

Co-Curricular Connections

Division of Student Affairs Winter 2015

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Death, dying and dignity: Student Affairs considers the conversation with nursing students

By: Rocio Ortega

“This is a safe space; what is said here stays here.” This is how Diane Dardón, Protestant chaplain in the Office of Religious Diversity, begins each of her sessions for the master level Nursing 431 Health Promotion of Families and Communities course. During these talks, which range from one to two hours, Dardón speaks to nursing students on the topic of death and dying and end-of-life care.

“Dealing with someone who’s dying is a scary, complicated thing,” Dardón said in an interview. She explained that during her sessions, the students draw each other out and feed on each other. “They think ‘I’m not the only one that’s going to worry about what it will be like when I have to put someone in a body bag. I’m not the only one that will have to deliver this kind of news.’”

Dardón noted that the pastoral care – care that involves befriending, supporting and encouraging—in the nursing profession lecture opens the door to a conversation that seldom takes place, but should.

“Students are able to ask candid questions and articulate their fears and trepidations,” and through this, are better prepared when they enter the profession.

Dardón’s collaboration with the School of Nursing grew out of a casual conversation that took place two years ago with Marcia Stout, a faculty member of the school. During this conversation, Dardón reflected on her experiences with nurses through the years as a pastor and chaplain. This, coupled with Dardón’s strong belief in the value of nursing and patient-care, led Stout to ask her to be a guest speaker in her class.

This past summer, Dardón was invited by the School of Nursing to make her lecture an official part of the regular masters curriculum.

Dardón says that she is intentionally graphic during the class because she wants students to really think about how they will behave and interact with patients who are dying and their families during critical moments of the process. She may ask questions such as, ‘What do you think it’s like pulling that zipper up? Can you cry? What if you get asked to pray?’

Dardón’s study of and training in hospice has allowed her to impart her knowledge upon future nurses, and teach them about the value she sees in being caring and healing towards the patient, family and self during these times.

A passion for education is something that Dardón brings to each conversation, and she appreciates that she is able to bring the Vincentian perspective and mission of the university into the classroom, as well. She teaches students to recognize the pluralistic value that comes from interacting with a diverse community. This means being an advocate for the patient as well as the people that are standing around their bed.

“...these conversations have changed the way students approach their nursing education at DePaul.”

Students often approach Dardón after the class and thank her for giving them the opportunity to talk about things that had always scared them, and remark that it eased some of their apprehension. Dardón says that these lectures open up the door for more conversation which students seek out through office visits with her, and faculty members have told Dardón that these conversations have changed the way students approach their nursing education at DePaul.

In the end, Dardón is sure to let students know that they are not just walking away from DePaul with a degree in nursing. “You’re walking away with a degree in caring for one another and recognizing the dignity of every individual.”

Celebrating 25th anniversary, Adult, Veteran and Commuter Student Affairs considers lessons learned in order to prepare for the future

Twenty-five years ago, in 1990, DePaul was a shadow of the university it is now: it had 10,000 fewer students, the DePaul Center did not exist and the College of Computing and Digital Media was the department of computer science in the College of Liberal Arts and Sciences. One thing that hasn't changed much, though, is the large percentage of DePaul students that is classified as 'adult' or non-traditional.

Because of the large population of adult students in 1990, the Adult Resource Center was established, and in 2015, what is now known as Adult, Veteran and Commuter Student Affairs, will celebrate 25 years of service as one of the oldest programs of its kind in the nation. "We wanted to make sure that we were serving all of our students, and adults were a big part of our population [in 1990], but we weren't doing anything specifically for them," stated

Peggy Burke, associate vice president of Student Affairs, in an interview. Burke was the director of Student Life and established the Adult Resource Center 25 years ago.

"No one, back then, was really doing anything like [the Adult Resource Center], and there wasn't much research on the population, so we had to figure it out for ourselves," she continued. She and her staff members did some best practices research and developed the Adult Resource Center, which was a place to get some coffee, learn about resources and services and connect with other adult students. "We understood that adult student needs were different from the more traditional, 18 to 24 year old students' needs, and we decided to start with providing a space and some information that would support them during their studies," she stated.

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Show your pride: Blue Demon Week is February 23-March 1

Looking for an opportunity to share your love for DePaul? Look no further than Blue Demon Week 2015. This year, the week-long series of spirit events will take place at various locations across campus from Monday, February 23 to Sunday, March 1.

Blue Demon Day, an Alumni Relations homecoming event, and the men's Senior Day basketball game will take place on Saturday, February 28. The women's Senior Day basketball game will be played on Sunday, March 1. And on Thursday, February 26, all students, faculty and staff are encouraged to wear their favorite DePaul apparel and turn the campus into a sea of blue.

Blue Demon Day was established by the university's Affinity Task Force and Alumni relations. It has since developed into a week-long series of events to showcase DePaul spirit. Groups and organizations all across campus come together to celebrate DePaul and foster affinity and school pride that



Image courtesy of www.depaulbluedemons.com

student-athletes feed off of come game day. Some of the groups participating this year include the DePaul Activities Board (DAB), DePaul Alliance for Latino Empowerment, Multi-cultural Greek Council, Blue Crew and Radio DePaul.

Other events that will be taking place during Blue Demon week include Blue Demon Trivia, DePaul After Dark: Retro Sports Night, Speed Demons bumper cars, and an off-campus dance. And if you enjoy dancing, Cultural Dancing night is set for Wednesday, February 25. More details relating to events will be released as Blue Demon Week approaches. For more information, visit go.depaul.edu/bluedemonweek, or contact Tanya Vandermoon at 773.325.2468.

Celebrating 25th anniversary, Adult, Veteran and Commuter Student Affairs considers lessons learned in order to prepare for the future (cont.)

The office has evolved significantly over time, and early in its evolution, an adult student organization was established, an adult student representative was installed on the Student Government Association, and the hours of key offices were extended to accommodate the non-traditional student's schedule. Now, "nationally, much of what non-traditional student services looks like is community building and socializing, and DePaul is not too different, but we've started to program around specific interests and share knowledge that is tailored for adult students," said James Stewart, assistant director of Adult, Veteran and Commuter Student Affairs, in an interview. That includes special programs and services for veterans, commuters, graduate students and students with children.

National projections indicate that the adult student population will continue to grow—25 percent among 25-34 year olds and 20 percent among those 35 and older by 2021,

according to the National Center for Statistics in Education--and that more traditional-aged students will start to look like non-traditional students: they will work full-time, attend school part-time or have dependents, for example.

"The increase in traditional students that look more non-traditional means that even campus offices that were established to serve typical, 18 to 24 year olds will have to figure out how to deliver their programs and services to a population that is on campus less, and whose time is more tied up with work and other commitments," Stewart said. Given this, the office will continue its evolution, and in the future, plans on working with those departments who are not as familiar with the non-traditional population, but who will start to see more of those students, or students like them.

"It's significant that we've been doing this for 25 years," said Haydee Nunez, director of Adult, Veteran and Commuter Student Affairs, in an interview. "We've learned a number of lessons about this special population over time, and are looking forward to sharing what we've learned with others, in order to support the success of this growing population."

A number of events are planned during 2015 to celebrate the 25th anniversary of the office, including a reception and summit in May. For more information about Adult, Veteran and Commuter Student Affairs and its 25th anniversary celebration, contact Haydee Nunez at 312.362.5961.

Queer Peers creates connections, sustains a more diverse student body

By: Rocio Ortega

Seventeen Queer Peer Mentors and their mentees were welcomed into the Lesbian, Gay, Bisexual, Transgender, Questioning, Queer and Ally (LGBTQA) program office as part of a new mentorship program piloted this fall. The program pairs current LGBTQA students with newly admitted or newly out students for the duration of the 2014-2015 academic year, in an effort to support students in the coming-out process.

"Students from marginalized identity backgrounds are more likely to persist and thrive in higher education if they feel that the entirety of their identity is affirmed," said Katy Weseman, LGBTQA Student Services coordinator. "Providing individual support, leadership development, and LGBTQ peer mentorship helps create a web of support for sustaining diversity based on gender and sexual identities at DePaul." Weseman said that Queer Peers creates additional points of connection for students beyond what already exists.

"Depending on where someone is on their coming-out process, it can be a little intimidating to walk into a room of 30 people," said Weseman. "Being able to have one-on-one support could be a more approachable way for people to connect."

Ashley Valentin, office assistant in LGBTQA Student Services, coordinated most of the project after expressing an interest in taking the lead. "We wanted to increase the visibility of our community and show students that there is more than one type of way to connect and get involved," Valentin said.

Queer Peer volunteer mentors were vetted on the basis of their connectedness to the LGBTQA community and their knowledge of related issues. Valentin looked for candidates that knew how to have impactful conversations without overstepping boundaries. The group currently has 17 volunteer mentors and 20 mentees.

Mentorship is made up of monthly meetings, peer support and community engagement. Two of the events they attend together are a welcome reception in the fall and an LGBTQA Month program in May. Mentors are responsible for coordinating individual meetings. This flexibility is one factor that distinguishes Queer Peers from the other services the office provides.

For more information about the Queer Peer Mentor program, contact Katy Weseman at 773.325.4607.

Renewing the promise of the Chicago Quarter program

Student success is everyone's responsibility when you work in higher education, but is it obvious exactly how one person in a particular role affects student success? Toni Fitzpatrick, Associate Director in New Student and Family Engagement, knew that key staff members in the Chicago Quarter program, part of the First Year Program, understood their role in working with new students, but also wanted to help them better understand how important their roles can be in supporting students through a critical transition.

"Training didn't highlight how much influence [Chicago Quarter mentors and staff professionals] have on student success, both through the Common Hour classroom and outside of class interactions," Fitzpatrick stated in an interview. Fitzpatrick and others in New Student and Family Engagement are responsible for training the Chicago Quarter mentors and staff professionals.

Research has found that first year experience programs, like the Chicago Quarter program, play an important role in students' transition and connection to their college or university during their first year, and that, in turn, affects whether or not they persist to their second and subsequent years and succeed in college, overall.

"Sharing this research with those who work in the program is important, because knowing the potential they have to influence student success could inspire the mentors and staff professionals to contribute their very best to the new students in their class," Fitzpatrick said.

Sydney Sewell, a Chicago Quarter mentor, stated in an email that she was shocked by information she learned in training about risk factors around college students' lack of informal knowledge about being a student, as well as uneven formal academic knowledge and skill among students. "That information opened my eyes as a Chicago Quarter mentor—I learned that I have to pay attention to the fact that not every student is the same, and not every student came from the same high school or had similar experiences," Sewell stated in her email.

Fitzpatrick updated the mentor and staff professional training sessions and the two required courses for mentors to include research and current literature around student development, success and retention that would help them better understand their role in student success. One decision made was to share DePaul's enrollment and retention data with the mentors and staff professionals during their training last spring.



"Many staff, and probably more so, the students, don't have a reason to seek out and understand enrollment and retention data as part of their day-to-day responsibilities," Fitzpatrick said. But something as simple as sharing the number of students who leave DePaul each year can have an impact on how mentors and staff professionals see their role in the Chicago Quarter program.

But, what is student success, and how do particular aspects of the Chicago Quarter program support student success? To address these questions, Fitzpatrick's team incorporated research from Robert J. Sternberg on retention risk factors, as well as Vincent Tinto's conditions for student success into mentor and staff professional training. It was important for them to not only understand the numbers, but also why students might leave DePaul and how the right conditions in the educational setting can influence their experience.

New Student and Family Engagement also introduced the 4P's of Student Retention (profile, progress, process and promise), which outlines a strategic approach to student retention and was defined and described by DePaul's David Kalsbeek, Vice President of Enrollment Management and Marketing. Fitzpatrick focused on 'promise' because the Chicago Quarter program is one way to deliver on some of the promises that DePaul makes to incoming students.

"Receiving this new information directly impacted how I worked with the students in my class," Lindsay Ritenbaugh, a program coordinator in the Office of Student Involvement and a staff professional in the Chicago Quarter program, stated in an email. "The 4Ps, Sternberg, and Tinto's studies provided a framework for our teaching team to guide students throughout their first quarter at DePaul."

For more information on the Chicago Quarter mentors and staff professionals, contact Toni Fitzpatrick of New Student and Family Engagement at 773.325.2273.

Welcome Week

Welcome Week is actually 3 weeks during late August and early September. A number of events and programs occur during this time all over the two main campuses in an effort to welcome continuing students back and help new students with the transition to DePaul.

- 62 events on the calendar, from 13 different departments and organizations across the university.
- Campus info tables in the Loop and Lincoln Park (First Week of Classes)
 - 6,904 participants were recorded for 31 of 62 events, reflecting 3,281 unique students.
 - 58.2 % of participants were first-year students
 - 58.4 % of participants were residents of DePaul-owned Lincoln Park residence halls
- Highest-represented colleges:
 - Business (23.9 %)
 - Science and Health (20.7 %)
 - Liberal Arts and Sciences (19.6 %)



Family Weekend

Family Weekend is a weekend of events planned for families to visit campus and experience DePaul, and Chicago, the way that their student experiences it.

- 617 Family members registered and checked in for the weekend; 805 total registrations were taken.
- 305 students had family members register and check in; 335 students had family members purchase tickets. Of those students whose family members checked in:
 - 233 were first-year students
 - 15 were transfer students
- Of the family members checked in (617):
 - 34 states were represented
 - 206 guests were from Illinois
 - 411 guests were from out of state; top 3 states, besides Illinois:
 - 56 from California
 - 58 from Minnesota
 - 50 from Ohio
- From our evaluations:
 - 107 family members completed the evaluation (of 342 email addresses invited to complete evaluation) - 31.3 % response rate
 - 80.9 % of those completing the evaluation think it is important to provide programming that allows parent and faculty/staff interaction.
 - 80.9 % of those responding think it is important to provide programming about various services and resources available at DePaul.



Photos courtesy of Jamie Moncrief, DePaul University

Get to Know Our Team

In this edition of Co-Curricular Connections, we are profiling all new staff that have been hired since the beginning of the 2014-15 academic year.



Jo Gruenewald has served as the residence director of Centennial Hall since July 2014. Prior to her work at DePaul, she was an academic advisor at Demoinis Area Community College.

Jo earned her MSW (social work) at Washington University in St. Louis and a BA social work and American racial/multicultural studies from St. Olaf College.

She has a special interest in program assessment and evaluation, with particular attention to persistence among underrepresented student

populations. Outside of work, Jo enjoys being physically active, spending time with family, drinking tea, and exploring the city.



Andrea Mosher-Childress has served as an assistant director in Athletic Academic Advising since September 2014. In her role, she coordinates academic support services for the men's basketball and women's tennis programs, while also coordinating the department's tutor program.

Prior to DePaul, Mosher-Childress served in similar roles at Illinois State University and the University of Detroit Mercy, and launched an educational consulting company with her husband in 2011.

Mosher-Childress earned an MS in sport management from Illinois State University and a BS in exercise science.



Jade Perry has served as the coordinator of the Parent and Family Outreach and Empowerment programs, Study Jams and the EDGE Intern Team in the Office of Multicultural Student Success since the summer of 2014.

Prior to joining the DePaul community, Jade was the assistant director for Multicultural Programs at Presbyterian College in Clinton, South Carolina.

Jade received her MEd in college student affairs and a BA in integrative arts, with concentrations in theater, creative writing/English and communication arts, both from Pennsylvania State University.



Kevin Collins has served as a coordinator in the Office of Multicultural Student Success since November 2014. In his role, he is responsible for the coordination of scholarships as well as office operations.

Prior to his position at DePaul, Kevin served as the coordinator of Multicultural Student Services at Sam Houston State University in Huntsville, Texas.

He earned his MS in educational administration with an emphasis in student affairs administration in higher education from Texas A&M University in

May of 2013, and his BA in sociology from the University of Illinois at Urbana-Champaign in May 2010.



Stacey Jakska has served as an assistant director in Residential Education at DePaul since July 2014. In her role, she is responsible for overseeing student conduct and student success and outreach initiatives in the residence halls.

Prior to her role as assistant director in Residential Education, she served as the Greek Village coordinator at the University of South Florida and an associate residence director at Eastern Illinois University.

She earned her MS in counseling and student development from Eastern Illinois University and her BA in family studies from Central Michigan University.



Ashley B. Knight will begin to serve as the Dean of Students on January 19, 2015. In this role, she will be responsible for a range of programs that serve to advise, educate and advocate for students through formal and informal intervention processes.

Prior to her role as Dean of Students, she served as the Dean of Student Affairs and the Dean of Wellness and Campus Activities at William Rainey Harper College.

She earned her EdD in Community College Leadership from National-Louis University and her MEd in Human Services and Counseling with a concentration in Higher Education from DePaul University.



Amy Mynaugh has served as the director for the Office of Student Involvement since January 2015. In her role, she and the Student Involvement team work together to foster learning, create community and contribute to student success through a variety of campus activities, student organizations and advising student leaders.

Prior to becoming director, Amy served as the director of Student Alumni Engagement in Weinberg College at Northwestern University and is a former assistant director of Student Involvement at DePaul. Additional experiences

include work in campus activities, fraternity sorority life and career services at Augustana College, Miami University and Western Illinois University.

Amy earned an MS in college student personnel from Western Illinois University and a BA in psychology at the University of Iowa.



Michelle Johnson has served as the health promotion coordinator in the Office of Health Promotion and Wellness since November 2014. In her role, she works with students and staff to create a culture focused around health promotion and education through a variety of exciting wellness programs and initiatives. Michelle is passionate about the social determinates of health and justice, and how they directly relate to health and wellness in the DePaul community.

Prior to her role at DePaul, she spent over 3 years at a federally qualified health center where she worked to improve the quality of healthcare for a medically underserved population in Chicago.

Michelle earned her MPH (public health) with a health behavior and promotion concentration and health policy and management specialization from the University of Illinois at Urbana-Champaign.

Important Dates

Blue Demon Week

February 23-March 1

Help celebrate what it means to be a Blue Demon!

National Blue Demon Day

Saturday, February 28

Alumni all over the nation will show their pride by wearing DePaul gear. Show your pride and join them by wearing DePaul blue!

Senior Day Men's and Women's Basketball games

Men's game vs. Butler,

Saturday, February 28

1 p.m.

Allstate Arena

Women's game vs. Marquette

Sunday, March 1

3 p.m.

McGrath-Phillips Arena

Retro Sports Night

Thursday, February 26

8:00 p.m. to midnight

The Ray Meyer Fitness and Recreation Center

Students can relive their recess glory days during Blue Demon Week! They can win retro intramural championship shirts by dusting off their playground game skills in sports like double dutch, tether ball, four square, knockout, and more.

The Rev. Dr. Martin Luther King, Jr. Prayer Breakfast

Monday, January 19

10 a.m. to 12 p.m.

Lincoln Park Student Center, 120AB

RSVP required.

Call the Center for Intercultural Programs for more information, 773.325.7759

BIG EAST All-Academic Team Annual Half-Time Ceremony

Wednesday, February 18

Pregame reception at 6:45 p.m., game at 8:00 p.m.

Allstate Arena, Rosemont

Come out and celebrate the DePaul's Big EAST All-Academic team honorees! The first 100 faculty and staff to sign up to participate in the half-time ceremony will receive a free, Drift, long-sleeve t-shirt. RSVP today!

Center for Intercultural Programs Winter Calendar of Events

The Center for Intercultural Programs is offering a number of programs and events during the winter quarter that explore diversity and identity.



DEPAUL UNIVERSITY
DIVISION OF STUDENT AFFAIRS

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, Chicago, IL 60604 or via e-mail at depaulsanews@depaul.edu.

Please take a moment to tell us how we are doing.

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