



# DIVISION OF STUDENT DEVELOPMENT

## ANNUAL REPORT

2019/2020



# LETTER FROM VP JANE NEUFELD

Dear Colleagues, and Friends,

As we prepare for the 2020-2021 academic year, I reflect on all that has happened since last August. We began last fall excited to welcome our new students to campus, and looking forward to the return of our continuing students. So many things about the past year are worth celebrating, including (but not limited to) the following:

- With 2 newly acquired residence halls, 157 additional students were able to live on-campus.
- The Center for Student Assistance and Advocacy was successfully launched to streamline communication and coordination in order to better serve students.
- The intramural sports program experienced record growth for the second year in a row, and LUC was ranked #1 for college intramural sports by BestColleges.com.
- LUMA and Conference Services joined the Student Complex, and Conference Services expanded to include spaces at the Health Science Campus.
- Over 1,000 students in Sorority & Fraternity Life (SFL) participated in service opportunities, and SFL members raised over \$20,000 in philanthropic efforts.

When concern for the health and safety of the Loyola Community resulted in our move to an online environment in March, resilient staff adapted to support students in these ways, and more:

- Residence Life helped students who were studying abroad to transition to the U.S.A., and quickly coordinated an effective move-out process.
- Multiple departments pivoted to cancel space reservations, and implement creative strategies to engage students through online programming and social media.
- The Wellness Center had 709 teletherapy appointments, and 189 telemedicine appointments.
- DSD staff have been serving on multiple COVID-19 working groups to respond to students' needs, enhance opportunities for online engagement, and implement communication strategies.

Despite the uncertainty that is inherent in our current circumstances, we are comforted by what has not changed. Our Jesuit mission serves as the foundation for our commitment to providing our students, families, and community partners with the best Loyola experience possible. Our institutional values guide us as we continue to engage in critical reflection, and to take action to disrupt systemic racism and other forms of oppression. Our talented and passionate staff remain dedicated to working collaboratively to develop transformative experiences that support our students in ways that exemplify *Cura Personalis* (care for the whole person).

Sincerely,  
Jane F. Neufeld  
Vice President for Student Development  
Loyola University Chicago (LUC)



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## DIVISIONAL MISSION

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

## DIVISIONAL VISION

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

# RESIDENCE LIFE

## Staff

29 Full Time Employees, 108 Resident Assistants, 169 Desk Receptionists, 32 Student Support Services 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.

## Vision Statement

By providing excellent customer service and fostering diverse and inclusive communities in well-maintained buildings, Residence Life will be the preferred housing choice for Loyola students. Through our innovative practices, living on campus will become an integral part of the educational experience and help prepare students to create meaningful change in the world.

## Learning Outcomes

Students who participate in Residence Life programs and services will:

- Explore, articulate, and act consistently with their personal values, while understanding how their actions impact others.



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

## Signature Activities

**Crisis Response and Conduct:** An emergency is a serious situation that happens unexpectedly and demands immediate action, or a condition of urgent need for assistance. Residence Life staff are on duty 24/7/365. On-call staff respond to facilities concerns, guest questions, and general questions from residents, specifically in the overnight hours. In collaboration with the Dean of Students Office, and the Office of Student Conduct & Conflict Resolution, Residence Life staff enforce the Community Standards, and adjudicate student conduct violations.

**Desk Operations:** The front desks are the hub of information for our residential students and guests. All first-year buildings have a staffed front desk 24/7. Additionally, many of our facilities that house continuing students have desk operations to support the students living in a specific facility or area. Our Desk Receptionists, Managers, and Night Monitors facilitate a welcoming, caring, healthy, and safe environment by promoting community rooted in the Jesuit tradition. Front desk staff demonstrate professionalism and excellent customer service at all times, while also responding quickly and effectively in emergency situations.

**Housing Operations:** Housing Operation's key activities typically consist of customer service outreach or interactions with residential students. These include facilities, move-in and move-out, assignments, and sustainability. This service exists at all times of the year throughout all of Residence Life. Opening/Move-In is the signature experience of Operations.

**RA Experience:** The Resident Assistant (RA) position is a leadership opportunity for students. RAs serve as resources, community builders, administrators, role models, and peer educators. As members of a residence hall team,

RAs work collaboratively with departmental staff to provide programs and services that support the mission, vision, and values of Residence Life. With the goal of creating transformative living environments in the residence halls, RAs are responsible for building and facilitating a positive and effective community. This is a full academic-year experience, for 20 hours per week.

**Student Learning and Development:** Each section of the academic year is structured like an academic curriculum, with learning outcomes that increase in variety and complexity over the two-year residential experience. RAs devote at least 4 hours per week to use educational strategies, guided by their masters-level supervisors and departmental resources. 109 student leaders volunteer within Hall/Area Councils for at least 2 hours per week to build community, put on programs, and advocate for students. Learning Communities (LCs) are an opportunity for students to live and learn with other students who share their interests – they attend programs and take classes together. When students moved out of the residence halls due to the pandemic, a website was created to provide students with information about engagement.

## Highlights

Residence Life opened two newly acquired residential facilities – St. Louis Hall, and St. Joseph Hall, housing a total of 157 residents, among the total residential population of 4,583 students (until students moved out in March due to COVID-19).

Residence Life did not have graduate students on staff for the first time in over 50 years. The transition to full time 10-month Assistant Resident Directors was smooth, with no obvious concerns cited.

Residence Life was able to hire a Housing Operations Coordinator (filling the 13 month vacancy of the Assistant Director of Facilities), which enabled the department to focus on some much needed internal facility projects (inventory, storage, signage, student furniture crew supervision).

Residence Life held its first Room Re-Application Process based on the Cohort model that has been driving many operational decisions over the last two years. The number of questions via email, and phone calls was staggering, but staff were able to respond to all queries. Implementation of this process changed due to COVID-19.

Residence Life partnered with the Student Life team from



the John Felice Rome Center to recruit, select and train 10 Resident Assistants for JFRC. Additionally, Residence Life partnered with Dr. Michael Andrews to restructure the Student Life team in Rome. Deb Schmidt-Rogers had the opportunity to work in Rome over the summer on an interim basis.

## Assessment Findings and Data

- Residence Life staff responded to 1,481 after hours duty calls. The most common reasons for calls were related to guests/visitation (142), medical/injuries (117), marijuana/drugs (93), wellness checks (77), mental health (66), and alcohol (56). 1,363 incident reports were received.
- Staff made 531 academic concerns referrals, 323 referrals to the Behavioral Concerns Team, and processed 46 discrimination reports.
- Staff conducted Health & Safety Inspections in 2,388 rooms, performed 2,126 student room lockouts, and registered 166,000 guest check-ins.
- 1,599 students responded to the Residence Life Survey. 81.42% were satisfied with safety/security in the Residence Halls, and 76.61% stated that living on campus helped to support their emotional wellness.
- 392 first-year students were members of 8 LCs. As a result of living in an LC, 91% of LC participants surveyed agreed that they were satisfied with their experience during their first year at Loyola, and 80% agreed that they have made at least one close connection with a faculty and/or staff member.
- 871 students participated in 3,643 Upper Class Area Tours.
- There were 119 participants in the Green Life Certification program.
- During the COVID-19 closure, central office staff responded to 1,253 emails and 73 voicemails.

- During the COVID-19 virtual engagement initiative, the department shared two Instagram filters to engage with students. The 2020 Graduates Filter yielded 1,594 impressions. A Loyola memories themed filter yielded 49,379 impressions, 7,691 captures, and 466 shares.
- After students moved out due to COVID-19, there were 66 virtual engagement options offered in the later part of the semester, 100 office hours staffed, and 326 residents who reached out during virtual office hours. Synchronous activities were attended by 393 students.

- Consistent with our Jesuit values, we will actively identify structures, policies, procedures, and practices to reflect our commitment to anti-racism.
- Residence Life commits to review and redefine our campus and community partner relationships to ensure they are reflective of our goals, and in alignment with our values. We want to ensure that our policies, resources, safety, and security are the top priority.
- We will educate ourselves and our teams to ensure we continue to learn and support the experiences of Black residents and Black staff. We are also sharing our willingness to discuss, explore, and change when we fall short.
- Our ongoing training of student leaders and professional staff will reflect our values on anti-racism work, allyship, as well as navigating and negotiating difficult, but necessary conversations.
- In collaboration with student leaders and staff, we plan a fall review and update of our departmental Diversity statement, to ensure it best represents our commitment to justice and the dismantling of racial oppression and White supremacy.
- With the assistance of student leaders, we will prioritize racial equity and systemic change as we revise our Residential Curriculum.

## 2019-20 Goals

- Develop written standards to assist in the onboarding new staff members. **IN PROGRESS:** made significant progress on this goal.
- Explore the current culture of Residence Life and engage in activities designed to strengthen bonds, increase trust, and improve the student experience. **IN PROGRESS**
- Focus on the completion of the strategic plan and begin the development of a new strategic plan for Residence Life. **IN PROGRESS**
- Implement key components of the housing master plan, to include preparing St. Louis and St. Joseph Halls, opening of Francis Hall and assigning students based on the cohort model. **IN PROGRESS**
- Engage in robust marketing to upper division students as additional spaces come available in Fall 2020. **ACHIEVED:** results were mixed.

## Future Goals

- Complete an Administrative Program Review.
- Engage in the work necessary to achieve the action steps listed in the Residence Life Statement of Action, as the department is committed to being part of the change as we seek to address systemic racism:

## Quotations

“I've enjoyed gaining a deeper understanding of Loyola and the Loyola mission/values by representing the university. I've also enjoyed being able to help parents and students who need assistance. It's rewarding to provide information that can really help people and make them feel comfortable.” - Student Office Assistant

“The Service & Faith Learning Community has impacted my decision to return to Loyola next year because I have made many close friends and have found a sense of community through this group at such a large institution. This community played a role in making me feel more comfortable and welcome at a place that was foreign to me in the beginning, but now is a place that I call home.” - Service and Faith LLC Participant

“Not only did I learn the objectives of being an RA (e.g. incident report writing, conflict resolution), but I also grew as a person. I learned valuable lessons and interpersonal skills throughout this experience that pertain to my lifestyle and my leadership skills. I developed certain skills and discovered things about myself that only would have happened through this unique experience throughout my college career.” - Resident Assistant



# STUDENT COMPLEX

## Staff

19 Full Time Employees, 1 Part Time Employee, 250 Student Staff, 2 Volunteer Docents in LUMA

## Mission Statement

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

Our Jesuit academic setting encompasses state-of-the-art facilities, sustainable resources, exemplary customer service, and values-based leadership that thrives from diversity in a first-tier city. The Student Complex unit is dedicated to providing program support, services, space, and amenities for students, faculty, staff, alumni, and guests and fostering a welcoming, warm environment. These are designed to facilitate the development of the LUC community by ensuring opportunities for involvement in a diverse array of organizations, programs, and activities that support academic growth and enhance the campus life experience. These activities include Campus Recreation's recreational opportunities that build community and promote values-based action while preparing people to live healthy and balanced lives.

## Learning Outcomes

- Student employees will understand the importance of customer service and learn how to create a memorable



experience for participants, patrons, and guests.

- Staff and student leaders will develop organization skills related to event planning, budget management, and problem-solving in order to ensure the success of their events and groups.
- Staff and student leaders will develop leadership skills related to personal growth, supervision, team-building, group facilitation, and communication in order to effectively work with teams and groups.
- Student staff will develop the necessary practical skills for the sports and activities with which they work (aquatic skills, safety and risk management, coaching and training, etc.).
- By participating in events, programs, groups, employment, and/or leadership roles coordinated by the Student Complex team, students will establish positive relationships, and develop a sense of belonging on campus.

## Signature Activities

**Aramark:** Provision of dining halls and catering services.

**Campus Reservations and Event Support:** The Campus Reservations unit supports members of the LUC community with room reservation needs. The Student Complex team provides support with facilities, staffing, set-up, and customer service. They also play a key role with major LUC events including (but not limited to): Convocation, Orientation, and Commencement.

**Conference Services:** Conference Services operates lodging at the Baumhart Hotel (WTC) year-round, and at Lake Shore Campus residence halls during the summer. Staff offer customer service and event coordination for internal and external groups.

**Loyola University Museum of Art (LUMA):** Exhibitions are one of the main programs available at LUMA. The Martin D'Arcy, S.J. Collection is one of the museum's permanent collections and is often visited by LUC students, Chicago residents, and tourists.

**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.

## Signature Activities - Campus Recreation

- **Aquatics:** The aquatic program provides opportunities for open lap swimming, log rolling, and free swim. The program also offers swim lessons for all ages, and certification courses.
- **Club Sports:** A group of sponsored student organizations (SSOs) that provide recreation or competition in specific sports or activities. Clubs participate in events locally, regionally, and nationally, displaying the best of LUC's sportsmanship and leadership throughout the academic year.
- **Group Fitness (GFIT) and Personal Training:** This program provides 60-70 group fitness classes to students, as well as staff, faculty, graduate students, and alumni who purchase memberships. Between 4 and 14 student-lead classes are offered daily. The fitness program also offers personal training programs.
- **Intramural Sports (IMS):** The IMS 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 IMS include divisions for Men, Women, Greek Life, Co-Rec.
- **Outdoor Experience:** Programs operated by Ramble Outdoors include on-campus group development, clinics teaching outdoor skills, campfires and s'mores programs, equipment rental, and traveling outdoor experiences (day hikes, campouts in Illinois). The semester-long Outdoor Leadership Workshop is offered to teach students how to facilitate team-building and outdoor experience programs.
- **Rock Wall:** The rock wall is operated by Ramble Outdoors. There are open hours when any Halas member can climb, and facility rentals. Programming includes classes, specialty clinics, and partnerships.



- Outdoor Experiences facilitated 1,034 student experiences (would have been ~225 higher if not for COVID-19) and the Rock Wall facilitated 3,360 student experiences (would have been ~1000 higher if not for COVID-19).
- Ranked #1 College for Intramural Sports by BestColleges.com.
- Swim lessons had over a 100% increase in participation.
- Campus Reservations completed a major 25Live upgrade, produced new training materials, and hosted numerous trainings.
- Campus Reservations developed a new “external-affiliated” initiative to prevent Loyola resources and space from being utilized for free by external events and guests, resulting in approximately \$10,350 worth of venue rental business collected in just 3 months of starting the initiative.
- Conference Services transitioned from Capital Planning into Student Development, and added the Health Science Campus to the Conference Services purview for providing services.
- Conference Services provided a safe shelter and resources for staff and students during the pandemic.
- The Student Complex team provided quality customer service and programs with continual staff shortages and transitions.
- New collaborations were formed between LUMA and various campus groups including the Department of Fine and Performing Arts, the Libraries, Arrupe College, Institute of Pastoral Studies, Theology, and the School of Communication.
- LUMA acquired a new donation for the James and Emilia Govan Crèche Collection; the crèche (i.e. nativity scene) is complete with the Chicago skyline and Holy Name Cathedral.
- LUMA was highlighted in WTTW's virtual museum tours during the pandemic.

## Highlights

- It was the 2nd consecutive record year for IM participation, growing over 200% since 2017. IMS serve over 1,800 unique students annually and total over 15,000 participations. 22% of the first-year class size played at least 1 game.
- Club Football went undefeated, won their division, and advanced to their conference championship game for the 1st time in program history. The team ranked 4th nationally, with 2 First Team All Americans, 4 Second team All Americans, and 5 Academic All Americans.
- Men's Rugby made it to the Sweet 16 in the national playoff tournament for the 1st time in program history. The team ranked 10th nationally. 3 players were named to the top 150 Players in the Division II list.



## Assessment Findings and Data

- Halas Recreation Center had over 7,500 unique users in the fall, and 6,500 in the spring prior to shut down, with 209,212 entries into the facility.
- GFIT had 13,544 participants in fall, 7,298 in spring.
- 73.3% of students agree that playing IMs is one of their top 3 experiences at LUC.
- Over 99% of participants said they would recommend the Swim Lesson Program to family and friends.
- Campus Reservations processed a total of 175,579 event occurrences, and 14,865 total canceled event occurrences.
- 98% of Conference Services guests would recommend LUC to their friends and colleagues. 92% said that everything was in working order. 94% said that their accommodations were comfortable.

## 2019-20 Goals

- Increase usage of Membership Portal to renew memberships, locker service, towel service, and program registration through advertising and educating our members and participants. **ACHIEVED**
- Coordinate additional programs, resources, and trainings for various Campus Recreation areas. **ACHIEVED** all but one (paused due to COVID-19).
- Upgrade to 25Live Pro in Fall 2019 and provide training. **ACHIEVED**
- Successfully transition/merge with Conference Services to streamline and enhance the scheduling, resource allocation, and logistical planning for all events hosted on both LSC and WTC. **ACHIEVED**

## Future Goals

- Offer adaptive sports and programming,
- All program areas will transition to add online programming options including fitness classes,



- e-sports, trivia and fantasy sport, as well as group development and outdoor resources.
- Implement additional online training and operations for Campus Recreation.
- Intramural sports will cross program with fitness and outdoors for new events like ongoing triathlons or marathon training.
- Add remaining LSC and WTC spaces to 25Live Pro, as well as HSC spaces.
- Further develop “external-affiliated” initiative, and explore additional opportunities to generate and track revenue.
- Expand the Custom Attribute (questions) section of the 25Live Pro Event Form to collect additional event information.
- Upgrade Conference Services' reservation software.
- Implement best practices in order to bring meetings and events safely back to campus.
- Increase awareness of LUC as a meeting and event venue.
- Continue forming successful partnerships to create effective programming that highlights students' art, and further integrates the LUMA collection into the curriculum.

## Quotations

“Thank you for giving me my favorite job. Thank you for providing me with so many resources for growth, both personally and professionally. My experience at Loyola would have not been the same without Halas. Thank you for giving me the best work family, turned real family. I found some of my best friends at Halas.” - Student Staff

“Club sports create a fun and safe environment that not only promotes physical health but also fosters friendship, sportsmanship, and spirit.” - President of Women's Ultimate Team

“We would like to extend our deepest thanks and appreciation for all of your assistance with all of our Black History Month events. We appreciate your hard work and dedication to the success of campus events.” - Co-Presidents of the Black Cultural Center (regarding Campus Reservations)

“EVERYTHING was great... AV techs and conference planners did a wonderful job for us.” - Conference Guest

“We're so happy to see that the museum is still open; it would be a shame to not have the crèche exhibition. I look forward to it every year!” - LUMA Visitor

# OFFICE OF THE DEAN OF STUDENTS

## Staff

6 Full Time Employees

## Mission Statement

The Office of the Dean of Students (DOS) serves all students through care, advocacy, and empowerment. In the Jesuit spirit of Cura Personalis, 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 DOS, 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) Case Management:** The BCT is the centralized coordinated body for discussion and action regarding students exhibiting behaviors that indicate distress, cause a disturbance in the community, and/or present a danger to oneself or others. Committed to proactive, early intervention, the BCT supports students directly and through consultation with campus partners.



When necessary, the BCT also assesses risk of harm to the University community and coordinates appropriate action to ensure the safety of individual students and the University at large.

## **Coordinated Assistance and Resource Education (CARE) Case Management:**

Through CARE services, the DOS supports students through challenging personal circumstances that might otherwise present an obstacle to academic progress and student success (such as grief/loss, medical issues, family crises, or financial difficulties). These services may include outreach on behalf of a student to faculty or other campus partners, connecting students with appropriate campus or community resources, or simply checking in with a student to offer guidance and support. Students may seek out such assistance for themselves, but usually they are referred to the DOS by a campus partner who has learned of the student's difficulties. When students are referred to CARE services, the DOS will always reach out and offer support, but students are under no obligation to accept it.

**Equity Case Management:** Equity-based discrimination and misconduct includes all forms of dating and domestic violence, sexual misconduct, stalking, and any other misconduct or discrimination where the affected party was targeted because of their actual or perceived race, color, national or ethnic origin, ancestry, sex, gender identity or expression, sexual orientation, disability, religion, age, military or veteran status, pregnancy or parenting status, marital status, or any other characteristic protected by applicable law. When the DOS receives a report of equity-based misconduct, DOS staff provide outreach and written notice of the affected party's rights, options, and resources along with an invitation to meet. The DOS often assists students in utilizing University and/or community services, and can also seek assistance on their behalf. Additionally, when a grievance alleges that such misconduct was perpetrated by a Loyola student, the DOS collaborates with the Office for Equity & Compliance to assure that the respondent is also supported and provided a fair and just process in accordance with University policies and procedures.

**Center for Student Assistance and Advocacy (CSAA):** As a centralized website for reporting student concerns, the



CSAA, led by the DOS, provides support, coordination, case management, and resource referrals for student concerns across the university.

**Programs, Initiatives, and Student Advising:** The DOS provides support for various initiatives including the planning of Careers in Student Affairs Month activities. DOS staff advise Student Government of Loyola Chicago (SGLC), a group of undergraduate students that participates in the university's system of shared governance. DOS staff also support students' participation in the NASPA Undergraduate Fellows Program (NUFP), a national mentorship program for historically underrepresented undergraduate students pursuing careers in higher education. In addition, DOS coordinates the 21st Birthday Initiative through which students receive an e-card just before their 21st birthday, encouraging them to drink responsibly if they plan to include alcohol in their celebration. The DOS is also engaged with policy development for Student Life matters, student demonstrations, and emergency response (e.g., Dean on Call).

## Highlights

CSAA was created as a centralized reporting website for students of concern and launched to the Loyola community in August 2019.

The DOS team increased its presence on campus through training presentations and participation at resource fairs over the course of the year. The Associate and Assistant Deans presented to faculty and staff at 20 different events/meetings over the course of the year and represented the DOS at new-student orientation resource fairs, schools' resource fairs, and other events on campus hosted by campus partners.

SGLC passed legislation to recognize internally and call upon Loyola to formally recognize both Indigenous Peoples Day and Black History Month. After collecting student feedback and researching current Clery Act requirements, SGLC passed legislation to demonstrate the need for a secondary crime alert system. SGLC established a partnership with University Marketing and Communications, leading to the creation of a new communications specialist position.

**Sustainable Investment Portfolio:** After working with campus partners including the Student Environmental Alliance, IES Staff, Chief Investment Officer Wyatt, and Dr. Rooney, the SGLC passed legislation to call upon LUC and its Board of Trustees to commit to fully divesting from fossil fuels and sustainably investing in renewable energy. SGLC and CIO Wyatt's partnership and progress has been discussed in both the March and June meetings of the Board of Trustees.

One NUFP Fellow was mentored by Vice President Neufeld during the 2019-2020 academic year.

## Assessment Findings and Data

Note: The DOS experienced an increase in reports of students of concern across all case management services during the fall semester. During the spring semester, the university's campus operations were disrupted in March due to the COVID-19 outbreak; most on-campus residential students were directed to move home, and all ground-based courses were transitioned to remote learning.

- For BCT cases, the most frequent "Primary Concern Types" were suicide ideation (80 in fall, 49 in spring), mental health concerns (39 in fall, 15 in spring), and suicide attempts (18 in fall, 5 in spring). Students were





in all class years (including graduate students), with first-year students representing 38% of the students receiving BCT services in the fall, and 14% in the spring.

- For CARE cases, the most frequent “Primary Concern Types” were mental health concerns (150 in fall, 81 in spring), economic hardship (68 in fall, 67 in spring), and academic concerns (75 in fall, 43 in spring). Students were in all class years (including graduate students), with first-year students representing 36% of the students receiving CARE services in the fall, and 31% in the spring.
- For Equity cases in the period July 1, 2019-March 12, 2020, the most common reported behaviors for cases involving Complaints were sexual harassment–hostile environment (20 cases), discrimination–general (15 cases), and stalking (9 cases). (Source - Office for Equity & Compliance, March 2020).

## 2019-20 Goals

- Transition case-management database system from Advocate-Symplicity to Maxient, and create new reporting forms for each student-concern area. **ACHIEVED:** Completed in July 2019.
- Launch new website, with assistance from University Marketing and Communication, including resource pages for students, faculty/staff, and parents/guests. **ACHIEVED:** Completed in August 2019.
- Develop new training presentations for faculty/staff to be presented at Focus on Teaching and Learning conference. **ACHIEVED:** Completed in August 2019.
- Update respective policies and protocol documents for DOS service areas, including CARE, BCT, and Equity case management services. **IN PROGRESS**

## Future Goals

- Update policies and protocol documents for DOS areas, including CARE, BCT, Equity, Dean-on-Call, Student Demonstrations, and create other protocol documents where needed.
- Establish and enhance social media presence,
- Update/enhance existing resources on the CSAA website.
- Implement cross-training for case management services for all DOS team members.
- Continue building relationships with university partners across campuses, including Health Sciences Campus, to centralize reporting and data collection of student concerns.

## Quotations

“I cannot find words to thank you for everything you have done for me over the past few months! I am truly grateful for everything and am not sure where I would be without you... I would like you to know you have been a tremendous help!” – Undergraduate Student

“Thank you for your email. Our students are so lucky to have your support and advocacy... I’m so happy I get to work with such wonderful student advocates like you!” – Campus Partner

“I appreciate everything you have done for my daughter and I in arranging this help. Just know it will never go forgotten.” – Parent



# OFFICE OF STUDENT CONDUCT & CONFLICT RESOLUTION (OSCCR)

## Staff

4 Full Time Employees, 1 Graduate Assistant, 2 Student Assistants, 18 Volunteer Student Leaders

## Mission Statement

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

## Learning Outcomes

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

## Signature Activities

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



administrators hold hearings to speak with students about their choices and to examine how these choices demonstrate care for self, others, and the community. Hearings are designed to foster reflection and growth such that they are developmental rather than punitive with the intent of preventing recurrence. Conduct administrators also facilitate informational meetings, the acceptance of responsibility process, and first time notification incidents.

**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. The tenants of restorative justice permeate across the work we do in OSCCR.

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

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

**Student-Led Programs & Workshops:** 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, Student Promise Day, Campus Involvement Challenge reflection sessions, and Restorative Service Hour reflection sessions.

## Highlights

OSCCR staff were instrumental in leading the launch of Maxient, the new case management software for the University. In year one of using the system, OSCCR led the

**BLACK RAMBLERS  
COMMUNITY CIRCLE**

**Wednesday, June 3rd**  
**3:30 pm cst**  
Email [diversity@luc.edu](mailto:diversity@luc.edu)  
for meeting ID and Password

This is a **CLOSED SPACE** for Black students to voice personal concerns, express feelings, name needs, and find solidarity-based support from Black staff and faculty.

Please bring an object of importance to serve as a talking piece (i.e. a pen, a paper weight, a photo).

Come when you can leave when you have to.

CO-SPONSORING DEPARTMENTS  
Student Diversity & Multicultural Affairs  
Student Conduct & Conflict resolution

#SDMASOLIDARITY #CALLEDASONE

transition of legacy data into the system, streamlined services so as to better communicate with students and key campus partners, ran more robust data analytics, and provided demonstrations and trainings for other departments utilizing the system.

OSCCR coordinated and facilitated a Restorative Justice Conference to address complaints from an off-campus property. The Conference included: 16 students, six community members, the Chicago Police Department, the Alderperson's Chief of Staff, and five Loyola staff members. The Conference resulted in an agreed upon resolution and no further complaints for the remaining seven months of the academic year.

OSCCR heavily marketed the Good Samaritan/Medical Amnesty policy during Orientation and at the start of the academic year while also developing a method of tracking cases that qualify under the policy. This year there were 67 alcohol or drug-related hospital transports. Of those transports, 28 (41.2%) qualified as Good Samaritan cases.

### Assessment Findings and Data

- From July 1, 2019 to June 30, 2020, conduct administrators resolved 1,076 unique incidents involving 1,899 students through the conduct process.
- A total of 22 unique incidents involving 73 students resulted in conflict resolution services, which includes conflict resolution intake meetings, conflict coaching, mediation, and restorative justice methods. 95% of students agreed or strongly agreed that their mediator helped them progress towards resolution, and stated

- that they would recommend mediation to others.
- OSCCR facilitated presentations for all first year, transfer, and Arrupe College students, as well as training sessions for over 30 conduct administrators on both the main campus and Rome campus. Over 3,000 people attended these presentations and trainings.
- When there is a finding of responsibility within the student conduct process, one of the outcomes that can be assigned is restorative service hours (community service). Students may select a community agency or organization. 83 students completed a total of 1,079 hours.
- The Student Community Board (SCB) held 17 hearings involving 245 students. Conflict Resolution Liaisons (CRLs) facilitated student conduct process outcomes for 194 students (136% increase from 2018-2019) and interacted with over 200 additional students while hosting OSCCR's signature program, the Student Promise Day.
- The Community Circle Series expanded from 31 participants in 2018-2019 to 162 participants this year; an increase of 422%.

### 2019-20 Goals

- Enhance high impact learning opportunities for OSCCR student leaders by implementing a curriculum model and collaborating with partners in DSD for peer-to-peer mentoring and learning. **IN PROGRESS:** The expansion of their involvement is evident in that there were increases in referrals in every category involving our student leaders. Formalizing peer-to-peer mentoring across offices in the Student Life and Engagement area is still in the works.
- Implement new software database system (Maxient) and utilize analytics and reporting options to better capture the depth of work being done by OSCCR and





our campus partners as it relates to conduct and conflict resolution services. **ACHIEVED:** The system went live in August 2019. Procedures for running analytics on a daily, weekly, and monthly basis were established.

- Further develop outreach efforts for conflict resolution services to increase touchpoints with students. **PARTIALLY ACHIEVED:** Referrals to Conflict Resolution Liaisons increased. Spring 2020 was the first time we facilitated Community Circles virtually. There is room for further growth here.
- Advance relationship with Community Relations to highlight the Good Neighbor Policy and bring together community members with students living off-campus. **PARTIALLY ACHIEVED:** OSCCR staff prioritized developing a relationship with the Director of Community Relations and formally writing procedures for collaborating on complaints from community members. There is space for expansion to include preventative measures and further outreach partnership.

## Future Goals

- Overhaul of OSCCR website to modernize the look and improve the depth of the content. This includes, but is not limited to, use of videos and graphics to compliment information, clear distinction between requests for conflict resolution assistance and trainings, and resources for constituents (faculty, parents, community members).
- Centralize academic integrity concerns and processes within Maxient to lay the groundwork for partnership with academic colleges and schools in their oversight of academic misconduct.

- Reimagine OSCCR services and programs to accommodate the need for virtual options during COVID-19.
- Grow OSCCR's Community Circle Series and serve as the steward for promotion of Circle keeping practices at Loyola University Chicago.

## Quotations

"I feel with the students there is a greater understanding of the issues and how simple actions can help correct those. I felt the students really stepped up and took responsibility." – Community Member Participant in Restorative Justice Conference

"More spaces like these are necessary so that we [students] do not feel alone." – Community Circle Participant

"Completing the service hours made me feel more at peace with my mistake and signaled the need to move past it and grow from it rather than dwelling. By assisting this community, I feel ready to further embrace my own community at Loyola." – Student Reflection



# STUDENT ACTIVITIES & GREEK AFFAIRS (SAGA)

## Staff

8 Full Time Staff, 3 Graduate Interns, 24 Student Staff

## Mission Statement

The mission of SAGA is to offer opportunities for students to connect, learn, and engage beyond the classroom. Through shared experiences students gain a greater sense of self and community to foster positive social change.

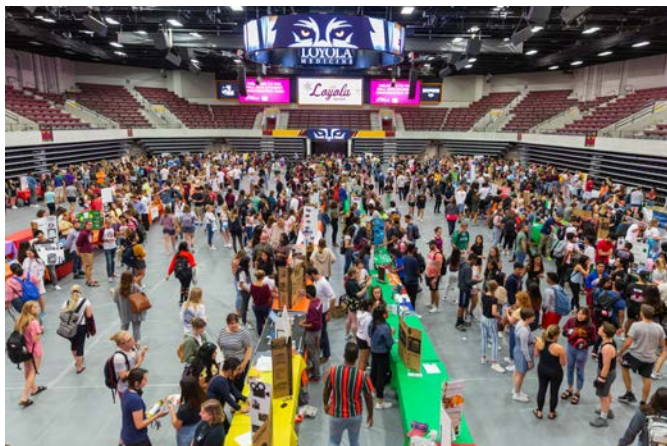
## Learning Outcomes

As a result of participating in SAGA's 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. CSL partners with First &



Second Year Advising to offer commuter affinity UNIV 101 class sections.

**Department of Programming (DOP):** DOP is a sponsored student organization that plans on and off campus events every Wednesday through Saturday for a discounted price or free. Programming occurs through 7 committees: Concerts, Mainstage, Marketing, Films, Special Events, Collaborations, and Membership. DOP also has a General board, where general members contribute to events.

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

**Campus Activities Network (CAN):** CAN provides oversight for over 200 registered and sponsored student organizations (RSOs and SSOs). Oversight includes, but is not limited to fiscal management, risk management, event planning, activity request approvals, education, trainings, and critical incidents.

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

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

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





## Highlights

CAN successfully registered and recognized 200+ RSOs, while collaborating with SGLC's finance committee to provide over \$400,000 in programming funds. A remote recruitment campaign for RSOs was launched highlighting various leaders, organizations, and involvement opportunities at LUC.

DOP hosted over 40 in-person events this year, which emphasized peer-peer engagement, diversity education, alternative programming, and community engagement.

CSL successfully launched their remote engagement model, highlighting peer-peer engagement and education on maximizing the commuter student experience at LUC. The program also hosted 58 in-person events that promoted commuter engagement, appreciation, and targeted sharing of campus-based resources.

The Emerging Leaders Program worked with campus partners and student leaders to re-vamp the program and infuse its base of the Social Change Model with diversity and Jesuit education, to be launched Fall 2020.

SAGA increased remote engagement on social media to over 9,000 users in a period of four months during the COVID-19 pandemic. Cross-campus collaborations centered around remote engagement included campaigns around commuter student engagement, the first-year experience, voter engagement, health and safety, Black Lives Matter, senior highlights, and multi-factor authentication. Campus partners included academic advising, First-Year Experience, Residence Life, SDMA, Campus Recreation, IES, and the Wellness Center.

DOP hosted a signature lecture in the Fall and served over 500 students. The lecture addressed race in Hollywood, and being an actress on Brooklyn 99. Additionally, DOP collaborated with SDMA to host a film with a moderated Q&A session, resulting in the group's first collaboration that centered diversity education.

473 students were matched during the Panhellenic Council's primary recruitment period. SFL initiated the first advisor meeting series, and hosted multiple focus groups with students and advisors to identify departmental priorities.

Through student organizations and SFL chapters over 1,000 students participated in multiple service opportunities throughout the academic year. In addition, SFL raised over \$20,000 for philanthropic endeavors.

## Assessment Findings and Data

CSL hosted focus groups with an academic course, commuter student ambassadors, and general commuter students. After identifying priorities, SAGA was able to enact the following changes to better accommodate the needs of LUC's commuter student population:

- A bigger space: DOP's office space is switching with the current commuter student lounge
- Access to parking in the garages during final exams: SAGA received the support needed to advocate for 24 hour access to the parking garage during final exam periods.
- Storage space during the day: The Student Complex has agreed to allow SAGA to access lockers near Irelands in the Damen Student Center.





- Update SAGA's organizational management policies. Identify areas of weakness that prevent organizations from being successful and prioritize action steps. Emphasize making updates in the area of event management, preventative programming, and education around LUCommunity.

### Quotations

"I loved this retreat and it felt like a great way for me to really engage with every organization through their representatives." - SFL Leadership Retreat Participant

"Overall, I found this retreat very beneficial for myself as a leader, and those in my chapter who also attended."- SFL Leadership Retreat Participant

"Coffee Chats is a program that I look forward to each and every week since spring semester! It's great to continue staying connected with Emily and other students attending in unique and engaging ways, such as trivia, fun student-centered discussion topics, and weekly presentations. and fun student-centered discussion topics. Coffee chats are definitely one of the highlights to come out of an unusual summer during the COVID-19 pandemic" - Weekly SFL Coffee Chats Participant

### 2019-20 Goals

- Work with campus partners in completing the full migration from OrgSync to Engage (LUCommunity). **ACHIEVED:** SAGA successfully migrated the department, campus partners, and students from Orgsync to Engage
- Streamline the administrative procedures and create a strong focus on Student Life. **IN PROGRESS:** SAGA spent the year hosting focus groups with various campus partners, advisors, and students to identify significant problem areas in policies and support. SAGA is in the process of prioritizing their goals, and will be implementing an action plan during Fall 2020.
- Enhance the focus on learning outcomes in departmental programs. **UNDER CONSIDERATION:** SAGA has placed this goal on pause until the department has access to the University's strategic plan.

### Future Goals

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



# STUDENT DIVERSITY & MULTICULTURAL AFFAIRS (SDMA)

## Staff

5 Full Time Staff, 2 Graduate Assistants, 37 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 underrepresented student populations through mentorship, multicultural education, academic support, and a celebration of our unique shared experiences.

## Learning Outcomes

As a result of participating in SDMA programs 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 supporting students at Loyola who may be students of color, first-generation, LGBTQIA, or hold other underrepresented identities.

## 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.

**College Transition Programs:** 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 for high school students. The Seizing Opportunities for Academic Resilience (SOAR) pre-fall transition program offers first-generation college students and students of color a four-day experience connecting with student leaders, various campus partners, and viewing their life through the lens of different forms of strengths and cultural capital.

**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.

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

Department of Student Diversity & Multicultural Affairs

## Find Community

Get connected by building community and joining programs and initiatives that represent you.

- Join mentorship programs
- Explore Registered Student Organizations (RSOs)
- Make friends in your UNIV 101 section
- Attend programs that peak your interest

luc.edu/diversity  
#SDMASuccess  
#RamblerSpirit



**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

**STARS.** STARS was able to change its mission and values this year to make the language anti-deficit and to focus on what students are most proud of about their first generation and/or student of color identities. Additionally, STARS expanded the LEAD program to all mentees in the SDMA mentorship programs. Students created community change projects to develop a new partnership with a community partner. Projects were based in leadership theoretical frameworks and focused on immigration, education, and healthcare.

**LGBTQIA+ Initiatives.** Q-Initiatives proudly hosted 20 programs this academic year. The full-time staff and Q-scholars worked hard to create new programs that directly met the needs of our LGBTQIA+ Rambler community. As a result, there was an overall increase in student engagement both in person and online during the COVID-19 pandemic. The Q-team hosted a multiple listening sessions and facilitated meetings with the Vice President for Student Development to gain a better understanding of the LGBTQIA+ student experience. Following these meetings, SDMA received permission to further enhance the Q-initiatives programming suite by piloting a mentorship program for incoming LGBTQIA+ Ramblers. This program will recruit six peer-mentors and 20-30 staff/faculty mentors. Over 80 staff, faculty and students attend the Safe Space trainings.

**The SDMA Mentorship Experience.** SDMA has expanded to include a new mentorship program: Queer Undergraduates of Empowerment, Support, and Triumph (QUEST). As a result, SDMA has placed an emphasis on strengthening its partnership with Admissions to streamline the recruitment and selection of 170-200 mentee cohorts. During the spring, Admissions and SDMA further enhanced the application process to strategically target specific populations of students and ensure that students didn't receive duplicative outreach messages.

**SDMA Virtual Engagement Strategies.** As a result of COVID-19, many of SDMA's signature programs were adapted to meet the needs of students working remotely from home. SDMA continued to employ over 40 SDMA Leaders and provided an additional 20 virtual engagement programs. Many students experienced financial hardships, difficulty in returning home, as well as concerns with accessing technology support. SDMA staff played an instrumental role in connecting students to resources such as digital media services, CSAA support services, and overall providing virtual community spaces for students. SDMA created a virtual reveal for the Diversity Awards, virtual gatherings for all the mentorship end of year banquets, as well as an end of year celebration for the SDMA Leaders.

## Assessment Findings and Data

- The STARS mentorship program recruited 40 mentees and 16 peer mentors.
  - 97% stayed enrolled in the mentorship program
  - 100% of students stayed enrolled at Loyola
  - Average GPA was 3.41
- The Brothers for Excellence mentorship program recruited 18 mentees, 6 peer mentors, and 12 staff/faculty mentors.
  - 88% stayed enrolled in the mentorship program
  - 94% of students stayed enrolled at Loyola
  - Average GPA was 3.2
- The LUCES mentorship program recruited 35 mentees, 6 peer mentors, and 27 staff/faculty mentors
  - 100% of mentees stayed enrolled in the mentorship program,
  - Average GPA was 3.2
- Q-Initiatives engaged 130 undergraduate and graduate students through providing 20 programs throughout this academic year.
- SDMA recruited and selected 40 SDMA Leaders to co-facilitate programs, retreats, trainings, and affinity spaces.

## 2019-20 Goals

- Maintain first-to-second year student retention at or above 90% for STARS, LUCES Mentorship Program and Brothers for Excellence. **ACHIEVED:** SDMA exceeded this goal and retained 95% of the mentees in the mentorship programs.
- Facilitate more opportunities for collaboration among SDMA Leaders across their respective programming. **ACHIEVED:** As a result of COVID-19 the SDMA leaders had the opportunity to do more cross-collaboration with each other by creating innovative online engagement opportunities for students.
- Partner with SAGA to reach multicultural student organizational members with leadership and advocacy training. **ACHIEVED:** SDMA piloted the Social Justice Workshop initiative in which student leaders can submit a request to receive a peer-led or staff-led workshop.
- Collaborate with Campus Ministry and faith-based student organizations to launch Interfaith Ally Training. **PARTIALLY ACHIEVED:** Due to the departure of the SDMA Director, this initiative was fully lead by Campus Ministry. SDMA collaborated and followed the leadership of Campus Ministry in implementing this initiative.
- Work in partnership with the Dean of Students office to document and resource mentees and peer mentors experiencing significant financial, health, and other related stress. **ACHIEVED:** As a result of COVID-19, there was a sharp increase in the number of student concerns reported to Center for Student Assistance and Advocacy.
- Collaborate with Student Academic Services to manage a cohort-based, grant-funded project that will integrate specific support services for sophomores with targeted identities. **IN PROGRESS**

## Future Goals

- Onboard three new staff in SDMA: Director, Assistant Director of Leadership & Advocacy, and Coordinator for Womxn of Color Initiatives.
- Assess the programming initiatives to create room for more innovation as it relates to creating more on-line programming opportunities for undergraduate and graduate students. This means that SDMA may sunset the following initiatives in an effort to deepen its programmatic efforts: Empowerment Pipeline, Social Justice Symposium, and The People's Institute.
- Develop Virtual Engagement Plan that aligns with Student Life Engagement and DSD general guidelines.

- Revitalize the Student Diversity Council so that students recommit to this experience and serve as an advisory board to the director of SDMA.
- Develop a departmental vision and values that further supports the SDMA staff, and enhances the programs, initiatives, trainings, and affinity spaces.
- Encourage the SDMA mentorship programs to do more inter-departmental collaboration. Many of the mentees in our mentorship programs want to learn more about the other programmatic experiences as well as build community with members of the other programs.

## Quotations

"I think knowing that everyone comes from different backgrounds and experiences are one thing but then being able to verbalize that - or even watch people be comfortable enough to verbalize that - was so reassuring and worthwhile. I felt seen." - Q-Initiatives Participant

"I feel a lot more welcomed in my identity. I have always struggled with debating if I am white-passing and trying to hide parts of myself to fit in with white and Asian communities independently. I recognize now that I am neither one nor the other, but a blend of the two. It's still something I am working through myself, but I have seen progress." - STARS Participant

"My mentor helped a lot with my academic and personal transition to college and the STARS program helped prepare me for other leadership positions in ways that I didn't expect (understanding how to work with different identities and empathizing with them)." - STARS Participant

"My STARS UNIV class encouraged me to reach out to a financial advisor and by doing this I actually ended up receiving more financial aid." - STARS Participant



# WATER TOWER CAMPUS LIFE

## Staff

2.0 Full Time Employees, 1 Graduate Intern, 7 Student Staff (Core Team Members)

## 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

As a result of participating in Water Tower Campus Life programs:

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

## Signature Activities

There are two categories of activities: Special Events, and Graduate Professional & Adult Student Life. Both include the following program components:

### **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 educational and professional development for undergraduate, graduate, professional, and adult students.

In addition, Water Tower Campus Life provides **Connections with University Resources:** The central place at WTC for students to identify and get connected with the university resources provided for their student success.

## Highlights

- Having the Water Tower Campus Block Party be a part of Sister Jean's 100th birthday celebration.
- Reestablishing the Black Lives Matter Conference.
- Launching the Graduate Student Organizations Handbook.
- Launching LUCommunity (an online platform) for Sponsored Graduate Student Organizations.
- The creation and implementation of the Graduate, Professional, & Adult Student Appreciation week at the LSC, WTC, and HSC.
- Continued partnership with the Wellness Center, Campus Ministry, and SDMA to create holistic programs.
- Looked at existing programs and reevaluated the need and reimaged the program which created Fall Fest, Q Grad Trivia Night, and the new International Students Meet & Greets.
- Graduate, Professional, & Adult Council (GPAC) established positions within many university committees to provide the GPA student voice.
- The Graduate, Professional, & Adult Student Teams was established to create a virtual community and resources for our graduate, professional, and adult students.

## Assessment Findings and Data

- Overall, students felt connected and appreciated by the department and university.
- Students really enjoy the sport and theater opportunities.
- Students were able to make connection to peers and form community.



- Students appreciated that Loyola offered these types of programs for graduate, professional, and adult students.
- Some students wanted to see more students attending these programs.
- Some students suggested advertising the programs through each college.
- MLK Luncheon: Guests enjoyed listening to the keynote speaker, and having the WTC community come together.
- Students appreciated the newsletters that went out after COVID-19, those newsletters were the most opened and had the most clicks among all of the newsletters within the spring semester.
- The International Meet & Greets were changed to a one-time night social and it was a huge success. We had the largest crowd we have ever had and students did not want to leave. We will continue this model.
- Students felt appreciated during Graduate, Professional, & Adult Student Appreciation Week even when all the programs were turned into virtual programs.
- Q-Grad Mixer was a trivia night this semester which created our largest turnout for a spring Q-Grad Mixer. Students who attend the previous mixers attended along with new students.

- Be more intentional about creating spaces for all graduate, professional, and adult students to be heard, with a special focus upon marginalized populations.
- Capitalize upon the momentum established by the Graduate and Adult Student Working Group
- Implement the Teams platform to build community among graduate, professional, and adult students.
- Create larger engagement within LUCommunity for all sponsored GPA student organizations.
- Standardize Water Tower Campus Partners Group with more regular meetings, communication.
- Review programs, policies, hiring practices and other departmental documents for racial inequalities.
- Reimagine, innovate, and transform current in person programs to provide a virtual engagement experience.
- Continue reviewing all programs for cost-effectiveness and impact upon GPA students.
- Continue to build bridges with campus partners, both academic and student services, to enhance programs and resources.

## 2019-20 Goals

- Implement an online resource orientation with select programs or schools. **IN PROGRESS**
- Continue support for Black Lives Matter Conference. **ACHIEVED**
- Continue collaboration with SDMA and International Student Services to offer affinity group spaces. **ACHIEVED**
- Transition to Engage (LUCommunity), an online student organization management system, for Sponsored Graduate Student Organizations. **IN PROGRESS**
- Implement the Sponsored Graduate Student Organization Handbook. **ACHIEVED**
- Create a Water Tower Campus Life Strategic Plan. **IN PROGRESS**
- Continue to align program learning outcomes with department learning outcomes. **ACHIEVED**

## Future Goals

- Rewrite mission statement to (1) specifically mention Health Sciences Campus GPA students, (2) specifically mention Lake Shore Campus GPA Students, and (3) more clearly define goals.

## Quotations

“I look forward to this every year and Thank you!” – Finals Breakfast Attendee

“It’s so cool to meet people outside of my program!” – Q Grad Mixer Participant

“The Block Party is such a great way to start the school and it was amazing to celebrate Sr. Jean’s 100th birthday!” – Block Party Attendee

“I am so grateful for the opportunity to see Chicago like this”- Boat Cruise Participant

“As a new student from India I meet so many new students and we already made plans to meet up.” – International Student Meet & Greet Participant



# WELLNESS CENTER

## Staff

32.13 Full Time Mental Health, Medical, and Health Education Professional and Support Staff; 9 Student Workers; 8 Interns; and 1 Therapy Dog

## Mission Statement

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

## Learning Outcomes

As a result of participating in Wellness Center services and programs:

- Students will 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.

## Signature Activities

**Medical Services:** Appointments for common illnesses and conditions are available at the Lake Shore Campus and Water Tower Campus locations. Flu vaccinations are offered to students both at the Wellness Center and during the Wellness Fair.



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

**Trainings:** Alcohol Edu is an evidence-based online course that is effective in reducing student drinking and negative alcohol-related consequences among first-year students. Sexual Assault Prevention for Undergraduates (SAPU) is an online course aimed at introducing first-year students to topics related to sexual assault prevention. Speak Up, Step In (LUC's active bystander training) is a requirement for all incoming students, both first year and transfer students.

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

**Mindfulness Meditation:** Two mindfulness-based interventions are conducted through the Wellness Center: Peaceful Mind and Tranquil Mind.

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

## Highlights

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

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





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

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

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

### Assessment Findings and Data

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

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



## 2019-20 Goals

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



## Future Goals

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

## Quotations

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

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

"I really enjoyed telehealth and the transition was seamless. I felt comfortable and safe talking to my therapist." - From Telehealth Survey

# OFFICE OF THE VICE PRESIDENT

## Divisional Mission Statement

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

## Divisional Vision

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

## Divisional Learning Outcomes

As a result of participating in Student Development programs, activities, and services, students will:

- gain knowledge and skills; and apply lessons from curricular and co-curricular experiences to everyday life (Knowledge Acquisition, Application, & Integration).
- develop their personal identities; recognize and

support the intersecting identities held by themselves and others; and engage and collaborate with diverse communities (Cross-Cultural Competency & Diversity).

- gain knowledge and skills associated with socially responsible leadership by: (a) developing the capacity to recognize, resolve, and reflect upon moral and ethical challenges; (b) demonstrating the ability to work in solidarity with others; and (c) advancing equitable, sustainable, and thriving communities (Socially Responsible Leadership).
- develop an understanding of Ignatian values; and reflect upon and/or deepen adult spirituality (Ignatian Values & Spirituality).
- identify options to foster and maintain positive well-being; and demonstrate the capacity to appropriately utilize resources that offer support when students are experiencing challenges (Practical Skills for Wellness of Mind, Body, & Spirit).

## Signature Activities

The following activities involve staff within and beyond the OVP to support DSD, and/or 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.

**Divisional and Institutional Committees:** The Divisional Assessment Committee (DAC) coordinates assessment processes that include assessment planning, data collection, and creating an Annual Report. The Professional Development Committee (PDC) coordinates in-service sessions each semester, workshops, and the annual divisional awards ceremony. DSD staff play key roles on many university-wide committees and groups, including the Council for Student Success, the Safety Net Coalition, the Rambler Safety 101 program, and multiple COVID-19 working groups.

**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 in late September, 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. DSD members co-chair this institutional committee.

**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: Diversity Awards Reception, Excellence Awards Ceremony, Sorority & Fraternity Life Awards Banquet, and Student Organization Awards Ceremony.

**Advising, and Recognition:** Advising, leadership development, and various forms of support are provided at the divisional level for a number of student groups. The Maroon & Gold Society consists of 25 undergraduate seniors who are recognized for their leadership, academic excellence, and service to others. The division also supports the induction of LUC students into Alpha Sigma Nu (ASN), the international honor society of Jesuit institutions of higher education.

### Highlights

- 19 DSD staff members play crucial roles on one or more of the following COVID-19 working groups that are focused on engaging and supporting LUC constituents, and safely re-opening campus: the Management, Policy, and Command Group; three Constituency Engagement Working Groups (Graduate and Adult Student Division, Staff Division; and Undergraduate Student Division), two Campus Continuity Working Groups, and the Health Advisory Group.
- Although Weekend of Excellence events had to be cancelled due to COVID-19, student award nominees and recipients were publicly recognized on the LUC website, and personally notified about their

recognition. Awards will be distributed to students when campus buildings re-open.

- There were 144 students inducted into ASN, the Jesuit Honor Society.
- 17 DSD staff members and 10 campus partners served on the host committee for the JASPA (Jesuit Association of Student Personnel Administrators) Five-Year Summer Institute. LUC staff worked with a complementary committee of student affairs educators from other Jesuit colleges and universities to plan a four-day institute for 300 – 400 people (including keynote speakers, workshops, campus tours, networking events, banquets), pre-institute retreat on the Universal Apostolic Preferences, and a community engagement experience. Although the institute was cancelled due to COVID-19, the work that went into this experience should be recognized.

### Assessment Findings and Data

- 2,200 unique individuals (704 families) attended Family Weekend. The largest events (with the number of participants per event in parentheses) were: Chicago on Campus (2,633 entrees distributed; people could choose up to 3), Rambler Family BBQ (1,224), Second City Comedy Show (1,141), Family Mass (976), Family Brunch (917), and Java with the Jesuits (371).
- 86.89% of Family Weekend participants agreed or strongly agreed that their expectations were met.
- In addition to hosting the division's holiday gathering, and both the August and January In-Services, the PDC executed the DSD Awards Recognition and Celebration (with 98 award nominations), and hosted 16 professional development programs. Topics included emotional labor in the workplace, discussions of the books "Critical Hope," "Dare to Lead," and "Trauma Stewardship," DSD Fall Feast, Holiday Party, end-of-year (virtual) celebration and 3 virtual hangouts, supervision training, and a Zoom tutorial.



# STAFF ACHIEVEMENTS

## Awards & Recognitions

- Barker, Dan.** DSD Outstanding New Staff Award, May 2020.
- Collins, Dawn.** DSD Unsung Hero Award, May 2020.
- Combs, Lisa.** DSD Commitment to Students Award, May 2020.
- Combs, Lisa.** Recipient of the 2020 Outstanding Initiative for Multiracial Awareness, Multiracial Network, ACPA.
- Dean of Students Office.** DSD Team Spiritum Award, May 2020.
- Friedman, Maddie.** DSD Outstanding New Staff Award, May 2020.
- Gardner, Paige J.** August 2020. Selected as Student Speaker for The Graduate School Commencement Ceremony.
- Hartmann, Kaylee.** DSD Digital & Social Media Advancement Award, May 2020.
- Holden, Joan.** DSD Ad Majorem Dei Gloriam Award, May 2020.
- Morris, Megan.** DSD Commitment to Students Award, May 2020.
- Payne, Jessie.** DSD Commitment to Diversity and Inclusion Award, May 2020.
- Schmidt-Rogers, Deb.** Dr. John E. Collins Distinguished Service Award. Great Lakes Association of College and University Housing Officers. East Lansing/MI. November 2019.
- Sunvold, Judy.** Megs Langdon Person for Community Award, LUC. November 2019.
- Thomas, James.** Recipient of the 2020 Programming Sawubona Award, Pan-African Network, ACPA.
- Wellness Center Staff.** DSD Excellence in Assessment Award, May 2020.

## Certificates & Degrees

- Combs, Lisa.** Assessment Certificate Program, June 2020.
- Gardner, Paige.** Doctorate in Higher Education from LUC, May 2020.
- Holden, Joan.** Doctorate of Nursing Practice, July 2020.
- Samuelson, Lanay.** Doctorate of Nursing Practice, July 2020.
- Thomas, James.** Completed the All Things Ignatian Staff Seminar, Summer 2019.
- Thomas, James.** Completed the Post Crisis Leadership Certification, University of South Florida's Muma College of Business, June 2020.

## Presentations or Consulting

- Campa K., **Combs, Lisa.** (2020, March). Mixed Messages. Presentation at ACPA Annual Convention, Nashville, TN.
- Malaney-Brown, V., Carroll, L., Campa K., & **Combs, Lisa.** (2020, March). Advancing ACPA's strategic imperative: Multiracial network's commitment for disrupting monoracism. Presentation at ACPA Annual Convention, Nashville, TN.
- Howes, Shannon.** Documenting Student Learning: Rubrics Webinar with Campus Labs. November 12, 2019.
- Jaksa, Stacey.** July 2019. Restorative Justice Facilitator Training. Restorative Justice Network of Catholic Campuses (RJNCC). University of Loyola Maryland.
- Joseph, Jae.** March 2020. "Supervising my Supervisor: Managing Up While Marginalized" ACPA National Conference. Nashville, Tennessee.
- Luckose, Anne.** November 10, 2019. Approach to women with symptoms of vaginitis. Des Plaines, IL. Indian Nurses Association of Illinois Pharmacology Conference
- Luckose, Anne.** October 25, 2019. Predicting decision-making in relation to health-risk behavior in college freshmen. Illinois Society for Advanced Practice Nursing - Advanced Practice Registered Nurse Midwest Conference 2019
- Luckose, Anne.** November 10, 2019. Approach to women with symptoms of vaginitis. Des Plaines, IL. Indian Nurses Association of Illinois Pharmacology Conference.
- Pieczynski, Jacob.** Spring 2020. "The Chicago 51: The Story of Chicago's Serial Killer" Loyola University Chicago Capstone Project.
- Pieczynski, Jacob.** Spring 2020. "We Are Tuvalu: A Cultural Experience" Loyola University Chicago Documentary and Project.
- Rotherham, MacKenzie,** Fall 2019, Presentation to NorthEastern University on Commuter Engagement.
- Schmidt-Rogers, Deb.** Keynote Speaker. Mid-Level Leadership Institute. Las Vegas, NV/ Association of College and University Housing Officers - International, April 2020 (postponed).
- Schmidt-Rogers, Deb.** Faculty. Global Housing Training Institute - United Kingdom. Association of College and University Housing Officers - International/College and University Business Officers. Edinburgh, Scotland. November 2019.

# STAFF ACHIEVEMENTS

**Schmidt-Rogers, Deb.** External Consultant. Georgetown University Housing and Residence Life. Washington, DC. February 2020.

**Stencel, Dianna.** May 14, 2020. Gratitude and Mindfulness. LUC Alumni Association.

**Stencel, Dianna.** March 6, 2020. Served as mindfulness expert on a professional panel. Flower Girls Meet.

## Professional Organization Involvement

**Aivazian, Russell.** National Housing Training Institute 2020 Cohort Invitee. Association of College and University Housing Officers – International. Texas Christian University, June 2020 (postponed).

**Beltrán, Astrid.** Administrators in Graduate and Professional Student Services Knowledge Community.

**Beltrán, Astrid.** NASPA Member, Latino/a/x Knowledge Community.

**Garcia, Yesenia.** Health and Wellness Chair. GLACUHO.

**Hartman, Kaylee.** Committee Member, NACA.

**Howes, Shannon.** JASPA Innovation Grants Committee Chair

**Jaksa, Stacey.** 2019-20. Prevention Coordinator National Officer. Sigma Sigma Sigma National Sorority.

**Manzano, Lester J.** October 2019. Selected as participant in the inaugural NASPA Asian, Pacific Islander, Desi American (APIDA) Leadership Academy.

**McLean, Jack.** JASPA Executive Board Member.

**McLean, Jack.** JVC Board Member.

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

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

**Sunvold, Judy.** Executive Vice President for the Nation Concierge Association and President of that organization's Chicago chapter.

**Thomas, James.** Served as the 2019-2020 Membership Chair, Pan-African Network, ACPA.

**Tiberi, Tiffany.** Member At-Large, Executive Committee. Association for the Coordination of Counseling Center Clinical Services (ACCCCS).

## Publications & Research

**Bates, Brandi** (Interviewee). (July, 2020). Outdoor Programming Post-COVID. Campus Rec Website: <https://campusrecmag.com/outdoor-programming-post-covid/>

**Johnston-Guerrero, M. P., Wijeyesinghe, C. L. & Combs, Lisa.** (forthcoming). Intergenerational reflections and future directions. In M. P. Johnston-Guerrero & C. L. Wijeyesinghe (Eds.), *Multiracial experiences in higher education: Contesting knowledge, honoring voice, and innovating practice.* Stylus.

**Johnston-Guerrero, M.P, Tran, V., & Combs, Lisa.** (2020, January). *Multiracial Experiences with Oppression.* Submitted to *Journal of College Student Development.*

**Combs, Lisa, & Ashlee, A.** (2020, March). *Different Like Me: Building Empathy Within Multiracial and Transracial Adoptee Communities Through Identity Analogies.* NASPA Knowledge Community Annual Publication.

**Combs, Lisa, King, K., Lescano, D. & Chiu, E.** (2020, April) *You Belong Too: Creating Community for Multiracial Students.* NASPA Multiracial Knowledge Community E-Book.

