



Supporting Your Student Through Their College Years

HELP YOUR STUDENT SUCCEED

Conversations with your student about:

- Alcohol Use
- Emergency Safety Plan
- Mental Health & Suicide Prevention
- Sexual Violence
- Campus Culture



As a community we are committed to...

Pursuit of Truth

We value intellectual inquiry as a lifelong habit, the unfettered and impartial pursuit of truth in all its forms, the integration of knowledge across disciplines and the imaginative and creative explorations of new ideas.

Academic Excellence

We create a culture among faculty, students and staff that recognizes the power of ideas and rewards rigorous thinking.

Faith and Reason

We actively engage in Catholic intellectual tradition, which values the fundamental compatibility of

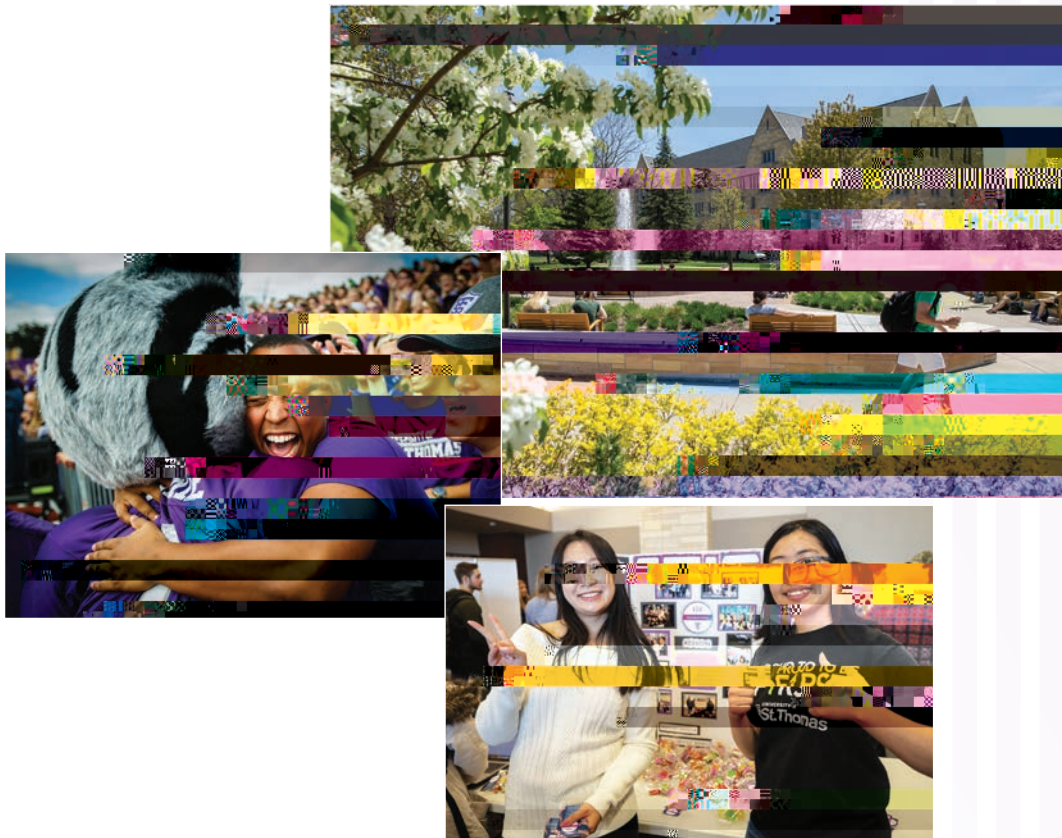


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Welcome to the University of St. Thomas community. The coming year presents new challenges but also promises changes, excitement, and the start of a new chapter for your family.

I hope your student will take advantage of their time at St. Thomas by participating in opportunities that challenge, inspire and expand their worldview through personal connections with faculty, staff, peers, alumni and the surrounding community. As a Catholic university, we intend to create a caring, respectful, and productive community of student learners and leaders. We encourage students to reach beyond their grasp and to develop their full potential. Leaders are needed for a just and humane world. Through active involvement in the college experience, your student will develop the skills and qualities that will allow them to provide this leadership.

We take the health and safety of our students seriously and our relationship with you is a critical partnership. We encourage you to begin or continue conversations with your student around important topics such as alcohol and other drugs, healthy relationships, sexual violence and their

important that each individual has an opportunity to discuss these sensitive topics in the framework of their own families and their personal values. This handbook shares ways in which you can assist your student as they prepare for new challenges they may face during their time as a student at St. Thomas. We value the support of parents and family members in the educational process and listed below are suggestions on how you can begin your relationship with the University of St. Thomas.

A few ways we hope you will be involved:

- *Subscribe to the St. Thomas Parent Newsletter: stthomas.edu/parents/newsletter*
- *Follow St. Thomas on social media:*
 - Facebook.com/uofstthomasmn
 - Twitter.com/uofstthomasmn
 - Instagram.com/uofstthomasmn
- *As a reminder, you can always visit the university's main website at stthomas.edu. In times of emergency or inclement weather, the home page will be updated frequently.*
- *Plan to join us this fall for our Family Weekend celebration. Our website stthomas.edu/familyweekend provides more details and will be updated with dates and a complete schedule.*

We look forward to meeting you as you partner with us over the next four years. Without



ALCOHOL

ALCOHOL

It is important for parents and families to discuss expectations of behaviors, and potential risks and consequences associated with alcohol and other drug use. As students navigate their new surroundings, they may face decisions about alcohol. We look to you as partners in the University of St. Thomas' efforts to create an environment where all students can succeed, both in and out of the classroom.

We encourage you to engage in conversations with your student about alcohol use prior to coming to the University of St. Thomas and continue the conversation throughout their college career. Family-student discussions before college can lead to lower alcohol consumption during college.

Talk about how alcohol might affect other parts of your student's college experience. Be mindful to avoid glamorizing any past personal use of alcohol or other drugs.

These conversations may feel awkward, and what matters most is having them at least once, and ideally multiple times throughout the semester.

During the conversation, convey that you care about your student, you want to understand them, and you respect their privacy and independence.

When the time and setting are appropriate, suggest to your student that you would like to talk about decisions they may make around alcohol.

Possible conversation starters:

- How will you decide whether or not to drink?
- Have you thought about what you might do if you feel pressure to, or are offered a drink?

Talking Points

Addressing an Alcohol Abuse Problem

Most parents underestimate their college student's alcohol consumption. If you're concerned that your student has a drinking problem, there are behavioral indicators that may occur suddenly or present as extreme in character.

- Decline in grades/academic performance
- Increase in the intensity and frequency of alcohol use
- 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)

University of St. Thomas Public Safety Response

The health and safety of the campus community is of vital importance to the University of St. Thomas Department of Public Safety. As such, Public Safety utilizes a medical response protocol when responding to campus incidents involving impaired or intoxicated students.

An initial assessment of indicators of impairment is completed upon response to each incident. If students are unable to safely care for themselves, Public Safety will work to quickly transition



EMERGENCY SAFETY PLAN

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Personal Safety Plan

The purpose of a personal safety plan is to provide students with an opportunity to consider how they may react or respond should an emergency occur on campus. We ask students to consider their environment (living space, classroom, study areas) and consider where they would go if they need to leave these spaces quickly. Encourage your student to share their safety plan with you.

Things to Consider

9bV&i fU[Y'nci f'gfi XYbhtc fY YVhUbx'gy'YVhcbY'cf'a cfY'hYa dcfUfmcZVWa di g`cVWh]cbg'h.YmVUb` [c'hc'cbZch]b VUgy'cZUbYa Yf[YbVhC bW'h.Ym\Uj Y]XYbh] YX U`cVWh]cbZ\Uj Y'hYa 'Ubgk Yf'h.Y' following questions. The answers to these questions should be re-evaluated as their familiarity with campus and the surrounding areas grows. If a St. Thomas alert instructs the evacuation of a building, the alert will not include instructions on where to relocate. Part of a personal safety plan should include a plan of where they will go if a building is evacuated.

- How would you get to this location on foot? Do you know the route from your classrooms and residence?
- Who would you inform of your whereabouts?
- It is possible you will need a less temporary, next destination once you are at this off-campus location. What would this destination be and what are available methods of transportation to your next location (Public transportation, Uber/Lyft, calling family/friend).
- What are the options for exiting your residence? your classrooms?

It may be helpful to consult with an instructor or staff member in one or more of the following areas:

Public Safety Management Staff: **651-962-5100**

R



MENTAL HEALTH & SUICIDE PREVENTION

MENTAL HEALTH & SUICIDE PREVENTION

STRESSORS	WARNING SIGNS
<ul style="list-style-type: none"> • <i>Developing and managing new relationships</i> • <i>Increased academic demands</i> • <i>Feeling alone or homesick</i> • <i>Financial stress</i> • <i>Feeling marginalized, misunderstood, or</i> 	<ul style="list-style-type: none"> • <i>Depressed mood</i> • <i>Loss of interest in activities</i> • <i>Changes in appetite or sleep</i> • <i>Withdrawal from friends and family</i> • <i>Feeling isolated or like they don't belong</i> • <i>Increased alcohol and/or other drug use</i> • <i>Increased anxiety</i> • <i>Sense that life has no purpose</i> • <i>Feeling worthless</i> • <i>Unable to perform academically</i> • <i>Feeling trapped or hopeless</i> • <i>Thoughts of suicide or death</i> • <i>Unable to contact your student</i>

Intervening

Have a conversation with your student about mental health and show you care. Here are strategies to consider when checking in with your student about their mental health:

- Express genuine concern and care.
- Don't argue or act shocked by their responses, as this can make students feel guilty or ashamed.
- Prioritize getting help over the fear of stigma, judgment, or reputation.
- Focus your conversation on self-care, normalize and encourage help-seeking, and demonstrate support and care.

Talking Points

Normalize help seeking behavior.

- "The last time we talked you mentioned you're feeling stressed with classes. I am just calling to talk and see how you're doing. How do you feel today?"
- "With all you mentioned about feeling down, I'm wondering if you would consider trying out talking to someone at the Center for Well-Being. It seems like it would be worth going at least once to see if it's helpful?"
- "That sounds really tough. It can be helpful to talk through how you're feeling. I'm here for you and want to help. But you may prefer to talk to someone else about what's going on. Have you heard about no-cost mental health services at the Center for Well-Being?"
- "I notice that you've been mentioning how hard things have been lately. Can you tell me more about what is going on?"
- "It sounds like school is pretty stressful right now. I just want you to know that I love you and

MENTAL HEALTH & SUICIDE PREVENTION

Transfer Prescription Refills

Students who would like a Center for Well-Being health care provider to write their prescription a health care provider will request and review medical records from the current provider. Prescriptions appointment (and testing is often required). Students need to work with their previous prescriber during this initial process to ensure an adequate supply of medication during the transfer process (typically one to two months).

Academic Accommodations

Disability Services provides accommodations and academic services for University of St. Thomas students with disabilities, including some students with diagnosed mental health conditions. the Americans with Disabilities Amended Act (2008).

We encourage students interested in exploring academic accommodations to contact Disability Services prior to arriving on campus. Visit stthomas.edu/enhancementprog

Leave of Absence

For some students, a leave of absence is needed to manage mental health conditions, recover, and get back on track. Sometimes this lasts a few days and sometimes students need to consider withdrawing for a semester or longer. Contact the deanstudents@stthomas.edu to learn about the options available.

Good Samaritan at the University of St. Thomas

another member of the campus community. As responsible Tommies, students should never feel like they cannot call for help if they have been drinking. For this reason, St. Thomas established a Good Samaritan Policy: Acute intoxication is a serious matter and is the cause of numerous injuries and deaths across the United States every year. If you see a student or member of the University community who has a medical emergency related to consumption of alcohol or other chemicals, seek help immediately.

If the emergency is on campus, contact the **Department of Public Safety emergency number at 651-962-5555** and the Resident Advisor on duty. If the emergency is off campus, dial **911**.

If you feel hesitant to seek medical attention for another because

MENTAL HEALTH & SUICIDE PREVENTION

Privacy and Confidentiality of Student Health Information

For many students, college is a time when young adults become independent in managing their time and their health care. Many parents want to support their students while still respecting their



SEXUAL VIOLENCE

SEXUAL VIOLENCE

On college and university campuses nationwide, including the University of St. Thomas, sexual assault, harassment, stalking, and dating violence are realities that affect many of our students. No one deserves to be a victim of sexual violence. Most sexual assaults happen between two people. Bystander intervention, consent, and bystander are important skills for all of our students. Parents and adult caregivers play an important role in preventing sexual violence.

Conversations with Your Student

Many of us do not have a model from our own parents or caregivers on how to have these conversations. The topic of sexual violence may bring up our own personal experiences with abuse, and it is heartbreaking to imagine your student being a victim of sexual violence or causing sexual harm to another person.

Sexual assault, dating violence, and stalking are challenging topics to discuss, but the conversations with your student don't have to be. The good news? Students want to hear from adults in their lives about these issues. According to a national survey of young adults, 70% of respondents wanted more information from their parents about some emotional aspect of a romantic relationship, including how to avoid getting hurt in a relationship and how to develop a mature relationship (Weissbourd, et al., 2017). These topics are too important to leave to pop culture or their peers, who may provide misinformation, or simply not the information you want to guide your student's relationship decisions in the future.

Parents and Adult Caregivers are Critical Partners in Sexual Violence Prevention

Asking simple, open-ended questions and listening without judgement helps prepare students to make healthy and responsible decisions around their social lives. Encourage your student to explore what they want from their social life or dating experiences, and look for opportunities to weave topics of sex, dating, and communication into everyday interactions.

Preventing Violence Before It Happens

Talk to Your Student, No Matter Their Gender

Students of all genders need to hear from adults in their lives about the importance of treating others with respect and consent. Encourage your student to explore what they want from their social life or dating experiences, and look for opportunities to weave topics of sex, dating, and communication into everyday interactions.

Tips for Starting the Conversation:

- You don't have to be an expert- parents can offer a space for open and honest conversation.
- Open the door for conversation early, often, and casually.
- Look for opportunities to weave topics of sex, gender stereotypes, dating, and communication into everyday interactions. Asking what your student thinks about a TV show, news story, or article can be a great way to spark conversations.

SEXUAL VIOLENCE

When Parents Have a Personal Connection:

If you have a personal connection to this issue (and many people do), ensure you have sources of support such as a spouse, good friend, therapist, or helpline to address your own emotional needs.

- Consider whether or not you want to share your connections to this issue with your student.
- There is no exact “right” answer on whether to share your experiences or not.
- It is okay to keep your experiences private. Although, personal stories can be powerful teaching moments for your students, each family should decide what is best for them

SEXUAL VIOLENCE

CONVERSATION STARTERS

- *How would you help your friend or roommate if you suspected they were in an abusive relationship?*
- *What could you do if you thought your friend was trying to take advantage of someone at a party?*

sexual assault?
- *What are situations in which you could see yourself acting as a bystander? What situations would be harder for you? What options for intervening could you use even if you weren't certain something harmful was happening?*
- *Talk about a time when you were an active bystander. What barriers to action did you face? How did you overcome them?*
- *Talk about a time when you wished you had been an active bystander. Looking back on the situation, what could you have done?*

Promote the Healthy. Name the Toxic. (Orenstein, 2020)

Encourage critical analysis of messages TV shows, music, movies and other forms of media promote about gender roles, sex, dating, and college culture. Opportunities for discussion are plenty. Examples include:

- When stalking is portrayed as romantic,
- Intimacy moves from kissing to intercourse in 15 seconds,
- Racial or gender stereotypes are presented as the norm, such as men only being interested in women for sex.

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CONVERSATION STARTERS

- *Would that happen in real life? What is missing? Who is missing?*
- *How is sex represented? Is sex valued or devalued?*
- *Whose needs or desires are being prioritized?*

SEXUAL VIOLENCE



SEXUAL VIOLENCE

Consent & Sexual Intimacy

We know that many of our students have made the decision to wait to engage in sexual activity until marriage. As a Catholic university, we support Catholic teaching on abstinence until marriage.

We also recognize that we have a diverse student body comprised of many religious and cultural backgrounds with varying beliefs around physical intimacy and relationships. We encourage those values.

Consent is an important concept to understand, including in the context of marriage. Consent applies to all forms of physical intimacy, not just sex. It should never be viewed as a checkbox to 'get out of the way' in order to be intimate with another person. Consent is what makes sexual activity legal, but it's not the only factor to consider when making sexual activity ethical. Consent is an important legal line to understand, but people should not try to get as close to that legal line as possible. Consent is not a one-time thing; it can be withdrawn at any time. Consent is not a blanket permission; it is specific to the act and the person. Consent is not a requirement; it is a choice. Consent is not a condition; it is a mutual agreement. Consent is not a contract; it is a ongoing communication. Consent is not a guarantee; it is a shared responsibility. Consent is not a power play; it is a mutual respect. Consent is not a negotiation; it is a mutual understanding. Consent is not a performance; it is a mutual desire. Consent is not a transaction; it is a mutual connection. Consent is not a commodity; it is a mutual gift. Consent is not a privilege; it is a mutual right. Consent is not a luxury; it is a mutual necessity. Consent is not a choice; it is a mutual decision. Consent is not a condition; it is a mutual agreement. Consent is not a contract; it is a ongoing communication. Consent is not a guarantee; it is a shared responsibility. Consent is not a power play; it is a mutual respect. Consent is not a negotiation; it is a mutual understanding. Consent is not a performance; it is a mutual desire. Consent is not a transaction; it is a mutual connection. Consent is not a commodity; it is a mutual gift. Consent is not a privilege; it is a mutual right. Consent is not a luxury; it is a mutual necessity. Consent is not a choice; it is a mutual decision.

Survivor Support: Responding to Violence if it Happens

When a student experiences interpersonal violence, your support, words, and actions make a difference. It's common for student survivors to reach out to people they trust after experiencing victimization. A validating, trustworthy support system can help a student heal from trauma, pursue educational opportunities, and regain equilibrium.

Listen

Listen with patience and without judgment. Allow your student to share as much or as little as they need. Being empathetic and listening may be the most important thing you do.

Students who experienced victimization before coming to college may feel more comfortable telling their families after they come to campus. Support your student in whatever choice they make about their healing – it's a sign of trust for them to talk with you.

Offer Choices and Respect Decisions

Focus on their options, not your opinions. Allow the survivor to decide how they proceed after an assault or after leaving an abusive partner. You can offer to serve as a support person to accompany your student to related meetings or appointments or help them contact a victim advocate.

See [Sexual Assault What You Need to Know](#).

An act of sexual violence involves a profound loss of power and control for the victim. Allowing

SEXUAL VIOLENCE

SEXUAL VIOLENCE

Prevention at St. Thomas

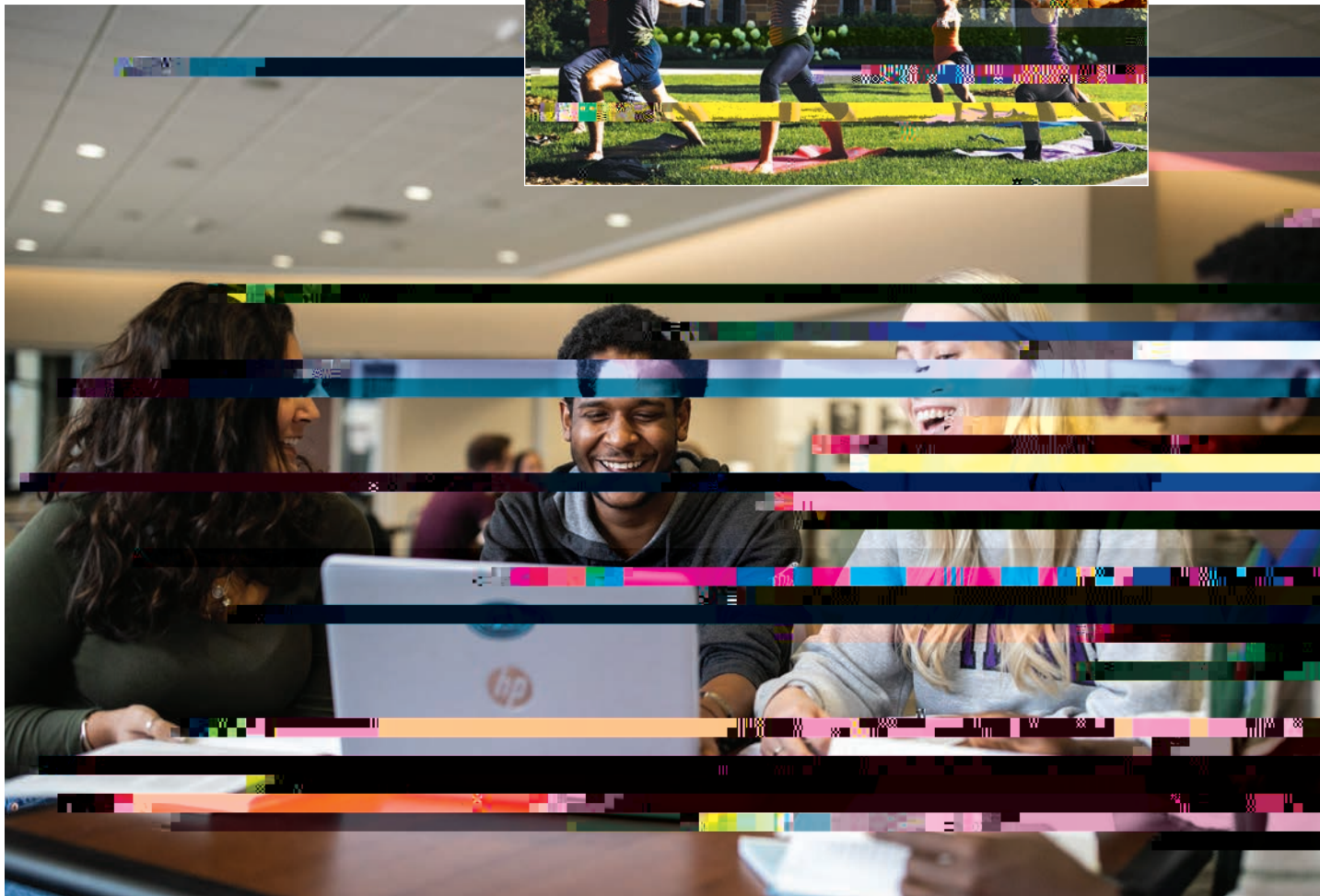
5'' fghnYUf'gh XYbng'UfY fYei JfYX 'c 'dUfh'VdUH' Jb 'YXi WUf'cb UVci h\YU'h.mfY'UH'cbg\ Jd'gZVngHUbXYf' intervention, consent and support for victim/survivors. This content is covered over multiple sessions in multiple formats, including an online program, small-group programming during Orientation & Registration and during Welcome Days, and during their First Year Experience course.

Promoting healthy versions of masculinity is especially important in the effort to prevent sexual violence. Our programming includes discussions of the pressures and expectations put on men and how that impacts understandings of consent, healthy relationships, and violence.

Students are encouraged to participate in awareness and prevention efforts throughout their academic career.

Health Promotion, Resilience, and Violence Prevention in the Center for Well-Being.

Follow us on social media
[@stthomas_wellbeing](#)





COLLEGE CULTURE

COLLEGE CULTURE

9bhf]b['W'`Y[Y'g'U'g][b] Wlbia]YgncbY'k cfhmicZW`YVfU]cb": cfa Ubmighi XYbhgž[c]b['hc' college also comes with a desire to make family proud or give back to their home community. H\YgY'gJa Y'gri XYbhg'a Um bX'h\Ya gY'j Yg]b'UX]Z W`hdcg]h]cb k \Yb'Za]mYI dYVWU]cbgW'`]XY' with college culture and expectations.

K \Yb'gri XYbhg' bX'h\Ya gY'j Yg]b'U'byk Ybj]fcba Ybia UbU[]b['X]ZYfYbhW`hi fYg'UbX' expectations, it can create stress and anxiety that impacts college success. A few examples of h\Y'hdYg'cZVUhiYg'gri XYbhg' bX'h\Ya gY'j Yg]b']bW XY.

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CONVERSATION STARTERS

- *What are your hopes for your college experience?*
- *What kinds of campus clubs and activities sound interesting to you?*
- *Which classes are you enjoying? Which ones are challenging? What resources are you using to support*

COLLEGE CULTURE

Whose Culture Has Capital?

Higher Education researcher, Tara Yosso, wrote a 2005 article called, “*Whose Culture Has Capital?*” In her writing, Yosso explores forms of capital that students from underrepresented communities bring with them to college but may not be recognized. In it she describes the capital that comes from speaking multiple languages, knowing how to navigate spaces that were not built for them, aspirational capital- the ability to protect hopes and dreams despite adversity, and even familial capital. The fact that your student has arrived on a college campus is a testament to their resilience and capability, which are formed in family and community. No matter your own educational background, you represent a valuable piece of the puzzle of your student’s success. College is their opportunity to put into practice the valuable truths and lessons they’ve learned from you along the way.

Sources

American College Health Association. (2020). National College Health Assessment III: Spring 2020 University of St. Thomas executive summary.

Orenstein, P. (2020). Adapted from the works of Peggy Orenstein.

Weissbourd, R., Anderson, T.R., Cashin, A., McIntyre, J. (2017). The Talk: How Adults Can Promote Young People’s Healthy Relationships and Prevent Misogyny and Sexual Harassment. Making Caring Common Project, Harvard Graduate School of Education.

Guide adapted from University Health Services, UW-Madison. Content, design, and production copyright University Health Services, UW-Madison



The background of the slide features a stone archway with intricate carvings. Through the arch, there are trees with vibrant autumn foliage in shades of orange, yellow, and red. In the foreground, a dark wooden bench is visible, and a person is walking past it. The entire scene is overlaid with a semi-transparent purple gradient. A vertical yellow bar is positioned on the left side of the slide, partially overlapping the text box.

ACADEMIC CAREER RESOURCES

ACADEMIC CAREER RESOURCES

Center for Student Achievement

Through its collaborative and holistic approach, the St. Thomas Center for Student Achievement works with students who are exploring, seeking support, and searching for opportunities to enrich their academic experience. Visit the Center for Student Achievement website for important dates, tutoring information, Tommie Timelines, and to learn more about educational opportunities and support at St. Thomas. Campus partners include: Academic Counseling, Career Development, Disability Resources, Innovation Technology Services (ITS), Libraries, Retention and Student Success, Study Abroad, Tutoring, and Undergraduate Research Opportunities Program (UROP).

stthomas.edu/csa

Academic Counseling

The Academic Counseling staff assists undergraduate students with class registration, long-term academic planning, individual assistance in study skills improvement, time management, test taking preparation, habits, motivation, and college survival skills. The staff also offers special support to students on academic probation.

stthomas.edu/academiccounseling

Excel! Research Scholars Program

The Excel! Research Scholars Program is an academic enrichment program for students in students for graduate school and the admissions process. Taking a learning community style approach to teaching and mentoring, Excel! cultivates budding scholars as a collective and as individuals to achieve their success. Excel! takes students to the next levels with the intent to develop scholars as leaders.

stthomas.edu/excelresearch

Career Development Center

Career counselors are available to guide students through career exploration, internship/job search skills, resume writing, interview preparations, and more.

stthomas.edu/careerdevelopment

The Center for Writing

In the campus writing center, students work on writing at any stage for any course. Peer consultants support students as they get started, focus on ideas, organize drafts, incorporate and document evidence, and revise for clarity. Students can make an appointment on our website stthomas.edu/writing to meet in person or to submit a draft online. Walk-ins are always welcome.

stthomas.edu/writing

Mathematics Resource Center (MaRC)

The MaRC supports student learning in mathematics through free drop-in peer tutoring as a service of the St. Thomas Mathematics Department for any student taking MATH 005 through 200. The MaRC is also the headquarters for the Math Placement Exam.

stthomas.edu/marc



BUSINESS MATTERS & OTHER RESOURCES

BUSINESS MATTERS

Finances

Our financial aid advisors can help you create a budget and have conversations about student accounts, monthly spending, banking, and credit/debit cards. For more information and helpful tools, visit stthomas.edu/financialaid.

Billing

Students can check their University of St. Thomas email account or log into Murphy Online for their account information. Tuition, fees, housing, meal plans, and miscellaneous student account charges are available to review via Murphy Online.

banner.stthomas.edu

The University of St. Thomas provides eBilling statements only, paper bills are not mailed. When a new statement has been posted, a courtesy email message will be sent to your student's St. Thomas email account. Student refunds are issued via direct deposit only to a United States-based bank account. The University of St. Thomas is prohibited from providing information about student account to a third party. This restriction applies, but is not limited to, parents, a spouse, or a sponsor.

Students may, at their discretion, set up parent(s)/guardian(s) or other third party as an authorized user on their account. As an authorized user, this individual can view eBills and/or make ePayments toward the account at any time. For additional billing or payment questions or concerns, please call 651-962-6600 or 800-328-6819, Ext. 2-6600.

stthomas.edu/businessoffice/billing

Proxy Access

Students may designate a parent, guardian, spouse, or other third party as a proxy user on their account. The student chooses the level of access and can alter or end the proxy user permissions at any time. Proxy Access is not the same as Authorized User access. Authorized Users can access the third-party billing system used by St. Thomas and can make payments on the student account. See the Proxy Access page for more information. For more information, visit stthomas.edu/proxy.

Dining Dollars vs. eXpress Dollars

Dining Dollars are attached to meal plans. They can be used to purchase food items only at the dining locations on campus which include Beakers, Stacks Cafe, the Loft, Scooter's, T's, and Summit Marketplace.

Dining Dollars and meal plans expire at the end of the semester and any remaining balance will be forfeited.

eXpress Dollars do not expire as long as a student is enrolled and can be used at all St. Thomas Dining Services locations, including The View. In addition, eXpress Dollars can be used to purchase books, supplies, clothing and gifts at the St. Thomas Campus Stores, and snacks at select vending machines on campus. eXpress Dollars can also be spent at several off-campus merchant locations for both food and non-food purchases.

stthomas.edu/cardoffice/expressaccount

Unused eXpress Dollars are nonrefundable and will stay on your students' card until they use them, transfer, or graduate. If your student is planning to use Financial Aid to pay for their books, they can open an eXpress account on the GET Funds website. get.cbord.com/stthomas

CAMPUS SAFETY

The Department of Public Safety provides emergency medical services, emergency crisis response, crime prevention, and investigation services, as well as other services such as jump starts, lock outs, and lost and found. Public Safety operates 24 hours a day, seven days a week on both the St. Paul and Minneapolis campuses. Public Safety provides complete regular, ongoing, in-service education to enhance their skills and knowledge of campus public safety. Public safety will also provide escorts for students to class or anywhere within a six block radius of the St. Paul campus, or within one block of the Minneapolis campus. For **on-campus emergencies call 651-962-5555** and for **non-emergencies call 651-962-5100**. For off-campus emergencies call 911. stthomas.edu/publicsafety

STUDENT EMPLOYMENT

The mission of the Student Employment program at the University of St. Thomas is to provide on-campus employment opportunities. Through the program, students gain working experience and earn money to help pay for their education. The program offers a variety of job opportunities, including part-time, full-time, and seasonal positions. Your student may search and apply for jobs online. stthomas.edu/jobs

CAMPUS MINISTRY

At St. Thomas, we celebrate the diversity of faith traditions represented at the university. As a Catholic community, we welcome everyone and work to meet the pastoral needs of all. There are a variety of ministries on campus that provide support and resources for students. We strive for justice and to encourage spiritual growth. stthomas.edu/ministry

Office for Spirituality

The Office for Spirituality provides spiritual enrichment for the entire university community. Programming for students includes peer ministers, retreats, and other spiritual activities. For more information, visit stthomas.edu/spirituality

Office for Service and Social Justice

IMPORTANT CONTACTS

Admissions

651-962-6150
stthomas.edu/fr

Academic Counseling

651-962-6300
stthomas.edu/academiccounseling

Alumni Association

651-962-6430
stthomas.edu/alumni

Athletic Office

651-962-5900
stthomas.edu/athletics

Business Office (bills)

651-962-6600
billings@stthomas.edu

Campus Life

651-962-6130
stthomas.edu/campuslife

Center for Campus Ministry

651-962-6560
stthomas.edu/ministry

Center for Student Achievement

651-962-6342
stthomas.edu/centerforstudentachievement

Campus Stores

(textbooks, supplies, apparel)
651-962-6850
stthomas.edu/campusstores

Career Development Center

651-962-6761
stthomas.edu/careerdevelopment

Counseling & Psychological Services

Center for Well-Being
651-962-6750
stthomas.edu/counseling

ACADEMIC CALENDAR

Find important dates and deadlines on the [academic calendar](#) to help support your student.

Family Weekend

Mark your calendars for Family Weekend!

Parents, students, siblings, alumni, and their friends will come together for activities and excitement. You won't want to miss this gathering of the Tommie family.

Get weekend details at: stthomas.edu/familyweekend

