STUDENT LIFE & LEADERSHIP
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)
Filled: 42.00 FTE
Provision: 3.00 FTE
Career FTE Total: 45.00 FTE*
Career Headcount 50
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

** 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

ASSISTANT VICE CHANCELLOR/DEAN OF STUDENTS STAFF

Career (FTE)
Filled: 5 FTE***
Provision: 0.0 FTE
Career FTE Total: 5 FTE
Career Headcount: 5
Contract Staff: 1
Student Staff: 2 employees
Other: None

***FTEs include: Assistant Vice Chancellor/Dean of Students, Associate Dean of Students, Project & Policy Analyst, and staff from Business Services. Special Assistant to the Assistant Vice Chancellor/Dean of Students position is a contract position.

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

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, and Parent & Family Programs.

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

XI. MISCELLANEOUS
None

XII. 2016-17 ACCOMPLISHMENTS
• Offered multiple free speech workshops in Spring 2017 quarter
• 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 33rd Annual Anniversary All-University Leadership Conference
• Re-integrated Volunteer Programs back into Student Life & Leadership and specifically through our Campus Organizations
• Successfully transitioned Academic Integrity on campus into Student Life & Leadership (SLL) and Office of Student Conduct Operations (OSC), creating one office: Office of Academic Integrity & Student Conduct (OAISC), and managed over 800 cases.
• Continued to forge new relationships with faculty as part of the Council on Teaching, Learning, & Student Experience
• Implemented new Appeal Body procedures for SVSA cases
• Actively participated in meeting mandates related to sexual violence education, policy, and prevention
• Successfully utilized Local Control Funding Formula Plus (LCFF+) funding to support First Generation student learning opportunities
• Established the new Center for Black Cultures, Resources & Research (CBCRR) on campus and supported the integration of new staff to the institution to better support our students

XIII. 2017-18 GOALS
• Increase faculty and staff participation at the 33rd 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
• Establish full year programming for the Center for Black Cultures, Resources, and Research (CBCRR).
• Establish a stand-alone Women’s Center (W-Hub) in Lot 5 and transition programming and staffing.
• Work Closely with all campus stakeholders regarding free speech protest management.
• Successfully integrate off-campus legal support into SVSA appeals process.
• Move annual All-University Leadership Conference to off-campus venue, going back to its original format.

XIV. AWARDS

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

XV. STUDENT LEARNING OUTCOMES

2016-17 Updates:

Student Transitions Collaborative Assessment

<table>
<thead>
<tr>
<th>DIVERSITY &amp; GLOBAL CONSCIOUSNESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students participating in Thrive@UCI transition course will directly identify self and intercultural relations biases from narratives and will self-report improvements in college efficacy and mindfulness skills. Part of Transitions Collaborative Assessment.</td>
</tr>
</tbody>
</table>

Measured By: direct assessment-portfolio/writing sample/journal/other products (WITH RUBRIC), survey or questionnaire (post only)

Results: Pending

Use: Reporting results

2017-18:

Randy Lewis All-University Leadership Conference

<table>
<thead>
<tr>
<th>LEADERSHIP DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

Measured By: Group interviews or focus groups; pre and post surveys

Results: To be reported Summer 2018

Use: Refining program/program changes, using in planning and/or budgeting, reporting results
I. VISION & MISSION

VISION
Promote student engagement and leadership by providing Registered Campus Organizations (RCOs) with the tools and resources to be successful, effective, and responsible to their organizations. Campus Organizations provides RCOs with multiple programs and services which include, but are not limited to, workspace, online resources, peer consultations, staff advisement, and promotional materials. We aspire to be a resource that encourages and empowers the campus community to become global leaders.

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 community, social responsibility, and transferable skills.

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 6-8 Campus Organizations Peer Advisors (7-10 hrs/wk during the academic year)
4 Alternative Break Service Site Leaders
Student Volunteers 4 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
  - Anteater Involvement Fair
  - Anteater Awards
  - Campus Organization’s Fall Leadership Conference
  - Winter Leadership Conference
  - Winter Involvement Fair
  - Campus Organization Workshops
  - Org of the Month
  - Ring Road Restaurant
  - Campus Organizations Funding Board
  - Alternative Break (Winter & Spring)
  - Community & Public Service Fair
  - MLK Jr. Day of Service
  - Engage UCI
  - Speed Faithing
  - Special Events
- Advising
  - Generally 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
- 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.

• Below are the categories for the 619 RCOs in the 2016-2017 academic school year:
  o Academic
  o Club Sports
  o Environmental
  o Faculty/Staff
  o Grad Student
  o Greek Life
  o International
  o Multicultural
  o Performance
  o Political
  o Recreation
  o Religious
  o Service
  o Social/Support
  o Special

’16-’17 Registered Campus Organizations Categories
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

Registered Campus Organizations

- 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
VII. ASSETS Major facilities, technologies, and equipment

FACILITIES
- Computers, meeting/lounge space, desk space, meeting tables & chairs
- Poster room & 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 A 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 needs to be developed to educate student leaders.

Effectively incorporating Volunteer Program, including programs, services, staff and students.

**RCO FTE for Peer Universities**

- **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.**

**XI. MISCELLANEOUS**

This year, Campus Organizations transitioned a new assistant director, program coordinator and administrative resources coordinator.

This year, the Office of Campus Organizations also led volunteer and community service programs and has combined into a newly created office, Office of Campus Organizations & Volunteer Programs.
XII. 2016-17 ACCOMPLISHMENTS

- Coordinated the 2017 Anteater Involvement Fair with over 400+ booths, 15 student group performances, and over 1,500 students.
- Hosted the annual “Anteater Awards” ceremony to highlight the achievements of student organizations and their leaders with over 23 award categories.
- Re-imagined the Office of Campus Organizations by developing new learning outcomes and incorporating volunteer programs.
- Successful Alternative Break Program, including 2 during the winter break and 4 during the spring break.
- Engage UCI celebrated and recognized members of the UCI community and non-profit organizations for their achievements in community engagement.
- Hosted over 75 community and campus organizations at the Community & Public Service Fair.
- Hired a permanent Program Coordinator and Assistant Director career position.
- Hired a permanent Administrative Resource Manager.
- Developed efficient training and leadership development for the Campus Organizations Peer Advisors, including policy education, conflict resolution, risk management, and communication.

XIII. 2017-18 GOALS

- Efficiently develop and transition Volunteer Programs, including student interns and staff – develop mission, values, and goals
- Develop additional training modules for RCOs, including risk management and funding/fundraising
- Work with dance and performance organizations to find a more manageable and accommodating space for the groups to practice for performances
- Host a RCO advisor and department summit
- Partner with SCES, Risk Management, and other departments to develop efficient processes for RCOs
- Develop RCO advising protocols
- Enhance social media, branding, and marketing for COVP
- Partner with Academic Planning for community engagement projects and resources
- Review campus organization policies and procedures
- Create outreach workshops for RCOs
- Develop a community service council
- Develop an interfaith student council

XIV. AWARDS

Not available

XV. STUDENT LEARNING OUTCOMES

2016-17 Updates:

Campus Organizations Retreat

By attending the Campus Organizations Retreat, participants will be able to identify at least two resources offered to support their organization.
Measured By: Post surveys

Results: Based on survey results, we learned that approximately 90% of the participants that responded to the survey were able to identify at least two resources to support their campus organization. The resources identified were particular to funding and Student Center & Event Services (booking space).

Use: Reporting results

2017-18:

Volunteer Programs: Alternative Break

CIVIC & COMMUNITY ENGAGEMENT

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

Results: To be reported Summer 2018

Use: Reporting results

Campus Organizations: AntLeadership Summit

LEADERSHIP DEVELOPMENT

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

Results: To be reported Summer 2018

Use: 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 peoples 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 patters 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 and 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**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adisa Ajamu</td>
<td>Director, Center for Black Cultures, Resources &amp; Research</td>
</tr>
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</table>

**STAFF**

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<th>Career (FTE)</th>
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<td>Provision:</td>
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</tr>
<tr>
<td>Career FTE Total:</td>
<td>2.00 FTE</td>
</tr>
</tbody>
</table>

**III. SERVICES PROVIDED**

TBD

**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 29th, 2016.

**VI. LOCATION**

While we are currently housed in the Student Center, no permanent location has been established at the time of this publication.

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

**FACILITIES**

TBD
TECHNOLOGY
TBD

EQUIPMENT
TBD

VIII. REGULATORY REQUIREMENTS
TBD

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

IX. ADVISORY COMMITTEE
TBD

X. MAJOR ISSUES
TBD

XI. MISCELLANEOUS
TBD

XII. 2016-17 ACCOMPLISHMENTS

- Establishment of the center – its layout, its interior design, renovation as well as its programmatic design, development and implementation.
- Meetings, trainings and presentations with well over fifty academic and Student Affairs units, and over one hundred individual meetings with students, faculty and staff
- Development of service plan that offers eleven sectors of student service and development
- Twenty-Four (24) new Programs to be offered in the center including twelve (12) original programs develop just for the center
- Creation of job descriptions for the Program Coordinator and six student interns
- Development of a CBCRR website
- Establishment of a four year, $700,000 fundraising initiative for the center
- Partnerships with campus organizations and departments (i.e. Global Sustainability Center which allowed the center to secure a paid fellowship for one of our students
- Service on a critical search committees and taskforce
- Hiring of a program coordinator and seven student staff
- Creation of Community Resilience Fellowship in partnership with the Global Sustainability Center (GSC)
- Provided resources and financial support to a number of student clubs and organizations including but not limited to the Fall Harvest, the iRise student recruitment effort and Black Graduation celebration
- Addition of in-house academic advising
- Addition of in-house psychological services

XIII. 2017-18 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)
• Increased financial support
• Financial literacy
• Mentorship
• Interpersonal growth and development
• Support for Black faculty and staff who wish to support student success efforts
• Interlocking systems of student support, care and development

XIV. AWARDS

None to report

XV. LEARNING OUTCOMES

2017-18:

Sixth Sense: Black Men’s Collective

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 2018
Use: Refining program, providing student feedback, reporting results

Sista Circle: Womxn’s Space

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 2018
Use: Refining program, providing student feedback, reporting results

SPACE: For Queer and Questioning Black Folks

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

Measured By: To be reported Summer 2018
Results: Pending
Use: Refining program, providing student feedback, reporting results
I. VISION & MISSION

VISION

Not available

MISSION

NEW STUDENT PROGRAMS

New Student Programs (NSP) helps new students make a successful transition into UCI by familiarizing them with the UCI campus and its resources, helping them develop skills necessary to make the adjustment to campus life and the UCI community, building confidence in their abilities to succeed at UCI, and instilling a positive outlook on their future as a student. NSP also provides ongoing programs and opportunities aimed at helping all students to develop leadership skills and discern appropriate venues to apply those skills.

LEADERSHIP PROGRAMS

The mission of Student Life & Leadership’s Leadership Programs is to empower all UCI students to make positive change in their communities as engaged global citizens. Leadership Programs aims to provide students with training to enhance their leadership skills and to help connect students with practical leadership opportunities throughout the campus.

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

| Mike Knox                        | Director, Center for Student Leadership |
| Josh Cimenski                   | Assistant Director, Center for Student Leadership |

STAFF

<table>
<thead>
<tr>
<th>Career (FTE)</th>
<th>4.00 FTE</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Provision:</td>
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<tr>
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<td>4</td>
</tr>
<tr>
<td>Student Staff</td>
<td>5 Student coordinators</td>
</tr>
<tr>
<td></td>
<td>3 Administrative Interns (Leadership Programs)</td>
</tr>
<tr>
<td></td>
<td>1 Leadership Programs Marketing Intern</td>
</tr>
<tr>
<td></td>
<td>4 Leadership Programs Volunteers</td>
</tr>
</tbody>
</table>
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
  - Transfer Success
  - Student Parent Orientation Program
  - Spanish SPOP
  - New First Gen Student and Family Receptions
  - Transfer Student Parent Orientation Program
  - International Student Orientation
  - Celebrate UCI
  - 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
  - Student Leadership and Involvement Fair
  - 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**

Not available

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 Appendix A at the end of the book.*

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) Cost of attendance to orientation for parents and students covered entirely by attendees

2) Rising cost of facilities for orientation programs, staff training space, parking, and room and board for the programs is difficult to keep up with.

3) Demand for more programs and services continues to increase with increased enrollment.

4) The size of the international student population is quickly outgrowing any facilities we have available to host the International Student Orientation.

5) Programmatic demands keep increasing faster than staffing resources.

6) Managing extremely high admissions numbers, supporting the Anteater Leadership Academy, and working with the large population of students who were rescinded and then readmitted to the university all created significant challenges throughout the summer.
XI. MISCELLANEOUS

None

XII. 2016-17 ACCOMPLISHMENTS

• Successfully launched Lead@UCI
• Hosted the first of what will be an annual SPOP reunion at UCI Homecoming
• Created and implemented new Celebrate UCI volunteer program
• Created and hosted eight new resource workshops for LCFF students
• Completely redesigned and rebranded Leadership Programs including the launching of several new initiatives (AntLeader Portfolios, AntLeader Search Engine, AntLeader Certificate Program, AntLeader Spotlight, and Zot Badges).
• Developed a plan to host an overnight orientation program for parents/guardians, however, the plan had to be put on hold till 2018 because of exceptionally high student enrollment
• SPOP mentorship program is set to launch in Fall of 2017
• Successfully added and implemented a tenth SPOP to serve the increased first year population, which served a record number of students (5,565) and parents/guardians (3,413)
• Successfully implemented LCFF fee waivers into the orientation reservation system for students (726) and parents/guardians (496)
• Supported the Anteater Leadership Academy through all ten SPOPs
• Worked through tremendous challenges related to students’ admissions offers being rescinded and reinstated throughout the summer
• Created and hosted 10 First Generation Student and Family Receptions following each of the ten SPOPs
• Hosted two Spanish language SPOPs, which served more than 280 parents/guardians (a 102% increase over 2016)
• Completely redesigned the International Student Orientation (ISO) to make the transition from ISO to housing more convenient for students and to better align with ISO participant behavior (less overall content with more depth in key areas and more “optional” sessions)

XIII. 2017-18 GOALS

• Develop 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
• Create and fund a new Program Coordinator position for NSLP to better meet our programming responsibilities and future growth goals
• Identify work space for expanded NSLP staff
• Finalize future plans for leadership of Celebrate UCI to better align with campus resources and strategic plans
• Fully launch new Leadership Programs and build buy-in across the campus
• Become a hub and support center for student leadership efforts campus-wide
• Implement plan to host over nigh 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 NSLP

• Host SPOP 50th Anniversary Reunion
• Raise funds for SPOP scholarships to better support low income students in orientation
• Develop a strong SPOP alumni network

XIV. AWARDS

XV. LEARNING OUTCOMES

2016-17 Updates:

«Condition_PROPER»

PERSONAL RESPONSIBILITY

As a result of participating in SPOP, students will:
(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 responsibly.
(6) Be more confident in their ability to manage their time.
(7) Be more confident in their ability to make healthy decisions in the face of peer pressure.
(8) 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.
(9) 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.
(10) Correctly identify examples of academic dishonesty.

Measured By: Pre and post surveys

Results:
(1) Prior to SPOP 14% of students felt they would not ask for help when they need it. After SPOP that was reduced to 0%.
(2) After attending SPOP 98% of the students at UCI believe they can make responsible choices around alcohol use and contribute to a safe social environment as a result of attending SPOP.
(3) After attending SPOP 99% of the incoming students believe they would respect the reasons people may use to support their choice to not drink alcohol.
(4) 99% of respondents were able to identify at least one healthy coping method after SPOP. 97% indicated they were likely to use a healthy coping mechanism when they feel stressed.
(5) Before SPOP 83% 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 75% for both).
(7) Before and after SPOP 95% percent of students felt they could make healthy decisions even when pressured.
(8) “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: 69% | Post-SPOP: 94%
Accommodations for Disabilities: Pre-SPOP: 30% | Post-SPOP: 66%
Campus Safety: Pre-SPOP: 56% | Post-SPOP: 94%
Financial Education/Management: Pre-SPOP: 58% | Post-SPOP: 90%
Getting Involved with Campus Life: Pre-SPOP: 58% | Post-SPOP: 90%
Leadership skill development: Pre-SPOP: 40% | Post-SPOP: 80%
Mental Health & Wellness: Pre-SPOP: 42% | Post-SPOP: 93%
Sexual Assault response & support: Pre-SPOP: 41% | Post-SPOP: 94%
Sexual assault prevention: Pre-SPOP: 41% | Post-SPOP 93%

(9) Students were asked to identify essential components of consent for sexual activity between partners:

1. requires conscious affirmation (Pre-SPOP: 95% | Post-SPOP: 98%)
2. voluntary and cannot be coerced (Pre-SPOP: 91% | Post-SPOP: 94%)
3. is revocable and may be withdrawn (Pre-SPOP: 87% | Post-SPOP: 94%)
4. cannot be given when a person is incapacitated (Pre-SPOP: 91% | Post-SPOP: 95%)

(10) Students were asked to identify potential incidents of academic dishonesty:

Pre-SPOP: 72% correctly identified 4 examples of dishonesty
Post-SPOP: 98% correctly identified 4 examples of dishonesty

Use: Refining program/program changes; using in planning and/or budgeting; providing student or participant feedback; providing student or participant feedback; refining assessment tools/SLOs; reporting results

As a result of participating in SPOP, students will

1. Develop meaningful friendships and connections.
2. Be able to discern specific behaviors related to alcohol use they would consider cause for concern.
3. Feel a greater sense of excitement and pride that they will be going to UCI.
4. Know how to intervene as active bystanders in a range of potentially harmful situations.

Measured By: «Measured_By»

Results:

1. Prior to SPOP 64% 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.
2. After attending SPOP 92% of the incoming students believe they are able to discern behaviors that would be considered reason for concern in regards to alcohol use.
3. Prior to attending SPOP 47% of students indicated UCI as their 1st choice. After SPOP that number increased to 86%.
4. Students were asked if they knew how to effectively intervene in various scenarios:
   Excessive Drinking or Substance Abuse: pre: 62% | post: 94%
   Harmful language (e.g. racist, homophobic, or sexist comments, etc.): pre: 79% | post: 88%
   Bullying: pre: 83% | post: 94%
   Abusive Relationships: pre: 54% | post: 84%
Depression, excessive stress, or other mental health issues: pre: 66% | post: 89%
Hazing or peer pressure to engage in harmful activities: pre: 55% | post: 88%
Incidents of discrimination: pre: 75% | post: 90%
Sex offenses (sexual assault, dating/domestic violence, and/or stalking): pre: 64% | post: 93%

**Use:** Refining program/program changes; using in planning and/or budgeting; providing student or participant feedback; providing student or participant feedback; refining assessment tools/SLOs; 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:** Group interviews or focus groups; pre and post surveys

**Results:** Before SPOP 88% of students felt they had a responsibility and 93% felt they had the ability to foster a positive campus climate. After SPOP those numbers were 93% and 95% respectively.

**Use:** Refining program/program changes; using in planning and/or budgeting; providing student or participant feedback; providing student or participant feedback; refining assessment tools/SLOs; reporting results

### LEADERSHIP DEVELOPMENT

As a result of participating in SPOP, students will
(1) Be more confident in interacting with faculty during the academic year.
(2) Have a better idea of their personal and academic goals for their time at UCI.
(3) Get involved in co-curricular opportunities at UCI.

**Measured By:** Pre and post surveys

**Results:**
(1) Prior to SPOP, 68% of students indicated they were confident in their ability to interact with faculty. After SPOP that number increased to 82%
(2) 76% of SPOP attendees indicated the program helped them to clarify their academic goals. 71% indicated the program helped them clarify their personal goals. 80% felt the program helped them to better understand the link between their college experience and their future careers.
(3) Pre-SPOP, 86% of students indicated they planned to get involved outside of the classroom. Post-SPOP, that number increased to 94%.

**Use:** Refining program/program changes, using in planning and/or budgeting, providing student or participant feedback, providing student or participant feedback, refining assessment tools/SLOs, reporting results

### PROFESSIONAL & ADMINISTRATIVE SKILLS

As a result of participating in SPOP, students will sign up for a full load (12 units or more) of fall quarter classes.

**Measured By:** Pre and post surveys

**Results:** 87% of students reported they had received the academic advising information they needed to sign up for classes. 82% 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:** Refining program/program changes, using in planning and/or budgeting, providing student or participant feedback, providing student or participant feedback, refining assessment tools/SLOs, reporting results

**2017-18:**

**Student Parent Orientation Program (SPOP)**

**PERSONAL RESPONSIBILITY**

As a result of participating in SPOP, students will:

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:** Group interviews or focus groups; pre and post surveys

**Results:** To be reported Summer 2018

**Use:** Refining program/program changes; using in planning and/or budgeting; providing student feedback; refining assessment tools/SLOs; reporting results; other

**CIVIC & COMMUNITY ENGAGEMENT**

As a result of participating in SPOP, students will:

1. Know how to intervene as active bystanders in a range of potentially harmful situations.
2. Develop meaningful friendships and connections.
3. Be able to discern specific behaviors related to alcohol use they would consider cause for concern.
4. Feel a greater sense of excitement and pride that they will be going to UCI.

**Measured By:** Group interviews or focus groups; pre and post surveys

**Results:** To be reported Summer 2018

**Use:** Refining program/program changes; using in planning and/or budgeting; providing student feedback; refining assessment tools/SLOs; reporting results; other

**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:** Group interviews or focus groups; pre and post surveys

**Results:** To be reported Summer 2018
Use: Refining program/program changes; using in planning and/or budgeting; providing student or participant feedback; providing student or participant feedback; refining assessment tools/SLOs; reporting results

LEADERSHIP DEVELOPMENT

As a result of participating in SPOP, students will:

1. Be more confident in interacting with faculty during the academic year.
2. Have a better idea of their personal and academic goals for their time at UCI.
3. Get involved in co-curricular opportunities at UCI.

Measured By: Group interviews or focus groups; pre and post surveys

Results: To be reported Summer 2018

Use: Refining program/program changes; using in planning and/or budgeting; providing student feedback; refining assessment tools/SLOs; 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: Group interviews or focus groups; pre and post surveys

Results: To be reported Summer 2018

Use: Refining program/program changes; using in planning and/or budgeting; providing student feedback; refining assessment tools/SLOs; reporting results; other
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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Jade Agua</td>
<td>Director</td>
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<tr>
<td>vacant</td>
<td>Associate Director</td>
</tr>
<tr>
<td>Daniel Park</td>
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STAFF

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Student Staff

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<td>Interns</td>
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<tr>
<td>Assistants</td>
<td>3 @ 8-10 hrs/week</td>
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<tr>
<td>Volunteers</td>
<td>10 @ 4-6 hrs/week</td>
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<tr>
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<tr>
<td>Contracted:</td>
<td>1 employee @ 40 hrs/week</td>
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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

• MLK, 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 (w/ LGBTRC)
• De-Stress (w/ Student Wellness & Health Promotion)
• Across the Bridge: Diversity Dialogue Series (w/ International Center)
• Dr. Joseph White Lecture (w/ Counseling Center)
• Dynamic Womxn Awards (w/ W-Hub)

FACILITY

The CCC 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 administrative specialist.

The CCC 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).

Classes are held in the Cross-Cultural Center on a quarterly basis.

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:
  o 16 students participate in the CCC Intern Program (4 as a part of the administrative intern program)
  o 10-12 students per quarter participate in the CCC Volunteer Program
  o On average, 25 students participate in the REACH (now ACTIVE) program each year
  o Over 50 campus/community groups participate in REACH (now ACTIVE) workshops during the 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.

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 75ppl. lecture-style; max capacity is 85ppl)
• 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 Appendix A at the end of the book.

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 continue to be a challenge to implement. Not having direct knowledge or control of the budget allocated to maintain the CCC makes it nearly impossible to keep the building optimally functional.

LACK OF A STRATEGIC DIVERSITY PLAN
With the Center for Black Cultures, Resources & Research in place and other centers on the horizon, the CCC could be better poised and positioned to develop at least a Student Affairs-wide, if not campus-wide, strategic diversity plan. Efforts could be better aligned and amplified rather than duplicated.

XI. MISCALLNEOUS
None

XII. 2016-17 ACCOMPLISHMENTS
- 95 presentations and workshops across campus by professional staff and 31 REACH workshops by our peer facilitators.
- Facilities upgrades over the course of the year include new flooring in the main lobby and Ring Room and new lounge and study furniture throughout the building. We also had 2,713 total room reservations made by 79 different organizations.
- Our Cultural Wellness programs have expanded to include weekly yoga, a Yoga as Resistance series, weekly REAL Talk dialogue space, and a seminar on politicizing wellness and healing supported by an additional $20K from LCFF+ funds. In addition, our new Faculty-In-Residence program has featured faculty from Chicano/Latino Studies, the Paul Merage School of Business, and for the upcoming year faculty from the School of Law.
- The Womxn’s Hub (W-Hub) outgrew its space in the Cross-Cultural Center and moved to the Anteater Community Resource Center (at Lot 5). W-Hub also received $14K from SFAC.

XIII. 2017-18 GOALS
- Increase access points for students to the Cross-Cultural Center space and programs
- Strengthen community by creating more meaningful reactions with and between students

XIV. AWARDS
None applicable

XV. LEARNING OUTCOMES

**2016-17 Updates:**

**Activism & Social Justice Programs**

**DIVERSITY & GLOBAL CONSCIOUSNESS**

Activism & Social Justice Program participants will be able to:
- Develop interpersonal and intercultural communication skills
- Understand how power, privilege, and oppression operate on individual, institutional, and systemic levels
- Develop and equitable world view
- Develop a personal commitment to social justice
- Be aware of their own identity and positionality

**Measured By:** survey or questionnaire (post only)

**Results:** Pending

**Use:** Reporting results

**CIVIC & COMMUNITY ENGAGEMENT**

Activism & Social Justice Program participants will be able to organize a community around an issue/

**Measured By:** survey or questionnaire (post only)
Results: Pending
Use: Reporting results

LEADERSHIP DEVELOPMENT
Activism & Social Justice Program participants will be able to develop public speaking skills.
Measured By: survey or questionnaire (post only)
Results: Pending
Use: Reporting results

Community & Diversity Programs
DIVERSITY & GLOBAL CONSCIOUSNESS
Community & Diversity Program participants will develop empathy for others, develop meaningful relationships with people may identify differently, explore various identities, communities, cultures, and histories, understand intersectionality, and be able to engage in critical conversations related to various social issues with diverse groups of people.
Measured By: survey or questionnaire (post only)
Results: Pending
Use: Reporting results

CIVIC & COMMUNITY ENGAGEMENT
Community & Diversity Program participants will be able to build coalitions toward a common goal.
Measured By: survey or questionnaire (post only)
Results: Pending
Use: Reporting results

LEADERSHIP DEVELOPMENT
Community & Diversity Program participants will develop conflict resolution skills.
Measured By: survey or questionnaire (post only)
Results: Pending
Use: Reporting results

Education Empowerment Programs
DIVERSITY & GLOBAL CONSCIOUSNESS
Education Empowerment Program participants will understand and utilize social justice language and vocabulary.
Measured By: survey or questionnaire (post only)
Results: Pending
Use: Reporting results

CIVIC & COMMUNITY ENGAGEMENT
Education Empowerment Program participants will understand and utilize education as a tool to raise personal and collective consciousness and develop an action plan.
Measured By: survey or questionnaire (post only)
Results: Pending
Use: Reporting results

LEADERSHIP DEVELOPMENT

Education Empowerment Program participants will think critically and engage in open-dialogue around current events.
Measured By: survey or questionnaire (post only)
Results: Pending
Use: Reporting results

PERSONAL RESPONSIBILITY

Education Empowerment Program participants will develop a positive, healthy sense self and understand how to maneuver through the various privileges and oppressions related to their identities.
Measured By: survey or questionnaire (post only)
Results: Pending
Use: Reporting results

PROFESSIONAL & ADMINISTRATIVE SKILLS

Education Empowerment Program participants will develop problem solving skills.
Measured By: survey or questionnaire (post only)
Results: Pending
Use: Reporting results

2017-18:

Community & Diversity Programs

DIVERSITY & GLOBAL CONSCIOUSNESS

Through various affiliate and campus-wide programs, participants will:
- Understand how power, privilege and oppression operate on individual, institutional and systemic levels [Deconstruction Zone]
- Understand and utilize social justice language and vocabulary [Multicultural Leadership Retreat]
- Explore various identities, communities, cultures

Measured By: Group interviews or focus groups; post surveys
Results: To be reported Summer 2018
Use: Refining program/program changes; providing student feedback; reporting results

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:
- LO #1) Think critically and engage in open-dialogue around current events
- LO #2) Be able to engage in critical conversations related to various social issues

Measured By: Post surveys
Results: To be reported Summer 2018
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:
- Develop public speaking skills
- Understand how to maneuver through the various privileges and oppressions related to their identity

Measured By: Group interviews or focus groups; post surveys
Results: To be reported Summer 2018
Use: Refining program/program changes; Providing student feedback; reporting results

Community & Diversity Programs

Community & Diversity Program participants will develop empathy for others, develop meaningful relationships with people may identify differently, explore various identities, communities, cultures, and histories, understand intersectionality, and be able to engage in critical conversations related to various social issues with diverse groups of people.

Measured By: survey or questionnaire (post only)
Results: To be reported Summer 2018
Use: To be reported

Yoga Series (Yoga as Resistance, Weekly Yoga Series)

Yoga series participants will develop a positive, healthy sense of self.

Measured By: Pre and post surveys
Results: To be reported Summer 2018
Use: Refining program/program changes; providing 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

- Educator
- Values Aligner
- Collaborator
- Advisor
- Administrator
- Researcher
- Innovator
- Leader

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

Career (FTE)

Filled: 2.00 FTE  
Provision: 0.00 FTE  
Career FTE Total: 2.00 FTE*

Student Staff
  1 Greek Life Intern (10 hours/week during the academic year)  
  1 Student Programs 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
  - Greek Songfest
  - New Members Education
  - VIP Program (Violence Intervention Prevention) / Co-Sponsored with CARE Office
  - Culture Shock (Step & Stroll Show)
  - Anteater Leadership Summit / Co-Planned with Campus Orgs
  - Welcome Week Kickoff Hypnotist
  - Meet the Greeks

- Advising
  - Advise three fraternity/sorority governing councils (Panhellenic Association, Interfraternity Council, Multicultural Greek Council)
  - Advise one honor/leadership society (Order of Omega)
  - Advise large programmatic event (Greek Songfest)

- 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
  - Work with students, staff, and volunteer chapter advisors to plan and execute Panhellenic sorority recruitment

- Workshops, training & retreats (examples)
  - Risk management and liability
Students Life & Leadership

Greek Life

- Leadership
- Organizational Development
- Council Transition

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

- Campus Committee Participation
  - CCR Team

IV. THOSE SERVED

There were 49 chapters in 2016-17

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

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

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

Greek Programs
- Greek Songfest
- Greek Week

V. HISTORY

- The Greek Life was founded in 1973 with three fraternities and three sororities.
  - Delta Gamma
  - Pi Beta Phi
  - Gamma Phi Beta
  - Sigma Chi
  - Phi Delta Theta
  - Beta Theta Pi

Source:
• Greek Life has thrived at UCI for 44 years.
• One IFC fraternity expansion failed for 2017
• One MGC fraternity expansion is scheduled for Fall 2017
• Zeta Beta Tau, founded as the world’s first Jewish Fraternity, will be expanding in Fall 2018
• In the next five years the Greek Community is projected to grow to 55+ chapters and 2,600+ undergraduate members (11%-13%).

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 Appendix A at the end of the book.

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.

X. MISCELLANEOUS

None

XI. 2016-17 ACCOMPLISHMENTS

**VIOLENCE INTERVENTION AND PREVENTION (VIP) PROGRAM**

**Leadership Program**

Greek Life and the CARE office have partnered for seven years. In 2016-2017 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.

**CHAPTER PRESIDENT MEETINGS**

**Leadership Development**

This past year, the Greek Life staff made meeting with chapter presidents a big priority. Through strategic messaging, over 75% of chapter presidents met with a Greek Life staff member at least one time during the academic year. Meetings were tracked to identify which chapters were not engaged.

**BASECAMP IMPLEMENTATION**

**Organizational Development**

The three governing councils (IFC, Panhellenic, & MGC) and Greek Songfest implemented Basecamp, team focused project management software. The outcomes were great. They included increased communication amongst team members and constituents, as well as increased accountability.

**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 south 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**

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. 2017-18 GOALS
- Execute UCI Strategic Plan
- Increase Leadership Development Opportunities
- Strong student engagement, coaching, advisement, and mentorship

XIV. AWARDS

XV. LEARNING OUTCOMES

2017-18:

**Weekly Greek Presidents Council Meetings**

**LEADERSHIP DEVELOPMENT**

By attending weekly GPC meetings, students will gain insight to new leadership development opportunities on campus and in the community, as well as be able to connect with other student leaders to discuss best practices for leading a Greek organization. We will assess the learning and application of new knowledge through GPC discussions, and 1:1 meetings with chapter leadership.

**Measured By:** One-on-one interviews; post surveys

**Results:** To be reported Summer 2018

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

**Anteater Leadership Summit**

**LEADERSHIP DEVELOPMENT**

Students in attendance 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. 90% of participants will walk away feeling the summit was better and/or what they expected prior to attending.

**Measured By:** Pre and post surveys

**Results:** To be reported Summer 2018

**Use:** Refining program/program changes, providing student feedback, refining assessment tools/SLOs, reporting results
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

Immigration 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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<tr>
<td>Other</td>
<td>None</td>
</tr>
</tbody>
</table>

*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
- 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)
- International Student Colloquium
- International Center End-of-the-Year Celebration
- International Center Welcome Picnic
- 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
- Social Security Administration Office Trips
- Speed Friending
- Tax Information Session Tax Filing Requirements for International Students and Scholars Information Session
IV. THOSE SERVED

- International students: 6,792
  Undergraduates: 4,369
  Graduates: 1,435
  EAP: 105
  OPT: 822
  Other Visa Categories: 61
- International scholars – 1,281
- 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 (IIRAIRA); 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.

2013 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.

VI. LOCATION
G302 Student Center
ZOT: 5255

VII. ASSETS Major facilities, technologies, and equipment

FACILITIES
Not available

TECHNOLOGY
Not available

EQUIPMENT
Not available

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
International Student Advisory Committee (ISAC)

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 (2010-2016)

![Graph showing UC Irvine international population from 2010 to 2016]

SCHOLAR RANKINGS
  • National rank by population – 32

STUDENT RANKING
  • National rank by population – 33
  

XII. 2016-17 ACCOMPLISHMENTS
  • Implemented new training workshops for academic departments to provide greater outreach and educate campus on specific processes and procedures related to international students.
• Provided outreach and education to international population and the campus on the Executive Order Protecting the National from Foreign Terrorist Entry into the United States (“Travel Ban”) and continued outreach during subsequent court orders and introduction of updated Executive Order in March 2017.
• Successfully implemented new procedures to provide H-1B visa services for staff titles.
• International Center staff increased participation with professional association NAFSA, including:
  o NAFSA Advocacy Day
  o Southern California Scholar Advisors Meeting
  o NAFSA national Conference Presentation
  o NAFSA National Conference – Local Arrangements Team
  o NAFSA Region XII Leadership

XIII. 2017-18 GOALS
• Create outreach for international parents to encourage engagement with UCI’s International Center.
• Implement scanning processes for all IC functions and create plan to scan new and current student files.
• Work with campus partners to implement a streamlined and paperless visa request and compliance process.

XIV. AWARDS

XV. STUDENT LEARNING OUTCOMES

2016-17 Updates:

International Student Advising

PERSONAL RESPONSIBILITY

F-1 and J-1 students will be able to demonstrate understanding of off-campus employment policies, procedures, and employment policies, procedures and application requirements after meeting with an international student advisor

Measured By: Checklist

Results: During the two-week testing period, 18 students met with the advisor. Fourteen (88%) had incomplete applications and four (22%) had complete applications.

Use: Reporting results; refining program

2017-18:

Departmental Trainings/Colloquium

PERSONAL RESPONSIBILITY

Staff and faculty who attend one of the colloquiums/staff trainings on international students will be able to identify what they found most beneficial about the International Center’s colloquium/staff trainings.

Measured By: Post surveys

Results: To be reported Summer 2018
**Use:** Reporting results

**J-1 EAP Student Academic Training (work authorization)**

<table>
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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).

**Measured By:** Post surveys, other

**Results:** To be reported Summer 2018

**Use:** Refining program/program changes, 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, 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 and others)
- Leadership development
- Support service
- Education
- Outreach
- Collaboration

CORE VALUES

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

II. WORKFORCE

MANAGEMENT TEAM

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<tr>
<td>Davidian Bishop</td>
<td>Director</td>
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<tr>
<td>Darrell Brown</td>
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STAFF

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<tr>
<td>Ash Preston</td>
<td>Program Coordinator</td>
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<td>Kathryn Dorsheimer</td>
<td>0.20 FTE Counseling Psychologist</td>
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<td>Career FTE Total:</td>
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</table>
Career Headcount 3.20
Other
Interns: 7 Interns
Volunteers: Field Study = 8-12/year
Volunteers = 13/year

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

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 week 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, intersectionality of multiple identities, coming out issues, relevant sexual health issues, leadership, mentorship, and other topics relevant to student development.
- Training sessions, workshop presentations, and film screenings that raise awareness on campus of LGBTQIA lives and issues.
- Confidential on-line chat forum for queer and questioning students who need resources but prefer to remain anonymous.
- The annual End of Year Celebration, 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, Campus Assault Resources and Education, Counseling Center, Health Education, Career Center, Student Health, the UCI Police Department, Housing, Gender Education Series, Gender and Sexuality Studies, and others.
- Other programs and events based on demand and interest
- Dialogue groups and workshops to discuss queer community, politics, and issues. Examples: Thought Provoking Thursdays, Wednesday Rainbow Lunch Bunch, Queer People of Color Conversations.

List of services:
- Confidential consultation
- Leadership development
- Information and referral
- Presentations
- Workshops
- Speakers bureau
- Drop-in Center and Safe Zone for LGBTQIA students to explore their sexual identity and gender expression, and build community
- Programs and events
- Support and discussion groups
- Volunteer opportunities
- Resource library
- Cyber Center
LESBIAN, GAY, BISEXUAL, TRANSGENDER RESOURCE CENTER (LGBTRC)

- Provide visibility / be out
- On-line confidential chat

IV. THOSE SERVED

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

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 Fall 2007, 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.

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

VI. LOCATION

G301 Student Center
ZOT: 5125

VII. ASSETS Major facilities, technologies, and equipment

FACILITIES

2 offices, 1 resource library in the lobby/cyber center/small casual lounge that is also a storage room, reception area

TECHNOLOGY

We have worked on a phone application that shows folk 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 Appendix A at the end of the book.

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 AFFILIATION

LGBTQIA students have all the stressors on any student at UC plus the added pressure of being queer or transgender. Being LGBTQIA in itself is not the problem, but hostile environment, anti-gay 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.

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 to be 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, 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.

VIOLENCE AGAINST LGBTQ AND THOSE TO BE PERCEIVED AS LGBTQ

In the last two 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. This kind of intensive dialogue and much needed support makes it difficult to accomplish the other tasks and goals of the LGBTQ Resource Center.

For more than six years we have been asking for support in the form of a part time therapist to help ameliorate some of the volume of students who are vulnerable. Thanks to permanent funding from the Student Fee Advisory Council, we now have a 0.20 FTE starting in the fall.

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-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.

Students have expressed concern about the lack of LGBTQIA staff and faculty on campus. I created a Staff and Faculty network/club on campus for that purpose and turned over leadership to other staff and faculty members. 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 as 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” in 2006 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. They 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 recent 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/aromatic 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, and at times chosen to not state their job title to avoid negative reactions or to avoid hostile conversations. 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. They 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 hostile 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 most of the needs of the campus. Within the UC system, arguably the most successful and best practice worthy have 3 or more staff.

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 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.

XI. MISCELLANEOUS

None

XII. 2016-17 ACCOMPLISHMENTS

• Just before the new Fall term began our Program Coordinator move on to another position. We hired a Program Coordinator/Student Affairs Officer II as a contract employee. 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 visibility. They have been able to sit on committees and represent the needs of queer and transgender students in public spaces.

• This year, after multiple attempts writing grant requests to the Student Fee Advisory Committee, we finally received what we had been hoping for the last 9 years: a part-time onsite counselor. This position is desperately needed to provide direct client services, referrals and even do some wellness training. We have found her to be indispensable. As we had hoped, her presence in the office has also helped reduce the amount of time our staff is providing direct support services to students. This is good, because in the past it has been imperative that we are clear about our scope of work. The staff, although highly empathic, are not trained therapists. Unfortunately, prior to having a therapist on duty, we were often put in that precarious position.

• Developed a five-year strategic plan for the LGBT Resource Center that allows for us to be nimble and responsive to the needs of our communities, but make sure we address critical education and directives regularly as well as rotate through topics/educational components that are valuable but, for lack of resources, cannot be addressed every year.

• Developed Student Affairs Learning Outcomes for the majority of our programs.

• Successfully renovated our space to better serve or constituency, create a space for our newest FTE (Program Coordinator), and create an additional room for students and their clubs to meet.

• We provided more programs and educational moments than ever before in our 20-year history. We had more than 400 events sponsored by the LGBTRC.

XIII. 2017-18 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 are starting 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).
- We are working to bring a consultant to help us look at and review our center and our programs
- We are working even harder to build strong collaborations with partners from across campus:
  - Center for Black Cultures, Resources & Research
    - We are contributing funds to hire a person who will work as an intern between our two offices.
    - We plan to work closely with CBCRR on collaborative program throughout the year.
  - Counseling Center – We now have the .20 FTE Therapist. This has allowed us to work much more closely with the Counseling Center and be sure student needs are being addressed.
  - 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.
  - 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 collaborational efforts.
  - UCI School of Medicine – I have developed in partnership with the school of medicine a 3-part series to help medical students, medical professionals, faculty and even some of the medical team from the Student Health Center learn more about emerging trends and Identities. The first of the three in the series occurred last week and there has been much praise.
  - We are working with the Healthy Campus initiative 2020 to improve health outcomes.
    - Director Davidian Bishop is the chair of the subcommittee on sexual health and related topics.
    - We are setting learning outcomes, goals and strategic planning for sustainable initiatives.
  - 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

2016-17 Updates:

Queer & Ally Student Welcome

CIVIC & COMMUNITY ENGAGEMENT

As a result of attending Queer & Ally Student Welcome, participants will build community networks by listing two ways to connect to the queer community.

Measured By: Post surveys

Results: To be reported
Use: Reporting results

**Safe Zone**

**PERSONAL RESPONSIBILITY**

As a result of attending Safe Zone Training, participants will practice personal responsibility to be allies for LGBT peers by articulating two actions from training to support peers who are coming out.

**Measured By:** Not reported

**Results:** Pending

**Use:** Reporting results

**2017-18:**

**Queer & Ally Student Welcome**

**CIVIC & COMMUNITY ENGAGEMENT**

As a result of attending Queer & Ally Student Welcome, participants will build community networks by listing two ways to connect to the queer community.

**Measured By:** Post surveys

**Results:** To be reported Summer 2018

**Use:** Reporting results

**Safe Zone**

**PERSONAL RESPONSIBILITY**

As a result of attending Safe Zone Training, participants will practice personal responsibility to be allies for LGBT peers by articulating two actions from training to support peers who are coming out.

**Measured By:** Post surveys

**Results:** To be reported Summer 2018

**Use:** Reporting results
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

Holly Hare                  Interim Director

The Office of Academic Integrity & Student Conduct is managed by the Director of Academic Integrity & Student Conduct (1 FTE). Academic Integrity & Student Conduct Officers (3.0 FTE) 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. The Associate Director of Academic Integrity (1.0 FTE) presides over all academic misconduct cases and is also serving in the capacity of Director of Academic Integrity & Student Conduct.

STAFF

Career (FTE)

<table>
<thead>
<tr>
<th></th>
<th>Filled: 4.00 FTE</th>
<th>Provisional: 2.00 FTE</th>
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<tbody>
<tr>
<td>Career FTE Total</td>
<td>6.00 FTE*</td>
<td></td>
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<tr>
<td>Career Headcount</td>
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<td></td>
</tr>
<tr>
<td>Student Staff</td>
<td>1 Intern</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>8 Undergraduate Students on the Student Conduct Review Board</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 Peer Advisors</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.
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
- 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.

In September 2017, the updated Academic Senate Policy on Academic Integrity went into effect. Since then, 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

Since the implementation of the new Academic Senate Policy on Academic Integrity, the caseload for the OAISC has increased by 68%.

- 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. 2016-17 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.

The OAISC has created and implemented two additional educational sanctions to better serve the academic needs of the students involved in academic misconduct related incidents. Referral programs have been created with the Learning and Academic Resource Center (LARC) and the Writing Center.
Students who have been found in violation of the Academic Integrity Policy are asked to complete an appropriate educational sanction via these referral programs.

The OAISC team participated in the following trainings in the 2016-2017 academic year.

- Sexual Violence Sexual Harassment (SVSH) Training: hosted by the Office of the President
  - Attended: Holly Hare
- SVSH Appeal Body Training for 3rd party attorneys from two law firms retained by UCI to serve as the appeal board for all sexual violence/sexual harassment cases: hosted by the OAISC
  - Attended: Nicole Inouye, Holly Hare
- NASPA Annual Conference
  - Attended: Holly Hare
- Quarterly System-wide meetings for Directors of Student Conduct
  - Attended: Crystal Rae Lugo-Shearer

XIII. 2017-18 GOALS

- Continue to collaborate with OEOD, CARE, and UCIPD regarding Title IX compliance and adjudication
- Create an assessment tool that will measure students experience with the student conduct process and adjudicators
- 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
- Work with the Faculty Committee, the Council on Teaching, Learning and Student Experience

XIV. AWARDS

Not Available

XV. LEARNING OUTCOMES

2016-17 Updates:

**Conduct Process**

**CIVIC & COMMUNITY ENGAGEMENT**

Students participating in the student conduct process will articulate the impact of their actions or behavior on the campus community by responding to a post assessment survey.

**Measured By:** survey or questionnaire (post only)

**Results:** Pending

**Use:** Reporting results

2017-18:

**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 surveys
Results: To be reported Summer 2018
Use: Refining program/program changes; using in planning and/or budgeting; reporting results

Academic Integrity & Student Conduct Process

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 as well as the consequences of not meeting those standards. Students participating in this process will understand the importance of the code of conduct standards within the context of the campus community.

Measured By: Post only
Results: To be reported Summer 2018
Use: Refining program/program changes; providing student feedback; refining assessment tools/SLOs; reporting results

Peer Advisor Training

During the Peer Advisor summer training, Peer Advisors will increase their knowledge of steps for effective program planning, and be able to articulate 3 areas to prioritize for Integrity Week program planning.

Measured By: Direct assessment without rubric; checklist
Results: To be reported Summer 2018
Use: Refining program/program changes; providing student feedback; refining assessment tools/SLOs; 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 VA education benefits. They are the student experts on the subject matter.

II. WORKFORCE

MANAGEMENT TEAM

Adelí Durón  Director, Veteran Services Center
Jane D. Killer  Assistant Director, Veteran Services Center

STAFF

Career (FTE)  2.00 FTE
  Filled:  2.00 FTE
Career FTE Total:  2.00 FTE*
Student Staff  4 Peer Advisors via VA work-study program
  2 Student Assistants

*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
- Employ veteran and dependent VA 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 Transfer Success)
- 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
- Serve as the official point of contact for VA education benefits and Tuition Assistance as part of D.O.D.’s M.O.U.
- Select and award the Military Bridging the Gap Scholarship currently funded by the Orange County Community Foundation Orange County Real Estate Veterans Initiative & 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: 758 veterans, reservist, active duty, dependents
- Approximately 411 students are receiving federal education benefits (veterans & dependents)
- Approximately 177 veteran, reservist, and active duty students (not all are accessing benefits)

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, 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

VI. LOCATION
G304 Student Center
ZOT: 5125

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
   • DOD MOU – 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 hired the first FTE Assistant Director, this only starts to address the need for more face time with students to best support them. The reality is that other campuses have anywhere from 4 to 6 staff members, either in the Veteran Resource Center (VRC) or be 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 have 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 in order for this conference to be successful a program coordinator that is responsible for executing this endeavor 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, often there is 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 who were homeless, had mental health concerns, were dealing with substance use, and had difficulties transitioning into being a student and civilian. Hiring the Certifying Official and Program Coordinator for the 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

- The current space of the VSC is not sufficient. An additional office for the Assistant Director is needed as is study space for the students. The veteran students need a self-standing space with their own door, an integrated space with other areas will not work. Although, our current space is small it still has its own un-shared space which is considered a best practice amongst Veteran Resource Centers. The VSC needs a space it can grow into not a space that is already too small for it to grow as the additional staffing needs should be met in the short-term.

XI. MISCELLANEOUS

None

XII. 2016-17 ACCOMPLISHMENTS

- Recruited, hired and on-boarded the newly created Assistant Director of the Veteran Services Center.
- Secured $60k in a renewable grant from the Orange County Community Foundation (OCCF) funded by the Orange County Real Estate Veterans Initiative (OCREVI). UCI was one of five institutions invited to participate in this effort which will increase visibility throughout nonprofits in the county. Funded the Military Bridging the Gap Scholarship, emergency grants for veterans and military-affiliated students and the Veterans in Higher Education course.
- The 8th Annual Veteran Appreciation Dinner was the most successful one yet. There was an increase in sponsors this year to 11 table sponsors. Due to consistent efforts in fundraising, there was a significant increase in scholarship awards to 27 students with the majority of students receiving $5k and increase from $2.5K over the past years. Almost $98k was awarded to UCI veteran students over 2016-2018.
- Successfully completed the 2016-2017 Veteran Talent Reintegration Conference 3-part series with over 80 veterans and 120 employers in attendance at the final event.

XIII. 2017-18 GOALS

- Re-launch the VetNet Ally Program.
- Submit a grant proposal to renew the OCCF OCREVI grant.
- 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.

XIV. AWARDS
Not available

XV. LEARNING OUTCOMES

2016-17 Updates:

Veterans in Higher Education Course (SocSci 189)

<table>
<thead>
<tr>
<th>PERSONAL RESPONSIBILITY</th>
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<tbody>
<tr>
<td>As a result of the participation in 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 the course in Fall 2016.</td>
</tr>
</tbody>
</table>

**Measured By:** Direct assessment: product or observation without rubric

**Results:** Five students took the Veterans in Higher Education course. They submitted a five-page memo that served as a reflection paper to illustrate what resources and opportunities they took advantage of or planned to take advantage of. 80% of students took advantage of at least one resource or opportunity due to their participation in the class. Due to students’ non-veteran status, 10% did not have a chance to really take advantage of the resources as they did not all apply to them.

**Use:** Reporting results

2017-18:

Veteran Peer Advisor Training

<table>
<thead>
<tr>
<th>PROFESSIONAL &amp; ADMINISTRATIVE SKILLS</th>
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<tr>
<td>As a result of the participation in the Veteran Peer Advisor Training Students will recall at least 4 VA Education Benefits. Learning will be measured with an evaluation survey in June 2018 at the completion of the training.</td>
</tr>
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</table>

**Measured By:** Post tests

**Results:** To be reported Summer 2018

**Use:** Refining program/program changes; refining assessment tools/SLOs; reporting results

Veterans in Higher Education Course (SocSci 189)

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**Measured By:** Direct assessment without rubric

**Results:** To be reported Summer 2018

**Use:** Refining program/program changes; Providing student feedback; Reporting results