



# **DIVISION OF STUDENT DEVELOPMENT**

## **ANNUAL REPORT**

**2021 - 2022**



# LETTER FROM VP CHAMPAGNE

Dear Colleagues, and Friends,

Thank you for your interest in learning about the exciting work of the Division of Student Development at Loyola University Chicago. This report reflects a year of many transitions. Although the Residence Life, Student Complex, and Wellness Center teams were present on campus throughout the previous academic year, for others, August 2021 marked the full return to in-person work. Staff adjusted the ways in which we approached our work to support the return of a vibrant campus experience. Because the majority of students who joined the university community in Fall 2020 had not had an on-campus experience, in many ways, staff were welcoming 2 groups of new students to Loyola University Chicago (LUC) in Fall 2021. We navigated evolving policies and procedures, and offered programs and services in a variety of formats while managing staff vacancies and increased requests for support for students.

Since I began my role at LUC in December, 2021, my conversations and interactions with DSD staff, campus partners, students, students' family members, and other stakeholders have impressed me with all that LUC has to offer. The Division has embarked on a number of new endeavors since then, many of which continue to move forward in exciting ways while I write this letter. These include, but are not limited to the following:

- Created the position of AVP for Campus Support, Conference, & Auxiliary Services which provides leadership for what was formerly known as the Student Complex, and Residence Life.
- Established the position of AVP for Diversity & Student Engagement, an area that includes the new Center for Black Student Excellence, the Center for Diversity & Inclusion (known previously and listed in this report as the department of Student Diversity & Multicultural Affairs), the Center for Student Engagement (known previously and listed in this report as the department of Student Activities & Greek Affairs), and Graduate, Professional, & Adult Student Life.
- Started work on our divisional strategic plan.

More information about these changes will be shared in our next Annual Report. We look forward to continuing to work with colleagues, students, and community partners to develop transformative experiences that engage and support our students.

Sincerely,



Keith M. Champagne, PhD  
Vice President for Student Development  
Loyola University Chicago (LUC)



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## DIVISIONAL 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.

## DIVISIONAL 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.

## DSD PLEDGE

Informed by our Ignatian values and Jesuit ideals, we pledge to

- strive for excellence in all that we do (Magis)
- respect and care for all members of the Loyola community, treating everyone with dignity, mindful of the importance of diversity, equity and inclusion (Cura Personalis)
- engage with students in a positive, hopeful, and loving manner, cultivating a spirit of optimism (Cura Personalis)
- care for our Loyola community, working to establish a welcoming culture and fostering strong relationships (Cura Apostolica)
- collaborate and communicate in a boundaryless and transparent manner (Cura Apostolica)
- care for students as they serve the larger community during their time at Loyola and beyond (Cura Personalis)

## DR. KEITH M. CHAMPAGNE'S LEADERSHIP CONSTITUTION

I declare that I am a “magis” driven leader; I am a student advocate and an advocate for the Division of Student Development and our role in the university and surrounding communities. I am enthusiastic, positive, creative, optimistic, hopeful, and influential. I am a change agent; I am open and honest. I value integrity and trust. I am ambitious and I am energized by people coming together to accomplish things greater than themselves. I am a survivor. I am humble, compassionate, graceful, and grateful for life’s blessings each day, yet bold in my ability and responsibility to make the world a better place.

You can count on me to bring bold innovative ideas that move people and the institution forward even in the face of great challenge and resistance. I will always tell the truth, even when the message is difficult to deliver or hear.

You can count on me to be a collaborator, as well as an effective coach, and include others in key decisions. I will make the tough call when necessary, and bring endless energy, creativity and focus when the stakes are the highest.

At the end of each day, I will assess and evaluate my daily impact to refocus if necessary and will articulate the leadership mark that I want to make. I will replace accidental leadership with purposeful leadership of myself and others.

# OFFICE OF THE VICE PRESIDENT

## 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

**Budget Office:** The Budget Office supports 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.

**Coordinated Communication:** A graduate student employee supports website maintenance within DSD. A weekly email newsletter keeps staff informed. Staff represent DSD on the teams that create the Kettle newsletter (that is sent to all undergraduate students), and the Rambler Families email newsletter.

**Divisional and Institutional Committees:** 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, workshops, and the divisional recognition. DSD staff play key roles on university-wide committees and groups.

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

**Celebration of Students Achievements, Scholarship, & Creative Works:** The programs' 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: 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 and is advised by the Associate Dean of Students. The Maroon & Gold Society consists of 25 undergraduate seniors who are recognized for their leadership, academic excellence, and service to others. Other groups are supported by DSD.



# RESIDENCE LIFE

## Staff

24 full time employees, 93 Resident Assistants, 200 Student Support Services Staff (Desk Receptionists, Furniture Crew, Office Assistants), 14 Desk Managers

## Mission Statement

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 Statement

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, emergency situations occur with 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 assistance. Residence Life staff are on duty 24/7/365 and respond to multiple crisis situations per week. In addition, on-call staff respond to facilities concerns, guest questions, as well as other general questions from residents. In collaboration with the Office of the Dean of Students, and the OSCCR, Residence Life staff enforce the Community Standards, and adjudicate student conduct violations.

**Desk Operations:** The front desks are a hub of information for residential students and guests. Desk staff facilitate a welcoming, caring, healthy, and safe environment. 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, while responding to emergencies.

**Housing Operations:** Key activities are assignments, facilities, safety, move-in and move-out processes, marketing, sustainability, and billing. Our signature undertaking is the opening of the halls which includes the move-in process. This is one of our highest-impact processes within the residential Loyola experience.

**RA Experience:** Training for Resident Assistants (RA) happens at multiple points throughout the year; before fall semester, before spring semester, and through monthly in-service sessions. There are 93 RA positions in Chicago. Five new Rome RAs took part in training before they flew to Rome. The RA selection process is typically conducted mid-

November through June. However, due to positions opening throughout the year, there may be some selection aspects throughout the entire year. 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, for 20 hours per week.

**Student Learning and Development:** Our approach prioritizes student engagement within the residential student experience. RAs devote roughly 4 hours per week to engage students in learning using structured educational strategies, guided by their supervisors and resources provided by the department. Other student leaders volunteer within Hall/Area Councils for roughly 1 hour per week to build community, put on programs, and advocate for student needs. The Living-Learning Community program is an opportunity for students to live and learn with other students who share their interests, attending programs and taking classes together.

## Highlights and Accomplishments

Residence Life was able to hire hall staff (filling a number of vacancies), which enabled the department to support the residential experience.

Residence Life opened a new residence hall for a full academic year – Francis Hall houses a total of 358 residents.

Residence Life transitioned full time (FT) 10-month Assistant Resident Directors to FT 12-month Assistant Resident Directors to support the COVID Care Coordinator (CCC) Team. The transition commenced in September with additional FT COVID Care Coordinators joining DSD.

Residence Life was able to hire the Student Support Specialist whose focus is to support student overall wellness. This is a new position for the department.

Residence Life partnered with the Student Life team from the John Felice Rome Center to recruit, select, and train 10 Resident Assistants for JFRC. Additionally, Residence Life will be providing training for the Student Life team in Chicago.

Residence Life had an increase in Instagram engagement.

## Challenges and Issues

COVID-19 continued to have an impact. Residence Life



partnered with the Wellness Center to support students impacted by COVID-19. In collaboration with the CCC Team, St. Louis Hall was isolation housing for any student who tested positive for the virus.

The 2021-2022 year was focused on hiring and retaining full-time staff. Even in the midst of recruitment, Residence Life fell short in retaining staff, therefore, the department did not have the agency to focus on goal planning.

Although there was great teamwork among LLC stakeholders, and successful monthly programs offered, there were also challenges. These included staff turnover, a lack of clarity in roles and responsibilities among stakeholders, and the absence of a Kick-Off event at the beginning of the year to support community building and help students learn about the purpose of the LLC program.

## Assessment Findings and Data

- In the 2021-2022 academic year the top 3 sanctions assigned to students were a University Warning, Written Reflection, and completing Alcohol Edu.
- Residence Life currently employs about 200 Desk Receptionists, Desk Managers, Student Office Assistants, and Furniture Crew members throughout the academic year.
- On a 1-7 scale (very dissatisfied to very satisfied), students rated Desk Receptionists at 5.64, and students rated their satisfaction with residence hall safety/security at 5.59.
- 2,126 student room lockouts were performed by desk staff, and 347 lock change requests were submitted.
- Approximately 9,062 work orders and 386 furniture requests were processed.
- 200 students applied for 64 positions for new RAs in Chicago, and 7 positions in Rome.



- 136 first-year students were in the Living-Learning Community Program, in 7 LLCs.
- Residence Life student staff completed 201 floor/area/hall programs or other learning strategies related to the current community development model, with an average of 14 attendees per event.
- RAs completed at least two intentional supportive and/or developmental conversations with 92% of the students in the residential population.

## Future Goals

- Develop a Diversity Statement for the department.
- Create new staff on-boarding Standard Operating Procedures
- Make updates to the Residential Curriculum
- Implement Anti-Racism Training

## Quotations

*"I met my RD during a crisis incident with a fellow student living on the same floor, I found them to be a calming presence, who talked us through each step that had to be taken, and helped us to the best of their ability, providing resources as needed."* - Resident

*"Working as a Desk Manager has developed my leadership abilities, time management, organization, confidence and self-esteem, and professional skills that I will use in my career after Loyola."* - Desk Manager in Fordham Hall

*"My resident assistant has been amazing throughout this semester. She has been very attentive to stay in contact and be available for me when necessary and has created a safe space amongst the residents she assists to make me feel completely comfortable going to her in a time of crisis or to simply have a nice chat."* - Resident

THE RESIDENTIAL CURRICULUM:

# MAKING LOYOLA HOME

## INDIVIDUALIZED ATTENTION

Trained Resident Assistants are tasked to build relationships with your student and assist in forming community among the floor to establish a sense of belonging for your student as they transition to college.

## MONTHLY SOCIAL PROGRAMS

Your student will have the opportunity to attend monthly social programs on their floor and in their residence halls. This is a great way for your student to find new friends, establish community, and spend quality time with friends.

## EVENTS BASED ON LEARNING GOALS

We understand that learning does not just happen in the classroom! Resident Assistants are trained to plan events that assist students in developing independence, fostering academic success, learning what it means to live in and contribute to a community, and engage in transformative education within the Jesuit tradition.

## MAKE AN IMPACT

Advocacy starts at home. Each hall and area had it's very own hall and area council where residents can get involved by planning programs for the community, develop their leadership skills through intentional relationships with professional staff, and advocate for the needs of their community.

FOR MORE INFORMATION VISIT [HTTPS://WWW.LUC.EDU/RESLIFE](https://www.luc.edu/reslife)

# STUDENT COMPLEX

## Staff

16 full time staff in addition to Aramark staff, and approximately 150 student employees.

## Mission Statement

The Student Complex area includes Campus Recreation, Conference Services, Campus Reservations, the U-Pass program, and the Loyola University Museum of Art (LUMA), and is a liaison with Aramark. Staff provide facility and event support for the Student Centers, Gentile/Norville, and all of the outdoor fields/quads.

The Student Complex unit is dedicated to providing program support, services, space, and amenities that foster a welcoming and warm environment for students, faculty, staff, alumni, and guests. 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 teamwork, and promote values-based action while preparing people to live healthy and balanced lives. Support offered to plan events helps students to develop communication, project and time management skills.

## Learning Outcomes

- Through excellent customer service and support, participants, patrons, and guests will be provided with memorable positive experiences, facilitating a sense of belonging and increased affinity with the university.
- Staff and student leaders will develop organization skills related to program and event planning, budget management, and problem-solving in order to ensure the success of their events and groups.
- Staff and student leaders will develop leadership skills related to personal growth, supervision, team building, 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.).

## Signature Activities

**Aramark and Hand-Cut:** Provision of dining halls and

catering services on campus.

**Campus Reservations:** Campus Reservations ensures that all LUC events are successful by assisting with the planning and implementation of all logistical aspects, including (but not limited to): vendor load in/out directives, security, catering, setup, A/V, parking, and COVID compliance.

**Conference Services:** Our Jesuit setting encompasses state-of-the-art facilities, sustainable resources, exemplary customer service, and values-based leadership that thrives from diversity in a first-tier city. Please note that conferences were not hosted in the summer of 2021. Information about the summer 2022 conference season will be included in the 2022 – 2023 Annual Report.

**Club Sports (Campus Recreation):** Club Sports are student organizations formed with an interest in a common sport that practice, and/or compete against other universities' sport clubs. The Club Sports program consists of 25 active club teams that practice year-round and compete seasonally at the local, regional, and national level, displaying exemplary sportsmanship and leadership.

**Group Fitness (GFIT; Campus Recreation):** Led by a team of 26 nationally certified student instructors, Group Fitness offers 60 physical and mental well-being classes per week to members. Classes include yoga, indoor cycling, total body circuits, Zumba, and more. They take place 7 days a week and are 30 or 50 minutes in length.

**Halas Rec Center/Open Recreation (Campus Recreation):** Halas serves as the primary recreation center for the LUC community on the LSC. Full-time fee-paying undergraduates have memberships. Other students, and faculty/staff may purchase access to Halas Rec Center's



basketball courts, cardio and weight room, locker room services, pool, and rock wall.

**Intramural Sports (IMS; Campus Recreation):** The IMS Program provides the Loyola community with opportunities to participate in a variety of competitive and recreational team and individual sports. Twenty different Intramural Sports leagues and events are offered in both the Fall and Spring semesters.

**Loyola University Museum of Art (LUMA):** Permanent collections are often visited by LUC students, Chicago residents, and tourists.

**Rock Wall (Campus Recreation):** The Halas Rock Wall consists of a 39' top rope wall and a bouldering wall. Entry to the rock wall is free to all Halas members and equipment rental is included. The bouldering wall was the only wall primarily open this past year due to staffing and COVID restrictions. There are also rock wall events that happen each semester.

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

## Highlights and Accomplishments

- Halas Recreation Center successfully opened the pool after a nearly 2 year closure. This included hiring and training a fully certified lifeguard staff.
- Men's Club Volleyball won the Men's Division IAAA Silver Bracket at Nationals.
- Running Club, Swim Club, and Men's & Women's Club Volleyball qualified for their respective national tournaments.
- Graduated 11 students through the Instructor Training Course, an 8-week program led by the Fitness Program



Coordinator.

- Scheduled a successful reintroduction back to on-campus life for students, faculty, and staff as Spring 2022 saw a return to near pre-COVID levels for on-campus space usage & community engagement.
- Increased Campus Recreation student staff from around 60 in 2020-2021 to 130 in the 2021-2022 academic year. The total number of students served in 2022 was 89,555 (January 18 - May 12).
- Through hard work Aramark's overall satisfaction rate increased to 79% for the Spring 2022 semester.
- Aramark rebranded dining concepts and locations featuring Plates from all of the States in Damen Dining Hall, Healthy Choices in Simpson Dining Hall, and Global Flavors in deNobili Dining Hall.
- Arrupe College was welcomed into the Loyola Dining Family in spring 2022. During the Fiscal 2022 year, Aramark also took over the concessions operations for the Gentile Arena and Hoyne Fields. In the Spring of 2022, Zen Sushi – a BIPOC and woman owned business – joined Damen Food Court with sushi, poke, and boba tea and became a student favorite.

## Challenges and Issues

- Campus Rec Professional Staff noticed that Sport club officers and student staff experienced many challenges navigating changing operations of programs and Halas. They revamped training, policies, and procedures to address these challenges.
- Several Campus Recreation programs were adjusted or put on pause due to staff shortages in areas such the Rockwall, Outdoor programming and Group Fitness. This affected overall participation numbers.
- Various areas of the Student Complex are still rebuilding after staffing losses during the COVID-19 pandemic, navigating transition while continuing to provide excellent customer service.
- It was challenging to keep messaging clear regarding COVID protocols for events amidst constant city/state/CDC changes. The lessening of COVID restrictions as the semester progressed resulted in departments and student groups scrambling to plan/organize large events quickly.
- Extensive construction severely limited space as we returned to a fully in-person conference and orientation season in Summer 2022. Supply chain issues resulted in uncertainty as to which locations would be offline for repairs and when.
- 25Live Pro, Internet, and Outlook issues have resulted in additional processing times.

- Switching to a more centralized scheduling system overseen by Campus Reservations allowed a small team to manage every detail of most on-campus events but that came with a dramatic increase in workload
- Increases in food and beverages costs have affected food service operations.

10,001 event occurrences (some repeat occurrences) and 2,218 unique occurrences.

## Decisions Made / Impact

- Halas Recreation Center runs at near capacity in weight room spaces and basketball courts. Spaces in the lower level converted and staff are advocating for more useable space for students. These changes help to serve students, particularly during peak times, but changes eliminated racquetball on campus and eliminated a high use group fitness studio.
- Group Fitness classes were limited in size due to self-imposed social distancing capacities and classes were full multiple times. With lifted capacities next academic year, there are still limits based on the size of studios, specifically the indoor cycling studio.

## Assessment Findings and Data

- There were 25 Active Club Sport Teams with 600 Active Members that played 220 Games/Competitions.
- There were approximately 2,507 Group Fitness participants in Fall 2021 and 5,800 in Spring 2022, for an annual total of 8,307 participants. Numbers would have been higher, but the program was delayed 2 months in fall 2021 due to a staff vacancy and was delayed 2 weeks in spring 2022 due to the e-learning requirement for the first 2 weeks of the semester.
- There was an average of 7 participants per Group Fitness class, with social distance capacity limits.
- There were 218,094 entries into the Halas Recreation Center with September and February as the busiest months. There were 6,283 unique users throughout the academic year. Pool usage was 2,750 for the year.
- Intramural Sports had 8,388 participations, over 1,555 unique participants with 520 registered teams over 20 different sports/events.
- In an IMS survey with 100 participants, 88% of respondents stated that participating in IMS positively impacted their college experience. 85% agreed that intramural sports are inclusive to all participants. 95% of respondents confirmed that their wellness was positively impacted by participating. 93% would participate in intramural sports again in the future.
- The Rock Wall facilitated 3,649 experiences this year.
- Between January 1 and June 24, 2022 there were 550,908 student/staff/faculty space requestors, with

## Future Goals

- Campus Recreation will co-create an Esports program in partnership with capital planning and ITS.
- The Rock Wall will resume full operations in Fall 2022 to include top rope operations, a service not offered since 2020 due to staffing and COVID restrictions.
- Campus Recreation will offer comprehensive staff training to 140+ student staff in the areas of emergency management, job preparation, program and facility management, community and accountability.
- Campus Reservations aims to refine the events form, update the website, implement updates for 25Live Pro, support training and use of resources, and apply time and location limitations to enhance more equitable use of space.

## Quotations

*“Participating in a sport with a team that created a friendly environment allowed me to get more involved in the Loyola campus and meet new people.” - IMS Participant*

*“I have loved our staff meetings and how we have used them as not only a time to disseminate information, but also to bond with each other.” - Group Fitness Instructor*

*“This was a huge effort and we really appreciate all the work that you put into the project. I had no idea so many different groups and individuals were responsible for these spaces across campus. The information you’ve given us here is incredibly helpful as we plan out this process.” - ITS colleague in message for Campus Reservations*



# GRADUATE, PROFESSIONAL, & ADULT STUDENT LIFE (GPASL)

## Staff

1 full time employee, 2 graduate interns, 7 student staff

## Mission Statement

The mission of GPASL is to enhance the personal, social, emotional, spiritual, physical, and professional growth of graduate, professional and adult students at Loyola University Chicago's Water Tower, Lake Shore, and Health Sciences campuses. We are committed to optimizing the student experience and fostering a transformative learning community.

## Learning Outcomes

- Students will be able to identify at least 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.
- Students will be able to meet other students in their same academic level through social, community building, and educational programs.

## Signature Activities

**Social and Community Building Events:** Throughout the year, events help students to build community across different academic programs, and to enjoy Chicago. At the beginning of the academic year, two highlights are the Graduate, Professional, & Adult



Student Boat Cruise, and the Welcome Week Block Party that allows over 1,000 students, faculty, staff, and community partners to enjoy food, music, and activities. There is a Bottle & Bottega event, a fall fest, and a mixer to which all GPA students are invited. In addition, GPASL offers affinity-based “meet and greet” events such as the Q Graduate Student Mixer for those who identify with the LGBTQIA community, an International Graduate Student Meet & Greet, and a BIPOC Social for Black, Indigenous, and people of color GPA students.

**Professional and Personal Development:** GPASL coordinates events that support both skill development, and well-being. Examples include Cooking & Self-Care, Staying Best Friends (a panel discussion about couples’ experiences during graduate school, which is co-hosted with WTC Campus Ministry), and a community circle with OSCCR and the Quinlan School of Business that focused on managing conflict in the workplace.

**Celebrations:** President’s Ball is an annual semi-formal event that recognizes the accomplishments of the President’s Medallion recipients, who represent each of LUC’s 14 colleges, schools, and institutes. Finals Breakfast provides a study break and celebrates students as they approach the end of each semester. A spring GPA Appreciation Week involves a number of events, and information sharing. The Graduate, Professional, & Adult Toast includes an official toast with commemorative flutes, speeches from staff and faculty, and a reception.

**Provision of Resources:** Through a monthly email newsletter sent to an audience of over 6,000 students, other communication channels, and collaborations with academic programs, GPASL shares information about events, resources, and opportunities with the GPA student community.

## Highlights and Accomplishments

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

- Expansion of the Graduate, Professional, Adult Council (GPAC) to have at least one member from each school/program.
- Established a program with OSCCR to support students in their career transition with a "Conflict in the Workplace" community circle. GPASL invited faculty, staff, and students for a panel discussion before the community circle and GPAC was a co-host of the event.
- Included the Graduate, Professional & Adult toast registration within the graduation registration created by university Special Events.
- Employed two graduate interns, whose contributions have been remarkable and appreciated.
- Students and campus partners appreciated the newsletters that go out every month, especially with the quick links to RSVP through LUCommunity.
- Bottle and Bottega was a huge success, reaching capacity for the event. GPASL may offer the program more frequently, because many students traveled to WTC from various academic programs and schools to attend. Many students left sharing their excitement in finding a sense of community within the program.

- Through participating in GPASL programs, students were able to make connections with peers and form community.
- It may help to advertise programs through each academic college.

## Future Goals

- Align GPASL online orientation resources with GPEM's new yield efforts, as well as with programs and schools.
- Continue reviewing all programs for cost-effectiveness and impact upon GPA students.
- Enhance utilization of Engage/LUCommunity, an online student organization management system, for Sponsored Student Organizations for graduate, professional, and adult students.
- Continue to build bridges with campus partners, both academic and student services, to enhance programs and resources.

## Quotations

*"The International Student Social was so much fun! The game we played really broke the ice, and I met so many new students and talked with people that I've only seen in passing or on Zoom calls."* – International Student Mixer participant

*"I met so many people at my table for Bottle and Bottega! I never would have met someone from the social work program and the medical school, if I hadn't attended this event! It was one of my favorites."* – Quinlan School of Business student, Bottle and Bottega attendee

*"I had so much fun at the social! It was such a nice location, and the people were so friendly. I made so many good connections at the event, and I'm excited to attend future events!"* - Law School student, Appreciation Social at Bistronomic attendee

## Challenges and Issues

- The GPASL departmental budget has presented challenges in serving all students who are interested in attending events; the number of guests for multiple events had to be limited.
- Many of the academic programs were hybrid or virtual, which impacted how students wanted to participate in GPASL programs. Some students still wanted to maintain virtual connections only, while other students were craving in-person programs. It was a delicate balance, and one that we might continue to navigate.
- Sustaining programs on all three campuses can be a challenge with a small team.

## Assessment Findings and Data

Program evaluations and surveys indicated that

- It would be beneficial to advertise The Graduate, Professional & Adult Toast earlier in the spring semester and clearly distinguish it from the Senior Toast that is designed for undergraduate students.
- Overall, students felt connected to and appreciated by the department and university.



# OFFICE OF THE DEAN OF STUDENTS

## Staff

6 full-time employees

## Mission Statement

The Office of the Dean of Students (DOS) serves all students through care, advocacy, and empowerment. In the Jesuit spirit of *Cura Personalis*, our mission is to provide 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 programs and services provided by the DOS, students will be able to:

- identify and connect with available resources and supports to help them maintain their well-being
- identify and apply practical skills that will enable them to be successful at Loyola University Chicago
- identify action steps to navigate challenges and overcome obstacles to achieve their academic goals. Employ help-seeking skills that promote self-advocacy and self-efficacy

## Signature Activities

**Center for Student Assistance and Advocacy (CSAA):** Led by the Office of the Dean of Students, as a centralized website for reporting student concerns, the CSAA provides support, coordination, case management, and resource referrals for student concerns across the university.

**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. Matters demonstrating potentially elevated, severe, or extreme levels of threat to the safety of the campus community are referred to the Threat Assessment Team.

## Coordinated Assistance and Resource Education (CARE)

**Case Management:** 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 Case Management/Sexual Misconduct Resourcing:

Equity-based discrimination and misconduct includes all forms of dating and domestic violence, sexual misconduct (as defined in the Comprehensive Policy), 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 involving students, 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 report alleges that such



misconduct was perpetrated by a LUC student, the DOS collaborates with the Office for Equity and Compliance (OEC) to assure that the accused student (respondent) is also supported and provided a fair and just process in accordance with rights afforded under the Comprehensive Policy.

### Highlights and Accomplishments

In partnership with the OEC, DOS has created a new case type named Sexual Misconduct Resourcing. This category is used to collect data on enrolled students who report current or past incidents of gender-based violence by a non-LUC respondent. These students receive outreach, support, and case management as needed.

For the first time since the creation of CSAA, we received reports for students from all 15 schools/colleges/institutes at Loyola University Chicago.

DOS staff members are now present on the LSC, WTC, and HSC campuses, with Assistant Deans working from WTC/HSC at least one day per week

The DOS Team partnered with the OEC and the Wellness Center to join the sixth cohort of the National Association of Student Affairs Administrators (NASPA)'s Culture of Respect Collective. This national program is dedicated to ending sexual violence on campuses across the country by guiding institutions on how to use evidence-based best practices in prevention, intervention, and policy work. Our CORE evaluation results from our pre-survey are expected August 1, 2022.

### Challenges and Issues

As the campus re-opened fully post-COVID, students were

navigating a new community and expectations, and we saw a sharp increase in student's need for support. As a smaller and newer staff we were still able to meet this demand, but due to time and capacity, staff served mainly in a triage role rather than creating deeper case management connections as is our standard practice.

Additionally, students engaged in posting anonymous accusations naming specific people and accusing them of various forms of sexual misconduct on social media throughout the year. These postings resulted in numerous challenges and issues which had far-reaching impact to both individual students and the community at large. We responded to this challenge by actively engaging in a strategic assessment with NASPA's Culture of Respect to strengthen our prevention, intervention, and policy with regards to gender-based violence on campus

### Assessment Findings and Data

**Behavioral Concerns Team (BCT)** - We received 198 BCT reports this year, a 61% increase over last year. The most frequent BCT issues reported include suicidal ideation (101; 51%), mental health concerns (42; 21%), and alcohol/drug use or misuse (25; 13%). Mental health hospitalizations occurred for 74 students (37%), 18 of which included hospital transports directly from campus. Students were represented across all class years (including graduate and professional students), with first-year students representing 43% of the students receiving BCT services. Of our cases 62% were closed, 29% remain open or monitored for the coming year, and 9% of the students withdrew from the university.

**CARE Cases** - DOS received 1,247 CARE reports this year, a 91% increase over last year. The most frequent CARE issues reported include academic concerns (504; 40%), mental health concerns (443; 36%), economic /financial concerns and medical concerns (18% respectively). Students were represented across all class years (including graduate and professional students), with first-year students representing 35% of the students receiving CARE services. 56% of students who received outreach engaged with a case manager, 8% were resourced but declined further assistance, and 36% were unresponsive to outreach. Additionally, 23 students received a total of \$6,850 from the DOS CARE Fund (emergency hardship funds) for books, supplies, food, gas, etc.





- Create a CARE Response Team with membership comprised of university-partners that will help connect support and resources to more students.
- Grow CARE Funds by working collaboratively with alumni, campus partners in Advancement, and others to identify potential revenue streams.
- Strengthen policies and procedures with university partners across all campuses and schools, including Health Sciences Campus and Water Tower Campus, to centralize reporting, response to, and data collection of student concerns (One Loyola).

**Sexual Misconduct Resourcing** – This is the first year the DOS and OEC parsed reports and data in this way. DOS staff resourced 67 students who were reported to have experienced gender-based violence. 70% of these incidents occurred while the student/affected party was enrolled and 30% related to incidents prior to the student’s enrollment at LUC. None of the respondents in these cases were Loyola-affiliated. The most common reported issues were non-specific trauma (22; 33%), non-consensual sexual contact (14, 21%), intimate partner/ domestic violence (11; 16%) and sexual harassment (11; 16%). Of these cases, 31% of these students received supportive measures and resources, 40% received resources only, and 29% were unresponsive to outreach.

### Decisions Made / Impact

In our continued effort to enhance how LUC addresses student concerns university-wide, the Center for Students Assistance and advocacy (CSAA) will now be known as the CURA Network. Stronger partnerships will be developed with key campus partners to ensure timely, seamless, boundaryless or “one Loyola” coordinated approach to student support that ensures we are meeting the needs of the whole student.

### Future Goals

- Implement a rebrand of CSAA to the CURA Network in order to increase campus partner understanding of mission, services, and protocols.
- Establish a food pantry on LSC and strengthen food accessibility support on WTC and HSC campuses.
- Update/enhance existing resources on the CURA website and expand training for faculty, staff, and students.

### Quotations

*“I cannot thank you enough for being so involved and compassionate during this entire process. The effort and work you demonstrated are beyond measure and my family and I are beyond grateful to you. It is hard to find people who are willing to help others during times of need.”* - Student experiencing financial concerns

*“You really made my day. This is such a relief right now and looking forward. Again, thank you. I can see how much you have put to help and support me, and I truly appreciate it.”* - International student who experienced mental health concerns and financial difficulties

*“Thanks very much for this information and advice ... I am heartened to know that she has a “team” to help her (and other students) navigate these tricky times. Thank you for all the work that you do.”* - Faculty member regarding a student experiencing difficulties that were impacting their academic success.



# OFFICE OF STUDENT CONDUCT & CONFLICT RESOLUTION (OSCCR)

## Staff

4 full-time staff, 1 graduate intern, 3 student assistants, 18 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

**Student Conduct Process:** When it is alleged a student violated the Community Standards, conduct

administrators hold hearings to speak with students about their choices and examine how these choices demonstrate or are in conflict with the Student Promise. Hearings are designed to foster reflection and growth such that they are developmental rather than punitive with the intent of preventing recurrence. Staff also facilitate informational meetings, acceptance of responsibility cases, and first-time notification cases. OSCCR staff also serve as Comprehensive Policy administrators through the Office for Equity & Compliance.

**Conflict Resolution Services:** Trained staff assist students in preparing for difficult conversations, serve as neutral mediators 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. Services include conflict coaching, mediation, restorative justice conferences, and Circle practices.

**Developing Student Leaders:** Through Student Community Board, Conflict Resolution Liaisons (CRLs), and student assistant programs, students are ambassadors of OSCCR's mission. By collaborating with staff and other students, OSCCR student leaders build key communication and problem-solving skills to better serve the Loyola community.

**Training & Consultation with 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 trainings by request on topics ranging from conflict management to creating intentional spaces, which are specifically tailored to meet the needs of the requesting department.

**Student-Led Programs & Workshops:** CRLs are responsible for leading workshops, facilitating conversations, and executing programs to increase the ongoing, holistic development of their peers. These programs include the Community Circle Series, Values Workshop, Student Promise Week, and reflection sessions (Restorative Educational Project, Campus Involvement Challenge, and restorative service hours).





## Highlights and Accomplishments

- Our signature program, the Community Circle Series, expanded to 251 participants (55% increase).
- Heavily marketed the Good Samaritan (Medical Amnesty) policy at start of the academic year and during Student Promise Week. 32 of the 51 alcohol or drug-related hospital transports (63%) qualified as Good Samaritan cases (20% increase).
- 100% of eligible OSCCR student leaders graduated. OSCCR graduation rate has remained over 98% since 2018.
- Flu shot compliance for Health Sciences students was added to our caseload. We collaborated with HSC staff, Human Resources, and ITS to streamline compliance. OSCCR addressed 1,066 cases.
- Addressing COVID-19 protocols continued. OSCCR led development of university policy language and addressing student behavior. OSCCR addressed 789 cases.

## Challenges and Issues

- Student leaders perform core functions of OSCCR's mission including essential peer-to-peer mentorship, yet their positions are unpaid. Funding proposal was made.
- Significant need to enhance OSCCR staffing structure and complete an equity compensation analysis for current positions. Case complexity and volume are on the rise. Requests for training have doubled. Students are presenting with more need for conflict resolution services. Benchmarking was completed to analyze compensation at Chicago institutions and staffing structure at peer group institutions. Proposal was made.
- Grown capacity of our CRLs and increased visibility of the Community Circle series, however, in addition to the aforementioned staff enhancement, funding is needed to institute our curriculum model to train more students as Circle Keepers. Funding proposal was made.

- Professional development funding to engage with professional organizations while also fulfilling annual training obligations (sexual misconduct, discrimination, Clery Act, mediation, restorative practices) is needed. Funding proposal was made.

## Assessment Findings and Data

- OSCCR received 2,193 incident reports (55% increase). 1,747 cases (62% increase) involving 3,287 students (73% increase) addressed through the student conduct process. 55 cases involving 106 students (45% increase) addressed through conflict resolution services. 96% of students agreed or strongly agreed their mediator helped them progress towards resolution and stated they would recommend mediation to others.
- Facilitated presentations for all first year, transfer, and Arrupe students and their parents/families, as well as training sessions for Residence Life and JFRC staff. Over 3,200 constituents attended.
- SCB held 22 hearings involving 135 students (63% increase). CRLs facilitated outcomes for 190 students and interacted with 487 students while hosting Student Promise Week.
- 11 cases addressed by Comprehensive Policy administrators. Time commitment for these cases ranges from approximately 5 to 20 hours each.

## Decisions Made / Impact

- Created new student conduct process outcome, Restorative Educational Project, designed to encourage students to deepen their understanding of a topic that affects our community and to consider their role in promoting restorative practices. OSCCR was recognized within ASCA for "creativity in online sanctioning."





- Instituted a coaching model with Residence Life and JFRC staff to connect them to a point person on the OSCCR team to heighten communication while also building relationships.
- Created new vetting process to streamline conduct checks in collaboration with the Office of Study Abroad. This allowed for a gap to be identified and addressed with students applying to the JFRC through the Office of Admissions.

### 2021-2022 Goals

Grow Community Circle Series and serve as the steward for promotion of Circle keeping practices for students at Loyola. – In Progress: 55% participant increase. CRLs led Circles on their own for the first time. Collaborated with 7 new departments outside DSD.

Reimagine OSCCR services and programs to accommodate the need for virtual options beyond the pandemic. – Achieved: All OSCCR services are now offered in-person and virtually. 87% of our services occurred virtually this year.

Centralize academic integrity concerns and processes within Maxient to lay the groundwork for partnership with academic units in their oversight of academic misconduct. – In Progress: Regular meetings held with Office of the Provost and academic dean’s offices.

Overhaul of OSCCR website to modernize look and improve content depth. – In Progress: OSCCR staff made workflow changes and transitioned departmental forms to electronic. Waiting to transition to the modernized university platform.

### Future Goals

Continue expansion of Community Circle Series and serve

as the steward for promotion of Circle keeping practices for students at Loyola.

Finalize the centralization of academic integrity processes through Maxient. Train academic unit staff in their oversight of academic misconduct to mirror tenets of the student conduct process.

Increase marketing of trainings and workshops with campus partners within DSD and academic units.

Revamp Dean certification process to incorporate into Maxient and our website.

### Quotations

*“One of my takeaways from this project is that I am fully capable of turning hard emotions and issues into a positive project that doesn’t harm anyone. What I did does not define me and I can do better moving forward.”* – Student reflection

*“I want to thank you for the seriousness with which you have taken this, and the professionalism you & your team have displayed. Thank you for all of your efforts in making sure [my student’s] interests & safety are protected in this difficult time.”* – Parent of Loyola student

*“Thank you so much for holding this space! I am grateful for the opportunity to participate, and I am hopeful in the possibility of joining future Circles.”* – Community Circle student participant



# STUDENT ACTIVITIES & GREEK AFFAIRS (SAGA)

## Staff

8 full-time employees, 6 graduate interns, 73 student employees

## 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

As a result of participating in SAGA programs and opportunities, students 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 at least 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 committed to fostering a sense of community through programming events every Wednesday and movies in the Damen Student Center Cinema every Friday. Programming includes virtual, on and off-campus events for a discounted price or free. Programming occurs through 6 committees. DOP also has a general board, where general members contribute to planning and executing events.

**LUCommunity:** The department manages the student engagement platform for students to get involved. This platform manages a calendar for undergraduate engagement, activity requests, payment requests, budget requests, and allows student organizations to manage organization business, membership, elections, and files.

**Campus Activities Network (CAN):** CAN provides oversight for over 150 registered student organizations (RSOs) and sponsored student organizations (SSOs). Oversight includes, but is not limited to fiscal management, risk management, event planning, activity request approvals, education, trainings, and critical incidents. Additionally, CAN supports organizations through trainings and celebrates their accomplishments through Student Organization Awards.

**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 and Order of Omega. All 3 councils receive advising, education, training, risk management, and oversight from the department as SSOs. This population receives increased education in the areas of leadership, diversity and equity, risk management, and bystander training. SFL Community Membership is 12.96% of the LUC undergraduate student population.

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



**Leadership Development:** The department provides leadership programming grounded in the Social Change Model of Leadership Development to new and emerging leaders. Sorority and Fraternity Life provide additional leadership development to advanced leaders within the SFL community.

**Highlights, Accomplishments, and Assessment**

CAN registered and recognized over 150 RSOs, while collaborating with Student Government of Loyola Chicago (SGLC) to provide over \$400,000 in programming funds. CAN celebrated organizations and student leaders through the Student Organization Awards Ceremony. CAN shared opportunities and resources with RSOs through monthly meetings and a newsletter.

The RSO community hosted 94 events that were service oriented. From cleaning up an area to donating materials to specific populations, our student organizations have been creative with hosting events that help fulfill the mission of their organization.

CSL highlighted peer-to-peer engagement and education on maximizing the commuter student experience at LUC. The program hosted 45+ in-person events that promoted commuter engagement, appreciation, and sharing of campus-based resources.

DOP planned over 60 programs, which emphasized peer-to-peer engagement, diversity education, and community engagement. They collaborated with Alpha Psi Lambda to promote awareness about Dia De Los Muertos, organized the annual Damen Tree Lighting ceremony, and invited Brittney King Brock, a female person of Color entertainment executive to discuss her journey in a male dominated industry.

The Emerging Leaders Program worked with campus partners and student facilitators to re-vamp the program and infuse its base of the Social Change Model with diversity and Jesuit education. Launched in Spring 2022, this program had 20 cohort members and five student facilitators, and ended with two reflective focus groups.

SFL hosted about 29 events with over 1,856 attendees. In addition to hosting programs, training, and educational initiatives, SFL supported three councils. 394 students joined the community (46 for IFC, 41 for MGC, 307 for PHA). SFL transitioned Coffee Chats from bi-weekly in Fall 2021 to weekly in Spring 2022 following post-event evaluations. Average attendance grew 125% for Spring 2022.

The SFL community (20 chapters) participated in 9,840 hours of community service within the Rogers Park and greater Chicago-land area. These events varied by chapter and by individuals who were participating (for example, serving food, park clean-up, etc.). Additionally, the community raised over \$113,565 for over 25 local or national philanthropic organizations.

Serving over 16,000 students, Welcome Week welcomed LUC's largest class of first year students and intentionally included second year students. Final Breakfasts served over 2160 students during each finals week including food, activities, and staff/student connections. Attendance increased by over 500 people from fall to spring. Senior Send-Off celebrated our graduating seniors through three large scale events that served over 2845 students.





SAGA served as a point of contact for student organization leaders and advisors to ensure that students were able to create/identify sources of community. Through hosting four operational town hall meetings and continuing to update policies in the handbook, SAGA shared information to ensure that safety precautions were being taken while prioritizing opportunities for community building.

### Challenges and Issues

The need for programming and engagement was significant this year and SAGA stepped up to ensure that students were engaged throughout the variety of changes. SAGA was met with challenges that impacted the success of programs/services including experiencing max capacity at most events, additional programs being requested, a lack of commuter lockers, and an additional need for trainings on RSO finances, organization transitiona, and advisor development. This demand has been felt by SAGA's student and professional staff and increased staff turnover due to burn-out caused by additional programming/communication requirements.

SAGA serves as a connection to campus for thousands of students, faculty, and staff members through our programs and organizations. SAGA often serves as a resource for policies that are not out of the office. Concerns were brought forward about funding, space, changing policies, and inequity of policies between departments, athletics, and student organizations. In response to concerns, SAGA hosted two focus groups along with Dr. Champagne. Through the focus groups SAGA was able to gain insights to help improve processes and better communicate with campus partners about the student experience.

### Future Goals

- Update SAGA's organizational management policies

Emphasize solutions to streamline and simplify processes for stakeholders. Prioritize updates in the area of event management, preventative programming, and education around LUCommunity.

- Center the CAN e-board as the premier resource for RSO operational and recruitment support. This includes streamlining the registration process of RSOs, establishing a sustainable advisor training model, and providing consistent education to RSOs on LUCommunity engagement.
- Streamline the advising model for SFL. This includes establishing a consistent communication system with SFL advisors, streamlining the advising model with SAGA advisors, and prioritizing the established needs of MGC, IFC, and PHC.
- Establish a year-long senior-engagement model which includes strengthening the relationship to Alumni Relations.

### Quotations

*"I am a senior at Loyola and this event was an incredible improvement from all other years I have intended. The activities upstairs were a great addition and the food was great!"* - student who attended Spring Finals Breakfast

*"I look forward to Coffee Chats every week, it's one of my favorite programs SFL hosts! It's in my calendar and I make sure I come every week. I really enjoy the food, the environment, and the ability to connect with other students from outside of my chapter. I see people on campus that I now recognize and say hi due to Coffee Chats."* - IFC member and Coffee Chat attendee

*"Being a commuter ambassador has helped me grow and has helped me foster meaningful connections within the Loyola community."* - Commuter Ambassador



# DEPARTMENT OF STUDENT DIVERSITY & MULTICULTURAL AFFAIRS (SDMA)

## Staff

5 full-time employees, 3 graduate interns, 42 undergraduate student staff, 68 staff/faculty mentors (volunteers)

## 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, students will:

- learn about perspective(s) different from their own as they relate to privilege and oppression.
- be able to articulate how privileged and oppressed social identities intersect to influence an individual's experiences.
- identify one or more strategies to intervene and disrupt systems of oppression on an individual or systemic level.



- differentiate between a deficit-oriented and a strengths-based approach to empower students

## Signature Activities

**College Transition Programs:** The Scholar Transition and Enrichment Program (STEP) pre-fall transition program offers first-generation college students, BIPOC students, and/or LGBTQ+ students a four-day cohort-based experience that centers equity-assets based approaches to skill development and seeks to amplify the skills and lived experiences participants already possess. Cohort members will be supported in exploring the intersections of their identities, identifying academic preparedness skills, learning about institutional culture and supports, as well as identifying approaches to holistic wellness rooted in self and community care.

**LUC Programming:** Through 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 (given at the Excellence Awards Ceremony), the Dr. Martin King Jr. Celebration, and the Legacy Graduation Celebration.

**Mentorship Programs:** Mentorship is a transformative practice that has the ability to impact the experiences of all involved. SDMA offers four mentorship experiences. In all programs, Peer Mentors host leadership development, social, and educational events.

- **Brothers for Excellence (B4E):** A mentorship program for first-year undergraduate and transfer BIPOC students that identify as mxn who are matched with faculty or staff BIPOC mxn-identified mentors and peer mentors.
- **Loyola University Chicago Empowering Sisterhood (LUCES):** The program connects first-year and transfer BIPOC students who identify as womxn with faculty or staff BIPOC womxn-identified mentors and peer mentors.
- **QUEST (Queer Undergraduates of Empowerment, Support, and Triumph):** A mentorship program designed for first-year undergraduate and transfer students who identify within the LGBTQ+ community. Students are matched with a LGBTQ+ faculty or staff member and one undergraduate student mentor.





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

### **Social Justice Education, Advocacy, and Leadership:**

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), Share the DREAM Undocumented Student Ally Training, additional trainings, and a suite of social justice workshops for students, faculty, & staff.

- Ramblers Analyzing IDEAS (RAI) is a peer-led program with discussions and activities designed to empower undergraduate students to activate the process of making connections between the intersections of inclusion, diversity, equity, access, social justice (IDEAS) and the student experience.
- The Leadership Education and Development (LEAD) Program is a social justice cohort-based program that aims to cultivate the skills and leadership capacities of SDMA mentees.
- 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.

### **Highlights and Accomplishments**

- Interest in mentorship programs continues to grow, yielding 307 applications compared to 239 applications received in 2020-2021.
- The dissolving of the LUCES Kaleidoscope Journal led to the birth of the LUCES Art Show, which yielded three times the amount of expected attendance and was their most successful program.
- STARS experienced its largest retreat in the program's history, which was made possible due to a one-time

funding increase after 77% capacity was reached after one week of registration opening.

- The QUEST mentorship program continues to grow and gives the university a better idea of incoming LGBTQ+ demographics, yielding 145 applicants across all programs identifying themselves as LGBTQIA+ or unsure, compared to last year's 108.
- Due to implications from the pandemic, the Empowerment Pipeline program was discontinued and replaced with RAI. The improvements from the pre-assessments to the post-assessments solidified that the program is a benefit to the larger LUC campus, as SDMA seeks to widen our reach.
- SDMA completed a successful year and surpassed its internal goal of having 5,000 incidents of participation across all programs for the year by February, even while navigating the spring semester without a Director. (This represents total attendance counts for all events, not the number of unique students who participated in at least one program).

### **Challenges and Issues**

- Retention & recruitment of professional staff (Director & Coordinator for Strategic Imperatives & Administration) and graduate interns (Womxn of Color Initiatives).
- With the transition back to campus, students experienced a trend of difficulties related to mental health, time management, and connecting with peers.
- Despite being short-staffed, SDMA continued to meet its goals and leave an amazing impact. However, limitations related to resources, staffing, and physical space left us unable to deepen our work and have an even greater impact.
- The high number of requests for workshops and trainings from our department couldn't be fully met, due to capacity constraints.

### **Assessment Findings and Data**

- SDMA Mentee Assessment & Data
  - Over 75% of mentees highly agree to agree that involvement in their mentorship program had a positive impact in multiple spheres of their LUC experience & personal development.
  - 92% of mentees shared that as a result of the experience in the mentorship program, they plan to continue on as students at LUC in the next academic year.
  - Average SDMA Mentee GPA: 3.082

# LEGACY CELEBRATION 2020 & 2021

- SDMA Leader Assessment
  - The SDMA Student Leader experience received a rating of 4.5/5.
  - A trend in students' desire for change in the leader experience was to have more collaboration across programs.
  - Over 90% of leaders strongly agree to agree that their leadership training and experience prepared them for success in their roles and development.
  - Leaders largely shared that SDMA's inclusive, supportive, and developmental environment contributed to them staying at LUC.
  - Top leadership skills that were enhanced: teamwork/collaboration, oral communication, & asking for help.
  - Average SDMA Leader GPA: 3.55
- SDMA Staff/Faculty Mentor Assessment
  - Approximately 82% of mentors highly agreed to agreed that the program allowed for the development of impactful relationships and benefitted their overall LUC experience.
  - A trend in terms of challenges within the program was communication with mentees.
  - 100% of mentors would recommend involvement in our mentorship programs to other staff/faculty as mentors.
- STEP Assessment
  - Self-reported preparedness for this new academic journey increased by 37.1%.
  - The top three skills cultivated through STEP were: asking for help, prioritization, and time management.
  - 100% of participants would recommend this program to incoming students.
  - 96.3% said the program's "objectives were fully achieved".

## Decisions Made / Impact

The creation of more foundational documents and guides resulted in student leaders, graduate interns, and staff members feeling more confident, organized, and efficient in their roles. We also created and maintained a health &

wellness policy for SDMA spaces (including, but not limited to programs, offices, and more), as COVID disproportionately impacts the communities on the margins, which we primarily serve. This resulted in an increased sense of safety and care experienced by the SDMA community. Lessons like this from the lockdown continue to inform our practices, such as the value of providing virtual options for meetings, which were used at a high level this year.

## Future Goals

- The successful rebranding & transition from the Department of Student Diversity & Multicultural Affairs (SDMA) to the Center for Diversity & Inclusion (CDI).
- The growth and restructuring of our department to best meet the needs of CDI and increase student retention.
- Successfully staffing and on-boarding the CDI team.
- See an increase in upper-classmxn student engagement through strategic collaboration with campus partners, community organizations, and student-led spaces.

## Quotations

*"SDMA is my home and I am so thankful for the last four years. I am so happy that I was able to be a part of this beautiful community. I am thankful for all the lessons I've learned, the opportunities I've been presented with, the communities I've built and been a part of, and all the love I've experienced."* - SDMA program participant

*"Honestly, QUEST in general just made my whole experience at Loyola 100x better than it would have been without it."* - QUEST participant

*"Great program! As a parent of a freshman and junior Rambler, I was able to leave orientation with take-aways. I was also challenged personally and reflected on my choices as a sister. I appreciated the moment of reflection."* - STEP participant



# WELLNESS CENTER

## Staff

32.13 full time mental health, medical, and health education professional and support staff; 9 student workers; 8 interns; and 1 therapy dog

## Mission Statement

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.

## Learning Outcomes

As a result of participating in Wellness Center services and programs, students will be able to:

- identify risk-reducing behaviors that promote a healthy community.
- demonstrate health literacy.
- 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. 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, group counseling, and care management.

**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.

**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 that provides programs on gender-based violence. 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:** These education tools use 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.

## Highlights and Accomplishments

The Wellness Center focused on its social media presence, with specific attention to Instagram. Since July 1, 2019, our main profile gained 1,152 followers, for a growth of 196%. Special attention was given once the University went remote on March 17, 2020. In that time, our main profile gained 739 followers.

After hours service was instituted in August 2019, and responded to 186 crisis response calls, answering over 80



percent within 30 seconds. The program has enhanced quality for after-hours response and has been well received.

The Wellness Center completed a needs assessment of the Sexual Assault Advocacy Line which began in the AY 2018-2019. After conducting focus groups and key informant interviews, the Wellness Center, with support from the Community Coalition on Gender-Based Violence, created a marketing campaign for the launch of newly named, "The Line." The re-launch included posters, tabling, give-aways, and several in-person programs. The hope was to see an increase in utilization of the service. However, the launch was conducted the week before the University went remote, thus we could not adequately assess our efforts. There will be another in-person launch when all students are back on campus.

Due to the move to online and remote services, the Wellness Center was able to quickly set up and provide telemedicine and teletherapy to continue supporting students through the transition. Surveyed students relayed a high overall satisfaction with the experience: 96% (63% very satisfied, 33% satisfied).

### Assessment Findings and Data

- From July 2019-May 2020 there were 13,375 clinical visits (6,809 medical, 6,566 mental health). Once going remote due to Covid-19, there were 709 teletherapy appointments, and 189 telemedicine appointments.
- For participants in mindfulness-based interventions there was significant improvement in both the pre and posttests on both the Perceived Stress Scale and the Self-Compassion Space scale. Self-compassion correlates with significant variance in positive psychological health.

- The Wellness Center held 325 programs and trainings with 25,112 contacts.
- This fall 2,843 first year students completed Alcohol Edu. 66% of participants said the course changed their perceptions of others' drinking behavior. 66% indicated they intended to limit their drinking frequency. 81% indicated they intended to set a limit on the number of drinks they consume. 94% felt better prepared to help someone who may have alcohol poisoning.
- 3,000 first-year students completed SAPU. 83% of participants said the course helped them identify healthy vs. unhealthy relationships. 85% of participants gained information about consent. 84% felt better equipped to support a survivor of sexual assault. 84% felt more confident intervening when they see concerning behavior.
- Four two-part Body Project workshops were held. 18 students completed all aspects of this program. New this year, The Body Project held a Body Positivity Fair, reaching 45 students.
- CHANGE held 12 programs, reaching 259 students.
- The Wellness Advocates held 7 events and presentations this year, with a reach of 181 students.
- 2,394 incoming students and 200 Arrupe College students received the Speak Up, Step In active bystander training.
- 1,400 students received the flu vaccine.
- Gender-Based Violence Advocacy - Advocates worked with 74 students over the course of 69 hours. 43 of these cases involved sexual assault, 8 domestic violence, 9 dating violence, 5 stalking, 10 sexual harassment, and 3 unknown. Some cases involved multiple types of gender-based violence.



## Challenges and Issues:

- Because of the expansion of services offered by the Wellness Center, we are dealing with physical space constraints with which to house staff and conduct student programming.
- The Wellness Center has seen a drastic rise in disordered eating cases. 65% of cases seen by our Registered Dietician involved a concern of an eating disorder or disordered eating.
- Staff were required to deftly navigate the shifting preferences for in-person vs. virtual appointments and programming.

## Reporting on 2019-20 Goals

- Began an assessment of our BASICS and MIM motivational interviewing interventions for alcohol and marijuana. Assessment began with an online survey that was disseminated two weeks after students' final meeting. 13 surveys were completed before the University went remote and the interventions were put on hold. Health Promotion intends to reintroduce the assessment in the fall. **IN PROGRESS**
- Secured authorization and funding for, and negotiated contract with, outside vendor (Everfi) to provide an additional online module, Mental Well-Being. This course will be a required assignment within UNIV 101 classes. **ACHIEVED**
- Part-time embedded counselor was successfully integrated into Athletics within WC's mental health team in August 2019, providing 162 counseling visits to 41 patients and 21 workshops to various athletic teams. This position also provides consultation to athletic coaches and staff. **ACHIEVED**
- An internal hire was made in January, for the newly created position of Staff Counselor for Diversity, Inclusion and Social Justice Initiatives, a position embedded in the Damen Student Center and closely collaborating with SDMA. An embedded position within Sullivan Center was approved and the recruitment process resulted in an extended offer being declined; position was frozen during COVID campus closure. **PARTIALLY ACHIEVED**
- Staff and student relationship-building continues around supporting undocumented students. A needs assessment began. Collaboration continues with University-wide Dreamer group. **IN PROGRESS**
- The medical staff received training in both vaping and intimate partner violence. They implemented screenings for students and provided referrals. **ACHIEVED**

**Trauma-Informed Yoga**

Monday, April 25th | 5:30-6:45pm  
IC 4th Floor  
Register on LUCommunity

All participants will be entered to win a free yoga set!

Free class!

Join the Wellness Center and DuShaun Branch Pollard for a trauma-informed yoga class. All are welcome - no experience needed. Join us as we wrap up Sexual Assault Awareness Month with some community healing!

## Future Goals

- Continue to increase and establish an identifiable social media presence by increasing the number of followers by 30% by December 2022.
- Develop and implement anti-racist student services and staff development plan.
- Adapt service model to hybrid learning environment to maximize continuity of available services in virtual and in-person environments.
- Develop relationships with key HSC stakeholders toward improving alignment of campus services with the One Loyola model.
- Prepare 2020-2025 Wellness Center Strategic Plan
- Two satellite clinics will open in fall 2020 to care for and test respiratory patients in response to COVID-19.

## Quotations

*"I cannot thank you enough for coming to teach us yesterday! Your presence is so engaging and you are truly wonderful at what you do! I overheard some of the girls discussing how easy you are to talk to and how they appreciated your warm demeanor. I could not agree with them more. You rock and I cannot emphasize that enough!" - Nutrition workshop participant*

*"My mom came and listened in and it was very informative!" - Attendee, Instagram Live Title IX Q & A*

*"I really enjoyed telehealth and the transition was seamless. I felt comfortable and safe talking to my therapist." - telehealth survey participant*

# DSD STAFF ACHIEVEMENTS

## Awards & Recognitions

**Bahena, Yvette.** *Unsung Hero Award.* Division of Student Development, LUC.

**Beltrán, Astrid.** *Cura Personalis Award.* Division of Student Development, LUC.

**Chapman, Megan, PhD.** *Commitment to Students Award.* Division of Student Development, LUC.

**Conway, John.** *Cura Personalis Award.* Division of Student Development, LUC.

**Gore, Willie.** *Lifelong Commitment to Social Justice Award SDMA at LUC.*

**Howes, Shannon, PhD.** *Peter Faber, SJ Award.* Division of Student Development, LUC.

**Krivoshey, Mira,** in collaboration with the Urban Agriculture Coordinator, and Aramark's Nutrition's Associate Manager. *JASPA Innovation Grant,* awarded for the Nourish Loyola project, which focuses on health equity, food literacy, and sustainability.

**Kwamin, Whitney.** *Commitment to Diversity Award.* Division of Student Development, LUC.

**Maher Sheahan, Samantha.** *Ad Majorem dei Gloriam Award.* Division of Student Development, LUC.

**Rotherham, MacKenzie.** *Pedro Arrupe, SJ Love Award.* Division of Student Development, LUC.

**Thomas, James.** *Dr. Sheltreese D. McCoy Advocacy Award* from the Coalition of Sexuality and Gender Identities (CSGI).

**Wellness Center Fun Committee.** *Team Spiritum Award.* Division of Student Development, LUC.

**Wong, Ryan S C.** *Robert McNamara Award,* Department of Sociology, Loyola University Chicago.

**Wright, Keondra.** *Outstanding New Staff Award.* Division of Student Development, LUC.

## Certificates & Degrees Earned

**Castro, Abi.** *EdS in Clinical Mental Health Counseling,* LUC.

**Hrickova, Laura.** *Master of Arts in Criminal Justice and Criminology,* LUC.

**Krivoshey, Mira.** *Anti-Racist Pedagogy Certificate Program,* Faculty Center for Ignatian Pedagogy, LUC

**Lucchesi, Marissa.** *Certificate in Diversity, Equity, and Inclusion in the Workplace,* Muma College of Business, University of South Florida.

**Stencel, Dianna.** *Teacher Certification in Mindfulness-Based Stress Reduction,* the Mindfulness Center, Brown University's School of Public Health.

**Stencel, Dianna.** *The Embodied Social Justice 50 Hour Certificate Program,* The Embody Lab.

**Stencel, Dianna.** *Certificate of Completion in Level Two of the NeuroAffective Relational Mode,* The NARM Institute.

**Taylor, Des'mon, PhD.** *Doctorate of Education,* University of Georgia



# DSD STAFF ACHIEVEMENTS

## Milestone Anniversaries at LUC

5 Years: **Rodriguez, Will**, PhD, and Thomas, James.

10 Years: **Chen, Hongying**, PhD, **McNamee, Susan**, **Morris, Megan**, **Luckose, Anne**, PhD, and **Walsh, Jo Anne**.

15 Years: **Bagdon, Melissa**.

20 Years: **Stencel, Dianna**.



## Publications & Research

**Wong, Ryan S C**, and Platten, L W. (2022). "We all play a part in creating mass shooters" Context. <https://contexts.org/blog/we-all-play-a-part-in-creating-mass-shooters/>

**Wong, Ryan S C**, and Martensen, K M. (July, 2022). "Let's start talking: a reflective essay on minority students' experiences in academic spaces, publishing, and journal involvement." Learned Publishing.

**Wong, Ryan S C**. (in press). "Cancel Culture: The Good, The Bad, The Complicated." Context.

**Wong, Ryan S C**. (2021). "The Separation of Religious and National Identity among American Youth." The International Journal of Religion and Spirituality in Society 12(1): 79-92.

## Regional & Professional Presentations

**Wong, Ryan S C**. (February, 2022). "The Tactical Use of Religion in a Secular Movement: The Case of Religious Expressions in the 2019 Hong Kong Movement." Sociology Research Symposium, Loyola University Chicago.



## Professional Organization Involvement

**Gore, Willie**. Higher Education Committee. National Association of Community and Restorative Justice (NACRJ). Chicago, IL.

**Howes, Shannon**. Vice President for Member Services & Innovation Grants. JASPA Executive Board.

**Jaksa, Stacey**. Member, Association of Student Conduct Administrators (ASCA) Public Policy & Legislative Issues Committee.

**Jaksa, Stacey**. Prevention Coordinator National Officer, Sigma Sigma National Sorority.

**Long, Eva**. Board Member, Women in Leadership & Philanthropy, University of San Francisco.

**Long, Eva**. Co-Chair, Asian/Asian American Pacific Islander Caucus, National Conference on Race & Ethnicity (NCORE).

**Shahid, Sundas**. Leadership Fellow. National Association for Campus Activities (NACA).

**Thomas, James**. Co-Chair Elect - Co-Chair for ACPA Pan-African Network (PAN), ACPA 2024 Chicago.

**Young, Gabrielle**. Region III Membership Engagement & Recruitment Team. Association of Fraternity/Sorority Advisors.