



DIVISION OF STUDENT DEVELOPMENT

ANNUAL REPORT

2022 - 2023



LETTER FROM VP CHAMPAGNE

Dear Colleagues, and Friends,

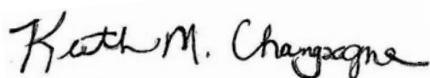
In accordance with our vision to become a premiere division of Student Development, it is with great happiness that we share what has been achieved by the talented members of the Division of Student Development (DSD) in the last year, with the support of university leadership and our excellent campus partners. Since the official launch of our DSD Strategic Plan in January, 2023, our accomplishments include, but are not limited to the following:

- A new Wellness Center clinic opened at the Health Sciences Campus (HSC).
- A Student Response Team was established. Meeting regularly, this group advises on communication and resource-sharing to coordinate care when global, national, local, and campus events impact students.
- The CARE Fund was created, and donations are already helping us to address students' financial concerns.
- A cohort-based program called the Rambler Brotherhood Project was developed to support student success through mentorship, workshops, and community building.
- The Faculty in Residence program was established by Residence Life. This partnership with Dr. Danielle Booker, faculty in the Quinlan School of Business, has enhanced students' curricular and co-curricular experiences.
- Under the leadership of the AVP for Diversity and Student Engagement, the DSD Diversity, Equity, Inclusion, & Belonging Committee was established.
- In addition to the 15th annual Legacy Graduation Celebration, and the (renamed) Sankofa Celebration, two new graduation celebrations were held: the Latinx Familia Celebration, and the Asian Pacific Islander Desi American (APIDA) Celebration.
- Two groups were established to explore opportunities to enhance students' experiences, particularly in the areas of academic pursuits, engagement in co-curricular experiences, and wellbeing. These groups are the VP for DSD's Student Advisory Council, and the Parent & Family Advisory Council.

I hope that you enjoy reading this report, which includes information about so many more highlights and accomplishments from the 2022 – 2023 academic year.

We are excited about many initiatives that are moving forward, such as work on a University Housing Five-Year Plan, training additional Circle Keepers, expanding the food pantries, and engaging the inaugural staff cohort in the Leadership Institute. I look forward to collaborating with our students, as well as our campus and community partners for another fabulous year in 2023 – 2024.

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.

STUDENT PROMISE



As a Loyola student being educated in the Jesuit Catholic tradition, I promise to...

Care for Myself

I promise to strive for excellence in all that I do. I will embrace opportunities for leadership, challenge myself academically, and seek experiences that will positively influence my personal development. I will honor the good in myself by being honest, compassionate, and respectful.

Care for Others

I promise to recognize that each individual person is valuable and has a unique perspective that contributes to the growth and development of all. I will respect the individuality of others regardless of appearance, ethnicity, faith, gender, ability, sexual orientation, or social standing.

Care for Community

I promise to acknowledge and celebrate diversity. I will contribute my talents, gifts, and ideas to strengthen the community. I aspire to be a person for others committed to working toward a more just world.

Brief History of The Student Promise

In the spring of 2007, a document representing the voice and spirit of the student body was created by a predominantly student committee. The document, entitled "The Student Promise," embodies the beliefs and values of students. It is intended to unite all students around the very things that make them excellent, that make Loyola students different than students at other institutions.

The Student Promise is a statement of pride and dignity. It is a document written by students for students. The final product is a direct representation of the values identified as important to the Loyola University Chicago student body. Seven students with various backgrounds and interests worked with four staff members to create The Student Promise in the hope that it would be used as an inspiring symbol of student empowerment, pride, and student-to-student accountability. It was clear to the creators that the promise is meant to inspire students to be the best version of themselves by caring for self, caring for others and ultimately caring for the community.

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.

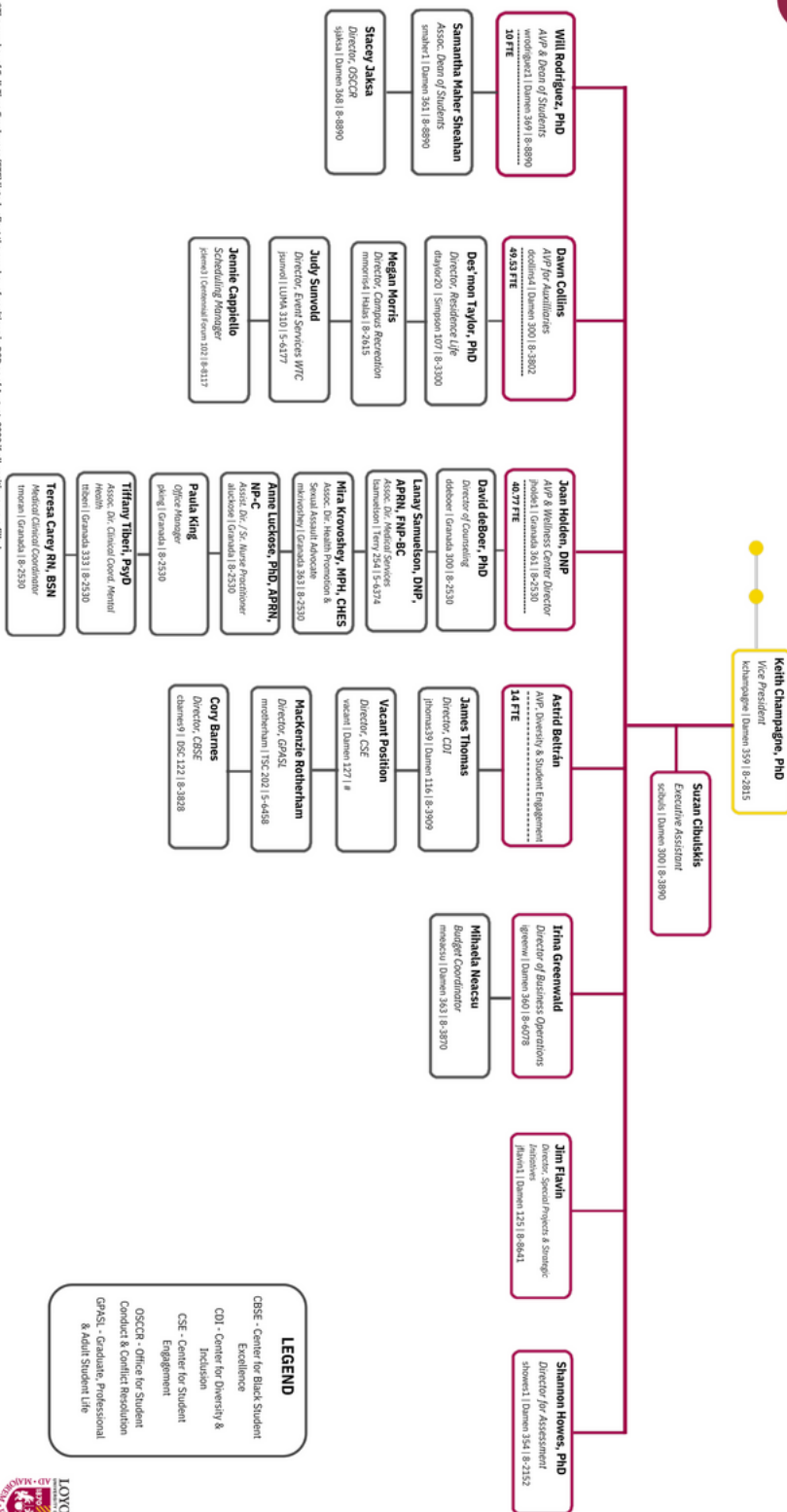
You can count on me to bring bold innovative ideas that move people and the institution forward even in the face of great challenge and resistance. I will always tell the truth, even when the message is difficult to deliver or hear.

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.

DSD ORGANIZATIONAL CHART

DSD



*The number of Full-Time Employees (FTE) listed reflect the number of positions in DSD as of August, 2023 if all positions were filled.

LEGEND

- CSSE - Center for Black Student Excellence
- CDI - Center for Diversity & Inclusion
- CSE - Center for Student Engagement
- OSCCR - Office for Student Conduct & Conflict Resolution
- GPASL - Graduate, Professional & Adult Student Life



Updated -08/08/2023

OFFICE OF THE VICE PRESIDENT

Staff

As of June 2023, there were 127 professional staff members in the division, 32 graduate student employees, and 800 positions for undergraduate students.

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

Advising, Leadership Development, and Recognition for Students: Student Government of Loyola Chicago (SGLC) is a group of undergraduate students that participate in the university's system of shared governance. Participating in monthly meetings and events, the Maroon & Gold Society consists of 25 undergraduate seniors who were selected for membership because of their leadership, academic excellence, and service to others. The VP for DSD's Student Advisory Council meets four times annually to discuss student concerns and issues, and explore new ways to enhance the LUC experience. The cohort-based

Rambler Brotherhood Project's (RBP) mission is to improve the educational outcomes for all men at LUC through mentorship, educational sessions, conferences, and community building.

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.

Committees and Professional Development for Staff: Serving on institutional and divisional committees is an opportunity to contribute to DSD's goals, develop skills, and build relationships. Committees include (but are not limited to) the DSD Assessment Committee, the DSD Strategic Plan Committee, and the Professional Development Committee (PDC) which coordinates four in-service sessions each year, workshops, divisional recognition, and community-building events.

Development and Outreach: DSD works with Advancement to develop a strategic plan for fundraising and building partnerships with external organizations that can support the work of DSD, and to enhance LUC's recruitment goals. Partnerships include (but are not limited to) those with non-profit organizations, other Jesuit Institutions, Chicago Public Schools, Chicagoland Charter Schools, civic organizations, and the Archdiocese of Chicago.

Excellence Awards Ceremony (EAC): DSD staff are on the institutional planning committee for the Celebration of Students' Achievements, Scholarship, & Creative Works, and take the lead role coordinating a signature event, the



EAC. At the EAC, various departments across the institution recognize students' accomplishments in areas such as athletics, student employment, diversity, equity, and inclusion (DEI), leadership, and service.

Family Weekend, and Parent & Family Advisory Council (PFAC): Families of current Loyola students are invited to campus in late September for Family Weekend, which offers a variety of different events and engagement opportunities. The PFAC meets four times a year to share their experiences as family members of current students, with an emphasis on their experiences supporting their students' academic pursuits, engagement in co-curricular experiences, and wellbeing.

Highlights and Accomplishments

- Thanks to the Senior Leadership Team, and the Strategic Plan committee, the DSD Strategic Plan was finalized and shared with the division in January 2023.
- Plans for organizational change that were developed in spring of 2022 were implemented this year. The new AVP for Diversity & Student Engagement position was established and filled in August 2022 by Astrid Beltrán. The AVP provides leadership for four areas: the Center for Black Student Excellence (CBSE; a new unit as of summer 2022), the Center for Diversity & Inclusion (CDI; formerly Student Diversity & Multicultural Affairs), the Center for Student Engagement (CSE; formerly Student Activities & Greek Affairs), and Graduate, Professional, & Adult Student Life (GPASL). In addition to being renamed, staff revisioned the identities and operations of both CDI and CSE.
- DSD received the Contemplatives in Action Award from the Office of Institutional Diversity, Equity, & Inclusion for our strategic plan, AVP Beltrán's leadership, and the collective work of DSD staff prioritizing diversity, equity, and inclusion.
- White papers were developed to seek funding for three priorities: the CARE Fund, RBP, and the CBSE.
- DSD supported conference attendance for 47 staff members as well as license-renewal/certification for 27 staff members.



- DSD established a Parent & Advisory Council (PFAC), as well as a Vice President's Student Advisory Council (SAC). Each group met to share their experiences at LUC, offer feedback, learn more about university areas and resources, and explore ideas for the future. Based on the topics raised by members in both groups, staff from various areas of the university were invited to meetings to share information and answer questions. In addition, for similar purposes, senior leaders within the division met for meals and conversation with a number of student groups, and Dr. Champagne hosted coffee hours at different campuses.
- To increase opportunities for professional development, information-sharing, and community building, PDC increased the number of annual in-services from 2 to 4. Evaluation feedback was especially positive for the March in-service which was facilitated by renowned social justice educator Rev. Dr. Jamie Washington.

Challenges and Issues

- Although DSD staff and students fully returned to an in-person campus experience in August 2021, we continue to re-evaluate our approaches to address the significant impact that the COVID-19 pandemic has had on us all. The ways in which we support, engage, and foster the development of our students have changed.
- We continue to experience and address recent national trends affecting staff recruitment and retention that have negatively affected our ability to do our work.
- Significant increases in food prices affected plans for events throughout the division. This is a challenge that is not unique to DSD, or to institutions of higher education. Aramark staff have worked with DSD to help us adjust and plan successful events.



Assessment Findings and Data

- Family Weekend had a record number of 2,834 online registrants. Prior to 2022, the highest number of registrants was 2,401 in 2018. An unusually high number of registrants ended up not attending, bringing the actual number of participants to 2,361, a number only surpassed in 2019 with 2,364 but much closer to a typical guest count.
- 89% of the 154 Family Weekend participants who completed the evaluation strongly agreed (50%) or agreed (39%) that they would recommend that other families should attend Family Weekend.
- Established this year, the RBP had 37 participants, with 92% of them committing to return to LUC next year. The average GPA was 3.11. Eleven LUC alumni served as mentors. Fourteen students and 5 staff attended the SAAB National Conference in St. Louis, MO. Plans are in place to charter the first Brother 2 Brother (B2B) chapter at a Jesuit Catholic University in the country in the 2023 - 2024 academic year.

Decisions Made / Impact

- As part of a commitment to professional development, and to positively impact staff recruitment and retention, DSD established the Leadership Institute. This cohort-based program involves workshops, a project, and opportunities to reflect on our mission-driven work. The first cohort was selected in spring and the program will begin in fall 2023.
- The DSD Senior Leadership Team has expanded to include additional director-level staff to enhance communication throughout the division and increase opportunities to receive feedback on initiatives.



- Feedback from Family Weekend evaluations influenced decisions to change the approach for the Chicago on Campus event, add a welcome event so families can hear from the President and other university leaders, and move from a campus tour to an “open house” approach to visit spaces of interest.
- There is a need for increased support and engagement opportunities for families of LUC students. DSD is working with campus partners to address this need, but there is a limit to what can be done without additional staff and financial resources.

Progress on Achievement of Goals

Within the OVP, the goals for the 2022 - 2023 academic year were intertwined with goals included in the DSD Strategic Plan. The DSD Strategic plan was launched in January 2023. Updates can be found throughout this Annual Report. Future goals are captured in the DSD Strategic Plan document.

Quotations

“The food was delicious! We loved getting to chat with Sister Jean and having Java with the Jesuits because both are such a huge part of the Loyola culture. Everyone throughout the campus was so kind!” - Family Weekend participant

“This was a fantastic in-service. The speaker was super engaging, and I felt present the entire time. Really enjoyed the time we spent with each other and conversations that were had!” - DSD staff, evaluation of in-service with Rev. Dr. Jamie Washington



CAMPUS RECREATION

Staff

6 full-time staffs; 140 student staffs.

Mission Statement

The Campus Recreation Department strives to provide recreational and social experiences that build community and promote values-based action while preparing people to live healthy and balanced lives.

Departmental Learning Outcomes

- Student employees will understand the importance of customer service and learn how to create a memorable experience for participants, patrons, and guests.
- Staff and student leaders will develop organization skills related to 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.).
- Students who engage with Campus Recreation will recognize their connection to LUC and identify relationships that contribute to their sense of belonging.

- Students who engage with Campus Recreation will understand the transferable benefits of physical activity for success in their academic and personal lives.
- Students who engage with Campus Recreation will be able to identify and model well-being behaviors that improve their overall health and wellness.

Signature Activities

Club Sports: 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 some of the best of LUC's sportsmanship and leadership throughout the academic year.

Group Fitness (GFIT): 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 seven days a week and are 30 or 50 minutes in length.

Halas Recreation Center/Open Recreation: Halas serves as the primary recreation center for the LUC community on the LSC. Full-time fee-paying undergraduates have automatic membership. Other students, and faculty/staff may purchase access to Halas Recreation Center's basketball courts, cardio and weight room, locker room services, pool, and rock wall.

Intramural Sports (IMS): The IMS Program provides the Loyola community 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.

Rock Wall: 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. This past year, Top Rope was reopened along with belay classes for patrons to belay each other. There are also rock wall events each semester.



Student Employee Experience: Campus Recreation Student employees gain transferable skills through work experience in each area (Building Manager, Club Sports Supervisors, Front Desk staff, GFIT Instructor, IM Official/ Supervisor, Lifeguard, and Rock Wall Staff). Skill areas include customer service, teamwork, effective communication, and risk management. Furthermore, students in leadership positions in these areas serve as role models to their teams, gaining experience leading and supervising their peers, along with facility and program management.



Highlights and Accomplishments

- Campus Recreation experienced record increases in Halas Recreation Center usage and in programming participation across all areas.
- There were 25 Active Club Teams with 700 Active Members that played 402 Games/Competitions. Four different clubs qualified for their sport's respective national tournament (Men's Rugby, Swim, Men's Volleyball, and Women's Volleyball). Men's Rugby finished 4th in the nation at National Collegiate Rugby (NCR) Division II Nationals. Men's Volleyball finished 1st in the nation, winning the Men's Division IAA Gold Flight Bracket at 2023 National Collegiate Volleyball Federation (NCVF) Nationals.
- Campus Recreation hired a new full-time staff for a position that will expand diverse programming opportunities for Loyola students.
- There were 293,604 entries in the Halas Recreation Center for a 35% increase from the 2021 - 2022 academic year. There were 7,981 unique users; a 27% increase from last year.
- Overall Group Fitness participation increased by 51% from the prior academic year to 16,400 total participants.
- IMS had 10,176 participations, over 3,917 unique participants with 858 registered teams over 26 different sports/events. There was a 25% increase in number of first-year intramural participants from 2021 - 2022 to 2022 - 2023.
- Rock wall staff facilitated 5,445 experiences with 1,063 unique participants. Rock Wall participations increased 49% and unique participants increased by 8% since last year.

Assessment Findings and Data

- On feedback forms, Group Fitness instructors received 94% positive ratings on class experience and feeling a part of a community by taking classes.

- 23 student instructors noted in evaluations that elements of community and belonging were the top benefit of teaching classes.
- In an IMS survey with 228 respondents, 93% stated that participating in intramural sports positively impacted their college experience. 93% agreed that participating in intramural sports contributed to their sense of belonging on campus. 94% agreed that intramural sports are inclusive to all participants. 96% of respondents agreed they would participate in intramural sports again in the future
- In a Club Sport survey, with 206 respondents, 94% agreed that participating in club sports contributed to their sense of belonging on campus. 96% stated that participating in club sports positively impacted their college experience. 93% confirmed that their social and physical wellness was positively impacted by participating.

Challenges and Issues

- A continued challenge is that Halas Recreation Center runs at or over capacity in our weight room spaces and basketball courts. We have successfully converted spaces in our lower level and are working on ways to advocate for more useable space for students.
- Club Sport operations have experienced a strain due to inflation and the increased cost of travel, as well as very limited practice and competition space.
- Programming was reduced due to space changes in the West Quad (lights removed) and HRC 1 (converted to a usable weight room).
- Weight room equipment repair from high usage wear and tear was difficult to keep up with because of supply chain delays and vendor staffing complications.
- There was a reduction of student organization availability to reserve spaces in Halas due to space constraints.



- RE-EVALUATED - University decided to suspend this capital project due to cost-effectiveness and shifting resources.

Future Goals

- Onboarding of new full-time position with a focus on special events, partnerships and student development of student staff.
- Create and build partnerships with on-campus areas such as Center for Student Engagement (CSE), Department of Programming (DOP), Residence Life, and New Student Programs.
- Create and implement a Campus Recreation student advisory group.

Quotations

“He does an incredible job with meditation. I look forward to coming every week and it’s so great that there is finally something for our minds specifically. I feel much more in tune with myself because of the way he guides meditation” - GFIT Meditation participant

“Participating in intramural sports is important to me because it allows me to meet new people and establish a community doing a sport that I love.” - Intramural Sport Participant

“Participating in club sports is important to me because it allows me an outlet from the stress of academics and a place to improve my personal connections and leadership skills. Also, it helps keep up my physical fitness.” - Club Sport Participant



Decisions Made/ Impact

- Reduction of GFIT programming due to HRC 1 renovation to increase weight room space.
- The pool and rock wall were closed during academic breaks and rock wall during summer break as well for a cost saving measure.
- Halas Recreation membership was restricted to faculty, staff, and students due to capacity (no community members).
- No swim lessons were offered due to space and risk management concerns.

Progress on Achievement of Goals

- The Rock Wall will resume full operations in Fall of 2022 to include top rope operations, a service not offered since 2020 due to staffing and covid restrictions.
 - ACHIEVED - Top rope operations fully resumed in Fall 2022 and belay class offerings resumed in Spring 2023.
- Campus Recreation will offer comprehensive in-person staff training to 140+ student staff in the areas of emergency management, job preparation, program and facility management, community and accountability.
 - ACHIEVED - Campus Recreation offered in-person staff training to all student employees both in the Fall 2022 semester and the Spring 2023 semester.
- Campus Recreation will assist in the creation of an Esports program on campus in partnership with capital planning and ITS.

CONFERENCE SERVICES & CAMPUS RESERVATIONS

Staff

Conference Services: 7 full-time staff; 50-100 students depending on the season.

Campus Reservations: 3 full-time staff; 3-5 student assistants.

Mission Statement

The mission of Conference Services is to provide our guests with an environment of excellence through unique and affordable event solutions. Our Jesuit academic 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.

Campus Reservations provides event support, services, facilities, and resources for students, faculty, and staff to support academic growth and enhance the campus life experience.

Departmental Learning Outcomes

Students employees will understand the importance of customer service and learn how to create a memorable experience for patrons and participants.

Staff and student leaders will develop organizational skills related to event planning, budget management, documentation, and logistics in order to ensure the success of their events and groups.

Through support with the planning of various events, student development is enhanced in the areas of socially responsible leadership, holistic wellbeing, the exploration



of spirituality and faith, identity development, and cultural consciousness.

Signature Activities

Conferencing: Conference Services works with a wide variety of organizations looking for event space to host summer conferences. Staff manages conferences occurring on campus while offering customer service and event coordination.

Event Support: Conference Services & Campus Reservations staff support events through planning/implementation of logistical aspects, catering, setup, parking, audio-visual support, and more.

Lodging: Conference Services operates the Baumhart Hotel at WTC year-round. Additionally, both Loyola-affiliated groups, as well as external organizations are housed in Lake Shore Campus residence halls during the summer season.

Space Reservations: Campus Reservations assists student organizations, faculty, and staff with scheduling, planning, and logistics to ensure the success of events. Event requests are submitted via 25Live Pro for meetings, practices, and events.

Highlights and Accomplishments

- Assisted in the academic room scheduling at the Health Science Campus.
- Provided quality customer service, with continual staff shortages and transitions.
- Improved safety protocols at Damen Student Center to increase the safety of students.
- Provided staffing support for large University-wide events such as Family Weekend, Finals Breakfast, & Commencement.
- Coordinated the installation of a new HD projector in the Damen Student Center Cinema.
- Hired and trained our new coordinator.
- Created scheduler accounts in 25Live Pro and trained schedulers for Halas, Conference Services VIP Spaces, and DSC Ireland's.

- Offered 18 *Live Pro* trainings for staff.
- Worked closely with Facilities/Class Scheduling to relocate courses/events after flooding in multiple areas in September. Worked again with Facilities to relocate all January/February CFSU events (including Panhellenic Recruitment) after December's Mertz Hall flooding.
- Collaborated with the Provost's Office to plan/execute the Inauguration of Loyola's 25th President, Dr. Mark C. Reed.
- Continued to build out the "grey initiative" to detect sponsored events and collect payments, ensuring the university is properly compensated, and collected \$31,464.
- Engagement with the community included: collecting donations for the Labre Ministry program when people visited the Crèche exhibit at LUMA; collaborating with the VP for Government Affairs to work with the Kennedy Forum as they made a Professional Service Announcement with Senator Patrick Kennedy; donating unused N95 Masks to local community partners; and assisting Athletics with welcoming 3,000 local Chicago school children to attend a free Women's Basketball Game.



- Efforts to democratize space by granting students priority (i.e., in Damen Student Complex) and limiting durations to 5 hours were met with unforeseen opposition in the form of space swapping and omitted information.
- Numerous requesters indicated they were using Aramark on event forms; however, service providers informed us shortly before the event that an external vendor was being utilized. Utilizing an external vendor requires additional details that must be collected and distributed, and involves increased risks.
- Requesters were unhappy with turnaround time for space reservations (5-7 business days), particularly during the busy season in February 2023.

Challenges and Issues

- After the height of the COVID pandemic, it took time for clients and the hospitality industry to start having in-person meetings. In addition, the continuity of experience with student staff was lost, and some staff did not return, which meant having to start from scratch with training.
- Construction made it challenging to get around the campuses, and resources such as room availability were scarce.
- Campus Reservations cannot confirm events until all applicable information is received, which frustrates requesters who are often unable/refuse to provide information. Campus Reservations and service providers frequently worked "against the clock" as information was received last minute.
- Despite sending reminder emails, there were numerous cancellations on or after the date of an event, when resources had already been allotted to spaces, wasting valuable time and inventory.
- Requesters express frustration regarding system opening dates. However, by no longer allowing requests for 2 years in the future, it prevents people from holding space for events and forgetting about it (which wastes time and resources).

Assessment Findings and Data

- In a typical summer conference season, there would be around 90-100 student staff members. In summer 2022, there were around 17 in total. Although the conference season was not as robust as it generally has been, it did bring challenges.
- From 8/22/22 through 4/30/23, there were 2,334 unique events, and 5,188 event occurrences (including some with multiple occurrences), with an average of 51 student attendees.
- From 8/22/22 through 6/02/23, 1,275,569 students, staff, and faculty requested space, resulting in 5,662 unique events and 19,194 event occurrences (including multiple occurrences).

Decisions Made / Impact

- Staff were able to retain many of the students from the summer to continue working during the academic year, continuing the cycle of being experienced members of the summer conferencing team, with some of them taking on a leadership role. Current staff members and academic units were asked to promote these opportunities.

- Staff started attending tradeshows in the Chicagoland area for introductions, and to remind meeting and event planners that the team is available to assist them with their meeting needs.
- Staff worked with AVP Dawn Collins to ensure democratic use of space by limiting multi-day/space and/or all-day holds, and enforcing time restrictions for meetings (2 hours) and events (5 hours). This resulted in more opportunities for staff/faculty/student organizations to host events and general meetings.
- Staff prioritized student events in Student Complex spaces and held them until student organizations successfully re-registered and were issued 25Live Pro logins. Student events increased 10% from Spring 2022 to Spring 2023, while overall event numbers (including staff and faculty) remained roughly the same.



Future Goals

- Create internship opportunities for Loyola Students within Conference Services by January 2024.
- By March 2024, identify opportunities within Conference Services to enhance students' professional acumen and assist in preparing them for their future careers.
- Enhance our presence in the hospitality arena through marketing and tradeshows in order to build out client base and events we hosts. This will be a continual goal as we continue to keep up with needs in the hospitality industry.
- Update information for new employees, as the Campus Reservations department is very procedure-heavy and requires thorough and accurate step-by-step written processes.
- Determine a unified approach and response for registered student organizations and staff/faculty who do not follow rules and procedures.

Progress on Achievement of Goals

- Refine Event Form questions to be more direct in order to collect vital information ASAP regarding events, food, and attendees. **ACHIEVED:** Event form updated end of Spring 2023.
- Implement updates for 25Live Pro, the Campus Reservations website, and all training/resource documents as many have become somewhat redundant and/or out-of-date. Customize 25Live Pro's front-end interface, making it easier for requesters to accurately and effectively navigate the program and reserve spaces. **ACHIEVED:** Continuously update banner page with valuable links and information. Updated policy language at the end of the 2022 - 2023 academic year.
- Reactivate sponsored event ("grey") initiative to increase revenue and enforce LUC policies by imposing room rental fees/taxes when required (based on event classification). **ACHIEVED.**



Quotations

"Thanks to the event staff and those at Damen Desk, our event ran super smoothly and we had no issues! Everyone was cooperative and accommodating and it could not have been better! Thank you guys so much!" – Student Organization Host

"Jennie and Brad...THANK YOU for all the help and support from both of you as we worked over many hours (and meetings) to reserve and block campus spaces. We... appreciate all of your understanding, the extreme amount of patience, and helpfulness you both provided. We wouldn't be able to do this without you." - Campus Partner

CENTER FOR BLACK STUDENT EXCELLENCE (CBSE)

Staff

2 full-time employees; 2 student staff.

Mission Statement

CBSE provides Black students with holistic support through the cultivation of belongingness & connectedness.

Departmental Learning Outcomes

By engaging in various CBSE programs, services, and initiatives, students will have the opportunity to cultivate their individual identities, acknowledge and endorse the intersecting identities of others, and utilize their awareness of these identities to effectively communicate, participate, and cooperate with diverse communities.

Students will develop the capacity for socially responsible leadership through participation in CBSE programs, services, and initiatives by: (a) developing the capacity to recognize, reflect upon, and work to address moral and ethical challenges; (b) demonstrating the ability to work collaboratively with others; and (c) advancing equitable, sustainable, and thriving communities.

Through their engagement with CBSE programs, services, and initiatives, students will acquire a comprehension of Ignatian values, engage in introspection and inquiry into their personal convictions, foster meaningful connections, and enhance their comprehension of their own and others' faith traditions.

The CBSE programs, services, and initiatives aim to equip students with the necessary tools to cultivate healthy habits, connect with resources and support, establish supportive relationships, and develop awareness and skills that enable them to be global citizens.

Signature Activities

Black History Month Signature Series: During Black History Month, two signature programs will be hosted under the auspices of the CBSE. These programs aim to pay tribute to the history, legacy, and tradition of Black Excellence. Attendees will have the opportunity to connect, learn, and reflect on the trials, tribulations, and triumphs within the Black community.

Women's History Month Signature Series: During Women's History Month, the CBSE will organize two premiere events to commemorate Black women. These programs will enable participants to establish connections, acquire knowledge, and contemplate the countless contributions that Black women have made to society.

Sankofa Celebration: The Sankofa Celebration is an official celebration that serves as a venue to honor the achievements of our graduating students who self-identify as Black. It is an occasion to acknowledge and celebrate these accomplishments in the company of their loved ones, acquaintances, and other attendees.

Highlights and Accomplishments

During its first year of operation, the CBSE effectively implemented the initial phase of its establishment. This phase involved enhancing faculty and staff's understanding of the specific needs of Black students, offering direct assistance, and acting as a liaison for registered Black student organizations. Additionally, the Center organized six notable events, including the Sankofa Celebration at the end of the academic year. Furthermore, the Center recruited a coordinator and two student workers to support its operations.

Challenges and Issues

As a burgeoning center establishing its footing and positioning within a large area and division, it was sometimes difficult to be as nimble and responsive to student needs as a new unit. However, we addressed this by establishing strategic relationships with key constituents to ensure CBSE developed its purpose and how it would operate within the larger ecosystem to support students.



Assessment Findings and Data

While the CBSE highly values assessment, there were limitations in data collection in the inaugural year, with plans to begin both quantitative and qualitative assessment in year two of all signature activities.

Decisions Made / Impact

The CBSE established a signature program series based on needs within the division to celebrate Black History Month and Women's History programmatically. In future iterations, these programs will be a part of a large ecosystem that will include promotion and awareness throughout the month of heritage and culture. Another decision was to adjust food expenses for programmatic endeavors to better match diversity and expected participant numbers.

Progress on Achievement of Goals

As a new unit within DSD, CBSE is situated in the area of Student Engagement. As the newest unit within the division, it has been paramount to establish mission, vision, core values, departmental learning outcomes, and long-term and short-term goals. Establishing a core foundation for the CBSE will ensure the vitality of the unit for years to come.

Future Goals

In year two, the CBSE will launch its physical space in the Fall in the Damen Student Center across from the cinema and next to the Center for Student Engagement. CBSE will continue hiring and onboarding four new student workers. CBSE will increase its digital footprint by launching a

digital marketing plan in phases, starting with a monthly newsletter and various campaigns on social media platforms (e.g. Instagram, Facebook, LinkedIn). In the spring semester, CBSE will pilot the inaugural Black Student Leadership Institute (tentatively named). CBSE continues to strive to increase its presence at Loyola and looks to continue to do so through increasing strategic partnerships with key stakeholders and a site at all LUC locations where students are present.



Who We Are

We provide Black students with holistic support through the cultivation of belongingness & connectedness.

Our Vision

We envision a Loyola where all Black students are guided, protected, & empowered to set the world on fire.



Cory Barnes
Director



Morgan Ransom
Coordinator



CENTER FOR DIVERSITY & INCLUSION (CDI)

Staff

4 full-time employees; 1 graduate intern; 43 undergraduate student staff; 65 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, socio-economic 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.

Departmental Learning Outcomes

As a result of participating in CDI programs, students will:

- learn about perspective(s) different from their own as it relates 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 pre-fall Scholar Transition and Enrichment Program (STEP) 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. Cohort members are 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.

LUC Programming: CDI coordinates and co-sponsors special events including an open house, welcome receptions, the Diversity Awards (part of the Excellence Awards Ceremony), the Dr. Martin King Jr. Celebration, and the Legacy Graduation Celebration.

Affinity/Mentorship Programs: Mentorship and affinity programs are a transformative practice that impact the experiences of all involved. CDI offers four affinity spaces that also provide mentorship experiences. For each program, mentors also host leadership development, social, and educational events for mentees as well as other students in all academic years who identify as members of each student community.

- **Brothers for Excellence (B4E):** 1st year undergraduate and transfer BIPOC students who identify as mxn are matched with LUC faculty or staff BIPOC mxn identified mentors and peer mentors.
- **Loyola University Chicago Empowering Sisterhood (LUCES):** Connects 1st year and transfer BIPOC students who identify as womxn with a faculty or staff BIPOC womxn identified mentor and peer mentors.
- **QUEST (Queer Undergraduates of Empowerment, Support, and Triumph):** Designed for first-year undergraduate and transfer students that 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 1st year BIPOC students and first-generation college students with upper-class BIPOC student mentors.

Social Justice Education, Advocacy, and Leadership:

- CDI 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 Trainings, additional trainings, and a suite of social justice workshops for students primarily, and faculty & staff at times.
- Ramblers Analyzing IDEAS (RAI) is a program 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 CDI 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.
- Undocumented Student Programs (USP): These spaces and programs are designed to validate, affirm, and empower students that hold the social status of being undocumented, DACAmented, or member of a mixed status family.

Highlights and Accomplishments

- Our mentorship program interest continues to grow with 313 applications (307 last year).
- LUCES programming attracted a broader demographic of participants than in the previous year. Additionally, there were more staff and faculty members that joined monthly gatherings and other engagements.
- The STARS program demonstrated the largest engagement of non-STARS mentees; there were more community members (students who self-identify as first generation and/ or students of color) who participated in the STARS Banquet than current members of STARS. We hope that this trend continues to rise.
- B4E's programs attracted community members to CDI's space outside of the B4E Mentorship Experience, with up to 24% of a program's population being made up of community members.
- 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.
- The RAI student leaders created events and



presentations to provide social justice education to students from several different identity and co-curricular involvement backgrounds.

- USP saw its most engagement to date during UndocuWeek, with 59 attendees. CDI sent 7 students to the Undocu Network Summit.

Challenges and Issues

- **Retention & recruitment of professional staff:** CDI operated without a Coordinator for Strategic Imperatives & Administration for FY 23; without the Director for 3 months of Spring 2023; and without a Program Coordinator for Summer 2023. Three graduate intern positions were unfilled.
- With the establishment of the Office of Institutional Diversity, Equity, & Inclusion, there was a need to communicate the distinctions between the two units, while also helping people adjust to the new name for the department (CDI).
- The outpouring of requests in workshops and trainings couldn't be fully met due to capacity constraints. Limited resources, staffing, and physical space restricted the work we could do in other ways. Despite this, CDI continued to meet its goals and leave an amazing impact.

Assessment Findings and Data

- CDI Mentee Assessment & Data: 90% of mentees participated in meetings with peer mentors, followed by 79% with monthly gatherings, representing the top two engagement connections for mentees. 92% of mentees shared that as a result of the experience in the mentorship program, they plan to continue as student at LUC the next academic year. Challenges expressed by student program participants were: connecting with others, mental health, and scheduling conflicts/time management. Average CDI Mentee GPA: 3.082.



- **CDI Leader Assessment:** Over 90% of leaders strongly agree or agree that their leadership training and experience prepared them for success in their roles and development. Leaders largely shared that CDI's inclusive, supportive, and developmental environment contributed to them staying at LUC. Top skills enhanced as a leader were: teamwork/collaboration, oral communication, & asking for help. Average CDI Leader GPA: 3.55
- **CDI Staff/Faculty Mentor Assessment:** Approximately 82% of mentors strongly agreed or agreed that the program allowed for the development of impactful relationships and benefitted their overall LUC experience. 100% of mentors would recommend involvement in our mentorship programs to other staff/faculty as mentors.
- **STEP Assessment:** 78% of participants reported that their awareness of identities outside of their own increased. Top three skills cultivated through STEP: asking for help, prioritization, and time management. 100% of participants would recommend this program to incoming students.
- In collaboration between LUSA and USP, 39 students wrote letters to urge those in positions in power to help enact meaningful immigration reform and grant more support to undocumented students across the federal, state, and local levels.

Decisions Made / Impact

The creation of more foundational documents and guides, helped student leaders, graduate interns, and staff feel more confident, organized, and efficient in their roles. CDI also created and maintained a health & wellness policy for CDI spaces, which resulted in an increased sense of safety and care experienced by the CDI community. Lessons continue to inform our practices, such as offering virtual options for meetings.

Progress on Achievement of Goals

- Successfully rebrand & transition from Student Diversity & Multicultural Affairs to the Center for Diversity & Inclusion (CDI). - ACHIEVED
- Grow and restructure the department to best meet the needs of CDI and increase student retention. - IN-PROGRESS
- Successfully staff and on-board the CDI team. - PARTIALLY ACHIEVED with a new Assistant Director of Mentorship engagement joining the team.
- See an increase in upper-classmxn student engagement through strategic collaboration with campus partners, community organizations, and student-led spaces. - ACHIEVED

Future Goals

- Increase the outreach and engagement of community members (non-mentees) of our affinity focused spaces.
- Grow and restructure our center to best meet the needs of CDI and increase student retention.
- Retain staff into the next academic year.
- Continue the growth of RAI as our primary means of social justice initiatives moving forward.
- Elevate the programming of USP to better serve the larger undocumented student population.

Quotations

"CDI 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." - Student

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



CENTER FOR STUDENT ENGAGEMENT (CSE)

Staff

8 full-time employees; 5 graduate interns; 71 student employees.

Mission Statement

The mission of Center for Student Engagement (CSE) 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.

Departmental Learning Outcomes

As a result of involvement with CSE programs, 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 two ways in which they positively impacted the LUC, Chicago, and/or 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 cinema every Friday. Programming ranges from small to large-scale on and off-campus events for a discounted price or free.

LUCommunity: CSE 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 170 registered student organizations. Oversight includes fiscal management, risk management, event planning, activity request approvals, and education. Additionally, CAN supports organizations through training, celebrates accomplishments through Student Organization Awards, and creates community through Student Organization Fairs.

Sorority & Fraternity Life (SFL): CSE 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 sponsored student organizations. This population receives increased education in the areas of leadership, diversity and equity, risk management, and bystander training.

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

Leadership Development: The department provides leadership programming for emerging leaders that is grounded in the Social Change Model of Leadership Development. SFL provides additional leadership development to advanced leaders within the SFL community.

Highlights and Accomplishments

CAN registered and recognized over 170 registered



student organizations, while collaborating with Student Government of Loyola Chicago's (SGLC) allocation committee to provide over \$650,000 in funding for programming. CAN celebrated organizations and student leaders through the Student Organization Awards Ceremony, where 16 awards are presented. CAN shared engagement opportunities and available resources to the RSO community through the monthly general body meetings and newsletter.

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

This year, DOP planned over 60 programs, which emphasized building community through peer-peer engagement, diversity education, alternative programming, and community engagement. They collaborated with Alpha Psi Lambda to celebrate and promote awareness about Dia De Los Muertos, organized the annual Damen tree lighting ceremony, and partnered with local vendors like the New 400 theater to provide a free movie experience.

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. This program included 20 cohort members and five student facilitators.

SFL hosted about 36 events with over 1,870 student attendees. In addition to hosting programs, training, and educational initiatives, SFL supported 3 councils in advisement, programmatic initiatives, recruitment, and membership intake. During 2022 - 2023, 419 students joined the community (87 for IFC, 47 for MGC, 285 for PHA).

Through Special Events, students were introduced to Loyola traditions. Welcome Week welcomed one of the largest classes of first-year students, along with welcoming returning students back to campus, serving over 16,000 students. Final Breakfasts served over 2,500 students during each finals week, including food, activities, and staff/student connections. Finals Breakfast also welcomed Alumni back to campus to serve food as volunteers. Senior Send-Off celebrated our graduating seniors through three large-scale events that served over 3,000 students this Spring Semester: Loyola night at the Chicago Cubs, Architectural Boat Tour, and Senior Toast.

Challenges and Issues

- CSE serves as a connection to campus for thousands of students, faculty, and staff members through our programs and organizations. This year, we faced challenges navigating this connection while the department and division faced transition of staff and aligning our mission with our new identity as the CSE. With support from Astrid Beltrán and Dr. Champagne, CSE began to reimagine some of our policies and procedures.
- CSE experienced challenges meeting the need for programming and engagement such as experiencing maximum capacity at most events, additional programs being requested, lack of commuter lockers, and additional need for trainings on RSO finances, organization transition, and advisor development. These challenges have been felt by CSE's student and professional staff and has increased staff turnover due to burn-out.

Assessment Findings and Data

- In each area of CSE, there was an overwhelming increase in student leader engagement, attendance at programs, and desire to engage more within the areas connected to the department. SFL successfully maintained the consistently growing special event, Coffee Chats, with average attendance growing 52% in the Spring 2023 semester from Fall 2022.
- The SFL community (20 chapters) participated in 25,660 hours of community service within the Rogers Park and greater Chicago-land area. These events varied and included serving food, park clean-up, Girl Scout volunteering, etc. Additionally, the community raised over \$122,422 for numerous local or national philanthropic organizations.



- The RSO community grew by 26 groups throughout the academic year. Attendance at Finals Breakfast this Spring was up by 300+ from the Fall 2022. The community hosted 172 events that were service oriented. From cleaning up an area to donating materials, our student organizations have been creative with hosting events that help fulfill the mission of their organization.

Decisions Made / Impact

- Due to staff and campus transitions, the decision was made to mainly utilize Aramark in the Fall Semester for student organization catering. As a result, we were not able to meet the needs of various student organizations, there was delay in the purchasing timeline, and this caused an increase of confusion and frustration among the student organization community. The preferred vendor list was expanded throughout the early Spring 2023 Semester to be more inclusive, provide more options for student organizations, support more local vendors, and create sustainable spending options for the community. This pivot allowed CSE and DSD to revisit the process as we listened to the needs of the community while creating a more sustainable purchasing model for the CSE staff during transition. CSE prioritized creating a system for student organization leaders to have input into the preferred vendors list for the next academic year.
- CSE created a policy to send student organization packages directly to the student leaders who requested them. This increased efficiency for CSE staff as it allowed the front desk team and Budget Coordinator to focus on preparing and finalizing purchases as CSE saw a huge increase in purchases. Within the office, more space was allowed for students to walk in with questions and CSE to return to normal departmental operations.
- SFL's collaboration with Advancement to host the 100th celebration in Fall 2022 was a unique way to celebrate the community's accomplishments while building sustainable campus partnerships that CSE can continue to rely on for future programs.

Progress on Achievement of Goals

- Identify priorities in transitioning from SAGA to CSE including key stakeholders to assist in the process. Emphasize the adjustment from transactional to transformational experiences when students, staff, and faculty connect with CSE. - In progress
- Update CSE's organizational management policies and processes. Emphasize solutions to streamline and simplify processes for stakeholders. - In progress
- 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. - In progress
- Streamline the advising model for SFL. This includes establishing a consistent communication system with SFL advisors, streamlining the advising model with CSE advisors, and prioritizing the established needs of MGC, IFC, and PC. - In progress
- Establish a yearlong senior-engagement model and strengthen the relationship with Alumni Relations. - In progress

Future Goals

- Identify priorities in continuing to establish the CSE including transitioning GPASL into the department, departmental branding, etc.
- Work with campus partners, campus leadership, and Baker Tilly to continue to assess current RSO processes and policies including purchasing, allocations, risk management policies, and more.
- Reincorporate leadership development opportunities from CSE including the Emerging Leaders Program in addition to the opportunities provided within student employment and organizations within the department.
- Grow Welcome Week programming to be inclusive of the move in experience and Labor Day weekend.

Quotations

"This was my first time experiencing a Ballet, thank you DOP for giving me a chance to try something new."

"I would totally love doing this every month, it was truly a lot of fun and all the welcome week leaders helping out were so nice and approachable." - Student at Welcome Week Event

OFFICE OF THE DEAN OF STUDENTS (ODOS)

Staff

6 full-time employees

Mission Statement

The Office of the Dean of Students (ODOS) 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.

Departmental Learning Outcomes

As a result of participating in programs and services provided by the ODOS, students will be able to:

- identify and connect with available resources and supports to help them navigate LUC.
- identify and employ practical skills that will enable them to be successful at LUC.
- describe steps to navigate challenges and overcome obstacles to achieve their academic and personal goals.
- practice help-seeking skills that promote self-advocacy and self-efficacy.

Signature Activities

CURA Network: CURA is a university-wide system that centralizes referrals and reports for students who are in need of care. Work continues to centralize and standardize response and support efforts for all areas currently recognized by CURA: BCT, CARE, Student Conduct & Conflict Resolution, Academic Support, and Equity/T9 involving students. Through the CURA Network, the ODOS and other campus partners provide support, coordination,



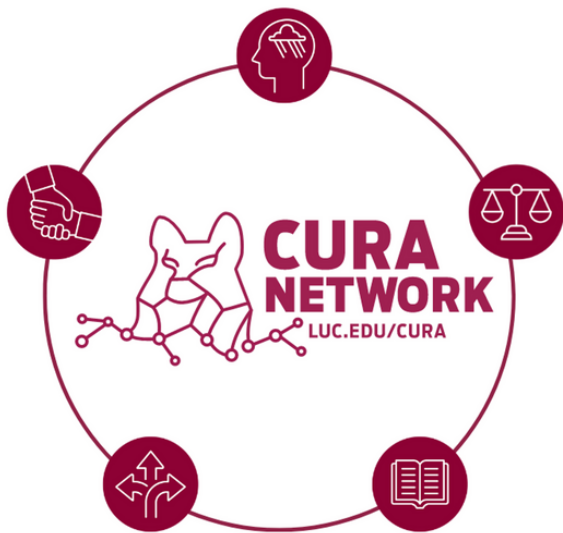
case management, and resource referrals for student concerns across the university.

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.

Threat Assessment Team (TAT): The TAT is a sub-group of the BCT that convenes as needed to address cases involving elevated, severe, or extreme levels of threat as expeditiously as possible. The primary function of the TAT is to respond rapidly to heightened threats to campus safety.

Coordinated Assistance and Resource Education (CARE) Case Management: Through CARE services, the DOS supports students who are experiencing 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 checking in with a student to offer guidance and support. Students may seek out such assistance for themselves, but are usually referred by a campus partner who has learned of the student's difficulties. When students are referred to CARE services, the ODOS will always reach out and offer support, but students are under no obligation to accept it.

Sexual Misconduct Resourcing/Equity Case Management: 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 ODOS receives a report of equity-based misconduct involving students, ODOS staff provide outreach and written notice of the survivor’s rights, options, and resources along with an invitation to meet. The ODOS 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 Loyola student, the ODOS 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.

Dean on Call: ODOS staff members serve in a 24/7/365 rotating on-call capacity and are available to assist students and their families in the immediate aftermath of a crisis or emergency. When critical incidents require a response outside of business hours, the Dean on-call (DOC) is the primary point of contact for campus partners.

Demonstration Support: The ODOS serves as the primary point of contact and meets with students to review plans for student activism, demonstrations, and fixed exhibits. We are committed to working with students from a content- and viewpoint-neutral perspective, to assist students and student groups in ensuring a safe, effective, and successful event.

Highlights and Accomplishments

- Implemented a rebrand of the CURA Network in order to increase campus partner understanding of mission,

services, and protocols.

- Established an Accounting Unit specifically for CARE Funds by working collaboratively with campus partners in Advancement, Alumni Relations, and others to identify potential revenue streams and received over \$8,000 in donations by the end of the fiscal year.
- Created an emergency housing protocol for students in need in collaboration with Residence Life.
- Created an emergency withdrawal policy for the university in collaboration with multiple campus partners in Academic Affairs.
- The ODOS Team has continued its partnership with the OEC and the Wellness Center to participate in National Association of Student Affairs Administrators (NASPA)’s Culture of Respect Collective. Currently we are midway through our implementing our twenty-one goals as set by our Campus Leadership Team (CLT).

Assessment Findings and Data

- 199 BCT reports were received this year, which aligns directly with last year’s cases. The most frequent BCT issues reported include suicidal ideation (95; 48%), mental health concerns (51; 26%), and suicide attempts (23; 12%). Mental health hospitalizations occurred for 59 students (30%), 12 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 38% of the students receiving BCT services. Of our cases 62% were resolved and 38% remain open or monitored for the coming year.
- 1247 CARE reports were received this year, an 11% increase over last year (note that last year cases had increased by 91%, so we are up over 100% within the last two years). The most frequent CARE issues reported include academic concerns (713; 52%), mental health concerns (491; 36%), financial concerns, and medical concerns. Students were represented across all class years (including graduate and professional students), with first-year students representing 33% of the students receiving CARE services. Of the cases resolved to date (1,322, 96%) 44% of students who received outreach engaged with a case manager, 10% were resourced but declined further assistance, and 43% were unresponsive to outreach. Additionally, 33 students received a total of \$9,500 from the DOS CARE Fund (emergency hardship funds) for books, supplies, food, gas, etc.



- ODOS staff resourced 70 students who were reported to have experienced gender-based violence. 80% of these incidents occurred while the student/affected party was enrolled and 20% 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 intimate partner/domestic violence (21; 30%), non-consensual sexual contact (20; 29%), and stalking (7; 10%). Of these cases, 36% of these students received supportive measures and resources, 21% received resources only but declined additional assistance, and 41% received an email with resources but were unresponsive to outreach.
- Equity/Sexual Misconduct Cases – The OEC houses this data.

Decisions Made / Impact / Announcements

- Iggy's Cupboard, the food pantry at Lake Shore Campus, has moved to Damen Student Center 243 to allow for extended hours and easier access for all students.
- HSC Pantry on the Health Sciences Campus is opening in August 2023.
- Created online giving options for faculty, staff, alumni, and community members to donate to the CARE Fund, our emergency student fund.

2022 - 23 and Future Goals

- Implement enhanced CURA Network training in order to increase campus partner understanding of mission, services, and protocols ("CURA-Trained").
- Continue to develop Iggy's Cupboard (LSC Food Pantry), establish the HSC Pantry, and work toward a partnership with the Greater Chicago Food Depository to provide food to all three campuses.
- Update and enhance existing resources on the CURA

website and expand training for faculty, staff, and students.

- Create a CARE Response Team with membership comprised of university-partners that will help connect support and resources to more students.
- Strengthen policies and procedures with partners across all campuses and schools to centralize reporting, response to, and data collection of student concerns. (One Loyola)

Quotations

"We really want you to know how truly grateful we are for everything you have done for our daughter in the past two weeks. We are blown away by the level of advocacy you have provided on her behalf and, on a personal level, the compassion you have shown toward her. Everything you have done is above and beyond. Thank you again for who you are and what you do."

Parents regarding BCT support provided to their daughter

"Thank you for checking in! I am doing well. I was able to get set up with my needs and my professors have been very supportive and communicative. I really appreciate the support from you and the office of the Dean of Students for helping with a smooth transition in this difficult time."

Student thanking a CARE Case Manager



OFFICE OF STUDENT CONDUCT & CONFLICT RESOLUTION (OSCCR)

Staff

4 full-time staff; 2 graduate interns; 3 student assistants; 18 student leaders.

Mission Statement

The OSCCR 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.

Departmental 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 impartial 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 (SCB), Conflict Resolution Liaisons (CRL), 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 all campuses who ensure that, in their role as conflict mediators or conduct administrators, they operate through a restorative justice lens and exercise a high degree of care, and intentionality in making decisions that impact students. OSCCR also offers trainings on a wide range of topics that can be specifically tailored to meet the needs of the requesting organization or department. OSCCR frequently consults with faculty and staff on day-to-day operational matters and ensures alignment with the Community Standards.

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, Conflict Coaching, Values Workshop, trainings, Student Promise Week, and reflection sessions (Restorative Educational Project, Campus Involvement Challenge, and restorative service hours).

Highlights and Accomplishments

- OSCCR's signature program, the Community Circle Series, expanded, reaching 272 participants with an average of 3-4 Circles per month. Training requests increased to an average of two per month with 21 new groups/departments served this year.
- OSCCR student leaders (CRLs and SCB members) were paid for their contributions, including essential peer-to-peer mentorship and programming, for the first time beginning in Fall 2022. A graduate intern was added in October 2022.
- Continued marketing of the Good Samaritan (Medical Amnesty) policy at Orientation, for UNIV 101 instructors, and during Student Promise Week. Of the 46 alcohol or drug-related hospital transports, 36 qualified under the "Good Sam" policy for a total of 78% of all cases (increased by 10%).
- 100% of eligible OSCCR student leaders graduated. OSCCR graduation rate has remained over 98% since 2018.

Challenges and Issues

- We were unable to fill both OSCCR graduate intern roles until the end of October 2022 and the Student Conduct Coordinator position was vacant from July 2022 through January 2023. The Director also took on all case management for the University for the year.
- Marketing our work and rapport building across departments has resulted in increased referrals for both conduct and conflict resolution. Case complexity and volume remain high, witness requests have tripled, and training/workshop requests continue to climb. As a result, OSCCR has requested an enhancement to staffing structure to best support our community by decreasing turnaround time, allowing for more face-to-face meetings, and increasing ability to quickly offer workshops and Circles. Staffing enhancement 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. This has been requested.

Assessment Findings and Data

- OSCCR received 3,686 incident reports (68% increase since last year). Student conduct cases involved 2,980 students (12% increase) and conflict resolution cases involved 145 students (138% increase).

- Nearly all conduct cases resulting in responsible findings held a recidivism rate of 0% or a statistically insignificant figure apart from the failure to comply policy (29.3% recidivism) for Health Sciences flu shot non-compliance exclusively and guest & visitation policy (22% recidivism).
- 97% of students agreed or strongly agreed their mediator helped them progress towards resolution and stated they would recommend mediation to others.
- OSCCR addressed 16 student organization cases (128% increase) with time commitment varying between 2-4 weeks per case and 79 neighbor complaint cases (68% increase) which include coordination with neighbors, Alderperson's office, CPD, and the Office of Neighborhood Initiatives.
- Facilitated presentations for all first year, transfer, and Arrupe students and their parents/families, as well as training sessions for Residence Life staff, JFRC staff, all incoming new faculty, and all undergraduate academic Assistant/Associate Deans. Over 3,300 constituents attended.
- SCB held 24 hearings involving 119 students. CRLs facilitated outcomes for 212 students and interacted with over 650 students while hosting Student Promise Week in each semester.
- 8 cases addressed by Comprehensive Policy administrators. Time commitment for these cases ranges from approximately 5 to 20 hours each.

Decisions Made / Impact

- OSCCR's two-year effort in collaboration with the Office of the Provost to on-board all undergraduate academic misconduct into Maxient was completed in March 2023. OSCCR is a core member of the Academic Integrity Task Force and consultations with academic partners remains high.





- OSCCR's new coaching model instituted with Residence Life and JFRC staff to connect them to a point person on the OSCCR team resulted in a 36% decrease in turnaround time from case assignment to adjudication.
- Created the "Don't Cancel That Class!" initiative in March 2023 to increase visibility of services specifically for faculty members. In the 8 weeks the initiative was available, OSCCR hosted 13 training sessions.
- OSCCR contributed our previously proposed funding request to the Student Response Team for instituting a Circle Keeper curriculum model. Applications for faculty/staff were collected in Summer 2023.
- Instituted procedures for preparation and deliberation meetings for grievance process cases resulting in a 1-week reduction from hearing to written determination delivery.

Progress on Achievement of Goals

- Continue expansion of Community Circle Series and serve as the steward for promotion of Circle keeping practices for students at Loyola. – ACHIEVED / In-PROGRESS: Saw participant increase, additional requests outside of DSD, and departments, namely Arrupe and CDI, requesting ongoing Circle services. Launched application process for faculty/staff interested in committing to Circle Keeper training run through OSCCR.
- 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. – ACHIEVED: Formally launched in March 2023 alongside the Office of the Provost. OSCCR now formally serves in a consultant role for Maxient use in academic integrity processes for all undergraduate schools/colleges.

- Increase marketing of trainings and workshops with campus partners within DSD and academic units. – IN-PROGRESS: Presented to all new faculty, coordinated ongoing annual visit to Academic Operations Group (AOG) meeting, launched "Don't Cancel That Class!" initiative in March 2023.
- Revamp Dean certification process to incorporate into Maxient and our website. – ACHIEVED: Completed. Launching to Loyola community in Fall 2023.

Future Goals

- Build upon academic unit relationships to further collaborate on classroom conflicts and issues impacting students with a goal of one-third of workshop requests coming from faculty or academic units.
- Create regular touchpoints with the Office of Institutional Diversity, Equity, and Inclusion to amplify collaboration opportunities.
- Standardize pre-and-post assessments for similar trainings and workshops offered in OSCCR.
- Continue expansion of Community Circle Series with goal of maintaining 3-4 Circles per month and completing Circle Keeper training for faculty/staff.

Quotations

"Completing this Restorative Educational Project has made me further reflect on the impact of my policy violation. I feel better equipped to re-enter into school with a posture of compassion. I know I must be mindful of what I have learned in order to be a positive force in our shared learning environment." – Student reflection

"I want to thank you and the OSCCR for all of your support and fair treatment of me. I feel better equipped to advocate for myself in a positive manner and how to navigate tensions within a team. I cannot change what happened, but I can ensure I treat everyone with respect and end my Loyola career on a good note." – Student

"It's really wonderful to be able to share a space with my peers and be able to talk with people going through similar things. I experienced solidarity and understanding from people in my community. I will definitely join again in the future." – Community Circle student participant

GRADUATE, PROFESSIONAL, & ADULT STUDENT LIFE (GPASL)

Staff

1 full-time staff; 2 graduate interns; 7 student staff (Core Team Members).

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 LUC's Water Tower, Lake Shore, and Health Sciences campuses. We are committed to optimizing the student experience and fostering a transformative learning community.

Departmental Learning Outcomes

As a result of participating in GPASL programs, students will be able to:

- identify at least two resources that the university provides to enhance their success.
- explain how their program engagement has resulted in a greater personal connection to the Loyola Community.
- meet other graduate, professional, and adult students through social, community building, and educational programs.

Signature Activities

Affinity Based Programs:

- The Q Graduate Student Mixer (one time program) is a time for those who identify with the LGBTQIA community to meet and connect. This event is a collaboration between the Center for Diversity and Inclusion (CDI) and Women's Studies and Gender Studies (WSGS).



- The International Graduate Student Meet & Greet (one time program) is a time for those who identify as an international student and friends' to meet and connect. This event is a collaboration between the International Graduate Student Organization (IGSO).
- BIPOC Social (one time program) is an event dedicated to our Black, Indigenous, and people of color graduate, professional, and adult students. Students socialize while enjoying food and drink. This year, the department collaborated with the Institute for Racial Justice for the program.

Resource Sharing:

- Staying Best Friends (one time program) is a panel of three couples sharing their experience of staying together while attending a graduate program. This event is a collaboration with WTC Campus Ministry.
- The Black Lives Matter Conference (BLMC) was created by graduate students to bring people together to raise consciousness, empower people, promote healing and form solidarity.

Community Building:

- The Welcome Week Block Party is for students, faculty/staff, and community partners to celebrate the new academic year. Food, music, and activities connect and engage participants.
- The President's Medallion Ceremony and Ball is an annual semi-formal event, which celebrates the accomplishments of the President's Medallion recipients. Each of Loyola's 14 colleges, schools, and institutes nominates one recipient for the President's Medallion. The Medallion Ceremony is open to all recipients, their guests, and university administrators. The president's Ball is open to all students within LUC.



- Graduate, Professional, & Adult Student Appreciation Week was held from April 1 - 5, 2023. The week was started in 1993 by the National Association of Graduate-Professional Students to support and appreciate graduate and professional students. The week seeks to emphasize the contributions, impact, and value of graduate and professional students. Socials were hosted on all three campuses with resources pertaining to career and GPAC (Graduate, Professional, & Adult Council)) involvement.
- WTC Finals Breakfast and Grab & Go (2x per academic year) is a break for students during finals, both during Fall Semester and Spring Semester. Food, music, and activities are provided. This academic year, we hosted the traditional WTC Finals Breakfast during the Fall semester.
- In the Spring semester, we adjusted the program to meet the needs of graduate, professional and adult students. We hosted a “grab and go” food event on all three campuses (Health Science Campus, Water Tower Campus, and Health Science Campus), and provided a branded Graduate, Professional, & Adult Student Life bag for all students who attended the event.
- Graduate, Professional & Adult Toast Celebrates the accomplishments of graduate, professional and adult students who are graduating in 2023. Each student received a commemorative flute and toasted to their experiences at Loyola Chicago. A social followed the special speeches from faculty and administration, and a toast from the university president, Dr. Reed.



board includes: 2 Co-Presidents, 1 Secretary, and 1 Executive Board Logistics Coordinator.

- The “grab and go” model that replaced the WTC Finals Breakfast model in the Spring semester was successful. The program took place on all three campuses, and served 263 graduate, professional, and adult students.
- The Graduate, Professional, Adult Toast served 193 graduate, professional, and adult students graduates.
- GPASL created a partnership with Institute for Racial Justice for two programs (BIPOC Social, and Black Lives Matter Conference).
- GPASL benefited from the work of two graduate interns, whose contributions were remarkable and appreciated.

Challenges and Issues

- It was difficult to find the perfect timing for events/programs that align with various school/class schedules.
- Budget constraints were a challenge due to the increase of food, drink, and supply costs.
- Programming off-campus can be challenging due to the cost of programming in the city.

Assessment Findings and Data

- The Graduate, Professional & Adult Toast: The department provided advertisement earlier in the spring semester (relative to past years) within the graduation registration form. Promotion during spring events with a link to purchase a ticket was convenient for students. Students found access to promotion helpful, as evidenced by anecdotal sources.
- Students and campus partners enjoyed receiving the newsletter and sharing content in the newsletter, as shared by anecdotal sources. This year we had an increase in campus partner contributions to the newsletter.

Highlights and Accomplishments

- The Graduate, Professional, and Adult Council (GPAC) Executive Board was expanded by adding one new position named the Board Coordinator. The GPAC



- The majority of GPASL events have taken place on campus. Students have shared in program evaluations that they would like to include online/virtual, hybrid, and off-campus events in the City of Chicago.
- Attendee numbers for signature Graduate, Professional, & Adult Student Life programming:
 - WTC Block Party: 666 undergraduate students, 423 graduate students, 161 alumni/faculty/staff
 - Architecture Boat Tour: 99 students.
 - Finals Grab and Go: 263 graduate, professional and adult students.
 - Graduate, Professional, and Adult Appreciation Week: 211 students served.
 - Graduate, Professional, Adult Toast: 193 graduating students.
- *Progress:* GPASL has attended orientation programs and created a video to support incoming students in having a strong understanding of GPASL's programs and services.
- Continue reviewing all programs for cost-effectiveness and impact upon GPA students.
- *Progress:* GPASL has adjusted their programs to better align with student needs and attendance trends. The 2022 - 2023 budget also informed the 2023 - 2024 budget planning.
- Enhance utilization of Engage/LUCommunity, an online student organization management system, for Sponsored Student Organizations for graduate, professional, and adult students.
- *Progress:* The department has utilized LUCommunity to promote RSVP based events and train interested SSO executive board members on the utilization of the platform.
- Continue to build bridges with campus partners, in both academic and student services, to enhance programs and resources.
- *Progress:* GPASL expanded partnerships with Institute of Racial Justice, and Center for Black Student Excellence, and maintained strong partnerships with the Center for Diversity and Inclusion and the Center for Student engagement with programs and events.

Decisions Made / Impact

- Students have requested more virtual and hybrid programming, and we have plans to increase accessibility through such programming for the 2023 - 2024 academic year.
- Students have shared that they would prefer to participate in free programs or events. In the next academic year, GPASL plans to lower costs of traditional programming such as the Architecture Boat Tour and Bottle and Bottega, as well as further promote free events for students within the university.
- Due to student feedback via evaluation, graduate, professional, and adult students appreciated the "Grab and Go" finals breakfast program in the spring semester. GPASL plans to continue to grow the program by incorporating a social element into the program for the 2023 - 2024 academic year.

Progress on Achievement of Goals

- Align GPASL online orientation resources with GPEM's new Yield efforts, as well as with programs and schools.



Future Goals

- Expand virtual and hybrid programs for graduate, professional and adult students by Spring 2024.
- Continue to support and expand collaborative efforts for the 2024 Black Lives Matter Conference
- Expand on-campus social events for all graduate, professional, and adult students by Spring 2024.

Quotations

"I really enjoyed the structure of the Spring BIPOC social. It was nice to have guest speakers share their experiences in navigating academia and higher education." - Student

"Thank you for hosting the Toast! I enjoyed celebrating with my peers, and the flute glass was such a nice takeaway." - Student

RESIDENCE LIFE

Staff

28 full-time staff; 120 Resident Assistants; 200+ Student Support Services Staff (Desk Receptionists, Furniture Crew, Student Office Assistants); 14 Desk Managers

Departmental 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

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.

Departmental 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 Management/Emergency Response: An emergency is defined as a serious situation or occurrence that happens unexpectedly and demands immediate action or a condition of urgent need for action or assistance. Residence Life staff 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 (ODOS), and the OSCCR, Residence Life staff enforce the Community Standards, and adjudicate student conduct violations.

Desk Operations: The front desks are the hub of information for our residential students and guests. Because the safety and security of our residents is of utmost importance, all first-year buildings have a staffed front desk 24/7. Many facilities housing continuing students also have desk operations to support students in a specific facility or area. Desk Receptionists, Managers, and Night Monitors facilitate a caring, healthy, and safe environment by promoting community rooted in the Jesuit traditions of LUC. Desk Receptionists must demonstrate professionalism and excellent customer service at all times, while also responding quickly and effectively in emergency situations.

Housing Operations: Key activities are customer service-based outreach and interactions with the residential population. Areas of focus are comprised of assignments, facilities, safety, move-in and move-out processes, marketing, sustainability, and billing. Our signature undertaking is the opening of the halls to include the move-in process. This is one of our highest-impact processes to 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. The RA selection process is typically conducted mid-November through June.

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. 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 (LLC) 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 completed an intensive housing contract review process that involved rewriting, or clarifying the majority of the contract. We were able to better articulate multiple policies (e.g., housing release and exemption) as well as introduce new policies to help us do our work better (e.g., housing cancellation fee). We worked on the review for 2 months before presenting to General Counsel for their input. We also presented the new contract to DSD leadership.
- Residence Life worked with the Office of Sustainability and their Think Green & Give initiative to hold the inaugural Reuse Market event in August 2022. This event was held during First-Year Move In and allowed students to take gently used room items instead of purchasing new items from local stores. In 2 days, 95% of items were taken by students. This event was particularly helpful for new international students.
- Residence Life continued to partner with the Wellness Center to support students impacted by COVID-19. St. Louis Hall was used for emergency housing for any student in medical crisis.
- Residence Life supported the transition of COVID Care Coordinator to Public Health Coordinator.
- Residence Life Student Support Specialist supported the ODOS by serving as an additional CARE Case manager to the overwhelming increase in student support.
- Emergency Housing process and manual was created to support both on-and-off campus students with immediate emergency housing needs.
- Residence Life Marketing increased with over 660 new



Instagram followers, an increase of 25% from previous year. Fran's closing post had 1,285 likes and over 18.8K views.

- Within desk operations, Residence Life was able to fully transition from Confluence (Wiki) to Teams at the Front Desk. In addition, Residence Life increased Desk Managers to ensure equitable work across positions.
- 174 students participated in the LLC programs.
- 54 students were elected to student leadership roles in Residence Hall Association (RHA).
- Faculty-In-Residence launch with Dr. Danielle Booker, Professor in Quinlan School of Business, and one additional Jesuit in Residence, Fr. Tho Vu.

Challenges and Issues

- Fall 2022: Residence Life experienced challenges supporting students with housing accommodations. A number of staff in the Student Accessibility Center (SAC) transitioned out of their role which left students lacking accurate information. Heading into Spring 2023 with the consultants and new hires we have seen improvement in our collaboration with SAC.
- Prior to Fall 2021, there was an agreement between OSCCR and Residence Life for the Residence Life Administrative Assistant to assist with case processing for incident reports. This responsibility is not sustainable and does not support the overall management of this process. Residence Life and OSCCR have data to support a request for a new role to support case management.
- October 2022: Tragically, the LUC community experienced a student death on-campus in a residence hall. An opportunity arose for Residence Life to work with the ODOS to discuss updates to the student death procedure.
- December 2022 – February 2023: Over winter break, Mertz Hall experienced substantial flooding as a result of extremely low temperatures that caused a pipe to burst. Floors 3 - 11 (387 students) received the majority of the damage and were temporarily assigned to alternative housing during the remediation and

restoration process. In collaboration with Facilities and Campus Safety, Residence Life will be discussing processes to support University closures of campus spaces, especially residence halls.

Assessment Findings and Data

- Number of Incident Reports submitted as a conduct matter: 1,387 in Fall 2022; 698 in Spring 2023; Total: 2,085. This is an increase of 15% since last year.
- Number of Incident Reports submitted as a conflict resolution report (with residence hall location): 29 in Fall 2022; 16 in Spring 2023; Total: 45. This is an increase of 80% since last year.
- The most frequent charges for cases managed by Residence Life were: consuming or possessing alcohol while under 21; being in the presence of alcohol while under 21; guests and visitation; noise and quiet hours; prohibited and restricted items. The most common outcomes were: university warning; written reflection; AlcoholEdu for sanctions; learning assessment; loss of privileges.
- There were 92 cases of roommate or suitemate conflict, which is an increase of 411% since last year.
- There were 500+ duty calls handled by the Desk Manager On-Duty, 305 lock change requests, 500+ student room lockouts performed, 700+ incident reports completed for guests & visitation.
- In Spring 2023, 667 releases or exemptions were reviewed by the Housing Operations team for the Fall 2023 term.
- There were 325 new student applicants for the RA position (in Chicago, and/or the John Felice Rome Center). 122 were hired for the Chicago RA position (69 Returning RAs), and 10 for the JFRC position.
- There were 413 educational strategies/programs including: floor activities, bulletin boards, newsletters, "take-to" events, area-wide events.
- RAs completed 7,474 intentional interactions throughout the fall semester and engaged with 91% of the campus population.



Decisions Made / Impact

- In early March, a partnership with GradGuard was established to offer and promote GradGuard Renter's Insurance through the housing application process.
- Emergency Housing protocol was created to support any student experiencing housing insecurity. This partnership works with the Office of the Dean of Students and Aramark Dining.

Progress on Achievement of Goals

- Educate staff on university standard of sustainability - ACHIEVED
- Adapt anti-bias training for hiring managers and search committees- ACHIEVED
- Expand the residential curriculum to include second year and upper-class students- IN PROGRESS

Future Goals

- Create a master furniture plan for both campuses.
- Develop a Community Residence program (including the relationship with Lakeside Management).
- Develop a Summer Revenue Plan.

Quotations

"I enjoy every event the RAs throw! It's always fun and we have such a loving community. My favorite event would have to be the PJ's & ice cream event that my RA did. She also recently hosted a Wakanda Forever movie night! My RA is really supportive and has made my experience at Loyola!" - Francis resident

"I enjoyed having the leadership role in helping fellow DRs when needed and getting to know each one individually and it was great getting feedback from them for what they needed and wanted to improve on. The RDs and ARD were wonderfully in communication whenever issues came up. The communication and provided services from the staff was appreciated to show they care for their workers." - Desk Manager



WELLNESS CENTER

Staff

44.21 full-time staff; 2 graduate student workers; and 3 undergraduate student workers.

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.

Departmental Learning Outcomes

As a result of accessing support, resources, and education through the Wellness Center, students will:

- Make informed choices about their health and wellness.
- Understand how personal identities impact health and well-being.
- Develop a greater sense of belonging within a community at LUC.

Signature Activities

Medical and Mental Health Services: The Wellness Center continues to have a robust number of student contacts. There were 24,447 clinical visits (medical, 20,297 and mental health, 8,134) between July 2022 - June 2023. Vaccinations are offered to students both at the Wellness



Center and during the Wellness Fair. This year, approximately 1100 students received the flu vaccine.

Alcohol Edu & Sexual Assault Prevention for Undergraduates (SAPU): Alcohol Edu is an evidence-based online course that is effective in reducing student drinking and negative alcohol-related consequences among first-year students. SAPU is an online course aimed at introducing first-year students to topics related to sexual assault prevention. 45% of incoming students completed Alcohol Edu. The impact of the course can be highlighted by the following:

- 86% of participants said the course changed their perceptions of others' drinking behavior.
- 99% of participants said the course helped them establish a plan ahead of time to make responsible decisions about drinking
- 99% felt better prepared to help someone who may have alcohol poisoning.

85% of incoming students completed SAPU. The impact of the course can be highlighted by the following:

- 80% of participants said the course helped them identify healthy vs. unhealthy relationships.
- 83% of participants gained information about consent.
- 82% felt better equipped to support a survivor of sexual assault.
- 82% felt more confident intervening when they see concerning behavior.

Speak Up, Step In: Loyola's active bystander training is a requirement for all incoming students, both first-year and transfer students. This year, 2,183 incoming students received this training.

Basics and Cannabis Conversations: Health Promotion supports students who have been found responsible for an alcohol or drug policy violation through motivational interviewing. After completing their sessions with Health Promotion staff, students are sent an experience survey.

- 14 students completed the survey.
- 93% of students felt they were supported without judgment.
- 100% of students thought about the discussion or content of their sessions since completing the program.
- 86% implemented changes that may lower their risk of consequences from alcohol or other substances.



Gender-Based Violence Advocacy: This year, the advocates worked on 114 cases. Of these, 62 involved sexual assault, 25 domestic violence/dating violence, 7 stalking, 14 sexual harassment, and 6 unknown. Some cases involved multiple types of gender-based violence.

Outreach: Social media -The Wellness Center operates five Instagram accounts, @loyolawellnesscenter (main account), @ashlarthetherapydog, @lucwellnessadvocates, @change.luc. For our main page, @loyolawellnesscenter, we currently have 3,520 followers. This is an increase of 28% compared to last year. For our therapy dog account, @ashlarthetherapydog, we currently have 5,030 followers. This is an increase of 42% compared to last year.

Highlights and Accomplishments

- The Wellness Center completed the opening of the HSC Clinic and operated smoothly in its first semester.
- The Wellness Center completed an audit of its website and finished its transition to the new website template.
- The embedded Staff Counselor for Diversity, Inclusion, and Social Justice Initiatives supported Divisional colleagues in the successful launch of the Rambler Brotherhood Project.
- The Wellness Center completed its initial pilot of Nourish, a food equity, nutrition, and sustainability program. Nourish will continue into a second year.
- The Wellness Center supported its first full-time post-doctoral fellow.
- The Wellness Center held 397 programs and trainings that had 16,656 contacts.

Challenges and Issues

- LOCUS and Point-and-Click, our electronic medical record system, are not fully integrated. This causes challenges when trying to pull data reports that accurately reflect usage of Wellness Center services.

- The Wellness Center has encountered delays in launching our mobile check-in process for students.

Assessment Findings and Data

Students who utilize the Wellness Center medical and mental health services receive an Experience Survey. The survey is randomly distributed twice per month. This past year, 374 students responded to the survey. Results include:

How do students get Loyola-specific health information?

Website	39%
Social Media	13%
Word of mouth	16%
Email	28%
Presentations	1%

When asked how well staff understood the students' concerns as they related to any identities they held, students reported they were understood:

Extremely well	74%
Very well	22%
Moderately well	1%
Total:	97%

Students felt empowered to make informed health choices after visiting, with 92% agreeing and strongly agreeing that they felt empowered.

When asked if services provided by the Wellness Center contributed to the student's ability to stay at Loyola, 77% strongly agreed, agreed, or moderately agreed that they did. 21% of students answered "neither agree nor disagree" to the question, which may indicate that the reasons for seeking services may not have been significant enough to affect a student's decision to stay at Loyola. 94% of students would recommend the Wellness Center to others. 97% of students were satisfied with their visit to the Wellness Center.



It is important to note that this data only assesses satisfaction with medical and mental health services. Health promotion activities are assessed and reported in other ways and results are included above under Signature Activities.

Decisions Made / Impact

- The decision has been made to expand upon our physical space at the LSC clinic. Office space is being acquired on the 3rd floor of the Granada Center. This acquisition will improve the student and staff experience.
- Based on student feedback, the Wellness Center will be launching a coordinated educational campaign around opioid use and Narcan training for students.

Progress on Achievement of Goals

- In alignment with the One Loyola Model, the Wellness Center will successfully launch a satellite clinic at the Health Sciences Campus in Maywood. ACHIEVED
- The Wellness Center will resume giving allergy shots. ACHIEVED
- The Wellness Center will update and transition its website to the new template offered by UMC. ACHIEVED
- The Wellness Center will return to offering a Wellness Fair that invites both on-campus and off-campus vendors to participate. In the past two years, the Wellness Fair has been either virtual or scaled-back due to the pandemic and guest restrictions. ACHIEVED
- The Wellness Center will create and implement a more stream-lined check-in process for students. UNDER CONSIDERATION
- The Wellness Center, in collaboration with Aramark and the School for Environmental Sustainability, will pilot the food literacy program, Nourish LUC. ACHIEVED

Future Goals

- The Wellness Center will support the implementation of a new requirement that all students complete a sexual assault prevention education course in the fall.
- The Wellness Center will expand its physical layout of the LSC clinic and continue its ongoing assessment of long-term spacing and staffing needs.
- The Wellness Center will collaborate with ITS to implement a mobile check-in process for students.
- The Wellness Center will collaborate with ITS to resolve data reporting issues with LOCUS and Point-and-Click.
- The Wellness Center will launch a campus-wide opioid education campaign with Narcan training.



- The Wellness Center will work with the Rome Center to align the Rome Center's model with the current Wellness Center model.

Quotations

"Everytime I come to the lakeshore wellness center I have a great experience. All of the staff here are kind knowledgeable non judgemental." - Related to clinical services from Experience Survey

"When it came to a moment of great need for me, the Wellness Center was very influential in my mental, emotional, and physical health and well being."

"It was extremely helpful to learn how insurance works out of state and learn what to say to find a provider." - Participant in program for graduating students on health insurance

"This group helped me more than I can explain on this form, I started the semester so anxious that the idea of an anxiety group didn't even scare me it just sounded relieving. I think this group did a great job of simplifying anxiety into something manageable, but not minimizing it to make it seem invalid or unwanted." - Feedback on the support group, "Calming the Anxious Mind," from a post-survey.

DSD STAFF ACHIEVEMENTS

Awards & Recognitions

DSD. *Contemplatives in Action Award*, Office of Institutional Diversity, Equity, & Inclusion, LUC.

Bagdon, Melissa. *Ad Majorem dei Gloriam Award*. DSD.

Bagdon, Melissa. *University Staff Council Kay Egan Award*. LUC.

Bagdon, Melissa. *University Staff Council Monthly Commitment to Excellence Award* for April 2023. LUC.

Barnes, Cory; Collins, Dawn; Flavin, Jim; Holden, Joan; Vu, Fr. Tho. *Peter Faber. S.J. Award*, DSD.

Boehm, Lance. *Commitment to Students Award*. DSD.

Capetillo, Jamie. *Commitment to Diversity and Inclusion Award*. DSD.

Eippert, Taylor. *Outstanding New Staff Award*. DSD.

Erlenborn, Claire and **Feltman, Gloria Feliciano.** *Team Spiritum Award*. LUC.

Hinton, Brandon. *Sponsored Student Organization Advisor of the Year Award*. Student Organization Awards, CSE.

Jaksa, Stacey. *Innovation Award*. DSD.

Jones, Colby. *Cura Personalis Award*. DSD.

McDermott, Kylee. *Commitment to Excellence Award*. DSD.

Morris, Megan, and Thomas, James. *Pedro Arrupe, S.J. Love Award*. DSD.

Sunvold, Judy. *Concierge Outstanding Service Award*. National Concierge Association-Chicago Chapter.

Sunvold, Judy. *John Drabik Humanitarian Award*. National Concierge Association-Chicago Chapter.

Wolf, Lina Flores. *Unsung Hero Award*. DSD.

Certificates & Degrees Earned

Gore, Willie. *40-Hour Mediation Skills Certification*. Center for Conflict Resolution.

Hutchcroft, Molly. *Certification in Learning and Development Specialist*. Academy to Innovate Human Resources.

Joseph, Jae. *40-Hour Mediator Certification*. Center for Conflict Resolution.

Wilhite, Michael. *40-Hour Mediation Skills Certification*. Center for Conflict Resolution.

Wright, Keondra. Master's degree in Student Affairs. School of Education. LUC.

Milestone Anniversaries at LUC

5 Years: **Castro, Abi; Koneval, Emily; Philbin, Kaitlynn; Rotherham, MacKenzie.**

10 Years: **Collins, Dawn; Conway, John; Dougherty, Adell.**

20 Years: **Greenwald, Irina; Martin, Eva.**

25 Years: **King, Paula.**

30 Years: **Brower, Mary; Cibulskis, Suzan.**



DSD STAFF ACHIEVEMENTS

Publications & Research

Hutchins, Q., Franco, L.C., & **Noriega, C.** (2023). "An Empty Promise: Experiences of Minoritized Student Affairs Professionals."

Luckose, Anne. (May, 2023). *Composite Biomarkers, Behavioral Symptoms, and Comorbidities in Axial Low Back Pain: A Systematic Review.* SAGE Publishing Journal of Biological Research for Nursing.

Luckose, Anne. (March, 2023). *Predictors of COVID-19 Vaccine Hesitancy Among Asian Indian Communities in the US: Cross-sectional Descriptive Study.*

Regional & Professional Presentations

Bagdon, Melissa. (February 23, 2023). Represented Mercury on a panel to discuss room selection best practices.

Herron, Jesse. (June 15, 2023). *Psychopharmacology 101: Nursing Implications.* University of Chicago Medicine Advent Health, Glen Oaks.

Herron, Jesse. (April 7, 2023). *How To Manage the Psychiatric Milieu.* Mount Sinai Hospital.

Herron, Jesse. (November 19, 2022). *PMHNP Billing & Reimbursement.* We SAGE Mental Health & Wellness.

Herron, Jesse. (August 3, 2022). *Restrain & Seclusion Reduction Methods for Inpatient Psychiatry.* University of Illinois Hospital.



Krivoshey, Mira. (January, 2023). *Who You Gonna Call: Increasing Utilization of Loyola's Confidential Hotline.* NASPA Strategies Conference.

Luckose, Anne. (August 2, 2023). *Predictors of COVID-19 Vaccine Hesitancy Among Asian Indian Communities in the US: Cross-sectional Descriptive Study.* Virtual Presenter: 34th International Nursing Research Congress 2023, Abu Dhabi, UAE. American Journal of Nursing.

Philbin, Kaitlynn. (August, 2022). Presented her Certified Concierge pin. National Concierge Association Annual Meeting.

Stawkey, Melanie. (2023). Co-Presenter, "Policy Pages in Practice." NIRSA Annual Conference.

Sunvold, Judy. (August, 2022). Two presentations at the National Concierge Association Annual Meeting.

Tiberi, Tiffany. (May 24, 2023). *Navigating the Role of the Clinical Director: Lessons from those of us who have been doing it for a while.* Presentation for the Association of the Coordination of Counseling Center Clinical Services (ACCCCS) Annual Conference.

Professional Organization Involvement

Ahlersmeyer, Jordan. Secretary, LUC University Senate.

Gore, Willie. National Association of Community and Restorative Justice (NACRJ) Best Practices Committee.

Herron, Jesse. Affiliate Clinical Associate Professor of Nursing, Marcella Niehoff School of Nursing, LUC.

DSD STAFF ACHIEVEMENTS

Herron, Jesse. *Psychiatric Leadership: In Honor of Vanessa Barlow.* Alabama Nurses Association.

Herron, Jesse. *Community Advisory Board Member, Affirm Center for Gender, Sexuality, & Reproductive Health.* RUSH University Medical Center.

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

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

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

Jaksa, Stacey. *University Senate Vice Chair, LUC.*

Kvoriak, Joe and Meeker, Jessica. *Hosted LUC campus tour for the Association of Collegiate and Conference Event Directors.*

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).*



Mannion, Thomas. *Member, GLACUHO Conference Planning Team.*

Moore, Rodrina. *Co-Chair, NASPA African American Knowledge Community, and Co-Coordinator, NASPA IV-East Knowledge Communities.*

Shahid, Sundas. *Institute Facilitator, National Association for Campus Activities (NACA) Programming Board*

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

Stawkey, Melanie. *Committee Chair, NIRSA Government Affairs.*

Tiberi, Tiffany. *President, Association of the Coordination of Counseling Center Clinical Services (ACCCCS).*

Thomas, James. *Black Queer Caucus Leader, Lighthouse Foundation – Chicagoland.*

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

Wright, Keondra. *Member, GLACUHO Conference Planning Team.*

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