Dear Colleagues, and Friends,

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

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

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

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

Sincerely,

Jane F. Neufeld
Vice President for Student Development

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Letter from VP Jane Neufeld

August 2019

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

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

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

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

### STUDENT LIFE & ENGAGEMENT
- Behavioral Concerns Team & CARE
- Commuter Student Life
- Conflict Resolution
- Office of the Dean of Students
- Office of the Vice President
- Sorority & Fraternity Life
- Student Center Information Desk
- Downtown Campus Support
- Water Tower Campus Special Events

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

### WATER TOWER CAMPUS LIFE
- Graduate, Professional, & Adult Student Life
- Downtown Campus Support
- Water Tower Campus Special Events

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

### WELLNESS CENTER
- Medical Services
- Mental Health Services
- Student Led Programming
- Wellness Education

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

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

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

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

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

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

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

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

Signature Activities

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

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

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

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

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

As a result of their RA experience: (a) 90.9% of all RAs stated that they discovered new strengths within themselves; (b) 92.1% of all RAs felt better able to communicate effectively with a variety of individuals; and (c) 90.5% of all RAs state that they have gained skills that better prepared them to recognize and manage conflict.

The valuable skills developed in the RA position can support students in future academic and professional pursuits.

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

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

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

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

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

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

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

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

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

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

2018-19 Goals
• Stabilize optimal occupancy in conjunction with facilities master plan and institutional enrollment. Ongoing
• Define cohort-housing experience, including bed type, amenities, programs, and meal plan. Completed by Residence Life, Partner Agreement is Ongoing
• Develop a comprehensive staffing plan that responds to departmental strategy and vision. Not Completed
• Develop and expand marketing initiatives to enhance the student experience. Ongoing

2019-20 & Future Goals
• Develop written standards to assist in the onboarding of new staff members.
• Explore the current culture of Residence Life and engage in activities designed to strengthen bonds, increase trust and improve the student experience.
• Focus on the completion of the strategic plan and begin the development of a new strategic plan for Residence Life.
• Implement key components of the housing master plan, to include preparing St. Louis and St. Joseph Halls, opening of Francis Hall and assigning students based on the cohort model.
• Engage in robust marketing to upper division students in additional spaces come available in Fall 2020.

Quotations
“I grew a lot and learned to push my comfort zone. I also learned to answer a lot of ‘What if?’ questions on my own. It allowed me to build a community with my team and I think that’ll reflect on the building as well.” - Resident Assistant

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

“By being able to watch emerging leaders on campus come into their own and really excel.” - Residence Hall Association Member

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

Residence Life

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

The acquisition of St. Louis and St. Joseph Halls will provide an additional 158 bed spaces for the 19 – 20 academic year.

Residence Life staff members have worked hard with campus partners to prepare to welcome students to these buildings in the next academic year, and are excited about the opportunities that these new areas bring.

In addition to engaging a high number of students in educational programs, RAs engaged in intentional conversations with 87% of residents on campus. These conversations helped RAs to build positive relationships with students, which can contribute to students experiencing a sense of belonging on campus, and can increase the likelihood that students feel comfortable reaching out for assistance in times of difficulty.
Staff
14 Full-Time Employees
260 Full-Time Employees (Aramark)
25 Temporary Staff
240” Student Staff

Mission & Vision Statements

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

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

Learning Outcomes

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

Signature Activities

Aramark: Provision of dining halls and catering services on campus.
Aquatics: The aquatic program provides opportunities for open lap swimming, log rolling, and free swim. The program also offers swim lessons for all ages, as well as certification courses.
Club Sports: A group of sponsored student organizations (SSOs) that provide recreation or competition in specific sports or activities. Clubs participate in events, locally, regionally, and nationally, displaying the best of LUC’s sportsmanship and leadership throughout the entire academic year.
Event Support: The Student Complex Facilities and Services unit provides support with facilities, staffing, set-up, and customer service for members of the LUC community (students, staff, and faculty) who coordinate events. They also play a key role with major LUC events including (but not limited to): Convocation, Orientation, Commencement, and the Christmas Tree Lighting. In addition, the Campus Reservations unit supports members of the LUC community personal training programs. Both areas are lead by students.

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

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

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

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

U-Pass Program: A joint venture with the Chicago Transit Authority. The program provides passes for all LUC undergraduate, graduate, and law students, in addition to Arrupe College students.
Intramural Sports had 12,850 participations annually, and Halas Recreation Center had over 289,000
recorded entries. Within the complex, staff have supported over 5,500 events, including varsity games, conferences, student organization events, large university programs, and external rentals.

114 varsity games were held in Gentile with 60,000 spectators (an increase of nearly 25%). In Gentile and at Hoyne Club, there were 1,300 athletics practices, and nearly 1,200 Club Sports games and practices.

The Group Fitness program served over 24,000 participants and the Personal Training program served over 40 clients on the Damen Student Center facility survey, 60% of respondents said they visit the Student Center on a daily basis. 81% said that the Student Center meets or exceeds their expectations, and that the Student Center is the Hub of campus.

The swim lesson program grew from 59 to 86 participants per session. UPASS Program continues to support over 13,000 students annually. Students have largely indicated satisfaction with the program. Due to requests to increase availability, U-Pass will recommend that each school/program considers expanding dates and eligibility guidelines. 97.57% of group fitness participants enjoyed taking the class they were in.

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

Outdoor Experiences facilitated 1,639 student experiences, and the Rock Wall facilitated 8,086 student experiences. As a result of participating in intramural sports, 92% of respondents said they could recognize at least one moment in which they felt a sense of community as a student at Loyola (268/293 students surveyed).

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

2018-19 Goals
- Create and distribute an assessment instrument related to the overall student satisfaction of our facilities (Damen Student Center, Gentile Arena, Halas Recreation Center). Completed.
- Increase our presence on social media to include more interaction with students, staff, and alumni. Completed.
- Continue to improve the wayfinding, signage, and aesthetic “look” of the Student Center and Athletic Facilities’ spaces. Completed: Added beneficial signage throughout the student complex.
- Assess the equipment used to support programmatic efforts and make improvements as needed based on needs

and industry trends. Completed: Significant upgrades were made within the Gentile Arena, and opportunities to update some audio-visual equipment in our multi-purpose spaces were identified.
- Upgrade to the latest version of 25Live and Saas. Completed.
- Complete scheduling migration from R2S to 25Live for our department. Complete new scheduling process for all university-wide events and train all event programmers regarding the new procedures. Completed.
- Revamp a new marketing campaign for Campus Recreation. Completed.
- Launch use of a new software portal that will allow patrons to track memberships, lockers, and purchase items online. Completed/Ongoing.
- Grow from 1,500 to 2,000 unique participants in IM Sports. Completed.
- IM sports will expand from 21 to 25 events and leagues. Completed.
- Provide backpacking training for outdoor experience facilitators. In Progress.
- Assess outdoor experience facilitator hiring methods to better reach diverse populations. In Progress.

2019-20 & Future Goals
- Continue to work with Campus Safety and other University partners to ensure that our facilities remain safe and accessible for the both University community and guests.
- Evaluate and assess satisfaction with our facilities to determine what improvements may be needed in the future.
- Upgrade to 25Live Pro in the Fall of 2019, and update all training materials and schedule trainings for the university for 25Live Pro.
- Successfully transition/merge with Conference Services to streamline and enhance the scheduling, resource allocation, and logistical planning.
- Aramark will expand communication and partnership efforts with students and student organizations, and enhance customer service and guest experiences.
- Increase usage of Campus Recreation Membership Portal to renew memberships, locker service, towel service, and program registration.
- Restructure Group Swim Lesson schedule to allow siblings to participate in lessons at the same time and to allow easier movement from one level to the next.
- Offer the following trainings: backcountry, Club Sports officers, fitness instructors.
- Offer special programming for the rock wall, fitness programs.
- Create a comprehensive group development resource for outdoor experience staff.
- Increase IM total roster counts (total participations) to 15,000.

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

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

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

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

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

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**Student Complex Continued**

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Office of the Dean of Students

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

Learning Outcomes
As a result of participating in the lines of service provided by the Office of the Dean of Students, students will be able to:
• express what they need to be successful at Loyola;
• identify action steps to navigate challenge and overcome obstacles to success;
• articulate rights, resources, and responsibilities on and off-campus;
• demonstrate responsible decision-making skills.

Signature Activities

Behavioral Concerns Team (BCT): The BCT is the centralized coordinated body for discussion and action regarding students exhibiting behaviors that indicate distress, cause a disturbance, or disrupt the life of the institution. With the Office of the Dean of Students, 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.

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

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

Highlights

Welcome new staff members:
Paige Gardner, M.Ed., Assistant Dean of Students and CARE Case Manager, Courtney Bibery, LCSW, Assistant Dean of Students and Title IX Deputy Coordinator for Student Concerns, and Lisseth Manzano, Ph.D., Associate Dean of Students.

Formalized emergency hardship funds process.

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

Established Preferred Name Policy for the university.

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

Assessment Findings & Data

For the BCT services, the most frequent “Primary Concern Types” were suicide ideation (49 in fall, 52 in spring), mental health concerns (38 in fall, 21 in spring), and suicide attempts (13 in fall, 9 in spring). Students were in all class years (including graduate students), with first-year students representing 47% of the students receiving BCT services in the fall, and 32% in the spring.

For CARE services, the most frequent “Primary Concern Types” were mental health concerns (82 in fall, 78 in spring), academic concerns (45 in fall, 44 in spring), and grief/loss (54 in fall, 41 in spring). Students were in all class years (including graduate students), with first-year students representing 38% of the students receiving CARE services in the fall, and 28% in the spring.

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

There are many opportunities to link student success to the work of the behavior CARE team (Rotherham, 2018). In Fall 2018, nearly 400 students were referred to BCT and CARE services, and the office received 80 reports for equity-based misconduct services. In Spring 2019, over 350 students were referred to CARE, and the office received 159 reports for equity-based misconduct services.

In Fall 2018, 60% of students were referred to BCT and CARE services, and 40% were referred to CARE services only. In Spring 2019, 60% of students were referred to CARE services only.

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With the upcoming launch of the Center for Student Assistance and Advocacy (CSAA) and initiatives to promote one Loyola, the DOS will continue to refine its identity and to collaborate with campus partners across the University and its many campuses.

2019-20 & Future Goals

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

Quotations

“I always felt like I had your full support and understanding.” - Student

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

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

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

Staff
• 6 Full-Time Employees

2019-20 & Future Goals

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

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

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

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

Signature Activities

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

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

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

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

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

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

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

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

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

Assessment Findings & Data
From August 1, 2018 to May 31, 2019, Conduct Administrators resolved a total of 1,497 unique incidents involving 1,731 students through a combination of student conduct and conflict resolution pathways.

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

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

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

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

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

In the Spring 2019 semester, OSCCR staff partnered with several faculty colleagues to create student conduct process outcomes for 82 students and interacted with over 100 additional students while hosting OSCCR’s signature program, the Student Promise Day.

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

OSCCR offers trainings to 28 students, and restorative justice services by developing specific branding outreach materials. OSCCR trains staff on five different campuses who ensure that, in their role as conduct administrators, they operate through a restorative justice lens and exercise a high degree of care, support, and intentionality in making decisions that impact students.

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17 Volunteer Student Leaders

17. Volunteer Student Leaders

Office of Student Conduct & Conflict Resolution

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OSCCR staff advisors used a rubric to assess the SCR progress toward the boards’ specific programmatic goals and provide specific feedback to SCR members. In addition, 97% of students assigned to the Values Workshop agreed or strongly agreed that the CRL facilitators seemed knowledgeable and organized.

2019-20 & Future Goals

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

Quotations

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

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

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

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

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

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

Department of Programming (DOP): DOP is a sponsored student organization that plans on- and off-campus events every Wednesday through Saturday for a discounted price or credit to students that plan on- and off-campus events. These events include Mainstage, Marketing, Films, Special Events, Collaborations, and Membership. DOP also has a General Board, where general members contribute to events.

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

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

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

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

Highlights
CSL collaborated with the Office of the Dean of Students to open a food pantry in spring semester to address challenges of food insecurity. Operating out of the Comunter Resource Room, Iggy’s Cupboard provides non-perishable food items and other essentials to any member of the Loyola Chicago community.

CFL hosted three annual Commuter Bash Events before final exams in the spring semester. There was a record high attendance of 126 commuter students.

DOP hosted 165 programs. DOP collaborated with many RSOs on programs. 547 students attended these events. RSO Orientation (1 & II) are educational workshops for student organization officers to learn about resources, policy, and procedures, ethical decision making, leadership development, and conflict management. 18 RSO Orientations were hosted and 810 student leaders participated.

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

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

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

This year, Multicultural Greek Council (MGC) grew by 66.7%, Interfraternity Council (IFC) grew by 30.1%, and Panhellenic Council (PHC) grew by 38.1%. Two new chapters joined the community: A record-breaking number of 541 students joined the SFL community in Spring 2019.

Senior Send Off programs included a Boat Cruise (671 participants), a Broadway In Chicago show, Anastasia (150 participants), a Cubs Game (500 participants), and Senior Toast (95 students, 567 guests/mentors).

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

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

2018-19 Goals
- Partner with Athletics, and Campus Recreation to implement Prevent Zone for student organizations, and other identified student groups. Completed.
- Begin migrating the OrgSync platform to Engage; In-progress.
- Increase social justice programming and collaborations offered through the Department of Programming; Completed.
- Revamp the Greek Standards and Awards Program to transition to a digital platform; Completed.
- Increase Commuter Student Life program attendance by 35%; Completed.

2019-20 & Future Goals
- Work with campus partners in completing the full migration from OrgSync to Engage.
- Streamline administrative procedures and create a strong focus on Student Life.
- Enhance the focus on learning outcomes in departmental programs.

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

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

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

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

“I have really enjoyed the monthly SFL Study Tables. By providing snacks, games, and a space to work on my assignments with other sorority and fraternity members, I feel connected as well as appreciated for working hard on my academics, especially during midterms and finals.” - SFL Member
Loyola University Chicago Empowering Sisterhood (LUCES): The program connects 1st year and transfer students with a LUC faculty or staff mentor. Students also attend leadership development, social, and educational events sponsored by LUCES.

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

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

Signage Activities

Brothers for Excellence (B4E): A mentorship program for 1st year undergraduate and transfer male & gender non-conforming students of color. Students are matched with male faculty or staff mentors. Peer Mentors host monthly programs.

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

LUCES marked its 10th anniversary. LUCES fosters spaces for undergraduates, graduates, staff and faculty with shared racial or gender identities to come together monthly for programming focused on leadership development, community, and wellness. SDMA and Campus Ministry received a grant from the Interfaith Youth Core to develop an Interfaith Ally Training in the next academic year.

Assessment Findings & Data

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

68 first-year students participated in the STARS Peer Mentorship program. 94% of these students completed their first year at LUC in spring 2019. The average cumulative GPA among 16 peer mentors and 2 program interns was 3.54 at the end of spring 2019. Through the B4E program, 18 students were matched with a faculty or staff mentor. The end of the academic year, the average cumulative GPA was 3.02 among mentors, and 3.19 for peer mentors.

40 students enrolled in the LUCES program. The average cumulative GPA among mentees was 3.2 at the end of spring 2019. 78 people (mostly faculty and staff) completed the Share the DREAM Undocumented Student Ally Trainings this year.

2018-19 Goals

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

Quotations

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

“I feel that I can overcome imposter syndrome by using the words of affirmation I have received in UNIV 101 and from the STARS program. I have also heard a lot of my peers talk about their views on other topics, with conversations about impostor syndrome and I do not feel alone.” - STARS Mentor

“I was humbled to learn more about the diversity within the queer and trans community as well as how other community members present information around their identities and the identities of others. Moving forward, I am interested in how to elevate queer and trans voices in a way that is honoring but not tokenizing in nature.” - Q Retreat Participant.
Staff
- 2 Full-Time Employees
- 1 Graduate Intern
- 7 Student Assistants

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

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

Signature Activities
Educational Programs: Programming geared towards education and professional development for undergraduate, graduate, professional, and adult students. For example, WTCL is a part of the Martin Luther King Jr. Celebration to continue to educate on his message. Staying Best Friends is a program both are in a graduate or professional program. WTCL also supported the further development for undergraduate, graduate, professional, and adult students. We are committed to enriching the student experience and fostering a transformative learning community.

Assessment
- Findings & Data

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

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

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

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

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

Implementation of Leadership Development within the Core Team training.

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

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

2018-19 Goals
- Implement an online resource orientation with select programs or schools. In progress.
- Institutionalize the Graduate, Professional, and Adult Student Council. In progress.
- Continue support for Black Lives Matter Conference. On-going.
- Continue support for Martin Luther King Week activities at Water Tower Campus. On-going.
- Continue collaboration with SDMA and International Student Services to offer affinity group spaces. On-going.
- Implement the bulletin board posting policy for Water Tower Campus. Completed.
- Create a summer graduate internship position. Completed.
- Pilot the use of OrgSync, an online student organization management system, with select colleges and schools. In progress.
- Create a Water Tower Strategic Plan. In progress.
- Align program learning outcomes with department learning outcomes. Completed.
- Enhance the Core Team training. Completed.

2019-20 & Future Goals
- Implement an online resource orientation with select programs or schools.
- Institutionalize the Graduate, Professional, and Adult Student Council.
- Continue support for Black Lives Matter Conference.
- Continue collaboration with SDMA and International Student Services to offer affinity group spaces.

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

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

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

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

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

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

- Bottle and Bottega Participant

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Mission & Vision Statements

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

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

Mission & Vision Statements

Learning Outcomes
- Students will identify risk-reducing behaviors that promote a healthy community.
- Students will promote mental and emotional health.
- Students will demonstrate self-care skills that promote optimal health to enable academic success.

Signature Activities

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

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

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

Advocacy Services: Trauma-informed, trained advocates are available to meet with survivors and co-survivors of gender-based violence. They are able to answer questions, discuss reporting options, explain what resources exist on- and off-campus, help navigate Loyola’s conduct process, safety plan, and more. Advocates can be reached by calling the Loyola Sexual Assault Advocacy Line or making an appointment at the Wellness Center.

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

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

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

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

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

Signature Activities

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

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

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

Stay Well.
Be Well.
Think Well.

Wellness Center Continued

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

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

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

Assessment Findings & Data
The Wellness Center continues to have a robust number of student contacts. Clinical visits were 24,030 (medical 15,454 and mental health: 8,576). The Wellness Center held an additional 356 programs and trainings that had 14,345 of student contacts. Clinical visits were 24,030 (medical: 17,416 and mental health: 6,614). The impact of the course can be highlighted by the following: 69% of participants said the course changed their perceptions of others’ drinking behavior. 62% indicated they intended to limit their drinking frequency. 66% indicated they intended to limit the number of drinks they consume. 94% felt better prepared to help someone who may have alcohol poisoning.

2,869 first-year students completed the Alcohol Edu. The impact of the course can be highlighted by the following: 88% of participants said the course helped them identify healthy vs. unhealthy relationships. 90% of participants gained information about consent. 90% felt better equipped to support a survivor of sexual assault. 89% felt more confident intervening when they see concerning behavior.

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

Change in 2018 Goals
• Secure authorization and funding for, and negotiate contract with, outside vendor (ProtoCall) to provide after-hours response to urgent mental health consultation and crisis management. Completed.
• Integrate primary care suicide screening assessments as part of care-as-usual; provide continuity of key aspects of suicide prevention grant, including QPR trainings, support of Active Minds chapter, and support for two awareness week outreach event series. Completed.
• Complete a needs assessment of the Loyola Sexual Assault Advocacy Line. Conduct interviews with key informants and student focus groups to inform new marketing and initiatives to promote the Line. Completed.

2019-20 & Future Goals
• Successfully implement ProtoCall services to campus community for after-hours urgent mental health response.
• Collaborate with Athletics to integrate a part-time embedded counselor within Athletics to enhance mental health services to student athletes.
• Evaluate need for further mental health staffing, including potential embedded position within Sullivan Center.
• Enhance mental health outreach and support of undocumented students.
• Implement an annual screening for all patients to assess for intimate partner violence.
• Develop screening and behavioral interventions for students using electronic cigarettes.

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

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

CHANGE held 10 programs this year, reaching 385 students. CHANGE was honored for being the “Best Sponsoring Student Organization” at this year’s Student Organization Awards.

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

This year, 1,300 students received the flu vaccine.

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

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

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

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

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

Assessment Findings & Data
There were 2,364 unique individuals (family members and students) who attended Family Weekend. This is an increase over the number from 2017, which was 2,178. The largest events (with the number of participants per event in parentheses) were: Family Picnic (2,100), Chicago on Campus (1,800), Family Brunch (1,500), Family Lunch (1,000), Family Mass (500). Second City Comedy Show (958), and Welcome Reception (468).

In addition to hosting the division’s holiday gathering, and overseeing logistics for both the August and January In-Service, the PDC executed the Divisional Awards Recognition and Celebration with over 110 award nominations, and hosted nine professional development programs. Topics included social justice, inclusion, impostor syndrome, mental health, self-care, and technology.

2018-19 Goals
- Re-establish the full partnership between LUC and DePaul University to co-sponsor the Assessment Certificate Program. In addition, strive to increase participation of LUC staff and faculty by at least 50% relative to numbers in 2017-2018.
- Partially Completed: Although the program did not experience significant increases in participation, LUC did re-establish a full partnership, fulfilling both administrative roles with the ACPS, as well as equally sharing in the facilitation of workshops. This has made it easier for LUC staff and faculty to participate.
- Effectively transition as Campus Ministry and Community Service & Action joins the Mission Integration team in the new academic year. A shared goal is to continue to collaborate and maintain strong, positive relationships with colleagues in both areas.
- Completed: The Director of Campus Ministry continues to participate in monthly meetings with the division’s directors, and the areas collaborated to plan the August in-service. The Campus Ministry and Community Service & Action staff are invited to PDC sessions, and staff continue to serve together on committees, wellness teams, retreat teams, and more.
- DSD directors will review the divisional strategic plan that was developed in alignment with LUC’s Plan 2020. Progress towards goals will be evaluated, and updates will be made as needed.

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

Quotations
“…I think we could have spent the rest of the day… I think we could have spent the rest of the day…” – January In-Service Participant

“…” – January In-Service Participant

“The speaker [Robert Brown] was fantastic… Thank you!! He was dynamic, inspiring, challenging, insightful… I think we could have spent the rest of the day unpacking his talk and discussing specific ways to incorporate his insights…” – January In-Service Participant


Payne, Jesse (2019). Gaining our Bearings: Mapping Campus Climate through Geospatial Mapping Technology. Las Angeles, CA/INASPA.


Professional Organization Involvement

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

Evert, Shandee. Treasurer. GLACUHO.

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

Garcia, Yesenia. Health and Wellness Chair. GLACUHO.

Hows, Shannon. JASPA Innovation Grants Committee Chair.


Jimmerson, Megan. Chair. NACURH.

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

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

McLean, Jack. JASPA Board Member.

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

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


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


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

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

Tennison, Ray. Chair, Campus Safety & Crisis Management Committee, GLACUHO.
Five Characteristics of a Jesuit Education:

1. **Commitment to excellence:** Applying well-learned lessons and skills to achieve new ideas, better solutions and vital answers.

2. **Faith in God and the religious experience:** Promoting well-formed and strongly held beliefs in one's faith tradition to deepen others' relationships with God.

3. **Service that promotes justice:** Using learning and leadership in openhanded and generous ways to ensure freedom of inquiry, the pursuit of truth and care for others.

4. **Values-based leadership:** Ensuring a consistent focus on personal integrity, ethical behavior in business and in all professions, and the appropriate balance between justice and fairness.

5. **Global awareness:** Demonstrating an understanding that the world's people and societies are interrelated and interdependent.