ENV 341/441 – Urban Forests
SYLLABUS – Spring 2022

Last updated: March 30, 2022
(Updates in red text below: clarification of lab room number; added a make-up policies for class/lab)

Professor: Dr. Jess Vogt *(she/her)* – you can call me <mark>"Jess" or "Dr. Vogt,"</mark> whichever you prefer
    Email: jess.vogt@depaul.edu
    Call/Text: (920) 850-2016
    Office: McGowan South 203 G
Class: Tues/Thurs 2:40-4:10 pm McGowan South, Room 401
Lab: Wed 8 am* – 11 am, McGowan South, Room 200
       ***Note that on select Thursdays, we may leave campus as early as 7:00. See D2L for details.**
<mark>**Office Hours:**</mark> <mark>None scheduled but I am happy to meet with students one-on-one or in groups via Zoom or in-person as the pandemic allows; please email me to schedule.</mark>

ABOUT THE PROFESSOR

Dr. Jess Vogt is an Assistant Professor in the Department of Environmental Science & Studies at DePaul University. She teaches courses in sustainability science, urban forestry, and mixed methods research. She has a Ph.D. in Environmental Science, a Master's of Public Affairs in Sustainability, and a M.S. in Environmental Science, all from the School of Public and Environmental Affairs at Indiana University (Bloomington, IN). She earned her Bachelor of Arts degree with majors in Biology and Environmental Studies from Lawrence University (Appleton, WI). Jess is active in the urban forestry professional community: she served as Chair of the Science & Research Committee of the International Society of Arboriculture (ISA) from 2019-2021, and she was an Associate Editor for the journal *Urban Forestry & Urban Greening* from 2015-2020. In 2018, she was awarded the Early-Career Scientist Award from ISA. In August of 2018, Jess spent a month in Zhengzhou, China, as a Visiting Foreign Expert in the International Lab of Henan Provincial Landscape Architecture at Henan Agricultural University. At DePaul, Jess runs LUFA, the Lab for Urban Forestry in the Anthropocene. LUFA does research at the intersection of urban forestry and sustainability science, examining how trees and urban greening activities can make cities more environmentally sustainable as well as livable for people. You can find more information about LUFA research as well as opportunities for students on our website: www.lufa-depaul.org. In April 2019, Jess and her husband Paul welcomed their first child, Noah. They live in West Ridge. In her spare time, Jess enjoys reading, baking sourdough bread, and singing with the C21 women's ensemble.

Communication Philosophy:

In order to make this a successful a learning experience for all of us, I am available to communicate with students via the following methods:

- <mark>**Q&A Discussion Forum on D2L**</mark>: If you have a question that might be of interest or relevant to the entire class (about a particular assignment, a term in a reading you don't understand, or

anything else related to the topic or content of this class), please post to the Q&A Discussion Forum on D2L and I will answer (or your classmates' are welcome to answer).

- **Email me** (jess.vogt@depaul.edu or jessica.m.vogt@gmail.com) whatever question you have (if you cannot answer your own question using the Syllabus or through poking around D2L, particularly the Q&A Discussion Forum), and I will do my best to respond to your email within 48 hours. Feel free to email me again after 24 hours to prompt me to reply and bump your question to the top of my inbox.
- **To schedule an appointment to talk one-on-one** over the phone or Zoom, email me suggesting 3 times you are available and I'll do my best to reply promptly so we can get something on our calendars. If COVID restrictions allow, I may also be available to meet in-person on campus.

COURSE INFORMATION

Urban forests include all the trees, forests, and greenspaces in cities and towns. Urban forest management, or urban forestry, is the discipline/profession that seeks to plan and manage this green infrastructure in order to provide ecological, economic, and social benefits to all residents. Trees and vegetation have long been protected and planted in cities and towns for a variety of reasons. Recently, urban forestry has expanded to be a lead focus in the broader arena of urban ecology and urban ecosystem management, with a clear goal of creating sustainable ecosystems. This course will look at urban forests through the lens of social-ecological systems (SESs) of linked human and natural components, with a focus on teaching students the basic skills of urban forest management. The course will utilize the talents of a number of professionals in urban forestry to give students a practical, real world introduction to the subject. The DePaul University campus and the City of Chicago and surrounding region will serve as our field laboratory to view an actively managed urban forest.

Course Objective:

By the end of this course, you will be a knowledgeable resident of the urban forest social-ecological system. Through a combination of close reading of the urban forestry literature, discussion with experts in the field, and selected field exercises, we will learn to apply the principles of urban forest management to real world cases.

Learning Outcomes:

To achieve the above course objective, we will work our way through seven learning outcomes:
1. Become familiar with the roles of trees and urban forests in urban social-ecological systems
2. Acquire an understanding of sustainability as it pertains to urban forests and urban forestry programs in modern cities, towns, communities, and neighborhoods
3. Become and advocate for the urban forest by acquiring an understanding of the benefits and costs of street trees and urban forests to cities and towns
4. Develop a familiarity with urban governance and planning systems and actors (local→national, and public, private, and nonprofit) and their impact on the urban forest and how it is managed
5. Acquire a working knowledge of tree biology and tree planting and maintenance strategies
6. Develop skills in street tree and urban forest inventory and analysis
7. Engage in an applied urban forestry project for a local stakeholder

COURSE MATERIALS

Required Reading:

Reading List: There is no textbook required for this course. Throughout the term, ==*required reading for class will be posted to D2L in Content >> Weekly Modules*== and identified by author's names and years and title (*e.g.,* Konijnendijk et al, 2006, Defining urban forestry). Full citations are listed in the module for each week.

A note about assigned scientific articles: We will be reading a lot of scientific literature in this class. ==If you develop a method to become comfortable reading and annotating scientific papers as soon as you can, the reading for the quarter will be much easier.== You might print the articles and heavily annotate (underline + notes in the margins or on post-its) the paper copies, or read electronically and take notes in a Word document, or use a PDF annotating software to read and take notes electronically on a computer or tablet, or any other method of closely reading and taking notes on each article so that you have these notes to consult in engaging with the class Discussion forum and on assignments.

Recommended Tree ID Books:

If you don't currently have a tree identification book that you like, the following guides are recommended: (The Williams book is my personal favorite; Harlow is a favorite of Chicago DOT Forester Jeff Brink.)

> Williams MD (2007) **Identifying Trees: An All-Season Guide to Eastern North America.** Stackpole Books: Mechanicsburg, PA. 416pp. http://www.amazon.com/Identifying-Trees-All-Season-Eastern-America/dp/0811733602

> Harlow WM (1959) **Fruit Key & Twig Key to Trees & Shrubs.** Dover Publications: New York. 56pp. https://www.amazon.com/Fruit-Key-Twig-Trees-Shrubs/dp/0486205118

==Course Technology – D2L:==

The **D2L site** for ENV 506 will be our virtual home for this class. May I direct your attention to the following components:

- ==**Content**==: Inside Content, you will find the following major Modules: Syllabus, etc.; Weekly Modules (where most of the action will be – see "Weekly Modules" below); and Additional Resources (including modules with Writing, Reading, Citing, Speaking Tips; Online Student Success resources; and an UF e-bookshelf).
- ==**Submissions**==: where major assignments will be submitted.
- ==**Discussions**==: a general Q&A board, a Tree ID Help board, and Jobs and Internships boards.

==**IMPORTANT:** I will send class-related announcements via D2L's News feature.== These messages will appear on your D2L homepage but also, if you set the settings properly, D2L will send a copy to your email address. ==**Please make sure your preferred email address is in the D2L system.**== D2L will default to sending things to your DePaul email. Click on your name/picture in the upper left of D2L and go to Notifications to determine how and when you get notifications from D2L.

Weekly Modules:

Each week of the quarter, **the content and agenda for the week will all be described and linked inside the Weekly Modules in Content on D2L.** Start each week by clicking on "Weekly Modules" and then on the name for that module (for example, "Week 1 – Intro to Urban Forestry") from the Table of Contents along the left in D2L. Usually, there will be the following components in each module:

1. **A read/watch list for Tuesday/Thursday's class sessions,** including short explanations of context for all posted materials (PDFs or links, including scientific literature or white papers, news articles, webinars, YouTube videos/TED talks, etc.)
2. **A module just for Wednesday lab,** including where to meet and at exactly what time, what to bring or wear (for field trips), and details about what we'll be doing, who we're meeting, etc.
3. **Any slides or handouts from classes** (usually posted right before or after class)
4. **Assignment information** (if any), incl assignment guidelines/instructions and a Submission folder for any assignments
5. *Any additional/optional materials for the week listed and explained (in italics)*

Each week, the specific tasks/to-dos will be clearly listed in the main Weekly Module information, with the materials in the module posted in the suggested order in which you should do them. Thus, you can use the forward and backwards arrows within D2L to proceed through the course each week.

You should aim to complete the readings/watch list for each week before class time on Tuesday if possible, but before Thursday before class at the latest.

COURSE EVALUATION

Final Grade: (For ENV 341; *ENV 441, see Grad Addendum*)

Your final grade in the course will be based on a combination of the following:

- **30% - Attendance and participation in class and labs** (This class is highly experiential and thus your regular presence and participation is highly valued, both existentially/spiritually and practically, in the form of your final grade.)
- **30% - Assignments** (3 short assignments, due during the first half of the quarter; 10% each)
- **25% - Group Tree Inventory Project** (in teams of 3, during the last half of the quarter; presentation + report + Excel database)
- **15% - Final Reflective Essay** (individually, summarizing your effort and learnings from the variety of experiences and materials encountered during the quarter)

Note that there are no exams or quizzes. Your comprehension of readings, class lectures, and field exercises will be evaluated in the way you bring these to bear in your class/lab participation, in

assignments, group project, and final reflective essay. ***No extra credit is available.*** Further details on each assignment will be provided on D2L and in class throughout the quarter.

Point Scale:
The following point scale will be used to assign letter grades ***with no exceptions***: A (92%-100%), A- (90%-91.9%), B+ (88%-89.9%), B (82%-87.9%), B- (80%-81.9%), C+ (78%-79.9%), C (72%-77.9%), C- (70%-71.9%), D (60%-69.9%), and F (0%-59.9%).

Labs:

There will be labs and field trips weekly (most of which are outside, some are also off-campus and we will travel using ENV vans or other methods) during the scheduled lab time for this class (Wednesday mornings 8-11 am). See the Calendar for details and dates/times *as we will on occasion need to leave earlier than 8 am in order to travel to our destination!*

> *If you have a conflict with a scheduled lab date, please talk to me as soon as possible so we can work this out.* You can make up a missed field exercise by attending one of the fall tree plantings put on by Openlands or the Student Conservation Association throughout the region. *Talk to me about this ASAP, please, so we can figure it out.*

A note about the 'nature' of field work: Our labs will be excursions into the out of doors where we will measure trees, dig in the soil, use sharp tools to prune trees, pull invasive species, and other such activities normally undertaken by the professional urban forester – we will even climb[1] trees! ***So please come prepared:*** this means well-fueled and/or armed with snacks, bring a filled water bottle, dress in layers and for being outside according to the day's weather report, sunscreen, hats, raingear, and whatever else you need to be comfortable outside for several hours on spring mornings – *including being prepared for rain or shine* – and other such field work preparedness. You are all ENV folks so I assume you know the field trip drill, ***but if you have any questions or concerns, please talk to me ASAP!***

Group Tree Inventory Project:

A significant portion of your final grade (and the time you invest in this course) will consist of the Group Inventory Project. This project will be your opportunity to work with a few of your peers to conduct a consultancy-style project with real benefits for local urban forest stakeholders. Details will be presented during week 2, but ***plan now for this taking a significant amount of out of class time during weeks 5-10.*** I will give you some time off of class and readings will be lighter during the second half of the course to accommodate for the extra time required.

Class & Lab Make-Up Policy:

Attendance is important, of course, but obviously we are all humans with lives outside of class/school and things happen. Since attendance/participation is graded for points, if you have to miss class or lab for any reason (no questions asked), here's the policy on how to make up the lost points:

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[1] Under supervision of professional arborists from Davey Tree, while wearing proper protective equipment.

- **Class:** If you miss a Tuesday or Thursday class, you may write a short response to the assigned readings for that week to make-up the class session. Please email me ~400 words of reading response that discusses/integrates several of the assigned readings for that week.
- **Lab:** As mentioned above, to make up most* (field trip-based) labs, you may attend a local tree planting hosted by Openlands, the Student Conservation Association, or CRTI. More information on available tree planting opportunities will be posted to the D2L Discussion board "Urban Forestry Volunteer Opportunities" as details are available.
    *For Weeks 1 and 2 labs, you can arrange with Jess to make-up the lab directly by completing a substitute activity; email me for more details.

Additional Notes on Assignments:

There is a general Q&A Discussion Forum for asking questions about things in the class and the instructor (Jess) or another student (feel free to answer each other's questions if you can) will answer. If your question is applicable to all students, this is the preferred method of asking, rather than email. You can post anonymously in the Q&A Discussion Forum only. You should subscribe to this Discussion Forum.

There is a Tree ID Discussion Forum for posting pictures and descriptions as you attempt to identify trees for various assignments. Please use frequently, and if you think you know a tree someone else is trying to identify, please post a reply (and indicate your level of certainty in your identification – there's no shame in educated guesses supported by book or internet tree ID research!). You should subscribe to this Discussion Forum.

A note on citations: Citations to sources should be used early and often in all assignments unless it's specified that they are not necessary. See the very, very important section below highlighted in a garish green color in the online PDF Syllabus.

A note on late assignments: *Late assignments may be accepted if you communicate with me about your desire for an extension.* Typically, I am willing to negotiate extensions with students who ask courteously and respectfully. I do appreciate it if you can ask before the deadline but understand that this may not always happen. Repeated requests for extensions may not be granted unless you proactively communicate with the instructor about your needs and accommodations for this class.

Working together on assignments: For almost all of this course's content, I encourage you to work together to review and discuss material, and complete the work of assignments. While the final product you turn in for every assignment should be your own, individual work (except the Group Inventory Project), you may discuss with your classmates. Be advised that I will be running all your work through TurnItIn.com, however, so if you turn in work that substantially duplicates someone else's work – either in whole or in part – I will notice and reserve the right to file an Academic Integrity violation. See Academic Integrity below for more information.

ADDITIONAL COURSE POLICIES

Student Success in a Remote/Online Learning Environment during COVID-19:

I recognize that we are all teaching and learning in a different environment than you're likely used to. Therefore, the first principles of everything in this class are patience and forgiveness. DePaul has also put together resources for student success and maintaining connectedness during the changed learning environment that we are experiencing due to the COVID-19 outbreak:

- There is a Module inside Content in this D2L course site titled Online Student Success with some helpful resources.
- Student Success: go.depaul.edu/success
- Library resources during January 2022: https://news.library.depaul.press/full-text/2021/12/08/library-services-january-3-15/
- Digital Engagement Network: via DeHub
- DePaul page for COVID-19 updates: go.depaul.edu/covid
- Staying in touch virtually: DePaul Connection

Academic Integrity:

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism *(incl. self-plagiarism);* fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit Academic Integrity at DePaul University (academicintegrity.depaul.edu) for further details.

For this course, if you do violate academic integrity in part of any assignment – no matter how small the violation – I reserve the right to give you a 0 on the assignment, and possibly fail you in the course and report the violation to the appropriate DePaul authorities.

Citations:

For all written work completed for this class you should be sure to consult sources (reading and other materials assigned for this class or additional sources you find on your own) and to properly cite these sources in your written work. **In Discussion Posts,** if you are citing something assigned for class, please just use an appropriate author-year in-text citation; no formal "works cited" is necessary. If you're citing something not assigned for class that you found on your own (esp. for the

What's Happened Since? assignment), use both in-text citations and a works cited section at the end of the document (paper, PowerPoint, etc.).

When do I need to cite a source?

In short, any time you consult or use information from any source, you need to cite it. Additionally, any piece of information that is beyond what might be considered "general knowledge" needs a citation to a source. This means you should cite all facts and figures, but also any general ideas you got from other sources. Note that you do *not* have to directly quote a source in order to necessitate citing it (and indeed, quotations are *strongly discouraged* in scientific writing and for this class). See this article about when to cite: https://undergraduateswrite.com/2019/06/21/citing-sources-when-do-i-have-to-cite/

How do I cite sources?

I've provided a "Citations guidance" document to you (posted to D2L in Content >> Writing, Reading, & Citing), which contains some basic, partial information for a few common types of scientific sources, but is not an all-inclusive reference for how to properly cite all sources you might encounter for this course. **If you've used MLA format in classes before, be advised that MLA is *not* a proper citation formatting system for scientific purposes.** I recommend either using APA or Chicago style. The Purdue OWL website (https://owl.english.purdue.edu/owl/) is an excellent reference for how to properly cite sources if you're new to this.

A note about online citation auto-formatting widgets & citation management software (e.g., Endnote): ***Please, please, please do not use an online citation generator to auto-format your citations. I have never yet seen one be used effectively.*** If you're in the market for a citation management software, something like Endnote or Mendeley can work very well and provides the copy-paste functionality that online citation generators lack. But recognize that these citation management software still require the user (you) to enter all the information for a source properly before their copy-paste functions will work accurately. ***Be warned, incorrect in-text citations or improper Literature Cited references are major pet peeves of mine when I grade written work, but I am more than happy to help you learn how to properly cite sources if you're new to this game.*** It's a relatively easy to memorize and tremendously valuable skill.

Writing Center:

I strongly recommend you make use of the Writing Center throughout your time at DePaul. The Writing Center provides free peer writing tutoring for DePaul students, faculty, staff, and alumni. Tutors work with writers at all stages of the writing process, from invention to revision, and they are trained to identify recurring issues in your writing as well as address any specific questions or areas that you want to talk about. Visit www.depaul.edu/writing for more information. They can also help you with academic integrity and citations questions.

Technology Policies:

Technological Competency

As graduate students, I expect that you are minimally competent using the basic features of a computer. This includes but is not limited to the following basic tasks:
- Opening, reading, editing, saving, and converting/exporting files in commonly used software programs:
  - Word processors (Microsoft Word, Google Docs, Apple's Pages);
  - Slide/presentation makers (Microsoft PowerPoint, Google Slides);
  - Spreadsheets (Microsoft Excel, Google Sheets); and
  - PDF readers (Preview on Macs, Adobe Acrobat on PC or Mac).
- Finding and viewing websites and downloading/uploading files using an internet browser (on a computer at minimum, but also ideally on a tablet or mobile device)
  - In particular, I assume that you know how to view, download, save, retrieve, and upload files from D2L, including changing file formats (from Google Docs to Word or PDF for example).
  - *All documents turned in via D2L Submissions should be in PDF or Microsoft Word form only. If I cannot open or read your file, I will not grade it and you will get a zero. If you need help converting from another word processor program (e.g., Pages, Google Docs) to PDF format, please let me know; I'm happy to assist.*

These skills are crucial in this and every graduate course (and for your future jobs). The DePaul Genius Squad (https://offices.depaul.edu/information-services/support/Pages/genius-squad.aspx) may be a good place to ask for help if you don't know how to do any of the tasks listed above. I'm also willing to help you, but I must confess to being a lifelong Mac user so I might not be much help to PC users.

It would also be helpful if you are comfortable reading and annotating (underlining, highlighting, making notes on) PDF documents on a computer or tablet (or if not electronically, on printed copies). You will be expected to have read assigned material in detail and taken notes on the important points, key questions you have, etc., and class discussions will go much better if you have access to both the assigned reading and your notes during class time. If you're doing all your reading for class on a computer or tablet, you should get used to annotating and taking notes on the computer or tablet. Here's a good source on how to make annotations on e-books, PDFs, websites, and more: https://www.makeuseof.com/tag/annotations-guide-and-tools/

Statement on Digital Access and Digital Equity

Digital devices (like laptops and smartphones) are becoming increasingly important to success in university. In this course, you will need digital devices to access readings, complete and submit written assignments, undertake certain activities via D2L, and coordinate with other students. I recognize that some students are unable to afford the cost of purchasing digital devices and that other students rely on older, more problem-prone devices that frequently break down or become unusable. I also recognize that those technology problems can be a significant source of stress for students. Given those challenges, ***I encourage students to be aware of the many technology-related resources that DePaul University provides***, including:

- A variety of free or low-cost software for personal computers, including Office 365 (Word, PowerPoint, Excel, Adobe, etc.): https://offices.depaul.edu/information-services/services/Software/Pages/Software-for-Personal-Computers.aspx
- Office 365 features, including free nearly-unlimited cloud storage through Microsoft OneDrive: https://offices.depaul.edu/information-services/services/Software/Pages/Microsoft-Office-365-Features.aspx
- Access to free technology help through the DePaul Genius Squad: https://offices.depaul.edu/information-services/support/Pages/genius-squad.aspx

If you experience a technology-related problem that interferes with your work in this course that cannot be resolved through the above resources, please contact me. This will enable me to assist you in accessing support. *However, please note that you are expected to save backed up versions of your work (Microsoft OneDrive – the cloud service available to DePaul students for free, mentioned above – works very well and if you need help in learning how to set it up, let me know). Thus, requests for accommodation on late or missed assignments due to a crashing computer (or similar) will not be considered.*

Email Etiquette:

I would prefer that you use email communication for all class business. This way, we all have a record of communications (and so I will remember when I agreed to meet with you, etc.!). Please practice the following email etiquette, which you might find useful not just in this class, but in all your email communications.

- Use a short but descriptive subject line. ***Something more than just the course title is crucial.***
- Continue conversations about the same topic or question in the same email thread by *replying* to the email rather than creating a new message.
- Emails should be as brief as possible but also include sufficient information for me to know what you're asking.
- See **emailcharter.org** for more suggestions on email etiquette to help keep our inboxes manageable.

Accessibility (Students with Disabilities):

As the instructor of this class, I will strive to make the learning experience in this classroom as accessible and inclusive as possible. However, if you have specific accessibility needs that require academic accommodations, please consult and register with DePaul's Center for Students with Disabilities (CSD) in order to access accommodations and support services to assist your success. There are two office contacts:

- Loop Campus – Lewis Center #1420 – (312) 362-8002
- Lincoln Park Campus – Student Center #370 – (773) 325-1677

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use in this course. This is best done early in the quarter and our conversations will remain confidential.

Parents and Caretakers:

I know you all have lives outside of class, and some of you may be parents or the primary caretaker for an infant, young child, or a dependent adult. This may especially impact your learning during the pandemic when daycares and schools may occasionally close or kids may need to quarantine due to classroom exposure. I don't have much to offer by way of suggestions for managing this, but just know that I understand and empathize: I am also working full-time while occasionally caring for a 2.5-year old. Good luck to us all. Let me know if there are any accommodations I can make per this course to help you manage simultaneous caretaking and student-ing.
For more information on DePaul's resources for students with children see:
https://offices.depaul.edu/student-affairs/support-services/for-specific-populations/Pages/students-with-children.aspx

Support for Undocumented Students:

DePaul reaffirms its continued support for undocumented students. DePaul students are welcomed to this university and supported throughout their time here regardless of citizenship status. The university will remain devoted to our mission and commitment to act as a community to ennoble the dignity of all people. Anyone in need of information to find resources can contact Johnny LaSalle, Associate Director, Office of Multicultural Student Success, at (773) 325-7516. In addition, the Illinois Department of Human Services shared these "Know Your Rights" resources for immigrants, refugees and asylum seekers:
https://docs.wixstatic.com/ugd/a63516_2cb01893f8ca4e88bc7264745feb18ff.pdf

Health & Wellness Statement:
(Inspired by and modified from a Tweet by Dr. Nicole Gonzalez Van Cleve, a professor at Brown University, https://twitter.com/nvancleve/status/1168955364982841344)

As your professor, I value your health and wellbeing. In order to succeed in my class, in college, and beyond, you must work hard and balance the work with rest, exercise, hobbies, family, friends, etc., and attention to your mental and physical health.

Yes, this class will challenge you. There will be rigorous reading, writing assignments, and projects that ask you to integrate and synthesize your thinking. By the end of this class, I hope you will feel proud of your growth and learning.

However, this work cannot be at the expense of your wellbeing. **Working until exhaustion is not a badge of honor; it shows that you are out of balance.** As such, I plan to model wellbeing as a value in my class. There will be constant reminders about finding productive and healthy ways to

find silence, relax, breathe, meditate, seek peace, to take a break. In that silence, we often find our greatest inspiration and the space to think new, creative thoughts.

As much as these and other individual efforts to maintain your own wellbeing are important, you should also ask for help when you need it. I and your larger DePaul community are here for you. In particular, **the Health Promotion and Wellness office at DePaul can be reached in Student Center suite 307, and at (773) 325-7290. There is also the My SPP app, which provides support and resources for students.** More info on that here: https://offices.depaul.edu/student-affairs/support-services/health-wellness/mental-well-being/Pages/my-ssp.aspx

I will also encourage you to have fun, celebrate, enjoy the small moments of college that are often your greatest memories. Even in this time of our now endemic pandemic, we can find silver linings, even if the rest of our lives or the world is a total shit show. I hope you will try to find that joy even when the stress of these times starts to loom. We got this!

Audre Lorde once said, "Caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare." Please see your wellness as an act of power and perseverance. The core to your success. Hold each other accountable. Hold me accountable. You have the power and permission to take breaks and ask for help. Let's together turn our "achievement-oriented" culture into one that embraces wellbeing and personal growth. And, as always, take care DePaul.

<u>Dean of Students Office:</u>

The Dean of Students Office (DOS) helps students in navigating the university, particularly during difficult situations, such as personal, financial, medical, and/or family crises. They are an excellent advocate and resource for your academic success. Absence Notifications to faculty, Late Withdrawals, and Community Resource Referrals, support students both in and outside of the classroom. Additionally, they have resources and programs to support health and wellness, violence prevention, substance abuse and drug prevention, and LGBTQ+ student services. The Office is committed to your success as a DePaul student. Please feel free to contact them at studentaffairs.depaul.edu/dos.