

# SUPPORTING YOUR COLLEGE STUDENT

## Conversations about:

- Alcohol and other drugs
- Gender violence
- Mental health
- Diversity, equity, and inclusion



UNIVERSITY *of*  
DENVER

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# WELCOME!

On behalf of the University of Denver (DU) and Student Affairs and Inclusive Excellence (SAIE)—the students' division—I would like to extend a warm welcome to our newest community members. This important moment marks a period of change not only for our incoming students, but also for their families and support systems. SAIE is committed to supporting you and your student's success through this transition. To uphold our commitment, we provide comprehensive, student-centered programs and services to support your student's overall well-being.

As your student begins their journey at DU, your relationship and role will evolve. Your student will navigate their understanding of, and relationship to, alcohol and other drugs, consent, sexual assault, mental health, overall well-being, and equity. We believe you are a critical partner in supporting your student's awareness and reflection on these important and interconnected aspects of health and well-being.

We understand these can be difficult topics to navigate. In this document, we offer some insights on ways you can help your student prepare for the new challenges they may encounter during their college experience.

At DU, we believe every student deserves a welcoming and safe place to learn, grow, and thrive. As critical partners in the success of your student, we ask that you use this guide, and join us as we cultivate a community that upholds respect, health, and well-being.

-- Todd Adams,  
*Vice Chancellor for Student Affairs & Inclusive Excellence*

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# ALCOHOL & OTHER DRUGS

Colleges and universities share a common goal with families-- we want our students to achieve academic success and make healthier decisions during college. Towards that goal, it is important to have conversations with your student about safer substance use. We have provided some resources for you to become more informed about the most commonly used substances on a college campus: alcohol, cannabis, e-cigarettes, and prescription drug misuse.

# Alcohol

Many alcohol-related consequences in college are associated with high-risk (binge) drinking: Drinking 4 or more standard drinks in a 2-hour period for people who are assigned female at birth and 5 or more standard drinks in a 2-hour period for people who are assigned male at birth.

Mixing substances: When taken together, substances, including alcohol, can interact with each other in harmful and unpredictable ways. Mixing substances can increase risk for overdose and death.

# Cannabis

Cannabis (also called marijuana) can be used in different ways (ex. smoking, vaping, topicals, edibles, dabbing).

Regular use can lead to negative effects on the lungs, memory, learning, and mental health.

In Colorado, people must be 21 years or older to buy, possess, or use recreational cannabis.

# E-Cigarettes

Although e-cigarettes contain fewer harmful chemicals than burned cigarettes, the use of any tobacco product including e-cigarettes is unsafe for young people.

Most e-cigarettes contain nicotine, which is highly addictive and can harm brain and lung development in young people. Using any nicotine in adolescence may also increase risk for future addiction to other drugs.

# Prescription Drug Misuse

If your student is prescribed stimulants, it is important for them to store their medication securely and dispose of expired or unused medication safely. Some pharmacies offer drug disposal services. Find a location using [safe.pharmacy/drug-disposal](https://www.fda.gov/oc/ohrt/safe-pharmacy-drug-disposal). The Health & Counseling Center is not able to store or dispose of medication for students.

If you or your student are using a prescription drug, read the warning labels on the bottle. Many (if not most) prescription drugs should never be used with alcohol.

For more information, visit our Health Promotion webpage at:  
[www.du.edu/thrive](https://www.du.edu/thrive)

## Conversation Starters:

It is important to have conversations with your student about safer substance use because how your student approaches alcohol and other drugs can have life-long effects and serious consequences. Though it may not always seem like it, students really hear their loved one's concerns, which is why it's important to discuss the risks of using alcohol and other drugs before they get to college. Conversations are one of the most powerful tools family members and support persons can use to connect with - and protect - their students. The sooner you talk to your student about alcohol and other drugs, the greater chance you have of influencing their decisions about substance use.

When tackling some of life's tougher topics with your student, especially those about drugs and alcohol, just figuring out what to say can be a challenge.

## HELPFUL RESOURCES:

### **"One Degree: Shift the Influence"**

<https://shifttheinfluence.org/>

### **"Partnership for Drug-Free Kids"**

<https://drugfree.org/article/prevention-tips-for-every-age/>

These resources provide helpful tips and scenarios to have these conversations.

# Signs to Look Out For:

It can be difficult to distinguish between many of the challenges that students may face during their college experience. Still, there are indicators that substance use may be becoming a barrier in your student's life and warrant a conversation.

Many of the items on this list are not unique indicators of problems with substance use and may be signs of other stressors in your student's life.

## Academic

- Sudden lack of interest in classes and extracurricular activities
- Repeated absences
- Missed assignments
- Deterioration in quality of work
- Erratic performance

## Behavioral

- Driving under the influence
- Craving or compulsion
- Getting into arguments or physical altercations
- Getting hurt or injured
- Damaging property
- Involvement with law enforcement or Student Rights & Responsibilities
- Desire to change patterns of use, but difficulty with following through

We know that substance use often serves as a response to pressures experienced by students. Approaching each possible indicator with care may open up a conversation to identify the motivation for their use - allowing you to engage with your student in a more meaningful way.

## Interpersonal

- Drastic changes in behaviors and in valued relationships
- Sudden and frequent requests for money without a reasonable explanation
- Being secretive about activities
- Exaggerated efforts to keep others from entering their room
- Criticism by family, peers and others believing student might have a substance use problem

## Physical

- Deterioration in appearance or hygiene
- Significant changes in diet or sleep
- Excessive fatigue
- Hangovers
- Withdrawal symptoms
- Overdoses
- Contracting communicable diseases

# DU Honor Code Policies for Alcohol & Other Drugs

## **Alcohol Misuse Policy:**

The policy prohibits unauthorized possession, unauthorized distribution, intoxication, coerced consumption, and paraphernalia related to alcohol. In the University of Denver residence halls, students under 21 cannot be in the presence of alcohol or have empty alcohol containers. In Colorado, people must be 21 or older to buy, possess, or use alcohol. Read more information in the DU Honor Code at this link: [www.du.edu/studentlife/studentconduct/honorcode.html](http://www.du.edu/studentlife/studentconduct/honorcode.html)

## **Drug Misuse Policy:**

The policy prohibits unauthorized possession, unauthorized distribution, intoxication, coerced consumption, and paraphernalia related to drugs. In addition, University of Denver is a smoke-free campus and any form of cannabis use (recreational and medical), tobacco use, and e-cigarette use are prohibited. In Colorado, people must be 21 or older to buy, possess, or use recreational cannabis. Read more information in the DU Honor Code, linked above.

## **Medical Amnesty:**

Because the health and safety of students are of primary importance to the University, students are expected to take immediate action when a person's health or safety is threatened due to excessive alcohol consumption or drug use. When a student undertakes an intentional action to seek assistance from a University Official or emergency services for themselves or others as a result of excessive alcohol consumption or drug use, the reporting student or at risk student(s) involved will not be found responsible for an alcohol- or drug-related violation of the Honor Code, nor will an alcohol- or drug-related violation appear on their Student Rights & Responsibilities record. Read more information in the DU Honor Code, linked above.

## **Pre-Orientation and Orientation Requirements:**

Before the start of the quarter, your student will complete an online learning module called AlcoholEdu. This interactive course provides your student with information about alcohol and other drugs and could also serve as a conversation starter about decisions they may face. All new first-year and transfer students are required to complete AlcoholEdu by August 23, 2021. Your student will receive instructions on how to access this course from Discoveries Orientation.





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# GENDER VIOLENCE

At DU, we use the term “Gender-Based Violence” as an umbrella term to talk about sexual assault, relationship violence, stalking, and sexual harassment. Anyone can be a victim of gender violence regardless of gender, sexual orientation, race, age, class, strength, size, appearance, etc.

Research confirms that community members with historically marginalized identities are more likely to experience gender-based violence as a result of social power imbalances. Addressing gender-based violence ensures our campus community is inclusive for all members and creates equitable access to education. To learn more about gender-based violence and affinity groups, visit [www.du.edu/health-and-counseling-center/cape/affinitygroups.html](http://www.du.edu/health-and-counseling-center/cape/affinitygroups.html).



# The Red Zone

A student's first year is an especially important time to talk about gender-based violence, prevention strategies, and risk reduction practices. The first 6 weeks of the school year are commonly known as the "Red Zone." The Red Zone is of highest risk because new students have more risk factors and less protective factors, and perpetrators seek out individuals who appear to be more vulnerable.

We also know that students are looking to form new friend groups and may experiment more with substances like alcohol when they come to college. Alcohol use increases the likelihood that a person may misread a situation and be more likely to perpetrate unwanted behavior, even sexual assault. Alcohol is the most commonly used drug to facilitate sexual assault. Perpetrators will use vulnerabilities associated with alcohol use to cause harm.

Talking to your student about staying with friends, having a designated sober friend, and addressing and intervening in concerning behavior (ex. giving someone more drinks if they don't want them/ if they are already drunk, separating someone from their group, or trying to get someone alone) can prevent harm from happening. More information is also available in the "Conversation Starters" section.

## Policies

At DU, we work in collaboration with University partners to build and maintain a safe, gender-equitable environment for our community. We provide a number of programs to support the growth and ongoing education of students as they navigate topics like consent, healthy relationships, and boundaries.

The Office of Equal Opportunity and Title IX ([www.du.edu/equalopportunity/titleix](http://www.du.edu/equalopportunity/titleix)) is responsible for making sure that DU complies with federal regulations on prohibited conduct, including gender-based violence. Their website includes helpful information about our Title IX policies and practices.

# Pre-Orientation Programs

You may have heard about some of our program requirements for first year students, including an online module and in-person programs. Before coming to campus, your student will complete an online module called "Sexual Assault Prevention for Undergraduate Students." During Discoveries Orientation, they will attend several programs to learn more about DU's community values, including sessions on consent and bystander intervention. We will continue to talk about these topics throughout their first year on campus.

We believe that ongoing education and engaging with peers are some of the most effective ways to help students develop their skills to navigate situations they may encounter. You can learn more about the educational requirements here:

<https://www.du.edu/health-and-counseling-center/healthpromotion/gvpe/ed.html>

## *Conversation Starters:*

Conversations about consent, healthy relationships, and boundaries don't need to be a big stand-alone topic - they can be part of the conversations you're already having about how to take care of friends, things they see in the news media, and ways to stay safe.

It is important to start the conversation with your student about topics like healthy relationships, consent, and safety as they navigate their college experience. These conversations can create an opportunity for you and your student to learn and grow together.

We understand that it can seem overwhelming to prepare a big talk with your student around sensitive topics like gender-based violence.

## *HELPFUL RESOURCES:*

### **RAINN**

[www.rainn.org/articles/talking-your-kids-about-sexual-assault](http://www.rainn.org/articles/talking-your-kids-about-sexual-assault)

This resource provide tips on where to begin.

# If You Are Concerned About Your Student

## CAPE

If you know or have reason to believe your student has experienced sexual trauma or other forms of gender-based violence, DU's Center for Advocacy, Prevention, and Empowerment (CAPE) has resources for you.

CAPE provides advocacy and support for survivors of sexual assault, relationship violence, stalking, and sexual harassment. All services are confidential and free of charge.

For more information, visit their Supporting a Survivor page:

[www.du.edu/health-and-counseling-center/cape/supportingasurvivor.html](http://www.du.edu/health-and-counseling-center/cape/supportingasurvivor.html)

Or download their helpful guide:

[www.du.edu/health-and-counseling-center/media/documents/cape/forfriendsandlovedones.pdf](http://www.du.edu/health-and-counseling-center/media/documents/cape/forfriendsandlovedones.pdf)

## Student Outreach & Support

If you are concerned about your student, you can submit a referral through Student Outreach and Support ([sos.du.edu](http://sos.du.edu)) or call 303-871-2400. Student Outreach and Support is not a confidential resource.

## Campus Safety

If your concerns are immediate, contact Campus Safety at 303-871-3000.



# MENTAL HEALTH

The transition to college provides opportunities for personal exploration and growth; at the same time it may also affect mental health and your student's ability to succeed in college. It is important to know that mental health concerns are common among college students. Some students come into college with existing mental health concerns, while others will experience them for the first time during college:

- 1 in 4 college students have a diagnosable mental health issue<sup>1</sup>
- Stress, anxiety, and depression rank among the top 5 factors negatively affecting DU students' academic performance<sup>2</sup>
- 9 in 10 DU students felt overwhelmed by all they had to do at least once in the last 12 months<sup>3</sup>

While all students can experience mental health concerns, students with certain racial, ethnic, sexual, religious, and other social identities, especially those who belong to multiple marginalized groups, may be at higher risk for distress and mental health concerns.

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1 National Alliance on Mental Illness

2 DU National College Health Assessment, Spring 2019

3 DU National College Health Assessment, Spring 2019

## Conversation Starters:

Communicating your care for your student's mental well-being and having a plan to address existing or new mental health concerns can help ease your student's transition to university life. Additionally, familiarizing your student and yourself with campus resources is useful-- even if your student doesn't need to use these resources themselves, they may have the opportunity to help friends or peers who need help.

Start a conversation with your student today and check in periodically about their mental health after they start college. Here are some key points to cover:

- Mental health concerns are common among college students
- Common warning signs of mental health concerns and what to do if you notice warning signs
- The importance of reaching out and seeking help for mental health concerns
- Campus mental health resources
- The importance of finding and using effective self-care and stress management strategies

For conversation starters and tips, see the **National Alliance on Mental Illness's** Starting the Conversation videos and guide .

## HELPFUL RESOURCES:

**NAMI**

[www.nami.org/collegeguide](http://www.nami.org/collegeguide)

## Policies

### Medical Leave of Absence and Medical Reentry Policies

A student with a mental health and/or physical health condition may elect to apply for a Medical Leave of Absence from the University.

The Medical Leave of Absence and Medical Reentry Policies available at

[www.du.edu/studentlife/studentsupport/medical\\_leaves\\_and\\_reentries](http://www.du.edu/studentlife/studentsupport/medical_leaves_and_reentries)

describe the circumstances under which a student may request a Medical Leave of Absence and the procedures the student must follow.

# Signs to Look Out For

Recognizing warning signs of mental health concerns can increase the likelihood of getting help early on. While warning signs do not always mean a mental health concern is present, they are a good reason to check in with your student. You may notice overlap between these warning signs and the warning signs listed under the Alcohol and Other Drugs section. Mental health concerns can often co-exist with alcohol and other drug concerns.

## Academic

- Repeated absences
- Missed assignments
- Deterioration in quality of work
- Erratic performance
- Written/artistic expression of suicide, death, unusual violence, despair, etc.
- Overblown response to grades/evaluations

## Behavioral/ Emotional

- Angry or hostile outbursts
- Expressions of distress, hopelessness, or worthlessness
- More withdrawn or animated than usual
- Severe anxiety or irritability
- Lack of response to outreach

## Physical

- Deterioration in appearance or hygiene
- Significant changes in diet or sleep
- Excessive fatigue
- Cuts, bruises, burns
- Frequent illness
- Disorganized speech or confusion
- Bleary-eyed or smelling of alcohol

The following warning signs in particular may indicate that your student's safety is at risk. Never ignore these warning signs—take action to get help immediately:

- Written or verbal statements that mention despair, suicide, or death
- Severe hopelessness, feelings of sadness, isolation, and withdrawal
- Statements to the effect that the student is "going away for a long time" or statements like:
  - "I don't want to wake up anymore"
  - "I wish this were all over"
  - "I don't even see a purpose anymore"





# If you notice any of these signs:

- Reach out to your student and let them know you are concerned. Ask how they are doing. Avoid using a judgmental tone or acting shocked by what your student shares.
- Listen and validate your student's concerns. Avoid trying to diagnose your student or solve their problems.
- Encourage your student to seek help from campus resources such as the Health & Counseling Center. Acknowledge that mental health concerns are common among college students and that many students utilize campus resources for a variety of reasons.
  - For information on Counseling Services, how to help your student, and confidentiality, visit: [www.du.edu/health-and-counseling-center/counseling/parents-family/concerned.html](http://www.du.edu/health-and-counseling-center/counseling/parents-family/concerned.html)
- Follow up with your student regularly to express care and check in on how they are doing.
- Submit a SOS referral for a student of concern: [sos.du.edu](http://sos.du.edu) or call 303-871-2400. *A SOS referral notifies the office of Student Outreach & Support (SOS) of a student who may be experiencing a challenging situation and needs help to connect to the appropriate resources. Each referral is reviewed by staff members and then assigned to a Case Manager to outreach to the student and develop a support plan. This referral activates the appropriate University protocol to support both the individual and the campus community in maintaining their safety, health and well-being. To learn more, visit:* [www.du.edu/studentlife/studentsupport/sos\\_referral](http://www.du.edu/studentlife/studentsupport/sos_referral)

If your student does not respond to you, you notice urgent warning signs, or you think your student is experiencing a mental health emergency, please call the Health & Counseling Center at 303-871-2205. During business hours (Monday-Friday, 8 am – 5 pm with extended hours until 7 pm on Wednesday and Thursday), speak directly with a counselor or arrange for your student to come in for a crisis session. When the office is closed, follow the prompts to speak to the Counselor on Call (available free of charge 24 hours per day, 7 days a week). For life-threatening emergencies call 911 then Campus Safety at 303-871-3000.





# TIPS FOR TALKING WITH YOUR STUDENT

As critical partners in your student's success, we encourage you to be engaged with your student around the important health and well-being topics discussed in this booklet. We also know it can sometimes be hard to know what to say so we are providing are some suggestions for how to have these conversations.

## **Be patient and understanding**

It's normal for your student to not be open at first. We encourage demonstrating patience and understanding to respect individual choice while remaining aware of warning signs. Also note you may need to take a break at some points. If emotions are running high, let your student know you might need to make a plan to revisit the conversation within the next 24 hours.

## **Approach in the spirit of warmth and support**

Approaching students as the experts of their own experience may disarm defensiveness and encourage open dialogue. Employing a curious lens by asking questions rather than giving ultimatums may prevent defensiveness that will likely shut down open and honest communication. Intrusive or overprotective parenting styles are correlated with poorer outcomes. Remember, we want to be a "safety net" not a "safety harness."

## **Get informed**

Be aware of the gaps in your knowledge about these topics and try to become familiar before speaking with your student - showing investment in learning about your student's world. You can also support by familiarizing yourself with campus and community resources. There are many! See the resources section at the end of this document.

## **Provide perspective... and remember we need it too**

Help your student remember that college has inevitable ups and downs. For example, early homesickness does not predict poor adjustment to college. You can be a source of perspective for your student while still honoring their feelings and experience. At the same time, we need perspective too. Remember that students are still practicing to be full-fledged adults and achieving maturity is a long process. We can be the best supports when we validate this learning journey.

## **Stay in touch**

Regular communication and knowledge of students' activity is correlated with better outcomes. It can be challenging, but conversations about these difficult topics can be critical. The first six weeks of a student's first year are a particularly vulnerable time. A key note to remember: keep touch points brief and non-prying. Listen more than talk. It might also be helpful to keep your students in the loop with events going on at home – keep them connected.

## **Set and communicate your expectations**

Set clear expectations and be open to conversation about them. Your student will benefit from consistent and well-articulated expectations. It is also important to be on your student's team. Show confidence in them, celebrate their progress, and identify shared goals and values for a safe and enjoyable college experience.

## **Show confidence in your student**

An important part of college is to cultivate self-efficacy. Show confidence in your student by allowing them to learn from their mistakes, own and celebrate their successes, and fight their own battles.

## SUPPORT YOUR STUDENT AS THEY FIND THEIR NEXT ADVENTURE, EXPLORING THE KNOWN AND THE NEW!

Especially when entering a new school, place and life chapter—such as starting at DU, there is undeniable comfort and support in people, beliefs and practices that are familiar, often similar, to us. So, your student is likely to begin their DU experience by continuing with hobbies, interests and relationships from their previous schools.

And, education is, by definition, about engaging the new, different, unfamiliar, and therefore uncomfortable. This exploration and encounter can be in addition to, and sometimes instead of, what they've done before; but is a natural, expected, often enlightening and exciting expansion of experience and perspectives.


In fact, academic, civic, and industry research consistently documents a **range of important reasons for engaging actively with diversity**. The American Bar Association, for example, cites democratic, business, leadership, and demographic rationales for its attention to inclusion, beyond any moral or justice claims ([www.americanbar.org/content/dam/aba/administrative/diversity-inclusion-center/next-steps-report.pdf](http://www.americanbar.org/content/dam/aba/administrative/diversity-inclusion-center/next-steps-report.pdf)). And interpersonal, communication, and collaboration skills and experience strengthened by engaging constructively across difference are among those employers most seek ([www.nacweb.org/talent-acquisition/candidate-selection/the-attributes-employers-look-for-on-students-resumes](http://www.nacweb.org/talent-acquisition/candidate-selection/the-attributes-employers-look-for-on-students-resumes)).

So, students (and society) benefit from sharing their own and learning from others' unique experiences, across and beyond campus.

Smart students will stay tuned for or seek out information about opportunities to reflect on their own and expose themselves to others, including the following:

- Courses on own and other communities' history, arts & culture, languages
- Campus and community speakers, performances, and cultural events: (check [crimsonconnect.du.edu](http://crimsonconnect.du.edu))
- Inclusion & Equity Education/DU Dialogues: [www.du.edu/studentlife/ie-education](http://www.du.edu/studentlife/ie-education)
- The Cultural Center, including: Cultural and Spiritual Life, Race & Ethnicity, and Gender & Sexuality: [www.du.edu/culturalcenter](http://www.du.edu/culturalcenter)
- Internationalization (I-House): [www.du.edu/intz](http://www.du.edu/intz)

With campus and community partners, Student Affairs & Inclusive Excellence aims to provide your student with both types of experiences in our community. Ultimately, even with all DU offers to help your student connect, they must act to take advantage of these opportunities—neither DU nor families can do it for them. So, as your student begins their time at DU, **we ask you to encourage your student to seek out and take advantage of both the continued and the new, different and challenging opportunities.**



# CAMPUS RESOURCES

DU offers various resources to help your student thrive. While these resources are intended to help your students, it is important for you to know what resources are at your student's disposal and where to direct them. These departments are also happy to help answer any further questions you may have.

For additional resources offered by Student Affairs & Inclusive Excellence, visit: [du.edu/studentlife](https://du.edu/studentlife)

## **Campus Safety**

[du.edu/campusafety](https://du.edu/campusafety)

303-871-2334 for inquiries, or 303-871-3000 for emergencies

*Ensures the safety and security of students and the campus community*

## **Health & Counseling Center (HCC)**

[du.edu/hcc](https://du.edu/hcc)

303-871-2205

*Provides comprehensive and integrated healthcare, counseling, advocacy, health promotion, and recovery support and services. All DU students, part-time or full-time, have access to services, regardless of insurance plan.*

## **Health Promotion**

[du.edu/thrive](https://du.edu/thrive)

303-871-3763

*Provides educational programs, resources, and peer education opportunities related to alcohol and other drugs, gender violence prevention, sexual health, and mental health*

## **My SSP: Student Support Program**

*Free and confidential 24/7 telehealth counseling for crisis and ongoing concerns for any credit-bearing student, partners, and dependents. Available in a variety of languages.*

*Students can access the service through the My SSP app or by calling 1-866-743-7732.*

## **Center for Advocacy, Prevention, & Empowerment (CAPE)**

[du.edu/cape](https://du.edu/cape)

303-871-3853

*Supports survivor healing by providing advocacy and support for survivors of sexual assault, relationship violence, stalking, and sexual harassment. All services are confidential and free of charge.*

## **Collegiate Recovery Community (CRC)**

[du.edu/crc](https://du.edu/crc)

303-871-3699


*A peer-driven community of support for students in recovery from substance use disorders. The community seeks to support and protect students' long-term recovery through programming focused on peer support, recovery coaching, academic guidance, health and wellness activities, sober activities, leadership development, and service opportunities.*

## **Disability Services Program (DSP)**

[du.edu/studentlife/disability-services](https://du.edu/studentlife/disability-services)

303-871-3241

*DSP is dedicated to giving students with disabilities an equal opportunity to participate in the University's programs, courses and activities. DSP provides accommodations at no cost to any student who has a documented disability. Accommodations are designed to afford students equal opportunity to participate in the University's programs, courses, and activities.*



## Student Outreach & Support (SOS)

[du.edu/studentsupport](https://du.edu/studentsupport)

303-871-4724

*Connects students in need of resources to appropriate campus or community services and communicates with appropriate campus resources on student issues, including hospitalizations, and crisis situations*

Submit a SOS referral for a student of concern: [sos.du.edu](https://sos.du.edu) or call 303-871-2400.

## The Cultural Center

<https://www.du.edu/culturalcenter>

303-871-3111

*Challenges the DU community to create a campus climate that ensures all of its members are valued, supported and thrive by embracing and engaging our social identities.*

## Inclusion & Equity Education

[du.edu/studentlife/ie-education](https://du.edu/studentlife/ie-education)

303-871-2037

*Provides students with information, skills, and opportunities for constructive engagement across difference.*

## Student Engagement (OSE)

[crimsonconnect.du.edu/OSE](https://crimsonconnect.du.edu/OSE)

303-871-3111

*Supports the student experience through co-curricular programming and dynamic support networks.*

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# ENGAGING CAMPUS CONNECTIONS:

In addition to your student's individual self-care, and their responsibilities to self and the community, described above, another aspect of well-being and success is positive social engagement. Making friends, having fun, gaining experience, developing skills—all are important parts of this next, young adult stage in your student's life.

This involvement—purely social, as well more obvious personal growth and professional learning—includes traditional student activities and organizations, and larger campus and Denver area community events, like athletics, arts, presentations, and other programming.

Encourage your student to use all the following avenues to learn about and connect with interesting peoples, topics, and activities:

- Student Organization Fairs
- CrimsonConnect app/site: [crimsonconnect.du.edu](https://crimsonconnect.du.edu)  
(THE best, central compilation of student orgs, events and opportunities!)
- E-newsletters and social media networks
- Posted flyers and sidewalk chalking
- Classroom announcements
- Happening upon drop-in/pop-up events