

CAMPUS
MINISTRY

RESIDENCE
LIFE

STUDENT
COMPLEX

STUDENT LIFE
& ENGAGEMENT

WATER TOWER
CAMPUS LIFE

WELLNESS
CENTER

OFFICE OF THE
VICE PRESIDENT



DSD
DIVISION of STUDENT DEVELOPMENT

2017-18

ANNUAL REPORT

Letter from VP Jane Neufeld

August 2018

Dear Colleagues, and Friends,

This Annual Report reflects the important work that was done this year by the talented, and dedicated staff in the Division of Student Development. We recognize that the collaborative nature of our work allows us to benefit from valuable partnerships within and beyond campus, for which we are grateful. Together, we have accomplished a great deal in our work to serve students, and to contribute positively to the Loyola community.

I am pleased to share some of the highlights of the year, as well as some major happenings within the division:

- We “on boarded” Santos, our new therapy dog. Santos lives with Fr. Scott Hendrickson, S.J. in Regis Hall and has quickly become the most popular dog on campus.
- Our Campus Ministry partners will transition to the division of Mission Integration under the direction of Janet Sisler, Interim Vice President. We will continue to have a close working relationship.
- The highly successful signature programs for Student Leadership Development have found new homes in Student Diversity & Multicultural Affairs (SDMA), and Student Activities & Greek Affairs (SAGA).
- Commuter Student Life programs that were formerly coordinated by Off Campus Student Life are now housed within SAGA, and initiatives serving Resimuters are now being offered by Residence Life. All programs continue to thrive.
- The division hosted several watch parties and events for our men’s basketball team as they made a Cinderella run to the Final Four in San Antonio. Many diehard fans who are members of the division volunteered to travel with students to games... nobody needed to work hard to convince them to do so!

As we reflect on the 2017-2018 academic year, we are busy preparing to make another large incoming class of new students feel at home here, and to welcome back current students. We look forward to working with campus and community partners to foster a positive sense of belonging on campus, cultivate integrative learning through engagement, and support student success. We are honored to have the opportunity to contribute to divisional and institutional goals that are aligned with our Jesuit values.

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



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DSD Signature Activities Chart

<p>CAMPUS MINISTRY</p> <p>+CSA</p>	<ul style="list-style-type: none"> —Alternative Break Immersion —Christian Life Community —Community Service & Action —Labre —Retreats —Sacramental Life <p><i>Rooted in our Jesuit Catholic tradition, Campus Ministry inspires Loyola students to grow personally and spiritually by inviting them to deepen their values and their relationships with themselves, others, and God.</i></p>	
<p>RESIDENCE LIFE</p>	<ul style="list-style-type: none"> —Crisis Response & Conduct —Desk Operations —Housing Operations —Resident Assistant Experience —Student Learning & Development <p><i>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.</i></p>	
<p>STUDENT COMPLEX</p> <p>+Campus Rec</p>	<ul style="list-style-type: none"> —Athletics Facilities —Campus Recreation —Campus Reservations —Dining Services —U-Pass (CTA) Distribution —Student Centers <p><i>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.</i></p>	
<p>STUDENT LIFE & ENGAGEMENT</p> <p>+DOS +OSCCR +SAGA +SDMA</p>	<ul style="list-style-type: none"> —Behavioral Concerns Team & CARE —Commuter Student Life —Conflict Resolution —Office of the Dean of Students —Department of Programming —Diversity & Inclusion Education —Leadership Development & Advocacy¹ —Sorority & Fraternity Life —Special Events —Student Conduct —Student Organizations —Title IX Services <p><i>We enrich the Loyola University Chicago student experience by providing transformative engagement opportunities for reflection, dialogue, and action. In the Jesuit spirit of cura personalis, we advocate for and with students, we cultivate student success, and we educate and develop socially responsible leaders.</i></p>	
<p>WATER TOWER CAMPUS LIFE</p>	<ul style="list-style-type: none"> —Graduate, Professional, & Adult Student Life —Downtown Campus Support —Student Center Information Desk —Water Tower Campus Special Events <p><i>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.</i></p>	
<p>WELLNESS CENTER</p>	<ul style="list-style-type: none"> —Medical Services —Mental Health Services —Student Led Programming —Wellness Education <p><i>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.</i></p>	
<p>OFFICE OF THE VP</p>	<ul style="list-style-type: none"> —Administration/Operations —Assessment —Budget & Purchase Regulations —Divisional Committees —Divisional Marketing/Communication —Family Weekend —Student Excellence Resources —Web & Social Media Management —Weekend of Excellence 	<p>¹These services support four student populations: first-generation, LGBTQIA*, students of color, and undocumented students.</p>

DIVERSITY STATEMENT:

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

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 MISSION:

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

CAMPUS MINISTRY

Staff

10 FTE, 2 Part-Time Employees, 4 Graduate Assistants, 15 Student Staff, 3 Resident Chaplains, 5 Contracted Chaplains.

Mission Statement

Campus Ministry invites students to experience, learn, and deepen their understanding of self, faith, and role in the world.

Learning Outcomes

- As a result of participating in Loyola 360, first-year students will be able to give an example of how they feel an increased sense of belonging at Loyola.
- As a result of participating in Christian Life Communities (CLC), members will be able to identify the three pillars of spirituality, community and mission, and how they live them out.

Signature Activities

Alternative Break Immersions (ABI): The ABI program provides opportunities for students to expand learning and personal development through a weeklong service and immersion experience.

Christian Life Communities (CLC): CLC is a program of small, student-led faith-sharing groups. CLC is rooted in Ignatian Spirituality and connected to the international CLC organization.

Labre: Labre's main focus is solidarity, rather than charity, focusing on the relationships created than on the act of providing food itself. By building relationships with the homeless poor, Loyola students choose to stand in solidarity with God's people and affirm the human dignity of all.

RCIA: Students who have never been baptized, or who have been baptized in a non-Catholic church and would like to become fully initiated members of the Catholic Church, meet weekly beginning in the fall to learn about the Catholic faith.

Retreats: The Retreat program has a diverse set of offerings to engage students across the four year Loyola Experience. Every retreat infuses Ignatian spirituality at various levels with the desired outcome of students being able to appropriate Ignatian spirituality to their everyday lives.

Sacramental Life: The signature activities within Sacramental Life include Catholic liturgies, Confirmation preparation, a monthly organ concert series, the Rite of Christian Initiation of Adults (RCIA), Taizé Prayer, and weddings.

The9: "THE9" sings at the Sunday evening Mass at 9:00p.m.

Highlights

- CLC: CLC joined Ignatian Solidarity Network's Campaign for Hospitality, which allowed CLC members and the Loyola community at large to encounter people with firsthand experience of migration and to consider how they might make a more welcoming and inclusive community.



The9: Community Nights were organized three times a semester to assist in retention efforts by helping members get to know each other socially. This strengthened bonds and helped to form friendships that helped keep our participation numbers throughout the year consistent.

Retreats: This year we saw greater involvement with Arrupe College students and continued partnerships with Student Transitions and Outreach, Athletics, Achieving College Excellence (ACE), Cristo Rey, Learning Communities, Christian Life Communities (CLC), and the Honors program.

- Sacramental Life: A highlight was That We May All Be One: Reformation and the Spirit of Christian Unity, which took place on October 18.
- In collaboration with the Joan and Bill Hank Center for the Catholic Intellectual Heritage, Campus Ministry staff marked the 500th anniversary of Martin Luther's 95 Theses with a day-long symposium that looked at ecumenical dialogue through the years and the legacy of the Reformation. Campus Ministry coordinated a panel and hosted Vespers in Madonna della Strada chapel to conclude the symposium.

Assessment

- The CLC program involved 41 small groups, 57 small group leaders, and 339 active members over the course of the year. During the 2017-18 year, 339 student participants logged a collective 9,731 hours of involvement with the program. The total hours of involvement rose 35% from the 7,188 hours logged in 2016-17.
- The 28 retreats coordinated this year involved 1018 student participants, 105 student leaders, and 150 staff participants.

- Surveys were conducted after each retreat: (a) 98.3% of participants indicated that Senior Retreat helped them recognize at least one instance of being supported in their time at Loyola; (b) 100% of Unwritten participants said they would recommend Unwritten to their friends; and (c) 88.5% of participants said that Loyola 360 deepened their sense of belonging at Loyola.
- Sacramental Life's services included 351 Mass services at LSC, 59 Mass services at WTC, 29 Confessions, 9 Holy Days/Holy Week, 28 Taizé Prayer services, 12 Organ Concerts, 53 Weddings, 106 memorial services, and 5 students in RCIA.

2017-18 Goals

- Retreats: Routinize year-round retreat captain formation process.
- Sacramental Life: Re-envision the Busy Student Retreat and RCIA.
- CLC: Develop curricula that will allow CLC participants to explore the intersection of their faith and Catholic Social Teaching/social justice.
- THEA: Launch first annual Theology of Healing Earth Institute (July 2017).
- Spiritual Direction: Create structures to connect students with spiritual directors on campus.

Future Goals

- CLC: Utilize the resources of Catholic Relief Services (CRS) and Ignatian Solidarity Network (ISN) to form the CLC Love-in-Action team members so that they are able to train their peers around the issues of 1) food insecurity and 2) migration.
- Retreats: Complete overhaul of Retreats social media presence, including Facebook, Twitter, Instagram, and Spotify.

Quotations

"I learned a lot about myself as well through the reflection activities that were held at the end of the day. I realized what my true fears are, what is holding me back from the person I want to be, and what is pushing me forward to the person I strive to be." - ABI Participant

"Being in a CLC is not just about meeting every week, it's about being in relationships... It's about forgetting the stresses of life for a while and being in communion with God. This is huge for your mental and spiritual health." - CLC Participant

"After experiencing a period of difficulty and growth, I came on the Silent Retreat to redefine my relationship with God. This retreat taught me to make room for God to speak for myself to listen. This was truly refreshing and a great means to encounter God!" - Ignatian Silent Retreat Participant



- As a result of participating in the Rite of Christian Initiation of Adults (RCIA), students will be able to make an informed decision about becoming Catholic.
- As a result of participating in an ABI, students and staff will explore the pillars of building community, deepening faith, living simply, and doing justice.
- As a result of participating in Campus Ministry programs, students will cultivate habits of prayer and theological reflection.



COMMUNITY SERVICE & ACTION

(CSA)

Staff

2 FTE, 1 Graduate Assistant, 1 Student Staff

Mission Statement

CSA 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.

Learning Outcomes

- 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.
- 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.
- 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.
- By participating in an ongoing community service program sponsored by the CSA, students will take part in reflection conversations in which they articulate 2 personal values developed or deepened through their experience.

Signature Activities

Saturday of Service: An annual Welcome Week event for first-year students. The Saturday after move-in, students volunteer with community partners in Rogers Park and Edgewater.

St. Thomas of Canterbury Soup Kitchen: Every Tuesday and Friday, students volunteer to prepare, serve, and share a meal. This is a drop-in program, focused on first-year students. Students may serve without a regular commitment.

Loyola4Chicago: Students serve weekly at various sites for children, immigrants, persons with mental illness, persons experiencing homelessness, and others. Each team is led by a student who coordinates logistics and facilitates the group's reflection on the service experience.

Hunger Week: A Loyola tradition since 1973, Hunger Week provides a week of education and awareness around global hunger. A student team plans and implements all of the programs.

Post-Graduate Volunteer Discernment: To support discernment about life after LUC, CSA provides Post-Graduate Volunteer Service programs. Post-graduate volunteers serve for a few months to a few years while building skills, exploring careers, gaining experience, deepening faith, and enhancing self-understanding. Twenty graduating seniors and 7 recent alumni self-identified as entering a post-graduate service program.

Ignatian Family Teach-In for Justice:

An annual gathering for members of the Ignatian family to learn, reflect, pray, network, and advocate in the context of social justice and solidarity. At the three-day event held in Washington, DC, participants attended workshops, prayer services, and visit 6 elected officials.

Highlights

- The CSA welcomed a full-time, permanent staff member in place of the AmeriCorps VISTA volunteer who had previously supported several CSA programs. Initial benefits of the full-time position were the development of program-specific learning outcomes (Loyola4Chicago), creation of assessment plans (Loyola4Chicago and Saturday of Service), and enhanced reflection (Loyola4Chicago and St. Thomas of Canterbury Soup Kitchen Outreach).
- This year, CSA staff began evaluating time spent in student formation through CSA programs such as reflection sessions, retreats, and trainings. CSA staff provided over 3,100 hours of student formation programming and support, in addition to over 11,000 hours of community contact completed by the students.
- The Service and Faith Learning Community (LC) provides a holistic encounter with the Jesuit values of service and faith for a community of first year students. The CSA director collaborates with Residence Life and Academic Affairs. Programs were created by the CSA. Participation in co-curricular programs was around 90%. At the year-end retreat, students highlighted the impact of the LC courses. A student who took the fall Theology course stated that it "was great to get to know one another so well at an academic level right away." Students appreciated engaging in direct community service as part of the spring Sociology course.
- Twelve LUC students engaged in the retreat and conference elements of the Ignatian Family Teach-In for Justice, which focused on mass incarceration and immigration. The Teach-In engages with justice through critical thinking and a faith perspective. One student reflected, "I loved the opportunity to see the Jesuit values I had learned about and developed over the last four years at Loyola in action."
- The number of unduplicated Loyola4Chicago volunteers for the year increased 16% from the previous year. This growth included the expansion of two additional service teams for one community partner.



Assessment

The CSA reports the following service totals for 2017-18 academic year:

Program Name	Student Leaders	Student Volunteers	Total Students	Community Orgs	Total Service Hours	Total Hrs Student Formation
Saturday of Service	23	194	217	19	659	229
St. Thomas of Canterbury Soup Kitchen	4	228	232	1	1,973	326
Loyola4Chicago	32	245	277	8	7,836	2,302
Hunger Week	14	530	544	9	389	650
Service and Faith Learning Community	1	25	26	n/a	450	480
Post-Graduate Volunteer Discernment	n/a	105	105	45	n/a	85
Ignatian Family Teach-In for Justice	n/a	12	12	n/a	n/a	360
TOTAL	74	1,339	1,413	82	11,307	4,432

- During Hunger Week, \$1,200 was raised and donated to three hunger-related non-profits.

2017-18 Goals

- *Develop supervision and workload plan for new CSA Service Coordinator.*
Progress: The Community Outreach Coordinator began in July 2017 and immediately began contributing at a high level. She took a year-long assessment program and will use her skills to enhance learning outcomes and assessment for key CSA programs in the coming years.
- *Enhance direct service programs (Loyola4Chicago and Soup Kitchen) with deeper reflection components for student participants and leaders.*
Progress: Reflection was enhanced in Loyola4Chicago through closer support by the program coordinator. While initial enhancements were made, additional work is underway to continue to increase the depth and effectiveness of the reflection sessions. Soup Kitchen reflection was attempted but with low attendance. Current evaluations will inform a new approach for the 2018-2019 academic year.

- *Continue to develop a comprehensive student leader development plan that includes progressive opportunities for experienced leaders.*
Progress: Fall student leadership development followed a structure created in the previous year, however, a review of the program determined that a new method was required. In Spring 2018, CSA staff developed a new approach with small groups and current media sources. The method combines justice education with reflection and skill development for student leaders.

Future Goals

- Implement new student leadership development program. Build three-year curriculum from the structure, if successful. Explore new methods, if not successful.
- Engage the CSA's four values (immerse, invite, inspire, ignite) in program development, assessment, and marketing.
- Develop new staffing model and workload distribution in anticipation of the termination of the Graduate Assistant position.

Quotations

"Hunger Week is a time for all students, faculty, and members of the community to come together and take action - it is the time that true Rambler Spirit speaks and shows Loyola heritage." – Hunger Week Team Member

"Whether from Jesuits, migrants, "homies" from Homeboy Industries, or other students, the various perspectives [at the Teach-In] challenge me to consider what I can do in my own community and to better promote justice and equity." – Ignatian Family Teach-In for Justice Participant

"Working with these children, knowing what many of them go through in daily life, was humbling and heart-wrenching. I discovered the realities of my privilege. But, that's when I realized I can use my privilege to advocate for the underserved..." – Loyola4Chicago Student Leader



RESIDENCE LIFE

Staff

24 FTE, 12 Graduate Assistants, 3 Graduate Interns, 288 Student Staff

Mission Statement

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

Learning Outcomes

Students who participate in Residence Life programs and services will:

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

Signature Activities

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

Desk Operations: All first-year buildings have 24/7 desk operations, as do many sophomore and upper-class buildings. Desk operations staff help to facilitate a welcoming and safe environment by assisting in the administration, service, and security of the residence halls. As the first contact for residents, visitors, and persons in and outside of the Loyola community, Desk Receptionists must demonstrate professionalism and excellent customer service while responding effectively in emergency situations.

Housing Operations: Key activities typically consist of customer service outreach or interactions with residential students at all times of the year. These consist of facilities, move-in and move-out, assignments, and sustainability.

Resident Assistant (RA) Experience: As a signature experience at LUC, the RA experience gives upper-class students the opportunity to serve as resources, community builders, administrators, role models, mentors, and peer educators for residents. As members of a residence hall team, RAs work collaboratively with departmental staff to create a vital and engaged living-learning community. This is a full academic-year experience, 20 hours per week on average.

Student Learning and Development: The Residential Curriculum puts learning at the forefront of the residential experience. Each section of the academic year is structured with learning outcomes that increase in complexity over the two-year residential experience. RAs devote at least 4 hours per week to structured educational strategies, guided by their masters-level supervisors and departmental resources. 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. In Learning Communities (LCs), students live and learn with peers who share their interests, attending programs and taking classes together.

Highlights

- Successfully housed the largest first year class in Loyola's history, again. The fall move-in process was flawless.
- Completed significant renovations to Mertz Hall, including three new elevators, plus new furniture in all rooms and lounges. Completed significant renovations to Fairfield Hall, including all new bathrooms, cabinetry and electrical work, and hallway flooring.
- Implemented the Residential Curriculum model of student engagement in all residential facilities with an emphasis on



- first and second year students.
- Several Residence Life staff members served their professional associations this year in elected or appointed positions.
- Successfully navigated away from wired cable and adopted Comcast XFINITY as our cable partner using exclusive streaming technology.
- Residence Hall Association had a very successful year, recommending several policy changes to Residence Life that were adopted for the 2018 to 19 year, including significant changes to the guest policy.

Assessment

- As a result of their RA experience: (a) 85.2% of all RAs stated that they are better able to communicate effectively with a variety of individuals; and (b) 86.9% of all RAs stated that they are better able to function effectively on teams.
- LC programming increased by 45% over the previous academic year, with 91 LC events.
- 6,455 students attended 2,014 events planned by RAs. 54% of on-campus students attended an RA event. 1,851 students attended Hall/ Area Council events.
- Overall student satisfaction with safety/security in Residence Life = 6.08 out of 7
- There were 2,055 student room lockouts performed, and 11,227 guest registrations completed by front desk staff. There were 4,689 Health & Safety Inspections, with an average 95.5% pass rate.
- 688 individual students took 4,134 Upper Class Area Tours.
- 92% of students were satisfied/highly satisfied with the move-in process. 96% were satisfied/highly satisfied with the speed of check-in.
- Residence Life staff responded to 1,726 after-hours duty calls (an increase of 12% over last year).
- There were 3,017 conduct cases in the halls. 2,237 of them were processed by Residence Life staff.
- Requests for student wellness checks increased by 98% over the 16/17 academic year (168+ wellness checks).



2017-18 Goals

- Implement the new Residential Curriculum model, and develop assessment questions for 2018/2019. **Completed**
- Develop a 5-10 year housing master plan based on the results of the Housing Demand Study. **Completed**
- Complete at least 33% of the strategies developed in the Residence Life Strategic Plan. **In Progress**
- Develop a staffing model that meets departmental needs long term. **Completed** based on institutional priorities; Long-term needs are still under assessment.

Future Goals

- Stabilize optimal occupancy in conjunction with facilities master plan and institutional enrollment.
- Define cohort-housing experience, including bed type, amenities, programs, and meal plan.
- Develop a comprehensive staffing plan that responds to departmental strategy and vision.
- Develop and expand marketing initiatives to enhance the student experience.

Quotations

“This position has taught me to ask for help when I need it, increase my independence, grow my confidence, become more involved in social justice topics, and stay true to myself. I did not expect to grow so much as a person and student from this position.” – Current RA

“The Residential Curriculum helps keep me aware of what there is on campus and the different social justice values that Loyola has to offer. Without it, I don't think I would have discovered as much as I have about Loyola” – Residential Student

“The programs I attended this year provided for a unique experience to develop community with on-campus students in the residence hall and across campus by encouraging developing meaningful relationships with one another. These programs really showed me that community is one immense aspect of the experience and I can't wait to experience more!” – Residential Student



STUDENT COMPLEX

Staff

8 FTE (LUC), 236 FTE (Aramark), 25 Temporary Staff, 80-100 Student Staff.

Mission Statement

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.

Learning Outcomes

- As a result of their student employment experience with the Student Complex Facilities and Services unit, students will be able to:
 - identify the 4 key principles of customer service defined in the FISH Philosophy of Customer Service training program.
 - name and explain the importance of at least 3 university departments and how those departments contribute to them being successful as student employees.
 - describe the impact that their individual employment experience had on at least 3 relationships that they developed through their employment (professional staff, student-student, faculty, etc.).
- Staff, faculty, and students in RSOs will learn skills related to event scheduling, planning, and logistics in order to ensure the success of their events.
- Student employees will develop administrative, organizational, and communication skills.

Signature Activities

Special Events: The Student Complex team plays a key role with major LUC events including (but not limited to): Convocation, Orientation, Commencement, and the Christmas Tree Lighting.

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.

Campus Reservations: Staff and software support members of the LUC community with room reservation needs.

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.

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

Highlights

- Student Complex upgraded the in-house LED Display Boards in the Gentile Arena, including the scorer's table and media table. 93% of spectators rated the improvements as Excellent and said improvements increased their overall satisfaction at the game.
- The historic run of the Rambler's Men's Basketball Team resulted in 5 watch parties (4 inside Damen, 1 inside Gentile Arena). Attendance ranged from 500-4000 people per event, with total attendance approaching 10,000 spectators. In addition, the Student Complex staff helped to coordinate Welcome Back to Campus Events for the Basketball Team.
- The Student Complex team continued to strengthen the Gentile Arena student staff's expectations and customer service role, resulting in an 85% excellence rating based the 2017-2018 assessment data.
- Aramark implemented an Allergen Friendly Dining Hall in Simpson Hall. Recipes have been selected by chefs and a registered dietitian to eliminate 7 of the top 8 allergens. In addition, Aramark announced a partnership with the Humane Society of the United States on a series of plant-based culinary workshops, and implemented new plant forward recipes into menu rotations. Aramark also received an "A" rating from PETA2 for providing exceptional vegan food.
- Aramark's elimination of coffee stirrers in dining halls saves 2,500 pounds of waste per week. Aramark reduced food waste by 44% (429 tons), donated 100,000 pounds of safe surplus food, and collaborated with Student Government of Loyola Chicago to plan "Wipe Out Waste" events on campus.

Assessment

- There were 17,749 attendees at 40+ games in Gentile Arena, and 268 varsity practices in fall 2017. There were around 18,800 attendees at 62 varsity games, and 555 varsity practices in spring 2018.
- As a result of LUC's involvement in the



NCAA Tournament, the Student Complex was a very active member of Loyola's social media presence. Throughout March 2018, Student Complex Twitter followers increased from 2,000 to close to 3,000 followers.

- The Damen Student Center is visited by over 1 million people annually.
- Within the complex, staff have supported over 5,200

events. These include varsity games, conferences, student organization events, large university programs, and external rentals.

- RSOs reserved space for 8,749 meetings and events through 25Live in fall 2017 and spring 2018.

2017-18 Goals

- Create and distribute an assessment instrument related to the overall student satisfaction of our facilities (Damen Student Center, Gentile Arena, Halas Recreation Center).*
Progress: Worked with Athletics to better assess fans' satisfaction with Gentile Arena customer service and facility operations. This will support future efforts to evaluate other facilities and services.
- Increase our presence on social media to include more interaction with students, staff, and alumni.*
Progress: This goal was particularly successful in large part due to the success of some of our athletic teams (namely Men's Basketball). We also utilized social media much more consistently to convey relevant facility information (closures, facility upgrades and construction, etc.), which was well received.
- Continue to improve the wayfinding, signage, and aesthetic "look" of the Student Center and Athletic Facilities' spaces.*
Progress: 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.*
Progress: Significant upgrades were made within the Gentile Arena, and opportunities to update some audio-visual equipment in our multi-purpose spaces were identified.

Future Goals

- Continue to work with Campus Safety and other University part-

ners 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.
- Identify ways in which student staff can support LUC regarding space utilization across campus.
- Upgrade to latest version of 25Live & SaaS (Software as a Service) in summer & fall 2018 (testing, implementing, and introducing new features via training sessions, and materials). Complete migration from R25 to 25Live in fall 2018.
- Update location information to ensure space features/photos/etc. are accurate (based on recently completed space audit/inventory).
- Aramark will continue to focus on sustainability initiatives.
- Aramark will work on innovation efforts through National Brand Initiation and variation in retail offerings.
- Aramark will expand communication and partnership efforts with students and student organizations.



Quotations

"Thank you for your hard work & dedication this summer. Because of your continued patience & support, we were able to successfully execute our conferences, and we would not have been able to do that without you! We look forward to working with you again." - Conference Services Staff

"Thank you so much for giving me such a wonderful experience working for Campus Reservations! I'll truly miss working with you both. The office is full of positive energy; my next jobs have a lot to live up to." - Campus Reservations Student Assistant

"Damen is the heart of Loyola. Whether I am there for work, school or to meet with friends, I always see friendly faces and feel more connected to campus every time I walk through the building." - Student

"Working at Damen has made me more aware of all the exciting things happening around campus and allowing me to connect with so many new, interesting people." - Student Staff

CAMPUS RECREATION

Staff

6 FTE, 140 Student Staff.

Mission Statement

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



Learning Outcomes

- Club sport officers will be able to: (a) properly budget their club operations by staying within allotment, fundraising and personal dues; and (b) recognize, prevent, and report hazing.
- At least 70% of participants will agree that playing intramural sports: (a) increased their sense of community on campus; and (b) helped decrease their stress levels.
- Lifeguards, Swim Instructors, Service Associates, and Building Managers will demonstrate positive, proactive communication with a variety of different user groups.
- Head Lifeguards and Lead Swim Instructors will be able to: (a) evaluate staff; (b) teach aquatic skills, and (c) plan and lead effective trainings.
- Outdoor Experience student facilitators will develop a sense of agency, responsibility, and success through planning, delivering, and assessing 100% of the administrative duties required for outdoor experience day hikes and campouts.
- Rock wall staff members will develop the ability to engage climbers of all skill levels through instruction, route setting, and proactive informal conversation.
- Group Fitness instructors will be able to develop, lead, and assess fitness classes.

Signature Activities

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.

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.

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.

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 travelling 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.

GFIT (Group Fitness): 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.

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.

Open Recreation: Halas Recreation Center allows for open use of cardio and weight equipment, basketball courts, an indoor track, and a full-service locker room.

Highlights

- IM Sports was recognized as being in the Top 5 for best colleges for Intramural Sports by BestColleges.com.
- Campus Recreation held its first and second "all staff training" sessions. All 140 student employees attended a



- mandatory training day that included risk management, emergency preparedness, job specific skills, and staff team-building and leadership.
- 4 student leaders attended the NIRSA Lead ON conference, 10 students attended the Midwest Leadership Conference, and 10 students attended the Midwest Fit Fest.
- On June 4th, Campus Recreation successfully launched a new software project that will manage numerous aspects of programming and facility operations.

Assessment

- There were over 1500 unique participants and over 8000 participations in IM sports, including 20 % of the first year class.
- Halas Recreation Center had 282,324 recorded visits and over 300,000 miles were logged on cardio equipment. There were 5,000+ recorded visits to the pool and hundreds of swim lessons taught.
- Group Fitness had 22,649 participations in over 70 weekly classes. 99% of those surveyed would recommend the GFIT program to others. 100% rated the quality of classes as high or exceptionally high.
- Ramble Outdoor experiences had a 99% capacity rate in all programs offered, and over 5,000 participants climbed the rock wall.
- Sport Clubs had over 680 participants in 26 clubs who played in 375 competitions, practiced for 1,800 hours, and completed over 2,888 service hours.

2017-18 Goals

- All Head Guards will become Lifeguard Instructor Certified. **Completed**
- Find and implement a software solution that enables the Front Desk Staff to do their job more easily so they can serve the community better. **Completed**
- Create greater club officer financial budget awareness, monitoring, and accountability. **Completed**
- Increase service engagement for all clubs. **Completed**
- All student employees will participate in a one day "all staff" training covering all areas of their job. **Completed**
- Improve marketing efforts to establish branding on campus and outreach to the maximum number of students, faculty, and staff. **In Progress**
- Incorporate new fitness and wellness programs. **Completed**
- Ramble Outdoors will strive to increase campus partnerships and on-campus activities. **In Progress**
- IM Sports will strive to offer more unique programming such as rock climbing, and cooking to the schedule. **Completed**

- An overall campus recreation survey will be administered each semester to participants and student staff. **In Progress**

Future Goals

- All Front desk student employees will be proficient in use of Fusion Software.
- Revamp a new marketing campaign that will include new signage, print materials, social media and outreach to the larger campus community.
- Accrue over 30,000 social media interactions next academic year, to expand brand identity.
- Launch use of a new software portal that will allow patrons to track memberships, lockers, and purchase items online.
- Grow from 1,500 to 2,000 unique participants in IM Sports.
- IM sports will expand from 21 to 25 events and leagues.
- Increase service hours performed by sport clubs.
- Provide adaptive climbing training for rock wall staff members.
- Provide backpacking training for outdoor experience facilitators.
- Assess outdoor experience facilitator hiring methods to better reach diverse populations.

Quotations

"Being a facilitator with Ramble Outdoors has allowed me to learn a lot about the outdoor education field as well as it has allowed me to learn a lot about myself... I have found myself applying concepts I have learned by facilitating into every aspect of my life... The confidence I have gained has helped me continue to grow." - Student Facilitator

"Working with Intramural Sports has given me the opportunity to develop my leadership skills as well as give me the opportunity to provide a fun and safe environment for those playing our sports... Through my employment, I have become a more well-rounded person that is better equipped to lead a successful life after my time here at Loyola" - IM Supervisor

"All three kiddos are having a blast during swim class today! Much of it due to your superstar problem-solving skills and genuine care of the children you serve. As a Rogers Park family, we are grateful for this amazing resource in our very own neighborhood." - Parent of Swim Lesson Participants



OFFICE OF THE DEAN OF STUDENTS

(DOS)

Staff

6 FTE.

Mission Statement

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

Learning Outcomes

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

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

Signature Activities

Behavioral Concerns Team (BCT):

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

Coordinated Assistance and Resource Education (CARE):

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

students are referred for CARE services, the DOS will always reach out and offer support, but students are under no obligation to accept it.

Gender-based Misconduct (Title IX):

Gender-based misconduct includes all forms of dating and domestic violence, sexual misconduct (as defined in the Community Standards), stalking, and any other misconduct or discrimination where the survivor was targeted because of their actual or perceived sex, gender, gender-expression, pregnancy, or parenting status. When the DOS receives a report of gender-based misconduct, DOS staff provide outreach and written notice of the survivor's rights and resources along with an invitation to meet. The DOS often assists survivors in making use of University and/or community services, and can also secure accommodations and other assistance on behalf of survivors. Additionally, when a grievance alleges that such misconduct was perpetrated by a Loyola student, the DOS ensures that the accused student (the respondent) is also supported and provided a fair and just process in accordance with rights afforded under the Community Standards.



Highlights

- Welcomed a new AVP/Dean of Students to LUC, Dr. William Rodriguez.

- Introduced a new Grievance Process for Gender-Based (Title IX) and Bias-Motivated cases in response to student requests for a more streamlined and expedited process and the need to respond more efficiently to an increase in reporting.

- Began offering "I'm Here For You" Responsible Employee training through HR's EMERGE program in an effort to train more faculty and staff on how to support students who have experienced gender-based misconduct.

- Administered its first student survey at the end of the spring 2018 semester to solicit feedback regarding the case management services provided through BCT and CARE. The feedback was overwhelmingly positive, and the DOS now has a baseline assessment tool to utilize in coming semesters.

- Remained steadfast in its efforts to provide support, foster self-advocacy, and connect students to the appropriate resources over this past year so students were empowered to nurture their sense of belonging and well-being. The DOS served over 450 individual students and managed nearly 500 cases.

Assessment

- For the BCT, the most frequent "Primary Concern Types" were suicide ideation (55 in fall, 42 in spring), mental health concerns (45 in fall, 23 in spring), and self-injury (15 in fall, 15 in spring). Students were in all class years (including graduate students), with first-year students representing 41% of the students receiving BCT services in the fall, and 34% in the spring.
- For CARE services, the most frequent "Primary Concern Types" were mental health concerns (71 in fall, 140 in spring), medical concerns (39 in fall, 89 in spring), and grief/loss (31 in fall, 121 in spring). Students were in all class years (including graduate students), with first-year students representing 41% of the students receiving CARE services in the fall, and 26% in the spring.
- The DOS received 197 reported incidents related to gender-based misconduct in the fall semester (a 97% increase in reporting relative to the previous fall). There were 149 reported incidents in spring 2018 (a 36% increase relative to the previous spring).

2017-18 Goals

- Offer faculty training and resources on how to recognize and support students in crisis, to be available in both online and in-person formats. **Progress:** Training is in final stages of development, and will be offered in person throughout the 2018-19 academic year, with plans to develop a corresponding online format to be offered beginning Summer 2019.
- Develop formal learning outcomes for DOS services and

assess efficacy and implications for retention.

Progress: Learning outcomes were developed and assessed through a spring student survey. As a result of students meeting with DOS staff: (a) 56% of respondents stated that the interaction made a positive impact on their decision to stay and persist at LUC; (b) 79% agreed that the interaction helped prepare them for future challenges that may arise while at LUC; (c) 74% said that they can express what they need to be academically successful at LUC; and (d) 79% feel confident in their ability to make decisions that support their well-being.

- Implement scheduled case management reporting for all DOS service lines, to monitor and address trends in real time. **Progress:** Semester and annual reports were developed and run through Advocate reporting.

- Launch and maintain an active social media presence, enhancing the ability for the DOS to engage with students on a platform that is comfortable and familiar to them. **Progress:** DOS introduced an active Facebook Page, the "LUC Dean of Students Forum", which has a following of 62 "likes". While still modest in reach, the DOS has posted 33 times on topics including but not limited to: undocumented students, mental health services, resources related to Title IX, DOS outreach efforts, and DOS responses/statements in the wake of national tragedies or campus incidents.

Future Goals

- Improve operational efficiency in all areas within DOS to decrease response times and increase quality of services.
- Establish a clear DOS identity to increase campus partner understanding of mission and services.
- Enhance our working relationships with students to meet their needs through advocacy, care, and empowerment.

Quotations

"There is absolutely no way I could've done it without you. Through the worst times, you never left, and I cannot be more grateful for that." - Student

"My daughter shared with me the email you sent to her. She said to me that '[your] words inspire trust.' Your words touched my heart." - Parent

"This is fantastic news that is going to make a huge difference for my ability to return to Loyola next year. Thank you so much for your work on this!" - Student

"Thanks again for all of your help! Our phone call was at the forefront of my mind when I met with [student] yesterday. I relied on the very useful information you provided and it made the process all the smoother. I really appreciate it." - Faculty



OFFICE OF STUDENT CONDUCT & CONFLICT RESOLUTION

(OSCCR)

Staff

4 FTE, 1 Graduate Assistant, 1 Intern (each semester), 2 Student Staff, 17 Student Volunteers.

Mission Statement

The Office of Student Conduct & Conflict Resolution (OSCCR) promotes student success and development through upholding policies and procedures that ensure a safe, respectful, and inclusive environment in which students can thrive. We strive to strengthen our community by supporting students in cultivating accountability, engaging in open dialogue to repair harm, and practicing ethical decision-making.

Learning Outcomes

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

Signature Activities

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

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

Developing Student Leaders: Through our Student Community Board, Conflict Resolution Liaisons, 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 when making decisions that impact students. OSCCR also offers "OSCCR by Request" trainings, which are specifically tailored to meet the needs of the requesting department.

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

Highlights

- OSCCR conducted a series of listening sessions with student leaders on campus and received feedback on revisions to the 2018-2019 Community Standards. Advocacy efforts by Student Government of Loyola Chicago, Residence Hall Association, and Resident Assistant Advisory Council led to revisions to the Guest and Visitation policy for residential students and the smoking policy.
- OSCCR staff institutionalized conflict resolution offerings which include a formalized intake process for students



experiencing conflict and informs students of the various options they have for resolving the conflict. Staff also enhanced the database used to track student conduct cases to incorporate conflict resolution cases.

- OSCCR launched 2 major assessment initiatives including a satisfaction survey which is included in every decision letter from the student conduct process, and a "learning assessment" outcome from the conduct process which is assigned to students found "responsible" for violating a policy. The learning assessment asked students to respond to questions relating to departmental learning outcomes. Students reported growth in their ability to identify factors that led to their decision-making in the moment of an incident, and to identify strategies to prevent recurrence.

Assessment

- From August 1, 2017 to May 31, 2018, conduct administrators resolved a total of 1,458 unique incidents involving 2,424 students through a combination of student conduct and conflict resolution pathways.
- 55 students participated in conflict resolution services, which include conflict resolution meetings, conflict coaching, and mediation. 100% of restorative justice conference participants agreed/strongly agreed that they "had a voice" in the process and were treated fairly and respectfully. 100% of participants in mediation sessions agreed/strongly agreed that the mediator helped parties make progress towards resolution to their conflict. Over 85% of participants would recommend mediation to others.
- OSCCR facilitated presentations for all first year, transfer, and Arrupe College students, as well as sessions for over 30 staff who serve as Conduct Administrators. These also included several opportunities with academic partners specifically for class presentations and faculty trainings. Over 3,000 people attended these presentations.
- A Restorative Justice Conference enabled a student to avoid paying \$2,000 in restitution for property damage in pursuit of alternative means to repair harm.

2017-18 Goals

- *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.*
Progress: One measure of goal achievement is that 133 students were assigned to perform restorative service hours and, together, they completed 1,622 hours of service.
- *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.*
Progress: 162 students completed the Values Workshop and learning assessment. All were able to articulate factors that led to poor decision making, and 88.5% agreed/strongly agreed that the workshop helped them to better "explain how [their] actions affect/impact the community."
- *By engaging with conflict resolution services and programs, students will practice introspective reflection, perspective-taking and meaningful self-authorship in the decision-making process.*

Progress: Assessment findings indicated that: (a) 78% of participants in formal mediation services agreed/strongly agreed that they better understand what caused their conflict; (b) 78% of participants agreed or strongly agreed that mediation helped them see things from another's perspective; (c) 93% of restorative justice conference participants agreed or strongly agreed that the conference allowed them to take responsibility for their actions.

Future Goals

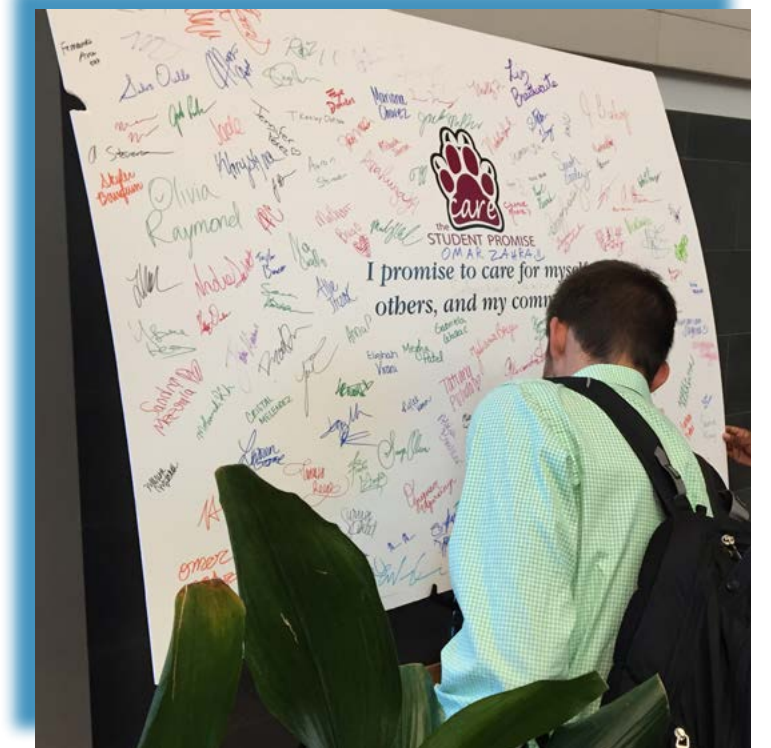
- Increase the frequency with which students utilize conflict resolution services by developing a specific branding and outreach strategy.
- Use data to better inform the development of programs and services so that they can more effectively meet student needs by bolstering data collection and assessment methods.
- Facilitate high impact learning experiences for student leaders that capitalize on peer leadership by creating and monitoring a specific curriculum and creating opportunities to engage with the Loyola University Chicago community more broadly.

Quotations

"It gives all parties a voice, and separates from the stigma of getting fined, and instead promotes a dialogue that benefits more than just fining a student." - Student Participant in Restorative Justice Conference

"This process allowed me to see the incident in a different light. It also provided invaluable student perspective." - Staff Participant in Restorative Justice Conference

Students who participated in mediation services noted the effectiveness of: "the quiet, controlled environment with no interruptions," "talking through problems in a rational way." One student stated that "it was a very easy process and I felt that our mediator helped avoid tension/anxiety."



STUDENT ACTIVITIES & GREEK AFFAIRS

(SAGA)

Staff

8 FTE, 2 Graduate Assistants, 2 Interns, 6 Student Staff.

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.

Learning Outcomes

As a result of participating in SAGA programs and opportunities, students will be able to:

- Identify at least three practical leadership skills they developed through their co-curricular experiences.
- Explain how their program engagement has resulted in a greater personal connection to the LUC community.
- Give an example of how their involvement in co-curricular experiences contributed to an awareness of personal identities.
- Identify 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 CSL is to help commuter students transition to life on campus, connecting them with vital programs and resources to enrich their Loyola experience.

Department of Programming (DOP): DOP is a student run organization that plans on and off campus events every Wednesday

through Saturday for a discounted price or free. Programming occurs through 7 committees: Concerts, Mainstage, Marketing, Films, Special Events, Collaborations, and Membership. There is also a General board, whose members provide suggestions, volunteer, and help plan larger events. This organization functions as a sponsored student organization (SSO) receiving training, advising, and education from SAGA.

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

Recognized Student Organizations (RSO): SAGA 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 an SSO of the department.

Sorority & Fraternity Life (SFL): SAGA provides oversight for 4 Interfraternity Council chapters, 7 Multicultural Council chapters, and 6 Panhellenic Council chapters. All 3 councils receive advising, education, trainings, and support from the department as SSOs. This population receives increased education in the areas of leadership, risk management, and bystander training. In addition to the departmental programming, staff members work with each council to program for the entire SFL population.

Special Events: SAGA is responsible for several large-scale university events including the Student Organization Fair, Finals Breakfast, Senior Send Off, Welcome Week, and the Student Organization Awards.

Highlights

- The SFL community experienced growth. A record-breaking number of 541 students joined the SFL community in spring 2018. By fall 2018, the SFL community will have grown by 3 chapters. The Multicultural Greek Council grew by 109%.
- In addition to offering on-going programming, providing resources, and fostering community-building for commuter students all year, the Commuter Student Life (CSL) team partnered with First & Second Year Advising to offer 2 com-



muter affinity UNIV 101 classes in fall 2017 (20 participants in each section).

- SAGA typically supports over 250 student organizations. This year, 24 new student organizations were added to the RSO community. RSOs were active contributors to campus life, submitting 1766 activity requests on LUCentral. In addition, over 100 groups received funding for programs each semester; in the spring, there were more funding requests and hearings per semester than has been typical in the last few years. 650 students participated in RSO orientation sessions, representing various student organizations.

Assessment

- DOP hosted 150 programs, including: (a) the annual Colossus event (musical artist Nick Jonas: 2,576 attendees; comedian Hannibal Buress: 1,588 attendees); (b) a movie series (4,123 attendees); and (c) a 10-week yoga series offered each semester.
- Panhellenic Formal Recruitment involves many events over 3 to 4 days that involves 1,200 students.
- Senior Send Off is a series of programs for graduating undergraduate students. The purpose of these programs is to provide opportunities for students to connect, engage, and build community amongst their peers to culminate their time at Loyola. Four unique programs were hosted (number of tickets purchased in parentheses): Boat Cruise (500), Broadway in Chicago production of Cinderella (150), Cubs Game (400), Senior Toast (1,072).
- Over 9 days, Welcome Week 2017 offered 61 programs to new and incoming students to welcome them to campus.



Events included (number of participants are in parentheses): Family Picnic (3,500), New Year's Festival (1,924), Trolley Tours (1,535), Saturday Night of Comedy (1,233), and Build a 'Bler (1,076).

- The Student Organization Fair was attended by 2918 students. Of those who responded to a survey about the event, 95% said that "as a result of attending Student Organization Fair, I found at least two organizations that I would like to join". 100% of respondents said they would recommend this event for new students.
- Finals Breakfast was considered a Loyola tradition by 97%

of the student participants who responded to a survey, and 93% of them would likely attend again.

2017-18 Goals

- *Complete a comprehensive assessment of the SFL Program and RSOs via Skyfactor.*
In Progress: The RSO assessment is in progress, and the SFL assessment was moved to the fall to reduce survey fatigue.
- *Partner with SDMA to provide supplemental RSO education about the topics of diversity and inclusion.*
Completed
- *Conduct Panhellenic extension in an effort to decrease chapter sizes while creating growth opportunities with the Sorority community.*
Completed
- *Conduct a comprehensive review of the allocations process in an effort to maximize the student activity fee funds available to student organizations.*
In Progress

Future Goals

- Partner with Athletics, and Campus Recreation to implement Prevent Zone for student organizations, and other identified student groups.
- Begin migrating the OrgSync platform to Engage.
- Increase social justice programming and collaborations offered through DOP.
- Revamp the Greek Standards and Awards Program to transition to a digital platform.
- Increase CSL program attendance by 35%.

Quotations

"This class [UNIV 101] was super helpful, and I really enjoyed being around other commuter students. It was fun and informative." – Commuter Student

"Joe N' Go Tuesdays brings many students into the Commuter Resource Room. It allowed me to meet new friends and make connections. These people have impacted my life educationally and have pointed me in the right directions." – Commuter Student

"Thank you for the time and effort you put into organizing the Greek Leadership Retreat. It was an amazing experience to collaborate with other leaders in our community. I gained so much knowledge from the diverse perspectives and instructive curriculum provided." – SFL Member

"I thoroughly enjoyed the fact that Loyola took the time to make us feel welcome by organizing all these wonderful events to help us get to know each other and share some experiences together before the start of the school year." Welcome Week Participant

STUDENT DIVERSITY & MULTICULTURAL AFFAIRS

(SDMA)

Staff

5 FTE, 2 Graduate Assistants; 34 Student Staff.

Mission Statement

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

Learning Outcomes

As a result of participating in SDMA programs people will be able to:

- define key social identities as they relate to privilege and oppression (e.g. race, sex, gender, socioeconomic status).
- articulate how privileged and oppressed social identities intersect to influence an individual's experiences.
- demonstrate social perspective-taking by learning about one perspective different from one's own as it relates to privilege and oppression.
- demonstrate skills to interrupt micro-aggressions (individual and systemic) that adversely affect marginalized communities.
- recognize a strengths-based approach to support for students of color and first-generation students at Loyola.

Signature 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.

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

Outreach Programs and Empowerment Pipeline: SDMA collaborates with high schools

to coordinate programs such as campus visits. The Empowerment Pipeline is a student-run program designed in partnership with the Multicultural Learning Community to interrupt the school-to-prison pipeline by empowering high school youth pursuing higher education. LUC students host overnight campus visits and workshops.

Ramblers Analyzing Whiteness: A 7-part, cohort-based workshop series that empowers students to support each other as they explore and analyze Whiteness, White supremacy, and racial justice.

LUC Programming: Through the student Diversity Council and the Unity in Diversity (UID) fund, SDMA supports many cultural and social justice themed campus programs. In addition, SDMA coordinates and co-sponsors special events including an open house, receptions, the Dr. Martin King Jr. Celebration, and the Legacy Graduation Celebration.

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

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

Highlights

- In collaboration with First & Second Year Advising (FSYA), SDMA piloted affinity UNIV 101 course sections linked to each of 3 signature mentorship programs (B4E, LUCES, and STARS). There were 8 class sections, in which 97 mentees of these programs enrolled.
- SDMA celebrated its 10th annual Legacy Celebration, honoring graduating students of color, first-generation, and LGBTQIA students. More than 120 graduates registered to participate, and the event was also attended by staff, faculty, and students' families and friends.
- The UID Fund is available to students, staff, and faculty who wish to execute programming focused on diversity, inclusion, and equity. For the first time in recent history, SDMA exhausted all funding when supporting programs hosted by students and faculty.
- SDMA developed a calendar of programming to celebrate LGBTQIA Pride Month. In addition to highlighting student programs such as the annual Drag Show, staff hosted a keynote by artist and activist Sam Kirk, a Safe Space training,



film screening, and meetings of a newly formed group dedicated for Loyola's transgender and gender non-conforming students. The group known as GUESS (Gender Understanding, Exploration, and Support Society of LUC) coordinated with SDMA to help launch a University task force seeking ways to be more inclusive of non-binary students.

• Social Justice Peer Educators widened their access to multiple student groups throughout the year, reaching 130 participants. They trained students in the Emerging Leaders Program, Global Mentorship Program, Greek Leadership Council, Niehoff School of Nursing Student Council, as well as Achieving College Excellence peer mentors and staff.

Assessment

- As a result of participating in the SDMA UNIV 101 sections: (a) 85% of students said that they are "more likely to seek support from my professors during my spring semester at Loyola," and (b) 84% said "the UNIV 101 course has increased my overall confidence in navigating my success at Loyola."
- The Share the DREAM Undocumented Student Ally Trainings help the LUC community understand the value and importance of exploring the experiences and perspectives of undocumented students, and increases on-campus support for undocumented students. 156 people (mostly faculty and staff) participated this year.
- Safe Space Workshops are introductory sessions to assist individuals who wish to support the Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, and Asexual (LGBTQIA) community. 48 people (mostly faculty and staff) participated this year.
- SDMA welcomed 40 first-year and transfer students (mostly students of color and 1st generation students) into the Seizing Opportunities for Academic Resilience (SOAR) program a week prior to the Fall 2017 semester. After participating in SOAR, 95% of students surveyed stated that they: (a) gained tools they will implement to organize their time as a student and (b) felt more confident about seeking

support and resources. The average GPA among participants at the end of Fall 2017 was 3.24.

2017-18 Goals

- Increase engagement of mentees across all programs – STARS, LUCES, B4E. **In Progress**
- Maintain first-to-second year retention at or above 90% for LMP and B4E. **Completed (this will continue to be a goal).**
- Increase partnership with faculty, students, and staff to expend UID Funds in full. **Completed**
- Bolster innovation to program around the inclusion of and success of LGBTQIA students. **Completed**
- Increase student participation in Safe Space training and Share the Dream training by 50% compared to AY2016-17. **In Progress**
- Hire and onboard a new Coordinator (LGBTQIA and Men's Initiatives). **Completed**
- Reintegrate faculty and staff men of color to strengthen the engagement of B4E student participants. **Completed**
- Collaborate with FSYA to instruct 4 unique sections of UNIV-101 in the Fall 2017 term. **Completed**
- Increase student participation in ally training and safe space training. Efforts will be made to outreach to student leaders, and host some training sessions outside of business hours. **In Progress**

Future Goals

- Continue to strengthen collaboration with FSYA to instruct affinity-based sections of UNIV-101.
- Hire and onboard a new Program Coordinator (Women of Color Initiatives).
- Introduce a robust, comprehensive month of programming in partnership with student organizations, Women Studies and Gender Studies, faculty, and DSD units in October 2018 to commemorate LGBTQIA Pride Month.
- Launch a university-wide Building Better Men dialogue series that invites male students, staff, and faculty to address toxic masculinity.
- Establish a student advisory group to inform and shape the way graduating students of color, first-generation, and LGBTQIA students are celebrated and recognized.
- Design a week of coordinated programming to amplify awareness to the broader LUC community about the topics impacting undocumented students.

Quotations

"When I attended the Women of Color retreat it was such a life-changing moment. I discovered something so important for myself that my life was missing. I couldn't have done it without the LUCES Sisterhood." LUCES Participant

"Freshman year was nothing like I expected but thankfully I had my STARS mentor and family to help me get through the difficult times. They truly are my family away from home." STARS Mentee

"The information and support provided by this session was invaluable. Thank you for offering it. Very glad to know that the Dreamer Committee exists and that there are champions for this cause here at Loyola." - Participant of Share the Dream Training



WATER TOWER CAMPUS LIFE

(WTCL)

Staff

2 FTE, 1 Graduate Intern, 7 Student Staff.

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 involved with WTCL programs and services will be able to:

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

Signature Activities

Social and Community Building Programs: Programming for students to meet, connect, network, and build community with fellow peers. The programs are geared towards undergraduate, graduate, professional, and adult students.

Educational Programs: Programming geared towards education and professional development for undergraduate, graduate, professional, and adult students.

Connection with University Resources: The central place at Water Tower Campus for students to identify and get connected with the university resources provided for their student success.

Special Events: WTCL is responsible for several large-scale Water Tower Campus university events including WTC Block Party, President's Medallion Reception and Ball, WTC Finals Breakfast, Alpha Sigma Nu Induction, and Martin Luther King Jr. Luncheon Celebration.

Terry Student Center Information Desk: Provision of desk services, reserved space within Terry Student Center, U-Pass distribution and replacements, and general university information.

Highlights

- Water Tower Campus Life effectively facilitated a series of successful programs. Events included the Water Tower Campus Block Party, GPASL Boat Cruise, President's Medallion Ceremony, Dinner and Ball, Alpha Sigma Nu Induction Ceremony, Masquerade Ball, Festival of Lights, Bottle & Bodega, Staying Best Friends, Commuter Appreciation Day, Finals Breakfasts and affinity programming for students of color, international students, as well as LGBTQ students.

- WTCL was a major collaborator in programs such as the Martin Luther King Jr. Celebration, and the Black Lives Matter Conference.

- WTCL supported the further institutionalization of the Graduate, Professional, and Adult Student Council, as well as the Graduate and Adult Leadership Awards (GALA).

- In partnership with the WTC Wellness Center, WTCL created a monthly affinity space for international students. This space provided students to connect with fellow peers and staff and have discussion on a monthly topic.

- Introduced Graduate, Professional, & Adult Application Day. This provides a graduate, professional, and adult student to receive a discount at Nina's Café and Zoca each on the last Wednesday of each month.



WTCL administered a graduate, professional, and adult student survey. The feedback will provide guidance in experience of students and the creation of the WTCL strategic plan.

- Created a Water Tower Campus Posting Policy.

Assessment

- The Welcome Week Block Party engaged 1,340 Undergraduate Students, 300 Graduate, Professional, & Adult Students, 212 Faculty, Staff and Alumni.
- The WTC Finals Breakfast hosted 300 participants.
- For the President's Ball, there were 114 students at the dinner, and 795 at the dance. The event involved 14 volunteers.
- Black Lives Matter Conference engaged 80 participants, ranging from students, staff, faculty, and community partners. The conference was led by a 14 person committee of undergraduate, graduate students, staff, faculty, alumni, and community partners.

2017-18 Goals

- Create and implement an online resource orientation with select programs or schools.
- Create collaboration and partnership with International Student Services.
- Explore development of a flexible registration process for graduate, professional, and adult student clubs and organizations.
- Develop a bulletin board posting policy for Water Tower Campus.
- Create a graduate internship position.

Future Goals

- Institutionalize the Graduate, Professional, and Adult Student Council.
- Continue support for Black Lives Matter Conference.

- Continue support for Martin Luther King Week activities at Water Tower Campus
- Continue collaboration with SDMA and International Student Services to offer affinity group spaces.
- Implement the bulletin board posting policy for Water Tower Campus.
- Pilot the use of OrgSync, an online student organization management system, with select colleges and schools.
- Create a Water Tower Strategic Plan.
- Align program learning outcomes with department learning outcomes.
- Enhance the Core Team training.

Quotations

"I voiced my peers and I's concern around the lack of attention for international students and you did something about it."
– International Student Meet & Greet Participant

"By attending the Black Lives Matter Conference I was able to speak in a safe space and be in solidarity."
– Black Lives Matter Conference Participant

"The Block Party went so smoothly and people felt welcomed and celebrated. The process to get food and drinks was so efficient."
– Campus Partner Volunteer

"Thank you for this amazing learning space! Shout out to the planning committee for your planning and labor. My favorite part was the involvement of the community members outside of Loyola as presenters and participants!"
– Black Lives Matter Conference Participant



WELLNESS CENTER

Staff

29.48 FTE, 10 Interns; 8 Student Staff, 1 Therapy Dog.

Mission Statement

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

Learning Outcomes

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

Wellness Center learning outcomes are evaluated on a three-year cycle, with one learning outcome evaluated per year.

Signature Activities

Medical Services: Appointments for common illnesses and conditions are available with a nurse practitioner or medical doctor at the Lake Shore Campus and Water Tower Campus locations.

Mental Health Services: Many students come for counseling when life events or academic stressors leave them feeling troubled or distressed. The Wellness Center provides brief individual therapy.

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. Haven is an online course aimed at introducing first year students to topics related to sexual assault prevention. Speak Up, Step In (LUC's active bystander training) is a requirement for all incoming students, both first year and transfer students. In fall 2017, 2,385 first year students and 31 transfer students received the Speak Up, Step In training. 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) focuses on implementing programming for the prevention of and response to gender-based violence. Wellness Advocates are a team of volunteer, peer health educators dedicated to helping students achieve optimal health and well-being.

Mindfulness Meditation: Two mindfulness-based interventions



are conducted through the Wellness Center-Peaceful Mind and Tranquil Mind.

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

Highlights

- Mid-year, the Wellness Center implemented the new staff role of a care manager and referral coordinator. This key position provides an essential service of connecting students to community providers for specialized and longer-term care for mental health and medical treatment.
- Medical staff successfully piloted a suicide risk screening measure at primary care visits to identify at-risk students and connect them to needed mental health care. 722 patients were screened and 235 received further assessment or referral based on the results.
- A new initiative of sexual history taking inclusive of diverse gender and sexual identities was implemented. An electronic medical record template was created and used 97 times. Staff were trained in sexual history taking inclusive of students with diverse identities and practices.

Assessment

- There were 10,742 medical appointments, and 8,673 mental health appointments this academic year. 1,240 vaccines for the flu were given to students.
- In fall semester, 3,219 first year students completed Alcohol Edu, and 3,221 first year students completed Haven. 2385 first year students and 31 transfer students received Active Bystander training. 195 participated in the One Love workshop on relationship abuse and recognition of warning signs.
- 100% of Peaceful Mind participants strongly agreed that participating in the program was beneficial. 100% of Tranquil Mind participants agreed that the program prepared them to better manage their feelings of stress, anxiety, and/or depression.
- Student-led initiatives were successful in their outreach efforts. CHANGE held 15 programs this year, reaching 462 students. The Wellness Advocates held 4 events and gave 12 presentations reaching over 250 students. 17 students completed all aspects of the Body Project program. 100% of participants would recommend the Body Project to a friend and 94% commented that the Body Project changed their outlook on their body/self-esteem.

2017-18 Goals

- Enhance suicide prevention gatekeeper training through QPR (Question, Persuade, Refer) program. **Completed:** 6 QPR workshops were conducted over the academic year, with a total reach of 161 students.
- Implemented and evaluated a pilot study of suicide prevention screening at primary care visits. **Completed**
- Incorporated a sexual history taking into sexual health related visits that is inclusive of diverse sexual and gender identities. **Completed**

Future Goals

- Evaluate after-hours consultation service needs for students and staff around medical and mental health urgent care matters.
- Implement sustainability of suicide prevention assessment and prevention efforts, including primary care screening and outreach efforts, and gatekeeper trainings.
- Improve the student experience in clinic visits through enhanced efficiency and customer service at points of entry to care.
- Evaluate staffing patterns to best fit student utilization and provide maximal efficiency of human resource allocation and use.

Quotations

“I’ve been in grad school for several years but only just finally worked up determination to visit the Wellness Center



for therapy this year. It has been a positive experience and is helping work through a lot of anxiety issues. Glad the university has this service. Thank you!” - Student

“I always leave the Wellness Center satisfied and feeling taken care of.” - Student

“Thank you for your presentation - this topic is really important to me. It was the best presentation that I’ve seen in my time at Loyola.” – Student Attendee at Training on Gender-Based Violence



OFFICE OF THE VICE PRESIDENT FOR STUDENT DEVELOPMENT

(OVPSD)

Staff

7 FTE (in the OVP). 119 Employees in DSD (full time and part time); 112.6 FTE (full time equivalence) as of June 2018. 21 Graduate Assistants (in DSD).

Divisional Goals

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

Signature Activities

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

Budget Office: The Budget Office provides support to all departments in DSD in the area of finance and accounting, including record keeping, budgeting, efficiency of operation, and cost savings. The office ensures close linkages between the division and the University Finance Department. In addition, the budget office staff work very closely with the Transportation Department, Office of General Counsel, and Human Resources.

Divisional Committees:

The Divisional Assessment Committee (DAC) coordinates assessment processes that include assessment planning, data collection, and creating an Annual Report. The Jesuit Education Team (JET) provides resources related to our Jesuit mission. The Professional Development Committee (PDC) coordinates in-service sessions each semester, workshops, and the annual divisional awards ceremony.

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

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

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

Highlights

- DSD collaborated with the division of Student Academic Services (SAS) to develop a joint In-Ser-

magis @work
empower staff students

ENGAGING IN DIFFICULT CONVERSATIONS

WHEN & WHERE:
10:30 am - Noon
March 28, 2018
Damen MPR North

WHO:
This event is sponsored by both the Office of Student Conduct & Conflict Resolution and the Division of Student Development's Professional Development Committee (PDC).

WHY:
"Change means movement. Movement means friction. Only in the frictionless vacuum of a nonexistent abstract world can movement or change occur without that abrasive friction of conflict."
- Saul Alinsky, Community Activist and Author

WHAT:
This workshop will serve as an introduction to a more in-depth conflict management training provided by SAS and DSD. At this workshop, participants will be introduced to the best practices and necessary skills for engaging in difficult conversations. Participants will also have an opportunity to practice skills in small groups, collectively discuss the experience, and leave with an accessible and concise tool-kit.

Jenna Silver
Coordinator
Office of Student Conduct & Conflict Resolution

PDC DSD LOYOLA

vice at the beginning of each semester. The speakers, activities, discussions, and resources were all focused on our shared work supporting student success at LUC. An additional benefit of our time together were the intentional opportunities for staff within the two areas to build relationships.

- In partnership with Campus Labs, DSD hosted a one-day Assessment Conference in late May, which was attended by 45 people. Staff could attend one or more sessions, based on their interests and availability. Most people attended at least three of the seven sessions offered. Evaluations indicated that staff found the conference beneficial.

- The Maroon & Gold Society established new issue-based committees within the organization. More was accomplished in these small groups than has been possible in past years when trying to involve all 25 students in particular efforts. Some highlights included: (a) a partnership with Dr. Chris Manning to host a reception for students, staff, and faculty of color; (b) involvement in the inaugural Wellness Summit; and (c) intentional community-building activities with Arrupe College.

- Through the work of the Council for Student Success, DSD staff have collaborated with colleagues in Student Academic Services, academic units, and other areas of campus to discuss strategic initiatives and share resources.

Assessment

- 2,178 unique individuals (family members and students) attended Family Weekend. Some of the largest events included the following (number of participants per event in parentheses): Chicago on Campus (1,855), Family Picnic (1,327), Second City Comedy Show (1,195), Family Brunch (1,058), and Family Mass (1,050).
- 36,286 rides were given to the students using the 8-Ride program offered by the Transportation Department and funded by the Student Development Fee. It is a 20% increase compared to the previous year.
- 467,711 rides were given to the students/staff/faculty using the Intercampus Shuttle service offered by the Transportation Department. This remained the same compared to previous year.

2017-18 Goals

- Welcome the largest incoming class of new students in LUC history with a comprehensive array of programs and

services. **Completed** (this remains a goal again for next year)

- In partnership with SAS, offer effective professional development in-service opportunities for staff that are focused on our shared work supporting student success. **Completed**
- Fully implement Data Collection Forms as an assessment tool to capture information about signature activities within DSD each semester. **Completed**

Future 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.
- 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.
- 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.
- Work with General Counsel Office to review and standardize legal documents and forms used by various departments in the division.



Quotations

"As grandparents, we had an amazing time! The organization, food, accommodations, personnel... everything was Great, even the weather!" – Family Weekend Guest

"I am the father of a Maroon and Gold member who was just initiated, and want to congratulate you and your team on an great weekend." - Excellence Awards Ceremony Guest



DSD STAFF ACHIEVEMENTS



Awards & Recognitions

Alexander, James. New Staff Member of the Year, 2018 DSD Awards.

Bacha, Gabby. Graduate Assistant of the Year, 2018 DSD Awards.

Bhamla, Natasha. Cura Personalis Award, 2018 DSD Awards.

Carrera, Paola. Student Organization Advisor of the Year, Student Organization Awards.

Department of Residence Life. Spirit of Partnership Award, SGLC Awards.

Department of Residence Life Desk Managers. Ignatian Spirit Award, Student Employment Program at Excellence Awards.

Department of Residence Life, Residence Hall Association. Organization of the Month, GLACURH.



Elkins, Shelby. RHA Advisor of the Year, RHA Advisor of the Month (March), & RHA Hall/Area Council of the Year.

Gardner, Paige. Person for Community (or Megs Langdon) Award, LUC Staff Council.

Oliver Goodrich & Christian Life Community. Digital & Social Media Advancement Award, 2018 DSD Awards.

Griffin, Tim. LUC Staff Member of the Year, at Excellence Awards.

Luckose, Anne. Emerging Leader, Graduate Student Nursing Academy of the American Association of Colleges of Nursing.

Luckose, Anne. Indian Nurses Association of Illinois Best Clinical APRN Award 2018.

Main, J. Curtis. Unsung Heroes Award, 2018 DSD Awards.

Martin, Tim. Commitment to Students Award, 2018 DSD Awards.

Moore, Kimberly. Unsung Heroes Award, 2018 DSD Awards.

Ramey, Kristin. McLean Award, SGLC Awards.

Schmidt, BVM, Sr. Jean. Named 24 of 100 Top Reasons to Love the United States by People Magazine.

Student Complex. Team Spiritum Award, 2018 DSD Awards.

Williams, Ashley. Ad Majorem dei Gloriam Award, 2018 DSD Awards.

Certificates & Degrees

Beltran, Astrid. Assessment Certificate, LUC & DePaul University.

Bhargal, Naseeb. Assessment Certificate, LUC & DePaul University.

Kline, Rachel. Intercultural Development Inventory Certification

Kline, Rachel. Intercultural Conflict Style Inventory Certification

Siner, Sam. Assessment Certificate, LUC & DePaul University.

Sternig, Hannah. Best Practices in Assessing Community Engagement Certificate, Indiana Campus Compact.

Taylor, Angela. Assessment Certificate, LUC & DePaul University.

Publications & Research

Greene, R. & **Saucedo, Joe.** (Winter, 2018). Two Perspectives on a Cross-Cultural Mentoring Relationship. Diversity & Democracy, Vol. 21 (1), 26-27.

Howes, Shannon. (2018). Review of Leadership for a Better World (2nd Ed.), Journal of Student Affairs Research and Practice, 55(2), 237-239.

Kelly, B. & **Bhargal, Naseeb.** (2018). Life narratives as a pedagogy for cultivating critical self-reflection. In J. Dugan (Ed.), New Directions for Leadership Development. San Francisco, CA: Jossey-Bass.

Thomas, James. (March, 2018). What is Y'all Doing? An Exploration of Allyship. Campus Activities Programming.

Turman, N. T., Alcozer Garcia, K. C., & **Howes, Shannon.** (2018). Deepening attention to social location in building lead and leadership efficacy. In J. Dugan (Ed.), New Directions for Leadership Development. San Francisco, CA: Jossey-Bass.

Regional & Professional Presentations

Beeler, Jayla, & **Elkins, Shelby.** Piecing Together Success. Chicago, IL/ Trio Student Summit.

Bhargal, Naseeb. (March 12, 2018). Addressing Media Backlash: Sustaining a White Affinity Space. Houston, TX: American College Personnel Association.

deBoer, David. (Aug. 23, 2107). Expert Panel Meeting on Collegiate Mental Health, Substance Abuse and Mental Health Services Administration, Rockville, MD.

Ewert, Shandee, & Schmidt-Rogers, Deb. When It's Not Business as Usual: Grief as a Student Affairs Professional. Indianapolis, IN/GLACUHO 2017. (Top 10 Program Award Winner).

Ewert, Shandee. Ditch the Draft: Creating Student-Centered Selection Processes, Indianapolis, IN/GLACUHO 2017.

Ewert, Shandee. Rumor Has it: Myths and More from Mid-Level, Indianapolis, IN/GLACUHO 2017.

Gardner, Paige. (March, 2018). Life in the hyphen: Migration & movement. Panelist for Women's Day Conference, in honor of Women's History Month, Chicago IL.

Gardner, Paige. (February, 2018). QTPOC Life Stories. Panelist for Evanston Township High School's LGBTQ+ Summit, an empowerment space for LGBT youth, Evanston, IL.

Gardner, Paige. (November, 2017). The power of telling our stories. Keynote speaker for Step Up Inspiring women to inspire girls Leadership Conference for 120+ young women, Chicago, IL.

Horn, Alex. March 3, Assessment for Young Professionals, NIRSA National Conference.

Kelly-Turner, B. & **Gardner, Paige.** (November, 2017). Cost of emotional labor: Black alumnae reflect on identity performance and navigating intersectional oppression at historical white colleges and universities. ASHE Conference. Houston, TX.

Landis, Jessica. (January 19, 2018). "Toward Intersectionality: An Equity Approach." Chicagoland Title IX Consortium Presentation.

Luckose, Anne. (February 24, 2018). Challenges in Teen Parenting. Des Plaines, IL, Indian Social Workers Association of Illinois.

Luckose, Anne. (May 12, 2018). Women's Wellness. Morton Grove, IL, Indian Nurses Association of Illinois.

Luckose, Anne. (June 9, 2018). Promoting Youth Empowerment: Towards a hope for the future - The developing adolescent brain: A neuroscience perspective. Irving, TX, World Malayalee Council Regional Conference.

Main, J. Curtis. (Hetero)Sext Language: Making (Y)Our Language Inclusive. Women's Day Conference. Chicago, IL.

Moss, Morgan. Work Transitions: Strategies for Success in a New Role. Houston, TX/ACPA.

Nouri, Spozmi, & Reilly, Niecy. Boss Lady 101: Navigating Student Affairs One Day at a Time. Indianapolis, IN/GLACUHO2017. (Top 10 Program

Award Winner).

Schmidt-Rogers, Deb. Inclusion and Equity Directors Panel: The State of Diversity in Housing – Reflecting on the Past, Present & Future. RI/ACUHO-I 2017.

Stencel, Dianna. (July 21, 2018). Mindfulness and Social Justice. Socially Engaged Yoga Network.

Thakkar, Ami. Model Minority Myth, Joliet, IL/IRHA 2018.

Thakkar, Ami. The Power of Introverts. Joliet, IL/IRHA 2018.

Thakkar, Ami. Coming Out Stars. Tempe, AZ/NACURH 2018.

Thakkar, Ami. Coming Out Stars. Joliet, IL/IRHA 2018. (Top 10 Program Award Winner)

Tiberi, Tiffany. May 23, 2018. Finding Happiness at Work: Fostering Staff Resilience and Connection during Stressful Times. New Orleans, LA, Association for the Coordination of Counseling Center Clinical Services (ACCCCS).

Professional Organization Involvement

Bagdon, Melissa. University Staff Council member.

Beltran, Astrid. 2017- 2018. Risk Education Mentor. Delta Zeta Sorority.

Ewert, Shandee. Programming and Development Committee. GLACUHO.

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

Hardin, Chris. Student Learning Committee. GLACUHO.

Hardin, Chris. Facilities and Operations Committee. GLACUHO.

Jimmerson, Megan. Associate for Administration, NACURH.

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

Taylor, Angela. June 2018. Grants Reviewer, Circle of Sisterhood.

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

Tennison, Ray. University Staff Council member & Recognition Committee Chair.

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

Silver, Jenna. Leadership Team for the Restorative Justice Network of Catholic Campuses.

Thomas, James. Community & Civic Engagement Outreach Co-Chair, Pan-African Network, ACPA.





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

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.

DSD
DIVISION of STUDENT DEVELOPMENT



LOYOLA
UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives