

MARQUETTE UNIVERSITY

Conversations to have with your Student



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MARQUETTE UNIVERSITY

Conversations to have with your Student

Greetings from Marquette University! As we prepare for the arrival of new students each fall, we know the transition to college is an important time for students and those who support them. As a Catholic, Jesuit institution, our mission at Marquette calls us to be a community that values an ethos of respect and care for self and others. The notion of *cura personalis* embodies who we are called to be — people who care about our community and those within it.

Marquette University takes the well-being and health and safety of your student seriously. Our relationship with you is a critical partnership in supporting your student's academic and co-curricular success and creating a fulfilling undergraduate experience.

With your student entering college, your role and relationship will change. This is a great time to begin or continue conversations about: your student's mental health and personal well-being; alcohol and other drugs; and sexual violence. We encourage you to take this opportunity to use this guide, in combination with your own values and beliefs, to address these challenging topics with your student.

Marquette University is committed to creating a safe space for learning, living and working. We hope to engage your support as parents and guardians as part of that process. Please join us in making Marquette a place where all students can learn, grow and succeed.

Together, We Are...Marquette.

Dr. Chris Navia
Acting Vice President for Belonging and Student Affairs

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MENTAL HEALTH AND SUICIDE PREVENTION

INTRODUCTION / SETTING THE STAGE

In any given year, it is estimated that 1 in 4 adults struggle with their mental health.¹ Among college students, mental health issues or difficulty coping with stress are a growing concern and can have a negative impact on academic success, social relationships, physical health, and overall well-being.

Nationally, anxiety is the most common mental health concern for college students. Further, 1 in 3 students will report significant difficulties with mood, stress, or thoughts of suicide.² In surveys of Marquette students, when asked about their well-being, 80-90% of students report periods of time where they have felt overwhelmed or exhausted and over half have felt sad, lonely, or overwhelmed with anxiety.³

On a more positive note, while mental health concerns are growing, students are also more likely and willing to seek help or treatment as utilization of college counseling centers has risen in the last decade.⁴ Each year at Marquette, roughly 10% of the student body seeks assistance at the Counseling Center. Over the course of one's time at Marquette, 30-40% of the student body will use Counseling Center services.

Parents can play a critical role in setting the stage for their students to more effectively manage stress and mental health concerns, as well as seek assistance when needed.

PARENTS AND FAMILIES AS PARTNERS

To prepare for a smooth transition to Marquette, before your student comes to campus this Fall, talk to them about their plans to take care of their mental health and what to do if they should need additional support to manage emotional distress while at Marquette. Having discussions about self-care and resilience, as well as normalizing distress and help seeking will help prepare for a smooth transition to Marquette.

Talking About Self-Care and Resilience:

Good self-care is crucial for our physical, emotional, and mental well-being. Think of self-care as a muscle that needs to be strengthened. We can build that muscle by taking care of our bodies with adequate sleep, nutrition, and physical activity, as well as taking care of our minds, setting realistic goals, and engaging with our support network.

While coming to college can be exciting, it also marks a time of transition to a new environment and new routine. During this transition, it's easy to forget to take care of ourselves. Developing a "self-care plan" and building good self-care habits prior to coming to Marquette can help avoid this pitfall.

Conversations Starters for Developing a Self-Care Plan

- ▶ What are some examples of how you take care of yourself today?
- ▶ How can you make a plan to continue doing those things when you come to campus?
- ▶ What are some things you can do to take care of yourself without contacting anyone? (e.g., favorite movies, music, activities).
- ▶ What are some things you can do to express your feelings (e.g., drawing, journaling)?
- ▶ What are some social situations or people you enjoy connecting with?
- ▶ What is your plan to check in with parents and loved ones from home?
- ▶ Who are people you can ask for help?

With even the best self-care plan, life can get hard and we can feel stressed out or sad. Resilience is the ability to “bounce back” or adapt effectively in the face of adversity. Individuals who are more resilient are more likely to be optimistic, believe in themselves and their strengths, effectively problem solve, and more quickly identify and manage stress.

Resilience is also a muscle and best be strengthened by knowing the warning signs for stress and having a plan to execute when you notice these warning signs.

Conversation Starters for Building Capacity for Resilience

- ▶ How do you know you are feeling stressed? What is different in the way you feel, think, or engage with the world?
- ▶ How would others know you are feeling stressed? What might they see or hear?
- ▶ What are 3 things that you will do when you or others notice you are stressed?

Did You Know? There are apps for your smartphones that help teach you to breathe and meditate for as little as 5-10 minutes per day? Check out apps like “Calm” and “Headspace”—these apps are free and loaded with great tools to help you build your self-care and resilience muscles. Check them out this summer and start practicing before coming to campus.

Talking About Help-Seeking and Normalizing Mental Health

Think of mental health and mental illness as something that exists on a continuum. We all exist somewhere on the continuum of anxiety or depression—and we can move up and down this continuum depending on what’s going on in our lives. Despite our best efforts to manage stress, many people will struggle with their mental health at some point in their life.

Though there has been an increase of mental health concerns in college students, stigma related to mental health has been a major barrier to seeking assistance. Even though 30-40% of students come to the Counseling Center at some point in their Marquette career, students often feel alone in their distress, believing that “everyone else is doing fine on their own.” Or feel that seeking help is a form of weakness and “just want to be normal.” Talking openly about mental health, its prevalence among college students, and then benefits of seeking support can help break down this barrier.

Strategies for Discussing Help-Seeking and Normalizing Mental Health

- ▶ Express care and empathy. It is important to let your student know you will support them unconditionally (e.g., “No grade is more important than your mental health.”).
- ▶ Talk about how common mental health concerns are, both in general and among college students.
- ▶ Normalize help-seeking. Sometimes we can take care of things on our own; other times it’s best to get help from others.
- ▶ If relevant, consider sharing family history related to mental health concerns. This can help normalize the experience of distress and make your student more open to seeking you out for support when they do struggle.
- ▶ Show support and openness to your student seeking professional help. Talk to them about mental health resources on campus (e.g., Counseling Center).

For Students Currently in Treatment. If your student is currently in treatment, talk to them and their current mental health providers about recommendations for ongoing treatment. Will they continue to meet with their home providers, or would it be more beneficial to establish a treatment team in the Milwaukee area? Would they benefit from short-term support to manage the transition to college or more ongoing support for the duration of their time at Marquette? If relevant, how will they continue to get their prescription medications while on campus? Before coming to campus, consider contacting the Counseling Center to discuss campus or community resources that may best meet your student’s existing mental health needs.



NON-EMERGENCY AND EMERGENCY RESOURCES FOR MENTAL HEALTH

Once students come to campus, parents remain a critical partner in supporting the mental health needs of their students. While your son or daughter is at Marquette, it is important to keep the lines of communication open so you will be able to recognize warning signs of distress and encourage help-seeking.

Though everyone is unique, common warning signs of distress include:

- ▶ Depressed mood
- ▶ Anxiety or panic
- ▶ Irritability
- ▶ Loss of interest in activities
- ▶ Changes in self-care (e.g., sleep, appetite, hygiene)
- ▶ Changes in academic performance
- ▶ Withdrawing from friends, family, and loved ones
- ▶ Increased or excessive alcohol or drug use
- ▶ Thoughts of suicide or death

Strategies to Encourage Help-Seeking

- ▶ Focus on expressing empathy and concern. Avoid labeling, diagnosing, challenging, or becoming argumentative. Your focus is on providing support and maintaining an open line of communication. (e.g., "I want you to know I am concerned about you. Your health and happiness is my top priority right now.")
- ▶ Focus on what you have seen or heard when expressing concern. Don't make assumptions about what they may be thinking or feeling. (e.g., "You told me that you are having trouble sleeping and attending class." or "I've noticed that you are crying more frequently when we talk.")
- ▶ Encourage use of the Counseling Center for support. Students can make an appointment by phone, online, or by stopping into the clinic during office hours. Check the Counseling Center website for details.
- ▶ If your student is reluctant to come to the Counseling Center:
 - ▶ Remind them that counseling appointments are free, confidential, and voluntary. What is discussed in counseling appointments is kept private and only shared with their written permission. They can stop attending counseling appointments at any time. Students seek support at the Counseling Center for a variety of concerns ranging from relationship or academic stress to significant anxiety and/or depression.

- ▶ Focus on getting their foot in the door.
 - The idea of counseling can be scary or overwhelming. Encourage them to attend the first appointment and then decide about whether they will continue counseling. Often once they come to an appointment and begin building a relationship with a counselor, they will be more likely to return.
- ▶ Consult with the Counseling Center. Counseling Center staff can help walk you through strategies or talking points to help encourage your student to seek help.

Counseling Center Services. The Counseling Center provides a variety of mental health services, including individual and group counseling, crisis counseling, and consultation to students, parents, and faculty. The Counseling Center offers free and confidential services to full time students. Although the Counseling Center is a fully functioning mental health clinic with licensed mental health providers, in order to remain as accessible as possible to the entire study body, services are focused on providing brief or short-term support aimed at helping students succeed at Marquette. When a student is in need of support, we always encourage students to contact the Counseling Center to evaluate needs, provide support, and connect students to campus and community resources, as appropriate. Students can schedule appointments by calling the Counseling Center at 414-288-7172, walking in during office hours, or using the online appointment scheduling.

Center for Student Wellness and Health Promotion offers Peer Wellness Coaching, short-term, one-on-one meetings with an undergraduate Peer Wellness Educator to create, discuss, and edit a student’s holistic wellness plan. Peer Wellness Educators are trained by the Counseling Center in Life Savers Training and can assist a student to the Counseling Center, if mental health concerns arise within a meeting. The mission of the Center for Student Wellness and Health Promotion is to promote holistic wellness for Marquette University students, in unity with *cura personalis*, through education and empowerment of the eight dimensions of wellness, along with collaborative campus-partner programming efforts for a well-balanced, successful life. Help raise awareness regarding suicide and encourage people to take action when concerned about someone.

A Few Words on Suicide

It is estimated that 1 in 10 college students considers suicide and that suicide is the second leading cause of death for college students. It is also a difficult topic to talk about with your student. However, we know that talking about suicide is the best way to prevent it.

The Counseling Center offers a suicide prevention training, *Lifesavers*, for faculty, staff, and students. In this training, the mnemonic FACTS is used to understand the warning signs for suicide. These warning signs include:⁵

- ▶ Feelings, including emotions and beliefs that one is stuck in a bad situation that won’t get better. (e.g., hopelessness, worthlessness, or lack of control).
- ▶ Acting reckless, anxious, withdrawn, or collecting information/supplies used for suicide.
- ▶ Changes in behavior (e.g., sleep, drug use), personality, or mood.
- ▶ Talk/texting about death or suicide. Students may talk about suicide directly (e.g., “I want to die”) or indirectly (e.g., “I’m tired of life”). All talk or inference about death or suicide should be taken seriously.
- ▶ Situations that are stressful or overwhelming (e.g., trauma, loss of a loved one or relationship).

Strategies for Talking to Students About Suicide

- ▶ Express empathy and concern. Avoid arguing or minimizing your student's distress.
- ▶ When you notice warning signs, ask about suicidal thoughts or plans. Be direct and continue asking until you get a direct answer.
- ▶ Offer hope and support. Let your student know that they are not alone and that you'll support them.
- ▶ Connect them with resources.
 - ▶ Encourage them to come to the Counseling Center. During business hours, students with suicidal thoughts can walk into the Counseling Center and be seen immediately by the on-call counselor. After hours have them call (414) 288-7172 and ask for option 2.
 - ▶ Share national suicide prevention resources like the Suicide Prevention Crisis Line (988) or Crisis Text Line (741-741)
- ▶ If you have concerns for your student's immediate safety:
 - ▶ Call the Marquette University Police Department (414-288-1911).

END NOTES

1. Kessler, R.C., Chiu, W.T., Demler, O., Walters, E.E. (2005). Prevalence, severity, and comorbidity of twelve-month DSM-IV disorders in the National Comorbidity Survey Replication (NCS-R). *Archives of General Psychiatry*, 62, 617–627.
2. Eisenberg, D., Hunt, J., & Speer, N. (2013). Mental health in American colleges and universities variation across student subgroups across campuses. *Journal of Nervous and Mental Disease*, 201, 60-67.
3. National College Health Assessment (NCHA), 2018
4. Oswald, S. B., Lederer, A. M., Chestnut-Steich, K., Day, C., Halbritter, A., & Ortiz, D. (2018). Trends in college students' mental health diagnoses and utilization of services, 2009–2015. *Journal of American College Health*. <https://doi.org/10.1080/07448481.2018.1515748>
5. Life Savers: Peer Suicide Prevention Training, Marquette University

ALCOHOL AND OTHER DRUGS

INTRODUCTION / SETTING THE STAGE

The transition to college is an exciting time for students, research shows that the first few weeks of college pose the highest risk across a variety of behaviors, including alcohol use and sexual assault. During the transition to college, parents and family members can play a crucial role in continuing to make a positive impact on their student's health and well-being.

Here's some research to give you confidence:

Parental monitoring has been shown to be a protective factor in adolescent dating relationships, including the prevention of dating victimization¹.

When parents show an interest in and monitor their student's free time during the transition to college, students are less likely to spend time with heavy drinking peers and are more likely to limit their personal consumption during their first year².

PARENTS AND FAMILIES AS PARTNERS

It's important for parents and families to discuss expectations for behaviors, and potential risks and consequences associated with alcohol. As students navigate their new surroundings, they may face decisions about alcohol. We look to you as partners in Marquette's efforts to create an environment where all students can succeed, both in and out of the classroom. The follow are some recommendations to assist you as a partner:

Be prepared: You have an opportunity to talk with your student about some of the most important choices they will make as they begin their college experience. Doing some research ahead of time will help you get ready for those conversations.

Have a discussion: plan for an open and relaxed conversation where you can hear your student's perspective, ideas and beliefs. Use your experience and your parenting skills to create a safe space for your student to ask questions, tell you what they're worried about, and talk about what they're feeling as they think about college and drinking.

Support personal responsibility: a goal of your conversation might be to strengthen your student's sense of personal responsibility for their choices and actions. Increasing your student's sense of accountability can also increase awareness of their choices and promote positive decision-making.

Set clear expectations: college is a commitment of both time and money; studies show that college students who drink heavily get poorer grades.

Remind your student about the law: drinking alcohol under the age of 21 is illegal. Have your student become familiar with specific campus regulations as violations of the law or campus policies can have serious consequences. Make it clear that you do not condone breaking the law.

Encourage your student to seek help and access supportive resources: in the transition to college your student may feel overwhelmed or alone. Remind your student that asking questions and seeking help is normal, and that there are campus resources available to help listed in the resource section of this guide.

Encourage your student to actively engage in prevention programming offered by Marquette. Before your student comes to campus, they are asked to complete Vector Solutions Safe Colleges, "Alcohol and Other Drugs," an online module will empower students to make well-informed decisions about alcohol and other drugs and will help them reflect on and consider college drinking related issues. Students will be receiving information in Orientation on campus resources, policies, and support related to choices around alcohol and other drugs. After they have settled into the community, students will attend Bystander Intervention Training, and will be given skills to intervene in situations where acute intoxication has occurred.

Is your student actively in recovery coming to Marquette?

Here are a few items to consider when sending your student to Marquette:

- ▶ Do some planning before your student arrives; know the local community support groups and map out where they are in relation to campus and how/how much/which public transportations will be to get there
- ▶ We want students in recovery to feel as much a part of campus as anyone else but they have different variables to negotiate to keep themselves safe
- ▶ Reach out to explore the collegiate recovery program and services at Marquette

Concerned about your student?

What should you do if you are concerned that your student may have a problem with alcohol?

The following are some signs that you can look for, as well as ways that you can talk with your student.

Some potential warning signs include:

- ▶ A change in academic performance, such as lower grades or consistently skipping classes
- ▶ Hearing concerns about your student's drinking from friends or other family members
- ▶ Loss of interest in regular activities
- ▶ Not noticing or caring how their drinking affects others
- ▶ Lack of care for personal health and hygiene
- ▶ Increase in the intensity and frequency of alcohol use
- ▶ Defiance of rules and regulations
- ▶ Changes in demeanor

- ▶ Increased reliance on alcohol
- ▶ Trouble with law enforcement or university policy
- ▶ Problems with relationships
- ▶ Unsuccessful attempts to stop drinking
- ▶ Physical health problems
- ▶ Incidents resulting from a high blood alcohol concentration (BAC)

If you are concerned about your student, the most important step you can take is to talk to your student and share your concern.

A few things to consider when beginning this conversation:

- ▶ Be specific about the behaviors you have observed and share your concerns.
- ▶ By offering your observations, you can open a dialogue that is nonjudgmental. This may help your student feel more comfortable sharing their honest thoughts and feelings.
- ▶ Urge your student to seek help. Remind your student of resources that are available on campus.

POLICIES AT MARQUETTE

Marquette University, in compliance with state law, prohibits the use and possession of alcoholic beverages by persons under age 21. Marquette utilizes evidenced based early intervention and assessment for students found responsible for violating our alcohol and drug policies on or near campus. All first year students are required to participate in the Vector Solution Safe Colleges online prevention curriculum prior to coming to campus. For more information about alcohol/other drug policies at Marquette visit the Office of Student Development web page:

<https://www.marquette.edu/student-development/policies/alcohol-policy.php>,

and if you have questions or concerns about student substance misuse/abuse and recovery resources, contact the Marquette University Counseling Center:

<https://www.marquette.edu/counseling>. Contact information for each office including the resources of Advocacy, Medical Clinic and the Student Wellness Center can be found in the resource section of this manual.

END NOTES

1. Leadbeater, B., Banister, E., Ellis, W., & Yeung, R. (2008). Victimization and Relational Aggression in Adolescent Romantic Relationships: The Influence of Parental and Peer Behaviors, and Individual Adjustment. *Journal of Youth and Adolescence*, 37(3), 359-372.
2. Abar, C., & Turrisi, R. (2008). How important are parents during the college years? A longitudinal perspective of indirect influences parents yield on their college teens' alcohol use. *Addictive Behaviors*, 33(10), 1360-1368.
3. Martin, C.S. and Winters, K.C. (1999). Diagnosis and assessment of alcohol use disorders among adolescents. *Alcohol Research and Health*. 22, 95-106.
4. Chapter 6: What To Do If You Think Your Child Might Be Using Drugs. *Growing Up Drug-Free: A Parent's Guide to Prevention – 1998*. Retrieved December 11, 2006, from the U.S. Department of Education, Office of Safe and Drug-Free Schools. Website: www.ed.gov/offices/OSDFS/parents_guide/parents_guide6.html.



SEXUAL VIOLENCE

INTRODUCTION / SETTING THE STAGE

Marquette works to create a community safer from violence through prevention programming, supportive advocacy services, and a Title IX Sexual Misconduct, Discrimination and Sexual Harassment Policy. Unfortunately, Marquette students are not immune to the realities that college students face nationwide, including sexual violence, relationship violence and stalking. Here, we will give you tools to assist your student in creating a safe community and support them if they face violence.

PARENTS AND FAMILIES AS PARTNERS

What you can do before your student comes to campus

Parents and families serve an important role in helping students shape their values and expectations regarding relationships, including how they may understand consent, respect, and boundaries. By guiding your student through a conversation about relationships and expectations prior to their arrival on campus, you can give them a good foundation on which to continue to build. This contributes to a safer campus community as healthy attitudes about consent and relationships have been shown to be protective factors against violence.

What could this conversation look like?

- ▶ Explore your students' expectations and beliefs about relationships and consent. Questions you can ask:
 - ▶ What are healthy behaviors in a relationship? What are concerning relationship behaviors?
 - ▶ How can you set boundaries with a partner? What can you do if your partner does not respect those boundaries?
 - ▶ How do you deal with conflict in a relationship?
 - ▶ If you choose to engage in sexual activity, how can you make sure you are getting consent? How can you make sure you are clearly communicating your wishes?

- ▶ Reinforce Marquette's definition of consent:

In order for individuals to engage in sexual activity of any type with each other, there must be clear, knowing and voluntary consent prior to and during sexual activity. Consent is the voluntary, clear, actively given, positive agreement between the participants to engage in a specific sexual act or activity. Previous relationships or consent does not imply consent to future sexual activity. Consent can be withdrawn at any time once given, so long as that withdrawal is clearly communicated.³

- ▶ Encourage your student to actively engage in prevention programming offered by Marquette.
 - ▶ Before your student comes to campus, they are asked to complete Vector Solutions Safe Colleges “Sexual Assault Prevention for Undergraduates,” an online module exploring dating violence, sexual violence, and how students can make a difference on campus.
 - ▶ Students will be receiving information in Orientation on campus resources and how to report incidents of violence.
 - ▶ After they have settled into the community, students will attend Bystander Intervention Training, and will be given skills to intervene in situations that could lead to violence.

What you can do after your student arrives on campus

- ▶ Check in with them about how they are making decisions around relationships and consent.
 - ▶ Title IX is the federal law that prohibits sex discrimination (including sexual violence, harassment, relationship violence, and stalking) in schools that receive federal funding.
 - ▶ Check out Marquette’s Policy Against Discrimination and Harassment: www.marquette.edu/sexual-misconduct. This policy includes information on how the school addresses reports of sexual misconduct and harassment.

If your student shares with you that they have experienced violence

- ▶ Recognize that it may have been difficult for your student to share with you and allow them to disclose information at their own pace.
- ▶ Encourage them to access campus resources for support, including confidential resources like Advocacy Services and the Counseling Center. Students can consult the Title IX Office for support and reporting options as well. These resources help students navigate safety concerns, report violence, access medical care, and implement accommodations for coursework, etc.
- ▶ Know that you are not alone, and it is important for you to access support too. You can contact Advocacy Services for support and guidance on how to help your student.

What you can say to your student

- ▶ “I believe you.” It is crucial for a student’s healing that they are believed and supported.
- ▶ “This isn’t your fault.” Just as crucial as being believed is the student knowing that they are not responsible for the violence that someone perpetrated against them. No matter the circumstance, responsibility for the perpetration of violence always sits with the aggressor.
- ▶ “I’m so sorry that this happened to you. You didn’t deserve this.” Hearing this from you can feel very healing for your student. Students who experience violence often blame themselves to some degree and this expression of compassion can be a step in helping them move forward.

- ▶ “You are allowed to feel the way that you do.” Giving your student permission to process what has happened in whatever way they need (whether that is anger, sadness, numbness, humor, etc.) will give them space to heal. Try not to tell them how they “should” feel or how you think you would feel if it happened to you. Each student who experiences violence will react in a unique way, and it is best to check in with them to see what would be most helpful in terms of support from you.
- ▶ “I’m here for you.” Let the student know that you are available to support them and follow through with what they need. It is also important to check in with them about who else they may be getting support from, including advocates, counselors, friends, and other family members.

RESOURCES

Advocacy Services

Center for Student Wellness and Health Promotion
 707 Building, #130
 (414) 288-5244; 24/7/365 Confidential Advocacy Support Services
advocacy@marquette.edu

Students, faculty, staff, families and alumni can call the Advocacy Services phone number to ask questions, gather information, receive housing and/or academic support, create a safety plan, talk about reporting options, assist with stay away directives and restraining orders etc. Advocacy services will provide support and assistance to survivors regardless of whether a formal report with law enforcement or Title IX is submitted. Advocacy Services is a confidential, on-campus resource which means on-call Advocates do not report to Title IX and/or Marquette University Police Department.

Campus Activities:

<https://www.marquette.edu/alumni-memorial-union/campus-activities/>

Events planned and coordinated by students are offered throughout the semester.

Alcohol and Other Drugs Prevention Programs

<https://www.marquette.edu/student-wellness/alcohol.php>

CARE Team

The CARE (Campus Assessment Response and Education) Team is a cross-functional team that assesses, refers and/or responds to students identified as demonstrating emotional distress in a coordinated and comprehensive manner with dignity and respect, to help them succeed and to ensure the safety of the university community as a whole. If you have concerns about your student’s well-being and would like to refer your student to the CARE Team, call (414) 288-1412 or email CARE@marquette.edu.
<https://www.marquette.edu/student-affairs/care-team.php>

Marquette University Counseling Center

Holthusen Hall 204
 (414) 288-7172
www.marquette.edu/counseling

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Marquette University Police Department

749 N. 16th St.

(414) 288-6800 (non-emergency)

(414) 288-1911 (emergency)

www.marquette.edu/mupd

Office of Disabilities Services

707 Building, 5th Floor

(414) 288-1645

www.marquette.edu/disability-services

The Office of Disabilities Services provides access to academic accommodations for students with documented disabilities.

Sexual Misconduct and Title IX

<https://www.marquette.edu/sexual-misconduct/index.php>





MARQUETTE
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BE THE DIFFERENCE.

Division of Belonging and Student Affairs
P.O. Box 1881
Alumni Memorial Union 437
Milwaukee, WI 53201
414.288.7206
marquette.edu/dsa