

Saint Louis

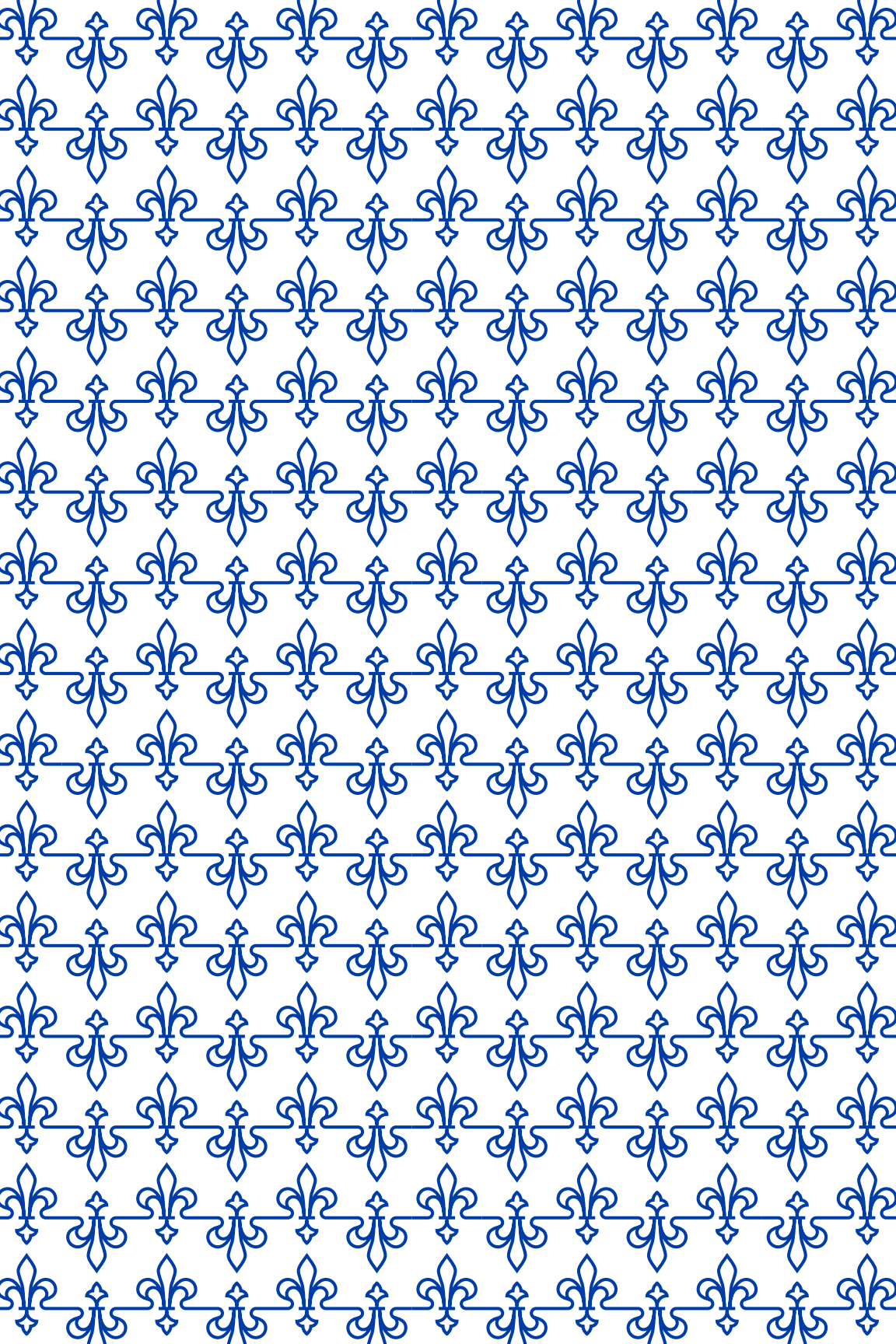
2026 PRECOMMENCEMENT

University



SCHOOL *of* EDUCATION

SAINT LOUIS UNIVERSITY | THURSDAY, MAY 14 | ST. FRANCIS XAVIER COLLEGE CHURCH



ACADEMIC ATTIRE

The colorful attire worn by graduates, faculty, trustees and officers of the University has historic roots in the distant medieval past. Dressed in cap and gown, the graduates and their professors are part of a long tradition that dates back to Paris and Bologna, Italy, to Oxford and Cambridge, England, in the days of their Catholic glory.

The exact origins of several parts of the academic garb are a bit of a mystery. Because medieval students enjoyed the status of cleric during their university years, one might guess that their attire found its inspiration in the clerical dress of medieval times. The gown seems to be an adaptation of the robe of friar or priest; the hood, of the monk's or friar's cowl; and the mortarboard cap of today recalls the skullcap of days when tonsured heads needed protection against the drafts of medieval classrooms.

Academic attire began to appear on U.S. campuses in the late 1890s. Since that time, its use has become universal for solemn university functions, and its pattern is highly uniform.

THE GOWNS

The gowns are three in number and styling. That of the bachelor is a yoked, closed-front garment with long pointed sleeves; that of the master has sleeves long and closed but slit just above the elbow to allow the forearms to protrude; the gown of the doctor has full, bell-shaped sleeves. Only the doctor's gown is trimmed — with velvet panels down the front and three velvet bars on each sleeve.

THE HOOD

The hood at first seems to have been worn over the head and attached to the gown. When the skullcap was introduced, the hood was retained but detached as a separate piece and worn much as it is today.

Each degree (bachelor's, master's, doctoral) has its special hood, which varies in length and, for the doctor, also in pattern. The color or colors lining the hood are those of the college or university that granted the wearer's degree. For example, Saint Louis University is known by blue chevron on a field of white. The colored velvet binding or edging of the hood, in different widths for bachelor, master and doctor, is determined by the field of study.

THE CAP

The cap, or mortarboard, has become the universally accepted style for U.S. colleges and universities. Many European institutions still retain distinctive forms of academic headdress.

THE TASSEL

The tassel is perhaps the most iconic souvenir of academic attire. The doctoral graduate can wear a gold or black tassel on the mortarboard. However, varying the color of the tassel based on the field of study has gained acceptance throughout academia.

Colors include:

Allied health professions: Mint green

Arts: White

Business: Taupe

Education: Light blue

Hospital administration: Salmon

Law: Purple

Medicine: Green

Nursing: Apricot

Philosophy: Dark blue

Professional studies: Maroon

Public administration: Peacock blue

Science: Gold-yellow

Social work: Citron

Technology and engineering: Orange

Theology: Scarlet

ORDER OF EVENTS

May 14, 2026

ANNOUNCER

Karen I. Hall, Ed.D.

Director of Graduate Education Programs

PROCESSION OF THE GRADUATES AND FACULTY

INVOCATION

Ronny O'Dwyer, S.J., Ed.D.

President, De Smet Jesuit High School

WELCOME

Gary W. Ritter, Ph.D.

Dean

PRE-COMMENCEMENT ADDRESS

Christie Huck

*CEO/Executive Director,
City Garden Montessori School*

IN MEMORIAM

Kathryn Mitchell Pierce, Ph.D.

TRIBUTE PRESENTED BY

Molly A. Schaller, Ph.D.

Associate Dean

RECOGNITION OF RETIRING FACULTY

Mark Pousson, Ph.D.

Karen Tichy, Ed.D.

TRIBUTE PRESENTED BY

Molly A. Schaller, Ph.D.

Associate Dean

HONORS AND AWARDS

Molly A. Schaller, Ph.D.

Associate Dean

Benton Brown, Ph.D.

Assistant Dean

Recognition of Graduates

BENEDICTION

Ronny O'Dwyer, S.J., Ed.D.

RECESSIONAL

John Haack

Bagpiper

HONORS AND AWARDS

2026 ALUMNI MERIT AWARD WINNER

Virginia “Ginger” Purcell, B.A. ’66, M.A. ’72

Each year, Saint Louis University recognizes outstanding graduates of each school or college through the Alumni Merit Awards. The award is bestowed on alumni for notable achievements in their profession, community involvement, and dedication to a life that embodies the Saint Louis University mission.

JAMES F. GILSINAN, PH.D. COLLEGE OF EDUCATION AND PUBLIC SERVICE DISTINGUISHED UNDERGRADUATE STUDENT AWARD

The James F. Gilsinan Award is given to a graduating senior in the School of Education whose actions exemplify the ideals set forth in the mission of the College: educating, guiding and transforming individuals and communities through teaching, research or community engagement. This award was established to honor Dr. James F. Gilsinan, who served as the first Dean of the College of Public Service from 1998 to 2006. This year’s recipients are:

Anjiana McAllister

Deontae Woods

CARL A. HANGARTNER AWARD

The Carl A. Hangartner Award is given in memory of Carl A. Hangartner, S.J. whose career as a Saint Louis University Professor of Education was a tribute to the highest standards of scholarship and integrity. He is remembered for his wisdom and generosity, both as a teacher and a friend. His presence and his leadership in teacher education immeasurably enriched the lives of the people whom he touched. This undergraduate student award is based on scholarship, leadership and service, and is presented annually to a graduating student who best exemplifies the ideas for which he stood. This year’s recipients are:

Phyllis Frye

Madeleine Underwood

J.J. O’BRIEN AWARD FOR OUTSTANDING GRADUATE STUDENT

Dr. John J. “J.J.” O’Brien taught for 46 years at Saint Louis University. He was a professor of education and American studies when he retired in 1993. After his retirement, he served as an adjunct instructor of education and director of the Graduate School’s teaching resource room. In 1967, he received the University’s Nancy McNeir Ring Award for outstanding teaching. In 1992, the University’s alumni center was named in his honor. He contributed many articles on education to magazines and professional journals. This year’s recipients are:

Katherine Booher

Victoria Woodward

THE GRADUATES

DOCTOR OF PHILOSOPHY IN CURRICULUM AND INSTRUCTION

Aris Antoniades

Conservatory Students' Perceptions of Informal Learning Experiences and Their Impact on Musical Development

Katherine Booher

Demystifying the Narrative(s): A Critical Race Content Analysis of Picture Books Used for Anti-Racist Teaching in Preschool and Kindergarten Classrooms

Marios S. Demosthenous

Environmental Journalism and Its Role on Agricultural Education and Sustainability: Critical Pedagogic and Educational Activities in the Case

Timothy E. Dooley

Attitudes of University STEM Faculty Members Toward Integrated STEM Curriculum, Collaboration, and Administrative Support: A Qualitative Study

Monisha Hall

A Phenomenological Look at Asset-Based Education Frameworks

DOCTOR OF PHILOSOPHY IN EDUCATION POLICY AND EQUITY

Kathryn Brené Coleman

Evaluating the Impact of Missouri's Recent Teacher Pay Reforms on Salary Equity and Retention

Jennifer Sieve Gontram

Women's Work: Investigating a Relationship Between District Maternity Leave Policies and Early-Career Teacher Turnover

Dorothy Rohde Collins

Public Schools in the City of St. Louis: 1951 to 2025

DOCTOR OF PHILOSOPHY IN EDUCATIONAL LEADERSHIP

Hannah Lee Behr

Correlating Student Success-Ready Indicators with Postsecondary Achievement: A Study of MSIP 6 in Missouri

Asha Bakari Mbwambo

Exploring the Lived Experiences of Tanzanian District Education Leaders as They Navigate the Complexities of Implementing Organizational Change in Schools

DOCTOR OF PHILOSOPHY IN HIGHER EDUCATION ADMINISTRATION

Darrin J. DeChane

Educational Pathways and Policy Impacts: A Study of Post-Secondary Dynamics in Missouri

Renaldo Elazegui Luna Gacad

"So Many Cogs in This Big Machine": A Narrative Inquiry into the Professional Socialization of New Student Affairs Professionals

Mahin Jabrayilova

Between Dream and Decision: The Lived Phenomenon of U.S. College Selection Among International Undergraduates

Erica Shanell McBride

Uncle Tom University: A Critical Analysis of Black Professional and Support Staff and the Historical Construct of House and Field Slaves Within Historically White Colleges and Universities

Katharine Elizabeth Pei

Understanding How Capital Influences the Motivation and Decision-Making of Orientation Leaders of Color to Apply for Peer Supervisor Roles

Christopher Karl Presley

Performance-Based Funding Outcomes at Kentucky Community and Technical Colleges

Dacoda B. Scarlet

Bridging Distances: College Access and Transition Experiences of Rural Midwestern Students at Highly Selective Institutions

Cory Washington

Voices of Persistence: A Narrative Inquiry Into The Black Queer Law School Experience

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

Joshua Baldwin

A Comparative Policy Analysis of Grow Your Own Teacher Guidance in Statutes Across the United States: Identifying Gaps to Forge a Blueprint for Equitable Teacher Pipeline Policy

Shannon Michelle Banderman

Small Rural School Perceived Impact of Senate Bill 727

THE GRADUATES

Elizabeth F. Bartolotta

Digital Literacy in Catholic Schools: A Study of the Archdiocese of Saint Louis

Kelly Ann Mahler Brown

Building Leaders' Perceptions of Strategies That Cultivate a Sense of Belonging for Special Education Teachers in Interorganizational School Settings

Andrea Simone Carpenter

Examining the Problem of Inequitable Exclusionary Discipline Practices on Students Identified as Underrepresented Minorities (URM) within Secondary Schools in the State of Missouri: Emphasizing the Importance of Cultural Proficiency with Positive Behavior Intervention and Supports (PBIS)

Matthew Joseph Daniels

Professional Development, Pedagogy, and Programming in High-Achieving Catholic Dioceses: An Analysis of Practices Supporting Faith Formation and ARK Outcome

Daniel P. Dower

A Study on How Catholic K-8 School Principals Assist Parents in Their Role as the Primary Models of Their Children's Lifelong Faith Formation

Montel O'Neal Evans

A Comparative Policy Analysis of Grow Your Own Teacher Guidance in Statutes Across the United States: Identifying Gaps to Forge a Blueprint for Equitable Teacher Pipeline Policy

Bailey Kathleen Finau

An Investigation of Disproportionality in Student Discipline

Elliot Charles Fischer

Examining the Problem of Inequitable Exclusionary Discipline Practices on Students Identified as Underrepresented Minorities (URM) within Secondary Schools in the State of Missouri: Emphasizing the Importance of Cultural Proficiency with Positive Behavior Intervention and Supports (PBIS)

Franklin Fleming

Beyond Implementation: School Leadership and the Challenges of Restorative Justice in Secondary School

Resul Geyik

A Comparative Policy Analysis of Grow Your Own Teacher Guidance in Statutes Across the United States: Identifying Gaps to Forge a Blueprint for Equitable Teacher Pipeline Policy

Bridget Lynn Hanafin

Catholic School Administrator's Perceptions of Diocesan Sacramental Preparation Policies and their Implementation at the School Level

Patrick Dennis Holley, Jr.

Catholic School Leadership, Job Satisfaction, and Governance Models: Perceptions of Catholic School Leaders and Their Job Satisfaction in Relation to Their School's Governance Model

Vanessa Renae Hopkins

Kasserian Ingera ("How are the Children?"): A Longitudinal Examination using Bolman and Deal's Four Frames Analysis of the Civil Rights Act of 1964 (Sections 402, 403, and 404) as the Primary Policy Vehicle for Educational Equity, Grounded in the Desegregation Principles of Brown vs. Board of Education

Lisa Mae Hoyer

A Study on How Catholic K-8 School Principals Assist Parents in Their Role as the Primary Models of Their Children's Lifelong Faith Formation

Robert Francis Hutchison

The Road to Leadership: A Concurrent Mixed Methods Study Examining Gender and Leadership Development in Jesuit Secondary Education

Sydney Caroline Modaff Jay

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Peter Sidney Kernion

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Clifton Lamont Kinnie

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THE GRADUATES

Kathryn Louise Koberlein

Catholic School Leadership, Job Satisfaction, and Governance Models: Perceptions of Catholic School Leaders and Their Job Satisfaction in Relation to Their School's Governance Model

Kyle Mark Kubik

Professional Development, Pedagogy, and Programming in High-Achieving Catholic Dioceses: An Analysis of Practices Supporting Faith Formation and ARK Outcome

Damian Beyuo Kuukole

Perceptions of Catholic School Leaders Who Have Discerned Their Charism on the Effectiveness of Their Spiritual Leadership

Angela Lind

Digital Literacy in Catholic Schools: A Study of the Archdiocese of Saint Louis

Bobbie Jean Madura

Professional Development, Pedagogy, and Programming in High-Achieving Catholic Dioceses: An Analysis of Practices Supporting Faith Formation and ARK Outcome

Leah McClure

Beyond Implementation: School Leadership and the Challenges of Restorative Justice in Secondary School

Katherine Rita Mentel

Catholic School Leadership, Job Satisfaction, and Governance Models: Perceptions of Catholic School Leaders and Their Job Satisfaction in Relation to Their School's Governance Model

Mindy Danielle Nix

An Investigation of Disproportionality in Student Discipline

Deontá Palmer

An Investigation of the Comparison of Principal Perceived Strategies for Teacher Retention and Effective Research Based Strategies for Teacher Retention

Vito Joseph Pellitteri

Catholic School Administrator's Perceptions of Diocesan Sacramental Preparation Policies and their Implementation at the School Level

Robin Alane Perry

A Study on How Catholic K-8 School Principals Assist Parents in Their Role as the Primary Models of Their Children's Lifelong Faith Formation

Ronica Jeannette Pompey

An Investigation of Disproportionality in Student Discipline

Justin M. Robinson

Beyond Implementation: School Leadership and the Challenges of Restorative Justice in Secondary School

Jamar DeSonte' Scott

Developing Principal Self-Efficacy: The Role of District Systems, Structures, and Supports

Anthony Van Gessel

Digital Literacy in Catholic Schools: A Study of the Archdiocese of Saint Louis

Michael Robert Zelenka

Perceptions of Catholic School Leaders Who Have Discerned Their Charism on the Effectiveness of Their Spiritual Leadership

SPECIALIST IN EDUCATION

Chandra Ruth Andrews

Joshua Robert Baldwin

Makenzie Elizabeth Blackburn

John C. Bonsanti

Kelly Ann Mahler Brown

Sheila Ann Carves

Resul Geyik

Paris Cortez Grimmatt

Sydney Caroline Modaff Jay

Francene Teresa Lopez

Kacee Nicole Mann

Carmen Antaunatte Meeks

Deontá Palmer

Isabel E. Papachrisanthou

Ronica Jeannette Pompey

Dora Isela Sandoval

Jamar DeSonte' Scott

Miriam Alice Townsend

MASTER OF ARTS IN EDUCATIONAL LEADERSHIP

Roberto Brunel

Philip Edward Collins

Emily Claire Dana

Ella E. Dotson

THE GRADUATES

Grace Meredith Fearheiley

Cordell James Hadnot

Anne Morgan

Christian Kammer Orlet

Taryn Elizabeth Pohl

Nicole Marie Schafer

Brittani Gail Wade

MASTER OF ARTS IN HIGHER EDUCATION AND STUDENT AFFAIRS ADMINISTRATION

Hami Mahdioun

Layah Leilani McDonald

Alexander Joseph Mikhailov

Mina Chidiebube Onwukwe

MASTER OF ARTS IN TEACHING

Maeve Catherine Andrews

Vincent Anthony
Bartholomew

Martin Paul Brablec

Deonte Demel Collier

Margaret Runde Drexler

Mecca Hamm-Bey

Kyle Matthew Hannan

Cooper Daniel Lee Hom

Anjelikka Serenity Hopkins

Victoria Faith Kremer

Stephen Frederick
Kuppinger, Jr.

Karen Georgette Lacy

Atif Mahr, Jr.

Dwayne Mose McCowan III

Jack McKie

Sofia Alexandra Mora

Ariana Eve Mullins

Michael John Radakovich

Christopher William Staley

Erin Angela Trani

Mercedes Upton

Victoria Jane Woodward

Rebecca Christine Woolbright

POST-BACCALAUREATE CERTIFICATE IN ADVANCED LITERACY METHODS

Clararose Ophelea Louis

BACHELOR OF ARTS IN EDUCATION

Carson D. Amstutz***
*Concentration: Elementary
Education*
Second Major: Spanish

Clara Ann Baldus*
*Concentration: Secondary
Education Social Science*
Second Major: History

Sajah Elayne Ballard**
*Concentration: Elementary
Education*

Aminia Aysha
Burnett-Wagner*

*Concentration: Elementary
Education*

Cecilia Angeline Champa**
*Concentration: Elementary
Education*

Shaya Scholey Dry*
*Concentration: Elementary
Education*

Brittany S. Gutierrez
*Concentration: Early Childhood
Education*

Jayson Ryan Hancock***
*Concentration: Elementary
Education*

Emilee J. Hercules**
*Concentration: Secondary
Education English*
Second Major: English

Skyler Elizabeth Joyce*
*Concentration: Elementary
Education*

Andjiana McAllister*
*Concentration: Early Childhood
Education*

Maggie Aileen Philpott***
*Concentration: Early Childhood
Education*

Kaylyn Marie Riggs**
*Concentration: Secondary
Education English*
Second Major: English

Michael Ruble***
Concentration: Special Education

Daniela Sanchez
*Concentration: Elementary
Education*
Sean Joseph Smith

THE GRADUATES

Concentration: Secondary

Education English

Second Major: English

Lily Christian Stiegemeier**

Concentration: Elementary

Education

Madeleine G. Underwood**

Concentration: Special Education

for Mild/Moderate Disabilities

Ty Waranimman

Concentration: Special Education

for Mild/Moderate Disabilities

Katherine Maria Theresa

Witte***

Concentration: Elementary

Education

BACHELOR OF ARTS IN

TEACHING

Bernarda Almonte Mendoza*

Tiffani L. Anderson**

Monica Rene Bostic

Tranice J. Clark**

Ah sharrrie Tarrina Evans

Alexis Finklea**

Phyllis E. Frye**

Velma Simone Garland**

Lashunda Green**

Christopher Hall

Courtney Harper***

Cassandra Y. Henderson**

Cassandra Maria Howard*

Bobbi Hubbard*

Nicholas Kepler*

Krystal Keyes***

Dara Renee Kimbrough***

Selwa Sally Kina***

Normanda Lee***

Tasha Terrell Mcdaniel*

Symone Merriman*

Tamala Lavonne Myles

Celeste Francesca Ocaña*

Alicia Shunta Paulette

Janevieair D. Ray*

Sarah Loran Breon

Redmond**

Alyssa Rudloff**

Raquel Smith-Collier**

Eileen Viola Stiles

Henderson***

Jasmine Desiree Thierry

Tamra J. Thompson***

Nicolle S. Thompson-

Williams**

Debra Tolliver-Nash*

Bronda Renee Wolfe

Deontae Woods***

DeQuinda Woods***

*** **summa cum laude**

(G.P.A. 3.9 – 4.0)

** **magna cum laude**

(G.P.A. 3.7 – 3.89)

* **cum laude**

(G.P.A. 3.5 – 3.69)

Graduation honors for candidates appearing in this book are calculated based on the Grade Point Average at the end of the Fall 2025 semester.

University honors will be officially calculated when final grades have been submitted and the degrees are conferred.

This program is not an official document.

FULL-TIME FACULTY

Madeleine Bailey, Ph.D.	Karen Hall, Ed.D., <i>Director of Graduate Education Programs</i>	J. Mark Pousson, Ph.D.
Alexandra Boyd, Ph.D., <i>Assistant Dean</i>	Christa Jackson, Ph.D.	Diane Richter, Ph.D.
Michael Boyle, Ph.D.	Donna Jahnke, Ph.D.	Gary Ritter, Ph.D., <i>Dean</i>
Benton Brown, Ph.D., <i>Assistant Dean</i>	John James, Ed.D.	Molly Schaller, Ph.D., <i>Associate Dean</i>
Megan Brown	Jessica Leonard, Ph.D.	Karen Tichy, Ed.D.
Jennifer Buehler, Ph.D.	Karissa Sywulka Mitchell	Mei-Ling Tung, Ph.D.
Jeannine Butler, Ed.D.	Joseph Nichols, Ph.D.	Robert Vogelaar, Ed.D.
Mary “Rina” Chittooran, Ph.D.	Takako Nomi, Ph.D.	Jaime E. Welborn, Ph.D.
Dannielle Joy Davis, Ph.D.	Carolyn O’Laughlin, Ph.D.	Jo Nell “Jody” Wood, Ed.D.
	Kristi Baker Patterson, Ph.D.	
	Kathryn Mitchell Pierce, Ph.D.	

STAFF

Karen Askew	Josh Goldman	Rob Person
Joslyn Bland	Jordyn Hale	Tyler Richardson
Ashley Burle, Ph.D.	Karman Haywood	Carmelita Spencer
Naomi Carranza	Collin Hitt, Ph.D.	Demond Taylor
Deanna Childress, Ph.D.	Candi Johnson	Courtney Vahle, Ed.D.
Amy Clark	Matthew Kowalski	Christian Webb
Kathryn Coleman, Ph.D.	Anitra Laktzian-Brown	Asia Wilson
Vivian Garcia Cruz	Sam Link	Ryan Wilson
Carolyn Dubuque	Abby Medler	
Meredith Feher	Elizabeth Nutt	

Congratulations Graduates!

The School of Education proudly welcomes you as a new alumnus or alumna of Saint Louis University. We look forward to staying connected and keeping you informed about events, opportunities, and updates from your program and the School. We invite you to join our community on social media to stay engaged with fellow alumni and the School of Education:

Facebook: [facebook.com/SLUSOE](https://www.facebook.com/SLUSOE)

Instagram: [@slu.education](https://www.instagram.com/slu.education)

LinkedIn: [Saint Louis University School of Education](https://www.linkedin.com/company/saint-louis-university-school-of-education)

SPECIAL THANKS TO

FACULTY MARSHALS

Jeannine Butler, Ed.D.

Joseph Nichols, Ph.D.

Takako Nomi, Ph.D.

Kristi Baker Patterson, Ph.D.

Robert Vogelaar, Ed.D.

Jaime E. Welborn, Ph.D.

READERS

Christa Jackson, Ph.D.

Donna Jahnke, Ph.D.

School of Education Mission

The mission of the Saint Louis University School of Education is to improve our world by inspiring educators as leaders of change, with and for others, through intentional relationships and responsive action. Our learning, teaching, research, service, and advocacy is focused on the greater good so that all can flourish.

School of Education Vision

Inspired by an unrelenting pursuit of a hope-filled future, we will work with and for others to transform schools and systems to ensure belonging, learning, justice, and equity.

Please be advised that this event is being photographed, videotaped and live-streamed. Attendance at this event grants permission to Saint Louis University to use, release, publish, exhibit or reproduce an attendee's image or likeness.

ABOUT SAINT LOUIS UNIVERSITY



Saint Louis University is one of the oldest and most prestigious Catholic universities in the United States. Founded in 1818, the University is recognized nationally for world-class academics, life-changing research and a strong commitment to faith and service.

Guided by its enduring Jesuit mission, Saint Louis University offers students a highly rigorous and deeply transformative education that empowers them to become bold, confident leaders.

As a nationally recognized leader in research and innovation, SLU is a Research-1 (R1) university, advancing groundbreaking discoveries in St. Louis and around the world.

Saint Louis University educates 13,307 students from all 50 states and 93 countries. The University's campus in Madrid, Spain, enrolled 1,285 students last fall.

A dedication to values-based education and social justice has earned Saint Louis University widespread acclaim and bolstered its status as a character-building college. SLU is one of only 7% of colleges nationwide to hold the Carnegie Classification for Community Engagement, which honors the service-centered work of the University community.

SLU is also a catalyst for urban renewal in the heart of a vibrant city. More than \$2 billion in housing, retail and business development is underway in Midtown St. Louis, and the University is in the center of the neighborhood's growth.

Inspired by its pioneering spirit, Saint Louis University continues to move forward, committed to serve a higher purpose while seeking the greater good.

ACADEMIC EXCELLENCE

SLU ranks as one of the country's top colleges by *The Princeton Review*, *The Wall Street Journal* and *U.S. News & World Report* – and as the No. 11 “Best Catholic College in America.” (Niche)

R1 STATUS

With \$65.1 million in externally funded research expenditures, SLU's R1 status places the University in an elite group of U.S. research universities.

SERVICE

1.5 million hours of service are completed by the SLU community annually. Seventy-two percent of students volunteer each year.

ATHLETICS

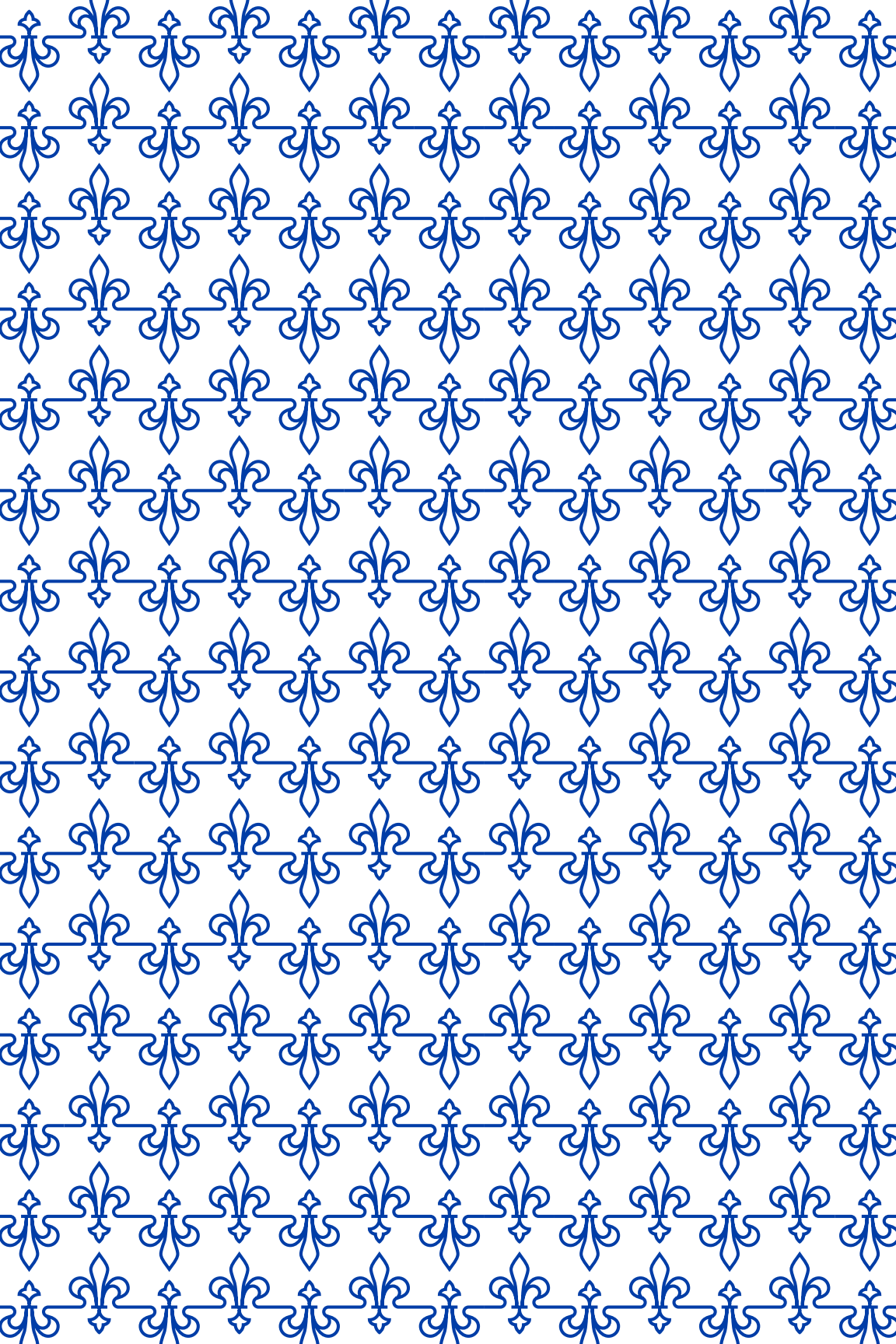
An NCAA Division I institution, SLU is a member of the Atlantic 10 Conference and competes in 18 sports. Recent successes include men's basketball advancing to the second round of the NCAA Championship.

MASCOT

The University's unique mascot, the Billiken, is a mythical good-luck figure who represents “things as they ought to be.”

ALUMNI

SLU's new graduates join more than 142,000 alumni who lead lives of meaning and purpose around the world.





SAINT LOUIS
UNIVERSITY™

— EST. 1818 —