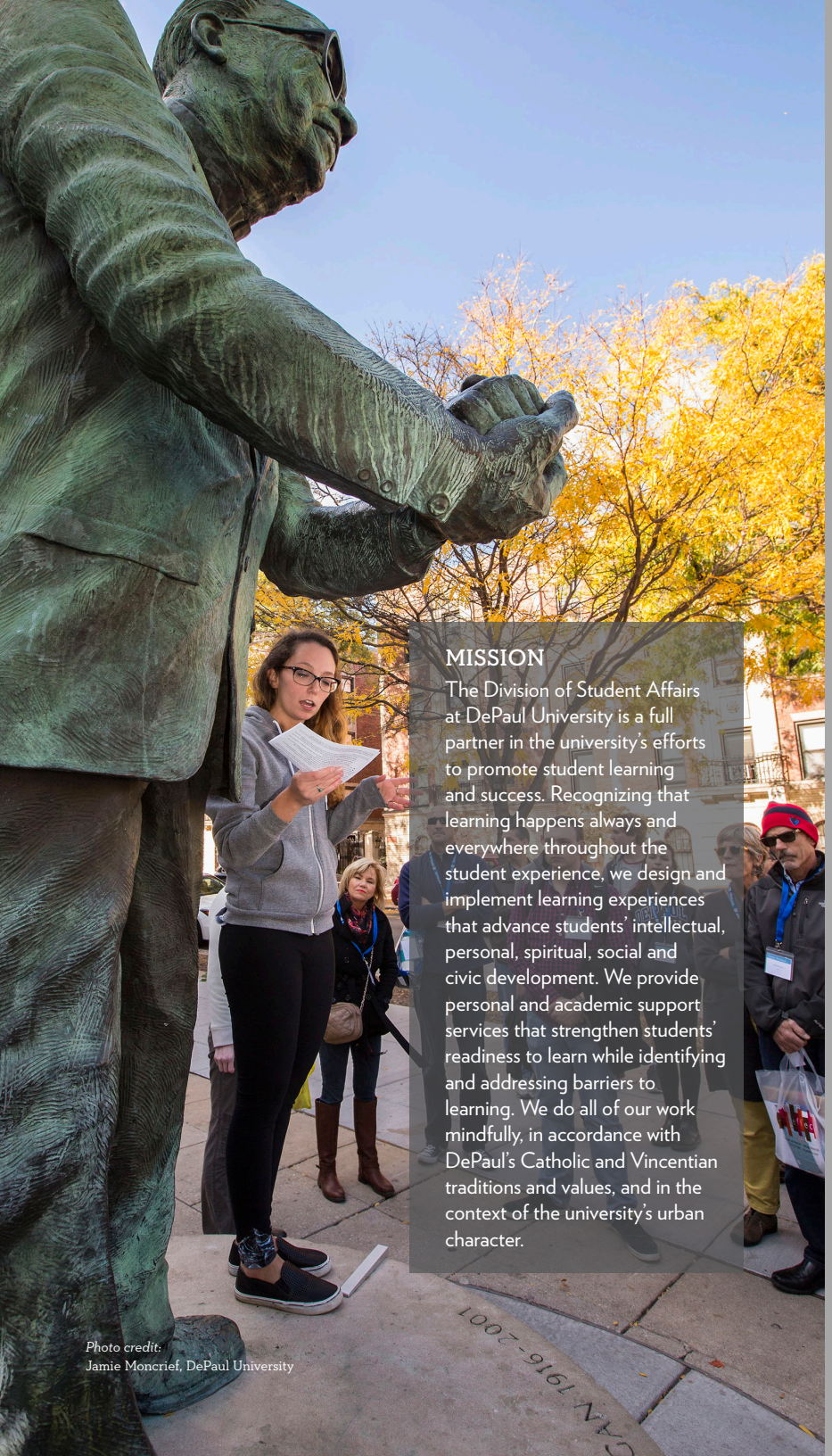
2015-16 Student Affairs Annual Report



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Jamie Moncrief, DePaul University

MISSION

The Division of Student Affairs at DePaul University is a full partner in the university's efforts to promote student learning and success. Recognizing that learning happens always and everywhere throughout the student experience, we design and implement learning experiences that advance students' intellectual, personal, spiritual, social and civic development. We provide personal and academic support services that strengthen students' readiness to learn while identifying and addressing barriers to learning. We do all of our work mindfully, in accordance with DePaul's Catholic and Vincentian traditions and values, and in the context of the university's urban character.

Student Affairs Overview

The Division of Student Affairs provides support services, such as counseling, advising and disability accommodations, in addition to programs that encourage students to explore their personal identities, faiths, values and roles in a multicultural world. Through these programs and services, we strive to reduce barriers to student progress and degree completion, promote socially responsible leadership, build community and create an environment that fosters students' overall development.

The Division of Student Affairs employs 101 full-time staff members (17 percent), 16 part-time staff members (3 percent), 13 graduate students (2 percent) and 466 student staff members (78 percent).

VICE PRESIDENT FOR STUDENT AFFAIRS

Eugene L. Zdziarski, II, PhD

OUR DEPARTMENTS

Adult, Veteran and Commuter Student Affairs
Athletic Academic Advising
Catholic Campus Ministry
Center for Identity, Inclusion and Social Change
Center for Students with Disabilities
Dean of Students Office
Health Promotion and Wellness
Multicultural Student Success
New Student and Family Engagement
Religious Diversity
Residential Education
Student Involvement
University Counseling Services
Vincentian Community Service Office

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Jamie Moncrief, DePaul University

2015-2016 Priorities and Highlights

After a leadership transition year in 2014-15, the division returned to a more typical cycle of planning and implementation around divisional and university goals. During a divisional council retreat in the summer of 2015, divisional leadership determined that our strategic goals should closely align with the university's Vision 2018 strategic goals, and we would focus on advancing four university strategic objectives until the end of the 2017-18 academic year. The division's priorities and highlights are listed on the following pages by corresponding Vision 2018 goals and objectives.

2015-2016 PRIORITIES

- Expand and strengthen programs that focus on critical student transitions
- Increase retention and graduation rates
- Expand high-quality, easy-to-navigate student services
- Strengthen our sense of community and affinity
- Ensure that all students, faculty and staff feel welcomed and succeed
- Create new opportunities and strengthen existing university-wide traditions

Photo credit:
Jamie Moncrief, DePaul University

VISION 2018 GOAL 1, OBJECTIVE 1A

Expand and Strengthen Programs that Focus on Critical Student Transitions

- The Explore Your Purpose initiative, a new initiative around college students' sense of personal meaning and purpose, was developed, and a soft launch occurred in January 2016. The program supports students' transition into college, as well as their transition from college and into the workplace, by having them reflect on what is meaningful to them as they choose a major and career.
  - Tim Clydesdale, author of The Purposeful Graduate, spoke at DePaul on February 19, 2016, made possible by a Vincentian Endowment Fund grant awarded in fall 2015.
  - Also awarded in fall 2015 was a $50,000 Network for Vocation in Undergraduate Education (NetVUE) grant, which will be used to fund two years of programs related to vocation beginning fall 2016.
- Mode Productions was hired to film a new orientation video. The new video establishes an integrated on-boarding experience for first-year students through this online resource, as well as Premiere DePaul and the Common Hour.

Explore Your Purpose was awarded a 2-year,

$50,000

Network for Vocation in Undergraduate Education (NetVUE) grant.

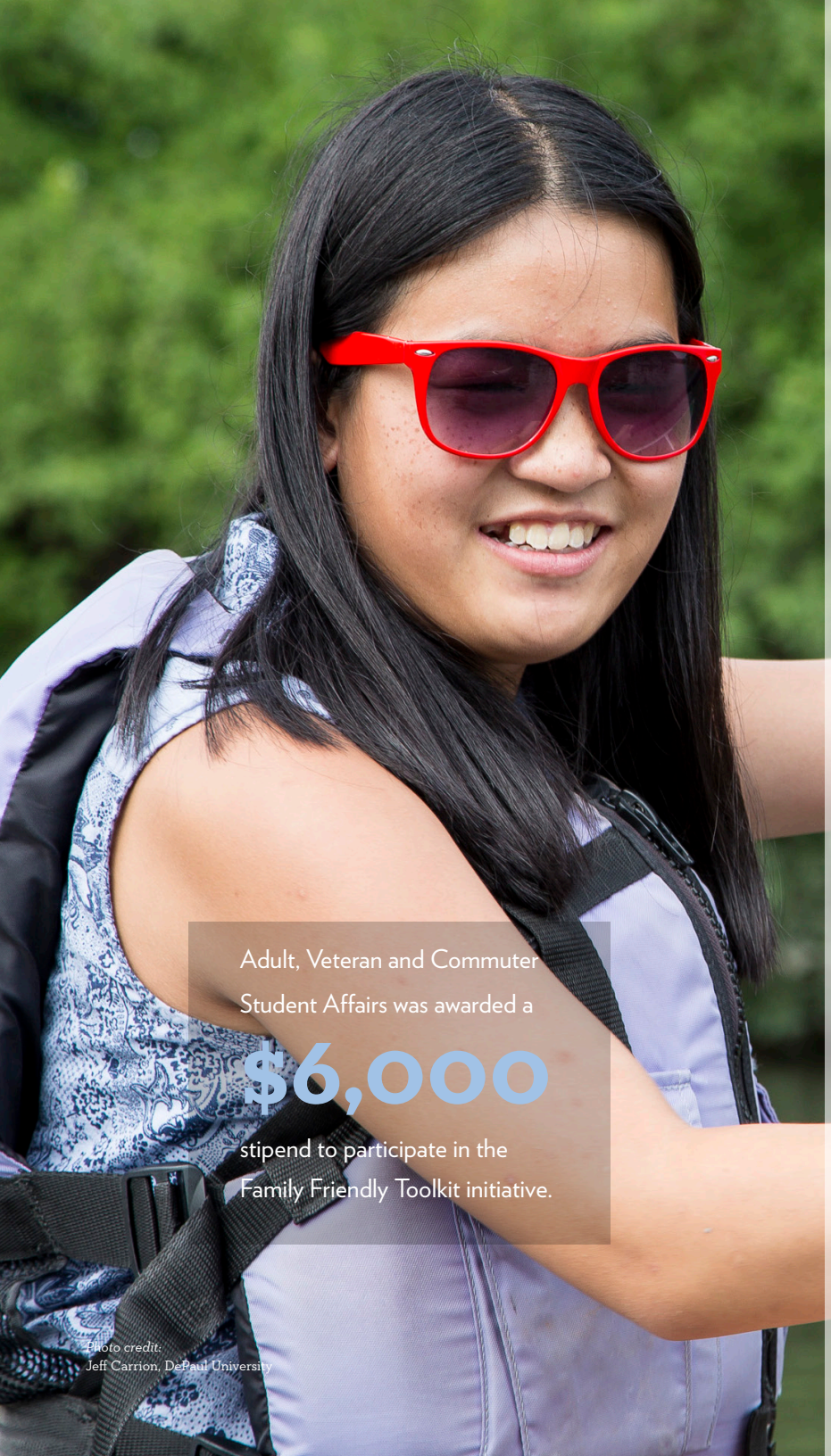
Photo credit:
Jeff Carrion, DePaul University

Of 2,517 new freshmen, 223 students were identified as academically at risk, with below a 2.5 GPA and less than 48 credit hours, at the end of Fall Quarter 2015. By the end of Winter Quarter 2016, an additional 127 students were academically at risk, for a total of 350 academically-at-risk students.

VISION 2018 GOAL 1, OBJECTIVE 1A

Increase Retention and Graduation Rates

- DePaul tracks student performance (GPA and credit hours) as an indicator of student persistence, and has found that 1st quarter performance can be indicative of later student success. The university's Executive Retention Group identified an increase in freshman who took fewer than 12 credits and/or had lower than a 2.5 GPA in Fall Quarter 2015, and then asked Student Affairs to respond with student outreach and interventions to help reverse the trend. During the Winter and Spring Quarters of 2016, the division implemented a new initiative to support low-performing students.
- To support staff conversations with students about academic progress and success, one-year retention and four- and six-year graduation rate reports for the students affiliated with divisional departments were made available in Fall Quarter 2016.
- Maxient, a nationally recognized vendor student conduct management system, was contracted and began implementation activities in late Spring 2016. Maxient allows staff to easily track, share and manage student documents and contact workflow. By implementing an online database, DePaul will also be in compliance with Title IX requirements for information collection and reporting.
- The Office of Multicultural Student Success (OMSS) established three new initiatives to engage families: Smooth Transitions sessions at Premiere DePaul, The Scholar Parent Social and OMSSfam.com. Through these platforms families learned about common issues facing first generation students, students from low-income backgrounds and students of color; OMSS programs and services; DePaul resources and considerations for financing their DePaul experience.



Adult, Veteran and Commuter Student Affairs was awarded a

$6,000

stipend to participate in the Family Friendly Toolkit initiative.

Photo credit:
Jeff Carrion, DePaul University

VISION 2018 GOAL 1, OBJECTIVE 1A

Expand High-quality, Easy-to-navigate Student Services

ADULT STUDENTS

- To better address the needs of undergraduate students with children, Adult, Veteran and Commuter Student Affairs (AVCSA) applied for and was awarded a stipend to participate in the Department of Education/Endicott College initiative, Family Friendly Toolkit, which is designed to improve programs and services for students with children.

VETERAN STUDENTS

- A Veterans Career Fair was established in collaboration with the Career Center. Employers came to speak with the attending veteran students about post-graduate job opportunities. They reviewed cover letters and resumes and provided tips for getting hired at firms such as theirs.
- In order to meet the needs of adult and veteran students in Lincoln Park, whose small population size make them feel isolated on that campus, Adult, Veteran and Commuter Student Affairs opened an extension office on the 3rd floor of the Lincoln Park Student Center that operates by office hours, appointments and orientation open-houses.

ATHLETES

- Student Affairs' department of Athletic Academic Advising (AAA) played a key role in student athlete success at DePaul during 2015-16. Six teams from DePaul boasted the highest grade-point averages in their respective sports during the 2015-16 academic year. 159 DePaul student-athletes, or 83 percent of all student athletes, were named to the BIG EAST All-Academic Team in 2015-16.
- Athletic Academic Advising implemented a "so you want to go to medical school?" workshop for student-athletes interested in a career in medicine. Four student-athletes served as panelists and provided guidance on how to navigate the challenges of preparing for medical school while being a Division I student-athlete.

HEALTH AND WELLNESS

- Health Promotion and Wellness implemented AlcoholEdu and Haven (sexual and relationship violence) online modules in the fall of 2015. Of 2,517 first year students, 2,310 completed parts I and II of AlcoholEDU and 2,128 students completed parts I and II of Haven. The modules help DePaul ensure that new students are provided education about the impact on sexual assault, high-risk drinking and general wellness.
- In winter of 2016, DePaul's bystander intervention training, which teaches potential bystanders safe and positive ways they can act to prevent or intervene when they encounter a problematic situation, was renamed and relaunched as The Vinny Vow. The name change was intended to make it more student-friendly and aligned with DePaul's mission.
- A peer health education program was launched in Fall Quarter 2015 in order to meet Title IX and Drug Free Schools Act requirements. Six peer health educators were successfully trained and completed over 62 programs and presentations as an extension of Health Promotion and Wellness.

STUDENT HOUSING

- Offcampushousing.depaul.edu was launched in Spring Quarter 2016. Since January 2015 Adult, Veteran and Commuter Student Affairs has worked with students and departments across campus to source a vendor to provide a secure online resource for student, faculty and staff roommate and off-campus housing searches.
- The Dean of Students Office created relationships with four different community organizations that help to provide housing to students facing homelessness during the 2015-16 academic year.

A total of **159** DePaul student-athletes, or **83** percent of all student athletes, were named to the BIG EAST All-Academic Team.

2310 students completed parts I and II of AlcoholEDU, representing 92 percent of all incoming first year students.

293 students participated in The Vinny Vow bystander intervention training, including members of the Student Government Association and student athletes.

6 peer health educators implemented **62** programs during the 2015-16 academic year.

The Dean of Students office created relationships with four different community organizations that help to provide housing to students facing homelessness during the 2015-16 academic year.

Photo credit: Jamie Moncrief, DePaul University

Over **2,500** students attended DePaul After Dark programs throughout the year.

Over **7,500** students were members of a student organization last year.

50 student leaders participated in the Office of Multicultural Student Success's one-day leadership summit.

49 student leaders participated in the new LeaderShape Catalyst emerging leaders program.

VISION 2018 GOAL 2B AND 4B

Strengthen our Sense of Community and Affinity

- The Gender ? discussion group was piloted during 2015-16. This is a weekly discussion group for DePaul students to discuss gender and build community in a trans, non-binary, genderqueer and gender non-conforming focused space. The group met 27 times with an average of 7-10 students per meeting.
- DePaul After Dark, a late-night on-campus engagement program that provides an alternative to college students' typical Thursday night activities, was launched in fall 2015. Thirty DePaul After Dark programs have been executed with total attendance surpassing 2,500 students throughout the year, and over 40 percent of students that attended the events were commuters.
- Quarterly, campus-wide emails to currently enrolled students, listing campus events and linking to event websites, were launched starting in fall 2015 in order to increase student engagement.
- The division initiated the development of a common reporting tool for community engagement. The Steans Center and Information Services were also key partners in the development of the tool. Student Affairs (and others) will be able to demonstrate service engagement and community partnerships that have helped sustain community, improve civic life and enhance the quality of our urban environment with the tool.
- The Office of Student Involvement partnered with LeaderShape to offer "Catalyst" as an emerging leaders program. The program focused on using unique talents to become positive agents of social change. Forty-nine students participated.
- The Office of Multicultural Student Success (OMSS) established a leadership summit in 2015-2016 for OMSS participants. The summit drew 50 OMSS student leaders who participated in a day-long leadership summit that focused on career and graduate school exploration, academic success and social justice-minded leadership.

All divisional council members (divisional leadership) were required to complete the BUILD Diversity Certificate course Best Practices in Recruitment and Retention of a Diverse Workforce in fall 2015.

Photo credit:
Jamie Moncrief, DePaul University

VISION 2018 GOAL 4, OBJECTIVE 4A

Ensure that all Students, Faculty and Staff Feel Welcomed and Succeed

DIVERSITY AND INCLUSION

- In collaboration with Institutional Research and Market Analytics, the division selected the Higher Education Research Institute's Diverse Learning Environments survey to gauge campus climate. Conducted at DePaul in spring 2016, the nationally-normed survey is designed to capture student perceptions regarding institutional climate, campus practices as experienced with faculty, staff and peers, and student learning outcomes.
- The Office of Student Involvement engaged in a review of its Student Activity Fee Board policies and processes to ensure equitable access to money in the fund for all student organizations. The task force provided recommendations to the vice president for Student Affairs for the 16-17 academic year.
- All divisional council members (divisional leadership) were required to complete the BUILD Diversity Certificate course Best Practices in Recruitment and Retention of a Diverse Workforce in fall 2015, and any staff member in the division who wants to sit on a divisional search committee also had to complete the same course.

STAFF DEVELOPMENT

- The division reduced its overall professional development expenditures, then consolidated and equitably distributed professional development funds across the division.
- A divisional task force developed and implemented the first annual, day-long, divisional professional development symposium in November 2015. The symposium allows staff to share their expertise and to learn from the expertise of their colleagues.
- Emergency preparedness and response training was developed and all staff in the division were invited to attend the session during fall 2015. All directors must establish a protocol for their department and train their staff, including student employees and interns, on that protocol.

Photo credit:
Jamie Moncrief, DePaul University

VISION 2018 GOAL 4, OBJECTIVE 4B

Create New Opportunities and Strengthen Existing University-wide Traditions

- The Vincentian Community Service Office worked with the divisional marketing communications specialist and university Marketing Communications to expand Vincentian Service Day marketing and increase student participation in the event. The look for the event was streamlined and applied to all marketing. New this year was a Vincentian Service Day mug, which was aired on a local morning news show.
- Alumni and new graduates were invited to the first Veteran Alumni/Graduation Ceremony in 2016. They were presented with graduation chords and alumni pins.
- For the second year in a row, Student Affairs assisted with creating a photo slideshow of college and division accomplishments for the university staff appreciation event in June. The marketing communications specialist worked together with staff in Athletics and Enrollment Management and Marketing to gather accolades and photos from the 10 colleges and major divisions.

The main goals of assessment are to promote continuous improvement, and to understand the division's contributions to co-curricular student learning and success.

Photo credit:
Maria Toscano, DePaul University

Assessment

The division has strategically collected data for 12 years for assessment purposes. The division worked closely with the Office of Institutional Planning and Research and the Office of Teaching, Learning and Assessment to develop an integrated assessment initiative designed to measure the day-to-day operations of the division, as well as the division's impact on student learning and student success. The main goals of assessment are to promote continuous improvement, and to understand the division's contributions to co-curricular student learning and student success.

The assessment of co-curricular learning is guided by seven divisional learning outcomes which are mapped to institutional learning goals and outcomes. More information about each of the seven learning outcomes can be found on the Student Affairs website at **http://offices.depaul.edu/student-affairs/about/assessment/Documents/Learning_Outcomes_Booklet.pdf**

During 2015-16 the division expanded assessment efforts to explore student learning, student needs and program benchmarking. Five departments conducted learning assessments, five departments conducted needs assessments and three departments conducted benchmarking assessments.

SIGNIFICANT ASSESSMENT FINDINGS

In order to demonstrate contributions to co-curricular learning, Student Affairs has participated in the institutional learning outcomes alignment project, mapping all department level learning outcomes to university learning goals and outcomes. Data from 2015-2016, indicates the following:

- Student Affairs contributed to co-curricular learning related to three of six university learning goals focused on Intellectual and Creative Skills, Integration of Learning and Preparation for Career.
- For student affairs, the average achievement percentage* for all outcomes was 85.5%, with 40% being the lowest (ability to demonstrate the skill to construct a career or post college plan), and 100% being the highest (ability to discuss accurate information related to health and wellness with their peers).

* The achievement percentage reported for department learning outcomes is the percentage of students who were assessed and achieved the learning outcome, as defined by the department.

Assessment reports for the 2015-16 academic year can be found using the following link: **http://offices.depaul.edu/student-affairs/about/assessment/Pages/reports.aspx**

Photo credit:
Jamie Moncrief, DePaul University

2016-2018 Strategic Priorities

During the summer of 2015, the vice president's divisional council determined which Vision 2018 objectives would guide the division's strategic planning initiatives for the next three years. Vision 2018 objectives 1a, 2b, 4a and 4b were selected. The following outlines the six objectives and respective strategies that will be the division's focus through the end of the university's strategic plan. A complete set of strategies was finalized in December 2015.

VISION 2018 Goal 1, Objective 1A

EXPAND AND STRENGTHEN PROGRAMS THAT FOCUS ON CRITICAL STUDENT TRANSITIONS

- Examine how freshmen, transfer students with less than 48 credit hours and adult students are served by current transition programs and support services and make recommendations for improvements.

VISION 2018 Goal 1, Objective 1A

INCREASE RETENTION AND GRADUATION RATES

- Address gaps in degree completion across racial and ethnic groups by conducting an inventory of all current relevant support services across the division, and by identifying gaps in these programs and services. Make recommendations for interventions that support the populations identified as persisting and graduating at lower rates.

VISION 2018 Goal 1, Objective 1A

EXPAND HIGH-QUALITY, EASY-TO-NAVIGATE STUDENT SERVICES

- Expand support for student services that address student wellness and mental health by expanding the Take Care DePaul campaign. Identify gaps in delivery and areas of potential growth for Take Care DePaul, map a comprehensive communication plan and identify assessment strategies that allow for future reporting on progress/growth.
- Assess existing and develop a plan for expanding programs and services for undergraduate students with children through a Department of Education/Endicott College grant.

VISION 2018 Goal 2, Objective 2b:

STRENGTHEN OUR SENSE OF COMMUNITY AND AFFINITY

- Develop a university-wide centralized data collection system for community engagement and train staff to use it to gather and report data.
- Enhance Vincentian Service Day and further institutionalize it as a DePaul tradition.
- Develop best practice rubrics for DePaul community service engagement and integrate where appropriate.

VISION 2018 Goal 4, Objective 4a:

ENSURE THAT ALL STUDENTS, FACULTY AND STAFF FEEL WELCOMED AND SUCCEED

- Assess campus climate at regular intervals and play a major role in moving campus climate assessment forward to address the concerns of our diverse student body.
- Study how policies and processes in each department enhance or mitigate success for varying student populations with specific regard to social identity.
- Strengthen hiring processes with specific regard to ensuring a diverse candidate pool and inclusive consideration.
- Strengthen opportunities for students to build affinity within and beyond their own identity community.

VISION 2018 Goal 4, Objective 4b:

CREATE NEW OPPORTUNITIES AND STRENGTHEN EXISTING UNIVERSITY-WIDE TRADITIONS

- Inventory and benchmark DePaul's beginning and end of year celebrations and traditions, in order to expand current celebrations and traditions and determine new celebrations and traditions to be added.
- Meet with the subcommittee on divisional goal team 4a regarding affinity within and beyond social identity communities to inform the work of this subcommittee.

Staff Accomplishments

Photo credit:
Jamie Moncrief, DePaul University

ACADEMIC ACHIEVEMENTS

Center for Students with Disabilities

Dorothy Griggs
Master of Arts in Adult Education
DePaul University

Multicultural Student Success

Kim Everett
Doctor of Philosophy in Educational Leadership and Policy Studies
Iowa State University

Planning, Operations and Assessment

Judy Melgarejo
Master of Education, Counseling: College Student Development
DePaul University

University Counseling Services

Bari Guibord
Examination for Professional Practice in Psychology
Licensed Clinical Psychologist

LEADERSHIP

Adult, Veteran and Commuter Student Affairs

James Stewart
Chair, Adult Learners and Students with Children Knowledge Community
NASPA

Dean of Students Office

Ellen Herion Fingado
Board of Directors
Association for Student Conduct Administration

New Student and Family Engagement

Tom Menchhofer
Orientation Professionals Institute (OPI) Faculty Member, 2012-present
NODA–Association for Orientation, Transition, and Retention in Higher Education

Planning, Operations and Assessment

Carrie Don
Treasurer
NASPA IV-East

Tyneka Harris Coronado
Co-chair, Region IV-East, Technology Knowledge Community (TKC)
Student Affairs Administrators in Higher Education (NASPA)

Scott Tharp
Member, National Advisory Committee
National Conference for Race and Ethnicity (NCORE) in America Higher Education

Ellen Meents-DeCaigny
Liaison to the National Knowledge Communities
NASPA Professional Standards Division

Co-Chair
ACPA/NASPA Professional Competencies Rubric Task Force

National Director-Elect of Knowledge Communities
NASPA

Religious Diversity

Katie Brick
Co-Chair
Chicagoland University Chaplains and Religious Advisors

Student Affairs

Peggy Burke
Co-chair
NASPA 2016 Mid-Level Administrators Conference

Gene Zdziarski
Chair
NASPA Foundation Board

Student Involvement

David Borgealt
Planning Team, Leadership Educators Institute
NASPA Student Leadership Programs Knowledge Community National Leadership Team

Courtney James
Chair
NACA Central Regional Conference

Chair
2018 NACA National Convention Chair

Jame Thomas
Community & Civic Engagement Outreach Co-Chair
Pan-African Network
American College Personnel Association (ACPA) -College Student Educators International

Leadership Fellow
National Association for Campus Activities (NACA)

PRESENTATIONS (EXTERNAL)

Adult, Veteran and Commuter Student Affairs

James Stewart
Redefining Success for Students with Children
Student Affairs Administrators in Higher Education (NASPA) annual conference

Center for Identity, Inclusion & Social Change

Sara Furr
Advocating for Social Change When You Are the Master's Tools
American College Personnel Association International Convention

Identity-Conscious Supervision
American College Personnel Association International Convention

Marquece Jones-Holifield
Being an Agent of Change
National Black Student Union Conference

Center for Students with Disabilities

Elizabeth Bryant-Richards
Transition from High School to College
Jones College Prep High School Local School Council

Dean of Students

Ashley Knight
Leaving the Familiar: Transitioning to College
Wolcott School

Know Your IX
Off the Sidelines Chicago - Young Feminist Conference

Title IX
Porchlight Counseling - Campus Sexual Assault Conference

College Student Mental Health and Behavioral Intervention
Loyola University Chicago, The American College Student class

Ellen Herion Fingado
Student Conduct Boot Camp, Full Day Pre Conference
Association for Student Conduct Administration Annual Conference

Growing our passion: Incorporating self-care into our professional practice
Association for Student Conduct Administration Annual Conference

New Student and Family Engagement

Toni Fitzpatrick & Ziena Miller
Mindset Matters: Growth Mindset & Student Success
University Center for Writing-based Learning and a Committee of Campus Partners

Katie Granholm
Women in Leadership (Featured Panel)
National Orientation Directors Association (NODA)

Ziena Miller
Coaching from Alongside: Parenting through the College Transition
Joliet Catholic Academy

Planning, Operations and Assessment

Tyneka Harris Coronado
Behind-the-Scenes: The Data Systems behind Retention & Persistence
NASPA national conference and OrgSync

Scott Tharp
Intersectionality & Salience
African American Academic Network at the University of Illinois-Chicago

Exploring Inaccurate Reflections on Privilege and Oppression after a Diversity Workshop
Association for the Study of Higher Education Conference and National Conference on Race and Ethnicity in American Higher Education (NCORE)

A Proposed Framework to Intentionally Design Social Justice Education Curriculum
Association for the Study of Higher Education Conference

How to Design Online Education Modules to Enhance Student Diversity Workshops
National Conference on Race & Ethnicity in American Higher Education (NCORE)

Religious Diversity

Katie Brick
Campus Compact: Intersecting Interfaith & Civic Engagement
4th Annual President's and Community Service Campus Challenge

CUCRA Vision and Mission
College and University Chaplains and Religious Advisors (CUCRA) annual meeting

An Introduction to Interfaith Learning Outcomes (co-presented with Ellen Meents-DeCaigny)
Interfaith Youth Core

Diane Dardón
Campus Ministry
Catholic Theological Union

Intergenerational Faith Practices in Nursing Care
National Association of Catholic Nurses, USA

Tom Judge
Reflection in a Professional Setting
Illinois Bar Association – JusticeCorp

Abdul-Malik Ryan
Islam and Advice for Connor McGregor
Deen Show, Internet Islamic Educational Broadcast

Prophetic Ethics
Loyola University Muslim Students Association

A Radical Message: The Prophet (saw) and Social Change
University of Chicago Muslim Students Association

Role of a Muslim Chaplain on a College Campus
University of Illinois at Chicago Muslim Student Association

Between Obedience and Authenticity
Valparaiso University Muslim Students Association

Muslim Perspective on Love and Sex
Northwestern University SHAPE (Sexual Health and Assault Peer Educators)

How Malcolm X led an Irish kid to Islam
Mad Mamluks Podcast

Importance and Beauty of Du'a (Supplication)
Northwestern University Muslim Cultural Students Association

Story Corps: An Interfaith Relationship
Georgetown University American Pilgrimages Project

Student Affairs

Peggy Burke
Effectively Managing Change & Transition: Critical Skills at the Mid-Level
NASPA

Letting Go
Parent Program Loyola Academy

Gene Zdziarski
The Mid-Level Manager & Crisis Management
NASPA Mid-Level Professional Conference

Student Involvement

Kristin Hagen
#MyVoteMatters: Cultivate Voter Engagement on Your Campus
National Association for Campus Activities (NACA)

Courtney James
StarCom: Communication in Your Organization
Dominican University Resolution Conference

Lindsay Ritenbaugh
Webinar: Lessons from the Experts: Best Practices in Program Design
Learn Forward, OrgSync

Natalie Stone
Untangling the Web: Understanding the Role of Your Advisors, Headquarters & How They Work Together
Association of Fraternal Leadership & Values

University Counseling Services

Jeff Lanfear
Mental Health Issues & Psychological Disabilities in Higher Education (co-presented with Jodi Falk, Ph.D.)
ADA 25 conference, DePaul University

College Student Mental Health and Behavioral Intervention (co-presented with Ashley Knight, Ed.D.)
Loyola University Chicago

Vincentian Community Service Office

Karl Nass
Facilitating Reflection & Confronting Obstacles
At Interfaith Youth Core

PUBLICATIONS

Center for Identity, Inclusion and Social Change

Sara Furr
Identity-conscious Approaches to First-Year, Peer-to-Peer Retention Programs
Closing the Opportunity Gap: Identity-Conscious Strategies for Student Retention and Success

Critical leadership pedagogy: Engaging power, identity, and culture in leadership education for college students of color (Co-authored with Vijay Pendakur)
New directions for higher education: Reclaiming higher education's purpose in leadership development

Center for Students with Disabilities

Dorothy Griggs
It took me my Whole Life to Find Myself
Griggs Publishing

Dean of Students Office

Ellen Herion Fingado
Title IX and Sexual Misconduct Institute, ASCA Curriculum developer

Multicultural Student Success

Nydia Stewart
Social Capital: Identity-Conscious Leadership Development for Students of Color (co-authored with Jeff Brown)
Closing the Opportunity Gap: Identity Conscious Strategies for Retention and Student Success

Andrea Arzuaga
Family Engagement for First Generation Families and Families of Color
Closing the Opportunity Gap: Identity-Conscious Strategies for Retention and Student Success

Planning, Operations and Assessment

Ellen Meents-DeCaigny
Framing Research and Assessment of Co-Curricular Learning
New Directions for Institutional Research, Measuring Co-Curricular Learning: The role of the IR office

Scott Tharp
Using Critical Discourse Analysis to understand Student Resistance to Diversity
Multicultural Education

Student Affairs

Gene Zdziarski
Campus Crisis Management
The handbook of student affairs administration
Campus Crisis: It's not just about responding
The Presidency

University Counseling Services

Anmol Satiani
Sexual Violence in an Immigrant Context: South Asian Women in the United States
Gendered Journeys: Women, Migration and Feminist Psychology

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