

University Senate
General Assembly
Meeting Minutes
October 11, 2019

Active Senators Present: Eilene Edejer, Laura Goldstein, Zelda Harris, Sarita Heer, Ashley Howdeshell, Diane Jokinen, Michael Kelly, Kristin Krueger, Kelly Moore, Tania Schusler, Abraham Singer, Susan Uprichard, Ben Feilich, Peter Kotowski, Todd Malone, Mario Guerrero, Carlos Martinez, Anita Nasser, Niki Safakas, Krislyn Zhorne, Justin Sia, Thomas Kelly, Nancy Tuchman, Margaret Callahan, Tavis Jules, Kevin Kennedy

Absent: Francis Alonzo, Mary Byrn, Richelle Rogers, Steven Todd, Tobyn Friar, Kathleen Steinfels, Thomas Sallese, Goutham Menon, Jo Ann Rooney (*ex officio*)

Guests: Kathleen Meis (President of SGLC); Lester Manzano (Associate Dean of Students); Tim Love (Executive Director for Equity and Compliance); Jan Sisler (Vice President for Mission Integration)

Quorum (23/31): Voting members present at start of meeting; quorum is **satisfied**.

Chairperson Susan Uprichard called public meeting to order at 3:00 PM.

- I. Review of preliminary agenda and call for motions to amend**
No calls to amend.
- II. Review of minutes from the September 6 meeting**
No calls to amend. Sen. Heer moved to approve minutes. Sen. Malone seconded.
Minutes approved.
- III. Information Item: Student Government Goals & Senate Engagement**
(Invited guest: Kathleen Meis, SGLC President)

Chair Uprichard introduced the topic and gave Sen. Guerrero and Ms. Meis the floor. Ms. Meis began by discussing the purpose of SGLC as the voice of the student body. Its goals and aims are largely shaped by leadership and what the student body. SGLC is broke into three branches: legislative, judicial, and executive. The main responsibilities are allocating funding to registered student organizations funded through activities fees, advocating for student-centered policies, and communicating with University leadership about student concerns.

SGLC held a retreat in the fall and determined goals for the year that will revolve around safety, wellness, sustainability, inclusion, and financial accessibility.



- Safety: Cohost educational workshops about laws on campus, student rights, restrictions on LUC, etc. Increasing the frequency and range of alert system notifications.
- Wellness: More resources in the wellness center, especially mental health resources.
- Financial Accessibility: What is SGLC doing to get additional resources for the University to help ease the burden of tuition? SGLC is looking to build a relationship with the Office of Advancement to increase opportunities for scholarships.
- Inclusion: A key issue for SGLC. Inclusive policies allow students to have a sense of belonging on campus and a sense of equal participation. SGLC wants to work with Arrupe College to bridge the gap.
- Accessibility: SGLC wants to stress mental and physical accessibility across campus to ensure compliance with the Americans with Disabilities Act.
- Sustainability: This has been the main area of emphasis for SGLC, as they want to investigate paperless classrooms, the use of Sakai and online syllabi, etc. SGLC also wants to include a course on sustainability as part of the requisite program for first-year students. They are also advocating for a more sustainability investment portfolio.
- Campus Engagement: SGLC wants to encourage the University's administration to find unique ways to connect and engage students beyond just email.

SGLC's next steps focus on increasing its presence on campus. They want to build relationships with campus partners, faculty, administration, etc. They will hold a state of the student body address to present a final draft of their goals. SGLC senate meetings are held weekly on Tuesdays at 4pm. Information about meetings is available on the SGLC website.

IV. Information/Discussion Item: Center for Student Assistance and Advocacy *(Invited guest: Lester Manzano, Associate Dean of Students)*

Chair Uprichard introduced the topic and gave Dr. Manzano the floor.

Manzano: The development of the Center for Student Assistance and Advocacy (CSAA) came out of a recommendation from a wellness audit conducted by Baker Tilly. The CSAA website acts as a central location for reporting student concerns, etc. The audit recommended a central location for reporting concerns to better maintain and respond to this information. This led to the purchase of a third party vendor to record and manage different cases. The goals of the CSAA include reducing duplication of work, coordinating university resources, increasing attention to compliance with laws and policies, and enhancing data collection and analysis.



The CSAA is meant to act as a centralized place where individuals can report student concerns. It includes resources for faculty, staff, students, parents, etc. The services already exist across the university. This acts as a single location where individuals can get information and reports. Areas include behavioral concerns, personal concerns, academic concerns (formerly early academic referral), student conflict and conduct concerns, and equity and Title IX concerns.

The centralized platform will collect information. This will allow staff to analyze data and better respond to student issues. The CSAA will also collaborate with different university partners to put standardized practices into place. It also provides training for faculty and staff.

Q. You mentioned the CSAA will work with different schools and colleges to integrate systems. What is the plan here, particularly for graduate schools?

Manzano: The CSAA will work initially with different programs to provide support. Case management happens in the Office of the Dean of Students, but if individuals already provide support in different areas the CSAA will partner with them for help. They will also work to centralize information. Individual meetings will be held across the campuses to figure out how units handle these challenges and where areas for cooperation can occur.

Q. Does this apply to Arrupe College?

Manzano: Arrupe College has a specific student success team. They are using the same system to report student concerns. The CSAA will work to support Arrupe's team as necessary.

Q. Are different services provided based on how a student identifies?

Manzano: Not currently. Under the current system, reports come to the office and they resource them through different interventions. If they find someone who needs counseling, for example, they will refer them to the Wellness Center. Addressing students with specific needs based on identity will require further evaluation.

Q. Who is the contact person to set up training?

Manzano: Mr. Manzano will serve as the point of contact who will connect relevant parties. Additional information is available on the website.

Q. How will you use the data?

Manzano: Data will be analyzed to identify areas in need of additional resources, recommendation of new services, and to improve decision making.



V. Information/Discussion Item: Title IX Update

(Invited Guest: Tim Love, Executive Director for Equity and Compliance)

Chair Uprichard introduced the topic and gave Mr. Love the floor.

Mr. Love: In 2019, Mr. Love was asked to take on the initiative for standing up for office of equity and compliance. This would serve as a different way of thinking about services for students, faculty, and staff in response to incidents of discrimination, sexual misconduct, or other equity based issues that arise. This will be an overview of the comprehensive plan and policy framework, and will serve to remind everyone of their responsibility to let people know of incidents where people would benefit from outreach, other resources in development, etc.

The Office for Equity and Compliance is intentionally not called the Title IX office. It is committed to ensuring equity not only when issues arise under Title IX, but also is not limited to concerns based on sex/gender. In forming the new office, it was decided that a just community requires equal weight to all forms of discrimination. The Office for Equity and Compliance addresses discrimination, sexual misconduct, retaliation when based on identity or equity issues. When you report something that is improper or subject to misconduct or mistreatment and you later suffer consequences that is retaliation. It is an adverse action based on someone raising a concern. It is important to note all title ix matters but not limited to that.

This office addresses issues whether they arise among or between students, faculty, and/or staff. This is a change to the structure for the University. The University wants to ensure a structure that matches its commitment to having the same standard of care regardless of whom is involved. These services extend to all corners of Loyola community.

The focus in office is primarily on resourcing parties and assisting in collaboration with other areas of the University when a report comes forward or a disclosure is made. The Office is responsible for making community members aware of resources, how they can proceed, assessing safety risks or concerns, etc. Once a report is made, the office begins an investigative process conducted centrally within the office.

While investigations are conducted through the Office of Equity and Compliance, it also works to coordinate across different departments. To effectively put forward and advance a University community that is just and equitable it takes the entire university and partnership with campus security, academic affairs, HR, etc. The office of Equity and Compliance serves in a coordinating role to make sure everything is covered and goals are met. It also has a role in monitoring follow up and making sure, when an outcome occurs that, it is managed and that reoccurrences do not happen.



The new policy framework is a comprehensive and robust policy written with the goal of ensuring Loyola follows best practices in terms of Title IX and equity work. The first section of the policy provides definitions, policies, behavioral expectations, what is consent, harassment, etc. It establishes prohibited conduct and describes the University response to incidents.

The second part outlines equitable resolution procedures and lays out the process when someone seeks intervention. Almost 400 reports were handled last year under a number of frameworks during transition. The majority of cases are folks looking for resources. Many are off campus, over summer, at home, etc. Procedures cover complaints against students, faculty, and/or staff.

Investigations result in a finding (responsible or not responsible). If a party is found responsible, then the process breaks out into three pathways: one follows the faculty handbook for potential discipline, staff complaints goes to HR and the individual's manager, and in the case of students, complaints go to the dean of students and conflict resolution. All this information is available on the website.

Sample syllabus language is available, especially for courses where material deals explicitly with this sort of information. Faculty are encouraged to review this material to be transparent and clear about reporting obligations. The Maxient system is the new reporting system. This is different from the ethics line, which was mostly a reporting portal. Maxient allows for greater documentation, communication, and for more adherence to data and analytics to ensure timely response, equitable outcomes, etc. Additional resources are available on the website. The new policies will also be incorporated into Loyola 101 for new employees and online training will be required annually.

Q. Regarding mandatory reporting, if a student asks to meet to discuss a potential issue of sexual misconduct and the faculty member informs them they must disclose this, prompted the student to back off, can the faculty member find ways to report the information while still protecting the students privacy?

Love: Not presently, but resources are available to provide information about managing these situations. Faculty can also refer students to the Wellness Center where there are a number of trained advocates. Exemptions are generally limited to retreats or events that operate under Safe Haven conditions.

Q. Is there a running database of student complaints filed in the event that student chooses not to accept services? If they decline services is their name kept and is student notified? How is survivor agency handled to ensure the mental health of survivors?

Love: The one with access is Mr. Love and the Assistant Dean of Services/Deputy Title IX coordinator. Personally identifiable information is not used.



Q. How does the Office handle situations when an affected student is not ready to take action but people around that student are concerned?

Love: The obligations are the same. If you become aware that it has been alleged, reported, or disclosed that someone has experienced a situation of sexual misconduct, the office wants to know about it. Need to be transparent about intention and availability of resources but allow students the space to respond. May also consider outreach to the bystander/intervening friend to provide resources.

Q. At what point is the accused notified a complaint has been made?

Love: They are not made aware until or unless going the Office decides to proceed with an investigation or if there's compelling reason to do so.

VI. **Information/Discussion Item: Examen Self Study**

(Invited Guest: Jan Sisler, Vice President for Mission Integration)

Chair Uprichard introduced the topic and gave Ms. Sisler the floor.

Sisler: Loyola, like the other 26 Jesuit universities, was asked to participate in an Examen study to investigate how Universities can maintain their Jesuit and Catholic identity. Many Jesuit universities worldwide decided they cannot maintain a Jesuit, Catholic identity and have extinguished their Jesuit identity. The Fr. General wanted to look at the United States and its large network of Jesuit universities. He asked Jesuit Universities to conduct a pilot program, the Mission Priority Examen, using the Examen as a process to engage university units in discernment.

Loyola was part of the 4th year of 5-year cycle. Ms. Sisler facilitated this process for the University. She with deans and different units across the University to select a time, place, and facilitator, as well as to determine which section of document to examine. Notes from these meetings were collated and summarized. Loyola was responsible for determining common themes, challenges, and opportunities for growth. An external review team was invited to look at the document then interrogate the narrative provided to develop an analysis of Loyola.

This process led to the formulation of four priorities: create an Office of Mission Integration, develop formation programs at all levels of the University, recruiting and hiring individuals who would further Loyola's mission, and creating reliable and measurable metrics to determine the effectiveness of mission integration. These four priorities are being incorporated into the strategic planning process.



Ms. Sisler encourages the Senate to review the draft materials and email her with any or feedback. There is a mission priority steering committee and the University is forming an advisory council for mission. The first meeting will be held in December 2019. Comments will all be incorporated into documents. Senators are encouraged to share these materials with their constituents.

Fr. Bryan Paulson sent Dr. Rooney a letter from the Fr. General expressing his pleasure with the work done at Loyola and indicating continued sponsorship from the Jesuits.

VII. Old Business

Chairperson Uprichard encouraged everyone to attend the October budget town hall meetings and noted that the dates on the website were for 2018 not 2019. She requested that senators contact her to request specific information for Wayne Magdziarz to discuss when he speaks to the Senate later this year.

Senators were reminded to submit comments on the preferred name policy to the chair by October 18th.

Provost Callahan informed the Senate that dates are available for the campus conversations. She reiterated the importance of providing feedback to leadership. Secretary Kotowski asked when alumni will be solicited for feedback and she informed the Senate this phase would begin in February and March.

VIII. New Business

Chairperson Uprichard called for any new business or announcements.

Chairperson Uprichard informed the Senate that Dr. Rooney responded to the 2018-2019 resolution about a non-smoking policy by forming a task force to draft a policy. The task force would like to present this information to the Senate and will appear on a future agenda.

Sen. Kennedy reminded the Senate that Staff Council extended the deadline for nominations for staff awards. He encouraged the Senate to nominate deserving staff members and to contact him with any questions.

Vice Chair Heer moved to adjourn. Sen. Singer seconded. **Meeting adjourned at 4:59 PM.**

Respectfully Submitted 11/5/19 by PBK and AH



Senate Meeting Schedule for Academic Year 2019-2020

- **University Senate Schedule:**

- ~~September 6~~ ~~3:30-5:30pm~~ ~~LSC - IES, Room 123/124~~
- ~~October 11~~ ~~3:00-5:00pm~~ ~~LSC - IES, Room 123/124~~
- November 22 3:00-5:00pm LSC - IC 4th Floor
- January 17 3:00-5:00pm LSC - IC 4th Floor
- February 14 3:00-5:00pm LSC - IC 4th Floor
- March 20 3:00-5:00pm LSC - IC 4th Floor
- April 24 3:00-5:00pm LSC - IC 4th Floor

- **Executive Committee Schedule:**

- ~~August 26~~ ~~4:00-5:00pm~~ ~~Zoom~~
- ~~September 23~~ ~~3:30-4:30pm~~ ~~Zoom~~
- November 8 3:00-4:00pm Zoom
- January 6 3:00-4:00pm Zoom
- January 31 3:00-4:00pm Zoom
- March 6 3:00-4:00pm Zoom
- April 6 3:00-4:00pm Zoom