

Letter from VP Jane Neufeld

August 2019

Dear Colleagues, and Friends,

Our Jesuit values inspire us to be “contemplatives in action” who simultaneously balance engagement in meaningful reflection, and intentional action. The process of creating and reviewing our Annual Report provides us with opportunities to celebrate our accomplishments, while considering how we will strive for continuous improvement. We value this chance to think deeply about the work we do in collaboration with campus and community partners to support holistic student success.

I am pleased to share some highlights and important events from the 2018-2019 academic year:

- In February 2019, the university announced the establishment of the Office for Equity and Compliance. Working closely with DSD, this office enhances the institution’s ability to effectively address allegations of sexual misconduct and discrimination.
- The Sorority & Fraternity Life (SFL) community was approximately 17% of the undergraduate student population in Spring 2019. SFL chapters engaged in over 20,000 hours of community service, and raised approximately \$450,000 for charities this year.
- Participants in Student Diversity & Multicultural Affairs mentoring programs have an average retention rate of 95%.
- It was our second record-breaking year in a row for participation in Intramural Sports teams, with 2,000 individual student participants (some of whom played on more than one team).
- The Office of the Dean of Students lead collaborative efforts across campus to develop as Preferred Name policy, which will be instituted in the 2019-2020 academic year.
- The university’s first food pantry was established, called Iggy’s Cupboard.
- The Office of the Dean of Students will launch the new Center for Student Advocacy in fall semester 2019 to streamline communication and coordination in order to better serve students.
- We are excited to welcome Conference Services and the Loyola University Museum of Art (LUMA) to DSD.
- Planning will continue as we prepare to host the Jesuit Association of Student Personnel Administrators Summer Institute in July of 2020.

Thank you for your interest in learning about the exciting work of the Division of Student Development at Loyola University Chicago. We look forward to continuing to work with colleagues to develop transformative experiences that engage and support our students.

Sincerely,

Jane F. Neufeld
Vice President for Student Development



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DSD Signature Activities Chart

RESIDENCE LIFE

- Crisis Response & Conduct
- Desk Operations
- Housing Operations
- Move-In
- Reapplication & Room Selection
- Resident Assistant Experience
- Residential Curriculum
- Student Learning & Development

In partnership with our residents, the Department of Residence Life enhances the Loyola Experience by providing safe and supportive living communities where students can engage with others, explore their personal identity, and develop a deeper understanding of their impact on the world.



STUDENT COMPLEX

- Athletics Facilities
- Campus Recreation
- Campus Reservations
- Dining Services
- U-Pass (CTA) Distribution
- Student Centers

+Campus Rec

The Student Complex is dedicated to providing safe, well maintained, state of the art facilities that offer resources, services, programming, and programming support that promote the educational, social, and cultural experiences for students, faculty, staff and visitors. The Student Complex services include facilities management, event planning and program support, and retail and contracted services.



STUDENT LIFE & ENGAGEMENT

+DOS +OSCCR +SAGA +SDMA

- Behavioral Concerns Team & CARE
- Commuter Student Life
- Conflict Resolution
- Office of the Dean of Students
- Department of Programming
- Diversity & Inclusion Education
- Leadership Development & Advocacy
- Sorority & Fraternity Life
- Special Events
- Student Conduct
- Student Organizations
- Title IX & Bias Response Services

Student Life & Engagement enriches the Loyola University Chicago student experience by providing transformative engagement opportunities for reflection, dialogue, and action. In the Jesuit spirit of cura personalis, we advocate for and with students, we cultivate student success, and we educate and develop socially responsible leaders.



WATER TOWER CAMPUS LIFE

- Graduate, Professional, & Adult Student Life
- Downtown Campus Support
- Student Center Information Desk
- Water Tower Campus Special Events

The mission of Water Tower Campus Life is to increase and support the academic, faith, personal, social, and professional growth of all students on Loyola University Chicago's Water Tower Campus – with a focus on graduate, professional, and adult students. We are committed to enhancing the student experience and fostering a transformative learning community.



DSD DIVERSITY STATEMENT:

Student Development at Loyola both celebrates and promotes a safe and healthy community life for people of all races, religions, national origins, socio-economic classes, gender identities and expressions, sexual orientations, physical and learning abilities, and ages by modeling behavior and articulating expectations that we live and work together in one community, bound together by our commitment to learning and respect for one another. Excellence and diversity at Loyola are inextricably tied. We have a deep understanding of and commitment to the fact that to be an excellent division and an excellent university we must be diverse in all aspects of our work.

WELLNESS CENTER

- Medical Services
- Mental Health Services
- Student Led Programming
- Wellness Education

The Wellness Center provides high quality interdisciplinary medical, mental health, and health promotion services that enable our diverse student population to more fully participate and succeed in the college experience. By enhancing health and wellness, within the context of a Jesuit Catholic institution, each student is empowered to take responsibility for self care by making informed lifestyle choices that contribute to their own success and to the well-being of the community.



DSD VISION:

We will engage and support students in developing the personal values, skills, and competencies needed to fully engage the world in pursuit of a life dedicated to truth, justice and service to humanity. We provide and inspire involvement in a wide range of co-curricular pursuits that support the academic mission and that mirror the values of the core curriculum. In doing so, we encourage care for self and care for others through the spiritual and holistic integration of prayer, reflection, and discernment into the busy academic and personal lives of our students.

OFFICE OF THE VP

- Administration/Operations
- Assessment
- Budget & Purchase Regulations
- Divisional Committees
- Divisional Marketing/Communication
- Family Weekend
- Student Excellence Resources
- Web & Social Media Management
- Weekend of Excellence

DSD MISSION:

The Division of Student Development supports the university's mission by offering programs and initiatives that aspire to provide leadership, support and service to students as they experience the personal transformations of a Jesuit education.



RESIDENCE LIFE



Staff

- 24 Full-Time Employees
- 6 Graduate Assistants
- 2 Graduate Interns
- 106 Resident Assistants
- 182 Student Support Services Staff

Mission & Vision Statements

Mission

In partnership with our residents, the Department of Residence Life enhances the Loyola Experience by providing safe and supportive living communities where students can engage with others, explore their personal identity, and develop a deeper understanding of their impact on the world.

Vision

By providing excellent customer service and fostering diverse and inclusive communities in well-maintained buildings, Residence Life will be the preferred housing choice for Loyola students. Through our innovative practices, living on campus will become an integral part of the educational experience and help prepare students to create meaningful change in the world.

Learning Outcomes

Students who participate in Residence Life programs and services will:

- Explore, articulate, and act consistently with their personal values, while understanding how their actions impact others.
- Independently navigate processes while recognizing the importance of self-advocacy and personal responsibility.
- Recognize the value of inclusion by engaging in diverse communities and will be able to identify ways to advocate for others locally and globally.
- Achieve a higher level of academic success as a result of engaging with students, faculty, and staff of varied academic interests.



Signature Activities

Crisis Response and Conduct: Within a Residence Life system, emergencies will occur with some regularity. An emergency is defined as a serious situation or occurrence that happens unexpectedly and demands immediate action or a condition of urgent need for action or assistance. Residence Life staff is on duty 24/7/365 and responds to multiple emergencies per week. Residence Life staff also enforce policy and adjudicate student conduct violations.

Desk Operations: The safety of our residents is paramount. All first year buildings have 24/7 desk operations. Many sophomore and upper class buildings also have 24/7 desk operations. The desk operations team is responsible for helping to facilitate a welcoming, caring, health and safe environment by promoting community rooted in the Jesuit traditions of Loyola University Chicago. Desk staff work at the residence hall front desks, assisting in the administration, service, and security of the residence hall. As the first contact for residents, visitors, and persons in and outside of the Loyola community, Desk Receptionists must demonstrate professionalism and excellent customer service at all times, while also responding quickly and effectively in emergencies.

Housing Operations: Housing Operation's key activities most typically consist of customer service outreach or customer service based interactions (touch points) with residential students. These consist of facilities, move-in and move-out, assignments, and sustainability. This service exists at all times of the year throughout all of Residence Life. Opening/

Move-In is the Operations signature experience, since it is the first impression for many students at Loyola.

Resident Assistant (RA) Experience: As a signature student experience at Loyola, the Resident Assistant experience places upper class students in peer mentoring situations on residence hall floors and apartment communities. The Resident Assistant (RA) position is a unique leadership opportunity for students where they meaningfully contribute to the residential community at Loyola University Chicago. In their work, RAs serve as resources, community builders, administrators, role models, and peer educators with our residents. As members of a residence hall team RAs work collaboratively with departmental staff to create a vital and engaged living-learning community. Together, the residence hall team provides programs and services that support the mission, vision and values of the Department of Residence Life. With the goal of creating transformative living environments in the residence halls, RAs are responsible for building and facilitating a positive and effective community. This is a full academic-year experience, 20 hours per week on average.

Student Learning and Development: The Residential Curriculum puts student learning at the forefront of the residential student experience. Each section of the academic year is structured like an academic curriculum, with learning outcomes that increase in variety and complexity over the two-year residential experience. RAs devote at least 4 hours per week to use structured educational strategies, guided by their masters-level supervisors and resources provided by the department, to engage students in learning. Student leaders also volunteer within Hall/Area Councils for at least 2 hours per week to build community, put on programs, and advocate for student needs. Finally, Learning Communities are an opportunity for students to live and learn with other students who share their interests – they attend programs and take classes together. Among all of these efforts, there are almost non-stop programs happening in the halls each week.



	Total Attendance Fall Semester	Total Initiatives Fall Semester	Total Attendance Spring Semester	Total Initiatives Spring Semester	Total Attendance Academic Year	Total Initiatives Academic Year
Bellarmino	505	22	283	17	810	39
Baumhart	364	26	203	21	593	47
Campion	1381	39	668	24	2088	63
deNobili	752	28	538	21	1318	49
Kenmore	455	27	479	24	961	51
Northside	690	38	486	27	1214	65
Mertz	2221	81	1521	59	3823	140
Regis	634	25	496	16	1155	41
San Fran	1178	43	530	36	1751	79
Simpson	1028	47	752	32	1827	79
Winthrop	390	26	632	34	1048	60
total	9598	402	6588	311	16588	713

Highlights

Residence Life successfully housed Loyola's **largest first year class in history** – for the third year in a row.

The acquisition of St. Louis and St. Joseph Halls will provide an **additional 158 bed spaces for the 19 – 20 academic year**. Residence Life staff members have worked hard with campus partners to prepare to welcome students to these buildings in the next academic year, and are excited about the opportunities that these new areas bring.

In addition to engaging a high number of students in educational programs, RAs engaged in **intentional conversations with 87% of residents on campus**. These conversations helped RAs to build positive relationships with students, which can contribute to students experiencing a sense of belonging on campus, and can increase the likelihood that students feel comfortable reaching out for assistance in times of difficulty.



Despite a number of staffing changes and vacancies, the department continued to collaborate with partners on campus and support key divisional and university events. The department's commitment to serving students, the university community, and our field was well recognized at multiple levels. Even with increased workloads, **staff continued to make significant contributions** to divisional committees, university initiatives, and within professional organizations.

203 students were Green Life Certification certified in Spring 2019. Numbers increased in part due to partnering this program with Upper Class Area Tours (UPCAT) of residential communities. In addition, RAs promoted the certification via QR code, which helped raise awareness. Residence Life has been working to expand efforts in the area of sustainability.

Assessment Findings & Data

On a 1-7 scale, **students rated their RAs**: (a) availability at 5.78; (b) ability to help with a problem at 5.77; (c) ability to treat everyone fairly at 6.13; and (d) ability to organize programs/activities at 6.06.

After **RA Training**, 100% of RAs felt (a) "Prepared (75.82%) or "Somewhat Prepared (24.18%) to refer students appropriately to campus partners; (b) "Prepared" (82.42%) or "Somewhat Prepared" (17.58%) to respond to alcohol & drug-related crises according to departmental expectations; and (c) "Prepared" (78.02%) or "Somewhat Prepared" (21.98%) to create an inclusive community where students of all identities feel welcome within their floor/building.

As a result of their RA experience: (a) 90.9% of all RAs stated that they discovered new strengths within themselves; (b) 92.1% of all RAs felt better able to communicate effectively with a variety of individuals; and (c) 90.5% of all RAs state that they have gained skills that better prepared them to recognize and manage conflict. The **valuable skills developed in the RA position** can support students in **future academic and professional pursuits**.

83% of residents agreed or strongly agreed that residential programs and initiatives helped them **learn about Jesuit Values**.

There were **1,270 total duty calls**. More were for suspicion of marijuana (102) than alcohol-intoxication (80).

There were **84 wellness checks**, which involve Residence Life staff reaching out to students experiencing challenges (this number is likely underreported).

Residence Life staff **adjudicated 1067 conduct cases**. Over 74% of these cases occurred in first-year halls.

On a 1-7 scale, students rated: (a) **front desk services** in the residence halls at 5.75; and (b) Desk Receptionists at 5.94.

There were 4,370 rooms inspected for **Health & Safety Inspections**, with a **pass rate of 96%** in the fall, and **97%** in the spring.

There were **2,839 student room lockouts performed by desk staff** (a 38% increase from the previous year), and 198,978 guest check-ins registered.

16,588 residents attended program initiatives through the Residential Curriculum. **713 program initiatives** took place over the entire year, with an average attendance of 23 residents for each program. The chart indicates attendance by hall and semester.

2018-19 Goals

- Stabilize optimal occupancy in conjunction with facilities master plan and institutional enrollment. **Ongoing**
- Define cohort-housing experience, including bed type, amenities, programs, and meal plan. **Completed by Residence Life, Partner Agreement is Ongoing**
- Develop a comprehensive staffing plan that responds to departmental strategy and vision. **Not Completed**
- Develop and expand marketing initiatives to enhance the student experience. **Ongoing**

2019-20 & Future Goals

- Develop written standards to assist in the onboarding new staff members.
- Explore the current culture of Residence Life and engage in activities designed to strengthen bonds, increase trust and improve the student experience.
- Focus on the completion of the strategic plan and begin the development of a new strategic plan for Residence Life.

- Implement key components of the housing master plan, to include preparing St. Louis and St. Joseph Halls, opening of Francis Hall and assigning students based on the cohort model.
- Engage in robust marketing to upper division students as additional spaces come available in Fall 2020.

Quotations

"I grew a lot and learned to push my comfort zone. I also learned to answer a lot of 'what if' questions on my own. It allowed me to build a community with my team and I think that'll reflect on the building as well." - *Resident Assistant*

"My most valuable experiences as a Resident Assistant were having conversations around social justice and programming to incite conversation with residents about social justice, Jesuit values, and climate change." - *Resident Assistant*

"My most valuable experience as an RA was meeting and building relationships with residents. Being able to support them and see them grow was an honor." - *Resident Assistant*

"My favorite thing about RHA this year was the connections I got to make. I really got to see a lot of the inner workings of the hall councils and made a lot of connections I will carry with me throughout the rest of my time at Loyola. I loved being able to watch emerging leaders on campus come into their own and really excel."

- *Residence Hall Association Member*

RESIDENCE LIFE

STUDENT COMPLEX



Staff

14 Full-Time Employees
260 Full-Time Employees (Aramark)
25 Temporary Staff
240+ Student Staff

Mission & Vision Statements

Mission

The Student Complex unit is dedicated to providing program support, services, space, and amenities for students, faculty, staff, alumni, and guests that foster a welcoming and warm environment. These are designed to facilitate the development of the LUC community by ensuring opportunities for participation and involvement in a diverse array of organizations, programs, and activities. These activities include Campus Recreation's recreational and social experiences which build community and promote values-based action while preparing people to live healthy and balanced lives.

Vision

To establish the Student Complex as a viable resource of efficient facilities for students through high quality services designed to support the educational mission of the institution and the co-curricular needs of the student. The Student Complex is the primary campus destination for students, faculty and staff, and visitors seeking an environment for education, relaxation, social interaction, and recreation.

Learning Outcomes

Student employees will understand the importance of **customer service** and learn how to create a memorable experience for patrons, and participants. Staff and student leaders will develop **organization skills** related to event planning, budget management, documentation, and logistics in order to ensure the success of their events and groups. Staff and student leaders will develop **leadership skills** related to supervision, team-building, group facilitation, conflict management, and communication in order to effectively work with teams and groups. Student staff will develop the necessary **practical skills** for the sports and activities with which they work (aquatic skills, safety and risk management, coaching and training, etc.). By participating in events, programs, groups, and/or employment and leadership roles coordinated by the Student Complex team, students will establish **positive relationships, and develop a sense of belonging** on campus.

Signature Activities

Aramark: Provision of dining halls and catering services on campus.

Aquatics: The aquatic program provides opportunities for open lap swimming, log rolling, and free swim. The program also offers swim lessons for all ages, as well as certification courses.

Club Sports: A group of sponsored student organizations (SSOs) that provide recreation or competition in specific sports or activities. Clubs participate in events, locally, regionally, and nationally, displaying the best of LUC's sportsmanship and leadership throughout the entire academic year.

Event Support: The Student Complex Facilities and Services unit provides support with facilities, staffing, set-up, and customer service for members of the LUC community (students, staff, and faculty) who coordinate events. They also play a key role with major LUC events including (but not limited to): Convocation, Orientation, Commencement, and the Christmas Tree Lighting. In addition, the Campus Reservations unit supports members of the LUC community



with room reservation needs.

Fitness Programs (Group Fitness and Personal Training): This program provides 60-70 group fitness classes to students, as well as staff, faculty, graduate students, and alumni who purchase memberships. Between 4 and 14 classes are offered daily. The fitness program also offers

available outside of open hours.

U-Pass Program: A joint venture with the Chicago Transit Authority. The program provides passes for all LUC undergraduate, graduate, and law students, in addition to Arrupe College students.



personal training programs. Both areas are lead by students.

Intramural Sports (IM Sports): The IM Sports program is structured to provide students, faculty, and staff with the opportunity to participate in a variety of competitive and recreational sports activities on-campus. All IM Sports include divisions for Men, Women, Greek Life, and Co-Rec.

Outdoor Experience: Programs operated by Ramble Outdoors include on-campus group development, skills clinics teaching outdoor skills (knot tying, back country cooking, Leave No Trace, etc.), campfires and s'mores programs, equipment rental, and traveling outdoor experiences (day hikes, campouts in Illinois). In spring, the semester-long Outdoor Leadership Workshop is offered to teach students how to facilitate team-building and outdoor experience programs.

Rock Wall: The rock wall is a facility that is operated by Ramble Outdoors. There are open hours when any Halas member can climb. Programming includes climbing classes, specialty clinics, and partnerships with IM Sports to offer a Climbing Competition each semester. Facility rentals are



Highlights

Intramural Sports had 12,850 participations through 31 sports and leagues and 900 games. The program was recognized as “#1 for best colleges for Intramural Sports by bestcolleges.com”.

Campus Recreation partnered with Orientation to run “Campus Rec Fest”, a large-scale event in Halas Rec Center for all incoming first-year students.

A major update to the West Quad supported recreational sports play. Additional renovations were made to Sean Earl Field, Gentile Arena (a new court redesign), and the men’s locker room in Halas Recreation Center.

Successfully migrated 25Live to SaaS (software as a service) in Spring 2019 without any major disruption, implemented a new university-wide scheduling process, and trained all event programmers in new procedures.

Aramark expanded the food options in Simpson Dining Hall to complement the existing allergen friendly meal choices. Average daily participation increased from 400 students in the fall to 1100 students in the spring.

Aramark reduced food waste by 44% (429 tons), donated 100,000 pounds of safe surplus food, and continues to partner with the Office of Sustainability.

Campus Recreation successfully launched a new software application for membership/facility management and merged to paperless waivers and receipts.

Ramble Outdoors hosted a successful adaptive climbing training for student and professional staff.

Assessment Findings & Data

The Damen Student Center is visited by over 1 million people annually, and Halas Recreation Center had over 289,000

recorded entries.

Within the complex, staff have supported over 5,500 events, including varsity games, conferences, student organization events, large university programs, and external rentals.

114 varsity games were held in Gentile with 60,000 spectators (an increase of nearly 25%). In Gentile and at Hoyne field there were 1300 athletics practices, and nearly 1200 Club Sports games and practices.

The Group Fitness program served over 24,000 participants and the Personal Training program served over 40 clients

On the Damen Student Center facility survey, 60% of respondents said they visit the Student Center on a daily basis. 81% said that the Student Center meets or exceeds their expectations, and that the Student Center is the Hub of campus.

The swim lesson program grew from 59 to 86 participants per session.

UPASS Program continues to support over 13,000 students annually. Students have largely indicated satisfaction with the program. Due to requests to increase availability, U-Pass will recommend that each school/program considers expanding dates and eligibility guidelines.

97.57% of group fitness participants enjoyed taking the class they were in.

Sport Clubs had 668 participants in 26 clubs who played in 373 competitions, practiced for 1,602 hours, and completed 2,307 service hours.

Outdoor Experiences facilitated 1,639 student experiences, and the Rock Wall facilitated 8,086 student experiences.

As a result of participating in intramural sports, 92% of respondents said they could recognize at least one moment in which they felt a sense of community as a student at Loyola (268/293 students surveyed).

The number of participants for Summer Swim Lessons increased by 111% relative to last summer’s numbers.

2018-19 Goals

- Create and distribute an assessment instrument related to the overall student satisfaction of our facilities (Damen Student Center, Gentile Arena, Halas Recreation Center). **Completed.**
- Increase our presence on social media to include more interaction with students, staff, and alumni. **Completed.**
- Continue to improve the wayfinding, signage, and aesthetic “look” of the Student Center and Athletic Facilities’ spaces. **Completed: Added beneficial signage throughout the student complex.**
- Assess the equipment used to support programmatic efforts and make improvements as needed based on needs

and industry trends. **Completed:** Significant upgrades were made within the Gentile Arena, and opportunities to update some audio-visual equipment in our multi-purpose spaces were identified.

- Upgrade to the latest version of 25Live and SaaS. **Completed.**
- Complete scheduling migration from R25 to 25Live for our department. Complete new scheduling process for all university-wide events and train all event programmers regarding the new procedures. **Completed.**
- Revamp a new marketing campaign for Campus Recreation. **Completed.**
- Launch use of a new software portal that will allow patrons to track memberships, lockers, and purchase items online. **Complete/Ongoing.**
- Grow from 1,500 to 2,000 unique participants in IM Sports. **Completed.**
- IM sports will expand from 21 to 25 events and leagues. **Completed.**
- Provide backpacking training for outdoor experience facilitators. **In Progress.**
- Assess outdoor experience facilitator hiring methods to better reach diverse populations. **In Progress.**

2019-20 & Future Goals

- Continue to work with Campus Safety and other University partners to ensure that our facilities remain safe and accessible for the both University community and guests.
- Evaluate and assess satisfaction with our facilities to determine what improvements may be needed in the future.
- Upgrade to 25Live Pro in the Fall of 2019, and update all training materials and schedule trainings for the university for 25Live Pro.
- Successfully transition/merge with Conference Services to streamline and enhance the scheduling, resource allocation, and logistical planning.
- Aramark will expand communication and partnership efforts with students and student organizations, and enhance customer service and guest experiences.
- Increase usage of Campus Recreation Membership Portal to renew memberships, locker service, towel service, and program registration.
- Restructure Group Swim Lesson schedule to allow siblings to participate in lessons at the same time and to allow easier movement from one level to the next.

- Offer the following trainings: backpacking, Club Sports officers, fitness instructors.
- Offer special programming for the rock wall, fitness programs and personal training.
- Create a comprehensive group development resource for outdoor experience staff.
- Increase IM total roster counts (total participations) to 15,000.

Quotations

“I could not have asked for a better team or work experience in the last year of my studies at Loyola University... I’ll cherish all the memories and skills I have gained in my time with you all.” - Student Assistant in Campus Reservations

“The U-Pass program was very helpful. It helped me to really enjoy the neighborhoods of Chicago... It also helped me with transportation to my clinical sites since I cannot drive.” - Student

“Club sports is an easy way to be involved on Loyola Chicago’s campus. The coordinators and members both help to build a positive community on campus. I really enjoy seeing different people from the university come together to have fun with the sports they love.” - Student

“IM sports is a wonderful way to meet people who share the same interests, and build an active community. I was greatly impressed by how organized the matches and fixtures were, and had fun each time!” - Student

“I like how [Damen Student Center] is the center of Loyola and eventually everyone stumbles across it. I like how it is a lively and communal area where you have options to study or to hang out with friends. It really is a hub because so many facilities are within one building.”

- Student



STUDENT COMPLEX

OFFICE OF THE DEAN OF STUDENTS



Staff

- 6 Full-Time Employees

Mission Statement

The Office of the Dean of Students serves all students through care, advocacy, and empowerment. In the Jesuit spirit of *cura personalis*, we offer an individualized response when challenges arise and support students' success as they navigate college and pursue their academic and personal goals.

Learning Outcomes

As a result of participating in the lines of service provided by the Office of the Dean of Students, students will be able to:

- express what they need to be successful at LUC.
- identify action steps to navigate challenge and overcome obstacles to achieve their academic goals.
- articulate rights, resources, and responsibilities on and off-campus.
- demonstrate responsible decision-making skills.

Signature Activities

Behavioral Concerns Team (BCT): The BCT is the centralized coordinated body for discussion and action regarding students exhibiting behaviors that indicate distress, cause a disturbance in the community, and/or present a danger to oneself or others. Committed to proactive, early intervention, the BCT supports students directly and through consultation with campus partners. When necessary, the BCT also assesses risk of harm to the University community and coordinates appropriate action to ensure the safety of individual students and the University at large.

Coordinated Assistance and Resource Education (CARE): Through CARE services, the DOS supports students through challenging personal circumstances that might otherwise present an obstacle to academic progress and student success (such as grief/loss, medical issues, family crises, or financial difficulties). These services may include outreach on behalf of a student to faculty or other campus partners, connecting students with appropriate campus or community resources, or simply checking in with a student to offer guidance and support. Students may seek out such assistance for themselves, but usually they are referred to the DOS by a campus partner who has

learned of the student's difficulties. When students are referred to CARE services, the DOS will always reach out and offer support, but students are under no obligation to accept it.

Equity-based Discrimination and Misconduct Services: Equity-based discrimination and misconduct includes all forms of dating and domestic violence, sexual misconduct (as defined in the Community Standards), stalking, and any other misconduct or discrimination where the survivor was targeted because of their actual or perceived race, color, national or ethnic origin, ancestry, sex, gender identity or expression, sexual orientation, disability, religion, age, military or veteran status, pregnancy or parenting status, marital status, or any other characteristic protected by applicable law. When the DOS receives a report of equity-based misconduct, DOS staff provide outreach and written notice of the survivor's rights, options, and resources along with an invitation to meet. The DOS often assists survivors in utilizing University and/or community services, and can also seek assistance on their behalf. Additionally, when a grievance alleges that such misconduct was perpetrated by a Loyola student, the DOS collaborates with the Office for Equity and Compliance to assure that the accused student (respondent) is also supported and provided a fair and just process in accordance with rights afforded under the Community Standards.

Programming and Advising: The Office of the Dean of Students provides support for various programs and initiatives including: advising the undergraduate Student Government of Loyola Chicago (SGLC); planning Careers in Student Affairs Month (CSAM) events and activities; supporting undergraduate students' participation in the NASPA Undergraduate Fellows Program (NUFP); and coordinating the 21st Birthday Initiative through which students receive an e-card just before their 21st birthday, encouraging them to drink responsibly if they plan to include alcohol in their celebration.

Highlights

Welcomed new staff members: Paige Gardner, M.Ed., *Assistant Dean of Students and CARE Case Manager*; Courtney Bilbrey, LCSW, *Assistant Dean of Students and Title IX Deputy Coordinator for Student Concerns*; and Lester Manzano, Ph.D., *Associate Dean of Students*.

Formalized emergency hardship funds process.

Collaborated with SAGA to launch Iggy's Cupboard, a food pantry for students.

Established **Preferred Name Policy** for the university.

The **21st Birthday Initiative** (e-cards to students turning 21, encouraging responsible use of alcohol) had an "open rate" of over 90%.

Assessment Findings & Data

For the BCT services, the most frequent "Primary Concern Types" were suicide ideation (49 in fall, 52 in spring), mental health concerns (30 in fall, 21 in spring), and suicide attempts (13 in fall, 9 in spring). Students were in all class years (including graduate students), with first-year students representing 47% of the students receiving BCT services in the fall, and 32% in the spring.

For CARE services, the most frequent "Primary Concern Types" were mental health concerns (82 in fall, 78 in spring), academic concerns (45 in fall, 44 in spring), and grief/loss (34 in fall, 41 in spring). Students were in all class years (including graduate students), with first-year students representing 33% of the students receiving CARE services in the fall, and 28% in the spring.

For equity-based misconduct services, the DOS received 51 **reports of bias-motivated or gender-based misconduct** in the summer (of 2018), 80 reports in the fall, and 159 reports in the spring.

There are many opportunities to link student success to the work of behavioral intervention/CARE teams (Rothenberg, 2018). **In Fall 2018, nearly 400 students were referred to BCT and CARE services, and the office received 80 reports for equity-based misconduct services. In Spring 2019, over 350 students were referred to BCT and CARE services, and the office received 159 reports for equity-based misconduct services.** For students who seek support through DOS, examples of student success came in the form of **maintaining academic progress, accessing university resources** to assist in their academic progress, or temporarily withdrawing from the institution to care for their **wellbeing**.

2018-19 Goals

- *Improve operational efficiency in all areas within DOS to decrease response times and increase quality of services.* **Progress:** In progress. Several staffing changes over the last year have provided opportunities to review how the team works across individual functional areas to support overall DOS operations. With a new Assistant Dean and CARE Case Manager, a new Assistant Dean and Title IX Deputy Coordinator, and a new Associate Dean of Students, as well as the introduction of a new case-management system for the 2019-20 academic year, there are opportunities to operationalize "efficiency" and to review response times and quality of services over the next year.

- *Establish a clear DOS identity to increase campus partner understanding of mission and services.* **Progress:** In progress. The Office of the Dean of Students continues to serve as a resource and advocate for student concerns. With the upcoming launch of the Center for Student Assistance and Advocacy (CSAA) and initiatives to promote One Loyola, the DOS will continue to refine its identity and to collaborate with campus partners across the University and its multiple campuses.
- *Enhance our working relationships with students to meet their needs through advocacy, care, and empowerment.* **Progress:** In progress. The DOS team continues to enhance its working relationships with students as well as increase its visibility in the Loyola community. DOS team members have presented training programs for student groups and began hosting a table at the resource fairs during new-student orientations.

2019-20 & Future Goals

- Transition case-management database system from Advocate-Symlicity to Maxient, and create new reporting forms for each student-concern area.
- Launch new website, with assistance from University Marketing and Communication, including resource pages for students, faculty/staff, and parents/guests.
- Develop new training presentations for faculty/staff to be presented at Focus on Teaching and Learning (FOTL) conference.
- Update respective policies and protocol documents for DOS service areas, including CARE, BCT, and Equity-based Misconduct Services.

Quotations

"[Amber Miller] was not only professional and knowledgeable, but she was so kind and helpful during a very stressful time for me. Amber and I spoke via phone and also emailed frequently during the past three weeks, and the information she provided was such a huge help to me. But more importantly, her compassionate and caring words reassured me that everything would be alright. I work at Loyola Medical Center, and we have "Magis Awards" to recognize employees who go above and beyond for others... Amber Miller certainly is a Magis star! Loyola University is very fortunate to have a representative like her." - Parent

"Thank you for your guidance during this process. Even though I myself am a social worker by training (and still an LCSW), how mental health interfaces with the academy is really a learning area for me." - Faculty

"I just want to say thank you... for your support over the past couple of years. Throughout everything that I went through, I always felt like I had your full support and understanding."
- Student



OFFICE OF STUDENT CONDUCT & CONFLICT RESOLUTION



Staff

- 4 Full-Time Employees
- 1 Graduate Assistant
- 2 Student Assistants
- 17 Volunteer Student Leaders

Mission Statement

The Office of Student Conduct & Conflict Resolution is dedicated to cultivating a community of care by upholding the Community Standards and providing conflict resolution services. We strive to strengthen relationships in our community by encouraging students to take ownership of their impact, engage in open dialogue to repair harm, and demonstrate positive decision-making.

Learning Outcomes

- By engaging with the student conduct process, students will consider how they interact with their communities and others, and how they can be ethical and committed community members.
- By engaging with the student conduct process, students will identify obstacles preventing their holistic success and opportunities for improved decision-making, personal direction, and/or sense of belonging at the University.
- By engaging with conflict resolution services and programs, students will practice introspective reflection, perspective-taking, and meaningful self-authorship in the decision-making process.

Signature Activities

Administrative Hearings: When it is alleged that students violated the Community Standards, conduct administrators hold hearings to speak with students about their choices and to examine how these choices demonstrate care for self, others, and the community. These hearings are designed to foster reflection and growth such that they are educational and developmental rather than punitive in nature.

Conflict Resolution Services: Trained staff assist students in preparing for difficult conversations, serve as neutral third parties to facilitate dialogue amongst those in conflict, and create spaces for those who have harmed or been harmed to examine ways to repair the harm and rebuild relationships.

Developing Student Leaders: Through our Student Community Board (SCB), Conflict Resolution Liaisons (CRL), and student assistant programs, students are ambassadors of OSCCR's mission and

philosophy. By collaborating with staff and other students, student leaders in OSCCR build key communication and problem-solving skills to better serve the Loyola community.

Training Campus Partners: OSCCR trains staff on five different campuses who ensure that, in their role as conduct administrators, they operate through a restorative justice lens and exercise a high degree of care, support, and intentionality in making decisions that impact students. OSCCR also offers "OSCCR by request" trainings, which are specifically tailored to meet the needs of the requesting department.

Student-Led Programs & Workshops: Student leaders are responsible for leading workshops, facilitating conversations, and executing programs to increase the ongoing, holistic development of their peers. These programs include the Values Workshop, Student Promise Day, Campus Involvement Challenge reflection sessions, and Restorative Service Hour reflection sessions.

Highlights

In order to grow restorative justice practices offered through OSCCR, the office **launched its Community Circle series**. In year one, there was participation from students, staff, and faculty in the circles which provide a facilitated space to allow for sharing and listening with and to others.

After OSCCR **instituted 2 major assessment initiatives during 2017-18**, the office used these tools to provide feedback to Conduct Administrators and the Student Community Board this past academic year. The office coupled this feedback with weekly dashboard reviews of open cases to ensure that administrative hearings were being conducted in a timely and consistent fashion.

OSCCR staff partnered with the Office of the Dean of Students and Student Activities & Greek Affairs to **present to over 300 new members of the Sorority and Fraternity Life community** on the Student Promise and Community Standards.

OSCCR fosters student discernment of their moral compass by promoting care for self, others, and the community. Our office infuses restorative methods across student conduct and conflict resolution work, which can cut down on "reoffending" (Gilligan, 2012). In the past 5 years, **61% of students were reported for only one incident at LUC**.

Assessment Findings & Data

From August 1, 2018 to May 31, 2019, Conduct Administrators **resolved a total of 1,497 unique incidents involving 1,731 students** through a

combination of student conduct and conflict resolution pathways.

OSCCR facilitated presentations for all first year, transfer, and Arrupe College students, as well as training sessions for over 30 Conduct Administrators on both the main campus and Rome campus. **Over 3,000 people attended these presentations and trainings.**

Over 85% of students agreed/strongly agreed the **communication they received throughout the conduct process was clear and transparent**. 82% of students agreed/strongly agreed that the **Conduct Administrator treated them with dignity and respect**.

74 students participated in conflict resolution services, which includes conflict resolution intake meetings, conflict coaching, mediation, and restorative justice methods. **95% of students agreed or strongly agreed that their mediator helped them progress towards resolution**, and stated that they would recommend mediation to others.

When there is finding of responsibility within the student conduct process, one of the outcomes that can be assigned includes **restorative service hours or community service**. Students are able to select any community agency or organization. 93 students participated in this activity, completing a **total of 1,122 hours of service**.

The **Student Community Board held 27 hearings** during 2018-19. These cases involved direct interfacing **with 223 students**. Additionally, Conflict Resolution Liaisons facilitated student conduct process outcomes for 82 students and interacted with over 100 additional students while hosting OSCCR's signature program, the Student Promise Day.

In the Spring 2019 semester, OSCCR staff partnered with several faculty colleagues to present to faculty, staff, and students on **restorative justice, macroaggressions, and conflict resolution**. Those presentations reached **45 students and 75 faculty/staff members**.

OSCCR began its Community Circle series to expand restorative justice practices offered by the office. **100%** of students submitting feedback **strongly agreed that they got what they needed from the circle** and that they were likely to participate in a future circle.

2018-19 Goals

- Increase the frequency with which students utilize conflict resolution services by developing specific branding outreach strategy. **In progress:** During 2018-19, OSCCR facilitated conflict resolution intake meetings for 28 students, and restorative justice circles or conferences for 46 students (28% overall increase since last year), 4 staff, and 1 faculty.
- Use data to better inform the development of programs and services so that they can more effectively meet student needs



by bolstering data collection and assessment methods. **In progress.**

- Facilitate high impact learning experiences for student leaders that capitalize on peer leadership by creating and monitoring a specific curriculum and creating opportunities to engage with the Loyola University Chicago community more broadly. **In progress:** During weekly board hearings, OSCCR staff advisors used a rubric to assess the SCB's progress toward the board's specific programmatic goals and provide specific feedback to SCB members. In addition, 97% of students assigned to the Values Workshop agreed or strongly agreed that the CRL facilitators seemed knowledgeable and organized.

2019-20 & Future Goals

- Enhance high impact learning opportunities for OSCCR student leaders by implementing a curriculum model and collaborating with partners in the Division of Student Development for peer-to-peer mentoring and learning.
- Implement new software database system (Maxient) and utilize analytics and reporting options to better capture the depth of work being done by OSCCR and our campus partners as it relates to conduct and conflict resolution services.
- Further develop outreach efforts for conflict resolution services to increase touchpoints with students.
- Advance relationship with Community Relations to highlight the Good Neighbor Policy and bring together community members with students living off-campus.

Quotations

"When I had the meeting about the violation we talked about the incident that occurred. It was a really pleasant meeting... The reflection assignments are helpful to think back on your mistakes and on how you can improve and not repeat those mistakes. The objectives the office sets are clear on what Loyola is expecting of the students." – *Student Participant in the Conduct Process*

"I have learned the connection and impact that one person can have in their community, or even residence hall. I realize that it is important to always consider how my personal actions may be affecting those around me... When it comes to community, it's important to always choose what's right, and to be caring in every action you take." – *Student after Completing Restorative Service Hours*

"The OSCCR mediation experience gave all of us an opportunity to talk and share our views and perspectives on the conflict and how it affected us. It also forced us to confront the situation instead of continually avoiding it."
- Student Participant in Facilitated Conflict Mediation

STUDENT ACTIVITIES & GREEK AFFAIRS



Staff

- 8 Full-Time Employees
- 2 Graduate Assistants
- 2 Interns
- 14 Student Assistants

Mission Statement

The mission of Student Activities & Greek Affairs (SAGA) is to offer opportunities for students to connect, learn, and engage beyond the classroom. Through shared experiences students gain a greater sense of self and community to foster positive social change.

Learning Outcomes

Students involved with SAGA will be able to:

- Identify at least three practical leadership skills they developed through their co-curricular experiences.
- Explain how their program engagement has resulted in a greater personal connection to the LUC community.
- Give an example of how their involvement in co-curricular experiences contributed to an awareness of personal identities.
- Identify two ways in which they positively impacted the LUC, Chicago, and global communities through their engagement activities.



Signature Activities

Commuter Student Life (CSL): The role of Commuter Student Life is to help commuter students' transition to life on campus, connecting them with vital programs and resources to enrich their Loyola experience. CSL partners with First & Second Year Advising to offer commuter affinity UNIV 101 class sections.

Department of Programming (DOP): DOP is a sponsored student organization that plans on- and off-campus events every Wednesday through Saturday for a discounted price or free. Programming occurs through 7 committees: Concerts, Mainstage, Marketing, Films, Special Events, Collaborations,

and Membership. DOP also has a General board, where general members contribute to events.

LUCentral: The department manages the student organization database and hub for students to get involved. This software manages activity requests, payment requests, budget requests, and allows student organizations to manage organization business, membership, and files.

Recognized Student Organizations (RSO): The department provides oversight for over 260 registered and sponsored student organizations. Oversight includes, but is not limited to fiscal management, risk management, event planning, activity request approvals, education, and trainings. The Campus Activities Network (CAN) serves as the hub for student organizations as a sponsored student organization of the department.

Sorority & Fraternity Life (SFL): The department provides oversight for 5 Interfraternity Council (IFC) chapters, 8 Multicultural Greek Council (MGC) chapters, and 7 Panhellenic Council (PHC) chapters. All 3 councils receive advising, education, trainings, and oversight from the department as sponsored student organizations. This population receives increased education in the areas of leadership, risk management, and bystander training. SFL Community Membership is 17.45% of the LUC undergraduate student population.

Special Events: The department is responsible for several large-scale university events. These events include the Student Organization Fair, Finals Breakfast, Senior Send Off (a series of programs for graduating undergraduate students), Welcome Week (a series of 50+ programs for new students), and the Student Organization Awards.

Highlights

CSL collaborated with the Office of the Dean of Students to open a food pantry in spring semester to address the challenges of food insecurity. Operating out of the Commuter Resource

Room, Iggy's Cupboard provides non-perishable food items and other essentials to any member of the Loyola Chicago community.

CSL hosted the third annual **Commuter Bash Event** before final exams in the spring semester. There was a **record high attendance of 126 commuter students**.

DOP hosted 165 programs. DOP collaborated with many RSOs on programs; **547 students attended** these events.

RSO Orientation (I & II) are educational workshops for student organization officers to learn about resources, policy and procedures, ethical decision making, leadership development, and conflict management. **18 RSO Orientations were hosted and 810 student leaders participated.**

CAN hosted 7 events (general body meetings, tabling, specialized programs), **managed 1582 activity requests** on LUCentral, and **added 35 new student organizations** to the RSO community.

SAGA successfully **coordinated the Emerging Leaders Program (ELP)**, which was housed in the Student Leadership Development unit prior to this academic year. This cohort style program consisted of 7 sessions and a culminating banquet. The leadership development focus of this program is shaped around the Social Change Model.

Assessment Findings & Data

96% of respondents said that "as a result of attending Student Organization Fair, I found at least two organizations that I would like to join". 98% of respondents would recommend this event for new students.

This year, Multicultural Greek Council (MGC) grew by 66.7%, Interfraternity Council (IFC) grew by 30.1%, and Panhellenic Council (PHC) grew by 33.1%. Two new chapters joined the community. **A record-breaking number of 541 students joined the SFL community** in Spring 2019.

Senior Send Off programs included a Boat Cruise (671 participants), a Broadway In Chicago show, Anastasia (150 participants), a Cubs Game (500 participants), and Senior Toast (895 students, 567 guests/mentors).

20,000 hours of community service were completed by the SFL community, and \$450,000 was raised for local and national philanthropic causes.

All SFL chapters: successfully submitted the necessary documents to meet SFL Standards, co-hosted an event with members outside of their own council, educated members on risk management and hazing prevention, and implemented at least one academic program.

2018-19 Goals

- Partner with Athletics, and Campus Recreation to implement Prevent Zone for student organizations, and other identified student groups; **Completed.**
- Begin migrating the OrgSync platform to Engage; **In-progress.**
- Increase social justice programming and collaborations offered through the Department of Programming; **Completed.**
- Revamp the Greek Standards and Awards Program to transition to a digital platform; **Completed.**
- Increase Commuter Student Life program attendance by 35%; **Completed.**

2019-20 & Future Goals

- Work with campus partners in completing the full migration from OrgSync to Engage.
- Streamline administrative procedures and create a strong focus on Student Life.
- Enhance the focus on learning outcomes in departmental programs.

Quotations

"This class helped me adapt and have a smoother transition into Loyola Chicago. I'm glad that I got into the UNIV 101 for commuters because it allowed me to get to know more people and relate to their struggles with commuting and becoming involved with activities at LUC." - Commuter UNIV 101 Student

"The open-ended service project was excellent... I believe this built our individual senses of self-efficacy and allowed us to prove to ourselves that we could accomplish an unfamiliar feat. We will all be able to apply the skills gained from the project to our future positions of leadership." - Emerging Greek Leaders Program Participant

"This retreat was a great opportunity to build community, reflect on my experiences as a student of color, and communicate with peers." - MGC Retreat Participant

"The senior toast was a time to celebrate years of hard work, lasting memories, and friends. It was also a moment to reflect on what the future will hold for us as we join an incredible network of Loyola Alumni" - Student

"I have really enjoyed the monthly SFL Study Tables. By providing snacks, games, and a space to work on my assignments with other sorority and fraternity members, I feel connected as well as appreciated for working hard on my academics, especially during midterms and finals."

- SFL Member

STUDENT DIVERSITY & MULTICULTURAL AFFAIRS



Staff

- 5 Full-Time Employees
- 2 Graduate Assistants
- 37 Student Assistants

Mission Statement

We firmly believe that part of Loyola's promise to prepare people to lead extraordinary lives requires us to truly be a home for all cultures and people. We embrace all races, sexes, gender identities, gender expressions, religions, ethnic backgrounds, socioeconomic classes, sexual orientations, abilities, and residency statuses. We foster the success and community building of historically underrepresented student populations through mentorship, multicultural education, academic support, and a celebration of our unique shared experiences.

Learning Outcomes

- As a result of participating in SDMA programs people will be able to:
- define key social identities as they relate to privilege and oppression (e.g. race, sex, gender, socioeconomic status).
 - articulate how privileged and oppressed social identities intersect to influence an individual's experiences.
 - demonstrate social perspective-taking by learning about one perspective different from one's own as it relates to privilege and oppression.
 - demonstrate skills to interrupt micro-aggressions (individual and systemic) that adversely affect marginalized communities.
 - recognize a strengths-based approach to supporting students at Loyola who may be students of color, first-generation, LGBTQIA, or hold other underrepresented identities.

Signature Activities

Brothers for Excellence (BAE): A mentorship program for 1st year undergraduate and transfer male & gender non-conforming students of color. Students are matched with male faculty or staff mentors. Peer Mentors host monthly programs.

College Transition Programs: The Empowerment Pipeline is a student-run program designed in partnership with the Multicultural Learning Community to interrupt the school-to-prison pipeline by empowering high school youth pursuing higher education. LUC students host overnight campus visits and workshops for high school students. The Seizing Opportunities for Academic Resilience (SOAR) pre-fall transition program offers first-generation college students and students of color a four-day experience connecting with student leaders, various campus partners, and viewing their life through the lens of different forms of strengths and cultural capital.



Loyola University Chicago Empowering Sisterhood (LUCES): The program connects 1st year and transfer students with a LUC faculty or staff mentor. Students also can attend leadership development, social, and educational events sponsored by LUCES.

LUC Programming and Trainings: Through the student Diversity Council and the Unity in Diversity (UID) fund, SDMA supports many cultural and social justice themed campus programs. SDMA also coordinates and co-sponsors special events including an open house, receptions, the Diversity Awards (part of the Weekend of Excellence), the Dr. Martin King Jr. Celebration, The People's Institute, and the Legacy Graduation Celebration. In addition, SDMA offers Safe Space Workshops (introductory sessions to assist individuals who wish to support the Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, and Asexual community), and Share the DREAM Undocumented Student Ally Training sessions for students, faculty, & staff.

Q-Initiatives: These spaces and programs are designed to validate and affirm all sexual orientations, gender identities, gender expressions, lack thereof, or combination of any of those social identities.

Students Together Are Reaching Success (STARS): Established in 1986, this program supports student retention and success by connecting 1st year students of color and first generation college students with upper-class student mentors.

Highlights

This was the second year that full-time **SDMA staff instructed UNIV 101 courses matched with each of the department's mentorship programs.** The mentees enrolled in these courses participated at higher rates in activities in their respective SDMA programs than students who were not in the classes.

Students signed up and completed **Safe Space training** this year at an increasing rate. Among all training participants this year, undergraduate and graduate students represented 64% of participants.

The Brothers for Excellence mentorship program enrolled 18 first-year and transfer mentees. **100% of these students completed their first year at LUC in spring 2019.**

The UID Fund supported 20 different registered student organizations and academic departments with the development of **42 events and programs, reaching an estimated 7,000 attendees.**

LUCES marked its 10th anniversary. LUCES fosters spaces for undergraduates, graduates, staff and faculty with shared racial or gender identities to come together monthly for programming focused on leadership development, community, and wellness. SDMA and Campus Ministry received a

grant from the Interfaith Youth Core to develop an **Interfaith Ally Training** in the next academic year.

Assessment Findings & Data

This was the **5th year of the SOAR pre-fall transition program for new students.** 80% of the cohort who entered LUC in fall 2015 graduated in 4 years (compared to the 73% 4-year graduation rate among all LUC students). Because of SOAR, 95% of participants agreed/strongly agreed that they gained tools to organize their time as a student, and that they feel more confident seeking support and resources. **The average cumulative GPA among all SOAR participants at the end of Fall was 3.24.**

68 first-year students participated in the **STARS Peer Mentorship program. 94% of these students completed their first year at LUC in spring 2019.** The average cumulative GPA among 16 peer mentors and 2 program interns was 3.54 at the end of spring 2019.

Through the **B4E program,** 18 students were matched with a faculty or staff mentors. At the end of the academic year, **the average cumulative GPA was 3.02 among mentees, and 3.19 for peer mentors.**

40 students enrolled in the **LUCES program. The average cumulative GPA among mentees was 3.2 at the end of spring 2019.**

78 people (mostly faculty and staff) completed the Share the DREAM Undocumented Student Ally Trainings this year.

2018-19 Goals

- Maintain first-to-second year student retention at or above 90% for STARS, LMP and Brothers for Excellence. **On-Going.**
- Continue to strengthen the collaboration with First & Second Year Advising to instruct affinity-based sections of UNIV-101 in the Fall 2019 term. The goal is to teach the curriculum through the lens of each program – men of color, women of color, and first-generation/student of color experience. **Completed and On-going (future years).**
- Hire and onboard a new Program Coordinator (Women of Color Initiatives) by Fall 2018. **Completed.** Also hired and onboarded a new Program Coordinator for the STARS Program in spring 2019
- Introduce a robust, comprehensive month of programming in partnership with student organizations, Women Studies and Gender Studies, faculty, and student development units in October 2018 to commemorate LGBTQIA Pride Month. Partially **Completed.**
- Launch a university-wide Building Better Men dialogue series that invites male students, staff, and faculty to address toxic masculinity. **Not Achieved.**
- Establish a student advisory group to inform and shape the way graduating students of color, first-generation, and LGBTQIA students are celebrated and recognized. **In progress.**



Design a week of coordinated programming to amplify awareness to the broader Loyola community about the topics impacting undocumented students. **In progress.**

2019-20 & Future Goals

- Streamline and integrate a stronger cultural lens within the Mentorship Program UNIV-101 curriculum.
- Facilitate more opportunities for collaboration among SDMA Leaders across their respective programming.
- Partner with SAGA to reach multicultural student organizational members with leadership and advocacy training.
- Collaborate with Campus Ministry and faith-based student organizations to launch Interfaith Ally Training.
- Readjust the curricular focus of the Empowerment Pipeline program to center the school-to-prison pipeline and connect with student groups beyond the traditional college-going population
- Increase communications with RSOs and their advisors at the beginning of the year to yield more student engagement with SDMA mentorship programs.
- Work in partnership with Dean of Students office to document and resource mentees and peer mentors experiencing significant financial, health, and other related stress.
- Collaborate with Student Academic Services to manage a cohort-based, grant-funded project that will integrate specific support services for sophomores with targeted identities.

Quotations

"I am searching for words to express how inspiring, well-spoken, and informed both Undocumented Student Program interns are and what an impact their words and stories had on the audience. I was touched not only by their own experiences, but the ways in which they shared them... and their invitations and responses to questions." - Staff Participant, Share the Dream Undocumented Student Ally Training

"I feel that I can overcome imposter syndrome by using the words of affirmation I have received in UNIV 101 and from the STARS program. I have also heard a lot of my peers talk about their views on or their experiences with imposter syndrome and I do not feel alone." - STARS Mentee

"I was humbled to learn more about the diversity within the queer and trans community as well as how other community members present information around their identities and the identities of others. Moving forward, I am interested in how to elevate queer and trans voices... in a way that is honoring but not tokenizing in nature."

- Q Retreat Participant

WATER TOWER CAMPUS LIFE



Staff

- 2 Full-Time Employees
- 1 Graduate Intern
- 7 Student Assistants

Mission Statement

The mission of Water Tower Campus Life is to enhance the personal, social, emotional, spiritual, physical and professional growth of all students on Loyola University Chicago's Water Tower Campus with a special focus on graduate, professional, and adult students. We are committed to enriching the student experience and fostering a transformative learning community.

Learning Outcomes

- Students will be able to identify two resources that the university provides to enhance their success.
- Students will be able to explain how their program engagement has resulted in a greater personal connection to the Loyola Community.
- Student will be able to meet other students ranging in their same academic level through social, community building, and educational programs.

Signature Activities

Educational Programs:

Programming geared towards education and professional development for undergraduate, graduate, professional, and adult students. For example, WTCL is a part of the Martin Luther King Jr. Celebration to continue to educate on his message. Staying Best Friends is a program for couples to reflect on how to stay best friends while one or both are in a graduate or professional program. WTCL also offers affinity programming for students of color, international students, as well as LGBTQ students.

Connection with University Resources: The central place at Water Tower Campus for students to identify and get connected with the university resources provided for their student success. WTCL also supported the further institutionalization of the Graduate, Professional, and Adult Student Council, as well as the Graduate and Adult Leadership Awards (GALA).

Highlights

The creation and implementation of The Graduate Toast. This was the first graduation celebration to honor all graduate, professional, and adult students regardless of their college, school, institute, or their campus location.

Providing the opportunity for graduate, professional, and adult students to purchase **discounted tickets to Hamilton Shows** and **a Cubs game**.

The creation and implementation of a **Summer Graduate Intern position**.

Continued partnerships with the Wellness Center, Campus Ministry, and Student Diversity & Multicultural Affairs to create holistic programs.

Implementation of Leadership Development within the **Core Team training**.

Installing **photo canvases, directional signs, larger bulletin boards, floor maps, fresh paint, and a water fountain** within the Terry Student Center.

WTCL created a **list of university student success resources** for graduate, professional, and adult students.

Assessment Findings & Data

Bottle and Bottega – This continues to be one of our most popular events. Most students were **happy with the event**, but would have liked more painting time. They felt the price was a great deal for the experience and would come back again.

Broadway/Sports Ticket sales – Most students purchased 2 tickets. Students **loved the chance to bring a guest** and involve them in their Loyola experience.

The Graduate Toast – In the future, we will provide advertisement earlier in the spring semester. We saw that this program is a need and **desired by students**.

Q-Grad Mixer – The fall mixer had a higher turnout than the spring. Possibly will have a different event rather than a mixer for the spring.



International Meet & Greet. Reach out to all academic partners each month to have them market to their students to have more students attend the event.

2018-19 Goals

- Implement an online resource orientation with select programs or schools. **In progress.**
- Institutionalize the Graduate, Professional, and Adult Student Council. **In progress.**
- Continue support for Black Lives Matter Conference. **On-going.**
- Continue support for Martin Luther King Week activities at Water Tower Campus. **On-going.**
- Continue collaboration with SDMA and International Student Services to offer affinity group spaces. **On-going.**
- Implement the bulletin board posting policy for Water Tower Campus. **Completed.**
- Create a summer graduate internship position. **Completed.**
- Pilot the use of OrgSync, an online student organization management system, with select colleges and schools. **In progress.**
- Create a Water Tower Strategic Plan. **In progress.**
- Align program learning outcomes with department learning outcomes. **Completed.**
- Enhance the Core Team training. **Completed.**

2019-20 & Future Goals

- Implement an online resource orientation with select programs or schools.
- Institutionalize the Graduate, Professional, and Adult Student Council.
- Continue support for Black Lives Matter Conference.
- Continue collaboration with SDMA and International Student Services to offer affinity group spaces.



- Transition to Engage, an online student organization management system, for Sponsored Graduate Student Organizations.
- Implement the Sponsored Graduate Student Organization Handbook.
- Create a Water Tower Strategic Plan.
- Continue to align program learning outcomes with department learning outcomes.

Quotations

“Such a beautiful event where I felt celebrated!” – Graduate Toast Participant

“I had so much fun with my friends and loved the chocolate fountain” – Presidents Ball Participant

“This event was so great to see undergraduate and graduate students, faculty/staff from Loyola, Arrupe College and the community attend!” – Block Party Participant

“Thank you so much! It was great meeting you and everyone! I really feel at home now.” – Q Grad Mixer Participant

“Thank you for organizing this, this is where I found my friends.” – International Graduate Student Meet & Greet Participant

“I appreciated that I met new Loyola students that were not in my program. I also appreciated I could bring my partner who is not a Loyola student.”

- Bottle and Bottega Participant

WELLNESS CENTER



Staff

- 30.53 Full-Time Employees
- 12 Interns
- 9 Student Staff
- 1 Therapy Dog

Mission & Vision Statements

Mission

The Wellness Center provides high quality interdisciplinary medical, mental health, and health promotion services that enable our diverse student population to more fully participate and succeed in the college experience. By enhancing health and wellness, within the context of a Jesuit Catholic institution, each student is empowered to take responsibility for self care by making informed lifestyle choices that contribute to their own success and to the well-being of the community.

Vision

To be recognized for excellence by the University community for providing integrated wellness services essential to student development.

At the Wellness Center, we help students to:

- Get Well.*
- Be Well.*
- Stay Well.*

Learning Outcomes

- Students will identify risk-reducing behaviors that promote a healthy community.
- Students will demonstrate health literacy.
- Students will demonstrate self-care skills that promote optimal health to enable academic success

Signature Activities

Medical Services: Appointments for common illnesses and conditions are available at the Lake Shore Campus and Water Tower Campus locations. The Wellness Center also offers immunizations and TB testing, allergy injections (for established patients), and annual well woman exams. Flu vaccinations are offered to students both at the Wellness Center and during the Wellness Fair.

Mental Health Services: Many students come for counseling when life events or academic stressors leave them feeling troubled or distressed. The Wellness Center provides brief individual therapy and group counseling. There are numerous group counseling options each semester. Some group options include, transitioning to college, managing anxiety, emotional intelligence, dissertation and thesis support, and graduate student interpersonal processing. Care management appointments are also available, assisting to identify areas of concern and provide on and off campus referrals.

Nutrition Services:

The Wellness Center offers free consultations with a registered dietician. The dietician provides educational resources on topics such as sport nutrition, food allergies/intolerances, meal planning, mindful eating, and disordered eating. Nutrition services offers presentations for various on campus organizations/groups.

Advocacy Services:

Trauma-informed, trained advocates are available to meet and work with survivors and co-survivors of gender-based violence. They are able to answer questions, discuss reporting

options, explain what resources exist on- and off-campus, help navigate Loyola's conduct process, safety plan, and more. Advocates can be reached by calling the Loyola Sexual Assault Advocacy Line or making an appointment at the Wellness Center.

Trainings: Alcohol Edu is an evidence-based online course that is effective in reducing student drinking and negative alcohol-related consequences among first-year students. Sexual Assault Prevention for Undergraduates (SAPU) is an online course aimed at introducing first-year students to topics related to sexual assault prevention.

Speak Up, Step In (LUC's active bystander training) is a requirement for all incoming students, both first year and transfer students. The One Love workshop focuses on relationship abuse and recognition of warning signs.

Student-led Programs and Workshops: The Wellness Center is home for three different groups of students who facilitate programs and workshops. The Body Project is a peer-led, interactive workshop designed to challenge the thin ideal and help improve body satisfaction for women. CHANGE (Challenging Antiquated Norms for Gender Equality) is a sponsored student organization through the Wellness Center. Wellness Advocates are a team of volunteer, peer health educators dedicated to helping students achieve optimal health and well-being.

Mindfulness Meditation: Two mindfulness-based interventions are conducted through the Wellness Center-Peaceful Mind and Tranquil Mind.

BASICS and MIM: Educational tools using motivational interviewing techniques with students who have violated alcohol or drug policies. Students meet with a health educator twice over two weeks to evaluate their drinking/smoking habits.



The Wellness Fair:

The Wellness Fair includes vendors, campus partners, and student organizations that provide Loyola students with opportunities for self-assessment, reflection, stimulation, and growth in all areas of wellness: physical, emotional, cultural, spiritual, intellectual, and environmental. Occurring on the first Wednesday in October, students visit over 45 booths, receive free flu shots and STI/HIV testing, and more.

Therapy Dog:

The Wellness Center offers therapy dog services with Ashlar. Ashlar spends his day visiting with students at the Wellness Center and throughout campus during weekly outreach "Ask Ashlar" sessions.



MEMORY LOSS IS NOT A SUPERPOWER

CONSUMING ALCOHOL IN A SHORT PERIOD OF TIME THROUGH PRE-GAMING OR DRINKING GAMES CAN CAUSE BLACKOUTS. LIMIT DRINKS TO 1 PER HOUR.

LOYOLA WELLNESS CENTER LEARN MORE AT LUC.EDU/WELLNESS

SHOTS CAN BE KRYPTONITE

A SHOT OF LIQUOR CONTAINS AROUND 40% ALCOHOL. PACE YOURSELF IF YOU CHOOSE TO DRINK.

LOYOLA WELLNESS CENTER LEARN MORE AT LUC.EDU/WELLNESS

ALCOHOL DOES NOT GIVE YOU WINGS

DRINKING IMPAIRS JUDGMENT AND CAN MAKE US FEEL INVINCIBLE. 16% OF LOYOLA STUDENTS HAVE INJURED THEMSELVES OR OTHERS WHILE DRINKING ALCOHOL.

LOYOLA WELLNESS CENTER LEARN MORE AT LUC.EDU/WELLNESS

DON'T LET YOUR ALTER EGO BE A VILLAIN

39% OF LOYOLA STUDENTS HAVE DONE SOMETHING THEY REGRET WHEN DRINKING. ALCOHOL HEIGHTENS EMOTIONS AND IMPAIRS JUDGMENT.

LOYOLA WELLNESS CENTER LEARN MORE AT LUC.EDU/WELLNESS

HEROES STICK TOGETHER

91% OF LOYOLA STUDENTS STAY WITH THE SAME GROUP OF FRIENDS ALL NIGHT IF THEY CHOOSE TO DRINK.

LOYOLA WELLNESS CENTER LEARN MORE AT LUC.EDU/WELLNESS

Highlights

The Wellness Center introduced a **new therapy dog** to campus. Ashlar is a Great Pyrenees mix, and was featured in Chicago Magazine's online edition.

With the **hire of a second social worker**, the Wellness Center now provides clinical consultation and **support to two embedded counselors within Arrupe College**.

The Wellness Center completed a **Research Brief** which examined data from the **National College Health Assessment Survey** of Loyola undergraduate students from the years 2009-2018. Wellness Center leadership presented these findings to several key stakeholders including the Board of Trustees, the President's Cabinet and the joint Division of Student Development/Student Academic Services In-service.

Assessment Findings & Data

The Wellness Center continues to have a robust number of student contacts. **Clinical visits were 24,030** (medical: 15,454 and mental health: 8,576). The Wellness Center held an additional **356 programs and trainings that had 14,345 contacts** (for the calendar dates July 2018-May 2019). Of these, there were unique student touchpoints on the following topics:
3412 students received information on Wellness Center services and resources.
3810 students attended bystander intervention training.
2691 students received information on mental health (stress, anxiety, suicide, etc.).
1755 students received information on gender-based violence.
1684 students interacted with Ashlar, the therapy dog.
443 students received information on alcohol.
80 students attended trainings on body positivity/body image.
Clinical data was collected from electronic medical record; outreach from programming template.

Mindfulness Meditation: Two mindfulness-based interventions are conducted through the Wellness Center- **Peaceful Mind** and **Tranquil Mind**. 100% of spring Peaceful Mind participants strongly agreed or agreed that participating in the program was beneficial. No data available from Tranquil Mind this year.

Speak Up, Step In: Loyola's **active bystander training is a requirement for all incoming students**, both first-year and transfer students. This year, **3810 incoming students** received this training.

This fall **2,972 first year students completed Alcohol Edu**. The impact of the course can be highlighted by the following:
 69% of participants said the course changed their perceptions of others' drinking behavior.
 62% indicated they intended to limit their drinking frequency.
 66% indicated they intended to limit the number of drinks they consume.
 94% felt better prepared to help someone who may have alcohol poisoning.
2,869 first-year students completed SAPU (Sexual Assault & Prevention for Undergraduates). The impact of the course can be highlighted by the following:
 88% of participants said the course helped them identify healthy vs. unhealthy relationships.
 90% of participants gained information about consent.
 90% felt better equipped to support a survivor of sexual assault.
 89% felt more confident intervening when they see concerning behavior.

Body Project: This peer-led, interactive workshop is designed to challenge the thin ideal and help improve body satisfaction for women. This academic year, 12 students completed all aspects of this program. **100% of participants would recommend** the Body Project to a friend and **100% commented that the Body Project changed their outlook on their body/self-esteem.**

CHANGE held 10 programs this year, reaching 385 students. **CHANGE was honored for being the "Best Sponsored Student Organization"** at this year's Student Organization Awards.

The **Wellness Advocates** held 14 events and presentations this year, with a **reach of 451 students**.

This year, **1300 students received the flu vaccine**.

The Wellness Center conducts monthly **quality improvement surveys**. In these surveys, students are asked, "Did you come to the Wellness Center for a reason that could potentially impact your ability to stay at Loyola if the problem were not addressed?" Of those that answered "yes" to this question, **100% of students at the Lakeshore facility and 94% at the Water Tower Wellness Center** further communicated that **the services provided by the Wellness did contribute to their ability to stay at Loyola**.

2018-19 Goals

- Secure authorization and funding for, and negotiate contract with, outside vendor (ProtoCall) to provide after-hours response to urgent mental health consultation and crisis management. **Completed.**
- Integrate primary care suicide screening assessments as part of care-as-usual; provide continuity of key aspects of suicide prevention grant, including QPR trainings, support of Active Minds chapter, and support for two awareness week outreach event series. **Completed.**
- Complete a needs assessment of the Loyola Sexual Assault Advocacy Line. Conduct interviews with key informants and student focus groups to inform new marketing and initiatives to promote the Line. **Completed.**

2019-20 & Future Goals

- Successfully implement ProtoCall services to campus community for after-hours urgent mental health response.

- Collaborate with Athletics to integrate a part-time embedded counselor within Athletics to enhance mental health services to student athletes.
- Evaluate need for further mental health staffing, including potential embedded position within Sullivan Center.
- Enhance mental health outreach and support of undocumented students.
- Implement an annual screening for all patients to assess for intimate partner violence.
- Develop screening and behavioral interventions for students using electronic cigarettes.

Quotations

"I look forward to group therapy every week. It is a consistent pleasure and feels family-like!" - Group Therapy Participant

"The nurse was very patient and helpful in explaining my next steps. Thank you!" - Student

After attending a Body Project workshop, one student said, "This helped me see that body image is a process and not something that has to be handled alone."

After attending Active Bystander training, one student said, "The most valuable point I've learned today was how important it is to be a bystander and how one person can encourage others to help"



WELLNESS CENTER

OFFICE OF THE VICE PRESIDENT



Staff*

- 94 Full-Time Employees
- 4 Part-Time Employees
- 8 Graduate Assistants

*The above reflects total number of DSD staff for 2018-2019 academic year.

Divisional Strategic Goals

- Ignite passion for excellence through co-curricular experiences that foster growth in justice, faith, responsibility, and reflection.
- Foster a diverse, inclusive and supportive environment that promotes a sense of connection and belonging.
- Create a community animated by the values and principles of Catholic social teaching in the Jesuit tradition.
- Enhance and sustain assessment practices that ensure student learning and development.

Divisional Learning Outcomes

As a result of participating in Student Development programs, activities, and services, students will:

- Gain knowledge and skills; and apply lessons from curricular and co-curricular experiences to everyday life (*Knowledge Acquisition, Application, & Integration*).
- Develop their personal identities; recognize and support the intersecting identities held by themselves and others; and engage and collaborate with diverse communities (*Cross-Cultural Competency & Diversity*).
- Gain knowledge and skills associated with socially responsible leadership by: (a) developing the capacity to recognize, resolve, and reflect upon moral and ethical challenges; (b) demonstrating the ability to work in solidarity with others; and (c) advancing equitable, sustainable, and thriving communities (*Socially Responsible Leadership*).
- Develop an understanding of Ignatian values; and reflect upon and/or deepen adult spirituality (*Ignatian Values & Spirituality*).
- Identify options to foster and maintain positive well-being; and demonstrate the capacity to appropriately utilize resources that offer support when students are experiencing challenges (*Practical Skills for Wellness of Mind, Body, & Spirit*).



Signature Activities

The following activities involve staff within and beyond the OVP. These activities include: (a) efforts to support professional development and operational success within all DSD units, and (b) events coordinated at the divisional level (with support from campus partners) for the purpose of serving the larger LUC community.

Budget Office: The Budget Office provides support to all departments in DSD in the area of finance and accounting, including record keeping, budgeting, efficiency of operation, and cost savings. The office ensures close linkages between the division and the University Finance Department.

Divisional Committees and Initiatives: The Divisional Assessment Committee (DAC) coordinates assessment processes that include assessment planning, data collection, and creating an Annual Report. The Professional Development Committee (PDC) coordinates in-service sessions each semester, workshops, and the annual divisional awards ceremony. The Digital Communications Initiative involves training and support for the two digital content managers that are assigned to manage each website in the division.

Family Weekend: Families of current Loyola students are invited to campus to join students, faculty, and staff in an exciting three-day event celebrating our shared LUC Family. Over the weekend, attendees can choose to attend Rambler sporting events, enjoy great food, view a comedy show, take in a movie screening, or pick from a variety of other programming options. DSD members co-chair this institutional committee.

Weekend of Excellence: The weekend's events include research symposiums, awards ceremonies, and student performances. DSD contributes to this university-wide initiative by co-chairing the institutional planning committee, and taking the lead role coordinating the following events: Diversity Awards Reception, Excellence Awards Ceremony, Sorority & Fraternity Life Awards Banquet, and Student Organization Awards Ceremony.

Advising, Mentorship, and Recognition: Advising, leadership development, and various forms of support are provided at the divisional level for a number of student groups. Student Government of Loyola Chicago (SGLC) is a group of undergraduate students that participates in the university's system of shared governance. The Maroon & Gold Society consists of 25 undergraduate seniors who are recognized for their leadership, academic excellence, and service to others. The NASPA Undergraduate Fellows Program (NUFP) is a national mentorship program for historically underrepresented undergraduate students pursuing careers in higher education. The division also supports the induction of LUC students into Alpha Sigma Nu (ASN), the international honor society of Jesuit institutions of higher education.

Highlights

DSD collaborated with the division of Student Academic Services (SAS) to host an Assessment and Research Poster Session. There were nine different topics addressed by individuals and groups. Topics included assessing the impact of academic support services, SDMA mentorship experiences, and the UNIV 101 financial wellness pilot. Presenters shared information about assessment projects that they conducted related to their work, and/or research conducted related to professional and scholarly interests.

The Excellence Awards discontinued the inclusion of the Faculty and Staff of the Year Awards, in order to fully focus on student achievement during the ceremony. A new award category was added this year, called the Spirit of Laudato si' Sustainability Awards. For this year's Damen Awards, we received 71 individual nominations (an increase from 60 nominations in each of the past two years).

There were over 160 students inducted into ASN, the Jesuit Honor Society.

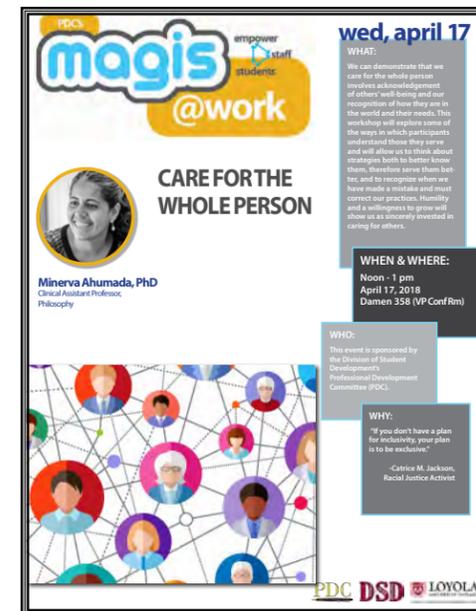
Three Loyola undergraduates (two seniors and one junior) were selected as NUFP fellows during the 2018-2019 academic year.

SGLC created an Arrupe College Liaison position to foster connections with Student Government of Arrupe College (SGAC). They also partnered with Athletics to host a blood donation drive, and supported the Loyola Votes Campaign. SGLC revised their Articles of Government to adopt more inclusive language, and added a diversity statement. In addition, the SGLC president was involved with the national Jesuit Student Government Alliance (JSGA).

Assessment Findings & Data

There were 2,364 unique individuals (family members and students) who attended Family Weekend. This is an increase over the number from 2017, which was 2,178. The largest events (with the number of participants per event in parentheses) were: Family Picnic (2,100), Chicago on Campus (1,983), Family Brunch (1,155), Java with the Jesuits (1,000), Family Mass (1050), Second City Comedy Show (958), and Welcome Reception (468).

In addition to hosting the division's holiday gathering, and overseeing logistics for both the August and January In-Service, the PDC executed the DSD Awards Recognition and Celebration (with over 110 award nominations), and hosted nine professional



development programs. Topics included social justice, inclusion, imposter syndrome, mental health, self-care, and technology.

2018-19 Goals

- Re-establish the full partnership between LUC and DePaul University to co-sponsor the Assessment Certificate Program. In addition, strive to increase participation of LUC staff and faculty by at least 50% relative to numbers in 2017-2018.

Partially Completed: Although the program did not experience significant increases in participation, LUC did re-establish a full partnership, fulfilling both administrative roles with the ACP, as well as equally sharing in the facilitation of workshops. This has

made it easier for LUC staff and faculty to participate.

- Effectively transition as Campus Ministry and Community Service & Action joins the Mission Integration team in the new academic year. A shared goal is to continue to collaborate and maintain strong, positive relationships with colleagues in both areas.

Completed: The Director of Campus Ministry continues to participate in monthly meetings with the division's directors, and the areas collaborated to plan the August in-service. The Campus Ministry and Community Service & Action staff are invited to PDC sessions, and staff continue to serve together on committees, wellness teams, retreat teams, and more.

- DSD directors will review the divisional strategic plan that was developed in alignment with LUC's Plan 2020. Progress towards goals will be evaluated, and updates will be made as needed.

In Progress: The DSD leadership team has engaged in conversations to support this planning process and work will continue in the 2019-2020 academic year.

Quotations

"This was an incredibly well organized weekend and super fun! Bravo Loyola! Loved every minute."
– Family Weekend Guest

"I think that the conference style was really helpful and that it should be featured again. It was great to bring in other voices and to be able to select individualized forms of professional development."
– January In-Service Participant

"The speaker [Robert Brown] was fantastic and I'm so pleased that LUC brought him to speak! Thank you!! He was dynamic, inspiring, challenging, insightful... I think we could have spent the rest of the day unpacking his talk and discussing specific ways to incorporate his insights."

– January In-Service Participant

STAFF ACHIEVEMENTS

Awards & Recognitions

Aivazian, Russell. SEAHO Service Award.

Aivazian, Russell. NASPA NOW Professional: Impact Award. Los Angeles, CA/NASPA 2019.

Elkins, Shelby. RHA Advisor of the Year.

Garcia, Yesenia. Commitment to Excellence Award, Loyola University Chicago Staff Council Award.

Gardner, Paige. JASPA Innovation Grant, awarded for research on Women of Color Student Affairs Administrators in Jesuit Higher Education.

Gardner, Paige. Samuel A. Attoh Diversity and Inclusion Award, The Graduate School, Loyola University Chicago.

Hoffman, Taylor. Commitment to Diversity Award. Division of Student Development.

Kline, Rachel. Commitment to Students Award. Division of Student Development.

McDonald, Clair. Ad Majorem dei Gloriam Award. Division of Student Development.

Horn, Alex. "Rising Star" Award. Loyola University Chicago Staff Council Award.

Morris, Megan. NIRSA Service Award. National Intramural-Recreational Sports Association.

Noriega, Cristian. Graduate Assistant of the Year Award. Division of Student Development.

Rotherham, MacKenzie. Sprit of Partnership Award. SGLC Awards Banquet.

Rotherham, MacKenzie. Unsung Hero Award. Division of Student Development.

Saucedo, Joe. Cura Personalis Award. Division of Student Development.

Thomas, James. Lifelong Commitment to Justice Award. 2019 Diversity Awards, Weekend of Excellence, Loyola University Chicago.

Thomas, James. Outstanding New Staff Award. Division of Student Development.

Tiberi, Tiffany. Ad Majorem Dei Gloriam Award. Division of Student Development.

Certificates & Degrees

Bilbrey, Courtney. ATIXA Title IX Coordinator - Level I Certification.

Bourne, Shereen. May 2019. Mental Health & International Students Certificate. ACPA Commission for Global Dimensions of Student Development.

Greco, Michael. Assessment Certificate Program.

Gardner, Paige. Assessment Certificate Program.

Phillips, Alandis. Fall 2018. 40-Hour Mediation Training Certification. Chicago Center for Conflict Resolution.

Publications & Research

Aivazian, Russell (Fall 2018). Shifting Student Staff Mindsets to Support Continuing Students. Louisville, KY/Kentucky Association of Housing Officers.

Bilbrey, Courtney (February 2019). Title IX, Clery, and International Education. Chicago Roundtable on International Education, Chicago, IL.

Bourne, Shereen and Cappuccilli, J. (March 2019). Building Together: Developing Customized Programs. Presented at the International Educators of Illinois conference. Naperville, IL.

Ackerman, L., & **Combs, L.** (August 2018). Alternative spring break for International students: Reconstructing active citizen continuum. Presentation at Ohio Campus Compact Annual Meeting, Columbus, OH.

Johnston-Guerrero, M. P., & **Combs, L.** (2019, March). Unlearning whiteness through higher education: Narratives of multiracial Filipinx Americans. Presentation at ACPA Annual Convention, Boston, MA.

Ewert, Shandee. (Fall 2018). Switching Gears: Preparing for Supervision of Entry-Level Professionals. Bloomington, IN, GLACUHO.

Ewert, Shandee. (Fall 2018). GLACUHO Budget and Finance. Bloomington, IN/GLACUHO.

Ewert, Shandee. (Fall 2018). Panelist for Professional Development 101. Bloomington, IN/GLACUHO.

Frick, Melissa. (May 2019). Universal Suicide Screening in College Primary Care. American College Health Association- Annual Meeting.

Gardner, Paige. (February 2019). Attracting Mentors for Minority Students: Strategies and Best Practices. Academic Impressions Online Webinar.

Kline, Rachel. (2019). Bridging the Divide. Navigating Relationships between White Women and Women of Color. College Park. MD/ National Conference for College Student Women Leaders.

Kline, Rachel. (2019). Mirror, Mirror on the Wall: Recognizing and Confronting our White Feminism. College Park. MD/National Conference for College Student Women Leaders.

Koneval, Emily. (January 2019). Having Hard Conversations and Navigating Conflict. Alpha Chi Omega Leadership Academy, Volunteer Facilitation Team.

Krivoshay, Mira. (January 2019). CHANGE: A Case Study. National Association of Student Personnel Administrators (NASPA) Strategies Conference.

Luckose, Anne (2018). Mental Health during Adolescence. Indian Nurses Association of Illinois 15th anniversary souvenir publication.

Challenges in Teen Parenting. Indian Social Workers Association of Illinois with Knanaya Catholic Society Chicago.

Luckose, Anne (2018). Women's Wellness Workshop. Indian Nurses Association of Illinois.

Luckose, Anne. (2018). Promoting Youth Empowerment. World Malayalee Council Regional Conference

Luckose, Anne. (2018). Management of Unipolar Depression-Current Treatment Guidelines. Indian Nurses Association of Illinois.

Manzano, Lester. (April 2019). Seeds of Activism: Asian American Students' Journeys Toward Social Justice Activism. Paper presented at the 2019 Association for Asian American Studies (AAAS) Conference, Madison, WI.

Payne, Jessie. (2018). Gaining our Bearings: Mapping Campus Climate through Geospatial Mapping Technology. Milwaukee, WI/NASPA IV-E .

Payne, Jessie. (2019). Gaining our Bearings: Mapping Campus Climate through Geospatial Mapping Technology. Los Angeles, CA/NASPA.

Phillips, Alandis. June 14, 2019. Commencement Keynote Speaker. Carver Military Academy.

Saucedo, Joe. (2019). Cultivating Advocacy for Undocumented Students through Ally Training. Sharing the Dream Conference, DeKalb, IL.

Schmidt-Rogers, Deb. (November 2018). Philosophy and Values of the Student Affairs Profession. Rome, Italy/European University College Association.

Schmidt-Rogers, Deb. (November 2018). Introduction to Student Development Theory. Rome, Italy/European University College Association.

Schmidt-Rogers, Deb. (June 2019). Community Development: Lessons from Yesterday, Today and Tomorrow Part 1. Toronto, Canada/ACUHO-I.

Schmidt-Rogers, Deb. (June 2019). Community Development: Lessons from Yesterday, Today and Tomorrow Part 2. Toronto, Canada/ACUHO-I.

Silver, Jenna. March 21-23, 2019. Restorative Justice Facilitator. Catholic Social Tradition Conference, University of Notre Dame.

Professional Organization Involvement

Aivazian, Russell. 2018 Regional Entry Level Institute participant. SEAHO.

Ewert, Shandee. Treasurer. GLACUHO.

Ewert, Shandee. Public Private Partnerships Task Force, ACUHO-I.

Garcia, Yesenia. Health and Wellness Chair. GLACUHO

Howes, Shannon. JASPA Innovation Grants Committee Chair.

Jaksa, Stacey. 2018-19 Prevention Coordinator National Officer. Sigma Sigma Sigma National Sorority.

Jimmerson, Megan. Chair. NACURH.

Luckose, Anne. Research Committee Chair. National Association of Indian Nurses of America.

Main, J. Curtis. Senior Layout Editor & Graphic Designer, Journal of Critical Scholarship on Higher Education & Student Affairs.

McLean, Jack. JASPA Board Member.

McLean, Jack. Jesuit Volunteer Core (JVC) Board Member

Miller, Amber. Higher Education Case Managers Association (HECMA): 2019 HECMA Conference Planning Committee, Cleveland, OH.

Miller, Amber. Higher Education Case Managers Association (HECMA): Mentor.

Schmidt-Rogers, Deb. Association of College and University Housing Officers – International, President 2018.

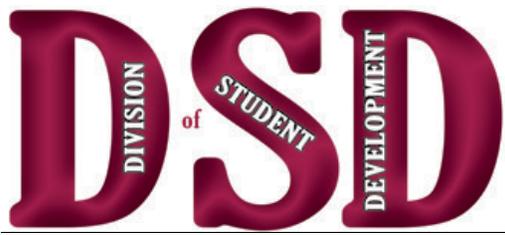
Schmidt-Rogers, Deb. Mental Health on Campus. Milan, Italy/ Class of 2020 Conference. November 2018.

Stencel, Dianna. Serves as an Insight Dialogue Leader for the Greater Chicago Area, an interpersonal mindfulness meditation group.

Stencel, Dianna. Vice President. Illinois Mindfulness Consortium, LTD.

Tennison, Ray. Chair, Campus Safety & Crisis Management Committee, GLACUHO.





2018-19 ANNUAL REPORT

Five Characteristics of a Jesuit Education:

- 1. Commitment to excellence:**
Applying well-learned lessons and skills to achieve new ideas, better solutions and vital answers.
- 2. Faith in God and the religious experience:**
Promoting well-formed and strongly held beliefs in one's faith tradition to deepen others' relationships with God.
- 3. Service that promotes justice:**
Using learning and leadership in openhanded and generous ways to ensure freedom of inquiry, the pursuit of truth and care for others.
- 4. Values-based leadership:**
Ensuring a consistent focus on personal integrity, ethical behavior in business and in all professions, and the appropriate balance between justice and fairness.
- 5. Global awareness:**
Demonstrating an understanding that the world's people and societies are interrelated and interdependent.

OFFICE OF THE VICE PRESIDENT

WELLNESS CENTER

WATER TOWER CAMPUS LIFE

STUDENT LIFE & ENGAGEMENT

STUDENT COMPLEX

RESIDENCE LIFE

We are Chicago's Jesuit, Catholic University- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith.



LOYOLA
UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives