



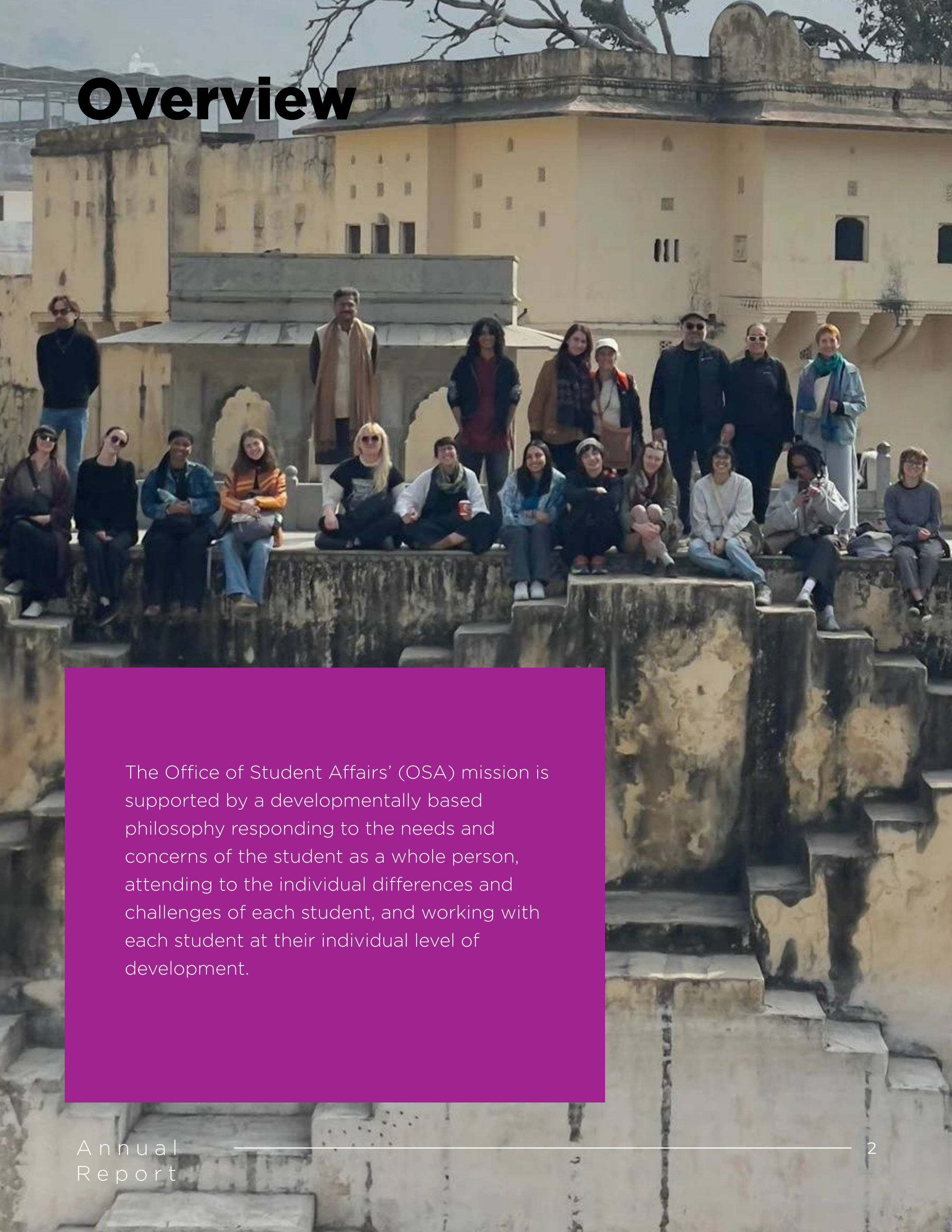
The Office of Student Affairs

Annual Report 2025-26



OFFICE OF
STUDENT AFFAIRS

Overview



The Office of Student Affairs' (OSA) mission is supported by a developmentally based philosophy responding to the needs and concerns of the student as a whole person, attending to the individual differences and challenges of each student, and working with each student at their individual level of development.

Table of Contents

Overview	2
A Message from Rob Flot	4
OSA Departments	5
Spoonful Food Pantry	19
Retention Committee	21
Strategic Priorities Committee	22
Staff Accomplishments	25





A message from Rob Flot

Vice President and Dean of Student Affairs

As I reflect upon the past year at SAIC, my first at the School, I am filled with gratitude for the opportunity to become part of such a creative, talented, and deeply committed community. Over the past year, I have had the privilege of learning about the many ways Student Affairs supports our students and advances the broader mission of the School of the Art Institute of Chicago. Located in the heart of Chicago, a city renowned for its creativity, innovation, and cultural vibrancy, SAIC provides a truly distinctive environment in which artists, designers, and scholars can learn, grow, and shape their futures.

During this past year, I have spent meaningful time getting to know our Student Affairs team, developing a deeper understanding of the programs and services we provide, and building relationships with students and colleagues across SAIC who share our commitment to student success. From my arrival at the School, I was fortunate to have the support of so many colleagues within and beyond Student Affairs who helped me better understand our community, our culture, and the important work already underway. This foundation allowed me to quickly engage with the division and gain a fuller appreciation for the many accomplishments, collaborations, and positive outcomes achieved over the past year, and in the years prior.

This 2025-26 Annual Report offers a glimpse into the breadth and impact of the work happening throughout Student Affairs. It reflects the dedication, creativity, and care of our staff, as well as our collective commitment to creating an environment where every student feels supported, connected, and empowered throughout their SAIC journey. At the heart of our work is a shared belief that student success is holistic, shaped not only by academic achievement, but also by belonging, wellbeing, community, personal growth, and preparation for life beyond SAIC. The pages that follow highlight the programs, services, resources, partnerships, and initiatives that defined our work over the past year. They also represent the many ways Student Affairs collaborates across the School to strengthen the student experience and advance SAIC's mission. While we certainly encountered challenges and moments that required thoughtful attention and care, we also experienced tremendous progress, innovation, and success. I hope this report provides a meaningful reflection of the dedication and impact of Student Affairs throughout the SAIC community.

As proud as I am of what we accomplished together this past year, I am even more excited about the opportunities ahead. Building on this strong foundation, we will continue to deepen our connections with one another, enhance our support for students, strengthen partnerships across campus, navigate challenges with resilience and creativity, and explore new ways to serve the artists, designers, and scholars who make SAIC such a remarkable place.

Thank you for your continued support of Student Affairs and, most importantly, of our students. With appreciation,

Rob Flot
Vice President and Dean of Student Affairs



The Office of Student Affairs Departments

- > Academic Advising
- > Campus Life
- > Career and Professional Experience
- > Counseling Services
- > Disability and Learning Resource Center
- > Health Services
- > International Student Services
- > Korean and Chinese Advising
- > Residence Life
- > Student Success
- > Student Support
- > Study Abroad



Academic Advising

Academic Advising is dedicated to empowering undergraduate students as they develop into thoughtful risk-takers, critical thinkers, and practicing artists. Advisors provide individualized guidance on degree requirements, promote student self-agency, and support students in navigating their academic journeys in ways that align with their educational goals and artistic potential. To meet the diverse needs of SAIC students, Academic Advising offers support through individual meetings, group programs, and digital resources.

**5,582
individual
appointments
with
academic
advisors**

Integrated Advising for Transfer Students

In previous years, visits to assigned Research Studio classes for first-time freshmen were conducted exclusively by full-time advisors. This year, faculty advisors also visited their assigned Research Studio classes for transfer students, introducing themselves and offering early, proactive, and integrated support. Given the shorter time transfer students typically have to complete their degrees, establishing early connections and relationships is critical to supporting their transition and overall success at SAIC.

Academic Advising Social Media

Academic Advising reactivated its Instagram account as part of an effort to improve communication and engagement with students. With nearly 900 followers, the platform is used to share timely updates, important deadlines, academic resources, and campus opportunities in a more accessible and student-friendly format. By meeting students where they are, on social media, Academic Advising has expanded its reach and created an additional channel for delivering essential information and support.

Academic/Career Construction

Academic Advising and CAPX collaborated with studio departments: Fashion, Architecture/Interior Architecture, Designed Objects, FVNMA, Performance, and newly added Visual Communication Design, to host Academic and Career Construction. While more departments participated than in the previous year, the programming was streamlined into a single, consolidated event. This program, held in the ballroom, included departmental presentations and tabling. Students explored degree requirements, course offerings, and career pathways while connecting directly with department chairs, faculty, CAPX staff, Academic Advisors and Study Abroad representatives. Approximately 75 students participated during the 2.5 hour event.



Required Advising Structure Change

Academic Advising revised the structure of required pre-registration meetings, shifting from three consecutive semesters to a more distributed model across students' academic careers at SAIC in order to provide sustained and continuous support. The updated structure is as follows:

- First-time freshmen and transfer students: Required pre-registration appointments during their first two semesters
- Sophomore year: In-class visits to Sophomore Seminar courses, including presentations delivered jointly by CAPX and Academic Advising
- Junior year: A required check-in integrated into the Professional Practice requirement

Campus Life

Campus Life supports SAIC’s active campus that is fueled by our student groups, organizations, and leadership opportunities. With scores of student groups and organizations and a full schedule of annual and pop-up events, SAIC’s Campus Life office offers countless ways for students to get involved in the SAIC community and supports a myriad of holistic, co-curricular experiences for students. Over the past year Campus Life engaged the following experiences to support the community:

Art Sale

Campus Life improved the student art sale by reorganizing and centralizing preparatory materials into a Canvas course, reducing email fatigue, and streamlining communication. New tools such as customer persona, expense tracking, and networking worksheets supported a new Peer-to-Peer Workshop, offering hands-on guidance and fostering collaboration among participating artists.

Welcome Week

Campus Life utilized data from previous programs to improve our Welcome Weekend programmatic schedule to align better with our learning outcomes by creating more opportunities to build peer-to-peer connections with new events such as The SAIC Icebreaker (fall 2025) and Dim Sum in Chinatown (spring 2026), while also keeping stalwart programs that build excitement and pride such as the Night at the Museum and Neighborhood Tours (fall 2025) and The Campus Resource Fair (spring 2026). The team hired over 75 student staff that provided leadership development training opportunities, leading to career-readiness skills and connections to the SAIC community.

Student Government and Student Programming Board

Each year Campus Life staff advise SAIC’s Student Government (StuGov) and Student Programming Board (SPB) organizations. This year the organizations saw a need to offer more socially engaged programming for students to have casual and fun connections. To support this need, StuGov and SPB collaborated to offer the Sweet Connections event where student groups were invited to have tables that offered programming such as felt flowers, floral bouquet design, and origami hearts. The program drew 120 students.

Graduating Student Support

In supporting our graduating students, Campus Life launched our first-ever Kick-off to Graduation Fair, which gave students the opportunity to meet in-person with campus departments and vendors who are an important part of the graduation and alumni experience. Nearly 130 graduating students stopped by the fair to get their questions answered and learn about benefits they receive as an alumni.

More than 75
student staff in
leadership
positions

81 student
groups



Career and Professional Experience (CAPX)

The Career and Professional Experience (CAPX) office at SAIC supports students and alumni in building sustainable, creatively driven careers. Through individualized advising, dynamic programming, and employer partnerships, CAPX helps translate academic preparation into professional success. From job search strategies to a robust internship program and industry connections, CAPX equips students to navigate the evolving world of creative work with confidence.

How It Works series

In response to feedback from students and the growing popularity of CAPX's more practical career readiness workshops, CAPX piloted a new series of workshops in spring 2026 called the How it Works series. The programming series offers a set of concentrated, skills-oriented sessions that present critical components of creative careers as applicable methods for students and alums. Sessions offered practical strategies and expert guidance anchored in current professional standards. For spring 2026 the series included:

- How Arts Funding Works
- How Galleries Work
- How Freelancing Works: Business Practices for Artists
- How Copyright Works
- How Social Media Works (For You and Your Practice)

**Total
Programming
Numbers:
1,796
attendance
990 unique
students**

Job Search series

Alongside the How it Works series, CAPX also added a Job Search series that launched with an interactive workshop designed to help students approaching graduation or anyone exploring career options feel confident and prepared as they move through the job search process. Organized into focused chapters, the workshop covers goal-setting, discovering opportunities beyond public job boards, understanding the hidden job market, and staying organized with a job-search tracking system students can keep using.

After the primary workshop, students continued their work by joining one or more drop-in mini sessions with CAPX for personalized support and guidance as their search progressed.



Career and Professional Experience (CAPX)

**CAPX brought in
120 Employers
on Campus for
Active
Recruitment
Events**

Revised and Expanded Career Readiness Resources

CAPX completed a full revision of its career resources, organizing content into four pillars:

- Communications Skills
- Pathways & Opportunities
- Professional Materials
- Showcasing Your Work

Each pillar includes guides spanning areas such as interview preparation, networking, job and internship search strategies, funding opportunities, freelancing, graduate school, resumes and CVs, portfolios, personal branding, and more.

To expand access, CAPX also launched a Resource Digest featuring more than 600 curated resources, making it easier for students and alums to navigate opportunities across job search, funding, teaching, and professional development. Together, these updates create a more structured and action-oriented approach to career building.

CAPX also completed a comprehensive overhaul of its SAIC website pages, beginning with a full audit to refine strategy and improve clarity. The updated structure, Career Advising, Career Resources, Internships, and For Employers, makes content more accessible and relevant for all audiences, including staff, faculty, current and prospective students, parents, alums, and donors.

SAIC Internship Program

CAPX oversees the SAIC Internship Program, which allows students to earn academic credit for their internship experiences. While interning in Chicago and around the world, students are concurrently enrolled in a course that provides faculty mentorship, supplemental professional development, and the opportunity to connect and reflect with fellow interns.

This year, alongside supporting 287 internships, CAPX revised the employer internship agreement to better support the internship site and student experience and will have a new Federal Work Study agreement implemented for fall 2026.



Thanks to the incredible generosity of the Parent and Family Council, the Menco Family, Elissa Tenny Career Preparation Fund, the Fred Novy Exchange Fund, and the LeRoy Neiman and Janey Byrne Neiman Foundation, and our other anonymous supporters, 50 students were awarded a total of \$143,500 toward their internship experiences. This generosity allowed students to participate in incredibly rewarding experiences that directly impact their future career success.

To further support the affordability of internships, CAPX has submitted a proposal to offer Not for Credit Internships beginning in the 2026-27 academic year. This option will create additional access equity for international students, reduce redundancies in curricular repetition, and provide students who pursue internships outside of credit bearing options with an additional vetting process and official record of their internship experiences.

Counseling Services

The mission of Counseling Services at SAIC is to assist students in meeting their emotional, psychological, and mental health needs and to contribute to a campus environment that facilitates the healthy growth and development of students. The service carries out its mission through several essential roles and functions: counseling and psychotherapy, crisis intervention, consultation, case management, and mental health promotion/outreach and prevention..

- > The number of counseling appointments per client by range was as follows:
 - 68% used 1-5 appointments
 - 19% used 6-10 appointments
 - 9% used 11-15 appointments
 - 4% used all appointments
- > Two therapy/support groups were offered by the clinicians this year that were well attended by SAIC students in the spring. Both groups saw a total of 8 students.
- > Through a partnership with Protocall, 72 phone calls related to crises occurring after hours and on the weekends were managed during the 2025-26 year.
- > The Counseling Services Director led the services' engagement with the Center for Collegiate Mental Health to provide monthly de-identified data to participate in this research effort to bridge the gap between science and practice in college counseling centers.
- > The Training Director led the team's effort to onboard and train the 2025-26 cohort of five doctoral psychology externs, who provided individual psychotherapy to SAIC students under the supervision of our licensed clinical psychologists. In preparation for the 2026-27 training year, the training program received a record number of 60 applications and interviewed a number of applicants from various doctoral programs, and successfully selected an incoming cohort of four doctoral psychology externs.



Resources Funded by Year Three of our Garrett Lee Smith Campus Suicide Prevention Grant Funded by SAMHSA

In 2021, SAIC's Counseling Services was awarded with a 3-year, \$309,000 grant, called the Garrett Lee Smith (GLS) Campus Suicide Prevention Grant which was funded by the Substance Abuse and Mental Health Services Administration (SAMHSA). The GLS Campus Suicide Prevention Grant provides colleges and universities with funding to build mental health services, reduce suicide rates, and lower the stigma around seeking help. Thanks to this grant Counseling Services was able to fund a crisis triage position, Thriving Campus, Togetherall, TELUS Health, and an Interactive Screening Program through the American Foundation for Suicide Prevention through September 30, 2025.

- > **Thriving Campus** supports students in finding mental health providers who align with their identities and needs. With 84 students provided referrals, 513 visits to the provider directory, there is clear evidence that students are seeking personalized, connection-based support.
- > **TELUS Health** offers international students easy access to professional care through video and chat features. With 156 students enrolled, 22 treatment services delivered, and 38 Clinical hours provided; the platform demonstrates a growing role in providing direct, clinically focused support.
- > **Togetherall** creates a 24/7 anonymous peer-to-peer environment where students can express themselves freely and engage in self-help tools. The platform has seen 61 enrollments and 14 mental health screenings, highlighting students' interest in confidential, community driven mental health resources.

Disability and Learning Resource Center (DLRC)

The Disability and Learning Resource Center (DLRC) advances equal and equitable access for students with disabilities by coordinating reasonable accommodations and partnering with faculty and campus departments to reduce barriers to participation across academic programs, services, and campus life. Grounded in the social model of disability and an inclusive approach to access, the DLRC supports students in developing self-advocacy skills while providing consultation, guidance, and resources to faculty and staff to promote accessible learning environments. Through individualized accommodations, disability-related programming, campus partnerships, and ongoing education, the DLRC works to foster a campus culture where accessibility is a shared responsibility and students with disabilities can fully participate and thrive in SAIC's creative and studio-based learning environment.

**2,379 students
registered with the
DLRC**
175 new student intakes
**1,173 returning student
appointments**

Overview

This academic year, the Disability and Learning Resource Center (DLRC) focused on strengthening its role within the institution through both direct student support and broader systems-level engagement. This was accomplished under the leadership of a new director, Sonia Thakur, who assumed the directorship role in January of 2026.

The DLRC's work is grounded in the social model of disability and an inclusive framework, recognizing that barriers to access are often shaped by environmental, structural, and attitudinal conditions. This perspective shifts the focus from individual limitations to the ways institutional practices, course design, and campus systems can better anticipate and respond to student variability.

Within SAIC's creative and studio-based learning environment, this approach positions accessibility not only as a matter of accommodation, but as a shared responsibility and an opportunity for innovation in teaching, learning, and creative practice.

Through this lens, the DLRC supports students in navigating accommodations and developing self-advocacy skills, while also partnering with faculty and campus stakeholders to implement access in ways that uphold academic integrity and course objectives.

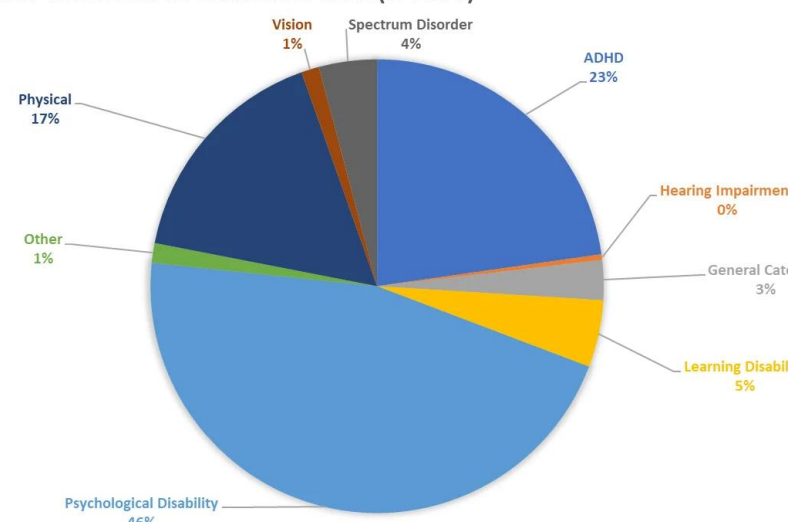
Strategic Planning and Program Development

Following the completion of the Association on Higher Education and Disability (AHEAD) program review last year, the DLRC engaged in a multi-session strategic planning process to build upon the report's findings and recommendations. This process included a comprehensive review of the AHEAD report, a SWOT (Strengths, Weaknesses, Opportunities, Challenges) analysis, and a series of collaborative planning sessions with DLRC staff. The DLRC also began engaging faculty and student groups to ensure that multiple perspectives inform the direction of the work.

Through this process, the DLRC identified key priority areas and began laying the foundation for implementation. This work reflects a shift toward a more intentional, proactive, and systems-level approach to accessibility - one that moves beyond accommodation alone to consider how institutional practices can better anticipate and respond to student variability.

The DLRC will continue advancing this work in the coming year through targeted initiatives, process improvements, and expanded campus partnerships.

% OF STUDENTS BY DISABILITY TYPE (N=2379)



Mission Statement

The Disability and Learning Resource Center (DLRC) advances equal and equitable access and full participation for students with disabilities by coordinating reasonable accommodations and collaborating with faculty and campus partners to support the institution in removing barriers, where reasonable, across programs, activities, and services, including learning and creative practice. We build authentic relationships with students, supporting them in developing self-advocacy, building on their strengths, and navigating their learning experiences.

Vision

The DLRC envisions a campus committed to accessibility, where student variability is anticipated and planned for; where accessibility is a creative opportunity, a shared responsibility, and a priority across all levels of the institution; and where disability is valued as a source of creativity and belonging, enabling all students to fully participate and thrive.

Core Values



Access & Equity

We approach our work with a commitment to equitable access, recognizing that each student experiences barriers differently. We consider context, individual needs, and systemic factors in our decision-making to support fair and inclusive practices across the institution, while also helping students understand their strengths and advocate for their learning needs.



Accountability & Transparency

We communicate clearly and consistently about our processes and decisions, ensuring transparency for students, faculty, and campus partners. We take responsibility for our work and strive for fairness and consistency in our practices. We proactively build and refine systems that anticipate needs, reduce barriers, and support sustainable, effective service delivery.



Collaboration & Care

We approach our work as a shared responsibility, partnering with students, faculty, and campus colleagues with empathy, respect, and openness. We meet people where they are, build meaningful connections through active listening, and practice patience and understanding while balancing diverse needs. We value diverse forms of expertise and engage in collaborative problem-solving to support access and inclusion, while fostering a supportive and sustainable environment that prioritizes staff well-being and enables both individuals and teams to thrive.



Creativity & Adaptability

We approach access as a creative and evolving process, recognizing that each student, course, and context is different. We remain flexible and responsive, adapting our approaches and developing thoughtful and innovative solutions to support access in dynamic learning and creative environments, while recognizing disability as a source of creativity and expression.



Expertise & Integrity

We bring expertise in disability services, engage in ongoing learning, and uphold ethical and legal standards based on a clear connection between the student's disability and its related impacts, while maintaining essential program and/or academic requirements.



Health Services

The mission of Health Services is to provide quality healthcare to SAIC students and to encourage students to focus on their physical and emotional well-being. Health Services is staffed by board-certified nurse practitioners and registered nurses who offer basic medical care for minor injuries and illnesses. The staff also focus on health promotion and education and provide referrals to appropriate off-campus health care providers.

>

Health Services most common visit reason was immunizations at 911 visits followed by sexual health at 136 visits, other injections at 93 visits, and gynecological concerns at 73 visits. We completed 522 screenings for sexually transmitted infections and 388 blood draws.

>

Health Services staff administered 551 Td/Tdap (tetanus, diphtheria, acellular pertussis) vaccines, 125 meningitis vaccines, and 85 MMR (measles, mumps, rubella) vaccines. Additionally, we administered 370 flu shots and 106 HPV vaccines.

**Met with 36% of
eligible student
population**

**Supported
1,184 unique
students with
1,962
appointments**

National Organization Leadership

Staff at Health Services are also involved on the national level with the American College Health Association (ACHA). Staff from Health Services served as the chair of the Program Planning Committee as well as the chair of the Advanced Practice Clinicians Section, and also as an appointed member of the Vaccine Preventable Diseases Committee.

Additionally, this staff member participated as a panelist on two webinars given by ACHA in collaboration with ACUHO-I. Another staff member served as the past-chair of the Sexual Health Coalition and yet another staff member served the second year of a two-year term as the secretary of the Nursing Section.

National College Health Assessment

Health Services conducted the National College Health Assessment (NCHA) in spring 2026. The NCHA is a nationally recognized research survey designed to assess student health behaviors in order to provide better services and support on campus. 179 students participated in the survey with a response rate of 6%.



International Student Affairs

International Student Affairs (ISA) provides guidance and advising on F-1/J-1 student visa related regulations. The F-1 and J-1 student visas permit international students to pursue degrees in the United States and are issued by the Department of State. International Student Affairs also serves as a resource via one-on-one advising, workshops, presentations, and social events to help international students achieve their academic, career, and personal goals. Our goal is to support and advocate for international students to help create a globally diverse campus community.

SAIC's International Student Population

SAIC is proud to host approximately 925 international students, including those enrolled and participating in OPT, representing 25% of the student population and a global community spanning over 50 countries. The top sending countries are China, South Korea, India, Saudi Arabia, and Taiwan.



**Fall 2025
Enrollment:
841 international
students
656 undergraduate
185 graduate**

**372 appointments
67 drop-in sessions
982 student office
visits**

Programming and Orientation

In 2026, International Student Affairs hosted two new tabling programs in the Neiman Center as a way to engage directly with students where they congregate for food and gathering. ISA also moved the “Life After F-1 Workshop” online resulting in increased student participation (25 students attending over last year’s 5 students attending).

I-20 Issuance & New Student Orientation

International students who wish to attend a school in the U.S. must be issued a Certificate of Eligibility, otherwise known as an I-20, in order to be able to apply for the F-1 Visa. International Student Affairs issued 156 Initial and Transfer-in I-20s for the summer/fall 2025 and 19 Initial and Transfer-in I-20s for winter/spring 2026. To support new students, we hosted two in-person F-1 Visa 101 Orientation Workshops and two F-1 Visa 100 pre-arrival online Canvas classes.

Off-Campus Employment Application Support:

ISA plays an integral role in supporting career readiness and post-graduate outcomes for international students. As international students are not permitted to work off campus without prior authorization from International Student Affairs, Optional Practical Training and Curricular Practical training are the primary SEVP approved authorizations for working off campus.

ISA processed 211 requests for employment authorization in FY25/26, including 122 Optional Practical Training requests, 3 STEM Optional Practical Training requests, and 86 Curricular Practical Training requests.

ISA also supported students in navigating on and off-campus employment regulations by hosting two CPT/Employment workshops with CAPX and assisted 42 students with their Social Security Number Applications, needed for on-campus or off campus employment.

Korean and Chinese Student Advising

Korean and Chinese Student Advising (KCSA) supports Korean and Chinese students in their transition to SAIC and the US culture by fostering inclusive communities, addressing personal and emotional needs, and connecting students with appropriate resources and referrals. KCSA also provides guidance to the affinity-based student groups, the Korean Student Association (KSA), Chinese Students and Scholars Association (CSSA), and Korean Graduate Student Community (KGSC), cultivating a mentorship network of upper-class students who support new students in their adjustment to SAIC.

Strategic Growth in Student Leadership & Inclusion

This year, KCSA focused on cultivating student organizations into more inclusive and career-oriented communities.

>

Broadening Community Reach:

For the first time, both the KSA and CSSA moved beyond their primary nationalities to welcome a more diverse student base. With 9 non-native students joining the groups (3 in KSA and 6 in CSSA), both organizations made the strategic decision to switch their meetings to English. This wasn't just a language shift; it was about lowering barriers and fostering an inclusive environment. By encouraging these new members to volunteer at key events, we've successfully turned these groups into active platforms for cross-cultural engagement.

>

Peer-Led Career Support (KGSC):

The KGSC shifted toward peer-to-peer professional development by organizing graduate-led workshops and Artist Talks. We timed these sessions with CAPX event cycles to maximize institutional resources. This model allowed graduate students to gain leadership experience while providing undergraduates with career guidance tailored to their disciplines.

Student Organization Evolution & Transition

We are transforming our operational models to ensure continuity amidst digital and leadership shifts.

>

KSA (Digital & Creative Shift):

The KSA is closing the chapter on its annual magazine, Sodam, after 12 successful issues. It's time to move toward a more digital-first approach with our new 'Creative Team,' which better fits how students consume media today. We're also being very intentional about how this team operates. By implementing a milestone-based system, we're addressing the gaps in execution we've seen in the past and making sure there's clear accountability from start to finish.

>

CSSA (Leadership Succession):

With many long-standing leaders graduating this spring, we are focusing on a structured transition. We are currently training junior members to preserve institutional knowledge and ensure the organization remains stable as the new leadership takes over.



158
Korean
students
391
Chinese
students

207 individual
appointments
with students

5 KSA Events
8 CSSA Events
4 KGSC
Events

Advising & Holistic Student Wellness

- Surge in Repeat Visits: Notable rise in ongoing support, with some students returning up to 8 times.
- Shift in Needs: Moving beyond one-time inquiries to long-term management of complex issues (mental health, career, and finances).
- Impact: This trend reflects a significant deepening of student trust in KCSA as a reliable resource.

Residence Life

The Residence Life Housing Department offers students distinctive living spaces in the heart of Chicago, from historic Jones Hall to the Art Deco Buckingham and the vibrant 162 North State Street. Each location blends unique character with modern amenities like studio spaces, lounges, and laundry facilities, creating supportive communities that inspire creativity and connection.

26 Resident
Advisors
6 Senior
Resident
Advisors

Provided housing for:
1,048 students
including
599 new
499 returning

This includes:
73 transfer
27 graduate
249 international

Programming

During the first 30 days of the academic year, Resident Assistants hosted 30 programs across all three residence halls to welcome students to campus. These programs were intentionally designed using the Building a Strong Involved Community (BASIC) model to help students connect with one another, become familiar with Residence Life, and foster a sense of belonging within their residential communities.

Participation exceeded expectations, with a higher-than-anticipated number of students attending programs. Resident Assistants also reported increased attendance and engagement at programs throughout the remainder of the academic year. Given the success of this initiative, Residence Life plans to expand and build upon this programming model during the 2026–27 academic year.

RAs hosted 115 programs in the 2025-26 academic year, with 1,712 total attendees. The three best attended were:

- > Night of the Living Dolls - Annual Residence Life Drag Show featuring 6 student performers. Provided an opportunity for students to perform for their peers while also giving residents an opportunity to engage with a free on campus drag show.
- > Banana Bonanza Bake Off - Residents exchanged recipes and tasted other residents' Banana Bread variations to decide the "best" recipes. Over 50 residents participated and discussed the history behind where their recipes came from.
- > Build a Bouquet - Residents were encouraged to create their own bouquet of flowers for their friends on campus and delivered them directly after the program's conclusion.

6 Exhibitions were shown in the Siragusa Galleries, showcasing 86 student artists

- > **ouRArt:** 32 Artists; Academic Year RAs and SRAs showcase their artwork during the first annual exhibition of the academic year ouRArt. The opening of this exhibition took place directly following the first floor meeting hosted across campus in our three Residence Halls. Through this exhibition, residents were able to connect with the RA team on not only a residential level, but as artists as well.
- > **High & Low:** 7 Artists; Artists showcased their work from varying vantage points of high, low and eye level angles. Encouraging artists and the audience to view the space in which their work was showcased within the negative space (white space) of the exhibition room.
- > **Abject Textures:** 11 Artists; Calling to the five basic human senses, artists were able to showcase their work that could either be seen, heard, smelled, touched or tasted. Residents were able to explore beyond just visual representation of meaning/purpose of artwork.
- > **Student ID:** 15 Artists; Creating a space of community and recognition, Student ID constructed and questioned how the artists see themselves within their own academic communities, calling upon the political climate seen across the United States of America.
- > **Black History Month Retrospective:** 11 Artists; During the month of March, artists were able to showcase their work in celebration of Black history and in any relation to the celebration of black lives.
- > **Mapping the Senses II:** 10 Artists; A continuation of the previous academic year exhibition Mapping the Senses and High & Low, artists who previously exhibited in either of these shows were encouraged to exhibit continuations or reconstructions of their initial piece exploring one or more of the 5 basic human senses. New artists were also accepted.

Nuveen Center

The Nuveen Center is a resource and program center dedicated to supporting international students and fostering a multicultural community. All students are welcome and encouraged to attend events at the Nuveen Center. It offers various programs, events, and resources to help international students adjust to life at SAIC and in Chicago, while also encouraging all students to participate in its activities. Some of the events from this year include: Queer Prom, Apple Picking, Midnight Dunkin Run, Diwali Grab and Go.

83 Programs
1,185 total
attendees

Collaborated
with 11 student
groups - some
multiple times!

Programming

>

International Queer Prom: Nuveen hosted the annual International Queer prom. Seventy students attended and it was hosted in the SAIC Ballroom. There were opportunities to take pictures, do fun activities, connect others, and most importantly DANCE to their favorite songs. This is the third year that Nuveen has facilitated this social program for students, revamping it each time to be larger and more engaging. The queer prom is an inclusive and safe space for international and domestic students to come together for a night of dancing and fun. They are encouraged to dress up and attend with their friends. It is a celebration for all those that are a part of the LGBTQ+ community and their allies. The purpose of this program is to encourage students from a multitude of backgrounds to have fun in a space that celebrates and uplifts them. Seven students helped to develop this program (three program assistants and four resident advisors). Nuveen partnered with student affinity groups including BLK@SAIC, Trans artist coalition, Transfiguration, Unidxs, and South Asian Student Association. They were able to table at the event to gain exposure and allowed for students to see other opportunities to get involved. Additionally, the Duckiz Dancers performed which is always a highlight!

>

Annual Apple Picking Trip: Nuveen executed the Annual Apple Picking trip, hosted at All Seasons Orchard and Sixty-three students attended. This is an all day field trip that takes place from 9:00 a.m. until 4:00 p.m. All Seasons orchard is located in Woodstock, Illinois and students were taken there in two large school buses. In order to ensure that all students return and are safe, three professional staff members attended as well as three program assistants. Students were able to enjoy a day doing fall activities like apples picking, corn maze exploring and saying hi to some animals at the petting zoo! Additionally, students were able to purchase fresh produce and sweets at the market. This is one of Nuveen's most requested and anticipated programs every year and is closely aligned with Nuveen's mission of exploring the Chicagoland area and greater Illinois.

>

Boba Bar: The Boba Bar was a collaboration program with Residence life RAs where 64 students attended. This program highlights Nuveen's goals to work with the residence life RA staff to complete programming. It was suggested by a senior resident advisor who found RAs to partner. They submitted a proposal and they were assigned to work with a program assistant. This was a well-received social program that takes the popular Taiwanese treat and brings it to the residence halls to be shared. Students are able to learn how to make it on their own and form connections with others.

>

New programs that Nuveen has done this year are culinary programs where we highlight South Korean cuisine (Odeng and Tteokbokki). 25-30 students attended each event. This was suggested by a program assistant who is an international student from Korea. He wanted to combine his love for teaching and cooking into a program that also showcases a popular street food in Korea. Korean students make up a substantial portion of the undergraduate population of international students and excitement for these programs highlight our ability to engage more.

>

A program that was deeply impactful was our Know Your Rights presentation. This is a workshop that is facilitated by the The Illinois Coalition for Immigrant and Refugee Rights. This is a non-profit organization that is located at 228 South Wabash, which is near our Sharp and Sullivan buildings. This presentation took place in the Neiman Center of Sharp Building. There students and faculty were able to receive resources and information regarding their rights as international visitors and community members of Chicago.

Student Success

47 FirstGen
Fellows
32 Chicago
Scholars

OSA's department of Student Success continues its mission to foster a community of support and inclusion for students to succeed in their educational endeavors; to help make their art & design education equitable and accessible. We engage personally with students through the First Generation (FirstGen) Fellows and Chicago Fellows programs, as well as through retention and completion outreach to students including those in our 6-year completion cohort and those returning from Leave of Absence.

Chicago Fellows and FirstGen Fellows

Student Success welcomed 47 new FirstGen Fellows, and 32 new Chicago Fellows for the 2025-26 academic year. Chicago Fellows received scholarships including SAIC's Chicago Scholarship, the Sacks Family Chicago Fund, Discover Chicago, and the Walter & Shirley Massey Scholarship, which provides a 4-year full-ride.

Student Success also secured a two-year renewal of funding from the Arie and Ida Crown Memorial Grant to support both the FirstGen and Chicago Fellows programs.

Fall 2025 marked the inaugural semester of integrated advising, with Fellows placed in dedicated Research Studio 1 (RS1) cohorts. Academic and Career Coaches partnered with faculty to provide advising in class, attend critiques, and strengthen student engagement. Faculty noted stronger peer connections and community earlier in the semester than in previous years.



Programming

Our Fellows programs and workshops included the usual strong collaborations with Student Financial Services, Counseling Services, Contemporary Practices and Career & Professional Experience (CAPX). Additionally, the Wellness Center invited our FirstGen students to participate in a unique "Colors & Connections" seminar in September, thanks to a funding partnership with the Foundation for Arts and Healing. In October, our Fellows were invited to join the "Chicago Mahogany Tour" through the Englewood Neighborhood, and in February, some of our fellows joined the Black Film Club Collective, resident artists through Homan Square, in their "Making Meaning Project" to help local West Side families tell their stories of migration to Chicago. Both of these opportunities were in collaboration with SAIC's office of Enrichment and Engagement.

In November, we celebrated National First-Gen College Student Day by hosting an on-campus lecture and conversation with higher-ed innovator, author and first-generation student advocate La'Tonya Rease Miles, who signed copies of her book, *Smart Girl: a First-Gen Origin Story*.

Our fall Fellows' exhibition, *In Progress / In Practice* was installed in our OSA office core in November, and features 33 artworks by 25 Chicago and FirstGen Fellows. In spring 2026, the Contemporary Practices department, once again, installed a section of the annual ArtBash exhibition exclusively for our Fellows. 37 of our student artists showed 58 artworks in this high profile art exhibition.

Retention and Completion

Student Success hosted its third consecutive welcome-back event for students returning from leave of absence (RLOA), providing community-building activities and resources from Academic Advising and Student Success staff. After expanding the Leave of Absence exit survey in fall 2024, Student Success analyzed a full year of data in fall 2025. Findings showed a slight decline in leaves related to mental and physical health, but a significant increase in leaves driven by financial concerns. The revised survey also captures primary and secondary reasons for leave, providing a more comprehensive understanding of student needs.

Student Support

The Student Support Office helps students manage academic, personal, and wellness challenges. Through case management, campus coordination, and outreach the office keeps students connected and supported throughout their time at SAIC.

Case Management

During the 2025-26 academic year, the Student Support Office provided individualized support to 354 unique students experiencing concerns related to mental health, academics, financial hardship, basic needs, and interpersonal conflict. Through case management and resource navigation, the office partnered with departments across campus to provide support.

Wellness Programming

The Student Support Office had an additional 812 student interactions through prevention, education, and wellness programming designed to increase awareness of available resources. This included 355 student engagements through Sex Week featuring educational programs which brought together 11 campus and community organizations focused on sexual health, healthy relationships, HIV prevention, and survivor advocacy. In partnership with Canine Therapy Corps, the office hosted therapy dog events that engaged 235 students and provided stress relief during high-demand periods of the semester. An additional 137 student engagements occurred through outreach and resource tabling. Another 85 students participated in workshops and other wellness initiatives throughout the year.

Electronic Referral Form

To improve coordination across campus, the Student Support Office launched a Student Support Referral Form for faculty and staff. In its first year, the office received more than 100 referrals, with 76% submitted by SAIC staff. The new process made it easier to identify students in need and connect them with appropriate support.

Engaged 812 students through events focused on wellness and connection



Spoonful Food Pantry

The food pantry is in its sixth year and has supported more than 1,900 students. Out of a need to address food insecurity for students throughout the year, the food pantry was developed to provide students with immediate access to nutritious food on a weekly basis. Food kits are distributed to students that contain an array of non-perishable food that is designed to supplement their needs for one week.

1,155 orders were placed

>

Students can request a pre-packaged bag of non-perishable groceries as often as once a week by completing an online form.

>

Dairy-free, gluten-free, pescatarian, vegan, and vegetarian accommodations available. Most allergies can also be accommodated.

>

Food kits are placed in lockers for students to pick-up anonymously and with no contact and at their convenience.

>

The food pantry is operational all year round and distributions are done Monday through Friday. Students can access their kits whenever the building is open.

>

80% of students served were undergraduates, 18% were graduate students, 2% were Certificate (Post-Bacc/Continuing Studies) students

>

79% of students served were domestic and 21% were international students

Study Abroad

The Study Abroad office's mission is to cultivate a global community of artist-explorers. Through comprehensive advising, advocacy, and resource development, we empower students and faculty to engage meaningfully with the world beyond SAIC, developing the cross-cultural skills, adaptability, and professional competencies that prepare them to live, learn, work, and create in an increasingly complex global landscape.

Summer Away

Following a comprehensive review of program offerings and operational priorities, the Director of Study Abroad developed a new program model to expand access for undergraduate students to gain global experience opportunities that align more closely with their academic pathways and schedules. This year Study Abroad is excited to introduce Summer Away.

Summer Away programs and courses facilitated by our partner schools allow for a shorter commitment compared to a full semester, yet are designed to be highly impactful. Each course and program offers a unique opportunity for SAIC students to engage with skill development, expand cross-cultural understanding, focus on studio work, and earn credits towards their degree requirements.

In its inaugural year, Summer Away offers five partner school options for students to select from, with study sessions taking place between late May and early August. Student interest has exceeded expectations, with 23 students participating in summer 2026-surpassing spring 2026 semester away enrollment.



Summer Away Partners:

University of the Arts London, London, UK; Lorenzo de' Medici (LdM), Florence, Italy; Burren College of Art, Burren, Ireland; Universidad Nebrija - Instituto Nebrija de Artes y Humanidades, Madrid, Spain; Bard College Berlin, Berlin, Germany



Faculty-led Study Trips

In winter 2026, the Venice Exhibition program provided an opportunity for Study Abroad to pilot a new model of faculty-led programming: a winter study trip designed as a continuation of a fall semester seminar. During the study trip, students installed and maintained an exhibition developed in the fall 2025 Venice Exhibition Seminar at the gallery of the Czok Foundation in Venice, Italy, resulting in a tangible, public-facing outcome of the research, curation, and production undertaken during the previous semester. Total enrollment in all faculty-led programs, including First-Year Scholars cohort: 155 students (88-winter, 67-summer).



Winter 2026 programs:

Art & Design in Contemporary India
Contemporary Art and Criticism: NYC
FY Scholars Research Studio I: Siena Living Past in the Present Venice Exhibition



Summer 2026 programs:

Craft in Contemporary Art: Japanese Materiality and Mastery
Prague: Surreal Cityscapes
Once and Future: The Graphic Book in London

Semester Away Program

This academic year, participation in the Semester Away program continued to grow steadily, remaining a strong area of engagement for undergraduate students. A total of 43 SAIC undergraduate students completed a semester away experience across the fall, spring, and full academic year terms.

Incoming Exchange Students

SAIC hosted 19 incoming exchange students from partner institutions and the AICAD network in 2025-26, an approximately 18% decrease from the previous year, with the largest decline occurring in spring 2026. Despite lower enrollment, incoming exchange students continue to enrich the campus community by bringing diverse perspectives and strengthening relationships with partner institutions.

Scholarship Support

Study Abroad was awarded \$156,285 in donor-funded scholarships to students participating in international faculty-led programs. Combined with \$63,000 in Admissions scholarships for FY Scholars attending the Siena program, SAIC awarded a total of \$219,285 to support students' global education opportunities.

Retention Committee

Student Affairs approached retention as a comprehensive, multi-layered effort grounded in **belonging, access, and support**. Across departments, initiatives were intentionally designed to engage students early, sustain connection throughout their academic journey, and provide targeted interventions when challenges arose.

Community building served as a foundational retention strategy by fostering early and ongoing connection with peers, faculty, and staff. Programs such as Welcome Weekend and first-year residential experiences created an immediate sense of belonging, which is strongly linked to persistence. Throughout the year, Campus Life, Residence Life, the DLRC, KCSA, and International Student Affairs extended this work through student group involvement, cultural programming, and social events. These initiatives created spaces for students to build peer networks, explore identity, and feel meaningfully connected with campus life, which are key drivers of continued enrollment.

Student employment and leadership opportunities further deepened engagement by connecting students to the institution through meaningful roles. Across departments, student employees and leaders gained professional skills, built relationships with staff and peers, and developed a sense of ownership within the community. These high-impact practices consistently supported retention by reinforcing belonging, increasing institutional knowledge, and encouraging continued involvement over time.

Academic advising and **planning initiatives** supported retention by helping students clearly understand and navigate their path to graduation. Tools such as the eight-semester planning guides and graduation roadmap, along with integrated advising approaches, ensured students could make informed decisions about their academic and career trajectories. The integration of Academic Advising and CAPX reinforced the connection between academic progress and future goals, strengthening students' motivation to persist.

At the individual level, **personalized support and one-on-one engagement** were critical retention mechanisms. Programs such as the First Generation Fellows and the Chicago Fellows provided intensive, holistic support through coaching, mentoring, and integrated advising. Counseling Services, Health Resources, the Disability and Learning Resource Center, International Student Affairs, and KCSA offered individualized care that addressed academic, mental health, and cultural barriers. Additionally, Student Support outreach and case management provided ongoing, coordinated follow-up for student concerns. Through consistent outreach and individualized planning, case management ensured that students experiencing complex challenges received sustained, personalized support that helped them remain enrolled and make progress toward graduation.

Workshops and **co-curricular programming** complemented these efforts by equipping students with **practical skills and expanding their sense of purpose and opportunity**. Career fairs, academic planning events, wellness programming, and skill-building workshops helped students develop competencies that supported both academic success and post-graduate outcomes. By connecting students to real-world applications and resources, these initiatives reinforced the value of their education and encouraged persistence.

Retention was further strengthened through **intentional staff collaboration and coordinated care**. Cross-functional partnerships, such as care teams, the referral form, and faculty collaborations, allowed for the early identification of at-risk students and timely, comprehensive interventions. These coordinated efforts ensured that students did not fall through the cracks and instead experienced a network of support that was proactive, responsive, and aligned.

Finally, **proactive outreach and targeted retention efforts** focused on students at key risk points, including those returning from leave, approaching graduation timelines, or experiencing academic or personal challenges. Through structured outreach campaigns, individualized follow-up, and re-engagement programming, departments worked to reestablish connection, remove barriers, and support students in continuing their education.

These efforts were complemented by **financial and basic needs support**, which addressed critical barriers to persistence. Funding for emergency situations, food access, scholarships, and supplies helped stabilize students during times of need, ensuring that financial hardship did not interrupt their academic progress.

Together, these interconnected strategies reflected a holistic and intentional approach to retention, one that prioritized belonging, access, engagement, and support at every stage of the student experience.

Strategic Priorities Committee

Over the summer, the directors and associate deans came together with the division's leadership group in a series of focused conversations about priorities. Each director and dean was asked to identify up to five key areas of focus, initiatives that felt both necessary and achievable in the year ahead. What emerged from those sessions was not just a list, but a **wide-ranging set of ideas that reflected both shared challenges and distinct departmental goals.**

From there, the group worked collaboratively to bring structure to the input. The individual priorities were reviewed, discussed, and then grouped into **broader themes.** This allowed overlapping efforts to be aligned, revealed common threads across departments, and **created a clearer sense of collective direction.** By organizing the work this way, the division was able to move forward not as isolated units, but as a more **cohesive whole with shared purpose.**

Once the academic year began, a committee was formed to support and monitor progress. Departments working on specific initiatives would check in, share updates, and talk through both successes and challenges. These updates were then brought back to the broader committee, helping **maintain transparency and momentum** across the division.

What has been created through this process is both tangible and evolving. Some initiatives have already been completed, others are still in progress, continuing to develop this year and into the next. Importantly, **every priority identified at the outset has been set in motion.** The following themes capture both the breadth of the work and the shared direction across departments.

One of the most developed areas of work has been **Career Readiness,** where the division focused on embedding the **National Association of Colleges and Employers (NACE) Career Competencies** across the student experience. Foundational steps have already been completed, including division-wide training and the development of outcomes tied to these competencies. The Career Readiness Survey has also been successfully implemented in collaboration with the undergraduate division, with integration into Spine courses and broader curriculum assessment.

At the same time, several important efforts are still in progress. Advising is being more intentionally aligned with NACE competencies, with academic advisors and CPAX staff working to define how these competencies map onto different class years, particularly the junior year. Collaboration is also expanding across divisions, with ongoing conversations **connecting this work to graduate programs and further integrating competencies into curriculum design and assessment.**

Experiential learning has also seen meaningful advancement. Internship agreements have been revised, and new opportunities, such as zero-credit internships, are in development. Work continues to **strengthen student employment practices,** including the creation of job templates, assessment tools, and a more comprehensive student employee handbook. These efforts are aimed at **ensuring that experiential learning is both accessible and aligned with broader career readiness goals.**

In parallel, the division has **expanded its career tools, programming, and partnerships.** New workshops and resources have been developed for faculty and campus partners, while CAPX programming has grown significantly. This includes initiatives such as "How ____ Works" workshop series, career talks with major organizations, and pop-up recruiting events tailored specifically for students. Collaborations with Study Abroad and International Affairs have also been strengthened, **helping students better articulate the transferable skills they gain through global experiences.** Connections with alumni and support for student-led career programming further extend this ecosystem.

Beyond career readiness, the division has made substantial progress in **Student Success,** particularly in **fostering belonging, supporting transitions, and enhancing wellbeing.** Partnerships with the Campus Enrichment office are deepening, with shared initiatives such as Campus Connectors and intercultural competency work. Efforts like the development of an eight-semester roadmap and the revision of the retention committee are underway, alongside the successful launch of an online student support referral system.

Strategic Priorities Committee

Wellbeing initiatives have also taken shape, including expanded group offerings through Counseling Services and high compliance rates for student immunizations. Work continues to clarify crisis protocols and to better utilize tools like the AHEAD report to support students with disabilities and learning needs.

The theme of **Staff Engagement and Development** reflects a **commitment to supporting the people doing this work**. Several initiatives have already been completed, such as reimagining staff mentoring into a more comprehensive onboarding process, offering alternative professional development opportunities, and establishing regular division-wide meetings. Ongoing efforts include improving onboarding systems, reassessing on-call expectations, increasing efficiency in workloads, and expanding inclusive community-building training.

In **Assessment and Data Use**, the division is **building a stronger foundation for data-informed decision-making**. Connections have been established with institutional data resources, and multiple assessments, including the National Health Assessment and NSSE, are in progress. Departments are increasingly collecting and using participation and evaluation data, while work continues on implementing new systems and **strengthening program-level learning outcomes through the HLC assessment process**.

Finally, under **Divisional Visibility, Promotion, and Impact**, the division is working to **better communicate its value and tell its story**. Website updates, expanded social media engagement, and the use of platforms like Modo are helping to increase visibility. An annual report has already been completed, and additional efforts are underway to showcase departmental work and improve physical wayfinding and signage in collaboration with campus partners.

Taken together, this body of work reflects a division that has moved decisively from planning to action. While not every initiative is complete, all have been launched, and many are already demonstrating impact. The result is a **dynamic and interconnected set of efforts, grounded in shared priorities, sustained through collaboration, and steadily advancing toward meaningful outcomes for students and staff alike**.



Welcome Week 2025



Staff Accomplishments

J'Lissabeth Faugh, Associate Dean of Student Affairs for Residence Life

- J'Lissabeth performed in a sold-out show for [Storytellers at Second City](#) in fall 2025.

Rob Flot, Vice President and Dean of Student Affairs

- Rob presented at Texas Christian University's (TCU's) 2025 Virtual Symposium in October 2025. The symposium was titled: "[Beyond the Spotlight: Supporting Every Student Athlete and Artist](#)". The session was titled: "[Fireside Chat with Rob Flot](#) - Institutionalizing Support for Performing Athletes and Artists in Higher Education."

Eve Gordon, Senior Academic Advisor for Academic Recovery

- Eve started a new position in December 2025 as the inaugural [Senior Academic Advisor for Academic Recovery](#) at SAIC.
- Eve participated in four exhibitions; [Queer Ecologies II](#) (Charlotte Street Foundation / The Waiting Room / Purple Window Gallery, Kansas City, MO), [Brick by Brick](#) (Off the Wall Gallery / William Way LGBT Community Center, Philadelphia, PA), [2nd Annual Queer Artists Exhibition](#) at Capizzo Studio (Capizzo Studio, Saugatuck, MI), and [One Shot!](#) (CLUSTER Museum, Ann Arbor, MI)
- Eve was a [selected vendor in 15 zines fests](#) in 8 separate states including St. Louis Independent Comics Expo in St. Louis, MO, Ann Arbor Comics Arts Festival, in Ann Arbor, MI, and Denver Zine Fest in Denver, CO.
- Eve [self-published 7 new zines](#) including Wild World of Color: Orange, Beginner's Missouri Bird Field Guide, and Coloring with Birds: A Coloring Zine.

Brandon Ishikata, Academic and Career Coach for the Chicago Scholars

- Brandon was selected by Nicole Fosse, the daughter of Gwen Verdon and Bob Fosse, for the [inaugural Chicago Verdon/Fosse Intensive dance training program](#).

Younsoo Kim-Flynn, Director of Employer Relations

- Younsoo participated in the group exhibition [Undercurrents at the Marta Czok Foundation](#) in Venice, Italy (January 9-19, 2026) as both a curator and exhibiting artist through the SAIC Winter Study Trip program. This experience provided an exciting opportunity to engage in international curatorial practice and to build meaningful connections with Venetian artists and curators while representing SAIC in a global cultural context.
- Younsoo was appointed as an [Executive Board Member of the Design Museum of Chicago \(DMoC\)](#). In this role, she will support the museum's strategic initiatives and operations, while also strengthening connections between DMoC and SAIC, including expanded internship and collaborative learning opportunities for students.
- Younsoo graduated this May with an [MA in Arts Administration and Policy](#) from SAIC. Since completing my BFA at SAIC in 2009, she has spent 17 years working across arts management, museums, and galleries, including 8 years at SAIC.

Emily Lenz, Director of Health Services

- Emily received an [SAIC Lion's Award](#). A Lion Award recipient embodies the ideals and values of the museum, School, or Central Administration and is nominated by fellow staff.
- Emily served as the [Chair of the 2026 ACHA Program Planning Committee](#) as well as [Chair of the ACHA Advanced Practice Clinicians](#) section for 2025-26. She was also elected to a two-year term as a regional representative of the ACHA Board of Directors for 2026-28.

Lauren Marin, Academic Advisor

- Lauren was invited to speak on a panel at her Alma Mater, RISD, as a [young alum working in the Art World](#).
- Lauren exhibited work in the group show "[Revealing Our Magnificence](#)" at Art on Main Gallery in Dallas, Texas.

Staff Accomplishments

Melody Miller, International Student Advisor & SEVIS Analyst

- Melody graduated in May 2025 with her [Master's in Disability Studies](#) from City University of New York.
- Melody was [admitted to SAIC's MA in Visual Critical Studies](#), where she will continue her research on the intersections of disability, culture, and the medical industrial complex.

Lindsay Perry, Assistant Director of Campus Life

- Received the [2026 Sawubona 30 Under 40 Award in the Programming](#) category from the ACPA Pan African Network. This national recognition honors higher education professionals whose work demonstrates transformative leadership and creates impactful programming grounded in advocacy, mentorship, collaboration, and professional development.
- Elected to serve on the [Board of Directors for the Illinois State University Alumni Association](#). In this role, Lindsay serves as an ambassador, advocate, and advisor, helping strengthen alumni engagement, institutional traditions, and future growth while supporting scholarship and philanthropic initiatives.
- Successfully passed comprehensive examinations in the [Doctor of Education program at Delaware State University](#) and advanced to doctoral candidacy. This milestone marks the completion of coursework and the transition into the final dissertation phase of the doctoral program.
- Awarded a [scholarship from the NASPA Foundation](#) to attend the NASPA Civic Learning and Social Change Conference in Long Beach, CA. This opportunity supported professional development and engagement with student affairs leaders focused on civic learning, social responsibility, and positive social change in higher education.
- Authored an article for the [NASPA Transracial Adoptee and Multiracial Knowledge Community 2025-2026 e-book](#), A Woven Mosaic: Living and Becoming Through the Stories We Share. The publication contributes to ongoing conversations about transracial adoptee and multiracial identities, highlighting the importance of storytelling, belonging, and identity development within higher education and broader communities.

Tatyana Scott, Internship Coordinator, Career Advisor

- Tatyana had a story that was accepted and published in [Creator Mag by Powder Blue](#).

Brielle Scullark, Housing & Residence Life Coordinator

- Brielle was selected to receive the [Outstanding New Professional Award](#) from the ACPA - College Student Educators International. is designed to recognize the accomplishments of student affairs professionals with no more than 4 years experience within the profession. The committee recognizes professionals who have begun to develop their leadership skills and made significant contributions to the profession.

Jessica Wolfe, Director of International Student Affairs

- Jessica was interviewed for [International Educator](#) for an article titled "[The Art of Advising Creative Arts Students](#)".

Robbie Stines, Nurse Practitioner

- Robbie co-presented "[Sexual Health Hot Topics](#)," at the ACHA 2026 Annual Meeting, discussing the biological plausibility of the Meningococcal B vaccine's cross-protection against gonorrhea and its implications on college health.



Do you have a question?

Email us at:

studenthelp@saic.edu

Annual Report 2025 - 26