Consortium of Higher Education.

XIV. AWARDS

Not available
XV. LEARNING OUTCOMES

2017-18 Updates

Queer & Ally Student Welcome

As a result of the Welcome event, (1) Students will be able to share two resources or programs they learned about the LGBT Resource Center and (2) Students will be able to share two ways that they can get involved at the LGBT Resource Center.

**Measured By:** Post only survey of student opinions, beliefs; Posttest of student knowledge

**Results:** During Fall 2017 the LGBTRC sampled a population of 39 students, staff and faculty at the Queer & Ally Welcome, out of over 80 students, staff and faculty that attended. Based on the data gathered from the survey, we determined that students learned about the resources and services that the Resource Center provides. When asked what students learned, remarks included:

- The need to engage in social events and the desire to attend the physical space.
- LGBTQ organizations & support groups on campus
- Mentorship and Leadership opportunities
- Resources and services provided by the LGBTRC, “safe space for community, resource library, professional staff”
- Social and educational events.
- Safezone Program and LGBTQ 101

Based on the information gathered we decided to implement a number of changes for the 2017-2018 year:

- Refine assessment tools & learning outcomes for the LGBT Resource Center
- Increase marketing efforts of the event earlier in the year.
- Reach out to incoming students at SPOP.
- Expand programming to reach a wider range of students to make center more approachable for a larger number of students.
- Stress importance of community building of Queer students and allies at UCI.

All of the 39 respondents were able to name at least two resources/programs and two ways to get involved.

**Use:** Refining assessment tools/LOs; Unit planning and/or budgeting; Refining program/program changes; Reporting results

2018-19:

Queer & Ally Student Welcome

As a result of attending Queer & Ally Student Welcome, participants will be able to:

- Build community networks by listing two ways to connect to the queer community.
- List two resources or ways that they can engage with the LGBT Resource Center.

**Measured By:** Post survey of student opinions, beliefs; Posttest of student knowledge

**Results:** To be reported Summer 2019
Use: Refining program/program changes; refining assessment tools/LOs; providing feedback to student/participant; Unit planning and/or budgeting; reporting results

New LGBTQ Student Orientation (2018)

PERSONAL RESPONSIBILITY

As a result of attending the New LGBTQ Student Orientation, students will be able to:

- Identify areas of the LGBTRC in which they would like to get involved
- Discuss and explain the reasons for which they have come to the New LGBT Student Orientation
- Develop support networks and community through the different community building exercises during New LGBT Student Orientation
- Articulate ways in which the LGBTRC supports student development

Measured By: Post only survey of student opinions, beliefs; posttest of student knowledge

Results: To be reported Summer 2019

Use: Refining program/program changes; unit planning and/or budgeting
LGBT Resource Center Organizational Chart

Davidian Bishop
Director

Deejay Brown
Assistant Director

Ash Preston
Program Coordinator
I. VISION & MISSION

VISION

The Office of Academic Integrity & Student Conduct (OAISC) contributes to the ethical and civic development of UCI students by providing educational opportunities and accountability in the administration of the student conduct process.

MISSION

The Office of Academic Integrity & Student Conduct is responsible for ensuring that students comply with university policy related to academic integrity and student conduct by promoting student learning and development.

CORE COMPETENCIES

Expertise in managing complex disciplinary issues sometimes, involving students in crisis. These skills include effectively communicating with students, maintaining collaborative relationships with a variety of campus partners, knowledge of current trends in student affairs and experience in understanding relevant policies and laws.

II. WORKFORCE

MANAGEMENT TEAM

Kim Burdett  Interim Director

The Office of Academic Integrity & Student Conduct is managed by the Director of Academic Integrity & Student Conduct (AISC) (1 FTE). There is one Associate Director of Academic Integrity (1 FTE) that presides over all academic misconduct cases and one Associate Director of Student Conduct (1 FTE) that presides over all student conduct cases. In addition, there are Academic Integrity & Student Conduct Officers (2.0 FTE) that are responsible for adjudicating academic integrity and conduct cases, consulting with other campus departments, providing trainings to students, student groups and campus departments and completing file reviews and dean certifications. The Policy Analyst (1.0 FTE) manages Jeanne Clery Act reporting, coordination of appeals for cases of sexual violence and sexual harassment and overall administrative management of the academic integrity program.

STAFF

<table>
<thead>
<tr>
<th>Career (FTE)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Filled:</td>
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</tr>
<tr>
<td>Provisional:</td>
<td>1.00 FTE</td>
</tr>
<tr>
<td>Career FTE Total:</td>
<td>6.00 FTE*</td>
</tr>
</tbody>
</table>

Career Headcount  5

Student Staff  1 Intern

Other  8 Undergraduate Students on the Student Conduct Review Board

5 Peer Advisors

* FTE included in the Student Life & Leadership staffing summary.

For Organization Chart, see end of the SLL Assistant Vice Chancellor/Dean of Students section.
III. SERVICES PROVIDED

- Adjudication of all academic and non-academic conduct cases
- Consultation with campus departments on student academic misconduct, student conduct and students of concern matters
- Management of Advocate, the conduct database management system
- Education and marketing to the campus on university policies
- Maintaining campus policies
- Provide Dean’s Certifications for students
- Provide background checks to employers, graduate schools, etc.
- Provide file reviews for students

IV. THOSE SERVED

- Students, Staff, Faculty, Alumni, Law Enforcement and Community

V. HISTORY

Not available

VI. LOCATION

G308 Student Center
ZOT: 5125

VII. ASSETS Major facilities, technologies and equipment

FACILITIES

- Director – 1 office in the Student Life & Leadership Office
- Associate Director of Academic Integrity – 1 office in the Student Life & Leadership Office
- Student Conduct Officer – 1 office in the Student Life & Leadership Office
- Academic Integrity & Student Conduct Officer – 1 office in the Student Life & Leadership Office
- Policy Analyst – 1 office in the Student Life & Leadership Office

TECHNOLOGY

Advocate database system by Symplicity

EQUIPMENT

Not available

VIII. REGULATORY REQUIREMENTS

- Digital Millennium Copyright Act (DMCA)
- Higher Education Opportunity Act (HEOA)
- Family Educational Rights and Privacy Act (FERPA)
- Jeanne Cleary Act
- Title IX
- Violence Against Women Act (VAWA)
- Campus SAVE Act
IX. ADVISORY COMMITTEE
   Consultation Team
   Case Management Team (CMT)

X. MAJOR ISSUES
   The Office of Academic Integrity & Student Conduct (OAISC) continues to see an increase in case load involving complex cases related to mental health, disruptive behavior and threats of violence (perceived and real). There has been an increase in graduate and international students involved in the student conduct and academic integrity case management process. Students now involve attorneys, which has led Student Conduct to develop transparent guidelines on how attorneys can be involved in the student conduct process.

   There is a spotlight on colleges and universities across the nation on how they report, respond and work with the parties involved in sex offense cases. Student advocates have demanded a higher standard and were validated by legislators; for processes to be timely, support services provided and consistent and trauma informed training for those involved in the administrative process. The Office of Academic Integrity & Student Conduct continues to maintain a high degree of collaboration and partnership with the Office of Equal Opportunity and Diversity (OEOD), UCI Police Department (UCIPD), the Campus Assault Resources and Education (CARE) office and Campus Counsel to ensure OAISC are meeting those standards.

   Since September 2017, the Office of Academic Integrity & Student Conduct has taken over adjudication of all cases of academic misconduct. Inconsistencies in reporting across the UCI Schools has revealed a need for increased education and outreach to both faculty and students in order to better support academic integrity on campus.

XI. MISCELLANEOUS
   Grand total of students through the process: 961
   Grand total of number of incidents: 852
   Grand total of Suspensions: 50
   Grand total of Dismissals: 2

   The statistics above are for cases that have been closed (completed the conduct process and given a sanction). There are current cases pending meeting and/or sanction that are not included in the data set.

XII. 2017-18 ACCOMPLISHMENTS
   The Office of Academic Integrity & Student Conduct addresses a wide range of student behaviors. This academic year, the office successfully hosted Integrity Week. A week-long program of events focused on annual training is essential in providing an educational, fair and informed student conduct process for UCI students.
      o Hosted 30 Ethics Workshops over the academic year
      o Revamped website for OAISC, centralizing student conduct information
      o Create an assessment tool that will measure students experience with the student conduct process and adjudicators

XIII. 2018-19 GOALS
   • Continue to collaborate with OEOD, CARE and UCIPD regarding Title IX compliance and adjudication
• Continue identifying learning outcomes and gathering data in order to improve the case management
  process for student conduct and academic integrity, training of volunteer members and the
development of the OAISC team
• Continue to host the annual Integrity Week program
• Continue to regularly update the OAISC website
• Continue to work with the Senate Committee, the Council on Teaching, Learning and Student
  Experience
• Increase educational outreach efforts for Academic Integrity
• Successful integration of new Interim Director and Associate Director for Academic Integrity

XIV. AWARDS
    Not Available

XV. LEARNING OUTCOMES

2017-18 Updates

Ethical Decision-Making Class

PERSONAL RESPONSIBILITY

Students who have participated in the Ethical Decision-Making Class will be able to define ethical
decision-making, identify their own personal values and articulate steps for making an ethical decision.

Measured By: Post survey of student opinions, beliefs

Results: Throughout the 2017-2018 academic school year there were a total of 30 Ethical Decision-
Making Workshops hosted for UCI students. Two workshops were offered over the summer, nine were
held in the fall quarter, ten in the winter quarter and nine in the spring quarter. Overall, there were 241
students who completed the workshop during the 2017-18 academic year. The workshops were
intentional and guided by learning outcomes.
To reach the learning outcomes articulated above, the workshop was designed to engage students in a
series of modules. All modules included a discussion moderated by the workshop facilitator. The
modules were as follows: Clarification of Personal Values, Role Model essay and Definition of Ethical
Decision-Making.
Based on the workshop evaluations, the majority of students found the Personal Values activity to be
most beneficial followed by the Role Model essay. These trends are consistent from the previous year.
In addition, after completing the workshop, a handful of students felt compelled to seek additional
guidance from the workshop facilitator about other academic and professional development.

Use: Refining program/program changes; unit planning and/or budgeting; reporting results

Peer Advisor Training

PROFESSIONAL & ADMINISTRATIVE SKILLS

During the Peer Advisor summer training, Peer Advisors will increase their knowledge of steps for
effective program planning and be able to articulate three areas to prioritize for Integrity Week program
planning.

Measured By: Checklist of what student(s) did; student product (e.g., portfolio, journal) rated without
rubric

Results: Peer Advisors for 2017-2018 successfully planned and executed Integrity Week in Fall 2017
(October 16-20, 2017). They created new programming initiatives (workshops, games and giveaways)
while also enhancing the existing tabling activities on Ring Road by making them both interactive and
educational. The overarching goal was for students to think about living their lives with integrity, both inside and outside of the classroom. The programming focused not only on academic integrity, but also real-life situations where students might be faced with compromising decisions (illegal downloading, etc.)

Use: Refining program/program changes; unit planning and/or budgeting; reporting results

2018-2019

Ethical-Decision-Making Workshop

PERSONAL RESPONSIBILITY

Students who have participated in the Ethical Decision-Making Class will be able to define ethical decision-making, identify their own personal values and articulate steps for making an ethical decision.

Measured By: Post survey of student opinions, beliefs

Results: To be reported Summer 2019

Use: Refining program/program changes; reporting results

Peer Advisor Training

PROFESSIONAL & ADMINISTRATIVE SKILLS

During the Peer Advisor training, Peer Advisors will increase their knowledge of campus resources, counseling and advising skills and will also be able to articulate three resources to assist students in the academic integrity and student conduct process.

Measured By: Student performance (e.g., student oral presentation) rated without rubric; Interviews: focus group or informal group discussion; Interviews: one-on-one

Results: To be reported Summer 2019

Use: Refining program/program changes; providing feedback to student/participant; unit planning and/or budgeting; reporting results

Academic Integrity & Student Conduct Process

CIVIC & COMMUNITY ENGAGEMENT

Students who have participated in the student conduct/academic integrity case management process will develop an improved understanding of the behavioral standards noted in the student code of conduct and the Academic Integrity Policy, as well as the consequences of not meeting those standards. Students participating in this process will demonstrate the importance of the code of conduct standards within the context of the campus and academic community.

Measured By: Interviews: focus group or informal group discussion

Results: To be reported Summer 2019

Use: Refining program/program changes; reporting results

Ethical-Decision-Making Workshop

PERSONAL RESPONSIBILITY

Students who have participated in the Ethical Decision-Making Class will be able to define ethical decision-making, identify their own personal values and articulate steps for making an ethical decision.

Measured By: Post survey of student opinions, beliefs
Results: To be reported Summer 2019
Use: Refining program/program changes; reporting results

Student Conduct Review Board Training

Students participating in the Student Conduct Review Board training will demonstrate an understanding of the code of student conduct and the application of policy within the context of the Student Conduct Review Board process and hearing.

Measured By: Student performance (e.g., student oral presentation) rated without rubric; interviews: focus group or informal group discussion

Results: To be reported Summer 2019
Use: Refining program/program changes; reporting results

XVI. BUDGET

Consolidated into the operating budget for Student Life & Leadership
I. VISION & MISSION

VISION
The Student Outreach and Retention Centers fosters social emotional learning and student retention through student-initiated work, advocacy, wellness, equity and access.

MISSION
The mission of the SOAR Center is to provide support and enrichment opportunities for students at the University of California, Irvine (UCI). We are committed to help students survive and thrive by increasing their engagement on and off campus, fostering their academic success, and creating a supportive social environment. We promote student leadership development through student-initiated outreach and retention projects, and serve as a bridge between the information, resources and services that contribute to their success.

CORE COMPETENCIES
We promote achievement through engagement focusing on Student Initiated Outreach and Retention Projects, Campus Change and Advocacy, Authentic Leadership and Student Empowerment, Developing Community, Undergraduate Pathways to Graduate School and Student Retention Services that contribute to student Success.

II. WORKFORCE

MANAGEMENT TEAM
• SOAR Director, unfilled
• SOAR Student Initiated Programs Advisor, Retention

STAFF
• 2 FTEs
• 23 Student Staff
• 25 Staff Headcount

III. SERVICES PROVIDED
• Programs and services
• Open House/Ice Cream Social
• SIMP Seminar
• SIAP Seminar
• Pathfinder seminar
• SOAR Scholars
• Student Success workshops
• Pathway Peer Educators
• Cup of SOAR
• Soaring Through Finals
• SOARing Through UCI
• Brave Spaces
• iRise
• SOAR Banquet
• Ring Road Marketing

Generally advise RCOs on program planning, event planning, campus policy, risk management, leadership development, organizational development, publicity & marketing, etc. Generally advise students on retention resources and provide mentorship.

IV. THOSE SERVED
• Visitations: 3,427
• The Student Outreach and Retention Center serves the campus community: students, staff, faculty and community members with a unique emphasis of underserved underrepresented students.

V. HISTORY
Since 2014 two programs and services were initiated at SOAR by students, for students: Undocumented Students Programs and Food Access and Security services. Both of these initiatives gained support from the University of California Office of the President (UCOP) and received seed funds. These funds were used to hire the Dreamers Coordinator in fall 2014 and the Food Access and Security Coordinator in fall 2015.

In spring 2016, students ran and passed the SOAR Food Pantry campaign, securing funding for 10 years to address student food insecurity. In addition, UC President Napolitano approved a 2-year $150,000 grant proposed by the Global Food Initiative (GFI) Food Access & Security subcommittee. Furthermore, in fall 2016 the Student Fee Advisory Committee (SFAC) approved the proposal to fund the Dreamers Coordinator position indefinitely and UCOP extended and expanded the temporary funds for Undocumented Student Programs for an additional 3 years. This funding has since been used to hire a Director and establish the DREAM Center. The success of both of these initiatives gained the support of the UCI Vice Chancellor of Student Affairs who allocated space for the creation of an independent DREAM Center and a new SOAR FRESH Basic Needs Hub. Both opened their doors on Sept. 27, 2017.

VI. LOCATION
106 Gateway Student Center, Irvine CA 92697

VII. ASSETS
FACILITIES
SOAR is a 600 square foot facility located on the first floor of Gateway Study Center. There are 2 office spaces and 1 multipurpose room. We own 2 televisions and 10 computers used for all staff work and student visitation. The center also has a Xerox 7855 printer. The space contains a refrigerator and microwave for student use. We also use the Card Reader Swipes for SOAR provided by Division of Undergraduate Education.
VIII. ADVISORY COMMITTEE
Not applicable

IX. MAJOR ISSUES
Severely understaffed with professional staffing; organization transitions created setbacks for the centers

X. MISCELLANEOUS

XI. 2017-18 ACCOMPLISHMENTS

Outreach Funding

<table>
<thead>
<tr>
<th>Outreach/Retention</th>
<th>Registered Campus Organization (RCO)</th>
<th>Amount Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outreach</td>
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<td>Outreach</td>
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<td>Outreach</td>
<td>La Escuelita</td>
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<tr>
<td>Outreach</td>
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<td>Outreach</td>
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<tr>
<td>Outreach</td>
<td>PASS</td>
<td>$3,000.00</td>
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<tr>
<td>Outreach</td>
<td>Chinese Asso.</td>
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</tr>
<tr>
<td>Outreach</td>
<td>PUSO</td>
<td>$4,000.00</td>
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<tr>
<td>Outreach</td>
<td>SHPE</td>
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Retention Funding

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<tr>
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<td>Retention</td>
<td>Chinese Association</td>
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<tr>
<td>Retention</td>
<td>MEChA</td>
<td>1,200</td>
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<tr>
<td>Retention</td>
<td>Psychology Student Association</td>
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<td>Retention</td>
<td>SASA</td>
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<td><strong>Total</strong></td>
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<td><strong>$6,100.00</strong></td>
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## Outreach Participants by RCO

<table>
<thead>
<tr>
<th>RCO</th>
<th>Underg</th>
<th>Prosp</th>
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</thead>
<tbody>
<tr>
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<td>0</td>
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<tr>
<td>Camp Med</td>
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<tr>
<td>WYSE</td>
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<td>La Escuelita</td>
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<td>BAMP</td>
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<tr>
<td>SASA</td>
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<td>Orangineers</td>
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<td>PUSO</td>
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<td>Zot Experiment</td>
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<td><strong>196</strong></td>
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## Outreach Participants by Ethnicity

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<th>Ethnicity (SAPEP)</th>
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</thead>
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<td>12</td>
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<tr>
<td>African-American/Black</td>
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<td>Asian</td>
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<td>Native Hawaiian/Pacific Islander</td>
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<tr>
<td>Middle Eastern</td>
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<tr>
<td>White</td>
<td>15</td>
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<tr>
<td>Other/Mixed/Declined to State</td>
<td>4</td>
<td>9</td>
<td>13</td>
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<tr>
<td>Other Spanish-American/Latino (Includes Cuban, Puerto Rican, Central and South American)</td>
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<td>19</td>
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### Retention Participants RCO

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<td>Chinese Association</td>
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<tr>
<td>MEChA</td>
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<tr>
<td>Psychology Student Assoc</td>
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<td>SASA</td>
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<tr>
<td>Orangineers</td>
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<td><strong>Total</strong></td>
<td><strong>361</strong></td>
</tr>
</tbody>
</table>

### Outreach Participants by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Undergraduate</th>
<th>Gender</th>
<th>Prospective</th>
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</thead>
<tbody>
<tr>
<td>Female</td>
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<td>Female</td>
<td>385</td>
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<tr>
<td>Male</td>
<td>45</td>
<td>Male</td>
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<tr>
<td>Decline to State</td>
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<td>Decline to State</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>196</strong></td>
<td><strong>Total</strong></td>
<td><strong>630</strong></td>
</tr>
</tbody>
</table>

### Outreach Participants by Academic Level

<table>
<thead>
<tr>
<th>Class Level</th>
<th>Undergraduate</th>
<th>Class Level</th>
<th>Prospective</th>
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</thead>
<tbody>
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<tr>
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<td>6</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>196</strong></td>
<td><strong>Total</strong></td>
<td><strong>902</strong></td>
</tr>
</tbody>
</table>
XII. 2018-19 GOALS
Promote achievement through engagement focusing on
• Student-initiated outreach projects that challenge education inequity and focus on college readiness
• Student-initiated retention projects that assist in retaining students, create a better learning environment and promote degree completion
• Campus change and advocacy through authentic leadership development and student empowerment
• Developing community and providing pathways to student resources
• Creating pathways to graduate school for undergraduate students
• Providing student retention services that contribute to student success

XIII. AWARDS

XIV. LEARNING OUTCOMES

2017-18 Updates

SOAR Staff Training

At their end of training presentations, SOAR student staff will demonstrate an increased knowledge of the challenges faced by first-generation, low-income, underrepresented and underserved students in higher education by stating five challenges and the campus resources available to help them overcome these challenges.

Measured By: Student performance (e.g., student oral presentation) rated using rubric

Results: After attending staff training, 100% of SOAR student staff were able to demonstrate knowledge of five retention barriers and challenges faced by first-generation, low-income, underrepresented and underserved students in higher education and uniquely at UCI. Each student was additionally able to demonstrate knowledge of UCI campus resources available to help overcome those barriers and challenges. This was measured through a presentation student staff members gave in which they described common student push-out factors and barriers under four core areas of need: financial, mental health and wellness, social and academic. When student staff members demonstrated their knowledge of retention barriers, more than half of them specifically referred to challenges and resources in the areas of financial and mental health.
SOAR Pathways Program

**PROFESSIONAL & ADMINISTRATIVE SKILLS**

SOAR Peer Educators (Pathfinders) in the SOAR Pathways program will demonstrate their ability to follow the 10-step consultation model in their consultations with student constituents.

**Measured By:** Student performance (e.g., student oral presentation) rated using rubric

**Results:** 100% of the Pathfinders were able to demonstrate their ability to follow the 10-step consultation model when holding consultations with student constituents. Pathfinders were trained on the 10-step consultation model and were taught how to effectively hold a peer-to-peer consultation. Student peer-to-peer consultations require Pathfinders to 1) Welcome, 2) Listen, 3) Assess, 4) Identify Flags, 5) Goal Setting and Remedy, 6) Refer, 7) Energize and Encourage (help student book a follow up appointment), 8) Conclude, 9) Document and Summarize, 10) Follow Up. The Pathfinder Peer Educators held over 100 peer-to-peer consultations and were required to document their appointments, successes and challenges through the Pathways Peer Educator Post-Evaluation Form.

**Use:** Reporting results

**2018-19**

SOAR Pathways Program

**PROFESSIONAL & ADMINISTRATIVE SKILLS**

Over the course of a ten-week training in the fall quarter, the SOAR Center Pathfinders will be introduced to the 10-step consultation model and at the conclusion of training, Pathfinders will be able to demonstrate following and tracking the use of this model in their peer consultations with students in the winter and spring quarters.

**Measured By:** Posttests of student knowledge; checklist of what student(s) did; student performance (e.g., student oral presentation) rated without rubric

**Results:** To be reported summer 2019

**Use:** Refining program/program changes; providing feedback to student/participant; reporting results

SOAR Staff Training

**PROFESSIONAL & ADMINISTRATIVE SKILLS**

During the summer student staff training, SOAR Center student staff will increase their knowledge of retention barriers and challenges faced by first-generation, low-income, underrepresented and underserved students in higher education and be able to articulate five specific retention barriers and campus resources available to help students overcome these barriers.

**Measured By:** Student performance (e.g., student oral presentation) rated without rubric; posttests of student knowledge; post survey of student opinions, beliefs

**Results:** To be reported summer 2019

**Use:** Providing feedback to student/participant; reporting results
I. VISION & MISSION

VISION
To provide veterans the world-class benefits and services they have earned – and to do so by adhering to the highest standards of compassion, commitment, excellence, professionalism, integrity, accountability and stewardship.

MISSION
UCI Veteran Services Center (VSC) provides veterans, reservists, active-duty members and dependents assistance in obtaining the educational benefits to which they are entitled. The office is responsible for submitting entitlement requests for new and continuing students to the V.A., answering any questions veteran students or dependents may have concerning their educational benefits and providing resources and programs to assist veterans in navigating their transition to civilian and student life.

CORE COMPETENCIES

Administrative Skills
Student Peer Advisors and Assistants learn professionalism, time management, organizational skills and prioritizing by assisting incoming students in person and over the phone with filing their V.A. education benefits. They are the student experts on the subject matter.

II. WORKFORCE

MANAGEMENT TEAM

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adelí Durón</td>
<td>Director, Veteran Services Center</td>
</tr>
<tr>
<td>Jane D. Killer</td>
<td>Assistant Director, Veteran Services Center</td>
</tr>
</tbody>
</table>

STAFF

<table>
<thead>
<tr>
<th>Category</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career (FTE)</td>
<td>2.00 FTE</td>
</tr>
<tr>
<td>Filled:</td>
<td></td>
</tr>
<tr>
<td>Career FTE Total:</td>
<td>2.00 FTE*</td>
</tr>
<tr>
<td>Student Staff</td>
<td></td>
</tr>
<tr>
<td>6 Peer Advisors via V.A. work-study program</td>
<td></td>
</tr>
<tr>
<td>1 Graduate Student Peer Advisor via V.A. work-study program</td>
<td></td>
</tr>
<tr>
<td>2 Student Assistants</td>
<td></td>
</tr>
</tbody>
</table>

*FTE included in the Student Life & Leadership staffing summary.

For Organization Chart, see end of the SLL Assistant Vice Chancellor/Dean of Students section.

KEY ELEMENTS OF ENGAGEMENT

Work closely with student staff on their development through training to ensure that they are executing our mission and vision properly. In the absence of the Director, student staff have been able to advise and provide resources to our veteran and dependent student population. The office staff work tirelessly to be the one veteran-related office that can thoroughly answer a veteran's questions, giving them relief and peace of mind.
III. SERVICES PROVIDED

- Center with lounge space, computer stations, TV, refrigerator & microwave for student use and free snacks provided by donations.
- Educational benefit advising (federal and state)
- Serve as an advisor to the Merage Veterans Association & the Anteater Veteran Association
- Employ veteran and dependent V.A. work study students to serve as peer advisors
- Employ veteran and dependent Student Assistants
- Certify educational benefits for veterans, reservists, dependents and active duty personnel
- Provide quarterly programming regarding veteran student issues and awareness
- Veteran Student Welcome (fall quarter & at Celebrate UCI)
- Veteran Student Orientation (summer during mini T-SPOP)
- Veteran Appreciation Dinner (spring quarter)
- Coordinate the Veteran Mentor Program with UCI staff & faculty for students
- Serve as the coordinator of the Student Affairs Task Force on Veterans
- Facilitate the VetNet Ally Program with the Disability Services Center & Counseling Center
- Serve as the official point of contact for V.A. education benefits and tuition assistance as part of D.O.D.’s M.O.U.
- Select and award the Military Bridging the Gap Scholarship & Thomas T. Tierney Veteran Scholarship recipients
- Distribute emergency grants to veteran and military-affiliated students
- Facilitate the 2-unit Veterans in Higher Education Course through the School of Social Sciences.

IV. THOSE SERVED

- Total number of students served: 960 veterans, reservist, active duty, dependents
- Approximately 467 students are receiving federal education benefits (veterans & dependents)
- Approximately 166 veteran, reservist and active duty students (not all are accessing benefits)
- 2017-2018 served 493 California College Veteran Fee Waiver recipients (dependents)

V. HISTORY

2005 One Veteran Services staff (50%) was hired, although the job description was still a shared position with the Center for Service in Action.

2009 New GI bill, Ch. 33, began to be certified at UCI

2010 Inaugural Veteran Appreciation Dinner held in May

2011 New self-standing Veteran Services Center is established in G304 UCI Student Center, staffing requires 1.0 FTE
Military Bridging the Gap Scholarship is established at the 2nd Annual Veteran Appreciation Dinner
2014 Funding is secured to establish a Director for the VSC

2016 Funding is secured to hire a full-time Assistant Director for VSC

2017 Assistant Director for the VSC is hired
   Forever GI Bill passed

2018 Veteran Services Center moves to G306 UCI Student Center

VI. LOCATION
    G306 Student Center
    ZOT: 5125
    Phone: 949.824.3500
    Website: veteran.uci.edu
    Contact email: veteran@uci.edu

VII. ASSETS  Major facilities, technologies and equipment

   FACILITIES
   Center with lounge for veteran students and office.

   TECHNOLOGY
   Not available

   EQUIPMENT
   Not available

VIII. REGULATORY REQUIREMENTS
   • Federal and state requirements for educational benefit certification
   • D.O.D. M.O.U. – Processing of Military Tuition Assistance program by branches of service

IX. ADVISORY COMMITTEE
    The office does not have an advisory committee; however, the Student Affairs Task Force on Veterans can sometimes serve in this capacity for Veteran Services.

X. MAJOR ISSUES
   LIMITED STAFFING RESOURCES
   • Although the VSC now has two (2) FTEs, the reality is that other campuses have anywhere from 4-6 staff members, either in the Veteran Resource Center (VRC) or a combination of staff supporting their veteran students if the certifying officials aren’t in the VRCs. The VSC needs a full-time certifying official due to the increase in dependents using benefits; this will allow the time needed of the Assistant Director to provide 1-on-1 advising and to connect students with resources and professional development opportunities. There has also been an increase in the Directors’ commitments off-campus to elevate the image of the VSC and seek funding through external foundations. Creating this position would ensure that the VSC doesn’t lose opportunities to seek funding and will allow for the VSC to maximize grant usage because the staffing hasn’t been sufficient to execute successfully.
There is also an expectation that the Veteran Talent Reintegration Conference series will continue in 2018-2019 by campus leadership and veteran agency partners. UCI has been voted on as the Convener for the Orange County Veteran & Military Family Collaborative. In order for this conference and these programs to be successful, a program coordinator manager that is responsible for executing both these endeavors would have to be hired.

MENTAL HEALTH ISSUES

Despite the many leadership skills that veterans bring to the campus, veterans continue to see an increase in counseling needs & mental health services due to PTSD (Post Traumatic Stress Disorder) and/or TBI (Traumatic Brain Injury). We need increased resources to meet this need, as there is often a stigma with looking to seek psychological services and the students come to the VSC to seek assistance, divulging their crisis to our staff. In the past quarter alone the VSC staff encountered and assisted student veterans and dependents who had mental health concerns, domestic issues, sexual trauma, were fighting cancer and had difficulties transitioning into being a student and civilian. Hiring the Certifying Official and Program Manager for the Convener role and conference series will allow the Director and Assistant Director to provide the necessary case management and give them the time to walk students over for counseling assistance and provide them the resources available on and off campus.

LIMITED SPACE

Although the VSC moved into a new space this year it is only about 200 sq. ft larger. It allowed for the Assistant Director to have a space in the VSC, but there was not a large enough office for the Director to have one as well. It gave the VSC an additional small office space to grow for one potential new hire. It is still lacking a hang-out space that is separate from where business is being conducted and a much-needed study space that veterans have been asking for within the center.

XI. MISCELLANEOUS

None

XII. 2017-18 ACCOMPLISHMENTS

- The VSC relaunched the VetNet Ally Program this year with the help of co-presenters from the Disability Services Center and Counseling Center. It was launched with great success as the two sessions filled to capacity with 35-40 person waiting lists. We hope to continue to do them quarterly throughout the year.
- A proposal to renew the OCCF Orange County Real Estate Veterans Initiative grant was submitted this past summer. Unfortunately, it was not renewed because we still had funding remaining at the conclusion of the grant. We were able to extend the initial grant and use it throughout this academic year for the veteran course and emergency grants.
- Awarded by the Parent Executive Board as an Anteater Grant Initiative Awardee to re-new the Kognito Veterans on Campus Training program.
- UCI VSC voted on unanimously to be the Convener for the Orange County Veteran & Military Family Collaborative after many conversations and relationship building over the last two years.

XIII. 2018-19 GOALS

- Re-publish the Veterans Resource Guide.
- Assess strength areas and gaps within the VSC and begin to close the gap in areas that need greater attention.
- Re-launch the Veteran Talent Reintegration Conference Series after securing the appropriate funding for a staff person to run the program (.50 FTE).
- Establish an M.O.U. with the Orange County Veteran & Military Family Collaborative to officially be the convener of the collaborative which includes securing funding for a staff person (.50 FTE) to continue building relationships and managing the collaborations and goals of the collaborative.

XIV. AWARDS

Not available

XV. LEARNING OUTCOMES

2017-18 Updates

Veterans in Higher Education Course (SocSci 189)

PERSONAL RESPONSIBILITY

As a result of the Veterans in Higher Education Course students will seek out at least one resource or opportunity presented in the course. Students will submit a five-page memo that will serve as a reflection of the course at the completion of Fall 2017.

Measured By: Student product (e.g., portfolio, journal) rated without rubric

Results: 100% of the students expressed using at least one resource in their five-page final memo.

Use: Unit planning and/or budgeting; reporting results

Veteran Peer Advisor Training

PROFESSIONAL & ADMINISTRATIVE SKILLS

As a result of their participation in the Veteran Peer Advisor Training, students will recall at least four VA education benefits. Learning will be measured with an evaluation survey in June 2018 at the completion of the training.

Measured By: Posttests

Results: At the completion of the training 86% of the Veteran Peer Advisors recalled at least four education benefits correctly.

Use: Refining assessment tools, refining program/program changes

2018-19

Veteran Peer Advisor Training

PROFESSIONAL & ADMINISTRATIVE SKILLS

As a result of their participation in the Veteran Peer Advisor Training Students will recall at least four VA Education benefits. Learning will be measured with an evaluation survey in June 2019 at the completion of the training.

Measured By: Posttests of student knowledge

Results: To be reported summer 2019
Use: Refining program/program changes; providing feedback to student/participant; reporting results

Veterans in Higher Education Course (SocSci 189)

PERSONAL RESPONSIBILITY

As a result of the Veterans in Higher Education Course students will seek out at least one resource or opportunity presented in the course. Students will submit a five-page memo that will serve as a reflection of the course at the completion of Fall 2018.

Measured By: Student product (e.g., portfolio, journal) rated without rubric

Results: To be reported summer 2019

Use: Refining program/program changes; reporting results
I. VISION & MISSION

VISION

The UC Womxn’s Center works to advance a socially just and inclusive campus climate that supports and advocates for women and female identified individuals and their allies.

MISSION

The Women’s Center uses a gender equity framework approach to provide support, advocacy, resources and education to the UCI community. We value and respect all genders, gender expressions, bodies, sexual orientations and racial and ethnic identities while challenging all forms of oppression. We work towards creating a campus environment that is safe, equitable and just.

CORE COMPETENCIES

Integrity | We acknowledge the prevalence of gender identity/expression and sexual orientation discrimination and other oppressions in our society. We seek to empower those who strive to end these and all other forms of inequity. To this end, we promote and uphold an ethic of honesty and sincerity in our actions, values and principles.

Understanding | We are committed to practicing compassion, openness and empathy towards all, without passing judgment or making assumptions.

Inclusion | We affirm the dignity and worth of all individuals by offering welcoming and inclusive programs and services. We recognize and honor the many social and cultural identities that add richness and complexity to our campus and communities.

Engagement | We pledge to model and encourage active advocacy for women and other marginalized groups, providing guidance and opportunities for students to be catalysts for positive social change.

Collaboration | We strive to build creative and productive relationships on our campus, in our community, and with individuals, organizations and agencies. We recognize the importance of learning and honoring all voices.

II. WORKFORCE

MANAGEMENT TEAM

Tamara Austin  Director

WOMXN’S CENTER STAFF

Career (FTE)  
Filled:  1.00 FTE  
Provision:  0.00 FTE  
Career FTE Total:  1.00 FTE  

Career Headcount 1
Contract positions 0 (soft-funds)
Student Staff 5 employees
Other 4 volunteers

III. SERVICES PROVIDED
The W-HUB provides workshops, panels and lectures that inform the primary population concerning issues relevant to women.

IV. THOSE SERVED
Students, staff, faculty, parents and the greater UCI community.

V. HISTORY
The Womxn’s HUB came about due to the collaboration of some Dynamic Womxn. The director of the UCI Cross-Cultural Center, Jade Agua, in discussion with Tamara Austin, who at the time was serving as the Gender Initiative Director, met up to discuss the absence of a Womxn’s Center on the UCI campus. Through discussions with other colleagues, we discovered that UCI had a rich history with a previous Womxn’s center and due to budget cuts, the center was disbanded. Looking at the number of women who were coming to the Cross-Cultural Center and specifically accessing the Gender Initiative person for resources, we thought it was time to bring the Womxn’s center back with a reboot for the future and a base from the past. Working with alumni, current students, staff and faculty, we renovated a space in the Cross-Cultural Center, and in September 2017, the W-HUB was launched. The W-HUB became an instant hit with the students, and we are happy to report that we have served over 1,000 students in our first year. The resource center serves as a resting place for Womxn. In the space, Womxn can feel free to have discussions regarding anything that makes their world turn. The space is an open forum where any and all topics can be engaged in. We have had professors hold office hours at the space because students felt comfortable in the center. We have had a Faculty-In-Residence who was instrumental in assisting Womxn with finding their voice in the classroom and in their personal and professional worlds. The W-HUB will continue to meet Womxn where they are and provide resources for them to grow into their desired version. Well behaved womxn rarely make history. Here at the W-HUB, womxn make history every day.

Historically, women have had to fight in order to be recognized for their talents and skill sets. There was a time when the popular thinking was that women’s minds were too delicate to deal with politics and they were too fragile to handle money or own property in their names. Although women may have gained ground in various sectors of society there are still lingering ideas about what gender equality should look like. Women are still being paid less than their male counterparts, and the continuing stereotypes about women and women-identified individuals plague all members of our society. The Womxn’s Center focuses on women-specific needs and ideas through workshops, trainings and space interaction to assist women in discovering their personal empowerment. The space also offers ideas and tips to assist women in career development and personal growth. We are an open space where many women have had and will continue to have dialogue that informs their lives. Our space is open and affirming to all who believe in the strength of women, women identified persons and all allies. You can stop in for a piece of chocolate, a cup of tea or respite from our chaotic world.
VI. **LOCATION**

Cross-Cultural Center

VII. **ASSETS** *Major facilities, technologies and equipment*

**FACILITIES**

Our space is assigned as follows:
- Two spaces in the Cross-Cultural Center (director office and main center space)

**TECHNOLOGY**

Not available

**EQUIPMENT**

Not available

VIII. **REGULATORY REQUIREMENTS**

Not Available

IX. **ADVISORY COMMITTEE**

Jeanne Scheper – Professor, Gender and Sexuality Studies
Tiffany Willoughby Herard – Professor, African American Studies
Valerie Shepard – Professor, Paul Merage School of Business
Karina Hamilton – Director, Women’s Empowerment Initiative
Tanya Zabalegue – Chair, Women’s Professional and Academic Association
Amanda Smith – Chair, Black Faculty and Staff Association
Kathy Dong – Admin Assistant, Cross-Cultural Center
Jessica Cabrera – Graduate student, Sociology
Womxn’s center interns and volunteers (8)

X. **MAJOR ISSUES**

- Pay equity
- Salary negotiations
- Positive body image
- Professional image
- Relationship knowledge
- Sexual assault
- Positive sexual health
- Physical fitness

XI. **MISCELLANEOUS**

Provide the following for all visitors:
- Hot tea
- Chocolate
- Hygiene products
- Condoms
- Scantron sheets

**XII. 2017-18 ACCOMPLISHMENTS**

- Positive Sex Health Workshops
- Positive Cannabis Workshop
- Religious Freedom Workshop
- Women in STEM Panel
- Faculty-In-Residence Program
- Counselor-In-Residence Program
- Professional Wardrobe Collaboration with Nordstrom Department Store

**XIII. 2018-19 GOALS**

- Visitor growth
- Professional staff addition
- Formal collaboration with campus partners both on and off campus

**XIV. AWARDS**

N/A

**XV. LEARNING OUTCOMES**

**2017-18 Updates**

Not reported

**2018-19**

Pending