Dear Colleagues and Friends,

We present this Annual Report as a representation of the important work accomplished in the 2015-2016 academic year. This report provides an opportunity to celebrate our accomplishments and identify our areas for growth and improvement. As always, we are grateful for the many blessings we experienced throughout the year; we offer thanks for our students, staff, and colleagues around the University.

I am pleased to share the following initiatives and exciting happenings within the Division:

1. The Division worked closely with Student Government and University Senate to modify and update the student Demonstration and Fixed Exhibit Policy for our University’s Community Standards. We are hopeful that the new policy will provide guidance on how students can meaningfully voice their concerns and engage with the campus community while ensuring a safe learning environment for all students.

2. The Department of Campus Ministry received a Lilly Foundation grant to establish a Youth Theology Institute to engage high school students in environmental and social justice.

As we welcome our new University President, Dr. JoAnn Rooney, and our largest incoming group of first year students, we look forward to continuing our work to transform students. By introducing our new students to the traditions of *The Loyola Experience*, we continue the important traditions of Ignatian education.

Thank you for your interest in learning about the exciting work of the Division of Student Development at Loyola University Chicago.

Sincerely,

Jane F. Neufeld
Vice President for Student Development
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.
DEPARTMENTAL MISSION STATEMENT: The Assessment Office is dedicated to building a culture of evidence in the Division of Student Development, and to the use of data to demonstrate co-curricular learning, to inform decision-making processes, and to bring about continuous improvement to the benefit of students.

2015-2016 DEPARTMENTAL HIGHLIGHTS:

1. Administered the second iteration of the Graduate, Professional, & Adult (GPA) Student Needs Assessment in Spring 2016 in collaboration with Water Tower Campus Life. Although the response rate was lower, the findings mirror those from Spring 2015, lending further support in the increase of services for Loyola’s GPA populations.

2. Revitalized the Divisional Assessment Committee to increase sharing of assessment results and findings with internal and external constituencies.

3. Worked with individual offices on reviewing utilization of University resources and cost savings. The office ensures close linkage between departments under the Division of Student Development and the University Finance Department.

4. Continued offering the Assessment Certificate Program, a free professional development opportunity for faculty, staff, and graduate students at Loyola and DePaul University to develop assessment skills.

5. Worked with purchasing department on expanding the U-pass program to summer semester.

6. Provided managers with data on the usage of funding for programs to assure that funds are used in the most effective way.

DID YOU KNOW?

1. The Assessment Office is one of four key partners for the Assessment Certificate Program, a free professional development opportunity for faculty, staff, and graduate students at Loyola and DePaul University to develop assessment skills.


3. The Budget Office provides support to all departments in Student Development in the area of finance and accounting, including recordkeeping, budgeting, efficiency of operation, and cost savings. The office works with individual departments to assure the financial sustainability of all projects. The office ensures close linkage between departments under the Division of Student Development and the University Finance Department.

4. The Budget Office supports student organizations and sport club accounts.


DEPARTMENTAL STAFF INFORMATION:

1 full-time staff

2 full-time staff

DEPARTMENTAL MISSION STATEMENT: The Budget Office provides support to all departments in Student Development in the area of finance and accounting, including recordkeeping, budgeting, efficiency of operation, and cost savings. The office works with individual departments to assure the financial sustainability of all projects. The office ensures close linkage between departments under the Division of Student Development and the University Finance Department.

2016-2017 DEPARTMENTAL GOALS:

1. Maintain financial integrity in the Division by providing support and information to senior management in the Division.

2. Continue to use assessment data of different programs, review utilization of University resources, and make recommendations for resource allocations.

3. Continue review and development of business policies and procedures.

4. Continue training of employees on University and Divisional fiscal policies and procedures.

5. Work with purchasing department on expanding preferred vendor list.

2015-2016 DEPARTMENTAL HIGHLIGHTS:

1. Continued offering the Assessment Certificate Program in collaboration with colleagues from the Faculty Center for Ignatian Pedagogy, and DePaul University’s Student Affairs Assessment Office of Teaching, Learning, & Assessment.

2. Contined an assessment plan for the Weekend of Excellence, a University-wide event that occurs in April.

3. Used assessment data of different programs, reviewed utilization of University resources and made recommendations for changes.
DEPARTMENTAL MISSION STATEMENT:
Campus Ministry invites students to experience, learn, and deepen their understanding of self, faith, and role in the world.

KEY ASSESSMENT FINDINGS & ACTION PLAN:
- Of 367 Loyola 360 retreat participants, 88% indicated the retreat gave them an opportunity to think about an individual spirituality. Nearly all participants indicated the retreat allowed them to develop a deeper sense of belonging at Loyola. Given this assessment data, next year, we will focus our assessments on asking for specific examples of how the sense of belonging was developed on retreat.
- A qualitative analysis of CLC leader applications and end-of-year reflection letters found extensive anecdotal evidence that CLC participants are meeting the program’s learning outcomes.
- In Fall 2015, 14 students participated in the nine-week Key Assessment. Open-ended reflection letters found extensive anecdotal evidence that CLC participants were meeting the program’s learning outcomes.
- In a survey of four of six sacristans, 94% said that working as a sacristan helped them to participate more actively during Mass.

2015-2016 DEPARTMENTAL HIGHLIGHTS:
- Increased participation in the Ignatian Silent Retreat by 33%, from 30 to 40 student participants and 10 spiritual directors.
- Launched the first Loyola 360 for the Rome Start to support first-year students study in Rome at the beginning of their Loyola Experience.
- Launched Agape Latte, an event that incorporates student musicians, coffee, and a faculty or staff speaker that shares personal experiences of the intersectionality of faith, love, and life. During Agape Latte’s four events, participants averaged in 141 per event.
- Christian Life Communities (CLC) continued to experience strong growth during 2015-2016. Spring 2016 participation reached 275 students. The total number of participants during the year reached 326, a 65% growth over Spring 2015 and 550% growth since Spring 2013.
- The Muslim Chaplain received roughly 400 office visits in the school year on matters related to spiritual life, academics, and/or wellness. He frequently referred students to other campus offices (most commonly the Wellness Center). He conducted over 70 non-credit class sessions on topics from Qur’an study, Spirituality (Rumi), Philosophy (Socrates), New Atheism, Islamic Reform, and posted 19 Muslim Chaplain Letters that were read far beyond the campus community.
- Anna Weinstein, director of Jewish Life, sponsored “When They Were Young: An Exclusive Evening with Holocaust Survivors, with over 92 attendees.
- Hosted Archbishop Blase Cupich for the first time since a Mass was presided by an Archbishop of Chicago.
- Between September and April, 12 students participated in weekly 90-minute classes about the basic teachings and practices of the Catholic Church followed by Mass at the chapel and a short scripture study. On Easter, five of these students were baptized, five were received as converts from other churches, two completed their initiation, and all twelve were confirmed.
- Continued to host Midnight Mass on December 24 along with Alumni Relations. About 300 alumni returned to campus for this annual tradition.
- Served 24 alternative break immersion trips during the 2015-2016 school year on matters related to spiritual life, academics, and/or wellness. He frequently referred students to other campus offices (most commonly the Wellness Center). He conducted over 70 non-credit class sessions on topics from Qur’an study, Spirituality (Rumi), Philosophy (Socrates), New Atheism, Islamic Reform, and posted 19 Muslim Chaplain Letters that were read far beyond the campus community.

2016-2017 DEPARTMENTAL GOALS:
1. Develop a more formative experience for the Loyola 360 and Unwritten captains.
3. Continue to hone the recruitment and group placement process for CLC while stabilizing the total population of CLC membership at not more than 360 participants.
4. Organize programming focused on Subha (Muslim companionship and fellowship)
5. Create a back-to-school Jewish student leadership retreat program that will help students bond together, look critically at their leadership skills, and become comfortable with Jewish texts and scholarship.
6. Reorganize the content and structure of the RCO material to facilitate a more natural adult appropriation of the faith than is found in traditional religious education.

MESSAGES FROM STUDENTS:
1. There are nearly 800 Muslim students on campus. Omer Mozaffar, our Muslim chaplain, interacts weekly with about 1/3 of the Muslim students. Not including the MSA events, he conducted as many as seven events each week.
2. A team of six students help lead and direct the 40-person ensemble and music at the Sunday evening Mass.
3. Labre Ministry had a successful crowd funding campaign through UMC and reached its goal of raising $2K in 2 Weeks. In fact, they raised $4,600 in 2 weeks!
COMMUNITY ACTION

DEPARTMENTAL STAFF INFORMATION:
1 full-time, 1 AmeriCorps VISTA (full-time volunteer through Illinois Campus Compact partnership), 1 graduate assistant, and 1 student worker.

DEPARTMENTAL MISSION STATEMENT:
Community Service and Action seeks to serve the diverse Loyola and local communities by fostering mutually beneficial partnerships designed to support neighbors in need. We aim to build the greater good by using our gifts and talents to create the change we seek.

DEPARTMENTAL LEARNING OUTCOMES:
1. Students who participate in one-time CSA programs will articulate an awareness of the importance of service as part of Loyola’s Jesuit, Catholic identity.
2. Students who participate in an ongoing CSA program will express a deepened knowledge of the social issue addressed by the partner agency after sustained immersion with the site.
3. Students participating in CSA education/advocacy activities will identify and describe 1-2 systems or structures impacting the justice issue being explored in the activity.
4. By participating in an ongoing community service program sponsored by the CSA, students will take part in reflection conversations in which they articulate two (2) personal values developed or deepened through their experience.

KEY ASSESSMENT FINDINGS & ACTION PLAN:
• As reported in Loyola’s 2016 President’s Higher Education Community Service Honor Roll application, CSA programs engaged 1,179 students in 21,898 hours of service, valued at a $554,895 in economic impact (https://www.independentsector.org/volunteer_time). Jumpstart (since terminated) and the Service and Faith Learning Community were highlighted, and CSA staff supported numerous other projects reported.
• While no quantitative data exists on the Service and Faith Learning Community, qualitative feedback and observations indicate that students are eagerly engaged. Through worship and service experiences over both semesters, the use of the Ignatian Examen in the spring Learning Community course, and the year-end retreat, students rose to the challenge of engaging faith and service in intellectual, spiritual, and practical ways.
• A Spring 2016 Loyola4Chicago survey indicates that the program participants value reflection upon service activities (89%) and are highly motivated by engaging a community outside of Loyola (86%).
• Participation in and impact from the Ignatian Family Teach-In for Justice, held in Washington, DC each November, is increasing. In 2015-2016, 14 students participated, the highest recent years.

2015-2016 DEPARTMENTAL HIGHLIGHTS:
• The Service & Faith Learning Community continued a project with local congregations, the Service-Learning Manager in the Center for Experiential Learning, and faculty members in Theology, Philosophy, and Sociology. Through a new three-credit, engaged-learning Sociology course with an aim for students to integrate course content with experiences in local congregations, students served at least 25 hours in congregation-based senior citizen, children and youth, mental health, and nutrition programs.
• Spring registration for Loyola4Chicago, a weekly service program for small teams of students, filled to capacity. Moreover, the number of LC4 partner sites increased to nine and included 187 students, 41 teams, and 7,747 service hours.
• Loyola’s long-standing relationship with St. Thomas of Canterbury parish continued. The project targets first-year students, to provide an accessible service experience to new Ramblers. Each week, as many as 45 students prepared meals. In 2015-2016, 281 students participated, providing 1,751 service hours.
• A nine-member student Hunger Week team organized educational and fundraising activities for the Loyola community during the 42nd Hunger Week. The Breaking of the Fast (300+ attendees); Oxfam Hunger Banquet (60+ attendees); “But Is It For Justice” (100+ attendees); and an art display in Damen were significant events. Contributions were distributed to the beneficiaries: A Just Harvest, Feeding America, and Action Against Hunger. For 2016-2017, the Hunger Week team will collaborate with the School of Nursing for its “Poverty Simulation” initiative.
• Fourteen students attended the annual Ignatian Family Teach-In for Justice in Washington, DC. The Loyola team engaged in education, networking, and prayer around issues of human rights in Central America, immigration reform, and environmental justice. All students met with a congressional office to present their position on a theme of the Teach-In.
• The annual Post-Graduate Volunteer Send-Off honored 27 graduating seniors committed to a full-time post-graduate volunteer service program. Fifteen graduates attended the event with family, friends, faculty and staff supporters. Other programming included annual post-graduate volunteer fair with 31 organizations recruiting students, and Jesuit Volunteer Corps International Disconnect Weekend hosted on campus.

2016-2017 DEPARTMENTAL GOALS:
1. Address structural and staffing issues in the CSA, particularly the VISTA grant, based on the strong likelihood that the grant will not be renewed in the next RI.
2. Deepen connection with Loyola Partners for Education in support of the University’s Strategic Plan.
3. Increase student leadership and input in program management and development.
4. Increase spring justice and advocacy programming, by enhancing efforts for Ignatian Family Advocacy Month.

MESSAGES FROM STUDENTS:

DID YOU KNOW?
1. In a single week during the academic year, the CSA engages over 20 teams of students in on-going partnerships with at least 10 local community organizations!
2. In the 2016 President’s Higher Education Community Service Honor Roll application, the CSA reports 5,453 students contributed 60,985 service hours through Student Development programs!
The Department of Residence Life enhances the campus experience by creating transformative environments. We provide safe, secure residence halls and inclusive communities where students, staff, and faculty integrate key academic, social, spiritual, and recreational experiences. Our commitment is to ignite individual passions and faculty integrate key academic, social, spiritual, and recreational experiences. Our commitment is to ignite individual passions and faculty integrate key academic, social, spiritual, and recreational experiences. Our commitment is to ignite individual passions and faculty integrate key academic, social, spiritual, and recreational experiences. Our commitment is to ignite individual passions and faculty integrate key academic, social, spiritual, and recreational experiences. Our commitment is to ignite individual passions and faculty integrate key academic, social, spiritual, and recreational experiences. Our commitment is to ignite individual passions and faculty integrate key academic, social, spiritual, and recreational experiences. Our commitment is to ignite individual passions and faculty integrate key academic, social, spiritual, and recreational experiences. Our commitment is to ignite individual passions and faculty integrate key academic, social, spiritual, and recreational experiences. Our commitment is to ignite individual passions and faculty integrate key academic, social, spiritual, and recreational experiences.

DID YOU KNOW?
1. The Department of Residence Life and its Resident Assistant staff implemented 1,134 programs for our on-campus students.
2. The Green House Learning Community students started an ongoing initiative to compost the paper towels used in community bathrooms. LC residents collect used paper towels and compost them behind San Francisco Hall.
3. The Department of Residence Life employs 160 Student Support Staff that work in various support services positions from all years of academic standing. This group of student leaders averaged a 3.32 cumulative GPA for the 2015-2016 academic year.

DEPARTMENTAL STAFF INFORMATION:
24 full-time staff, 12 graduate assistants, and 300+ student workers.

DEPARTMENTAL MISSION STATEMENT:
The Department of Residence Life employs 160 Student Support Staff that work in various support services positions from all years of academic standing. This group of student leaders averaged a 3.32 cumulative GPA for the 2015-2016 academic year.

KEY ASSESSMENT FINDINGS & ACTION PLAN:
- Presentations from campus partners such as Sustainability, Career Services, ACE, SSWD, Office of International Programs, Center for Experiential Learning, and Tutoring & Academic Excellence led to 86% of RAs feeling confident in being able to identify key office staff to the benefit of students.
- Because of the Academic Round Robin Conversations sessions, 89% of RAs said they could articulate to LC students the connections between LC courses and the LC experience.
- Responding RAs said at an 80% rate that online training for Fall Student Staff Training was very or somewhat helpful.
- The speed of the check-in process left 94% of parents satisfied or very satisfied, while 86% of parents were satisfied or very satisfied with the helpfulness of move-in volunteers and staff.
- The Residence Directors received 1,359 after-hours duty calls during the 2015-2016 academic year. Of those, the most common call was for suspicion of Marijuana use.
- Annually, the Resident Assistant position models involvement and leadership within the residence halls, inspiring others to seek out this opportunity. This year, we had over 250 applications for these positions. The average GPA for Resident Assistants is 3.48.

FUTURE DEPARTMENTAL GOALS:
1. Review/revise departmental mission, vision, values and diversity statement.
2. Develop a 3-5 year strategic plan for the Department.
3. Develop departmental and programmatic learning outcomes.
4. Complete a housing demand and cost study.
5. Complete an operational review and develop necessary policies to accompany the review.

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2015-2016 DEPARTMENTAL HIGHLIGHTS:
- The Department hired a new Director in January 2016. The entire department of full and part-time staff is 36. During this year, 10 new staff were hired, with three vacancies to be filled in early July 2016. This is nearly one third of the department. The department did consistently good work while consistently being less than full staff.
- The Resident Assistant Advisory Council (RAAC) was developed as a formally recognized body within the Department of Residence Life to allow direct communication, counsel, and advocacy between RAs and departmental senior leadership.
- A new learning community - First Year Research Experience (FYRE) - was launched this past academic year with 71 participants.
- The Department utilized a new closing procedure that included an express check out option. This worked very well for students and staff who reported its ease as a highlight.
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- The speed of the check-in process left 94% of parents satisfied or very satisfied, while 86% of parents were satisfied or very satisfied with the helpfulness of move-in volunteers and staff. **As an RA I am more aware of social justice issues as well. I feel like it takes to create an inclusive community. Through my position I have worked on intentional programming in order to have meaningful conversations about various social justice topics, and I have been pleasantly surprised by how much my residents are willing to engage in these conversations. In relation to inclusivity, being an RA has influenced how I approach building relationships and programs, and has helped me to keep in touch with my ability to be empathetic.**

**-- from RA Selection promotional materials**

"My experience throughout this past year working as a Desk Receptionist at San Francisco Desk has been nothing but positive. I am so grateful for the opportunity to create relationships with not only the Residence Life Staff, but also all of the residents of San Francisco Hall. I would love to work as a Desk Receptionist again next year."

-- 2016 Student Support Services Employment Intent Questionnaire
DEPARTMENTAL STAFF INFORMATION:
3 full-time, 8 student workers, 1 graduate intern.

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

DEPARTMENTAL LEARNING OUTCOMES:
1. Graduate, Professional, and Adult (GPA) students will be able to identify at least 3 activities or experiences in which they have made a connection to Loyola.
2. Graduate, Professional, and Adult students will be able to identify and utilize resources at the WTC and within the broader Loyola University community as a result of the GPA Resource Orientations.
3. GPA students feel welcome and supported at Loyola University Chicago.
4. All Loyola University Chicago can identify at least three resources at the WTC.

KEY ASSESSMENT FINDINGS:
• Findings from the GPA survey indicated a lack of affordable parking options near campus. GPASL is investigating possibilities to create more economical parking spaces near WTC.
• Due to frequent responses describing an absence of affordable and diverse food selection in close proximity to Water Tower Campus, GPASL is working to forge more partnerships with local vendors and Aramark to expand food options.
• GPA students said they were frequently unaware of some of the WTCL resources and events. GPASL identified a need for additional and stronger communication channels and will ask partners to add a link to the GPA newsletter in their communications and on their websites.
• GPA students overwhelmingly said that work-life balance resources are among the most important and sought after resources. One such example would be availability of a gym/recreation space on or near campus for which students would not have to pay additional fees.
• Responding students in the GPA survey described a need for more convenient access to the Career Development Center and a more efficient system of elevator use in Corboy Law Center. GPASL will be communicating with CDC about student feedback and presenting the idea of virtual meetings.

DEPARTMENTAL HIGHLIGHTS:
• Supported the inaugural year of the Graduate, Professional, and Adult Council.
• Created a very strong relationship with The Graduate School, SCPS, and IFS and made inroads toward closer relationships with other graduate, professional, and adult schools.
• Created and executed the Graduate & Adult Leadership Awards (GALA) during the Weekend of Excellence.
• Produced the first annual Graduate Student of Color Social.
• Supported and Advised the GPA students’ Black Lives Matter Conference.

DEPARTMENTAL GOALS:
1. Strengthen collaborations between GPASL and Academic/Administrative departments to support and engage GPA students.
2. Produce a definitive mission and vision for the newly named Graduate, Professional, and Adult Student Life (GPASL).
3. Support GPAC and other GPA student organizations initiatives.
4. Produce a strong five-year strategic plan for GPASL.
5. Provide additional support and space for marginalized members of the GPA community.

MESSAGES FROM STUDENTS:
“Serving on GPAC gave me the opportunity to connect with other GPA students and advocate for our shared interests to make Loyola a more just and open institution for all members of the community”
– Chelsea DeVitro

“As a second year graduate student in the school of social work, I have found great support from the Office of Water Tower Campus Life. From the small ways, of offering free coffee and tea, which creates a welcoming environment and a chance to meet other students, to programs like the Students of Color Mixer and the Black Lives Matter Conference which were held this year, what I am grateful for is the way in which the WTC Life Office strives to foster and build community.”
– Anonymous

DID YOU KNOW?
1. The GPA Student Boat Cruise has been sold out for the past three years.
2. WTCL/GPASL sponsors affinity spaces for GPA students of color.

2016-2017 DEPARTMENTAL HIGHLIGHTS:
• Supported the inaugural year of the Graduate, Professional, and Adult Council.
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3. Support GPAC and other GPA student organizations initiatives.
4. Produce a strong five-year strategic plan for GPASL.
5. Provide additional support and space for marginalized members of the GPA community.
WELLNESS CENTER

DEPARTMENTAL STAFF INFORMATION:
28 full-time mental health, medical, and health education staff; 9 student workers; 4 unpaid advanced practice graduate nursing students; 6 unpaid clinical psychology graduate student counselors; 3 unpaid social work interns; 1 advanced therapy extern; 19 student volunteer peer health educators (Wellness Advocates), and 1 therapy dog.

DEPARTMENTAL 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 success and to the well-being of the community.

DEPARTMENTAL LEARNING OUTCOMES:
1. Students will identify risk-reducing behaviors that promote a healthy community.
2. Students will demonstrate health literacy.
3. Students will demonstrate self-care skills that promote optimal health to enable academic success.

KEY ASSESSMENT FINDINGS & ACTION PLAN:
- The Wellness Center experienced an 8% increase in direct student clinical contacts this year. Clinical visits were 21,850 (medical 12,897 and mental health 8,953) with an additional 14,155 student contacts and outreach through 295 programs, training, and open groups.
- The Student Health 101 Health Care Guide continues to provide accessibility of health information. There were 736 visits to the Self Care Guide.
- There were 5414 visits to Student Health 101, with 3,327 being unique visitors.
- Web analytics: There were 48,683 Wellness Center Website visits, 13,577 being unique visitors, 26% were to the main page, 10% to the immunization page, 6% to view the centers hours, and 5% to the counseling page. Two has 1041 likes on Facebook. The Wellness Center has 1453 followers on Twitter.
- On Line Depression screening, E-CHUG: There were 262 mental health screening completed. 101 were screened for depression, 8 for alcohol use, 81 for generalized anxiety, 19 for posttraumatic stress, 27 for disordered eating and 26 for bipolar. 75 students completed ECHUG to Go.
- Alcohol Edu for College continues to be a primary prevention tool. In comparison to other Jesuit institutions that use Alcohol Edu, Loyola has a 10% higher percentage of abstainers and non-drinkers.

2015-2016 DEPARTMENTAL HIGHLIGHTS:
- Conducted a needs assessment and based on results provided training for Arrupe College staff and students including I’m here for You, Active Bystander Training, Peer Counselor Gate Keeper training and ongoing clinical supervision. Provided direct clinical services to Arrupe College students.
- The Wellness Center in partnership with the School of Social Work initiated a three year, $300,000 federal suicide prevention grant, providing gatekeeper training and conducting outreach to underrepresented groups.
- Added electronic prescription capabilities and mobile texting to the electronic medical record to facilitate student access and improve communication.
- The Body Project, a peer/led program based on healthy body image was brought to Loyola. Conducted an intensive training for student leaders, and trained 15 participants in the Spring semester. Project initiated and conducted with Student Activities and Greek Affairs.

FUTURE DEPARTMENTAL GOALS:
1. Implement Wellness Center new five-year strategic plan.
2. Investigate opportunities for partnerships for delivery of healthcare services.
3. Review current Wellness Center student educational and clinical materials for cultural competency.

DID YOU KNOW?
1. The Wellness Center introduced “First. Only. Different.” a group providing safe space to support students of color.
2. All incoming new fraternity and sorority members received ByStander Intervention training.

MESSAGES FROM STUDENTS:
A third year undergraduate student volunteer wrote: “Being part of Wellness Advocates helped me find my niche at Loyola. This group provided me with a safe space to interact and educate peers about wellness.”

A second year undergraduate participant wrote: “I cannot thank you enough for this group. It has been the most amazing thing I have participated in while at Loyola. Your work changes lives. This means so much to me.”

A third year undergraduate student volunteer wrote: “I pledge to choose love over hate; I choose to speak up; I speak up for students on campuses who feel silenced.”
DEPARTMENTAL MISSION STATEMENT:
The Loyola University Chicago Campus Recreation Department—which consists of Outdoor Experiential Education (OEE), Aquatics, Club & Intramural Sports, and Fitness—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 STAFF INFORMATION:
4 FTE, 2 Graduate Assistant, 135 Student Workers.

KEY ASSESSMENT FINDINGS & ACTION PLAN:
- All OEE survey respondents noted that they would recommend OEE on campus programming to others. All student employees mentioned self-reflection and learning from their experience as an OEE facilitator or Rock Wall staff member in their annual re-applications and a majority of challenge course participant survey respondents agreed that they learned a new or different way to reflect during their experience.
- Group fitness class participants indicated at a 93% rate that the Group Fitness Program increased the frequency/duration of their physical activity.
- A survey of personal training program participants showed that 90% of respondents would rate the personal training program as “excellent” and 10% would rate the personal training program as very good based on the level of difficulty.
- To address identified need for customer service training, each monthly in-service training includes customer service, in addition to skills work and conditioning.
- Student staff noted a need to train on program areas and spend time with a student in another program area to learn about that program area.
- Group Fitness Program increased the frequency/duration of their physical activity.
- Over 5,100 Loyola students, faculty, and staff participated in OEE on-campus programming which included Paddles on the Lake, On-Campus Group Development programs, climbing technique classes at the Rock Wall and many others.
- Campfire on the Quad program was created with 645 campfire visitors in the fall. This program provided an alternative experience on Friday nights for students connect with each other around a campfire in the middle of campus.
- More than 1,300 Loyola students, faculty, and staff participated in meaningful experiences with Ramble Outdoors on the challenge course, including the inaugural Arrupe class during their Summer Enrichment Program.
- Campus Recreation increased the number of specialty classes/programs available to participants. Specialty classes included Candlelight Yoga, Aqua Zumba, Yoga Sculpt, Circuit Cycle, Tandem Yoga, Club Spin, and Loyola’s Largest Zumba by 10%. This was in addition to the 12% increase the regular Group Fitness class participation as compared to the 2014-2015 year.
- Intramural participation increased by 40%, with a 49% increase in female participation.
- Club sports held its first annual “Sport Club Recognition night”, a banquet to honor all club officers. All 26 clubs were represented.
- Club sports increased driver’s certification to comply with risk management and university standards.
- Increased the number of user groups in the pool and Swimming Lesson participants, leading to more space on staff for instructors.

FUTURE DEPARTMENTAL GOALS:
1. Offer an OEE Start the Fire experience to be offered at the Retreat and Ecology campus.
2. Create weekend campout experiences to be offered at the Retreat and Ecology campus.
3. Expand winter paddling programs in the Halas pool.
4. Improve drivers training for club athletes.
5. Improve concussion and injury awareness for club athletes.
6. Train staff on navigating the pool with a disability.
7. Certify all Learn to Swim Instructors as Water Safety Instructors through American Red Cross.
8. Help students identify at least 3 transferrable skills from their student employment experience.
DEPARTMENTAL STAFF INFORMATION:
2 FTE, 60 student staff members.

DEPARTMENTAL MISSION STATEMENT:
The Department of Student Centers, which makes up a significant aspect of the Student Complex Department, seeks to provide program support, services, and amenities for students, faculty, staff, alumni, and guests that foster a welcoming and warm environment. These facilities are designed to facilitate the development of the Loyola University Chicago community by ensuring opportunities for participation and involvement in a diverse array of organizations, programs, and activities.

DEPARTMENTAL LEARNING OUTCOMES:
As a result of their student employment experience with the Department of Student Centers...
1. Student staff are able to identify the four key principles of customer service as defined in the FISH Philosophy of Customer Service.
2. Student staff are able to name and explain the importance of at least (3) university departments and their importance to the university.
3. Student staff can confidently describe the impact that the experience had on at least 3 relationships that were developed through employment (professional, student-student, faculty, etc.).

2015-2016 DEPARTMENTAL HIGHLIGHTS:
1. Partnered with the Department of Off-Campus Life on creating a much larger and dedicated commuter resource room featured on the 2nd floor of the Damen Student Center. This space has provided a great deal of support to this area.
2. Created new websites for the Student Complex and the U-Pass areas that fit the university standards for web-sites. This has allowed us to direct people to the most pertinent information regarding anything related to our individual areas. The traffic to our U-Pass website increased by 100% in 2015-2016 as a result of its re-developed website.
3. Reserved, set up/changed over and planned logistics for over 3,100 individual meetings, events, and programs in the Damen Student Center and Centennial Forum. Out of these 3,100 reservations, approximately 1,700 were student related events, roughly 1,200 were departmental related reservations, and about 300 were external events and programs. Key events and programs included, but are not limited to, New Student Orientation, Welcome Week, Moxie Series, Board of Trustees events, Family Weekend, Pizza with the President, MLK related events (including keynote event), Colossus Reveal, St. Baldrick’s Day (Sigma Alpha Epsilon), student performance dates, Weekend of Excellence, Commencement, Alumni Weekend, and Founders’ Dinner.

2016-2017 DEPARTMENTAL GOALS:
1. Continue to develop an assessment program that efficiently monitors various elements of the Student Center facilities, student employment program, and services.
2. Remain current with industry trends by attending various conferences, networking with industry professionals, and research of the field. This includes looking at ways to continue to be more efficient in maintaining our LEED certification for the Damen Student Center and other facilities within the Student Complex.

DID YOU KNOW?
1. There were over 2,000 individual tabling reservations in the Damen Student Center in 2015-2016. Student organizations and university departments utilize tabling to assist them in marketing their organizations to the Loyola community.
2. The Damen Student Center played host to portions of the historic AIDS Quilt during the month of April 2016. The AIDS Quilt was founded in 1987 and as of 2010 is the largest piece of community art in the world.
DEPARTMENTAL MISSION STATEMENT:

You matter here at Loyola. Your goals, potential, and needs are important to us, as these will uniquely define your college experience. From celebrating successes to overcoming challenges, the Office of the Dean of Students (DOS) is here to provide support, advocacy, and care as difficult situations arise during the college experience.

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DEPARTMENTAL SERVICES:

1. Coordinated Assistance and Resource Education (CARE): Individualized support for dealing with illness, personal emergencies, or other unexpected difficulties.
2. Behavioral Concerns Team (BCT): A network of campus resources coordinated by the DOS to address reports of concerning student behavior.
3. Gender-Based Misconduct Services (Title IX): Ensuring a prompt, effective, and thorough response to reports of dating violence, stalking, sexual assault, or other gender-based misconduct.

KEY ASSESSMENT FINDINGS & ACTION PLAN:

- The DOS processed 350 CARE Reports between June 2015-May 2016. Among the most commonly addressed concerns were academic distress (96), medical concern (74), and mental health concern (39). Cases also included family issues (25), grief/loss (22), and social/emotional adjustment (12).
- Behavioral Concerns Team (BCT) reports numbered 210 between June 2015-May 2016. Mental health concerns (88), suicide ideation, thoughts, or threats (43), and self-harming behaviors were among the most common issues. The BCT also supported students with eating disorders (6), students who abuse/misuse alcohol or other drugs (19), and students facing financial/economic difficulties (5).
- Via the Title IX Deputy Coordinator, the DOS assisted with 102 cases of Gender-Based Misconduct. Of these cases, 30 were incidents of non-consensual sexual penetration, 20 were instances of non-consensual sexual contact, and 15 were incidents of stalking. There were 14 incidents each of dating/domestic violence and sexual harassment, 5 instance of “other” or unknown type of sexual misconduct, and two cases apiece for sexual exploitation and gender-based discrimination.
- Given assessment findings, the DOS will actively promote CARE among campus partners throughout the 2016-17 academic year. The DOS will continue to provide training and support for the approximately 20+ volunteer investigators who help address incidents of alleged gender-based misconduct. The DOS plans to deliver programs and initiatives intended to foster positive and collaborative relationships with students.

DEPARTMENTAL STAFF INFORMATION:

6 full-time staff

2015-2016 DEPARTMENTAL HIGHLIGHTS:

- Traditionally Offices of the Dean of Students are the centralized points of contact for students who experience personal and/or academic challenges. Historically, the DOS has always served these students, but without a formalized process. In spring of 2015, general outreach and support for students through the DOS was formalized as “CARE Services,” resulting in 350 referrals during the 2015-2016 academic year.
- The Office of the Dean of Students further enhanced operating procedures and University protocols, contributing to a more efficient system to deliver critical support in a time of crisis.

FUTURE DEPARTMENTAL GOALS:

1. Establish and maintain a positive, proactive presence among Loyola’s student body, assuring the community that the DOS is here to provide support, advocacy, and care as difficult situations arise during the college experience.
2. Continue to refine protocols and policies to ensure prompt and effective response to incidents of crisis or trauma among the student body.
3. Promote the services of the DOS more widely to campus partners, including faculty and college/program administrators.
4. Create regular opportunities for students, faculty, staff, and University leadership to engage in meaningful dialogue.

2016 | Division of Student Development Annual Report
OFF-CAMPUS STUDENT LIFE

DEPARTMENTAL MISSION STATEMENT:
The Office of Off-Campus Student Life (OCSL) serves Loyola University Chicago’s non-residential student populations: commuter and resimuter students. Through advocacy and programming, OCSL enhances students’ connection to campus while strengthening the relationship between our student and nonstudent neighbors to build a strong community.

DEPARTMENTAL LEARNING OUTCOMES:
1. Non-residential students who participate in Off-Campus Student Life (OCSL) programs and services will know about and understand the various off-campus resources available to them related to transitioning to off-campus living, tenants’ rights, safety, and community building.
2. Non-residential students who participate in Off-Campus Student Life (OCSL) programs and services will identify ways to connect to on-campus programs and services that assist them in finding community.
3. Non-residential students who participate in Off-Campus Student Life (OCSL) programs and services will recognize how their engagement in OCSL programs contributes to having a sense of community and peer connection on campus.
4. Resimuting students who participate in Off-Campus Student Life programs and services will identify behavior that is consistent with the Good Neighbor Policy.

KEY ASSESSMENT FINDINGS & ACTION PLAN:
- OCSL experienced a 24% increase in student program participation this academic year. Students’ attendance is tracked at all OCSL programs throughout the academic year through Orgsync scanning.
- OCSL served 564 individual commuter students this academic year, a 59% increase over the previous year.
- The Commuter Resource Room experienced a 66% increase in usage this academic year. This increase is as a result of a new, larger space as well as increased student awareness.
- “Resimuters” (students living within the University district) students who completed the online Off-Campus Living Seminar, reported retaining the seminar content to utilize in real-world experiences, as evidenced by focus group participants passing a seminar quiz at a 100%.
- This academic year was a pilot for transitioning the Off-Campus Living Seminar to an online platform. Due to the positive feedback received through a focus group as well as the increase in completion rates the OCSL will continue to deliver the seminar through an online platform.

2015-2016 DEPARTMENTAL HIGHLIGHTS:
- Secured a new home for the Commuter Resource Room. This change not only provides commuter students with more space, but it also sends a message of University support and appreciation to the commuter population.
- Transitioned its annual Off-Campus Living Seminar to an online platform, yielding a 92% completion rate for the academic year. This change was in response to student feedback from students who communicated preferring the flexibility of an online version.
- Hosted over 4400 off-campus students at 92 events this academic year. This number is an indication that students are becoming more aware of the services offered and, thus, participating at an increased rate demonstrating an interest in connecting with their peers and their community.
- Served more off-campus students than ever before.

2016-2017 DEPARTMENTAL GOALS:
1. For students who connect with OCSL to know and understand the resources available to them related to safety, tenants’ rights, community building, and transitioning to off-campus living.
2. For resimuting students to have a sense of responsibility as they reside independently in surrounding communities.
3. Commuting and resimuting students can identify University-wide programs and services available to them while residing off-campus.
4. For commuting and resimuting students to connect to on-campus resources and programs to feel a part of the campus community.

MESSAGES FROM STUDENTS:
1. There are more students who live off-campus at Loyola University Chicago than in on-campus housing.
2. Many of our commuting students travel as long as four hours a day to engage in classes and co-curricular experiences.

DID YOU KNOW?
1. “Resimuter” (students living within the University district) would not have known what to do without you! (Follow up email from OCSL to student)
2. The Commuter Resource Room is a great place to meet other commuters and make friends. I found my roommate there. (Conversation with student)

2016 | Division of Student Development Annual Report
OFFICE OF STUDENT CONFLICT AND CONFLICT RESOLUTION

DEPARTMENTAL STAFF INFORMATION:
4 full-time staff, 1 graduate assistant, 1 intern, 2 student workers, and 21 volunteers.

DEPARTMENTAL MISSION STATEMENT:
The Office of Student Conduct and Conflict Resolution (OSCCR) is dedicated to providing a safe environment for students by promoting responsible decision making and a focus on self-awareness. We also strive to strengthen relationships between students and their communities by encouraging students to take ownership of the choices they have made, enforcing accountability and engaging in open dialogue with community members.

DEPARTMENTAL LEARNING OUTCOMES:
1. As a result of participating in the conduct process, students will understand the negative ramifications related to their alleged misconduct.
2. As a result of a conduct hearing, students will learn one or more skills to develop ethical decision-making, risk assessment, or self-advocacy.
3. As a result of engaging with the OSCR, students will improve their understanding of and commitment to The Student Promise.
4. As a result of participating in conflict resolution services, students will improve communication skills, increase confidence to address conflict, and experience increased self-awareness.

KEY ASSESSMENT FINDINGS:
- Incident report data from 2015–2016 indicate a 20% decrease in alcohol and drug related incidents from the previous year. In at least 10 instances, students enacted the Good Samaritan protocol to assist a student in need of emergency care.
- Multiple repeat neighborhood disturbances during 2014-2015 academic year led the OSCR to pilot the CommUNITY Conference, a Restorative Justice (RJ) conference, designed to restore relationships and repair harm after an incident occurs that negatively affects a community. The responsible person and the community members affected meet and identify the impact of the incident and determine collaboratively how to rebuild trust and repair any harm. Three neighborhood disturbances were reported in the piloted area during the 2015-2016 academic year, an 80% reduction.
- All CommUNITY Conference participants believed that the collective agreement reached among the participants seemed to address directly the harm caused by the incident, that they would recommend CommUNITY to others, and that the CommUNITY Conference process was effective.
- In 2015-2016, 93 students participated in the Values Workshop, a weekly interactive skills-based workshop designed and led by Peer Ambassadors for students to explore personal and community values, develop ethical decision-making skills, and practice ways to live the Student Promise. More than 80% of participants said the workshop gave them the opportunity to address conflict, and experience increased self-awareness.
- With the Title IX Deputy Coordinator, the OSCR staff delivered two intensive 10-hour trainings for gender-based misconduct: one for investigators and one for hearing board members. The trainings provided in-depth skill-development to support over 20 faculty and staff volunteers to serve gender-based discrimination and misconduct cases. The OSCR also promoted continued skill development through sessions during the year.
- The OSCR developed an extensive protocol to investigate and adjudicate reported “bias-motivated incidents,” incidents of discrimination or other misconduct that appear to have been motivated by an individual’s membership in a protected class. This protocol is reflective of standards and guidance provided by the U.S. Department of Education Office for Civil Rights, and will be published in the 2016-2017 Community Standards.
- The Office of the Dean of Students, University Senate, Student Government of Loyola Chicago, and OSCR published the new Student Free Expression: Demonstration and Free Exhibit policy in response to a critical call for action. This policy reflects our institutional values and demonstrates our commitment to serving as a “marketplace of ideas, where freedom of inquiry and open exchange of conflicting viewpoints is supported and encouraged.”

2015-2016 DEPARTMENTAL HIGHLIGHTS:
- During 2015-2016, a talented team of six student Peer Ambassadors facilitated reflection sessions with other students. These sessions allowed participants to evaluate engagement in the Loyola and Rogers Park communities, to make connections between their personal and professional goals and the needs of the community, and to establish a greater sense of belonging at Loyola. Peer Ambassadors gave peer-to-peer support; they raised awareness of services, and provided guidance to peers regarding the conduct process.
- In February 2016, the OSCR was a collaborator in the delivery of the first annual Summit on Conflict and Peacebuilding. The summit brought together 35 faculty, staff, and student participants to address the tensions on our local campus, Chicago community, and elsewhere. Participants deconstructed structures of power, privilege, and oppression, to understand the roots causes of conflict, and to commit to strategies for active participation in building peaceful communities. The summit provided an opportunity for participants to meet with and pursue partnerships with three local non-profit organizations serving conflict resolution and peacebuilding services in Chicago.

2016-2017 DEPARTMENTAL GOALS:
1. Incorporate The Loyola Experience and 2020 University Strategic Plan as the basis for an extensive and comprehensive departmental assessment plan.
2. Examine the role of the OSCR to promote and encourage fundamental student rights within the University.
3. Develop a multidimensional deferred suspension program that promotes behavioral change, retention, and holistic success.

MESSAGE FROM STUDENTS:
I feel like we’re making a positive difference in our communities; “I think the session is great and constructive as opposed to punishing.”

MESSAGES FROM STUDENTS:
"I didn’t really prioritize at first but…""I think the session is great and constructive as opposed to punishing."
DEPARTMENTAL STAFF INFORMATION:
7 full-time staff; 2 graduate assistants; 4 interns; and 5 student workers.

DEPARTMENTAL MISSION STATEMENT:
The mission of Student Activities & Greek Affairs 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.

KEY ASSESSMENT FINDINGS:
- Students desired more collaboration and less competition among student organizations.
- Students found the additional CAN hours helpful, but suggested they be advertised more broadly.
- Students desired details for events to be shared more broadly.

2015-2016 DEPARTMENTAL HIGHLIGHTS:
- Rebranded OrgSync as LUCentral, and created accompanying marketing strategies to encourage student usage.
- Created and implemented Sorority & Fraternity Life (SFL) Emerging Leaders Program.
- Created increased accountability measures for the allocations process in an effort to be good stewards of University funds.
- DOP offered 156 events to students.

2016-2017 DEPARTMENTAL GOALS:
1. Increase DOP collaboration efforts with student organizations and University departments.
2. Increase education support for student organization regarding budget.
3. Increase SAGA collaboration efforts with University departments.
4. Implement SAGA Assessment plan in an effort to create consistent standards for program assessment.

MESSAGES FROM STUDENTS:
SFL gave me strength and confidence to be a leader. The Greek Leadership Retreat showed me how to be an effective leader and peer in our community.
– Char Bradley, Senior, sister of Alpha Chi Omega

Getting involved allowed me to enhance my communication skills, networking skills, organizational skills, and my professional skills.
– Matharr Bayo, Junior

Welcome Week is special because incoming students get their first introduction to Chicago. While forming new relationships with their fellow peers...
– Elizabeth Black, Rising Senior

DID YOU KNOW?
1. SAGA processed over 2,000 requests for students? That’s almost one request per each incoming freshman!
2. SFL counts 15% of Loyola’s undergraduate student population among its member base. SFL also consistently maintains a higher average GPA than the University average, with a 3.33 GPA in Fall 2015.
3. SAGA allocates over $475,000 to student organizations each year to aid in their programming needs!
DEPARTMENTAL LEARNING OUTCOMES:

1. Define the social identities as they relate to privilege and oppression (e.g., race, sex, gender, socioeconomic status).
2. Articulate how privileged and oppressed social identities intersect to influence their lived experiences.
3. Demonstrate social perspective taking by learning about one perspective different from their own as it relates to privilege and oppression.
4. Demonstrate skills to interrupt micro-aggressions (individual and systemic) that adversely affect marginalized communities (Micro-aggressions are brief statements or behaviors [over/cover] that send denigrating and hurtful messages toward different groups).

DEPARTMENTAL 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 celebration of our unique shared experiences.

DEPARTMENTAL STAFF INFORMATION:

5 full-time; 2 graduate assistants; and 4 student workers.

KEY ASSESSMENT FINDINGS & ACTION PLANS:

- The Department of Student Diversity & Multicultural Affairs (SDMA) offered 113 different programs, events, trainings, and workshops during the 2015-2016 academic year.
- The second cohort of the Seizing Opportunities for Academic Resilience (SOAR) comprised of 15 first-time freshmen and transfer students of color completed the four-day transition program. In final program evaluations, 100% of students reported forming peer friendships that helped them feel comfortable about starting at Loyola. Additionally, 100% of the students surveyed credited the SOAR program for informing them “of where to go on campus if I need support and resources.”
- Qualitative feedback from SOAR participants indicated that SDMA staff need to streamline outreach to incoming students and their families so they are more informed about the program’s objectives and the benefits it can provide new Loyola students.
- SDMA introduced two overnight retreats for students in the Students Together Are Reaching Success (STARS) and Brothers for Excellence (B4E) mentorship programs. The retreats foster a brave space where students of color and first-generation students share personal narratives of bias experienced at Loyola, stories of resilience, masculinity, campus activism, and the desire to achieve their full potential. All STARS respondents said they learned something about their social identities that will inform how they approach their peers with different identities. All B4E mentees respondents expressed a better understanding of how to practice resilience strategies to reach success in all aspects of their life.

2015-2016 DEPARTMENTAL HIGHLIGHTS:

- SDMA updated the curriculum for Share the Dream Undocumented Student Allies Training to reflect evolving public policies at the federal and state level and inform participants about Loyola’s demonstrated efforts to be more inclusive of student needs. SDMA also used its Social Justice Dinner Dialogues to sponsor two presentations focused on undocumented immigrants.
- Throughout the spring semester, 12 first-year students in the Students Together Are Reaching Success (STARS) mentorship program volunteered at Family Matters, a local nonprofit organization in the north of Howard neighborhood of Rogers Park. This partnership was first established in 2013 and has expanded to include a focus on leadership development and reflection.
- Staffing changes for SDMA in the past year included a new Director and Assistant Director, new Graduate Assistants, and two Program Coordinators.
- SDMA co-sponsored the inaugural Black Lives Matter conference, organized by Loyola graduate students. This conference engaged over 100 participants and presenters from Loyola and the broader Chicago community. The conference was inspired by the founders of Black Lives Matter, who visited Loyola in January as featured speakers.

2016-2017 DEPARTMENTAL GOALS:

1. Hire and orient a new Administrative Assistant for the Department by end of fall 2016.
2. Infuse Department Learning Outcomes into evaluations and assessment, with particular focus on articulating privilege, oppression, and intersectionality terminology.
3. Expand and further streamline support services for undocumented students with and without Deferred Action for Childhood Arrivals (DACA) status at Loyola University Chicago.
4. Introduce a new overnight retreat experience for Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex, Asexual (LGBTQIA) students.
5. Enhance the Brothers for Excellence mentorship program to integrate substantial Social Justice Peer Educator team to facilitate topical workshops.
6. Maximize cultural competence training of students and campus partners by launching Social Justice Peer Educator team to facilitate topical workshops.

MESSAGES FROM STUDENTS:

“…I feel that I have earned the opportunity and will not let it slip away by any means.” – SOAR transition program participant

DID YOU KNOW?

1. The academic retention rate of SOAR program students was 86% after the first semester at Loyola, with an average GPA of 3.1 by the end of the first academic year.
2. Campus partners including the Office for International Programs, Financial Aid, First & Second Year Advising, and the Center for Experiential Learning host regular walk-in advising at the SDMA Resource Room to meet with students.
DEPARTMENTAL MISSION STATEMENT:

Student Leadership Development (SLD) encourages and supports students as they reflect on their values, identities, and passions, and develop the knowledge, skills, and self-efficacy to engage in collaborative work to enact positive change in various communities throughout their personal and professional lives at Loyola University Chicago and beyond.

DEPARTMENTAL LEARNING OUTCOMES:

1. As a result of participating in SLD programs, students will develop networks and develop a sense of community on campus.

2. As a result of participating in SLD programs, students will develop skills related to intercultural competence and a commitment to socially just leadership practice.

3. As a result of participating in SLD programs, students will develop knowledge and skills related to socially responsible leadership.

KEY ASSESSMENT FINDINGS & ACTION PLAN:

- The Emerging Leaders Program (ELP) saw a 62% participation increase in the Emerging Leaders Program (ELP), to 42 students. The six-workshop program helped participants feel confident to engage in leadership opportunities; develop a greater understanding of the Social Change Model of Leadership; and learn about themselves, others, and systems that contribute to development of multicultural competence.

- A total of 134 students attended Student Leadership Institute’s (SLI) “Snapshots of Leadership” conference (a 23% increase from last year). The year’s mission was to challenge and empower students to recognize the diversity of leaders and leadership styles that exist in our world. By engaging in dialogue, learning from others, and sharing personal experiences, students reflected on their everyday encounters with leadership. Of 29 workshop proposals submitted, 22 were accepted and over 48 students (including graduate students) presented at SLI.

- Eighty students submitted SLI evaluations, on which they noted that the most important things students learned included the themes: students have power to make change, it is important to share our stories, just because someone is shy, it doesn’t mean one can’t be a leader, we can be leaders every day, all different types of people can be leaders, increased awareness of personal styles of leadership.

- Extraordinary Lives (ELP) was offered in partnership with Student Diversity & Multicultural Affairs, and is focused on leadership and social justice. On a 4-point scale, results of participating in The People’s Institute, students claimed gains related to engaging in socio-cultural conversations (3.9), social justice advocacy (3.8), and working towards positive change in society (3.9).

- Connections for Extraordinary Lives (CFL): 257 students attended a CFL event this year. This is less than last year’s Sophomore Suppers program (342) but more than the prior year’s number (111). The SLD team believes that the drop in numbers this year was primarily a result of changing the name and branding of a program that had existed for 3 years. Students did not initially know about the program (although it had been offered in a similar format in the past). The series was effective at encouraging networking and relationship building between students, staff, and alumni on an evaluation form shared with all students at the end of each event (with varying degrees of return rates), students generally rated their relationship building with staff as strong. For example, at our “Re-Routed” event, 100% of students agreed that it was “true” or “very true” that the event had allowed them to learn “more ways to connect with the staff and resources at Career Development & Academic Advising” (59% of students chose “very true” for this prompt).

2015-2016 DEPARTMENTAL HIGHLIGHTS:

- Continue to strengthen, develop, and implement our marketing strategies with a focus on our identity as Student Leadership Development, a new office name.

- Improve program assessment to understand their influence on students.

- Thoroughly review our Peer Leadership Team (PLT) training, and development. Create a more comprehensive experience for our PLT to support the expansion of the Workshops by Request program.

- Increase efforts to provide students with programs that are designed with developmental sequencing in mind.

- Expand and deepen partnerships. The annual report focused on the partnership with the new Leadership Studies Minor, but a departmental strategic planning document (developed in fall 2015) also referenced other academic units, as well as a goal to strengthen partnerships with student organizations.

2016-2017 DEPARTMENTAL GOALS:

1. Improve marketing and strengthen our Workshops by Request program. Revise workshop content and create new materials that market the program benefits; strengthen our partnership with Student Activities and Greek Affairs to connect our Workshops By Request Program to student organizations’ needs; hire a student worker to manage workshop requests, ensuring that resources are shared with student facilitators, and market events through emails, one-on-one meetings, and social media posts.

2. Structure roles for student leaders and volunteers to provide applicable and specific training for student employees based on the type of position they hold; to continue market and increase attendance at all SLD programs; to enhance professional development opportunities and evaluation processes for paid positions with more goal setting, and a more developmental focus; and to increasing communication of responsibilities through an online project management system.

3. Strengthen BLI program’s community building and action piece components, strengthen the curriculum, and develop self-efficacy. We will integrate the first three sessions into a day-long Saturday session, and spread the remaining five sessions across the semester, integrating more time on the action piece components during each session.

4. Continue to partner with the Leadership Studies minor, now in its second year, to connect monthly co-curricular programs with the Introduction to Leadership class. It will be beneficial to continue and deepen the conversations with partners to make communication efforts more streamlined.

MESSAGES FROM STUDENTS:

- Instead of doing a “Be the Change Week,” SLD did a series of three events in the Spring, for which average attendance was over 60 per event.

- The “Connections for Extraordinary Lives” series included more than 75 staff guests from over 20 different LUC offices, 11 alumni, 5 faculty, 3 community partners, and 2 student organizations.
DEPARTMENTAL MISSION STATEMENT:

The Department of Intercollegiate Athletics champions the values expressed in the Mission Statement of Loyola University Chicago and seeks to promote in its student-athletes the spirit of searching for truth, pursuing excellence and living for others, which characterized St. Ignatius of Loyola. Accordingly, it is the mission of the department to encourage positive attitudes in its student-athletes and to motivate them to be “the brightest and the best” in physical fitness, academic development, religious commitment and moral character.

DEPARTMENTAL LEARNING OUTCOMES:

1. Continue to develop and implement a four-year plan to guide and integrate our student-athletes’ Loyola experience.
2. Assist in developing overall skill set to prepare them to achieve their collegiate goals, accomplish their postgraduate ambitions and to lead extraordinary lives, in accordance with the Loyola motto.
3. Articulate and communicate these skills to others.

DEPARTMENTAL STAFF INFORMATION: 65

KEY ASSESSMENT FINDINGS:

• Loyola finished in a national third-place tie on the NCAA Graduation Success Rate (GSR). Loyola’s 98% score was the highest in the Missouri Valley Conference and put them in a tie with 11 other schools, including Columbia, Duke, Harvard, Holy Cross, Notre Dame, Princeton, Stanford, and Yale.
• Eight athletic programs received a perfect score of 1,000 on the NCAA four-year, Academic Progress Rate (APR) data, the most among Missouri Valley Conference institutions.
• At the end of the spring semester, 67% of Loyola’s student-athletes had a 3.0 cumulative GPA or higher, with 33% of student-athletes possessing a 3.5 GPA or better. In addition, 13 of 15 athletic teams have a cumulative GPA of 3.1 or higher.
• Twenty-one student-athletes earned spots on the Missouri Valley Honor Roll.

2015-2016 DEPARTMENTAL HIGHLIGHTS:

• Former men’s volleyball student-athlete Thomas Jaeschke, who helped lead the Ramblers to back-to-back national titles, earned a spot on the U.S. Olympic Team for the upcoming Rio Games. Jaeschke is Loyola’s first Olympian since Tom O’Hara made the U.S. Track and Field team for the 1964 Tokyo Games with their bronze medal win.

2016-2017 DEPARTMENTAL GOALS:

1. Energize and influence University culture to continue to leverage Athletics to enhance the Loyola Experience (loyalty, pride, excitement, tradition).
2. Promote Loyola Athletics’ story as part of the transformative undergraduate experience at Loyola and as the premier Division I athletics program in the Missouri Valley Conference.
3. Set new and defined targets for fundraising, corporate sponsorships, and season ticket sales for Athletics and determine most efficient vehicle to maximize financial potential and revenue stream.
4. Improve overall fiscal responsibility and strategic use of Athletics funds to support programs and goals.
5. Expand programs that support academic success, health and well-being, performance excellence, and post-graduate aspirations of our student-athletes.

DID YOU KNOW?

1. Loyola’s men’s cross country program earned a perfect Academic Progress Report (APR) score for the 11th consecutive year—every year in which the NCAA has charted APR.

MESSAGES FROM STUDENTS:

“The Loyola Experience goes far beyond what is learned in the classroom. The Loyola Experience has affected my life in so many ways. It has helped me to be a better person. It has taught me so many valuable lessons in acceptance, importance of understanding, and how to make better sense of the world around us.”

—Steven L. Krog, BFA ’07, MSW ’15

Life at Loyola has taught me so many valuable lessons. It has helped me not only in the classroom, but also in the role of a counselor. Loyola has taught me the importance of acceptance, and helped me not only to lead a better, but to be a better person.”

—Jake Mazanke, Track & Field ’15

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—Jake Mazanke, Track & Field ’15
2. Students will be enriched with opportunities to gain valuable
skills and improve as leaders on campus and in their
worldwide communities. Students will attend programs,
conference presentations, career fairs, and shadow passes
that serve in areas of wellness, self-care, and personal balance.

3. Students will articulate the difference between American and
Italian drinking culture in the framework of the LUC and JFRC
Community Standards. Students will develop a sense of what it
means to be a well-balanced global citizen by defining personal
safety skills for living in an urban environment and adopting those
behaviors that contribute to positive quality life in Rome.

4. Students will reflect on their role in the larger global community
and become challenged to interpret values, beliefs, lifestyles
and ethics not familiar to one’s own culture.

5. Students will articulate the difference between American and
Italian drinking culture in the framework of the LUC and JFRC
Community Standards. Students will develop a sense of what it
means to be a well-balanced global citizen by defining personal
safety skills for living in an urban environment and adopting those
behaviors that contribute to positive quality life in Rome.

DEPARTMENTAL MISSION STATEMENT:
The JFRC Office of Student Life aims to ignite individual passions
and social responsibility in partnership with our students and
greater community to develop a vision of self and others beyond
one’s own home culture and country.

DEPARTMENTAL LEARNING OUTCOMES:
1. Students will reflect on their role in the larger global community
and become challenged to interpret values, beliefs, lifestyles
and ethics not familiar to one’s own culture.

2. Students will be enriched with opportunities to gain valuable
skills and improve as leaders on campus and in their
worldwide communities. Students will attend programs,
training workshops, or actively engage in leadership through
participation in Student Activities Committee or other Student
Life sponsored leadership positions.

3. Students will develop a concern for justice, integrity formation
and develop competencies that critically examine one’s ethical
responsibilities and choices in both local and global contexts.

4. Students will identify staff members and community resources
that serve in areas of wellness, self-care, and personal balance
while applying ways to address various stressors that came
with living abroad (homesickness, culture shock, relationship
issues, anxiety, depression, alcohol/substance misuse, time
management).

5. Students will articulate the difference between American and
Italian drinking culture in the framework of the LUC and JFRC
Community Standards. Students will develop a sense of what it
means to be a well-balanced global citizen by defining personal
safety skills for living in an urban environment and adopting those
behaviors that contribute to positive quality life in Rome.

KEY ASSESSMENT FINDINGS:
- Over 30% of students surveyed confirmed their world view
was changed and their intercultural understanding has expanded due
to their JFRC abroad experience. (End of Semester Fall 2015 and
Spring 2016 Survey).
- JFRC student participation in Rome community service initiatives
during academic year as compared to last year more than doubled.
(an increase from 525 hours last year to 1,150 this year!).
- Campus leadership and Student Life Involvement Opportunities
continue to offer students outlets to build community abroad.
During Spring 2016 semester, 73% of students surveyed were
involved in one or more JFRC Student Life activities, including
Calcio (student soccer league), Community Garden, and Christian
Life Communities.

HIGHLIGHTS:
- During the Fall 2015 semester, students harvested olives form the JFRC Olive Grove
and pressed the olives into olive oil at a local mill. JFRC olive oil was then distributed to JFRC alumni at the May 2016 reunion.
- The US Ambassador to the United Nations, David Lane, addressed students on food safety skills for living in an urban environment and adopting those behaviors that contribute to positive quality life in Rome.

- Fifteen students travelled to Malta with Student Life staff to meet with Jesuit
Refugee Services and Agency for Asylum Seekers to gain insight on the refugee crisis and challenges of integration for displaced people on the island. After the trip, students presented a solidarity teach-back seminar to the JFRC community.
- For the first time, Rome Start students were offered a 360 Retreat during their second semester to build community, reflect on their experiences as First Year students in Rome and develop Ignatian values in preparation for their transition to Chicago.
- With support from JFRC Student Life, two students created an It’s On Us video to show that JFRC students, faculty, and staff pledge to stop sexual assault. This video shows that we are all charged to end sexual assault, no matter where we are in the world. It’s On Us is a global campaign to raise awareness, and promote sexual assault prevention.

MESSAGES FROM STUDENTS:
1. JFRC students have engaged in over 1,150 combined community service hours for the academic year. Students served marginalized and homeless people, accompanied sick children and their families, and became active citizens in their Roman neighborhood.

2. The JFRC offered 9 study trips in the Fall Semester and 8 study trips in the Spring Semester. Destinations included Greece, Malta, and Poland.
### Enrollment by Racial/Ethnic Category, Fall 2015

<table>
<thead>
<tr>
<th>Category</th>
<th>First-Year Undergraduates</th>
<th>Degree-Seeking Undergraduates (including first-time first year)</th>
<th>Total Undergraduates (both degree- and non-degree-seeking)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonresident Aliens</td>
<td>108</td>
<td>504</td>
<td>579</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>316</td>
<td>1,464</td>
<td>1,523</td>
</tr>
<tr>
<td>Black or African American</td>
<td>101</td>
<td>456</td>
<td>482</td>
</tr>
<tr>
<td>White</td>
<td>1,227</td>
<td>5,974</td>
<td>6,152</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Asian</td>
<td>303</td>
<td>1,188</td>
<td>1,223</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>9</td>
<td>29</td>
<td>33</td>
</tr>
<tr>
<td>Two or more races</td>
<td>104</td>
<td>512</td>
<td>526</td>
</tr>
<tr>
<td>Race and/or ethnicity unknown</td>
<td>26</td>
<td>143</td>
<td>555</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2,194</strong></td>
<td><strong>10,276</strong></td>
<td><strong>11,079</strong></td>
</tr>
</tbody>
</table>

### Enrollment Data, Fall 2015

#### Undergraduate Full-Time

- Arts & Sciences: 5,239
- Beijing Center: 48
- Business: 1,705
- Communications: 666
- Cont. & Prof. Studies: 82
- Education: 245
- Inst. Environ. Sust.: 38
- Nursing: 188
- Rome Center: 1,014
- Social Work: 234
- St. Joseph Seminary: 30
- **Total**: 9,415

#### Undergraduate Part-Time

- Arts & Sciences: 833
- Business: 65
- Communications: 20
- Cont. & Prof. Studies: 116
- Education: 1
- Inst. Environ. Sust.: 7
- Nursing: 106
- Social Work: 5
- **Total**: 1,153

#### Undergraduate Certificate

- Arts & Sciences: 87
- Cont. & Prof. Studies: 105
- **Total**: 192

#### Masters

- Arts & Sciences: 478
- Biomedical Sciences: 202
- Business: 591
- Communications: 47
- Education: 389
- Law: 392
- Nursing: 321
- Pastoral Studies: 203
- Social Work: 602
- **Total**: 3,225

#### Masters Certificates

- Arts & Sciences: 4
- Biomedical Sciences: 24
- Business: 2
- Education: 34
- Law: 23
- Pastoral Studies: 10
- Social Work: 9
- **Total**: 106

#### Professional

- Law: 655
- Medicine: 642
- **Total**: 1,297

### Helpful Info about Student Life at Loyola

- First-time, first-year (freshman) students
- Undergraduates

<table>
<thead>
<tr>
<th>Information Type</th>
<th>First-Time, Freshman</th>
<th>Undergraduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of out-of-state student (excluding international/non-resident aliens)</td>
<td>40.2%</td>
<td>34.6%</td>
</tr>
<tr>
<td>Percent of men who join fraternities</td>
<td>83.3%</td>
<td></td>
</tr>
<tr>
<td>Percent of women who join sororities</td>
<td>13.7%</td>
<td></td>
</tr>
<tr>
<td>Percent who live in college-owned, -operated, or -affiliated housing</td>
<td>84.5%</td>
<td>41.3%</td>
</tr>
<tr>
<td>Percent who live off campus or commute</td>
<td>15.5%</td>
<td>58.2%</td>
</tr>
<tr>
<td>Percent of students age 25 and older</td>
<td>0.1%</td>
<td>7.9%</td>
</tr>
<tr>
<td>Average age of full-time students</td>
<td>18.6</td>
<td>20.7</td>
</tr>
<tr>
<td>Average age of all students (full- &amp; part-time)</td>
<td>18.6</td>
<td>21.3</td>
</tr>
</tbody>
</table>
# RECOGNITIONS

## AWARDS, PUBLICATIONS, PRESENTATIONS, & PROFESSIONAL DEVELOPMENT:

- **Andrcapp, C. (Wellness Center), “Mr. Red”: A Forensic Case Presentation. Loyola University Stritch School of Medicine, Maywood, Illinois. December 2015.**
- **Barry, Megan with April Gutierrez, Jon Schmidt, and Cathy Dickinson. Approaching the Bridge: Service and Justice in the Context of Diversity. Loyola University Chicago Focus on Teaching and Learning, Fall 2016.**
- **Barry, M. (CSA). Illinois Campus Compact VISTA Grant Awardee.**
- **Betancourt, S. (Ministry). Solo Organist for Faunt Requiem at Saint James Episcopal Cathedral, November 2015**
- **Betancourt, S. (Ministry). Solo Concert Presenter. Saint Olaf Catholic Church, Minneapolis, Minnesota, Saturday, April 2016**
- **Bhagal, N. (SDMA). JASPA: Ignition Medal for Outstanding Graduate Assistant in Jesuit Education. Annual JASPA Conference, Indianapolis, IN. 2016**
- **Bozeman, D. (WTCL) & Robles, Tasha. To Whom Much Is Given: Tools to Overcome Imposter Syndrome. NASPA Region IV-E WISA Drive-In Conference**
- **Bozeman, D. (WTCL). Current Title IX issues in Graduate Student Life. NASPA AGAPSS National Conference Pre-Conference**
- **Cohen, M., Gardner, P., & Gowanlock, F. Ramblers Analyzing Whiteness: White Students Engaging In Self-Exploration at Loyola University Chicago. Focus on Teaching and Learning Conference, Chicago IL. September 2015.**
- **D‘Angelo, R., & Orth, C. Understanding route setting intentionality. Midwest Outdoor Leadership Conference.**
- **De Boer, D. (Wellness Center). “Bringing a Canine Therapy Program In-House.” Panel presentation at Association of University and College Counseling Center Directors. October 2015.**
- **Ewert, S. (Residence Life), “What Are They Thinking?? Understanding and Preparing Yourself for Mid-Level Decision-Making.” Great Lakes Association of College and University Housing Officers, November 2015.**
- **Gardner, P., Maclas, M., & Shooman, S. Alternative Break Immersion (ABI) for Women and Men of Color Focus on Teaching and Learning Conference, Chicago IL. September 2015.**
- **Garcia, K. (OCSL), & Gardner, P. (SDMA). Cultivating Sistership-Scholarship-Leadership: Why programming for WOC is important at Predominately White Institutions. 2015 NASPA Regional IV-East Conference, Schaumburg, IL.**
- **Goeld, I., & Pape, T. (Wellness Center) “Creating and Implementing a DBT Based Skills Group on a College Campus.” Depression on College Campuses Conference, Ann Arbor, Michigan, March 3, 2016.**
- **Hawes, Shannon. Development of Leadership Self-Efficacy for Students who Identify as Women or Female. Presentation at ACPA’s international convention in March, 2016.**
- **Krubnhaar, Hannah. What suits your group, tailoring customized experiences. Midwest Outdoor Leadership Conference.**
- **Luciose, A. (Wellness Center), & Veloso-Friedrich, B. (Marcella Niehoff School of Nursing). Effect of NP visits on Health Outcomes in African American Teens with Asthma. The Midwest Nursing Research Society Abstracts of Distinction Annual Conference. Milwaukee, WI. March 2016.**
- **McLean, I. (WTCL). Vice President, Scholarship and Membership Services Area, Jesuit Association of Student Personnel Administrators.**
- **McLean, I. (WTCL). Cura Personalis and our Graduate and Professional Students, JASPA 5-Year Summer Institute**
- **Materay, J. (SAGA). Division of Student Development Ad Majorem del Gloriam award. May 2016.**
- **Moore, K., & Garcia, K. (OCSL). Rebirth of a Commuter Program: Changing Culture, Creating Community. Renaissance Schaumburg/2015 NASPA IV-E Annual Conference.**
- **Moore, K. (OCSL). Staff Member of the Year. Loyola University Chicago.**
- **Mozaffar, O. (Ministry). “Muslim Chaplaincy at a Catholic University” Association of Catholic Colleges & Universities, January 2016.**
- **Myers, J. (SAGA). Undergraduate Interfraternity Institute, Facilitator. July 2015.**
- **Reiter, L. (Ministry). $600,000 grant from the Lilly Endowment to establish the Theology of Healing Earth in Action Institute (THEA). November 2015.**
- **Saucedo, J. Self-Preservation and Ways to Cope with Identity-Related Stress. 2015 NASPA Regional IV-East Conference, Schaumburg, IL.**
- **Saucedo, J. (SDMA). First-Generation Professionals : Transcending the Narrative and Attaining Successful Careers in Higher Education. 2015 NASPA Multicultural Institute, Miami, FL.**
- **Saucedo, J. (SDMA). NASPA Latina/o Knowledge Committee Regional Representative. NASPA Association.**
- **Schmidt-Rogers, D. (Residence Life) “You’ve Got a Leader in Me.” University of St. Francis/ Illinois Residence Hall Association Conference. February 2016.**
- **Schmidt-Rogers, Deborah. “Supervision is NOT A Dirty Word”. National Association of Student Affairs Administrators, Mid-Level Administrators Conference. Chicago, IL. June 2016.**
- **Schweer, L. (Ministry). The First Principle of Campus Ministry: How the Spiritual Exercises Serve as the Foundation of an Ignatian Approach to Campus Ministry. University of San Francisco, JASPA 5-year Summer Institute.**
- **Taylor, A. K. (SAGA). Who’s Suining Whot?: Mitigating Risk in Student Activities & Greek Affairs. February 2016.**
- **Tennison, Ray. Governance Task Force for the Great Lakes Association of College and University Housing Officers. January 2016 – present.**
- **Thies, K. (Campus Recreations. Selected for the National Intramural and Recreational Sports Association (NIRSA) Career Opportunities Center committee**
- **Tiberi, T. Wellness Center). The Psychosocial Impact of Injury: Helping Athletes Return to Play. Presentation for Loyola Sports Medicine Update Conference, Loyola University Stritch School of Medicine, Maywood Illinois. February 2016.**
- **Traiger, K. G. “Am I Enough? The Wonderings of a Multiracial Latina.” University of Illinois Urbana-Champaign Black & Latina Womxn’s Summit. 2016.**
- **Williams, J. (Residence Life). Great Lakes Association of College and University Housing Officers Mid-Level Institute Scholar. June 2016.**
- **Zaffar, Taha. Facilitating activities to discuss issues of power, privilege, and race. Midwest Outdoor Leadership Conference**