

# DIVISION OF STUDENT AFFAIRS

REPORT TO THE BOARD  
January 2018

University  
of Portland

Service  
&  
Leadership

University of Portland









Dear friends,

The 2016-2017 academic year proved to be another outstanding year for Student Affairs at the University of Portland! Through this report, you will find our new format meant to highlight briefly for you our work, presented visually in bullets, infographics and numbers. Yet the real work of Student Affairs appears most clearly, not in statistics or even in the brick and mortar of our beautiful residence halls, but in the hearts of our students.

In these pages we hear from three students in their own words. Through their stories we believe you will be able to grasp the importance of our holistic education in the Holy Cross tradition. Our desire is that you gain a window into their ongoing transformation into leaders who do and will make a difference in our world. Highlighting our core themes: Teaching and Learning, Faith and Formation, and Service and Leadership, we selected students whose stories exemplify all that is good at UP. I am confident you will enjoy this edition of our report.

Go Pilots!

*Fr. John Donato, C.S.C.*

# Fall Semester 2017

**Early Alert and Behavioral Intervention and Threat Assessment** teams were very busy this fall. The teams saw an increase in cases by 7%. Total number of Early Alert cases were 231 compared to 216 during Fall 2016. The breakdown of cases by issue was: academic (61), injury/illness (51), mental health (64), death/illness of friend/family (46), access to resources (4), and transition (5). The breakdown by student type was: first year (95), non-first year (132), and graduate (4).

The **Diversity and Inclusion committee** meet monthly to continue their focus on achieving the goals outlined in the Diversity and Inclusion Operational Plan, in support of Vision 2020: professional and student staff development, diversity and inclusion staff infrastructure, and inclusive campus environment.

The Student Affairs Division continues to make strides on the **Assessment Plan**, measuring mission fulfillment in four areas, in preparation for our accreditation visit in 2019: honoring faith and reason, promoting ethical reflection, preparing people who respond to the needs of the world and its human family, and leadership formation.

## Health & Counseling Center

This fall has been a time of both transition and growth for the Health and Counseling Center.

Courtney Rau and Kaylin Soldat, Nurse Practitioners; Kyli Mathies, Medical Administrator, and a Registered Nurse will be starting early January and mid-Feb 2018.

The University forged a new partnership with Providence Health, rolling out Providence Express Care which enables students to see a practitioner virtually from their phone, tablet, or computer.

We continue our 24-hour nurse line.

Structured programs and proactive outreach promoting physical and mental health continued on important topics such as coping with anxiety and stress, positive body image, developing healthy relationships, and improving sleep, nutrition, and exercise during college.

## Campus Ministry

359 students participated in 9 Hall Retreats.

3 new student led initiatives: Alpha, Catholic Conversations, and Rise With Delight.

15 regular participants in new discernment groups looking at religious life for men and women.

9 students were in RCIA and 14 are preparing for Confirmation in the spring.

30 faculty/staff and 13 CSC's were available to students to serve as a spiritual mentors.









# Moreau Center

12 students spent fall break learning about the lives of farmers and farmworkers in the Yakima Valley, with a focus on individuals who are undocumented. In December, some participants took part in a Solidarity Day at the Tacoma Immigration Detention Facility.

Student leaders organized a panel of faculty, staff, and students who shared different perspectives on Deferred Action for Childhood Arrivals (DACA). 80 people attended and participated in reflection facilitated by Service & Justice Coordinators.

18 students were hired by 10 partner organizations through Community Service Work Study. New partnerships were developed with Free Geek, Village Gardens, Immigrant & Refugee Community Organization, and Upward Bound.

Service and Justice Coordinators collected 9,000 meal points, enough to purchase 130 Thanksgiving baskets for families in North Portland through Because People Matter.

Service and Justice Coordinators engaged 172 of their peers in service.

73 students participated in seminars and fundraising efforts as they prepare to engage in one of six social justice immersions.

## International Student Services

New students in fall 2017: 15 Graduate; 32 Undergraduate

A record 11 exchange students arrived in fall 2017: South Korea (3); Japan (2); Austria (3); Australia (3). For the first time, the University served a wheel-chair bound international student from Japan.

17 new international student athletes, both undergraduate and graduate, joined The Bluff fall 2017.

UP has been accepted into the Global Engineering Education Exchange (Global E<sup>3</sup>), which is administered by the Institute of International Education. Global E<sup>3</sup> is an international educational exchange program (study abroad) that provides engineering students with overseas academic and practical opportunities. More than 70 universities worldwide participate in this program.

## Public Safety

Five vacancies in patrol and communications were filled.

During this quarter total calls for service increased by 2%. Calls for Medical Assistance increased by 16%. Calls for welfare checks were as numerous as last year, but were resolved 21% faster than in the previous year.

Property crimes rose 53% over the same period last year; in response, the department has initiated a program of frequent foot patrols and door checks, with special emphasis during low occupancy times on campus.



# Student Activities

Average nightly attendance at Pilot After Dark programs was 870. Students have responded most positively to interactive forms of entertainment (karaoke, pub trivia, bingo) and opportunities to perform and showcase their musical talents. The highest attended events continue to be programs that are collaborations between Pilots After Dark staff and residence hall communities and campus clubs and organizations.

Five new clubs were approved this Fall:

American Sign Language, Italian, Society of Hispanic Engineers, Geology, and Model United Nations Society.

Pilot Express, ASUP's shuttle service to PDX, the train station, and Bolt Bus terminal, grew and thrived: serving 167 students for Fall Break, 115 students for Thanksgiving Break, and ~250 students for Winter Break.

As new students are now committing to attend UP as early as October, Student Activities worked with campus stakeholders to redesign the overall Orientation communication plan to ensure new families get the information they need about transitioning into our community in a more timely manner.

# Career Center

The Career Center was represented in 80 career programs and activities across campus including class presentations, club/organization activities, and student leader programs with more than 2,000 participants.

Handshake highlights: 29% of students have activated their Handshake accounts since the May launch. UP has connected with 5,195 employers in Handshake.

591 individual appointments completed, 98% of clients indicated that they feel confident in moving forward with their plan after meeting with a staff member, 99% indicated they know what their next step is, and 98% know what resources are available to help. 179 drop-in appointments were completed.

In 2017 352 internships were reported (includes spring, summer, and fall completed learning agreements)

324 internships were FOR credit

28 internships were NOT for credit

# Residence Life

2,150 students in our hall communities this fall.

69% of first-year students and 59% of all non-seniors who lived in campus housing last year returned to campus housing for the fall of 2017.

89% of residents who completed our annual Hall Life Survey said they were satisfied with their experience in housing, and 88% would recommend that another student live in campus housing.

98% of Resident Assistants surveyed were satisfied with their RA experience, and 98% would recommend another student apply to be an RA.





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ST COAST  
LIFE



A woman with long dark hair, wearing a red beanie with the word 'ACUTE' on it and a white sweatshirt with 'NEW YORK' printed on it, is smiling and looking towards the left. She is in a meeting room with a whiteboard covered in colorful sticky notes. The sticky notes contain various phrases like 'get meetings', 'NO mobile man', and 'software development'. The entire image has a teal overlay.

# Teaching + Learning



# I have grown into somebody who can be honest with myself and embrace my passion for learning.

## STUDENT STORIES : ELIJAH FISHER

**W**hether I am in class or living life outside of it, I feel as though I am learning in every interaction and every moment that passes. I find myself listening in class as well as engaging in conversations much more than I did before my time at UP, and this learning and personal growth was central to my decision to pursue a Theater major.

In high school, I was great at math and solid in physics, so I came into UP declared as an Electrical Engineering major. I thought I had chosen the right path because engineering would guarantee a stable job, but I did not enjoy the work, only the friends I made and the Group Voice Workshop I happened to take in my first semester. I learned engineering out of necessity, but I knew I should learn out of love for whatever I study. I decided to switch my major from Electrical Engineering to Computer Science (CS) early in my sophomore year, but I still felt like I “had to learn.” Meanwhile, I became involved in theater and

music extracurriculars, and I could feel myself being drawn by the love and passion of the individuals I met in these programs. I felt terrified to switch from CS to Theater because job stability went from amazing to nothing.

However, while attending the Kennedy Center American College Theater Festival, I was immersed in the arts and realized how much I learned and how much more I wanted to learn. I switched my major to Theater with confidence in pursuing my renewed passion for learning.

Switching majors brought many challenges: telling my parents, catching up on coursework, and feeling behind my theatre peers. But this difficult time taught me the value of honest communication and asking for help.

I had to be honest with my parents and myself about my passion for learning in the arts, not in engineering. But even in the arts, I could not grow on my own, and I do not have

to: my colleagues and professors here at UP helped me gain confidence in my ability not to just graduate but to succeed after college.

I have learned so much as a Theater major, and I do not mean just the classroom studies (though they have been great!). This work holds great meaning for me as I learn about myself and humankind. Theater has also taught me that I will never know everything because there is so much to learn, so why would I ever stop learning? I intend to pursue an MFA in Acting so I can continue to learn as well as teach others new ways to see and to understand humanity.

When I came into UP, I was not honest with myself because my main motivation to pursue my major was a job with a certain salary. Since then, I have grown into somebody who can, with the support of others, be honest with myself and embrace a passion for learning, while also using the beauty of art to teach others and contribute to my community and the world.

# I have grown into a...man who values his impact on others and works daily to improve the world around him.

## STUDENT STORIES: ANDREW SICKENGER

**M**y time at UP began with a vision of becoming the most well-liked college student by the end of my freshman year; at no point had I considered faith of any major concern in my life. Since then, I have grown from being a young man with no sense of direction, identity, or purpose to where I am currently—a man who strives for purpose in the field of engineering, who desires to improve his relationship with others, and who is motivated to become the best version of himself in mind, body, and spirit.

Before I became a Faith and Formation Ambassador (FFA), I struggled with my faith and felt vastly underprepared for becoming a leader who was supposed to foster a faith-based community in the dorm. Terrified, I thought I was going to be a horrible leader and, frankly, a horrible person if I faked where I was in my faith journey so others wouldn't think less of me. However, a wise upperclassman told me, "This position is about personal growth. It doesn't matter where you are right now. What matters is that you are making progress towards where you want to be."

With this in mind, I took a different approach to this position and to college. I chose to be honest about my faith life to anyone who asked. I chose to be vulnerable, to expose to those close to me who I really was. That made all the difference in the world.

As months passed, I began to feel changes in what I valued, who I wanted to spend time with, and how I viewed myself. I began to care less about other's opinions of me and more about the impact I had on others and how I could help them see their worth as I saw mine. As an FFA, I discovered genuine growth could only happen if I stopped pretending to be someone I wasn't and, instead, became better than I was. I surrounded myself with people who challenged me to grow, and I wanted to impact others as I was being impacted. Now an RA, I help residents even if it is a little more than is expected of me so, maybe, I can improve their college experience.

While immersing myself back into my faith life, I found that I strove to find a meaningful life purpose. I had chosen to become an engineer

without considering the impact I would have on others in the profession. I then had a powerful conversation with an engineering professor about why he teaches. He found himself working for a company that no longer allowed him to impact the world as he had hoped. He became a teacher to help students learn the tools needed to combat the world's most pressing issues, such as how humans process and use energy. After this half-hour discussion, I had found purpose in my career and in my life. Now, whenever I wonder why I work on ridiculously long and complicated engineering projects, I remember that I do this work in order to become an engineer who can make the world better for others than it is now.

My experience at UP has truly transformed my life, especially from being the freshman who hoped to become everyone's best friend. I have grown into a man who sees himself as an ever-improving rough draft of what he hopes to become—a man who values his impact on others and works daily to improve the world around him.





Faith  
+  
Formation



Service  
+  
Leadership



# I now see myself as a determined agent of positive change, working toward social justice.

## STUDENT STORIES: KATHLEEN BURKS

**W**hile at UP, I have experienced immense personal growth through various leadership and service opportunities. Most formatively, participating in ASUP and the Moreau Center Border Immersion has caused me to think critically about social justice issues, challenge myself to address these issues, and try to make a positive difference around me.

My main UP leadership experiences include being an ASUP senator and participating in the Leadership Certificate Course. The Leadership Certificate Course has given me an in-depth awareness and understanding of my particular strengths, which I then practice in my ASUP role. As an elected senator, I am responsible to represent my constituency (the class of 2019) as well as the entire student body.

Collaborating with other student leaders, faculty, and administrators toward common goals has taught me that change comes gradually and only through perseverance and teamwork. While the lack of instant progress can be frustrating, I value and gain satisfaction from making strides towards issues that impact a large number of students, even if changes are not implemented until

long after I leave UP. Currently in ASUP, we are researching the diversity in other universities' academic curriculum, improving transparency and communication between ASUP and the student body, and revising UP's Inclusion Statement to be more comprehensive.

The Moreau Center Border Immersion and various other learning and service opportunities resonated with my dedication to service and helped me to grow in humility. To serve a community, I must first learn about that particular community and its needs by listening and simply being present. This idea has been reinforced for me through the Border Immersion and my summer internship as a No Kid Hungry Youth Ambassador; in both cases, I spent far more time learning than actually serving.

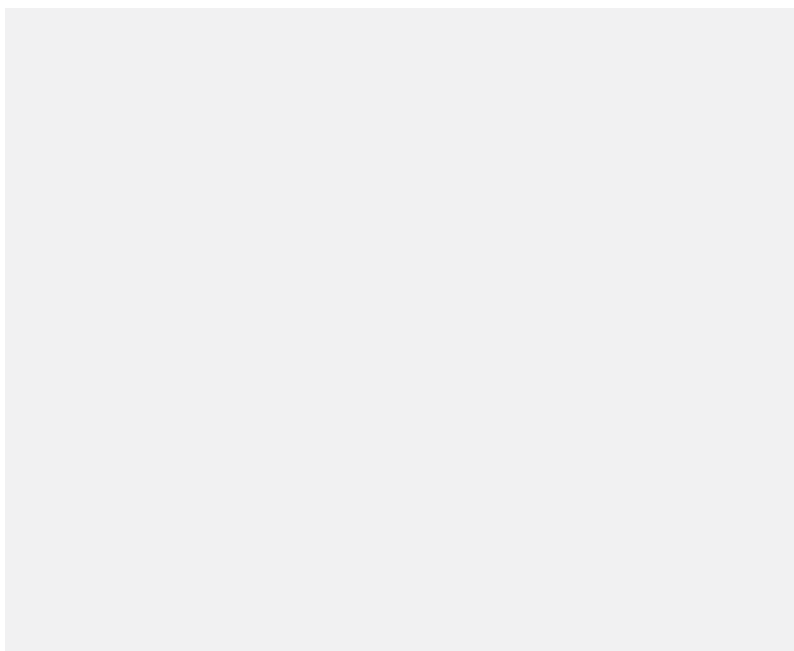
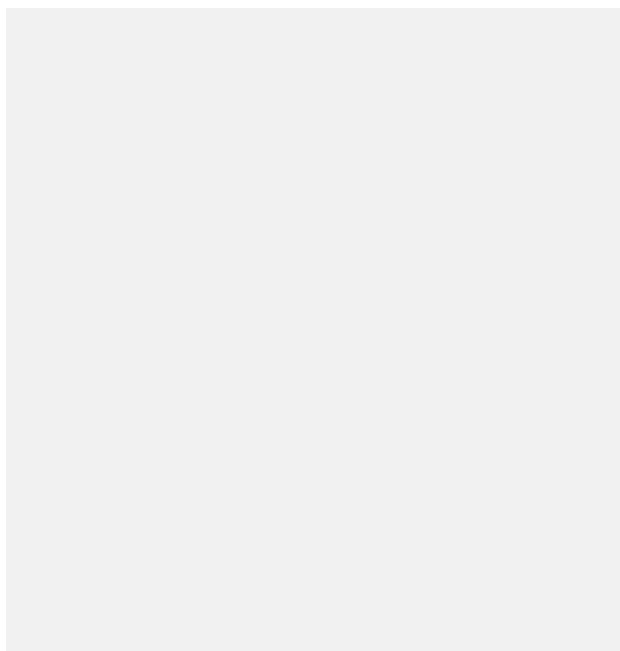
I now desire to dedicate my life to serving vulnerable populations in some capacity, whether in government, law, or a nonprofit. This lifelong work may not have instant results, but after seeing the multitude of social justice crises around me—including human suffering at the border and starving kids in one of the wealthiest countries on earth—it is impossible for me not

to use my specific skills and traits to address these issues. My specific service plans after graduation are uncertain, but I know I am passionate about advocating for and with people. Courses in my Political Science and Spanish majors and my Social Justice minor have expanded my worldview. In addition, my passion for advocacy has grown through leadership experiences like ASUP and the Leadership Certificate Program and especially through service opportunities offered by the Moreau Center. Learning about social justice issues in the classroom is one thing, but seeing human suffering firsthand, feeling helpless about what to do, and yet knowing something must be done is a whole new aspect. UP fosters a spirit of advocacy through such experiences, but I believe we could do an even better job to ensure that all students partake in opportunities that focus on issues of social justice.

It is hard to picture the person I was before UP, but I remember feeling a lack of direction and identity. I can say that I now see myself as a determined agent of positive change, working toward social justice. I may not know what I will end up doing as a career, but I do know that my passion to advocate for and with my fellow human will be my life's work.

# 97

clubs & organizations  
are active on campus



# 62

students participated  
in an immersion



The Health & Counseling Center had

**+ 5296 +**

visits; a 9% increase since 2015



**93%**

of students would recommend  
our on-campus housing



Public Safety responded to

**7267**

calls for service



**320**

students participated  
in service

# Strategic Priorities 2018 - 2019

#1

Expand the Moreau Center,  
**hiring a Program Manager for Immersions**  
enabling us to meet the demands  
of our students.

Vision 2020

A1.5

C2.3

D1.5

D2.5

#2

**Hire an Associate Director**  
for Student Activities to spearhead the  
tracking of student engagement.

Vision 2020

A2.1

C2.1

D2.5

#3

Track student engagement and  
better serve the needs of our students  
by **purchasing Engage software.**

Vision 2020

A2.1

E1.4

#4

**Support the Vision 2020 restructure,**  
promoting internalization and diversity by  
reallocating FT non-exempt staff salary  
to the Academic division.

Vision 2020

D1.1

D1.2

D2.4

D2.5

D2.6



# Embracing Complexity In Ethical Reflection

BETH BARSOTTI

ASSISTANT DIRECTOR, CAMPUS MINISTRY

Student Affairs, while diverse in the support given, carries a united mission to foster communities of charity and learning where each member is welcomed. The Formation and Professional Development Committee listens to colleagues, foresees division needs, and designs opportunities to develop staff professionally and personally.

In the 2016-2017 academic year, the Committee's theme of "Building a More Dynamic and Inclusive Community" examined gender and sexuality as well as privilege and bias. In addition, the day-long retreat focused on inclusion, interconnection, and nonviolence.

The theme for the current academic year is "Embracing Complexity in Ethical Reflection" and in the Fall semester Fr. Poorman guided the division leadership with the question, "What is ethical reflection?". The January retreat topic is discernment—the spiritual practice of decision making—rooted in the Ignatian tradition.

The development of staff over the past two years has directly impacted the care for each student and fosters communities that are inclusive and places of learning that transform all engaged.



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