



Student Affairs

Co-Curricular Connections

Summer 2013

Welcome to the summer edition of Co-Curricular Connections!

As we close-out the academic year and look forward to summer, the Division of Student Affairs would like to share with the university community some timely news and upcoming events during the summer quarter.

There were two awareness months during the spring quarter that are significant for the Division of Student Affairs. In this edition of the newsletter, we review events and programs associated with Sexual Assault Awareness Month, which was in April, and Lesbian, Gay, Bisexual, Transgender, Queer, Questioning and Ally (LGBTQA) Month, which was in May. I hope you can take a moment to learn about these awareness months and how we may partner with you on future initiatives.

Over 200 students took a pledge of social responsibility prior to graduation this spring, committing themselves to ethical decision-making in their work and lives after college. Social responsibility and socially responsible leadership are personal qualities that are broadly encouraged at DePaul, in our students, faculty and staff. The Student Leadership Institute in the Division of Student Affairs works with many individuals and departments in the division and the university to promote social responsibility and socially responsible leadership, and in this edition, we talk a little bit about those efforts.

Finally, Vincentian Service Day is an annual, university-wide event that is planned and coordinated by the Division's Vincentian Community Service Office. I am always so impressed by the numbers of students, faculty and staff that take part in this service day, and am pleased that the Division of Student Affairs can play an integral part in providing the university community this opportunity to reflect on and live our mission of service. I hope you enjoy the article that looks back on this important day.

This edition also includes some important upcoming dates, a summer reading list and an opportunity to get to know some more of the folks that make up the Student Affairs team. I hope you can take a minute to become more acquainted with Student Affairs!

Sincerely,

Cynthia Summers
Interim Vice President for Student Affairs



Cynthia Summers, Interim
Vice President, Student
Affairs

Points of Interest:

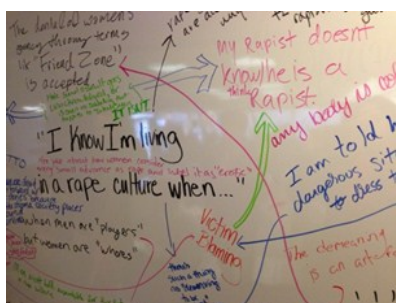
- ⇒ [SEXUAL ASSAULT AWARENESS MONTH INCREASES AWARENESS, KNOWLEDGE](#)
- ⇒ [HUNDREDS OF GRADUATING STUDENTS TAKE SOCIAL RESPONSIBILITY PLEDGE](#)
- ⇒ [ALMOST 1400 MEMBERS OF THE DEPAUL COMMUNITY PARTICIPATE IN VINCENTIAN SERVICE DAY](#)
- ⇒ [LAVENDER GRADUATION AND STONEWALL AWARDS CAP LGBTQA MONTH AT DEPAUL](#)

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Sexual Assault Awareness Month increases awareness, knowledge

Seventeen events made possible through collaborations with 24 campus departments, seven community organizations and three student organizations took place during Sexual Assault Awareness Month (SAAM) in April. In recognition of this month, the Division of Student Affairs' Sexual Health and Violence Prevention coordinator plans, coordinates or collaborates on all of the events and programs that take place at DePaul. Sexual Assault Awareness Month events aimed to increase awareness and knowledge among members of the DePaul community on sexual assault prevalence, prevention, on- and off-campus resources and response. According to the U.S. Department of Education, college-age women are at the greatest risk of an attempted or completed rape.



Student comments from Take Back the Night's art installation in the SAC pit.

Rima Shah, the Sexual Health and Violence Prevention coordinator, said the impact of SAAM and other programs and services offered throughout the year is clear. "The large number of events during Sexual Assault Awareness Month heightens student awareness and

knowledge of sexual assault. After SAAM, I have more students approach my office, either as survivors or students who want to know how they can help continue to raise awareness about sexual assault." Shah also noted that the increased contacts help to shape the programming at the office. "The programs and services that I offer are a direct response to student input and needs," said Shah.

The Sexual Health and Violence Prevention coordinator serves as an advocate and support for students directly impacted by sexual violence, domestic violence and stalking. The coordinator also provides educational trainings, workshops, and events for the entire DePaul community to build awareness, understanding, and sensitivity around sexual and domestic violence, sexual health, and healthy relationships. Students are welcome to drop-in, call or email the office to seek support, a safe space and access to on- and off-campus resources.

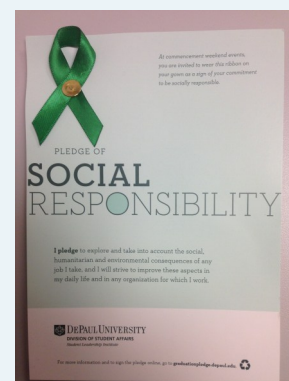
Faculty and staff have frequent contact with students, so their knowledge of sexual assault and their ability to support survivors is critical to the education and care of our students. Faculty and staff are also key partners to Sexual Health and Violence Prevention, and help to plan and coordinate many events around sexual assault awareness and survivor support. To learn more about how you can educate students or support survivors, email [Rima Shah](mailto:Rima.Shah), or call her at 773.325.7295.

Hundreds of graduating students take social responsibility pledge

Just over 200 graduating students took the pledge of social responsibility prior to commencement this year, and many of them wore a green ribbon on their graduation gowns to indicate their commitment to social responsibility after college. By taking the pledge, students commit themselves to taking "into account the social, humanitarian and environmental consequences" of jobs they take and decisions they make pertaining to their work and daily lives.

Students were invited to take the [pledge of social responsibility on the Student Leadership website](#), and had the opportunity to state why they took the graduation pledge there, as well. A 2013 Commerce student graduate stated on the website that he took the pledge "because I believe in helping those who are marginalized and poor. I strive to be and live my life as a socially responsible leader in everything that I think, say and do in

(continued on page 3)



The graduation pledge of social responsibility and green ribbon

Pledge of social responsibility *(continued from page 2)*

my daily life. With this pledge, I am committed to doing good for the... benefit of not only myself, but of the communities that I am a part of.”

The Division of Student Affairs’ Student Leadership Institute (SLI) promotes the graduation pledge, and also offers programs and services year round regarding socially responsible leadership at DePaul. Dave Borgealt, director of the Student Leadership Institute, said in an interview that “social responsibility and socially responsible leadership efforts were initially in response to the university’s strategic plan, Vision2012, and now support the university’s new learning goal of personal and social responsibility.” Borgealt went on to say that, “socially responsible leadership is our contemporary expression of the leadership example and values set by St. Vincent and St. Louise. The concepts in this model of leadership resonate with students and help them connect

to the legacy of these two great leaders.”

The Student Leadership Institute uses a university-developed framework that defines five dimensions of socially responsible leadership: self-understanding and personal integrity, taking seriously the perspective of others, contributing to a larger community, knowledge and intellectual competence and striving for excellence. The five dimensions capture leadership within a Vincentian context, while embracing the key concepts identified by the Association of American Colleges and Universities in their initiative to educate students for personal and social responsibility.

The Student Leadership Institute guides divisional departments in the use of a learning agreement that incorporates the five dimensions of socially responsible leadership with their student leaders. They also lead a divisional team to plan and implement a

socially responsible leadership training retreat, called Common Experience, for all first-time student leaders in the Division of Student Affairs. In addition, all incoming freshmen participate in a 60-minute workshop on socially responsible leadership during their Common Hour of the Chicago Quarter Courses. Furthermore, The Student Leadership Institute offers a Certificate of Leadership Development based around the five dimensions of socially responsible leadership that is noted on students’ official transcript.

Faculty and staff can invite SLI to conduct workshops with students and the Student Leadership Institute can lead students through leadership inventories to provide a snapshot regarding students’ leadership capacity. To learn more about the Student Leadership Institute, socially responsible leadership or the pledge of social responsibility, visit the [Student Leadership Institute website](#), or contact the office at 773.325.4658.

Almost 1400 students, faculty and staff participate in Vincentian Service Day

Over 1,200 students, 80 alumni and 30 faculty and staff engaged in service at almost 90 sites in and around the Chicago area for Vincentian Service Day 2013, which took place on Saturday, May 4. The 13-year old university-wide event is a tradition that serves to deepen the university’s distinctive connection to the city of Chicago, and strengthens our Catholic and Vincentian identity through service to the less fortunate members of our community.

This year’s theme was *Vincentian Vision*, which was inspired by a quote from St. Vincent de Paul: “Some persons look and never see. Others see and never look.” Vincentian Service Day organizers believe this quote highlights the need for the DePaul community to take the time to be aware of the people in our lives and communities,

and to give them time so that their real needs are fully perceived. Courtney Curby, coordinator in the Vincentian Community Service Office, which organizes the event, said in an email that “we hoped that participants [would be] positively affected by what they saw and experienced during their day of service, and that the theme caused them to think more about the real needs of those served.”

“Faculty and staff are always an integral part of Vincentian Service Day,” Curby went on to state in her email. “Kathy Larson and her staff of the English Language Academy were instrumental in organizing their students’ participation that day. And John Glatz, director of Advising in the College of Computing and Digital Media, and John Bridges, a faculty member in the Theatre School, both deserve special recognition for organ-

izing teams from their respective schools.”

Vincentian Service Day is open to participation by faculty, staff and alumni, to share in the spirit of St. Vincent DePaul with students. To learn more about the event and how to participate, contact [Courtney Curby](#) in the Vincentian Community Service Office at 773.325.1192.



Students participating in Vincentian Service Day 2013

Lavender Graduation and Stonewall Awards cap LGBTQA Month at DePaul

May was the 6th annual Lesbian, Gay, Bisexual, Transgender, Queer, Questioning and Ally (LGBTQA) Month at DePaul, a collection of events planned and coordinated by LGBTQA Student Services along with other university partners. The month and the academic year culminated with the 7th annual Stonewall Awards Ceremony and the 1st ever Lavender Graduation at DePaul, an event celebrating the support and success of members of the LGBTQA communities.

Lavender Graduation is a celebration of graduating LGBTQA students and the LGBTQA communities at DePaul. The recognition of graduates in these communities “helps audience members connect with this aspect of their identity, which they may be struggling with, helps them feel accepted and gives them something to look forward to,” Katy Weseman, LGBTQA Student Services coordinator said in an interview. In building acceptance, “the program encourages LGBTQA student success and degree completion,” she continued.

The Stonewall Awards recognize faculty, staff and students who have gone above and beyond in support of the LGBTQA communities, and include awards for outstanding graduating student, emerging student leader, outstanding faculty or staff leader, outstanding student group or organization, outstanding program or event and the Evelyn Hooker Special Recognition award.

Jessica McGlory, the first student to receive the Evelyn

Hooker Special Recognition award, commented that participating in Spectrum DePaul, a LGBTQA student organization, changed her thinking about the LGBTQA communities. She noted that the LGBTQ community is a diverse one. “Trying to navigate the different tastes of the community has led to the greatest lesson I have learned at DePaul University,” she stated in an email. “I consider that an amazing success.”

“Although [frequently] defined as one community, the LGBTQA population is filled with diversity.”

The Lavender Graduation and Stonewall Awards ceremony featured keynote speaker Roxy Trudeau, a DePaul Alum and noted LGBTQ activist in Chicago. Gary Cestaro, associate professor of Modern Languages, director of the LGBTQ Studies Program and a long-time supporter of and collaborator with LGBTQA Student Services, was on hand to present the LGBTQ Studies Program awards.

Many faculty and staff support and recognize the LGBTQ communities, and served on the nominations committee for the Stonewall Awards, attended the Lavender Graduation and Stonewall Awards, planned and collaborated on events during LGBTQA Month and/or promoted events to students and co-workers.

In addition to all of these programs supporting LGBTQA students, DePaul is also starting a LGBTQA faculty/staff affinity group. For more information about this group or to learn more about LGBTQA Student Services, contact [Katy Weseman](#), LGBTQA Student Services coordinator at 773.325.4607.

Student Learning and Engagement

Summer Reading List

In this edition of Co-Curricular Connections, we offer some ideas for summer reading that provide insight on a variety of topics in higher education, student learning and student affairs.

Grown Up Digital: How the Net Generation is Changing Your World. Don Tapscott. New York: McGraw Hill, 2009.

Today’s young people are using technology in ways never thought possible. Instead of passively watching television or reading a newspaper or attending a movie, the “Net Geners” are actively participating in the distribution of entertainment

and information. For the first time in history, young people are the experts on something that is transforming the world. And they are changing every aspect of our society – from our schools to the workplace, homes, marketplace and voting booth. Tapscott studied 11,000 young people in order to understand how they think, how they take in information and how they operate in the world. His conclusion is they are a bright community which has developed new ways of thinking and interacting that will transform our future. As college educators we need to understand the Net Generation and the power they bring to our learning community. *(continued on page 5)*

Summer Reading List *(continued from page 4)*

***We're Losing our Minds.* Richard Keeling & Richard Hersh. New York, NY: Palgrave Macmillan, 2011.**

America is being held back by the quality and quantity of learning in college, which is hailed as a “true educational emergency” by the authors. Many college graduates cannot think critically, write effectively, solve problems, understand complex issues or meet employers’ expectations. This endangers the US’s social, economic, and scientific leadership. Critics say higher education costs too much and should be more efficient, but the authors argue that the real problem is value, not cost. In this book, Hersh and Keeling lay out the argument that the only solution--making learning the highest priority in college--demands fundamental change throughout higher education.

***No Longer Invisible: Religion in University Education.* Douglas Jacobsen and Rhonda Hustedt Jacobsen. New York: Oxford University Press, 2012.**

Drawing on conversations with hundreds of professors, co-curricular educators, administrators, and students from institutions spanning the spectrum of American colleges and universities, the Jacobsens illustrate how religion is constructively intertwined with the work of higher education in the twenty-first century. *No Longer Invisible* documents how, after decades when religion was marginalized, colleges and universities are re-engaging matters of faith--an educational development that is both positive and necessary. The book also offers a new framework for understanding the emerging religious terrain, a framework that can help colleges and universities--and the students who attend them--interact with religion more effectively.

***More Than Listening: A Casebook for Using Counseling Skills in Student Affairs Work.* Ruth Harper, Nona L. Wilson and associates (eds.). Washington, DC: NASPA Publications, 2010.**

Helping skills are an essential component of today's student affairs practice. On a day-to-day basis, it is student

affairs professionals who often work directly with students in need of mental health support and monitoring. *More Than Listening: A Casebook for Using Counseling Skills in Student Affairs Work* is written for those student affairs practitioners with limited educational or experiential backgrounds in counseling or mental health services. It provides a model for how both student development and counseling theories can inform and enhance student affairs practice. This book illustrates how strong helping skills can augment the effectiveness of student affairs professionals in their supportive and educational roles with all students, including those with mental health concerns.

***Exceptional Senior Student Affairs Administrators' Leadership.* Gwendolyn Jordan Dungey and Shannon E. Ellis. Washington, DC: NASPA Publications, 2011.**

Student affairs work has changed dramatically, and today's senior student affairs leaders have portfolios that encompass a wide range of roles and responsibilities.

Exceptional Senior Student Affairs Administrators' Leadership: Strategies and Competencies for Success is written for aspiring, new, and seasoned senior student affairs administrators who seek to become more effective in their roles as campus and community leaders.

The contributing authors--higher education leaders who range from presidents to senior student affairs officers to leadership experts--share their perspectives and strategies for using seven threads of central or core competencies for exceptionally effective leadership: responsibility and accountability; learning from personal and professional experiences; the power of knowledge; listening and communicating; functioning in a large, networked universe; collaborations, partnerships, and relationships; innovation and creativity. This book also challenges the long-held assumption that the only route to a college or university presidential appointment is through academic affairs.



There are a number of trends at the national level that have a significant impact on the university's and the division's work with students. In this edition, we highlight college student financial stress.

Finances have always been a stressor for college students, but a down economy and fewer jobs are increasing associated stress.

- College students commonly experience high levels of stress due to many factors, and financial pressure heightens existing stress, making the college years even more difficult (Guo, Wang, Johnson & Diaz, 2011).
- Negative effects of financial stress include lower self-esteem, behavioral difficulties and higher risk for substance abuse (Guo et al., 2011).
- Students under high financial stress were more likely to report that they were uncertain as to whether or not they would graduate from their current institution and that they had higher expected difficulty with learning (Cole, 2012).
- Many students who face financial troubles drop out of college and simply return home. Those who stay in col-

lege are concerned about their investment in college and whether or not they will see a return on that investment (Arnold, 2011).

At DePaul, the number of students who received emergency funds and scholarships from Student Affairs grew from sixteen in 2011-12 to 26 students in 2012-13.

- In 2011-12, \$17,045 was distributed from the emergency fund, and in 2012-13, \$22,934 was distributed.
- According to data collected through the National College Health Assessment (NCHA) in spring 2012, 36 percent of DePaul students reported they were always or often stressed about their financial situation in the past. Forty-six percent reported that they are currently always or often stressed about their finances.
- The number of DePaul students seeking and receiving emergency transportation assistance grew from three requests in 2009-10 to 37 requests during the 2011-12 academic year.

Important Dates

Upcoming events presented by the Division of Student Affairs and our partners

[Premiere and Transition DePaul new student orientation sessions](#)

1-day and 2-day, overnight sessions throughout the summer from May 31 to September 4, 2013

Premiere DePaul is the mandatory [orientation](#) program for freshmen and Transition DePaul is the orientation program for new transfer students. Premiere DePaul is 2 days and Transition DePaul is 1 day.

[Welcome Week](#), presented by New Student and Family Engagement

Monday, August 27 to Wednesday, September 12, 2013

[Welcome Week](#) is series of free events that welcome new and returning students back to campus. The events are open to

all new, returning, and transfer students. Some events to be aware of:

Peace and Justice Fair

Tuesday, September 10, 3:00 to 6:00 p.m.
Location TBA

Involvement Fairs

The involvement fairs allow students to meet members of DePaul's active student organizations, join student organizations and get more information about upcoming campus events.

Lincoln Park, Sunday, September 13, 11:00 a.m. to 3:00 p.m.
Loop, Wednesday, September 18, 11:00 a.m. to 5:00 p.m.

Locations TBA

Get to Know Our Team

In this edition of *Co-Curricular Connections* we are profiling staff in the Office of the Vice President of Student Affairs and the area of Assessment, Planning and Communications. The two areas are located in the Office of the Vice President and directly support the work of the vice president, as well as the work of the 15 departments of the division.

Office of the Vice President



Lou O'Brien
Executive Assistant
and Budget Manager

Lou has served as the executive assistant and budget manager for the vice president for Student Affairs since 1987. In this role she is responsible for oversight of the divisional budgets, serves as the Student Affairs Human Resources coordinator and liaison, assists the vice president in divisional initiatives and acts as chief of staff of the Office of the Vice President.

Lou joined DePaul in 1986 and worked under the leadership of the Adult Admissions Office.

Prior to her role at DePaul University, Lou worked in the Registrar's Office at the University of Kentucky and at the Army Education Center in Amberg, Germany.

She attended the University of Kentucky and majored in US History.

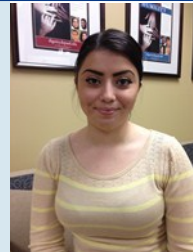


Colleen Peabody
Business
Administrator

Colleen has been at DePaul since February 2010. In her current role, she is responsible for budget planning, financial policies and procedures, and ad hoc financial reporting. She works with departments to address day-to-day concerns, as well as oversees divisional projects at the request of the vice president. In addition, Colleen is the division's liaison with the offices of Academic Fiscal Administration, Advancement, Compliance, Financial Affairs, Human Resources, Procurement Services, and Student Employment.

Prior to working at DePaul, Colleen was an analyst at UBS Investment Bank.

Colleen earned a bachelor of business administration in finance and Chinese from the University of Notre Dame. She is currently pursuing an MS in public service management from DePaul.



Judy Casillas
Administrative Assistant

Judy Casillas has been at DePaul since January 2013 and currently serves as the administrative assistant in the Office of the Vice President for Student Affairs. In this role she serves as the initial point of contact for inquiries both internal and external to the university, as well as works on special projects for the vice president and budget manager. She also serves as the co-chair for the Professional Development Committee.

Prior to working at DePaul, Judy served as an admissions counselor for St. Augustine College.

Judy earned a BA in literature from Chicago State University. She is currently pursuing an MEd in counseling from DePaul.

Assessment, Planning and Communications

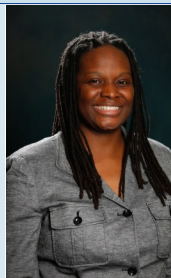


Ellen Meents-DeCaigny
Assistant Vice
President

Ellen Meents-DeCaigny has been with DePaul University since 1997, and in her current role as assistant vice president she is responsible for divisional initiatives related to assessment and research, strategic planning and information management.

Prior to her role as assistant vice president, she served as Student Affairs director of assessment, research and communication; coordinator of assessment and research; director of the Office of Academic Enhancement and program director of New Student Programs at DePaul.

Ellen earned her PhD in higher education from Loyola University Chicago, her MA in counseling and college student development from the University of Maryland, and her BA in speech communications from Drake University.

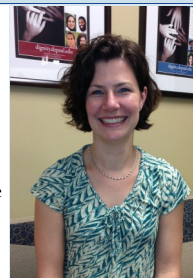


Tyneka Harris
Coronado
Project Leader

Tyneka Harris Coronado has been at DePaul since 2005 and currently serves as the project leader for the Division of Student Affairs. In this role she is responsible for overseeing technology projects across the division, including new applications for data management, data reporting, website development and electronic communications.

Prior to her work as project leader, Tyneka served as the research analyst for the Office of Multicultural Student Success at DePaul.

Tyneka is a double demon and holds an MS and BS in computer science from DePaul University.



Jessica Peterson
Communications
Coordinator

Jessica has been at DePaul since January 2009. In her current role, Jessica is responsible for a variety of communications, including producing two divisional newsletters and communications on behalf of the vice president and leadership team. Jessica also manages the production of divisional publications and monitors and supports the use of the divisional graphic identity.

Prior to working at DePaul, Jessica was a speech-language pathologist in the Chicago area.

Jessica earned an MA in communication sciences and disorders from Northwestern University, a BA in communication from DePaul University and is currently pursuing an MA in organizational communication from DePaul.

Co-Curricular Connections is a publication of the Division of Student Affairs at DePaul University. Inquiries and comments are welcome. Please contact us at 25 E. Jackson Blvd Suite 1400 or via e-mail at depaulsanews@depaul.edu.

Please take a moment to [tell us how we are doing](#)