



Loyola University Chicago

Mission Priority Examen Self-Study

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Introduction

LOYOLA UNIVERSITY CHICAGO MISSION PRIORITY EXAMEN

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

The Loyola University Chicago mission statement is precise yet inclusive, leading with its Jesuit, Catholic identity and conveying the openness of that tradition to people and practices from all backgrounds and faith traditions in search of essential truths, basic human needs, and common good. The statement is physically placed in every building on our campuses and is centrally located on the University’s Mission and Identity website, accompanied by a deep archive of supplemental material that extends thought and conversation around the mission and around the transformations this tradition of education can catalyze.

The centrality of the Jesuit, Catholic mission is fostered by intentional thinking, thoughtful planning, and forward-looking action by the University’s leaders. Loyola’s expression of its mission and values takes many forms. Ignatian pedagogy and spirituality are so deeply woven into the community’s culture that the mission and values often express themselves in the way discussions unfold in classrooms, the protocols under which research is conducted and reviewed, and the ways in which staff and faculty and students across the University work together in ways pointedly shaped by being persons for others and by an open hospitality that respects each background, each voice, and each life.

As a Jesuit, Catholic university, Loyola is guided by a living intellectual tradition. All of Loyola’s undertakings—its teaching, research, and service—are infused with a conviction regarding the sacred character of all reality, the dignity of every human person, the mutually informing dynamic between faith and reason, and the responsibility to care for our world and especially those who are suffering most. Our Jesuit pedagogy is informed by the conviction that faith, knowledge, and the promotion of justice are intrinsically related: They are not three independent aspects of education juxtaposed, but instead form a triad in which each is dynamically related and incomplete without the others. This conviction is open to the contributions of men and women of all faith traditions and anyone of good will.

Our commitment to social justice is long-standing, embodied in myriad ways across the University—in the work of individual researchers, pedagogical initiatives, academic programs, centers of excellence, and more. In the words of Peter-Hans Kolvenbach, S.J., the former Father General of the Society of Jesus, “Every Jesuit academic institution of higher learning is called to live in a social reality ... and to live for that social reality, to shed university intelligence upon it, and to use university influence to transform it.”

Current Strategic Plan

Loyola's current strategic plan, *Plan 2020: Building a More Just, Humane, and Sustainable World*, has sought to deepen and broaden our Jesuit, Catholic response to the global societal challenges of today. We have further embraced diversity and sustainability not just as goals but also as values fundamental to the authenticity and effectiveness of the Jesuit mission in 21st century America. *Plan 2020* has been a framework to focus our energies on improving the quality of education, so our students are prepared to be agents of change affecting their families, careers, and communities. It has organized how we leverage the resources of the University to meet the needs of our city and our world and deepen our identity as a Jesuit, Catholic apostolate of learning and action.

The work of the plan gathers around four pillars: leveraging resources to ensure student access and student success; advancing social justice through faculty development; promoting multidisciplinary collaborations to address societal challenges; and engaging local and global challenges in partnership and solidarity with others. The period covered by the plan, 2015–20, has seen a transition at the University to the first lay presidency in its history. During this transition and under the leadership of Dr. Jo Ann Rooney, Loyola has implemented a number of initiatives in *Plan 2020*, increasing access, diversity, and quality at Loyola; increasing and strengthening partnerships with the community; and creating new and innovative multidisciplinary programs that directly respond to important issues of equity, justice, and sustainability.

At the same time, Loyola pays attention to itself and has enhanced programs that support students' physical, social, and spiritual development while also enhancing staff and faculty benefits, spiritual engagement, and work-life balance. The University applies its Jesuit, Catholic values to the way we come together and the way we work together. The Jesuit way of proceeding informs our meetings and our conversations through deep and wide consultation and a conscious process of discernment and decision-making.

Examen Conversations at Loyola

This is an opportune time for Loyola University Chicago to engage in the Mission Priority Examen. It is a chance to measure our progress against our mission and plan, and will help guide discussions for our next strategic plan. The issues thread through our daily conversations at Loyola, and the Examen is a chance to pause, pull back, and go deeper. Loyola embarked on the Mission Priority Examen as an institution-wide initiative in fall 2018. The conversation has been approached with appreciative inquiry and honest self-appraisal of ways Loyola entwines Ignatian heritage, methods, and spiritual approaches with multivalent forms of its faith-informed education, community collaboration, and service.

The energetic response by the community to the Examen discussions is a measure of the way the Jesuit approach is internalized by many at the University. The process was initially announced in a message from Dr. Rooney to faculty, staff, and students. Further communication came through deans and other leaders, and the process was organized and administered by a steering committee led by Janet Sisler, acting vice president for mission integration. The conversations were conducted in small focus group settings organized by school, division, or unit across the University. In all, more than 700 people

participated in more than 90 focus groups across Loyola's three Chicago-area campuses. Clear-eyed honesty about positives and negatives in fulfilling our mission and expressing our values in impactful, authentic ways characterized the discussions.

Focus groups began with University leadership at a president's retreat in August and continued throughout fall 2018, with most of the groups meeting in November, Ignatian Heritage Month—when the community celebrates and reflects upon its Jesuit, Catholic legacy, current mission, and future responses. Conversations took place in focus groups that included the following units:

- University faculty, staff, students, and alumni (College of Arts and Sciences; School of Communication; School of Education; Health Sciences Division; Quinlan School of Business; School of Social Work; School of Law; School of Continuing and Professional Studies; Institute of Pastoral Studies; Arrupe College; Institute of Environmental Sustainability; Marcella Niehoff School of Nursing; Stritch School of Medicine)
- Council of Deans
- Council for Diversity
- Division of Student Development (professional staff and students)
- University Ministry, Community Service and Action, and Christian Life Communities
- Executive Cabinet
- Student Government
- Student organizations
- Athletics
- Office of the Provost
- Loyola University Chicago Board of Trustees
- Standing committees of the board of trustees
- Centers of excellence
- Faculty Center for Ignatian Pedagogy
- Center for Experiential Learning
- University Advancement
- Office of Enrollment Management and Student Success
- Division of Human Resources
- Office of Information Technology Services
- Finance Division
- University Marketing and Communication
- Department of Community Relations
- University Libraries
- The Jesuit Community at Loyola
- Office of Facilities

Focus Group Process

Facilitators for the focus groups were recruited from each unit. A common guide for the facilitators was developed and used in a training session with the volunteer facilitators. Focus groups consisted of between 6 and 12 people recruited by the University leader of the unit and the facilitator. Once focus group participants had been identified, the facilitator scheduled the focus group. Like all other members of the Association of Jesuit Colleges and Universities (AJCU), Loyola used the document, *Characteristics of Jesuit and Catholic Universities*, as a guide for our Mission Priority Examen focus groups. Each University leader selected which of the characteristics were most relevant for their unit's focus group and sent those sections to participants before their focus group was scheduled. Conversations flowed out of the questions as well as the tensions and challenges the booklet raised.

Steering committee members or designates were responsible for note-taking at the focus groups to ensure consistency in reporting. The steering committee gathered, analyzed, and distilled notes. Working with a small team from University Marketing and Communication, the steering committee conducted an inventory and inquiry of mission-related activities at the University that, together with the input from the focus groups, provided a picture of strengths and weaknesses vis-à-vis the mission.

Leadership's Commitment to Mission

The University's leadership competently communicates and enlivens the Jesuit, Catholic mission of the institution.

Mission Articulation

It is hard to find anyone on a Loyola University Chicago campus who is not conversant with the University's mission. It serves as our touchstone and captures our aspiration to be a Jesuit, Catholic university positioned at the intersection of the service of faith, the promotion of justice, and the discovery and application of knowledge to shape a more just, humane, and sustainable world. Loyola is guided by a living intellectual tradition, born out of a nearly 500-year legacy of the Jesuit way of proceeding.

Loyola University Chicago is grounded in a particular social reality—our historic mission and role in Chicago; our Jesuit, Catholic identity; our own history; our rich community of faculty, staff, students, alumni, and champions; and the current cultural context in which we are immersed. Given the many new challenges we face within our urban context and the world in which we live and the urgency of social and environmental conditions, we have embraced the Mission Priority Examen as an opportunity to ask ourselves how we can contribute to both the University and the world in substantive ways.

The University is well positioned to begin this reflection and to plan for our future. We are experiencing strong financial stability, engagement by alumni and friends, and a growing number of faculty and staff members eager to participate in a collective effort to improve the condition of those in our community and world. This creates an opportune moment to reflect on what we might do and who we might become. Our conversation is further contextualized by a sense of urgency, felt on the national and international levels, for an engaged pedagogy to guide our teaching and a renewed commitment to interdisciplinary approaches to address societal and environmental concerns. The future of higher education in the United States requires transformative approaches to these complex challenges.

Board of Trustees

Loyola flourishes as a result of a collaborative and sustaining set of relationships with our sponsors, the Jesuit province, and the Loyola University Chicago Board of Trustees. The Jesuit community and the board of trustees, recognizing their responsibilities to steward our Ignatian heritage and Catholic tradition, actively engage in assessing and strengthening the mission and identity of the University. In the Sustaining Agreement of Loyola and the Society of Jesus, several key areas regarding mission and identity are delineated that speak directly to the importance of the mission of the University as a Jesuit, Catholic institution imbued with values, educational tradition, and pastoral practices of the Society of Jesus. The sustaining agreement also has impelled the University to include a standing committee on the board of trustees whose sole purpose is to periodically review and actively advance the mission of the University. The board often employs a mission lens in consideration of major issues brought before it. Recent deliberations regarding a new school of health sciences and public health were animated by consideration of the Catholic mission to provide quality health care to all, especially those who have been marginalized

The Jesuit and Catholic Identity Committee has taken leadership with the board of trustees in our present Mission Priority Examen. Presenting the board of trustees with several educational sessions on the MPE over the last year, committee members went before the board of trustees in September 2018 to request its participation in the MPE. The board heartily endorsed the request and has set aside considerable time in its December and March meetings for full board engagement in using the MPE as a strategic tool for assessment, discernment, and growth. Although the board of trustees has embraced many opportunities for board education and formation over the last 10 years, including a pilgrimage to Rome where they met with Father General, both the Jesuit and Catholic Identity Committee and governance board are committed to engaging in more progressive and ongoing education and formation in the years to come. They clearly understand their responsibility to mission and are eager to delve more deeply into Ignatian tradition, values, and spirituality.

University President and Cabinet

As the University has made the transition to lay leadership, its Jesuit, Catholic character has been of utmost importance. In her first two years, Dr. Rooney, the University's first lay president, has energetically reached out to the campus community, to the Jesuit network, and to the larger civic community to affirm Loyola's Jesuit, Catholic mission and identity. She has emerged as a thought leader in articulating the value of a Jesuit, Catholic education in a world fraught with divisiveness—quite reminiscent of Ignatius' time. The theme of how the Ignatian model remains powerful and why the mission has become even more urgent has been a key note of the president's appearances before civic leaders, in convocation and commencement addresses, in her remarks at campus ceremonies, and in regular messages to faculty, students, and staff. She has participated in working groups of the leadership of the United States Conference of Catholic Bishops and delivered an address on the future of Jesuit education to the Midwest Association of Jesuit Alumni and the U.S.A. Midwest Province of the Society of Jesus. She has also addressed issues of health

care access, health equity, and medical education with the Catholic Health Association of the United States. Her remarks and others are often disseminated through the AJCU.

Dr. Rooney is no stranger to framing public stands on issues like immigration and legislative programs to support student access to higher education within the University's Jesuit, Catholic mission. She has been an advocate for ongoing education and spiritual formation within the Ignatian tradition with the University's board of trustees, cabinet, and council of deans. All meetings begin in prayer and regularly include discernment as the key decision-making tool. Referencing key documents from our Jesuit heritage and other important works from our Catholic intellectual heritage, cabinet meetings are infused with a conviction of the mutually informing dynamic between faith and reason.

Academic Deans

The council of deans, chaired by Dr. Margaret Faut Callahan, Loyola's acting provost and provost of the Health Sciences Division, is committed to building the capacity of the University to become "a transformative agent," an institution that "seeks to insert itself into a society, not just to train professionals, but in order to become a cultural force advocating and promoting truth, virtue, development, and peace in that society" (Nicolás, 2010:7).

The council of deans, as thought leaders within the University, were key architects of *Plan 2020*, which called for an engaged pedagogy to guide our teaching and a renewed commitment to interdisciplinary approaches to solving societal and environmental problems. This strategic plan challenged us to expand our understanding of the social realities of the poor and to employ the vast treasure of our Judeo-Christian humanistic and scientific tradition—along with our experience and expertise in accompaniment with those in need—in a collective effort to improve the condition of those in our community and world. *Plan 2020* addresses a singular question: How do we, as a university, live in and use our influence to transform the world?

The deans' continued commitment to our Jesuit, Catholic mission can be readily witnessed in some of the initiatives put into place as part of *Plan 2020*: Arrupe College, a two-year college program for underserved and inner-city students; Loyola's commitment to Deferred Action for Childhood Arrivals (DACA) students at Arrupe College, in our undergraduate programs, and in our medical school, for admission and scholarships; the Joan and Bill Hank Center for Catholic Intellectual Heritage; the Faculty Center for Ignatian Pedagogy; the Health Sciences Division's new PhD Program in Public Health; the School of Social Work's new online bilingual master's degree in social work; the School of Law's Curt and Linda Rodin Center for Social Justice and its Health Justice Project; and the University's investment in Catholic and public schools in the Rogers Park and Edgewater neighborhoods.

EMERGING OPPORTUNITIES

- Although the University's major thrust toward integration of the service of faith, development of knowledge, and promotion of justice is pervasive, there continue to be pockets that require balancing. The service of faith may be more heavily weighted by some, while others might see the advancement of knowledge or social justice as more important. We continue to design, deliver, and invite administrators, staff, students, alumni, and our neighbors into programs designed to find a balance between the three key ingredients of our Jesuit, Catholic mission.
- Likewise, as a Jesuit, Catholic university that embraces all people of all faiths and people of good will of no faith, we continue to struggle balancing the depth of our Catholic, Jesuit traditions in a multicultural and inclusive university.
- In an attempt to streamline the frequency and number of surveys the University employs to assess student growth, attitude, and religious practice, participation in national assessments of religious understanding and practice were discontinued. It would be helpful to reinstitute a valid and reliable assessment tool to gauge the effectiveness of mission-related initiatives.
- In a University reorganization in the early 2000s, many components of the Office of Mission and Identity were integrated into other campus units (i.e., Campus Ministry was moved to the Division of Student Development, and Faculty Formation directly reported to the Office of the President). Hiring for mission continued to be a priority for key leadership positions and several Ignatian animators joined our professional community. Other mission-related entities were developed (i.e., Hank Center for the Catholic Intellectual Heritage and the Faculty Center for Ignatian Pedagogy). Presently, we are in an opportune moment to design and resource a robust Office for Mission Integration for the University. In 2018–19, Dr. Rooney appointed Janet Sisler as acting vice president of mission integration to facilitate the Mission Priority Examen and to begin organizing an Office of Mission Integration; launched a national search for a permanent vice president for mission integration; and developed plans to reinvigorate an Office of Mission Integration and reorganize reporting groups.

The Academic Life

The University's academic life and commitments clearly represent the Catholic and Jesuit interest in and commitment to the liberal arts and Christian humanistic education for all students. In addition, academic programs can be found that are distinctively informed by the University's Jesuit, Catholic character, thus contributing to the diversity of higher education in the United States with an education shaped by the service of faith and the promotion of justice.

Core Curriculum

Loyola's core curriculum plays a central educational role in every Loyola student's undergraduate experience and is a critical component of the Catholic intellectual tradition and the intellectual apostolate of the Society of Jesus. Loyola has further explored how we interpret these traditions in the document *Transformative Education in the Jesuit Tradition*. In the Ignatian view, transformative education is a method designed to foster continual growth in the hearts, minds, and wills of students. Loyola's core curriculum actualizes transformative education in many ways: It helps students define their values, discover their gifts and passions, and teaches them to look at their role in society as being one in service of humanity and for the common good.

Designed to provide both breadth and depth to a student's program of study, the core curriculum introduces students to key concepts and modes of thought in a variety of areas of human intellectual endeavors. It introduces students to 10 central knowledge areas, with a consistent focus on learning outcomes. Core coursework develops students' understanding through knowledge and experience in philosophical, ethical, theological, religious studies, artistic, historical, literary, quantitative analysis, scientific literacy, and societal and cultural knowledge areas, in addition to written communication. Each course promotes at least one of the skills crucial to facing the challenges of contemporary society. In addition to knowledge and skills development, core courses integrate and promote four values essential to a Loyola education: understanding diversity in the United States or the world; understanding and promoting justice; understanding spirituality or faith in action in the world; and promoting engaged learning. In addition to the core curriculum, students apply their Loyola education to real-world experiences through the engaged learning requirement. This requirement supports the mission of Loyola to "expand knowledge in the service of humanity through learning, justice, and faith."

Not satisfied with anecdotal assessment of our core curriculum's impact on student learning and formation, faculty members who developed and teach core courses designed and implemented an assessment of student learning outcomes for the various knowledge areas. The types of assessment tools used across the knowledge areas varied by department. Overall, results from the assessments showed positive growth or end-of-semester achievement for student learning in some or all competencies across 100 percent of the knowledge areas. The degree of student academic growth varied across knowledge areas, departments, courses, and sections.

In a survey of 297 students enrolled in 10 randomly sampled courses during spring 2017, more than 50 percent of students surveyed agreed or strongly agreed that their core classes helped them learn in, and were relevant to, their education. On average, students made positive self-assessments of how well they grew in their abilities to meet core learning outcome competencies. During spring 2017, a random sample of 85 faculty members who had taught core curriculum courses in fall 2016 were interviewed to share feedback regarding the core curriculum. Of the faculty who responded, positive comments highlighted the impact of core curriculum on the knowledge and skills of students, as well as Ignatian values that would have long-range impact on the lives of students.

Over and above quantitative assessment of faculty and student participation in the core curriculum, Loyola has initiated several practices aimed at increasing student engagement with the broad sweep of the humanities and the sciences required for active participation as global citizens of the *Laudato Si'* era. We request that tenured professors, passionate and committed to life's transcendental questions, teach a large percentage of core courses, so that our students can experience high-impact learning. We have initiated several new faculty excellence awards that are presented at each year's faculty convocation to honor and lift up faculty members for excellence in teaching first-year students, for excellence in undergraduate research mentoring, and for excellence in advising and mentoring. We have also begun an annual Weekend of Excellence, in which hundreds of our students involved in research present their projects, methodologies, and results. All of these initiatives are key indicators of the positive impact our core curriculum has had on the emerging scholarship of our students and the advising, mentoring, and coaching of our dedicated faculty.

Faculty Policies in Teaching, Research, Promotion, and Tenure

Our Loyola faculty members strive for excellence in the areas of teaching, research and scholarship (including artistic accomplishment), professional practice, and service. They embrace their responsibility to engage students in educational and transformational experiences in which they are invited and challenged to become women and men for and with others. Faculty members frequently comment on their own experience of the University's commitment to the principles of academic freedom. Loyola's *Faculty Handbook*, written and approved through a collaborative process among university administrators, the University Senate and the Faculty Council, describes academic freedom as "a right and a duty to participate freely in the search for and expression of knowledge and truth" (page 34).

Policies regarding teaching, research, promotion, and tenure are clearly described in the *Faculty Handbook* and are based upon professional and social justice principles.

Evaluating faculty for tenure and promotion is based on evidence of outstanding scholarship, teaching, and service, and occurs first within the department before it proceeds to the University committee. As two of the outcomes of our *Plan 2020*, the University has provided faculty incentives to participate in seminars and certificate programs to enhance their understanding and embrace of Ignatian knowledge, spirituality, and pedagogy. Hundreds of faculty members have participated in the “All Things Ignatian” seminar or have earned a certificate in Ignatian pedagogy in the last few years.

Centers and Institutes

The Joan and Bill Hank Center for the Catholic Intellectual Heritage

The Hank Center for the Catholic Intellectual Heritage is a venue for faculty, students, and staff to learn about and investigate Roman Catholic thought and its links to all academic disciplines. With its strong emphasis on scholarly research and discussion, the Center is a productive space where the fruits of that research can be engaged, debated, and shared. The Center was founded in 2006 to preserve and foster Catholic intellectual heritage not only at Loyola but also in the community. The Center offers a number of opportunities to learn about, and interact with, the Roman Catholic tradition.

Center for the Human Rights of Children (CHRC)

The CHRC represents the University’s efforts to protect and advance the human rights of children by engaging students, faculty, and the community through research, scholarship, advocacy, and programs. The CHRC was founded in 2007 with the belief that children’s rights are human rights. The CHRC is unique. Its work encompasses collaborative, multidisciplinary efforts to improve the lives of children, guided by principles derived from the United Nations Convention on the Rights of the Child. The concept of protecting the human rights of children enlarges and enriches the scholarly work of faculty from diverse disciplinary backgrounds and sits squarely within the Jesuit commitment to social justice.

Center for Science and Math Education (CSME)

Scientific and mathematical literacy is essential to making decisions that foster a just society and a healthy planet. Educators provide crucial opportunities for all students to attain such literacy. Through partnerships, programs, and research focusing on the educational system, CSME is dedicated to developing teachers’ and educational leaders’ understanding and implementation of high-quality instruction that enhances scientific and mathematical literacy and its application to solving issues involving social and ecological problems.

Center for Urban Research and Learning (CURL)

Research and partnerships fuel the work of CURL as it creates innovation that fosters equity and opportunity in communities in the Chicago metropolitan region and beyond. CURL links to regional, national, and international networks in pursuit of ideas and approaches that address grassroots needs. CURL pursues this goal by building and sustaining collaborative research and educational projects. These partnerships connect Loyola faculty and students with community and nonprofit organizations, civic groups, and government agencies. These collaborations link knowledge in the community with knowledge in the academy to help create sustainable communities that enhance the quality of life for all citizens.

Gannon Center for Women and Leadership

The Gannon Center joins the University in its mission of transformative education with a particular perspective of developing women leaders. Through research, programs, and service, women are prepared to lead in every sector of society. The research is innovative and interdisciplinary, and shapes leadership for the 21st century. Dialogue on compelling issues is advanced and a network that supports women in the practice of leadership coalesces at Loyola. Signature programs include: the Gannon Scholars Leadership Program; the Mallinckrodt Scholars Program; the Carroll and Adelaide Johnson Scholarship Fund; the Ann F. Baum Women and Leadership Speaker Series; the Carolyn Farrell, BVM, Professorship in Women and Leadership; faculty fellows; and senior scholars.

Institute of Environmental Sustainability (IES)

The mission of IES is to engage students in understanding and responding to local and global environmental issues by delivering core environmental science courses to raise awareness and action in all Loyola undergraduates. It prepares baccalaureate and graduate students for socially responsible professions in environmental science, policy, education, business, and health, and it advances knowledge of environmental problems and solutions. IES continues to advance sustainability in operations across all campuses and to develop an environmentally conscious culture throughout the University. It has reached out to the community with partnerships and entrepreneurial activity that includes its renowned biodiesel lab. IES is a microcosm of Loyola's Jesuit, Catholic education, providing a rich and transformational experience grounded in teaching and research excellence, experiential learning, and entrepreneurial action in the service of nature, humanity, and the planet.

Institute of Pastoral Studies (IPS)

IPS, one of the leading programs of its kind in the United States, is firmly and deeply rooted in a rich history of theological education for ministry. We continue to combine strong Jesuit values of service and responsibility with the pursuit of academic excellence and spiritual development. Our students value our interdisciplinary curriculum, rich experiential opportunities, and convenient course options including those online, in Chicago, and even in Rome, Italy. Our diverse student body is a strong asset, as are our leading faculty members, who bring lived experience inside and outside of the classroom to the benefit of our students. At IPS, we live the Jesuit, Catholic identity of Loyola by

educating individuals for spiritual and ministerial leadership. IPS aims to be a renowned global hub for educating and forming leaders in ministry who can adapt to the rapidly changing religious and social landscapes of the 21st century.

Faculty Center for Ignatian Pedagogy

The Faculty Center for Ignatian Pedagogy encourages excellence in teaching by facilitating the role of faculty in planning and delivering a quality curriculum. The Center promotes the implementation of creative teaching strategies that reflect the intellectual, social, and spiritual context of today's students. The goals of the center are to promote the principles of teaching that encourage transformative education in the Jesuit tradition, expanding outreach to faculty; to develop Ignatian teaching pedagogies relevant to all teaching modalities; and to promote and recognize teaching excellence. Signature programs include: a certificate in Ignatian pedagogy; focus on teaching and learning; featured speaker series; and writing within a Jesuit tradition.

Other Centers at the University

College of Arts and Sciences

- Center for Criminal Justice Research, Policy, and Practice
- Center for Textual Studies and Digital Humanities

Quinlan School of Business

- Baumhart Center for Social Enterprise and Responsibility
- Business Career Services
- Center for Financial and Policy Studies
- Center for Innovation
- Center for International Business
- Center for Risk Management
- CME Group Foundation Business Analytics Lab
- Executive Education
- Family Business Center
- Supply and Value Chain Center

School of Communication

- Center for Digital Ethics and Policy

School of Continuing and Professional Studies

- Institute for Paralegal Studies

School of Education

- Andrew M. Greeley Center for Catholic Education
- Center for Comparative Education

School of Law

- Beazley Institute for Health Law and Policy
 - Center for Catholic Health Care and Sponsorship
 - Elder Law Initiative
- Center for Business Law
- Center for Public Interest
- Civitas ChildLaw Center
 - ChildLaw Policy Institute
 - International Children’s Rights Initiative
 - Education Law and Policy Institute
- Dan K. Webb Center for Advocacy
- Institute for Consumer Antitrust Studies

School of Social Work

- Center for Research on Self-Sufficiency

Health Sciences Division

- Burn and Shock Trauma Research Institute
- Cardiovascular Research Institute
- Infectious Disease and Immunology Research Institute
- Institute for Transformative Interprofessional Education
- Neiswanger Institute for Bioethics
- Oncology Research Institute

Professional Schools’ Mission and Vision

Quinlan School of Business

The Quinlan School of Business is a community of scholars in a Jesuit, Catholic university committed to preparing business leaders with the highest capacity and commitment to contribute to society through ethical and socially responsible conduct, sound decision-making and problem-solving skills, and the knowledge to act effectively in complex organizational settings and in a diverse global economy. It is a transformative experience for students and inspires them to discern and pursue their life’s purpose. We provide a high-quality, comprehensive education that prepares graduates to be extraordinary business professionals and leaders.

School of Communication

The School of Communication is a community of learners that fosters critical thinking and innovation, integrates big ideas in communication theory and practice, tells stories across multiple platforms, and adapts to changing technology and social needs. We develop ethical professionals with the knowledge and dedication to make a lasting contribution through communication and service in the world. The Center for Digital Ethics and Policy fosters dialogue, research, and standards about ethical behavior in online and digital environments.

School of Continuing and Professional Studies (SCPS)

SCPS is home to adult learners who are pursuing additional education. The student's degree or certificate completion experience is thoughtfully designed around three pillars: leadership, career success, and a meaningful life. SCPS continues its mission in the Jesuit tradition by providing a transformative education based on a solid foundation in the liberal arts, with a focus on ethics, social justice, and theology.

School of Education

The School of Education supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice. The school embeds social justice principles throughout coursework, research, and service-oriented activities. "The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and [in which] all members are physically and psychologically safe and secure" (Bell, Adams & Griffin, 2013, p. 3). Our efforts are devoted to promoting human rights, reducing inequalities, and increasing the empowerment of society's most vulnerable groups.

School of Law

The School of Law is a student-focused law center inspired by the Jesuit tradition of academic excellence, intellectual openness, and service to others. We educate diverse, talented students to be responsible leaders in a rapidly changing, interdependent world, to prepare graduates who will be ethical advocates for justice and the rule of law, and to contribute to a deeper understanding of law and legal institutions through a commitment to research, scholarship, and public service. We advance the Jesuit tradition of social justice and ethics in law and integrate it into the life of the School of Law. We assure a curriculum that prepares Loyola students to be accomplished and ethical leaders in the legal profession and the larger community.

Stritch School of Medicine

The Stritch School of Medicine is committed to scholarship and the education of medical professionals and biomedical scientists. Our school, including its faculty, trainees, and staff, is called to prepare people to lead extraordinary lives and treat the human spirit in an environment that encourages innovation, embraces diversity, respects life, and values human dignity. We believe that thoughtful scholarly excellence, service, stewardship, and continuing reflection advance our ability to contribute high-impact research and provide the highest-quality education.

Our Catholic heritage and Jesuit traditions of ethical behavior and scholarly distinction in research and education lead to new knowledge that advances our mission, globally and in the communities we serve. Stritch graduates are steeped in a well-rounded approach to

their professional careers. We are proud of our students and graduates who strive for excellence, in the spirit of compassion, discernment, and service.

Marcella Niehoff School of Nursing

The Marcella Niehoff School of Nursing provides a transformative education in the Jesuit, Catholic tradition, preparing leaders in the health professions to enhance the health of persons, communities, and the larger global environment through the discovery, application, and dissemination of knowledge and service to and with others. The school's programs span those for undergraduate nursing students through doctoral students and, beginning with the fall of 2018, have focused on innovative delivery systems to provide greater access to health. Faculty and administrators are engaged in a collaborative effort to recruit, retain, educate, and graduate health care professionals who contribute to the well-being of society. We prepare nurses who use advanced knowledge and skills to assume a leadership role in interprofessional health care delivery to improve health outcomes at the system, population, or individual patient levels.

School of Social Work

The School of Social Work provides transformative education for practice-informed social work. The school advances rich and diverse knowledge grounded in empowering work with clients and organizations from a participatory, person-in-environment perspective. We promote social justice through macro, meso, and micro practice. Transformative education reflects our commitment to engaging students to be effective change agents for social justice in a global context.

EMERGING OPPORTUNITIES

- Continue to articulate a deeper and more compelling narrative of the Jesuit, Catholic nature of Loyola University Chicago through a qualitative and quantitative assessment of academic and formation programs.
- Investigate ways in which graduate students can be more powerfully impacted by service and experiential learning. Many of our undergraduate and professional students go into the community and connect with the population, allowing them to bring values of the University to that setting and learn from those interactions.
- In the Father General's address at Deusto, leaders of Jesuit colleges and universities were urged to form men and women committed to justice and reconciliation. How are we engaging our professional schools in shaping the professions so that they are focused on justice and reconciliation?
- Ensure that the Mission Priority Examen process serves as a foundation for our next strategic plan. How will we integrally connect the strategic plan to our Jesuit, Catholic identity?
- Ensure and enhance mission-related programming and activities for University leadership, faculty, staff, students, and alumni for ongoing development and increased depth.

A Jesuit, Catholic Campus Culture

The University works to foster within its students, faculty, staff, and administrators a virtuous life characterized by personal responsibility, respect, forgiveness, compassion, a habit of reflection, and the integration of body, mind, and soul.

Loyola and its campuses are steeped in Jesuit principles, methodology, and spirituality, from the architecture, iconography, and sacred spaces that embrace and inspire our community, to the curriculum, professional development, and extracurricular programs. As an institution situated in space and time, in a city and a society faced with superficialities, social fragmentation, injustices, and mortal dangers to people and planet, Loyola must always look to adapt and deepen the constancy of the Jesuit commitment to community good according to the needs of the era.

Diversity and Inclusion as a Core Cultural Value

At Loyola, in this time and place, diversity and inclusion are foundational to creating a scholarly community grounded in an equality that approaches the relationship of God with each and every one of us: of love, care, and oneness. Our commitment to diversity and inclusion comes from Ignatius himself and the Jesuit belief that God is to be found in the other—in the person, the place, the culture, the context, and the human experience that differs from one's own. This foundational principle embraces inclusivity, mutual respect, inherent freedoms, and the dignity of giving each perspective a voice. It obligates us to live the Jesuit charism—to help and serve each other in a spirit of solidarity, not just to the shared mission but also to the shared humanity that is God's presence in the world.

With an intentional focus on diversity and inclusion in student, faculty, and staff recruitment and conscious initiatives arising out of *Plan 2020*, the University has grown more diverse across its programs and campuses. More than 36 percent of University community members identify as a minority, which compares to just over 25 percent a decade ago and is higher than peer-institution averages. Women comprise 64 percent of the Loyola student community, compared to 56 percent among peers. This fall, we welcomed our most diverse student body in the University's history and we continue to serve a high proportion of students from financially challenged backgrounds, with 26

percent of our students as Pell eligible. The University continuously develops its on-campus programming, environment, discourse, and policies to support inclusiveness and equity across cultural, religious, and gender spectra. One program, in particular—a financial literacy program for all first-year students—helps students navigate the realities of the cost of college with their financial resources, the risks of extensive borrowing, and the impact of loan debt on their future choices.

The development of Arrupe College at Loyola responds to the challenge of diversity and inclusion by seeking talented students from Chicago's underserved neighborhoods and providing them an innovative and rigorous two-year college without financial burden. Arrupe is now in its fifth year, and its students have gone on to achieve remarkable things in four-year colleges and graduate school. The college has greatly improved upon the degree-completion rates at community colleges, its key innovation being Jesuit-led wraparound faculty advising and mentoring infused with *cura personalis*.

The end goal of diversity on our campuses is not simply to represent the beauty of otherness and diversity; rather, we recognize a common unity that anchors and enlivens our commitment to inclusion and creates respectful spaces for dialogue to happen and for initiatives that educate the community to unfold. We hold ourselves accountable to this intentional vision and foster an integrated society. We do so with the wisdom that each member of our student, faculty, and staff community brings his or her own unique perspectives, strengths, and critical inquiries to serve our mission.

Over the past year, Loyola conducted a diversity climate survey to gather from individual perspectives a sense of our community's sense of hospitality, inclusiveness, and respect in our campus culture. Results were shared with the community, and a series of listening sessions this year will continue a conversation about race and bias in our community and society. We continuously evaluate our commitment to diversity and value the perspectives and voices of all as we engage locally and globally.

Cura Personalis and Cura Apostolica

Fostering diversity does not mean we scale back individual focus or fragment into affinity groups not accountable to each other. Nor does it mean that our Jesuit character is relegated to one among a menu of spiritual approaches. Rather, the core tradition shapes the student experience. Loyola helps students develop the kind of relational ethos that builds community. The Division of Student Development encompasses spiritual, social, psychological, and recreational programs under its umbrella, providing young people with multiple opportunities to discover themselves and to thrive as healthy, well-rounded people. A strategic priority at Loyola has been the design and continual improvement of proactive programs to educate students about substance abuse, intimate partner violence, gender identity, and sexuality. In addition to preventive programs, Loyola continues to refine and improve its policies and systems for seeking help and support, whether it be academic, professional, or personal. *Cura personalis* extends to faculty and staff members as well, who have access to improved reporting and whistle-blower systems, the pastoral counsel of Campus Ministry, and robust support options through employee assistance programs.

The *Faculty Handbook* situates Loyola's Jesuit, Catholic mission as the foundation for the educational and transformational responsibilities of its faculty. The handbook's first

chapter opens with the University's mission statement and invites faculty to commit to excellence, the promotion of justice, the service of faith, and values-based leadership. Loyola leadership seeks to activate Jesuit, Catholic values in pedagogy and programs, as in the 2012 document, *Positioning Loyola for the Future*. That study helped position Loyola to address 10 challenges in the changing landscape of higher education. Loyola engaged in holistic analysis and creative problem-solving that included internalizing and then leveraging the Jesuit, Catholic mission as a competitive advantage in the marketplace and as the kind of values-infused education that is needed in the modern world.

The student's education journey at Loyola is guided by the Jesuit idea of discernment when it comes to choosing career fields and making decisions in his or her work. Undergraduate and graduate students are encouraged to view their professional lives not just as a way to make a living but also as a way to make a difference for others—a vocation, not just a job. Schools across Loyola—in law and business, pastoral studies and medicine, the liberal arts and social work—offer formal courses that view one's work as vocation. Loyola's Division 1 intercollegiate athletic programs embrace Jesuit culture, with an emphasis on careful preparation, teamwork, and humility as touchstones for a culture that values each individual's contribution to excellence. Their commitment to being persons for and with others is exemplified in a close charitable and service relationship with Misericordia, summer athletic camps for elementary and high school students in Chicago, and regular team-based service work throughout Chicago and beyond.

Sustainability as a Core Cultural Value

Sustainability and the Jesuit precepts of stewardship—of ourselves, our neighbors, and our environment—are woven tightly into Loyola's culture and its outreach. The responsibility for self and others begins in our own home. We are each a presence of God in the world, and we take responsibility for the creation of which we are a part.

Driven by mission-informed strategic planning, new construction over the past 15 years was designed with sustainability as a driver. We compost food waste and actively promote recycling and reuse throughout campus. Loyola's commitment to sustainability includes housing more than 10 LEED-certified buildings, two geothermal installations, and 55,000 square feet of green roofs—more than any other Midwestern university.

Loyola's IES is a leading driver of innovation and enterprise in the sector and on our campuses. IES has been recognized for its contributions to sustainability by the Association of Catholic Colleges and Universities (ACCU), with an award presented in 2017. IES's Searle Biodiesel Lab collects used cooking oil from more than a dozen institutions across Chicago, including the Field Museum and Northwestern University, and turns it into a self-sustaining, sustainable business. The biodiesel helps to power Loyola's campus shuttles, with more than 26,000 gallons of fuel having been produced since 2007. The enterprise is the first and only school operation licensed to sell biodiesel in the United States.

An open-source textbook, *Healing Earth*, co-edited by Theology Professor Michael Schuck and IES Dean Nancy Tuchman received the Vatican's Expanded Reason Award from Pope Francis. The book effort stands in contrast to the tendency in contemporary scholarship to remain isolated within specializations and integrates multiple ways of reasoning—science and theology, economics and Roman Catholic social thought—in a

holistic, spiritually infused examination of the science of climate change, its impact on the world's poorest people, and possible approaches to effective stewardship of God's creation and planet Earth.

Mission and Identity Programs

Loyola's Office of Mission and Identity brings together a range of academic and spiritual programs to create spaces where students, faculty, staff, and community can learn together about the history and heritage of our faith tradition and engage together in reflection and service, prayer and action, faith, and social responsibility. It incorporates Campus Ministry and programs for employees that explore Ignatian spirituality.

The Office of Mission and Identity develops a rich program of learning and service every November for Ignatian Heritage Month. In these programs, faith and reason come together, are balanced, and become a living example of the qualities of Catholic intellectual discourse. Jesuit education strives to seek the truth and to form each student into a whole person of solidarity, who will take responsibility for the real world. Our students must have an educated awareness of society and culture, a sense of being interrelated and interconnected, and a commitment to act for the rights of others, especially the disadvantaged and the oppressed. The office's programs for faculty, staff, and students mean that the whole community is invited to embrace mission.

Various retreat offerings, an employee orientation to the Ignatian tradition for new staff, annual days of service, and other events are hosted throughout each year. Through this multitude of programs, the Office of Mission and Identity offers members of the Loyola community the opportunity to deepen their faith, work for justice, and build community, all while learning about and participating in the Ignatian tradition that distinguishes Loyola University Chicago. Engaging with Jesuit, Catholic spirituality is central to life at Loyola, though the approach is open and invitational, and the Office of Mission and Identity offers a range of opportunities in which members can move deeper into Jesuit spirituality. All new employees are educated in Jesuit principles, history, and spirituality as part of their orientation. That education takes place in two phases: at the employee's initial orientation session and at a special half-day session within a year of the hire that is devoted entirely to Jesuit spirituality.

A host of retreat programs invite members of the community to go deeper. The Spiritual Exercises in Everyday Life Retreat for Loyola administrators, faculty, staff, and graduate students spans the academic year and is devoted to the spiritual exercises. The Inner-Mission Employee Retreat helps employees explore, discern, and affirm their personal mission and its connection to the mission of Loyola. The retreat challenges each participant to take time to reflect on their individual purpose and meaning. Given the frenzied pace of modern life, it can become increasingly difficult to find the time for self-reflection and spiritual renewal; however, everyone needs and deserves time to connect more deeply with their faith, spiritual journey, and relationship with God. The Ignatian Contemplation Retreat is two talks focusing on the principles and foundation of St. Ignatius—a two-night gathering that focuses on Ignatius' spiritual exercises, with private reflection, shared meals, communal reflection; and a second movement that includes a full day of silence, individual prayer, and reflection.

Every November during Ignatian Heritage Month, Loyolans explore our legacy and

celebrate what our Loyola community is doing throughout the year to live out St. Ignatius' call to serve others. While many universities and nonprofits work for social justice, Loyola does so because of our faith and Ignatian identity, motivated by a faith that does justice. The Office of Mission and Identity, Division of Student Development, Campus Ministry, Human Resources, and University Marketing and Communication develop an integrated program of communication, programming, and events to consider together the way Ignatian principles guide our mission, our work together, and our individual lives.

A central element of Ignatian Heritage Month is the presentation of the Martyrs Award, which honors a faith-based individual or organization that champions social justice issues and serves marginalized communities. It was created as part of Ignatian Heritage Month in 2015 in order to continue the legacy of the eight Salvadoran martyrs who were killed in 1989 for speaking out against the government and advocating for the poor. The award includes a \$25,000 grant to support the work of the awardees. The award not only directly supports the work of the recipient organization but also highlights and holds up for the community's consideration these examples of going to the margins in solidarity with people and populations in need. Awardees have been: the Interfaith Committee for Detained Immigrants (2015), which supports immigrants facing deportation with prison visitation services, a court watch program, and a post-detention accompaniment network; Comisión Intereclesial de Justicia y Paz (2016), a Colombian organization that works with victims of human rights violations to promote peace, justice, and nonviolent political change; the Quinn Community Center (2017), a vital community organization in Maywood, Illinois, that partners with the University and Loyola Medicine in many community-based programs; and Damien House (2018), a residential hospital for 30 Hansen's disease (leprosy) patients and 700 outpatients in Guayaquil, Ecuador.

This year during Ignatian Heritage Month, faculty, students, administrators, and staff from across the University gathered in focus groups as part of this Mission Priority Examen exercise. Groups at each of the Chicagoland campuses discussed the ways in which Loyola is fulfilling its mission and how it can continue to improve in areas such as academics, service, campus culture, and commitment to the Catholic Church. Additional discussions, presentations, and events for Ignatian Heritage Month were held throughout the month.

Celebrations and colloquia that reflect our mission are woven throughout the year at Loyola. Mass is offered more than 14 times weekly, and the Madonna della Strada Chapel at the Lake Shore Campus hosts weddings, confessions, Eucharistic Adoration, Taizé prayer, and the Rosary. Students are involved as extraordinary ministers of the Eucharist and as lectors, servers, choir members, and musicians. The chapel is the site of the Mass of the Holy Spirit, an annual "Red Mass" hosted by the Law School, special Masses to celebrate incoming students and baccalaureate candidates, the Martyrs Award Memorial Mass, and other events. Loyola hosts a vibrant program of faith discussion and classes, including a robust Rite of Christian Initiation of Adults. The University president shares seasonal messages with the community on Christmas and Easter, offering Jesuit, Catholic reflections on the holidays while acknowledging concurrent observances in other faith traditions. The Feast Day of St. Ignatius on July 31 is celebrated by a day of service to and with our partners in the neighborhoods, a Mass, and a picnic open to all Loyolans, including alumni, retirees, and families.

Campus Ministry

We are gifted with, challenged by, and influenced by the rich religious and cultural diversity we find both within the Loyola community, as well as in the greater community of Chicago. Campus Ministry is the locus for a wide range of multi-faith opportunities to explore Jesuit, Catholic spirituality or to come together with others from a wide range of faith traditions. Rooted in our Jesuit, Catholic tradition, Campus Ministry inspires Loyola students to grow personally and spiritually by inviting them to deepen their values and their relationships with themselves, others, and God. Loyola is committed to supporting students as they grow in their faith traditions. Campus Ministry provides faith-based programs and partners with student organizations to meet the faith needs of students.

In addition to ministering to students in the Jesuit, Catholic tradition, Campus Ministry includes faith-based student groups for Jewish, Hindu, Muslim, and Protestant students to help guide their religious development. This inter-religious gathering is grounded in a set of principles—community, justice, respect, spirituality—that both reaffirm and reinforce Jesuit values as they open our tradition to interaction with others.

On a daily and weekly basis, Campus Ministry helps student incorporate their faith reflection and practice into their lives through an assortment of events and opportunities. Christian Life Communities (CLCs) are small, faith-sharing groups that are based around three pillars: spirituality, community, and mission. CLC participants meet weekly in a small community (six to 10 people) for prayer and discussion about where they have found God in their lives. Every week a cohort of Loyola students participates in the Labre ministry, wherein they engage in friendship and meals with the homeless on the streets of Chicago. Agape Latte is an event for Loyola students to engage in conversation about the intersection of life, love, and faith by listening to a story from a notable person on campus. Twice a semester, students enjoy coffee and desserts, live music from a student musical artist, and then hear a faculty or staff member share personal anecdotes that highlight a particular theme.

EMERGING OPPORTUNITIES

- Jesuit, Catholic campus culture is deep and dynamic, and emphasis on knowledge, faith, and history is pervasive, but there is a continuing need to balance *cura personalis* and *cura apostolica* as well as the service of faith and the promotion of justice.
- As a Jesuit, Catholic university that embraces all people of all faiths and people of good will of no faith, we continue to struggle balancing the depth of our Jesuit, Catholic traditions in a multicultural and inclusive university.
- Students reported that mission-focused educational opportunities for them are front-loaded in the first year of the undergraduate experience. The University should work to strengthen the continuity and consistency of its Jesuit, Catholic student development programs over the course of an undergraduate's experience.

Service

The University, as an institution and all of its various parts, seeks to insert itself in the world on the side of the poor, the marginalized, and those seeking justice. It does this in particular by using its academic and professional resources.

The heart of Jesuit education is transforming ourselves into being “leaders-in-service.” At Loyola, every department integrates service and justice into its programs, providing students a way to live out Loyola’s character of being men and women for and with others. Loyola continually challenges itself and its community and students to go deeper, and in service, to aspire toward authentic solidarity with others, especially the poor, the suffering, and the marginalized. It is a movement from being persons for others to being persons for and with others.

Loyola students, faculty, and staff have myriad opportunities to enrich their lives and those of others by participating in a number of community outreach and service offerings. These opportunities deepen classroom learning and encourage students to meet new people, explore their faith, and simply try something new in service to others. One such example is from fall 2018, when more than 250 Loyola students in the Class of 2022 took part in Saturday of Service. These students spent the morning volunteering on meaningful service projects in local schools, community organizations, and churches in Rogers Park, Edgewater, and Uptown.

Service for and with others is integrated with the academic enterprise across Loyola at all levels. Medical, nursing, and biosciences students provide direct medical care to individuals and families through a variety of clinical programs. Service for others is a pillar of a Jesuit education and central to the Loyola juris doctor experience, and Loyola’s School of Law has an array of clinical programs to address issues in housing, health care, family law, and immigration. Quinlan School of Business faculty and students collaborate with the community through centers that provide resources, mentoring, and education for advancing corporate social responsibility and family businesses. The School of Education works across the city with public and parochial schools on professional support and development, and its students spend significant hours a year tutoring in the community. Students, faculty, and staff from across the University engage in service through official Loyola activities, partner organizations, or on their own. Even Loyola’s intercollegiate athletic teams engage in service as part of their training together.

Ignatian Integration in Service Activity

Loyola's Community Service and Action (CSA) is a clearinghouse for students volunteering in the community. The Loyola4Chicago program enables students to provide once-weekly volunteer service in Chicago during the academic year by working in service teams at a variety of sites. Some involve working with children, immigrants, persons with mental disabilities, and persons experiencing homelessness. Each team is led by a student leader who coordinates meeting times and facilitates the group's reflection on their service experience.

The CSA encourages students' responsible and faithful citizenship by helping them gain knowledge and respond to injustices. Hunger Week has been a tradition at Loyola for more than 40 years. Committed students are selected to create a week of activities and programs that increase awareness of hunger issues and raise funds for local, national, and global beneficiaries dedicated to fighting hunger. In recent years, Hunger Week has taken place during Loyola's Ignatian Heritage Month and is framed in the Ignatian principle and practice of consistent regard for the basic needs of those most vulnerable.

CSA's annual participation in the Ignatian Family Teach-In gathers members of the Ignatian family (Jesuit schools, parishes, social ministries) in Washington, D.C., to learn, reflect, pray, network, and advocate in the context of social justice. Keynote and student speakers address issues such as domestic poverty, workers' rights, human rights and foreign policy in Latin America and Africa, humane immigration practices, and sustainable environmental practices. A direct follow-on to the fall teach-in, the spring's Ignatian Family Advocacy Month brings students together again to process and share the education, prayer, and advocacy they experienced during the teach-in.

The Center for Experiential Learning

The Center for Experiential Learning is the nexus of an extensive array of community-based service partnerships. Every semester, Loyola invites students and faculty members to take their education out into the world, applying course concepts to real-world problems, and collaborating with community organization partners to make the world a better place. Students volunteer with one of Loyola's hundreds of community partners, sharing discipline-specific knowledge with the broader community, doing research on pressing social issues, and completing service projects.

In the 2017–18 academic year, the Center for Experiential Learning saw vibrant engagement in all areas:

- 30 academic departments offered 150 service-learning classes
- Partnerships with more than 300 agencies
- Students engaged in approximately 102,550 hours of community-partner work
- 2,930 students participated over the course of the year
- 1,244 students enrolled in academic internship courses, offered in 35 different disciplines
- 93 percent of students stated their academic internship course enhanced their understanding of connections between academic knowledge and experiences in a professional setting

- 840 community partner organizations hosted students in service-learning, academic internship, or research experiences

The center's staff members help students connect with community-based organizations relevant to their service-learning course requirements. As a resource to faculty, the staff helps identify relevant community-based projects and volunteer sites, fosters relationships with those organizations, and provides service-learning course development and support. The staff also provides support to community-based organizations in their role as co-educators of Loyola students, while also ensuring that their partnerships with Loyola achieve their strategic goals.

Deeper Jesuit Engagement

A service orientation is embedded in the daily life of the University community. There is broad engagement with service opportunities among students (especially undergraduates) at Loyola. Loyola looks always to deepen the experience of service learning and to guide students and ourselves from the idea of being persons for others to persons for and with others. Through Campus Ministry and through partnerships with other Jesuit and Catholic organizations, Loyola offers a robust array of immersive service programs.

The Alternative Break Immersion Program provides opportunities for students to expand learning and personal development beyond the classroom through direct and indirect service and action. Shaped by the four pillars of building community, deepening faith, living simply, and doing justice, the experience goes beyond the intellectual understanding of Jesuit social action to a lived solidarity with the community. The central element is an immersion trip (winter break, spring break, summer), but the preparation and follow-up are equally important pieces of the holistic experience. Students are working in areas of need in the Dominican Republic; with migrants and refugees in El Paso, Texas, and Juarez, Mexico; in urban neighborhoods of Detroit, Milwaukee, and Chicago; and in rural Kentucky, with immigrants and communities left behind.

Students and staff from all faith backgrounds and identities are welcomed and encouraged to apply for an alternative break immersion experience. Each year, nearly 200 student leaders, staff leaders, and students participate in one. Each group consists of a student leader, staff leader (if applicable), and five to 12 Loyola students. At some locations, students live and work in community with students from other schools.

Through intentional preparation, reflection, and follow-up, students integrate their experiences into their everyday work and lives. Programs incorporate Catholic social teaching and the Gospel to inform the group's journey toward solidarity with all people, especially those on the margins of society. Programs are founded on bedrock Jesuit values and ways of being in the world. We remain sensitive and respectful of the customs, culture, and natural resources of the host community. We seek to cultivate an open, accountable, honest, and mutual relationship with our community partners, respecting their wisdom, resources, and role as co-educators.

The Marcella Niehoff School of Nursing's service immersion at Lourdes, France, provides a sophomore, junior, or senior nursing student with the opportunity to serve the sick from around the world who come to Lourdes to participate in the religious ritual of bathing in the healing waters of Lourdes. Spiritual care is the focus of this service

immersion.

Loyola offers a number of pilgrimage opportunities that combine service with study, prayer, and reflection. The Ignatian pilgrimage in Spain travels to Loyola, the birthplace of St. Ignatius, founder of the Society of Jesus, and then to sites of great significance to his life: Arantzazu, the Xavier castle, Navarre, Pamplona, Montserrat, and finally, Barcelona. The course is sponsored by Loyola's Department of Modern Languages and Literatures, and is taught by Father D. Scott Hendrickson, S.J., assistant professor of modern languages, and by Dr. Lisa Reiter, director of Campus Ministry. Over spring break, Campus Ministry sponsors a student pilgrimage to the Taize community in France.

Ignatian-Infused Immersion in Health Sciences

In Loyola's Health Sciences Division, staff and students can participate in an international service immersion trip. Since its inception in 1993, more than 1,600 members of the Loyola community lived the core international service immersion values of simplicity, solidarity, spirituality, service, and social justice. These immersion trips focus primarily on education and programming rooted in addressing the social determinants of health and health disparities.

Loyola physicians, nurses, medical students, and graduate students in public health and biomedical fields join with local site providers in public-health and health-education activities. Participants learn about international health care with the greater goal of learning from and serving the communities visited. The experience offers participants a lasting personal and professional approach to providing holistic and culturally appropriate health care and an awareness for socially responsible global health practices.

In another branch of this program, third-year medical students may enroll in an immersion-service elective course that places them in an international clinical and teaching setting that is both supervised and longitudinal. Currently, teams of students work on the challenges of the Native American community at the Pine Ridge Reservation in South Dakota; with immigrants and refugees at the U.S.-Mexico border, and with those in Texas and Chicago; on chronic health conditions in poor areas of the Dominican Republic; and in rural clinics in Bolivia, Belize, and Ecuador, among other sites. Immersion service opportunities are also encouraged through grants and support provided through the University's schools, colleges, and centers.

EMERGING OPPORTUNITIES

- Focus group participants agreed upon and expressed gratitude for the way the ethos of service pervades the curricular, co-curricular, and social spheres of the University. We continue to be challenged with linking service learning with the Jesuit spiritual tradition.
- As Loyola helps students integrate Jesuit models of service into their lives and learn to discern actions toward justice and reconciliation, Loyola will need to be prepared to engage in authentic discussions of the historical and sociological legacy of the Jesuit way of proceeding and find the appropriate balance in today's dialectic about privilege and power dynamics and how we move students from helping others to authentic solidarity.
- Achieving increasing diversity among students, faculty, and staff will broaden conversations, partnerships, and practice around service learning and infuse new perspectives into Jesuit models of service, making the dialogue more vibrant and energizing the innovation that has marked Loyola's Jesuit, Catholic mission. We must continue to expand opportunities for all students to be able to engage in service; we must be resolute in educating around service with Jesuit depth and clarity; and we must remain open to the questions and ideas that keep service opportunities strong and adaptable to human needs of the time.
- Engage graduate students, adult teams, and Loyola's alumni networks in service projects.
- Expand formation programs for leaders at and beyond Loyola in Ignatian spirituality and traditions that will prepare a new generation of leaders conversant with the Jesuit way of proceeding.

Service to the Local Church

The University offers educational and formational programs and resources that build up the local Church. In union with the local Church, it also provides a locus where people of faith can wrestle with difficult questions facing the Church and the world.

The Archdiocese of Chicago has a legacy of contributing to the vitality of the religious, educational, social service, and civic dimensions of metropolitan Chicago, serving 2.3 million Catholics across more than 1,400 square miles of Cook and Lake counties in Illinois. Since its earliest days, the Society of Jesus and the Archdiocese of Chicago have worked in close collaboration to “attend to the good of religion and the good of souls,” as described in a January 1857 letter from the Jesuit superiors in Rome to Anthony O’Regan, bishop of Chicago from 1854 to 1858. O’Regan, familiar with the reputation of Father Arnold J. Damen, S.J., as an eloquent preacher and a capable pastor, asked permission of the Jesuits to establish a permanent Jesuit presence in Chicago. By August 1857, Father Damen had selected a site—three acres along 12th Street near the intersection of Blue Island Avenue—with a large Catholic immigrant population sufficient to fill a large church and become the center of a neighborhood.

Over the past 150 years, that site has been the home of Holy Family Parish as well as the beginning of a Catholic school system for young men and women from elementary through higher education. In more recent times, Father Raymond Baumhart, S.J., of Loyola University Chicago, and former Cardinal Archbishop of Chicago Joseph Bernardin worked on many common initiatives promoting Catholic higher education, Catholic health care, and ecumenism. Some continuing results of their collaboration exist at the Cardinal Bernardin Cancer Center, the Baumhart Center for Social Enterprise and Responsibility, and the Cardinal Bernardin Common Cause Lecture. Presently, Dr. Rooney and Cardinal Blase Joseph Cupich, the archbishop of Chicago, have begun initiatives that bring each organization together in ways to use knowledge and faith in service to the common good. Collaborations include initiatives to reduce violence in Chicago; develop a theological basis for lay leadership in the Church and in society; and ensure ongoing formation in Jesuit and Catholic intellectual traditions for boards of trustees and other leaders in Catholic higher education. Dr. Rooney is also a member of the archdiocesan school board and has recruited faculty from the Loyola School of Education to resource Catholic schools throughout the archdiocese.

Programs and Resources

Loyola serves the local Church in a variety of ways and has done so for almost 150 years. Not only is Loyola a home of first studies for Jesuit scholastics, it also houses St. Joseph College, the archdiocesan college seminary. Campus Ministry, including faculty and staff ministry, is a vibrant community on campus that offers abundant opportunities for formation, including an active Rite of Christian Initiation of Adults community, spiritual direction, pastoral counseling, vocational discernment, Ignatian spiritual direction formation, Pre-Canva programs, retreats, and ongoing spiritual formation for our alumni.

In keeping with its history of educating first-generation college students, Loyola has opened its doors and its scholarship programs to undocumented students within the undergraduate, graduate, and professional schools. We collaborate with the Cristo Rey network of Jesuit high schools to engage first-generation high-school students in college readiness programs, weeklong summer programs, and internships that help fund students' high-school costs. We also collaborate with neighborhood Catholic and public schools in Rogers Park, Edgewater, and Maywood, enhancing faculty development and building more learning environments that reflect the Ignatian pedagogy paradigm. Arrupe College, a two-year college, employs wraparound advising and services to support the success of students from underrepresented populations; Arrupe has become a beacon of hope and opportunity for Chicago families who for many years did not have the financial or social resources to attend college.

Loyola continues to offer excellent undergraduate and graduate theology, Catholic studies, and pastoral studies programs that specialize in scholarly research and critical analysis in areas of religious studies, theological inquiry, interfaith dialogue, and professional pastoral development. Our graduate professional schools place high value on an interdisciplinary approach to developing ethical and thoughtful practitioners, and they have excelled in shaping new generations of leaders for Chicago and the world.

In the School of Education, with a special focus on the Andrew M. Greeley Center for Catholic Education, our principal preparation program is specifically structured to develop instructional and faith leaders for Catholic schools. The school consults and advises local Catholic schools and their boards and works regularly with the archdiocesan office of Catholic schools. The School of Social Work intentionally integrates Catholic social teachings, Ignatian pedagogy, and Jesuit values in its curricular and research initiatives. The School of Law and the Quinlan School of Business ensure that all students are prepared to be moral agents with an emphasis on social responsibility, corporate responsibility, and global citizenship. School of Law clinical programs provide legal assistance to individuals and communities seeking justice in housing, neighborhood issues, or immigration. IES, besides building solutions for vexing environmental issues, also is a resource to Chicago and the world through its online resource, *Healing Earth*, an interdisciplinary curriculum that encompasses ethics, spirituality, and science. Indeed, Loyola University Chicago shapes its Jesuit method to prepare young professionals to be women and men for and with others.

Our faculty members are committed to research and scholarly activities that foster the dialogue between faith and culture. Our Department of Theology has a particularly robust publication record in the area of public moral discourse. Our medical and nursing schools have amassed numerous publications in bioethics and global health, public health and health disparities, and neurobiology and faith. Our School of Social Work contributes a

robust research agenda around migration and refugees, transnational field placement, Christianity and social work, and Christ-centered couples counseling. The School of Education has published several books integrating best practice in instruction within faith-based schools and on building a rationale for serving students with disabilities in Catholic schools.

Loyola is particularly concerned with making its resources accessible to the Church and society. Besides contributing hundreds of thousands of hours of clinical service, more than 3,500 students from Loyola participate in service-learning courses with numerous community partners, including the Archdiocese of Chicago, Catholic Charities, Misericordia, and Catholic schools. Dozens of our faculty members serve on Catholic boards, contributing thousands of hours of governance, advising, and consulting. CURL recently completed a two-year consulting experience with Catholic Charities to help build its latest strategic plan. CURL has been the formal evaluator of many government-funded programs sponsored by Catholic Charities, and is currently involved in the archdiocesan initiative to promote peace and address violence throughout Chicago.

The School of Social Work has offered outstanding service to the Church and people of Chicago through work in immigration, social justice, family literacy programs, and community-based leadership development. Staff members of the medical and nursing schools offer several free clinics in the Maywood area and throughout underserved neighborhoods in Chicago; the nursing school and School of Education have opened clinics in Rogers Park to address health and educational disparities. Loyola opens its doors to host events for Catholic and neighborhood organizations that do not have access to facilities like ours, and we host events for neighborhood children and their families.

Loyola presents and promotes hundreds of scholarly and educational programs that explore Catholic themes and extend a rich intellectual heritage. Most of these events are free and open to the public. A quick scan of our University calendar reveals presentations, conferences, and colloquia that are relevant, timely, and important. Recent examples include: “Writing in a Climate of Fear: A Conversation with Mexican Journalist Sanjuana Martinez”; “Berrigan and Stringfellow: The Politics of Friendship”; “Integrity and Accountability in the Catholic Church”; “Fundraising for Good”; “An Evening with Michael O’Siadhail”; and “Leading for Good.” Often we have several significant programs occurring simultaneously on our campuses, making it difficult to attend every program from which one could grow. With campuses as richly diverse as ours, ecumenical and interfaith programs abound. In addition to Catholicism, we support Jewish, Muslim, Hindu, and other Christian religious traditions and include celebrations of holy days that expose members outside of those traditions to the experience and beliefs of the celebrating tradition. We host programs in interfaith literacy and spiritual practices led by campus ministers and religious clergy of various faith traditions.

Relationships With Local Ordinary

Dr. Rooney and Father James Prehn, S.J., rector of the Jesuit Community at Loyola, enjoy substantive collegiality and exercise collaboration with Cardinal Cupich. Dr. Rooney has served and serves on several advisory and consultative bodies for the archdiocese and engages Loyola as a collaborative partner. Father Prehn remains attentive to ways in which units of the University can be of service to and with the archdiocese. Cardinal Cupich,

always warmly welcomed on campus by our students, faculty, staff, administration, and families, was featured as the keynote at the Hank Center for the Catholic Intellectual Heritage's Cardinal Bernardin Common Cause Lecture in April 2017. Cardinal Cupich has come to our campuses on several occasions to meet with leadership, meet with DACA students, support our efforts on remediating gun violence in our communities, and celebrate milestones in the lives of our community.

Preparation of the Next Generation of Catholic Intellectual Leaders

Formation of our next generation of Catholic intellectual leaders is a responsibility we embrace at Loyola. Many of our interdisciplinary centers of excellence work collaboratively with our academic programs to offer broad and deep integrative experiences in the Ignatian tradition. In the last three years, more than 120 young faculty members have voluntarily enrolled in a semester-long course, The Jesuit Seminar, that studies Catholic intellectual heritage in a systematic way through the prism of Ignatian pedagogy.

Our Faculty Center for Ignatian Pedagogy likewise has had more than 70 faculty and staff members earn a certificate in Ignatian pedagogy. Our IPS not only prepares graduate students for pastoral ministry in parishes, hospitals, schools, and communities, but also collaborates with the Archdiocese of Chicago in certificate programs in restorative justice, nonprofit and church leadership, biblical studies, and other emerging leadership needs. We offer more than 30 lecture programs through our departments and centers that range from the Cardinal Bernardin Common Cause Lecture to the Baum Speaker Series.

EMERGING OPPORTUNITIES

In a conversation with Cardinal Cupich about Loyola's service to the local Church, Cardinal Cupich acknowledged the many ways in which Loyola contributes to the vibrancy of the Church's mission and depth of the Church's intellectual apostolates. He challenged the University to consider two significant initiatives:

- Working in collaboration with Catholic university leaders, build a model for engaging the next generation of Catholic lay leaders in shaping the Church for the 21st century. This model should focus on rebuilding a Church based on Gospel charisms, sacramental worship, and the ministry of service to and with the poor. Using knowledge, professional expertise, and creative strategies, the model should seek to engage Catholic laity as transformative agents who shape the Church as a viable and dynamic expression of God's abiding presence in the world.
- Continue to develop programs that educate and form the board of trustees in their stewardship of the Jesuit, Catholic mission of the University now and in the years to come. Continue to deepen the relationship between the board, the Society of Jesus, and the Archdiocese of Chicago so that they can mutually inform and support each other in sustaining and enhancing the mission of the University as external environments continue to change and challenge the ministry of Catholic higher education.
- Living within an increasingly secularized world, develop new ways of reconciling people of faith with people of good will without faith. As invitational and welcoming, these initiatives should focus on developing a rapprochement between the religious and the secular, especially in working together on addressing common social and environmental issues.

Jesuit Presence

The University values the presence, work, and witness of Jesuits on its campuses with its students, colleagues, and alumni.

Jesuits Active in the University as Faculty, Administrators, Campus Leaders, and Campus Ministers

Jesuits have been a fundamental and vital component of the life of the University and its success since it was founded by Father Damen in 1870. Loyola's promise to prepare people to lead extraordinary lives does so within the framework of five uniquely Jesuit educational characteristics: commitment to excellence, faith in God and the religious experience, service that promotes justice, values-based leadership, and a global awareness that demonstrates an understanding that the world's people and societies are interrelated and interdependent.

These characteristics are shaped and strengthened by a strong Jesuit presence in many roles integral to Loyola's mission. Loyola University Chicago is enriched by the service and witness of the more than 80 Jesuits on our campus. They provide a strong and vibrant presence and exercise a significant role in leadership on the cabinet and as educational leaders as deans, department chairs, faculty, and in Campus Ministry.

Today Jesuits animate the life of the University in various active roles in ministry, teaching, administration, and governance. Six Jesuits sit on the Loyola University Chicago Board of Trustees. Father Thomas Regan, S.J., serves as dean of Loyola's largest college, the College of Arts and Sciences, and oversees The Graduate School. Jesuit trustees, regents, faculty, and a community of Jesuit administrators, ministers, and scholastics infuse the campuses with a Catholic human presence. Father Prehn, rector of the Jesuit Community at Loyola, serves as chief of staff to the University president. Father Steve Katsouros, S.J., is dean and executive director of Arrupe College, our innovative two-year program for low-income students based on the embrace of *cura personalis*. Jesuit professors are among the top teachers at Loyola, in disciplines that include theology, biology, spirituality, medicine, nursing, philosophy, business, education, and communication.

Currently, there are 28 men in first studies and 52 priests, brothers, and scholastics outside of the first studies program. There are priests and brothers who contribute across the University in spirituality, pastoral counseling, human resources, communications, medicine, social work, political science, English, philosophy, and biology. One Jesuit

scholastic is currently working on completing postdoctorate studies in materials sciences at Northwestern University. Two Jesuits are chaplains at Loyola University Medical Center, and many in the community preside at Sunday liturgies at parishes all over Chicagoland. The oldest member of the community is 93 years old and the youngest is 24 years old.

Loyola's Jesuits live in four houses on campus—Arrupe House, Gonzaga House, Hopkins House, and Ignatius House—and in one off-campus residence in Oak Park. In addition, they belong to the Midwest province that includes Illinois, Wyoming, South Dakota, North Dakota, Nebraska, Iowa, Minnesota, Wisconsin, Michigan, Ohio, Indiana, and Kentucky.

University administration works closely with the Jesuit provincial and his staff to identify and recruit Jesuits to service within the University as faculty, administrators, and in Campus Ministry. Recently, we have been able to increase the number of Jesuits who serve in Campus Ministry and to increase the number of Jesuit scholastics who engage with Loyola students in retreats, as team chaplains, and within retreat programs. It is clear to many that what makes Loyola distinctive are our Jesuit and Catholic values, pedagogy, and spirituality, but it is also evident that more communication and stronger relationships among the many constituent groups that comprise the University and Jesuit community would be helpful for all.

Relationship with the Society of Jesus at the local, regional, national, and international levels

The Jesuit community consistently extends a vibrant hospitality to the University community. They host weekly Masses with a social as well as sacramental dimension to all on campus. On a daily basis, Jesuits invite faculty, staff, students, and alumni to meetings and meals in the community dining room of Ignatius House. During university-wide weekends, they host coffees and conversation for guests to campus. They actively and energetically engage in programs all around campus in an array of initiatives.

Father Brian Paulson, S.J., the Jesuit provincial, and Dr. Rooney are dedicated to frequent and open communication. They demonstrate the value of honest, critical, and creative thought leadership. The provincial office recently sponsored a meeting for leadership of all the universities in the province to explore ways in which all could benefit from collaboration. It was a very productive exchange and new opportunities for collaboration are being pursued.

Loyola University Chicago is an eager and persistent participant in the AJCU and its various affinity groups. Dr. Rooney serves on the AJCU Executive Committee. Other Loyolans have exercised leadership in almost every affinity group, and Loyola has hosted many annual conferences. We have hosted the AJCU leadership seminar and the Ignatian colleagues program retreats for many years. Our leadership is committed to increasing collaboration with Jesuit institutions throughout the world as we work together to become agents of reconciliation and transformation.

Vocation Promotion

Loyola Jesuits formed a group to promote vocations to the Society of Jesus and are being soundly supported by many others on campus, especially Campus Ministry. More collaboration and more institutional support for vocation promotion between the Society and the University would be helpful for both—and for the Church at large.

With the direct and honest stance of both the Society and the University to clergy abuse and cover-up by the Church hierarchy, many students are coming to grips with the breach of trust they saw with the Pennsylvania grand jury outcome.

EMERGING OPPORTUNITIES

Several challenges are emerging from our conversations with the Jesuit focus groups:

- University and Jesuit leaders should form a working group to articulate more clearly how the relationship of the Society of Jesus and the Church to the University might be strengthened.
- Recruit and prepare a larger cadre of faculty and staff as spiritual directors for the spiritual exercises in order to maintain the spirit and character of the University as Jesuit and Catholic.
- Develop a more comprehensive and ongoing program to engage faculty, staff, students, and alumni in formation and education of Ignatian spirituality and pedagogy.
- Address ways in which we solidify ongoing support for and appreciation of the witness of the Jesuits to the University.
- Continue to recruit experienced Jesuits to the Loyola University Chicago Board of Trustees.

Integrity

University Management and Administration reflect its mission and identity

Loyola's Jesuit, Catholic mission is woven tightly into the fabric of its daily life. Our campuses are steeped in Ignatian principles, methodology, and spirituality, from the architecture, iconography, and sacred spaces that inspire our community, to curriculum, professional development, spiritual retreats, and extracurricular programs. A seminal essay in Jesuit higher education, *Transformative Education in the Jesuit Tradition*, was written in conjunction with Loyola's strategic plan in 2009. The essay became a print booklet and a website that more fully discusses our mission and articulates our purpose to serve as a transformative agent for students, disciplines, and communities. It also has become a guide for pedagogy at Loyola. It is the source of continuing reflection and conversation on campus. Candidates for positions at the University are often asked to read and write a response to the essay, which identifies five spiritual hungers for wholeness and peace expressed by contemporary students:

- **A hunger for integrated knowledge.** Students today appreciate having so much information at their fingertips, yet long for more robust formation that integrates their intellectual, affective, and volitional capacities, and that helps them appreciate how varied subjects and disciplines connect.
- **A hunger for a moral compass.** Students today experience the limitation of a moral discourse that focuses almost exclusively on individual rights over the responsibility we all have to each other and for the common good.
- **A hunger for community.** Students today value building meaningful community with genuine connectedness that has them engaged civically and that has them display a new strength of passion and commitment to use their gifts and talents for others.
- **A hunger for a global paradigm.** Having seen the limitations and the dangers of ethnocentrism, our students want to embrace a more cosmopolitan perspective. They see very clearly that each of us dwells in many communities, from the community of our birth to the community of the human family, and we have duties to all of them.

- **A hunger for an adult spirituality.** Tired of the polarized debates between lifeless secularism and dogmatic fundamentalism, our students long for a spirituality that sustains and empowers, one in which there is ample room for both faith and reason.

This fundamental approach to the educational enterprise has had the effect of infusing Jesuit, Catholic culture through all areas of the University, and the conversation often begins before new faculty and staff members arrive at the University. *Transformative Education in the Jesuit Tradition* often frames the interview process for new University employees and is frequently used as a discussion and reflection piece in faculty meetings and in staff meetings in divisions across the University.

Decisions about compensation and benefits are informed by our mission, values, and an appropriate balance between *cura personalis* and *cura apostolica*. We foster a work environment for all employees that values service excellence, stewardship, personal well-being, and professional development. *Forbes* magazine named Loyola as the top Illinois employer on its 2016 “America’s Best Mid-Size Employers” list. Loyola supports its employees and retirees with a wide array of benefits centered on health and wellness, financial security, and work-life balance. These benefits are affordable, comprehensive, and competitive. They include tuition remission, employee assistance, competitive health, life and disability insurance, generous retirement plan matches, a wellness program, and opportunities throughout the year for personal, spiritual, and professional enrichment.

Opportunities for Personal, Professional, and Spiritual Development

Loyola hosts retreat offerings, an employee orientation to the Ignatian tradition for new staff, an annual day of service, and many other events throughout each year. Through this multitude of programs, the Office of Mission and Identity offers members of the Loyola community the opportunity to deepen their faith, work for justice, and build community, all while learning about and participating in the Ignatian tradition that distinguishes the University. Engaging with Jesuit, Catholic spirituality is central to life at Loyola, though the approach is open and invitational, and the Office of Mission and Identity offers a range of opportunities in which members can move deeper into Jesuit spirituality.

A host of retreat programs invite members of the community to go deeper. The Spiritual Exercises in Everyday Life Retreat for Loyola administrators, faculty, staff, and graduate students spans the academic year and is devoted to the spiritual exercises. The Inner-Mission Employee Retreat helps employees explore, discern, and affirm their personal mission and its connection to the mission of the University. The retreat challenges each participant to take time to reflect on their individual purpose and meaning. Given the frenzied pace of modern life, it can become increasingly difficult to find the time for self-reflection and spiritual renewal; however, everyone needs and deserves time to connect more deeply with their faith, spiritual journey, and relationship with God. The Ignatian Contemplation Retreat is two talks focusing on the principles and foundation of St. Ignatius—a two-night gathering that focuses on Ignatius’ spiritual exercises, with private reflection, shared meals, communal reflection; and a second movement that includes a full day of silence, individual prayer, and reflection.

Every November during Ignatian Heritage Month, we explore this legacy and celebrate

what Loyolans are doing throughout the year to live out St. Ignatius's call to serve others. While many universities and nonprofits work for social justice, we do so because of our faith and Ignatian identity, motivated by a faith that does justice. The Office of Mission and Identity, Division of Student Development, Campus Ministry, Human Resources, and University Marketing and Communication develop an integrated program of communication, programming, and events to consider together the way Ignatian principles guide our mission, our work together, and our individual lives.

EMERGING OPPORTUNITIES

- How do we best continue to affirm and improve in our research, teaching, and spiritual programs the objective reality of the human will, human reason, truth, morality, beauty, dignity, and goodness?
- How can we best nurture the idealism of our students in a way that authentically moves toward the intrinsic relationship between the service of faith and the promotion of justice?
- How do we keep alive on our campuses the sacramental imagination and a Jesuit, Catholic intellectual tradition that is rich in music, literature, poetry, architecture, and art? How do we best engage a Christian humanism that sees nothing in the world as alien to or distant from God?
- Commit to ongoing mission formation at all levels of the University and create the expectation that mission formation is a priority for all.

Future Mission Priorities for Loyola University Chicago

Loyola University Chicago will continue to search for ways in which we can shape our intellectual apostolate as an agent of transformation, justice, and reconciliation in the world.

Acknowledging our limited resources, we must discipline ourselves to select three mission priorities that are strategic and fundamental to our growth. As programs are developed, they should be designed so that services can be expanded to support, where possible, other schools in our AJCU network. In light of what we have learned from our self-study, we recommend the four priorities listed below.

- Develop a clearly articulated organizational structure for a robust and well-resourced Office of Mission Integration including functional responsibilities, position descriptions, and budget that will provide the organizational span of responsibility in order to integrate the various professional mission entities across the Chicago campuses. Once the organizational structure is designed, the unit's strategic plan should be generated in alignment with the mission priorities and the University's next strategic plan.
- Develop structured, ongoing mission development programs for every constituent group to engage people in education, formation, and action. Programmatic emphasis should seek to provide ways in which constituent groups can engage in learning, civil discourse, contemplation, and Ignatian ways of proceeding to become agents of internal and external reconciliation. Beginning with the Loyola University Chicago Board of Trustees, a mission stewardship program focused on deepening the relationship between the board and the Society of Jesus will enable both to mutually inform and support each other as external environments continue to change and challenge the ministry of Catholic higher education. In tandem with the board formation program, formation programs for the President's Cabinet, academic leaders, and student development leaders should be developed and run. Formation programs for other key constituent groups should be prioritized and implemented in a timely manner.
- Balance hiring for the religious dimension with the scholarly needs of the University. As an unusually large percentage of faculty plan for retirement, special attention should be given to recruiting and hiring a critical number of faculty, across a wide range of disciplines, whose research and teaching interests advance the Jesuit, Catholic mission of the University. This approach will take into consideration that we will continue to recruit new faculty members with expertise and competence who will contribute to advance intellectual inquiry as well as advance our Jesuit, Catholic mission.
- Research and adopt meaningful, valid, and reliable metrics, which can provide Loyola University Chicago with longitudinal information on mission outcomes as well as comparative information with other Catholic colleges and universities.

Addenda

I. SUSTAINING AGREEMENT OF LOYOLA AND THE SOCIETY OF JESUS

JUNE 6, 2003

**THE SUSTAINING AGREEMENT
OF
LOYOLA UNIVERSITY OF CHICAGO
WITH THE CHICAGO PROVINCE OF THE SOCIETY OF JESUS
AND THE JESUIT COMMUNITY CORPORATION AT LOYOLA UNIVERSITY**

PREAMBLE:

Loyola University of Chicago affirms the process of synthesis and reconciliation between faith and culture inherent in the Catholic mission of higher education and health care. The University further affirms its responsibility to communicate to society those ethical and religious principles that are embodied in the gospel of Jesus Christ and that give full dignity to human life. This communion of faith and purpose is carried forward in part through the cooperative inter-relationships among the Society of Jesus, the University with its Health System, and the Archdiocese of Chicago.

Under the sponsorship of the Chicago Province, Loyola University serves the educational mission of the Roman Catholic Church through the Ignatian charism and educational heritage of the Society of Jesus. At the current time, the University's apostolic vision and intellectual outreach in higher education and health care depend on the active partnership of both the University's and the Health System's Boards of Trustees in collaboration with the faculty, staff and administration of both the University and its Health System, of the Jesuit Community at Loyola University, and of the Chicago Province of the Society of Jesus.

As members of these three groups, we affirm the deep concern and amicable spirit with which we carry out our shared responsibility for sustaining the Ignatian heritage, Catholic identity, and Jesuit mission of Loyola University of Chicago. We realize that we are engaged in a shared process of collaboration in mission that continues to evolve.

The University is also a legal and fiscal corporation which functions in the world of corporate law, formal accounting procedures, accrediting practices and other civil obligations. Within the framework of these legal responsibilities, we have certain understandings that allow the various participants in this ministry of higher education and health care to function in the ways that best enhance our mutual goals.

And so, to document this partnership, to provide a solid foundation for the University's continuing development as a Jesuit apostolate engaged in higher education and health care, and to define our method of operating relative to certain legal and financial matters, we hereby set forth our understanding of the ways we will pursue our common goals.

SUSTAINING AGREEMENT:

THIS AGREEMENT made this 6th day of June, 2003, by and among LOYOLA UNIVERSITY OF CHICAGO (the "University"), the CHICAGO PROVINCE OF THE SOCIETY OF JESUS (the "Province"), and THE JESUIT COMMUNITY CORPORATION AT LOYOLA UNIVERSITY (the "Community"), all Illinois not for profit corporations.

WHEREAS, the University was founded by members of the Society of Jesus ("Society") and has from the time of its founding been identified as a Catholic, Jesuit University and an apostolate of the Society;

WHEREAS, all parties to this Agreement intend that the University continue as an institution imbued with the mission, values, educational tradition, and pastoral practice of the Society;

WHEREAS, the University desires that its teaching, administration, and research be carried forward in communion and communication with the Roman Catholic Church, as expressed in the April 1990 apostolic constitution of Pope John Paul II entitled "Ex Corde Ecclesiae," as well as in the "Ethical and Religious Directives" for Catholic health facilities from the United States Conference of Catholic Bishops;

WHEREAS, the Bylaws of the University provide that a portion of the members of the legal governing body of the University, its Board of Trustees, shall be members of the Society; and

WHEREAS, the parties deem it desirable that the relationship in certain areas among the parties to this Agreement be formally established.

NOW, THEREFORE, it is agreed among the parties as follows:

A. Purpose of Agreement. All parties to this Agreement concur that the University and its Health System should continue their joint mission in higher education and health care in accord with the contemporary vision and directions in higher education of the Society of Jesus, as well as the Roman Catholic mission in higher education and health care. To this end, all three parties commit themselves as described in this Agreement.

B. Obligations of the University and Health System. The Board of Trustees accepts its responsibility to maintain and promote the Ignatian heritage, Catholic identity, and Jesuit mission of Loyola University and the Loyola University Health System, as described in this Agreement.

1. Committee Focused on Jesuit and Catholic Identity. The University's Board of Trustees will maintain a Jesuit and Catholic Identity Committee. With qualified members, this committee will review and propose policy for the University's fulfillment of, and dedication to, its Jesuit tradition and Catholic identity as set forth in various

documents of the Society and of the Association of Jesuit Colleges & Universities (AJCU).

2. AJCU Participation. The University will participate as an active member of the Association of Jesuit Colleges & Universities (AJCU), and its several conferences.

3. Relationship with the Provincial and Rector. In substantive matters relating to the Jesuit mission and vision, as contained in the Bylaws, mission statement, etc., the Board of Trustees will seek the advice and counsel of the Provincial of the Chicago Province and the Rector of the Jesuit Community. Further, no changes will be made to the Sustaining Agreement without the agreement of all parties. In addition, the University Board of Trustees, ordinarily through the President of the University as director of the work, will keep the Provincial and the Rector informed on matters pertaining to the University and Health System, but especially those related to its Ignatian heritage, Catholic identity, and Jesuit mission.

4. Employment of Jesuits. In order to advance its Ignatian heritage, Catholic identity, and Jesuit mission, both the University and its Health System will actively seek members of the Society who are qualified for faculty and staff positions.

5. Salaries and Employment Benefits of Jesuits. The salaries and benefits of Jesuits who are employed by the University and Health System will be commensurate with the salary and benefits received by their colleagues on the faculty, staff, and administration. The parties will from time to time enter into a separate letter of agreement with regard to how salaries and benefits are administered.

6. Housing for the Community. The University and Health System commit themselves to provide appropriate housing for the members of the Community at or near the University's and Medical Center's various campuses. The parties will from time to time enter into a separate letter of agreement with regard to the details of particular persons, programs, buildings, and cost structures for Jesuit housing.

7. The President. The person holding the office of University President serves as director of an apostolic work of the Society of Jesus, for which he or she receives a specific mission from the Provincial. This responsibility carries significant implications for the selection and ongoing evaluation of either a Jesuit or lay president. If the University President is not a Jesuit, he or she must possess the background and integrity of character suitable for a position of public leadership for a work of the Society of Jesus and a ministry of the Catholic Church. The University commits itself to abide by any protocol of the U.S. Assistancy and the AJCU for selection of the President and for collaboration with the Provincial in that process.

8. Mission and Ministry Officer. The person holding this office plays a key role in the University's fidelity to its Ignatian mission and its pastoral care of students and patients, faculty and staff. If not a Jesuit, the Mission and Ministry Officer ought not only to be a practicing Roman Catholic, but more importantly someone rooted in the

Spiritual Exercises of St. Ignatius, and knowledgeable about the charism of the Society of Jesus.

9. Executive Committee of the Board of Trustees. Because of the importance of this committee, at least one position on the University Board's Executive Committee will be reserved for a Jesuit.

10. Jesuit members of the University Board of Trustees. The Board of Trustees will reserve no fewer than 8 positions on the Board for Jesuits. When a member of the Society is to be elected to the University's Board of Trustees, the President of the University will enlist the help of the Provincial in developing a list of suggested names for consideration by the appropriate committee of the Board.

11. The Provincial and the Board of Trustees. The Chairman of the Board will from time to time meet with the Provincial to discuss the state of the University and its administration. Further, the University Board of Trustees will on a regular basis invite the Provincial to a meeting of the Board of Trustees for discussion of issues of mutual benefit and concern. The Provincial, at his discretion, may also request to meet with the Board or its Executive Committee for the same purpose.

12. Madonna della Strada Chapel. The University, as the owner of the chapel and the fund for its upkeep, pledges to preserve the integrity of Madonna della Strada Chapel as a revered place of worship, prayer, and assembly for the University community, subject to the appropriate liturgical and jurisdictional regulations of the Archdiocese of Chicago.

C. Obligations of the Province.

1. Sponsorship. The Province will continue to sponsor the University and its Health System as ministries of the Province, allowing them to identify themselves as Jesuit. Within the limits of Jesuit manpower resources, the Province will assist the University in identifying members of the Society to serve as administrators, faculty or staff of the University and Health System, and as members of the University's Board of Trustees.

2. Communication. The Provincial shall maintain active communication with the Rector of the Community, with the President of the University, and with the Chair of the University Board of Trustees. This communication will include issues of mutual concern, including the mission and identity of the University, the apostolic role of the Community, and matters such as the financial and physical arrangements between the University and the Community. The Provincial shall consult with the Board Chair and University President before appointing a new Rector of the Community.

3. President of the University. If the Board of Trustees elects a member of the Society of Jesus as President of the University, and he has been missioned to this task by the Provincial, the Provincial will not request or require such person to resign as President of the University without prior consultation with the Board Chair.

4. Ignatian Resources. The Province will do its best to provide resources to the Boards of Trustees, to help them understand and guide the Jesuit mission of the University and Health System.

D. Obligations of the Community.

1. Jesuit Tradition and Practice. The Community and its members will, according to the best of their abilities, assist the University in fostering and maintaining the Jesuit tradition and practice of the University.

2. Rector of the Community. The Rector of the Community, with the Community's assistance, will be available to the University Board of Trustees to render advice and counsel to the Board of Trustees in connection with their mutual commitment to enhance the Catholic mission and Jesuit tradition within the University and its Health System. To this end, the Rector will serve as a member of the Board's Jesuit and Catholic Identity Committee. In addition, he will be invited regularly to sit in as a resource person on non-executive sessions of Board meetings, and also to address the Board once a year on matters relating to the Jesuit Community and the mission.

3. Partnership with Loyola University. The Jesuit Community intends to use its men and resources to help animate the Ignatian heritage, Catholic identity, and Jesuit mission of Loyola University and its Health System. This intent is carried forward through collaborative efforts to identify and recruit suitable Jesuits for service within the University and Health System, and through the Community's active presence within them. It is further shown through involvement with faculty and staff in teaching and research, administration, spiritual ministry, and active service within the various schools, colleges, and campuses of the University and Health System -- especially in giving the *Spiritual Exercises* and promoting justice as a permeating value.

4. Contributions by Community. Subject to the approval of the Provincial, the Community commits itself to make contributions to the financial support of the University and Health System out of funds available to the Community from the salaries paid to the Community by the University. All parties recognize that no legal obligation is created by this commitment, but the Community intends to give priority to the University and Health System in making such gifts.

E. Miscellaneous.

1. Dissolution of the University Corporation. The University Board will take appropriate action in the event the Board concludes that steps should be taken to dissolve the University corporation. Dissolution of assets shall take place in accord with all applicable State of Illinois and federal laws, as well as relevant sections of the Internal Revenue Code. The preferred beneficiaries from distribution of all charitable assets shall be the educational and charitable works of the Chicago Province of the Society of Jesus, or its successor organization, to the extent permitted by law.

2. Interpretation of Agreement. All matters expressed in this Agreement are to be interpreted and handled in a manner that ensures no violation of any legal requirements which would in any way adversely affect the independent status of the University. If any provision of this Agreement is inconsistent with the previous sentence, such provision will be deemed void, and the remaining provisions of this Agreement will remain in full force and effect.

3. Resolution Process. The parties to the Agreement commit themselves to resolve any conflict or concern which may arise between or among them in a consultative and cooperative manner, including any issue which might develop concerning the interpretation or application of this Agreement.

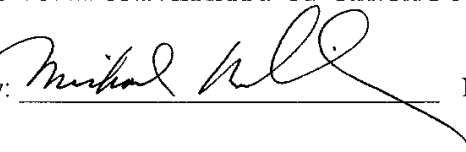
4. Term of Agreement. This Agreement will be reviewed by the parties on a regular basis and such reviews shall take place at least every three (3) years. This Agreement can be amended by the parties at any time upon the mutual agreement of the parties.

5. Prior Agreements. This Agreement supercedes and replaces the original Sustaining Agreement of November 7, 1974; the Agreement of April 21, 1978 regarding dissolution; the Agreement of April 29, 1983 regarding Madonna della Strada Chapel; and the First Amendment to the Sustaining Agreement of June 24, 1993 – all executed among the University, the Community, and the Province (collectively, the “Prior Agreements”), and the rights and obligations of the parties under the Prior Agreements are hereby terminated.

IN WITNESS WHEREOF, the parties have hereunto set their hands on the day and year first above written.

LOYOLA UNIVERSITY OF CHICAGO


6/06/03

By:  Its: CHAIRMAN OF THE BOARD OF TRUSTEES OF LOYOLA U. CHICAGO

THE CHICAGO PROVINCE OF THE SOCIETY OF JESUS

By:  Its: Provincial, Chicago Province

THE JESUIT COMMUNITY CORPORATION AT LOYOLA UNIVERSITY

By:  Its: Rector

II. PRESIDENTIAL CONVOCATION ADDRESS, 2018



Restlessly Inclined

Remarks by Dr. Jo Ann Rooney, President, Loyola University Chicago, to the 2018 Faculty Convocation, September 17, 2018.

Good afternoon. I am delighted to welcome our new faculty as well as our returning faculty to today's Convocation coming from our Lake Shore Campus...Water Tower Campus...and the Health Sciences Campus.

Thank you for being here. Thank you for the many ways you care for our students, families, patients, and partners—the many ways in which, every day, you aspire toward and make manifest our Jesuit mission. Across disciplines, departments and campuses, across time and geography, we are Ramblers. We are One Loyola.

In a convocation, we gather together to pause and reflect, re-engage, and underscore the shared, collaborative nature of our mission. Universities are dynamic collections of academic specialties and cultures, and this is a day when we convene in one room and across all of the programs that comprise Loyola University Chicago. It is a chance to reflect on the mission that unites us and the ways in which we can further collaborate and bring out the best in each other.

We gather to stand in solidarity and stand together in spirit—if not always in opinion. We discuss and debate, we innovate and challenge each other in ways that support our aspirations, enhance our robust academic and research goals, deepen our mission work and broaden our social justice impact. We are blessed with talented and passionate colleagues and students and are challenged every day to further our mission of advancing knowledge and social justice. This intentional approach, this intellectual ferment, has enabled Loyola to deliver a truly transformative, timely education to generations of

students.

Our intentions are guided by the Jesuit concept of *magis*—that we can always seek ways to do more for others, and ways to do it better.

Author Chris Lowney described this idea in his book on the Jesuit tradition, *Heroic Leadership: Best Practices from a 450-Year-Old Company that Changed the World*.

“A *magis*-driven leader is not content to go through the motions or settle for the status quo,” he writes, “but is restlessly inclined to look for something more, something greater. Instead of wishing circumstances were different, *magis*-driven leaders either make them different or make the most of them. Instead of waiting for golden opportunities, they find the gold in the opportunities at hand.”

This is how Loyola Chicago has grown and served for nearly 150 years. By being restlessly inclined to look for something more, something greater. Our ability to address the challenges and find the opportunities in the present, and our ability to anticipate change and emerging needs, will serve our students well into the next century and a half.

This restless inclination has its roots in the rich history and tradition that brings us together today.

In 1548, members of the Society of Jesus opened their first Jesuit school. This first school, and the hundreds that would follow, went against the societal norms at the time. The schools were not solely for the education of new members of the Society of Jesus or for aspiring priests or for the wealthy; they were fully open to laypeople of all economic classes. This was a radical undertaking for a religious order—or any organization—in the 16th century.

Think about this historical period and the explosion of information that characterized it. Global exploration and trade were rapidly expanding the world’s horizons and markets. Nicolaus Copernicus had presented a radical mathematical proof that the planets revolve around the sun. New insights and perspectives about the physical world revolutionized the way composers wrote music, the way painters measured perspective and mixed their colors. Philosophy, literature and religion were fundamentally altered.

The Jesuit response was to frame an integrated education, an education of the mind and spirit and senses, open to all. Ignatius developed an educational approach that regarded art and science, and reason and rhetoric, as integral to all creation. Critics of students in Jesuit schools noted that they knew Cicero better than scripture. Jesuit spirituality is convinced that the divine is located in every human area of inquiry and exploration. It is dedicated to the common good, to shaping those who lead and transform their professions and communities. The Jesuits created a method of inquiry and action in the world that has remained powerfully effective for hundreds of years. Its aim is to serve the world, and every succeeding generation builds on the past to shape the present and anticipate the future.

Over the summer, I participated in a weeklong gathering in Bilbao, Spain, where leaders from Jesuit higher education institutions from around the world met to engage in dialogue around critical issues affecting us and seek opportunities for collaboration to address them together.

During his address to the assembly, Father General Arturo Sosa repeatedly and fervently called upon—one could say demanded—that Jesuit universities work for reconciliation and peace and anticipate the needs for the future. He challenged all of us to go to places that are not easy to reach and which others have avoided.

Father Sosa's remarks were meant to challenge all of us. They were meant to shake us out of any complacency and comfort with our current status or state of being. And, they were also meant to inspire us and guide us even in the most challenging times and circumstances.

However, before you can work toward reconciliation, you need to acknowledge the failings and wrongdoing and be motivated to corrective action. Like many of us here today, I have struggled greatly with the recent revelations in Pennsylvania on top of years of previous reports; about clergy abuse and the actions, cover-up and betrayal by so many in leadership positions throughout the Catholic Church. Trust has been shattered. Lives have been irreparably harmed.

Whether you are Catholic by faith tradition or a member of our Loyola Community supporting our Jesuit, Catholic mission, there are no words or statements that can be compassionate enough to support the victims of clergy abuse or strong enough to condemn the actions of those clergy abusers or the leadership that failed to take action to make the changes necessary to protect children and adults from such reprehensible acts and abuse of power. There are no sentiments angry enough to capture the call for dramatic change.

In our position as a Jesuit, Catholic university, we can insure that these vile acts are not tolerated in our community and we will continue to advocate and work for the changes needed. Know, unequivocally, that within our university, within our Jesuit province and within our archdiocese, there is no tolerance for such heinous acts and abuse. If we receive any reports of such incidents, they are turned over to the civil authorities for investigation and criminal action.

However, please know that at Loyola, the intolerance for such behavior is not limited to clergy but applies to anyone and everyone who abuses positions of power to take advantage of or abuse vulnerable individuals. There is an obligation that each and every one of us has as a member of this community—and that is to report any such abhorrent behavior or incidents of which you become aware.

As a university community, it is imperative that we foster a culture of respect, trust, transparency, civility and accountability. When we find those tenets are not adhered to, we are called upon to address the issues head-on, then work toward reconciliation and peace. We desire for our students a transformational education preparing them for lives of leadership and service. As such, it is incumbent upon us to be role models and hold ourselves to those unwavering standards.

We should continue to extend and deepen our work and relationships with each other and the larger community; that we thoughtfully engage in civil discourse and dialogue in a way that models critical thinking and human respect; that we help each other and our students discern our calls to action; that we embrace creativity to develop and support programs, activities and create learning communities enabling students to find their strengths and develop their passions. Our students grow when we help them make the most of the opportunities they find here to extend and deepen their insights about themselves and the world. They are transformed when we help them cultivate the restless inclination to look for more, to dig deeper, to grow in knowledge and insight and to engage in service to others.

Together, we educate students to challenge boundaries, work across social and political divides, and become engaged citizens of the world. This is what we mean when we say

“Jesuit educated.”

You, our esteemed faculty, are the heart of this enterprise, key facilitators in this educational process; extending across the humanities, arts, sciences, business, technology or medicine; whether you teach new freshman, doctoral students or every level in between. You are specialists, scholars, and teachers. You are guides, role models and mentors. Your work in the classroom, your research and your engagement with the community deeply drives and animates our mission.

This year, we welcome the largest and most diverse freshman class in our history. Diversity is central to Jesuit practice and at Loyola is a principal educational value. It makes our community stronger and more vibrant, and it deepens and enriches the educational conversation and our preparation for work in a complex world. Diversity and inclusion are an integral part of our Jesuit mission. The Jesuit framework, dedicated to the care of the whole person and respect for each individual, compels us to model reconciliation, peace and community. We manifest this practice through authentic hospitality, inclusive excellence, empathic dialogue, critical thinking, and imaginative scholarship.

All of this begins in our own community and in our own hearts. In the coming days and weeks, we will announce new action steps from a task force established in the spring to enhance and make more transparent the work of our Campus Security office and to strengthen equity and trust in our community. We will address issues of race, inclusion, and personal experience at Loyola and in society, by continuing a community-wide series of discussions to explore the Diversity Climate Survey released in the late spring. These discussions will have a direct impact on informing our action steps as a university. We will come together to share our experiences, thoughts and aspirations about how we create and enhance a community that truly reflects our principles.

This year, we will participate as a university in a communal Jesuit exercise, the Institutional Examen. This is a yearlong community inventory, reflection, discussion and assessment of our performance against mission that you will hear more about in the next few weeks. Coming together as a community in this way to engage a series of questions and issues related to our strengths and challenges empowers all of us to identify where we can do better today and into the future. As our mission is core to everything we do, this Examen will be used by us not just to measure or reflect on our current effectiveness, but also to serve as a part of our communal discernment and as the foundation of our future strategic vision for living out our Jesuit mission. I encourage everyone to participate fully in these community reflections.

I am pleased to report that the University remains in a healthy financial state. We enrolled the largest freshman class in our history for the third year in a row and have over 17,000 students studying at Loyola. Our strong undergraduate enrollment has helped offset disappointing graduate enrollments that are below expectation. During the past two years, we have reduced expenses through significant input from our financial planning working groups and hard work across departments to reduce positions and restructure operations. These results of these initiatives have enabled us to continue maintaining across the board salary increases and merit increases for faculty and staff. Wayne Magdziarz, senior vice president, chief financial officer, and chief budget officer, will again conduct a series of meetings across all campuses throughout the fall to provide additional details, data, and financial results and discuss future challenges. I hope you are

able to attend one of these meetings.

Maintaining our financial discipline to achieve positive results and fund future debt payments is critical as we look to the future, adapt to a changing student demographic, continue to invest in attracting and retaining great faculty and staff, and develop new programs and innovative solutions to evolving market and social needs.

Numerous other universities in our region and some in our Jesuit network have experienced faculty and staff layoffs and budget cuts across their institutions as a result of deficit operating budgets. Loyola has been able to remove significant cost without these unsettling actions. We will continue to be diligent stewards of our resources. We will continue to intensify fundraising; last spring's Final Four resulted in wide and deep levels of alumni engagement and a new level of excitement and support from Loyola around the globe, and we are working hard to leverage that and grow that support.

We are seeking opportunities for diversifying sources of revenue. Accomplishing this is very important for us who are so highly dependent on tuition revenue, which provides 70 percent of our income. It is also critical that we continue to invest and innovate, creating new programs that anticipate the needs of new markets and a dynamic higher education environment.

This past Thursday, after almost a year of work by faculty and staff across programs and divisions under the leadership of Dr. Margaret Callahan, and following a review and recommendation by the University Senate, the board of trustees approved the new School of Health Sciences and Public Health. This new school creates the framework for Loyola to develop academic programming that will meet workforce and society's needs in the changing landscape of health care delivery and technology, while also building on existing programming and our strong reputation. We expect that Loyola, in partnership with Trinity Healthcare, will be a disruptive force in these areas. We are also working very closely with a potential donor on a significant naming gift and expect additional philanthropic support will be possible. You will be hearing much more about this new strategic initiative in the days ahead.

We have continued to invest and reinvest in people, programs and our physical plant for the benefit of our students. We continue to fund—at historic levels—faculty equity and start-up pools to ensure we remain competitive in our recruitment efforts. Our academic innovation fund provides deans, program directors and faculty with resources for market research and start-up funding to launch viable programs aimed at growing enrollments and revenue.

To do all we need to do, we must be fearless. We must heed the restless inclination to do more and continually challenge ourselves to expand knowledge, generate insight, and move our students and our society toward equity, health and justice. We must continually interrogate our institutions and ourselves and push toward excellence and equity. We do all of this on a foundation of respect and love for each other, and a presumption of good will on the part of those with whom we disagree.

Compared to Ignatius' time, our age is so different yet with striking similarities. It is a time when technology and knowledge is exploding but when some denigrate and dismiss science and others do the same with faith. Some question the value proposition of higher education. Political agendas threaten to limit access to college and professional schools at a time when college and graduate degrees have never been more important to social mobility and to our nation's economic health and democracy. It is a time of fragmented

communication and a time when loud voices, passions and orchestrated outrage divide us from each other when we most need to come together around issues like climate change, poverty and human rights.

Our Jesuit mission—to develop world citizens who can engage in deep research and thinking, who can engage others in civil discourse without rancor or recrimination, who have the ability to continually look beyond conventional ideologies and conventional wisdom to arrive at new solutions—this mission, this work, has never been more important.

I would like to leave you with words from the poet Rabindranath Tagore, the first non-European to win a Nobel Prize for literature. Tagore was Jesuit educated; as he is writing about colonial India, you can also hear the restless inclination, that quest for something more, in his words.

He writes of a land:

*Where the mind is without fear...
Where the world has not been broken up into fragments by narrow domestic walls.
Where words come out from the depth of truth,
where tireless striving stretches its arms toward perfection.
Where the clear stream of reason has not lost its way
into the dreary desert sand of dead habit.
Where the mind is led forward by thee
into ever widening thought and action.*

“Where the mind is led forward into ever widening thought and action.” This is *magis*. This is Loyola. This is the work we do.

We carry this legacy forth. We engage the most difficult issues and work to serve the most vulnerable and marginalized. We look to go deep and we look to get better. We do not run away from the world or flee from complex problems and difficult conversations. We engage, participate, and challenge—we make ourselves “restlessly inclined to find something more, something greater.” We seek reconciliation and peace. We work across boundaries of academic disciplines, ideology, class, race and religion. We work individually and we work together, reaching out most especially to the poor, the struggling, the oppressed and the vulnerable.

We come together at Loyola University, at this time and in this place. Let us continue to create a space of honest inquiry and scholarship, of rigor and compassion, constancy and creativity, trust and respect, inclusion and transparency—a space of informed and loving action. May our restless inclinations lead us to greater good.

I wish you the very best for a wonderful year. Thank you again for your commitment to our extraordinary students and to Loyola University Chicago. It is my honor and privilege to serve beside you every day.

CHAPTER 5

ACADEMIC RIGHTS, DUTIES AND RESPONSIBILITIES OF FACULTY

A. ACADEMIC FREEDOM

Academic freedom guarantees that the university shall not abridge the right of faculty to speak, write, teach, create art and conduct research. All faculty have the right and the duty to participate freely in the search for and expression of knowledge and truth. It is the policy of Loyola to protect and encourage the academic freedom of all faculty, and to protect faculty members from pressure or influence that would restrict their academic freedom.

Loyola faculty are entitled to freedom in research/scholarship (including artistic accomplishment) and in the publication of the results. They are also entitled to freedom in the classroom in discussing the subject matter of the course, but should avoid persistently interjecting material that has no relation to the subject matter. Although a faculty member is free from institutional censorship or discipline in the exercise of his or her academic freedom, membership on the faculty at Loyola imposes certain obligations. As an educator and person of learning, a member of the faculty should strive at all times to be accurate, exercise appropriate restraint and judgment, foster and defend intellectual honesty and freedom of inquiry, show respect for the rights of others to express divergent ideas and opinions, and refrain from claiming to be an official spokesperson for the University.

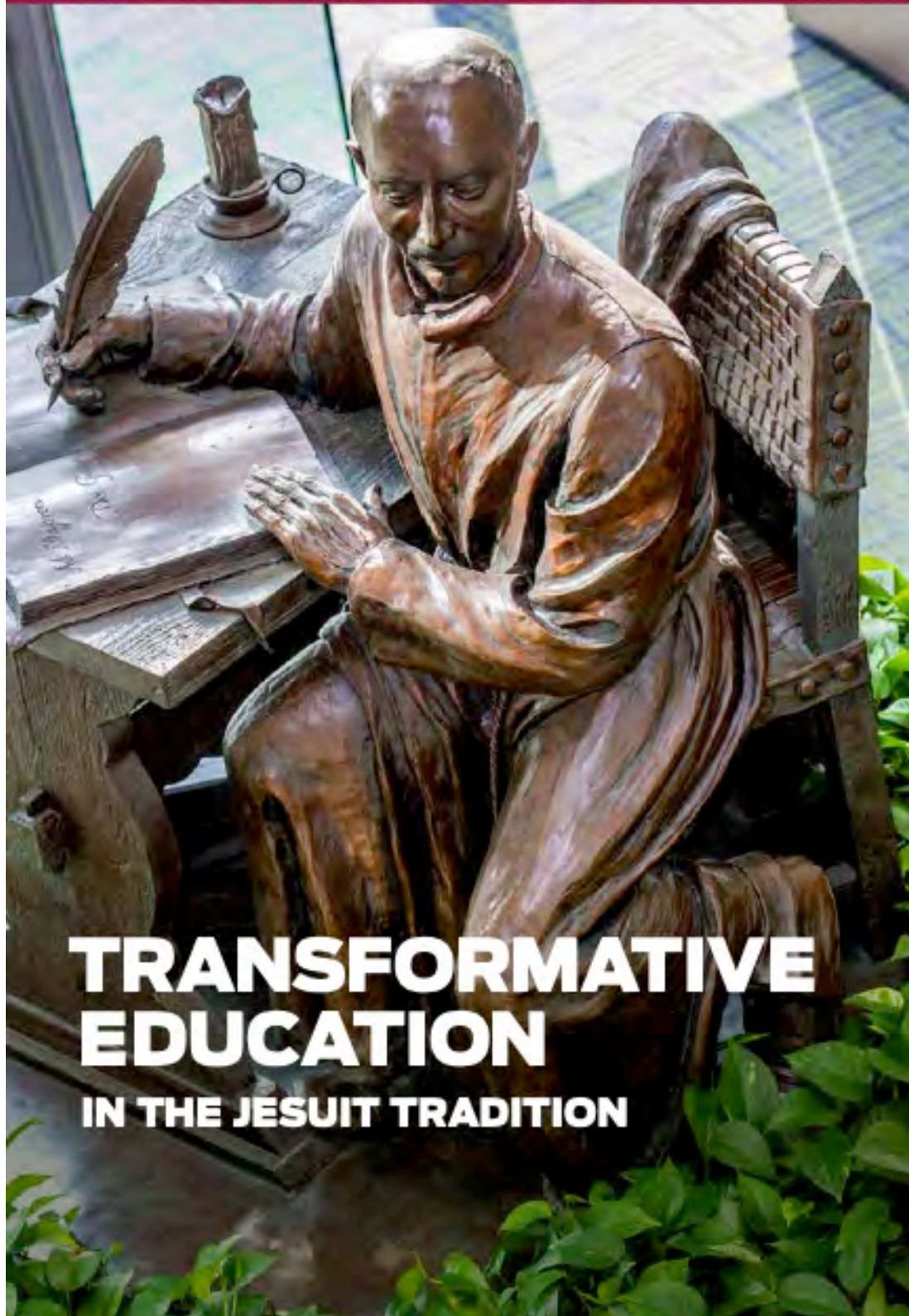
Academic tenure helps sustain academic freedom. It contributes to the recruitment and retention of outstanding faculty and works to ensure excellence in the quality of Loyola's educational and research programs. The principles of academic freedom apply to church-related institutions of higher learning, such as Loyola, which take into consideration the authoritative teaching and tradition of the church to which the institution is related (in the case of Loyola, the Roman Catholic Church).

B. ACADEMIC DUTIES AND RESPONSIBILITIES OF FACULTY

It is expected that Loyola faculty will strive for excellence in the areas of teaching, research/scholarship (including artistic accomplishment), professional practice (if applicable) and service. While specific faculty responsibilities are described in their letters of appointment and/or annual contracts and are determined by the

IV. TRANSFORMATIVE EDUCATION IN THE JESUIT TRADITION

LOYOLA UNIVERSITY CHICAGO



"Transformative Education in the Jesuit Tradition"
first edition was written by Daniel Hartnett, S.J.,
in coordination with a team of editors from Loyola
University Chicago, February 2009. Revised 2015 version
was edited by Justin Daffron, S.J., with a team of editors
from Loyola University Chicago.

ON THE COVER • A statue of St. Ignatius of Loyola
located in the Klarchek Information Commons
on Loyola's Lake Shore campus

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OUR MISSION

WE ARE CHICAGO'S JESUIT, CATHOLIC UNIVERSITY—
A DIVERSE COMMUNITY SEEKING GOD IN ALL THINGS
AND WORKING TO EXPAND KNOWLEDGE IN THE SERVICE
OF HUMANITY THROUGH LEARNING, JUSTICE, AND FAITH.



As a Catholic and Jesuit University,

Loyola is guided by and seeks to articulate a living intellectual tradition. All of Loyola's undertakings—its teaching, research, and service—are infused with a conviction regarding the sacred character of all reality, the dignity of every human person, the mutually informing dynamic between faith and reason, and the responsibility to care for those who are suffering most in our world. And Loyola's Jesuit pedagogy is informed by the conviction that faith, knowledge, and the promotion of justice are intrinsically related: they are not three independent aspects of education that are merely juxtaposed, but rather they form a triad in which each is dynamically related and incomplete without the others. The University invites those of all faith traditions who share this outlook to join in pursuing its goals.

**What is
the twofold
intellectual
tradition of
Loyola?**

This twofold intellectual tradition encompasses a rich record of discursive knowledge—or *theoria*—developed by intellectuals across the centuries. It includes the creative word—or *poiesis*—of artists who have expressed their Catholic vision through architecture, painting, sculpture, poetry, music, and dance. It also involves the social action—or *praxis*—of prophets and activists who generously devoted their lives to making the world a home for all. The more one reflects on this rich tapestry, the clearer it becomes that this rich tradition is a very diverse and dynamic reality, nothing like an ancient family heirloom, to be kept in a safe-deposit box. Rather, the Jesuit and Catholic tradition is ever evolving in new and unexpected ways; we can all learn from it and all contribute to it. This tradition both elicits participation and engenders personal and communal transformation.

Adapted to the context of today's world

**What are the
five 'hungers'
we identify
and choose
to foster in
our students?**

A JESUIT EDUCATION SEEKS to address the world in which we actually live as well as the hopes and challenges of that world. Indeed, one can view the current situation in the world against a backdrop of a whole range of key desires, really, “hungers” of the contemporary world for wholeness, peace, and justice for all. These are hungers that life and learning have helped us to identify in ourselves as well as in our students, hungers that our kind of education hopes to stir and meet:

- **A HUNGER FOR INTEGRATED KNOWLEDGE:** Students today appreciate having so much information at their fingertips, and yet, they long for a more robust formation that integrates their intellectual, affective, and volitional capacities and helps them to appreciate how the varied subjects and disciplines fit together reaching depth of understanding;
- **A HUNGER FOR A MORAL COMPASS:** Students today experience the limitation of a moral discourse that focuses almost exclusively on individual rights while almost ignoring the responsibilities we have to each other; not looking for recipes, our students display desire to acquire an ethical foundation and a method for moral discernment;
- **A HUNGER FOR COMMUNITY:** Students today value building meaningful community with genuine connectedness that has them

engaged civically; they display a new strength of passion and commitment to use their gifts and talents for others; there is a sense among them that they have found their voice as change agents, and now they long to participate more actively, creating more good in the world;

- **A HUNGER FOR A GLOBAL PARADIGM:** Having seen the limitations and the dangers of ethnocentrism, our students want to embrace a more cosmopolitan perspective; they see very clearly that each of us dwells in many communities, from the community of our birth to the community of the human family, and we have duties to all of them;
- **A HUNGER FOR AN ADULT SPIRITUALITY:** Tired of the polarized debates between a lifeless secularism, on the one hand, and a dogmatic fundamentalism, on the other, our students long for a spirituality that sustains and empowers, one in which there is ample room for both faith and reason.

This educational mission of the University lies precisely in the study, debate, conversation, and discovery that help students identify these hungers, form their own assessment of them, and decide how they might address them for themselves and the world they seek to shape.



REFLECTION

JACKIE TAYLOR HOLSTEN

JD '99 • BOARD OF TRUSTEES

“Whether we know it or admit it, we are all searching for an opportunity to make a difference. The community at Loyola, which is dedicated to the Jesuit mission, has encouraged and inspired me to contribute every day and to realize we all make a difference.”

An education that empowers and transforms

What are the marks of a true education?

AS ENGLISH WRITER G.K. CHESTERTON once said, "Every education teaches a philosophy of life, if not explicitly, then by suggestion, by implication, by atmosphere. If the different parts of that education do not cohere or connect with each other; if the educational process as a whole does not combine to convey a coherent view of life; if, in the end, it does not empower and transform, then, it is not education at all." A transformative education is one in which the student is incrementally invited to engage life, to reflect upon it and, then, to be of service to our world.

STRATEGIC THEMES

- EXPANDING HORIZONS AND DEEPENING KNOWLEDGE: The University is the steward of a long and deep tradition of learning and knowledge. It has a responsibility to this living tradition of which it is a part and whose continuing significance it fosters in ever-new ways. Students who come to Loyola can expect to be enriched and broadened by that tradition and, at the same time, be challenged by it to lead extraordinary lives that are relevant in new and different circumstances.
- SELF-APPROPRIATION: Beginning with an appreciation of one's gifts and the progressive discerning of how best to use them in practical ways and diverse settings are both the starting place and the trajectory of an educational process that we call self-appropriation. When students arrive at the University, they often have not yet fully identified their gifts and vocation. It often happens that their

REFLECTION

ZACHARY ENRIQUEZ

LOYOLA STUDENT

"The Jesuit philosophy is designed to benefit the many through the realization of potential within the individual. Jesuit education has started me on a path of personal growth. I am trying to become the best version of myself that I can be, so that others can grow, learn, and prosper alongside me."



thoughts, actions, and choices are being dictated by convention or by mimetic group pressure. A transformative pedagogy is one that helps students name their gifts, formulate their convictions, and ultimately take full ownership of their own lives. A transformative education, then, is one that transforms students in order that they might transform the world.

- **DIALOGUE:** Students who come to Loyola can expect to be challenged to a kind of dialogue and diversity that is authentically transformative. At Loyola, diversity does not simply mean that all are welcome and can have a seat at the table. More than that, it means that those who have a seat at the table should be prepared to be changed and transformed by their encounter with each other and by the values that pervade Loyola's educational experience. A transformative pedagogy trains students for dialogue and conversation, providing a way to tackle the root of so many crises that face humanity today. It is also a way of bridging the divides of gender, race, ethnicity, and socioeconomic class.
- **MORAL RESPONSIBILITY:** There are clear moral dimensions to the economic, political, social, and environmental crises our world is currently facing. Many professionals—lawyers, bankers, accountants, politicians, academics, and the entire chain of intermediaries, including Church leaders—have failed to detect or deter the wrongdoing of our institutions; instead of exercising their moral duty, many chose the path of silence, convenience, and complicity. It is more important than ever that our students receive a strong foundation in moral discernment in order that they can act responsibly in all their relationships and pursue the common good.
- **CARE FOR THE PLANET:** One of the main goals of a transformative education is learning to live in right relationship: right relationship with oneself, right relationship with others, right relationship with God, and right relationship with our environment. Each of these fundamental relationships requires sensitivity, understanding, and care. Since the ecological problems we are facing are related to the problem of consumerism, which devours the resources of the earth in an excessive and disordered manner, our aim must not only be theoretical clarity but also a more responsible lifestyle. The University has a decisive role to play in fostering new attitudes and new practices of good stewardship and peacemaking within the context of a global paradigm.
- **FAITH AND JUSTICE:** The overriding purpose of the Society of Jesus, namely "the service of faith," or its communication and deepening, must also include the promotion of justice, a goal shared with many

religious traditions. So central to the mission of the Society was this union of faith and justice that it has become the integrating factor of all that Jesuits and their institutions undertake. But it is not enough simply to juxtapose these two terms; it is essential to hold the two together. Because, in the end, injustice is rooted in a spiritual problem and its solution requires a change of heart. More than ever, we face a world that has an even greater need for the faith that does justice.

IGNATIAN METHODOLOGY

**What are
the four
processes of
knowing?**

Transformative education is not simply a content; it is also a method designed to foster continual growth in the hearts, minds, and will of the students. This method bears no resemblance to an older approach that stressed dissemination where instructors merely relay or convey information. Rather, Ignatian pedagogy aims at assisting learners to undergo a series of internal transformations in how they go about understanding themselves vis-à-vis their own inclinations, passions, biases, and spontaneous reactions. Hence, the need arises to learn how to make one's own internal operations more discerning.

The early Jesuits struggled to describe this transformative process in the *Ratio Studiorum* and, over the years, have done so in different ways. The accounts may vary, but there are certain constants in the Jesuit "way of proceeding." A cognitional way of understanding this Ignatian methodology is to realize that the antidote to self-immersion is self-transcendence. And at least one way of proceeding out of the first condition and into the second is to become more attentive to the different operations one uses, though usually inadvertently, in coming to an answer to a question or to a choice.

In short, an Ignatian pedagogy is one in which the student is challenged to appropriate his or her own process of knowing. The first step in any process of knowing is experience, and the advice of Ignatius would be to become attentive to what one is experiencing, either the experience going on in oneself or in the reality around one. The second step in this process of knowing involves reflecting back on one's experience and on what has been triggered by way of questions that emerged from such experience. The goal is always to grow in understanding about the questions one is seeking to answer. One is going to have to come to some conclusion about the matter being mulled, including a conclusion about whether an insight that came from one's understanding holds up under further scrutiny. The third step in this process of knowing is judgment: "yes, this is so" or "no, this is not so" or "I do not know yet what to think." Finally, the fourth step in the process of knowing seeks to determine what this judgment might call for by way of choice or action and commitment.

The value of sorting out the different moments in the process of knowing is that this makes self-knowledge and self-transcendence more likely. It also does justice to one's subjectivity while also making objectivity more likely. Another way of putting this is in the language of conversion. Ideally, there are different kinds of conversion latent in a greater advertence to these operations of consciousness: intellectual, moral, and religious. In the first of these, one lets oneself be informed by reality; in the second, one moves from acting on personal wants and satisfying one's own needs to acting on values and making responsible choices. Religious conversion consists in being moved in one's thinking and choosing by love. Any one of these three conversions or transformations can come first with the other two following.

MEDIATIONS

Jesuit education is well known for its clarity in matters of "means" and "ends." In great part, this insight flows directly from the Spiritual Exercises of St. Ignatius Loyola in which he begins with a clear presentation of the purpose for which all people are called into existence ("to praise, reverence, and serve God") and then, based on that conviction, he explains how "all other things" are valuable in relation to how they foster or inhibit one's essential purpose.

With this vision of transformative education before us, it is now imperative to reflect on the principal mediations for all this to occur. Many of the desired transformations happen in the classroom. But others take place in service-placements around the city, through activities on campus, or in the library, chapel, retreat and ecology campus, or residence hall. The transformative moments and contexts will vary from student to student. What matters most is that students encounter within every component of the University community supporting a spirit of transformation and a culture focused on learning, justice, and faith.



REFLECTION

MARIAN ALLEN CLAFFEY

MUND '76, MED '84, PHD '08 • STAFF MEMBER

"Among the many outcomes emerging from my Jesuit education and Loyola experience is a profound sense of responsibility—an obligation to contribute to a greater good and to challenge others to do the same. This is true of my experience as both student and staff member."

What are the various channels for internal and external transformation within the University?

- **LOYOLA EXPERIENCE:** Our undergraduate program of learning is the *Loyola Experience*—a sequential and developmental approach to integrated academic, spiritual, and social activities. Students use their gifts, talents, and ambitions to shape their own Loyola Experience in partnership with faculty and staff who challenge and support students through graduation and beyond. *Cura personalis* (care for the whole person) is our common commitment, and *magis* (striving for excellence) is part of our shared vision. Care for self, others, and community are the pillars of a *Student Promise*, which inspires students to live out core values that have shaped our University since its founding.

Loyola's Core Curriculum serves as the anchor of the *Loyola Experience*, providing the breadth of learning that is foundational for undergraduate education, in the Jesuit tradition. The Core is the primary means by which our pedagogy's goals are achieved and the aforementioned strategic themes and our students' ambitions are integrated throughout the curriculum.

The Majors provide depth for students to explore, understand, imagine, and create within a particular context or field of study, developing the habits, disciplines, and skills that are needed to succeed in that area. Within the major, training in a particular intellectual discipline or practice is paramount. Loyola provides a variety of means to achieve this training: internships, service-learning, capstone courses, etc. These forms of experiential learning are organized from within each field or discipline in order to provide the appropriate degree of specificity. The more discipline-specific they are, the more likely they are to have a lasting impact.

If truly successful, the *Loyola Experience* should result in a radical transformation not only of the way a student sees him or herself but also in the way the student perceives, thinks, and acts in the

REFLECTION

JOYCE WEXLER, PhD

FACULTY MEMBER

"We ask prospective faculty members to read *Transformative Education in the Jesuit Tradition* because it explains what we do and why we do it. New faculty members soon see how the Jesuit tradition strengthens their teaching and research and makes the University an incubator for meaningful and ethical lives."



world—driven more towards justice. To accomplish this, a Loyola education must be more than a set of degree requirements; it must be an integrated curriculum designed to produce ever-deepening reflection and new habits of heart, mind, and will. It should enable students to develop the character and values that will guide them throughout their lives.

- **CAMPUS CULTURE:** A critical component of the Loyola Experience is student development that happens beyond the academic enterprise. Certain units of the University, from Student Affairs to Mission and Ministry, concentrate precisely on the quality of student life outside the classroom and on building a vibrant community on campus. This community is formed through clubs, athletics, service opportunities, retreats and often simply by taking advantage of our wonderful city together.

With the valuable help of faculty, staff, chaplains, and residence hall assistants, a community of shared preoccupations and aspirations is formed. Such a community is essential to transformative education because, in the end, there is very little that an individual can do alone. We need to learn to form friendships and to build alternative networks of belonging that are oriented toward the transformations we all desire. Therefore, on Loyola's campus, we strive to create a culture where students do not feel like isolated individuals but rather members of a community that encourages respectful discourse and debate, that celebrates hard work and accomplishments, and that promotes social justice and responsible freedom.

As a Jesuit and Catholic university, Loyola firmly believes that God's grace is at work in each of the major religious traditions, which is why we are pleased to serve as a home for all of the faiths. One of the many beautiful features of Loyola is that it is a place where a committed community can be formed among people from different religious and ethnic backgrounds. This is precisely the kind of community our world needs today: a community that can look beyond the specifics of its own tradition in order to learn, study, celebrate, and pray with all people of good will who are ready to rebuild and renew our world together.

In order to sustain this transformative community, Loyola will continue to create spaces on campus for purposeful living and learning. All buildings, including residence halls, classrooms, and student centers, as well as outdoor campus spaces, will be welcoming and conducive to study and collaborative learning, with a measure of a deep respect and care for the environment.

- **GRADUATE EDUCATION:** Graduate and professional education are geared towards inculcating the mastery of specialized knowledge and skills through which a student who has already identified his or her vocation can attain the professional competence, leadership skills and sense of responsibility that are needed to make a significant impact in the world. While Jesuit universities began as undergraduate institutions, they later applied the spirit and methods of transformative education to graduate and professional education. Our graduate and professional schools are very discipline-specific, but they embody and employ the same Jesuit pedagogy, which is person-centered and society-centered, and which empowers and transforms. Students at this level are encouraged to refine and test their calling, and to reflect continually on the questions “for whom” and “for what” as they prepare for their careers. In their major projects or research, they are encouraged to ask: How will this work contribute to or impact the communities that it serves? How might it contribute to society and to the struggle for peace and justice?
- **RESEARCH:** Loyola is committed to the personal transformation of its students and faculty as well as to the creation of a just social order. But real and lasting change is not achieved by direct action alone. Many of the problems facing our world will never be adequately addressed if we merely replicate former solutions.

It is important that we caution our students, at both the undergraduate and graduate levels, about the excessive pragmatism that can often permeate the American culture. Our world needs longer-term solutions, not just quick fixes, and this requires careful, scholarly research. Research needs to be evaluated not with the short term lens of immediate efficacy but within a larger and more generous horizon that both enriches and transforms our lives as human beings and communities. Therefore, Loyola fosters the kind of research that really matters for making our world a home for all.

Furthermore, research at Loyola is informed by a characteristically Catholic confidence in the unity of truth; that is, the conviction that truths of reason are ultimately compatible with truths of faith. For this reason, intellectual inquiry at Loyola is animated not by a fear of error but by a love of truth and with a deep commitment to academic freedom.

At the same time, research at Loyola is informed by an ongoing engagement with a living Catholic intellectual tradition that serves as a touchstone or point of reference. The point is not that researchers at Loyola need to be working on a topic that is identifiably Catholic, nor is the point that people doing research are under the obligation to agree with every element of that tradition. But faculty researchers should be

willing and able to articulate how their work elaborates upon the Catholic tradition and how it contributes to the common good.

Increasingly evident to scholars and others today is the necessity of cross-disciplinary inquiry in the discovery of truth. Our institutes and Centers of Excellence offer a privileged place for interdisciplinary research, a space where faculty and students from different departments or schools can converge and collaborate. They represent the best in Jesuit education and provide an effective vehicle for the University, by means of its research, to play an active role in deepening our grasp of specific problems and in imagining alternatives.

- **OUR FOCUS ON JUSTICE:** A significant portion of our transformative agenda is about helping students create lives of meaning and purpose. This isn't possible without the University organizing itself as more than a collection of schools, departments, and programs, but rather as a "social project." We must see Loyola as "a transformative agent," an institution that "seeks to insert itself into a society, not just to train professionals, but in order to become a cultural force advocating and promoting truth, virtue, development, and peace in that society" (Nicolás, 2010:7). This is a vision that challenges us to expand our understanding of the social realities of the poor and to employ the vast treasure of our Judeo-Christian humanistic tradition—along with our experience and expertise in accompaniment with people in need—in a collective effort to improve the condition of those people in our community and world. Our conversation is further contextualized by a sense of urgency, felt on the national and international level, for an engaged pedagogy to guide our teaching and for a renewed commitment to interdisciplinary approaches to solving societal and environmental problems. We believe there is a need for a new kind of university committed to



REFLECTION

JAMES PREHN, S.J.

JESUIT COMMUNITY

"At its best, one of the hallmarks of Jesuit education is its embrace of innovation while retaining proven, valuable practices. We teach students to explore ideas without trepidation, to embrace responsibility for the world without reservation, and to honor their deepest desires as personalized gifts from God."

going beyond its walls to include people needing support and assistance as well as those seeking justice.

Our focus on social justice is long-standing, embodied in myriad ways across the University—in the work of individual researchers, pedagogical initiatives, academic programs, Centers of Excellence, and more. In the words of Peter-Hans Kolvenbach, S.J., (2000) the former Superior General of the Society of Jesus, “Every Jesuit academic institution of higher learning is called to live in a social reality ... and to live for that social reality, to shed university intelligence upon it and to use university influence to transform it.” Loyola University Chicago is certainly grounded in a particular social reality—its historic mission and role in Chicago; its Jesuit and Catholic identity; its own history; its rich community of faculty, staff, students, alumni; and the current cultural context in which it is immersed. Given the many new challenges faced by this urban community and the world in which we live, and the urgency of certain social and environmental conditions, we ask ourselves if that mission needs to be expanded and deepened, once more, for the greater honor and glory of the Creator.

How do we, as a university, live for this social reality and use our influence to transform it? Said another way, how might Loyola become a beacon of hope for others and an instrument for preparing young men and women for the project of creating a more just, humane, and sustainable world? In what ways can Loyola’s vast talent, its faculty, and its resources be of greater service to those less fortunate and those on the margins of society, as well as people who work for a more sustainable and just world? These are the critical questions that will continue to shape our transformative agenda that helps Loyolans lead extraordinary lives.

REFLECTION

ANTWAN TURPEAU

MSW '11 • ALUMNI COMMUNITY

“Loyola’s mission, seeking God in all things and its emphasis on learning, justice, and faith, really caught my attention. This is a university that is not only about academic learning; it’s also learning about life, learning from your mistakes, learning from your failures, and how to build on those.”



Concluding reflection

A UNIVERSITY CAN BE, and in many instances is, a mere composite of vastly different departments and conflicting perspectives. But a Jesuit, Catholic university hopes to move beyond these divisions into a vital interchange that constitutes an academic community of common question and purpose: What are we doing here for our students, our human community, and our world? What kind of contributions are we making with our research? How is our service making a difference in the world? How are we acting more for transformative justice? And, in the final analysis, how are we individually finding God in all things? These are the questions we want to ponder and continue to answer well into the future.

Still, we know this much for sure: that Loyola, as an academic community, aims to:

- Educate in a manner that empowers our students to live moral lives in the world today, assuming responsibility for their own well-being and for that of their neighbor;
- Conduct research that sheds light on the major problems facing our suffering world today, providing wisdom and insight into possible avenues of solution; and
- Serve the city and beyond in order to build up the just and caring community—acting more for transformative justice.

In summary, Loyola challenges its students to move beyond their comfort zone, not only when initially entering the University but all throughout their experience here, in order to see more clearly where their own hungers and talents meet the urgent needs of our world. As Frederick Buechner says, “The place God calls us to is the place where our deep joy and the world’s deep hunger meet.”

Students who have completed their degree with us will not only have the skills appropriate to their training but also will be people of moral integrity, grounded in faith, and motivated to give back to society what they have generously received. They will be ready to face the enormous challenges of our times with faith, hope, and love: faith as a vital dimension of human life, hope as a realistic human stance toward the world, and love as the supreme mission of human life in this world. In short, they will be prepared to lead extraordinary lives.

LOYOLA UNIVERSITY CHICAGO



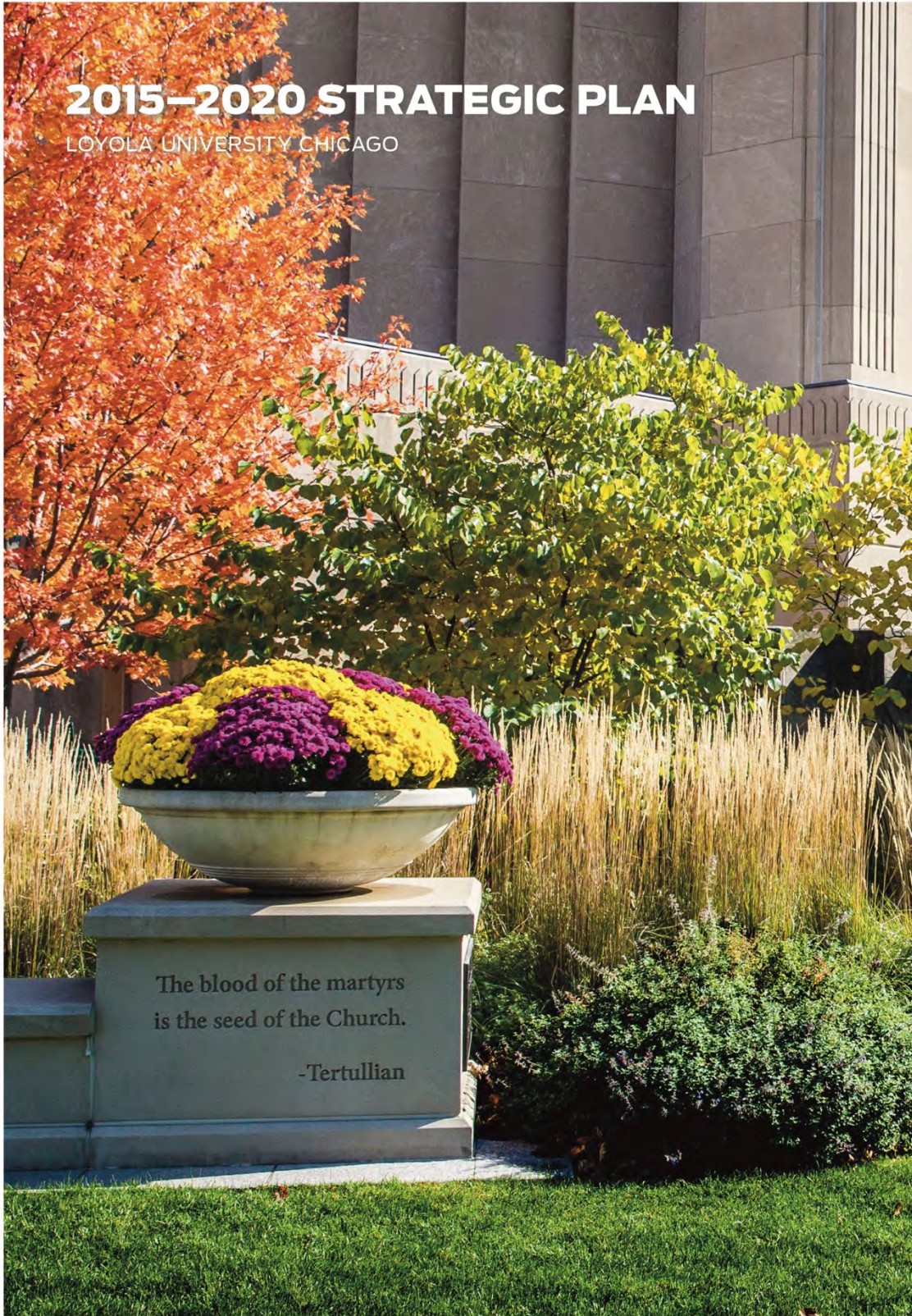
2015–2020 STRATEGIC PLAN

PLAN 2020

BUILDING A MORE JUST, HUMANE,
AND SUSTAINABLE WORLD

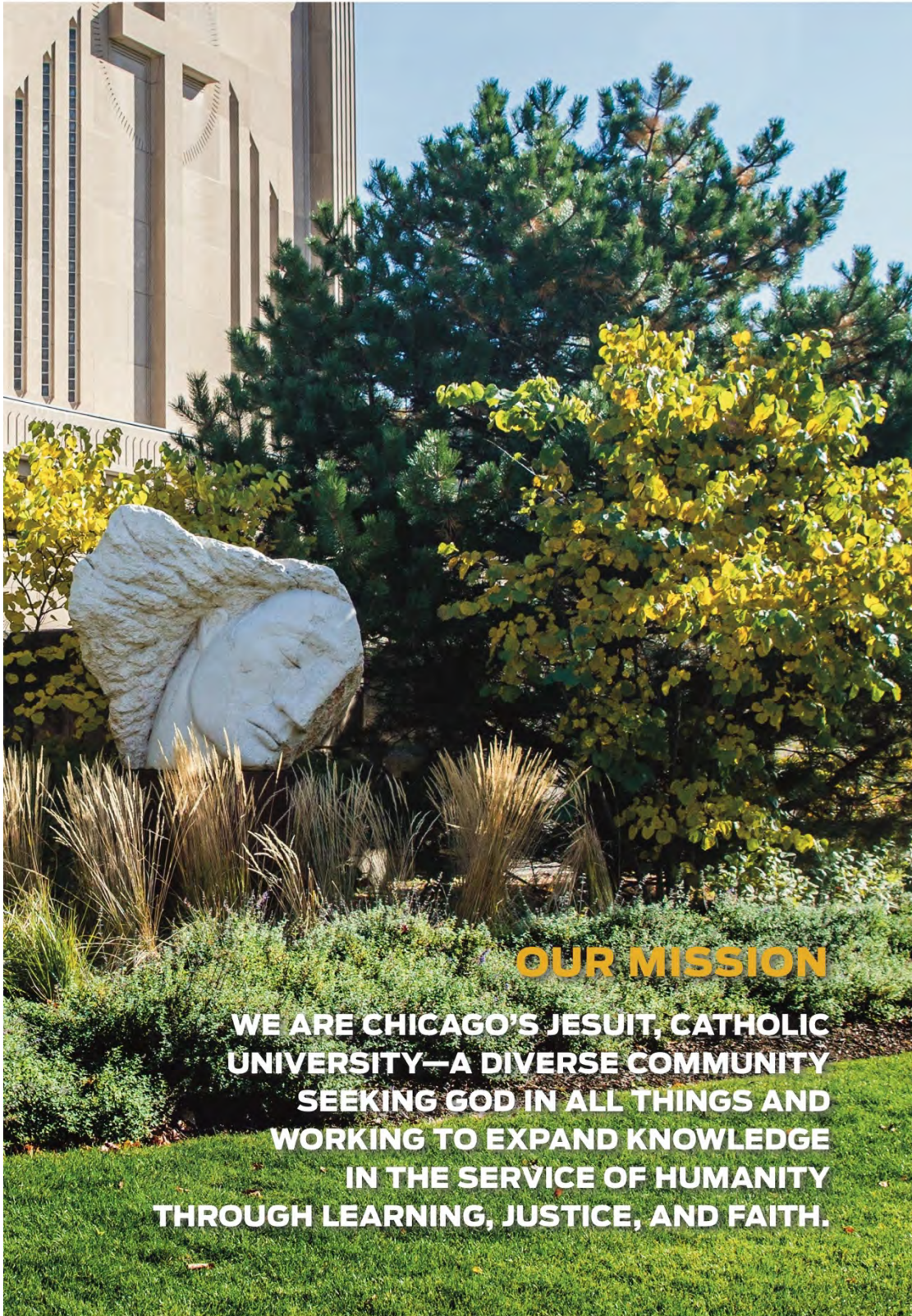
2015–2020 STRATEGIC PLAN

LOYOLA UNIVERSITY CHICAGO



The blood of the martyrs
is the seed of the Church.

-Tertullian



OUR MISSION

**WE ARE CHICAGO'S JESUIT, CATHOLIC
UNIVERSITY—A DIVERSE COMMUNITY
SEEKING GOD IN ALL THINGS AND
WORKING TO EXPAND KNOWLEDGE
IN THE SERVICE OF HUMANITY
THROUGH LEARNING, JUSTICE, AND FAITH.**



As a Catholic and Jesuit University,

Loyola is guided by a living intellectual tradition. All of Loyola's undertakings—its teaching, research, and service—are infused with a conviction regarding the sacred character of all reality, the dignity of every human person, the mutually informing dynamic between faith and reason, and the responsibility to care for our world and especially those who are suffering most. Moreover, our Jesuit pedagogy is informed by the conviction that faith, knowledge, and the promotion of justice are intrinsically related: they are not three independent aspects of education that are merely juxtaposed, but rather they form a triad in which each is dynamically related and incomplete without the others. This conviction is open to the contributions of men and women of all faith traditions and anyone of good will.

Our commitment to social justice is long-standing, embodied in a myriad of ways across the University—in the work of individual researchers, pedagogical initiatives, academic programs, Centers of Excellence, and more. In the words of Fr. Peter-Hans Kolvenbach (2000), the former Superior General of the Society of Jesus, "Every Jesuit academic institution of higher learning is called to live in a social reality ... and to live for that social reality, to shed university intelligence upon it, and to use university influence to transform it." Loyola University Chicago is certainly grounded in a particular social reality—its historic mission and role in Chicago; its Jesuit and Catholic identity; its own history; its rich community of faculty, staff, students, and alumni; and the current cultural context in which it is immersed. Given the many new challenges faced by this urban community and the world in which we live, and the urgency of certain social and environmental conditions, we ask ourselves if that mission needs to be expanded and deepened, once more, for the greater honor and glory of God.



The University is well positioned to begin this reflection and to plan for its future. The present stability of the institution, the support it receives from alumni and friends, plus a growing number of faculty and staff eager to participate in a collective effort to improve the condition of those in our community and world all make this an opportune time to reflect on what we might do and who we might become. Our conversation is further contextualized by a sense of urgency, felt on the national and international level, for an engaged pedagogy to guide our teaching and a renewed commitment to interdisciplinary approaches to solving societal and environmental problems. We believe there is need for a new kind of university committed to going beyond its walls to include those needing assistance and those seeking justice.

Our next strategic plan is intended to guide the University from 2015 to its sesquicentennial anniversary in 2020. It addresses a singular question: how do we, as a university, live in and *for* this social reality and use our influence to *transform* it? Said another way, how might Loyola become a beacon of hope for others and an instrument for preparing young men and women for the project of building a more just, humane, and sustainable world?

To address this challenge, Loyola must view itself as a “social project;” more than a collection of schools, departments, and programs. We must see ourselves as “a transformative agent,” an institution that “seeks to insert itself into a society, not just to train professionals, but in order to become a cultural force advocating and promoting truth, virtue, development, and peace in that society” (Nicolás, 2010:7). This strategic plan challenges us to expand our understanding of the social realities of the poor and to employ the vast treasure of our Judeo-Christian humanistic tradition—along with our experience and expertise in accompaniment with those in need—in a collective effort to improve the condition of those in our community and world.

PLAN 2020 OVERVIEW

PLAN 2020 WILL GUIDE LOYOLA as we approach our sesquicentennial anniversary in 2020. The plan is grounded in over 450 years of Jesuit, Catholic tradition and the collective wisdom of faculty, staff, students, alumni, and trustees. It is also informed by the present realities of our city and world and seeks to shape a better University and—through that University—a better future. Plan 2020 is a framework to focus our energies on improving the quality of education, so our students are prepared to be agents of change affecting their families, careers, and communities. It organizes how we will leverage the resources of the University to meet the needs of our city and our world and deepen our identity as a Jesuit, Catholic enterprise for learning. Plan 2020 will guide Loyola toward the goals established in “Transformative Education in the Jesuit Tradition.” It articulates the University’s collective aspirations to act more for transformative justice by contributing to a more just, humane, and sustainable world.

WE WILL CONTINUE TO ADVANCE the following goals, which have guided the University’s recent strategic efforts:

Deliver the premier undergraduate educational experience in Chicago, characterized by a transformative educational experience in the Jesuit tradition and a commitment to the underserved and social justice.

Plan 2020 continues to position Loyola as the premier institution for undergraduate education in Chicago by offering transformative learning experiences, focusing on continuous quality improvement, and integrating social justice learning outcomes throughout our curriculum.

Deliver a high-quality professional education that is characterized by excellence, innovation, justice, and leadership, in which the University strategically leverages the schools’ and centers’ assets, reputations, and resources.

Success requires the alignment of our schools, institutes, and centers, as well as our administrative units, with the vision articulated in Plan 2020. Each unit will embark upon new initiatives to advance social justice, differentiating the University as an agent for social change. Put simply, we seek to have social justice learning and action across the University.

Build an institutional culture devoted to collaborative and engaged learning, research, and service that promotes transformative justice to address complex societal issues.

This goal will be measured by how the culture of the University evolves to embrace and promote transformative justice in all of our academic organizations and campus programs. Success metrics will be both quantitative and qualitative.

TO SOLIDIFY OUR POSITION as a leader in social justice, we will adopt these institutional priorities and strategies:

I Leverage University Resources to Ensure Student Access and Success

1. Expand efforts to recruit and retain underserved students • MAJOR INITIATIVE: Arrupe College of Loyola University Chicago
2. Implement advanced student support programs and academic initiatives to enhance student success • MAJOR INITIATIVE: Rethinking the University's approach to student success

II Advance our Social Justice Mission through Faculty Development

3. Recruit, retain, develop, and engage faculty members who are committed to social justice • MAJOR INITIATIVE: Faculty development for advancing the Jesuit humanistic tradition

III Promote Multidisciplinary Collaboration to Address Societal Challenges

4. Promote transdisciplinary collaboration for solutions to community health disparities • MAJOR INITIATIVE: Health disparities research and programming
5. Advance interdisciplinary education that promotes environmental sustainability and enhances the quality of education in science, technology, engineering, and mathematics • MAJOR INITIATIVE: Launch an Institute for Engineering Sciences
6. Implement multidisciplinary programs to address injustice and violence • MAJOR INITIATIVE: Center for Criminal Justice Research, Policy, and Practice

IV Engage Local and Global Societal Challenges through Partnerships

7. Develop and implement a Loyola-Rogers Park-Edgewater community outreach partnership program • MAJOR INITIATIVE: Loyola-Rogers Park-Edgewater partnerships
8. Expand global engagement opportunities leveraging the expertise and research of our faculty • MAJOR INITIATIVE: Global partners to promote justice





Leverage University Resources to Ensure Student Access and Success

Continue to prioritize access to education for those from underserved communities as well as the tools to promote success for all students

Loyola remains committed to providing access to higher education for students of all social classes. A third of our students come from first-generation families, and one-third receive Pell grants. The next step is helping to ensure students thrive, graduate on schedule, secure post-graduation success commensurate with their interests and capacity, and contribute to the dismantling of societal structures that perpetuate inequality. Loyola will more intentionally leverage its resources—academic, financial, human, social, and technological—to make sure these students benefit equitably from the transformative opportunities envisioned by a Jesuit education. Technology and other evolving educational tools will be critical to providing cost-effective education and support services. Loyola’s campuses should be places hospitable and supportive to people from all communities. This will require increased mentoring, engagement, and support from faculty and staff. Loyola will also further refine its recruitment strategies to cultivate underrepresented communities, particularly those seeking an associate degree.

KEY ADMINISTRATOR

- Provost

RESPONSIBLE STAFF

- Vice president, Student Development
- Vice president, Advancement
- Dean, Arrupe College
- Deans and directors
- Academic leaders for Enrollment Management, Curriculum Development, and Student Academic Services

ADVISORY BODIES

- Board of Trustees
- Council of Deans
- Council for Student Success

NET INVESTMENT OVER 5 YEARS (ESTIMATED) • \$1 MILLION

PRIORITY I

STRATEGY I

Expand efforts to recruit and retain underserved students

- TACTIC 1.A The University will launch a college program leading to an associate’s degree for underserved and inner-city students with weak academic qualifications but high potential for success.
 - BY FALL 2015

- TACTIC 1.B The associate provost for Enrollment Management and assistant provost for Academic Services will implement an enrollment management plan to expand access for students who are first-generation or from economically and socially diverse backgrounds.
 - BY FALL 2016

- TACTIC 1.C The vice president for Advancement will be responsible for completing an endowment campaign to raise \$80 million that will provide additional aid to support the financial needs of students from economically disadvantaged families.
 - BY FY2020

ARRUPE COLLEGE OF LOYOLA UNIVERSITY CHICAGO



Access to higher education by underserved populations is a critical public policy issue. Loyola is creating

a unique program designed to give these students the extra support and encouragement needed to increase their probability of graduating with a bachelor’s degree. Arrupe College, in its early implementation phase, will offer a Core Curriculum leading to an associate’s degree in the Jesuit liberal arts tradition to students who would otherwise attend community colleges. The program will offer small classes,

necessary academic support services, an organized curriculum that satisfies all the requirements of the Illinois common core, and affordability—with no or minimal debt at completion of the two-year curriculum. The associate degree is designed to create a pathway toward a baccalaureate degree at Loyola University Chicago or other private or public university.

INVESTMENT OVER 5 YEARS *(estimated)*

- TUITION/FEES \$17 MILLION
- FUNDED SCHOLARSHIPS \$7 MILLION
- COSTS \$21 MILLION
- NET REVENUE \$3 MILLION

STRATEGY 2

Implement advanced student support programs and academic initiatives to enhance student success

- TACTIC 2.A The provost and the deans of undergraduate schools will implement enhanced academic support and student life programs that promote retention, timely graduation, career readiness, and post-graduation success. • BY FALL 2016
- TACTIC 2.B The senior leadership for curriculum development and student academic services will foster innovative Core and engaged curricular programs that enhance student learning through experiential pedagogies. • BY FALL 2016
- TACTIC 2.C The University will establish an Office of Institutional Effectiveness to coordinate institutional research, learning outcomes assessment, and related projects to ensure that future strategic and budgetary plans are developed and aligned with sound analytical data on our students and graduates. • BY FALL 2017
- TACTIC 2.D Academic deans and directors will recruit and develop a diverse faculty and staff committed to Loyola's mission and with the capacity and commitment to produce graduates who will improve society, especially for people who are less fortunate.

RETHINKING THE UNIVERSITY'S APPROACH TO STUDENT SUCCESS



Our commitment to support students in the realization of their college goals is a compact we make

with them upon their admission to Loyola. Through the guidance of the Council for Student Success, the University will examine current approaches to student success, including high-impact practices (undergraduate research, service learning, e-portfolios, etc.), analyze student success outcomes (retention, progression, career readiness, timely graduation, and post-graduation

success), and recommend new and enhanced approaches to improve measured student outcomes. We will focus first on efforts directed to new first-year students and transfers, progressing by cohort across the span of the undergraduate experience by AY2016–17. One important goal will be to improve student retention and graduation rates by 3 percent over five years.

INVESTMENT OVER 5 YEARS

(estimated)

• \$500,000



Advance Our Social Justice Mission through Faculty Development

Prioritize rigorous dialogue on the deep interconnections among faith, reason, and justice

KEY ADMINISTRATORS

- Provost
- Provost, Health Sciences

RESPONSIBLE STAFF

- Vice provost, Faculty and Academic Resources
- Vice provost, Academic Centers and Global Initiatives
- Vice president, University Marketing and Communication
- Deans and directors
- Director, Faculty Center for Ignatian Pedagogy
- Director, Hank Center for the Catholic Intellectual Heritage

ADVISORY BODIES

- Board of Trustees
- Council of Deans
- Council on Faculty Development

Loyola is committed to being a leading voice in conversations about the interrelationship among faith, reason, and social justice. To advance this objective necessitates that we recruit and develop a faculty who share this commitment. In addition to having a faculty whose professional development and scholarship will lead to significant contributions to their discipline, these faculty members must also inspire our students to learn through an engaged pedagogy that explores faith and reason while also promoting justice. This strategic priority embraces all faith traditions as partners in conversation, investigation, service, and community. It recognizes that all reality is complex and requires ways of knowing beyond the empirical. More importantly, this commitment will help ensure that our individual and institutional choices for research, teaching, and learning—and for service that advances justice—will support our students’ ever-discerning pathway toward a meaningful life. We hope to develop faculty with a desire to form men and women of conscience and understanding to see God in all things.

NET INVESTMENT OVER 5 YEARS (ESTIMATED) • \$1.25 MILLION

STRATEGY 3

Recruit, retain, develop, and engage faculty members who are committed to social justice

- TACTIC 3.A Academic deans and directors will enhance faculty recruitment processes to hire more faculty who are committed to our mission and to transformative education and justice. • STARTING FALL 2016
- TACTIC 3.B The Faculty Center for Ignatian Pedagogy and the Hank Center for the Catholic Intellectual Heritage will design and implement an ongoing professional development program for faculty that promotes an understanding of faith, reason, and social justice through teaching and research. • BY FALL 2016
- TACTIC 3.C Each school, institute, and center will develop programs and invite speakers tailored to the profession or discipline who can further engage with social justice issues.

FACULTY DEVELOPMENT FOR ADVANCING THE JESUIT HUMANISTIC TRADITION



Loyola, as a Jesuit, Catholic university, is committed to preserving, transmitting, and creating knowledge.

Our commitment to social justice is based on our faith, our humanistic tradition, and our responsibility to foster interreligious dialogue and collaboration. Leveraging the resources of our Faculty Center for Ignatian Pedagogy, the Hank Center for the Catholic Intellectual Heritage, and transdisciplinary academic expertise, Loyola will embark on a faculty development program

with appropriate rewards that will encourage study and application of the Jesuit humanistic tradition—and its relevance—for the intellectual life and education of future generations of justice-oriented leaders. This initiative will begin with the faculty recruitment process and continue through various stages of faculty members' development and their roles as teachers and scholars.

INVESTMENT OVER 5 YEARS

(estimated)

• \$ 1 MILLION





**WE BELIEVE THERE IS NEED
FOR A NEW KIND OF UNIVERSITY
COMMITTED TO GOING BEYOND
ITS WALLS TO INCLUDE THOSE
NEEDING ASSISTANCE
AND THOSE SEEKING JUSTICE.**



Promote Multidisciplinary Collaboration to Address Societal Challenges

Develop innovative multidisciplinary approaches to creation of knowledge and the discovery of solutions that address societal challenges

KEY ADMINISTRATORS

- Provost
- Provost, Health Sciences
- Senior vice president, Health Sciences

RESPONSIBLE STAFF

- Academic leaders for Research, Health Sciences, and Lakeside
- Vice president and chief information officer
- Deans and directors
- Directors, Centers of Excellence

ADVISORY BODIES

- Board of Trustees
- Council for Innovation in Research and Learning

Loyola continues its commitment to addressing societal challenges. These issues, especially climate change, environmental degradation, aging societies, global security, growing economic disparities, the displacement of peoples, systemic poverty, homelessness, violence, and emerging infectious diseases require sustained effort, interdisciplinary knowledge, and innovative approaches. A series of interdisciplinary teams designed to address such issues will be advanced through our Centers of Excellence and through research and service, and supported by funding. Our faculty will continue to promote collaborative and inquiry-based learning and provide students with direct engagement with disadvantaged and marginalized populations. Experiential pedagogies will help break down the artificial silos between teaching and research as faculty develop interdisciplinary work with community partners to identify research questions that are important to advancing the common good and developing solutions. This integrative and experiential approach will be more effective in moving toward solutions to complex problems and will challenge perceived categories and presuppositions, requiring depth of thought, imagination, and analysis.

INVESTMENT OVER 5 YEARS (ESTIMATED) • \$3 MILLION

STRATEGY 4

Promote transdisciplinary collaboration for solutions to community health disparities

- TACTIC 4.A The chief academic officers will establish lines of responsibility for transdisciplinary innovations in the lakeside and Health Sciences research enterprises and encourage creative solutions to health problems and health disparities. • BY FALL 2016
- TACTIC 4.B The research leaders will enhance and align infrastructure and resources to promote collaborative inquiry, research, and experiential learning to promote health and address problems of health disparity. • BY FALL 2016
- TACTIC 4.C The provost and senior vice president for Health Sciences will collaborate with the vice president for Advancement to create a \$75 million endowment to support research and service on health disparities. • BY FY2020

HEALTH DISPARITIES RESEARCH AND PROGRAMMING



Schools and institutes at the Health Sciences Division have developed a strategic focus driven by the new

Center for Translational Research and Education, a growing interest in community and population-based health, and a commitment to addressing health disparities. Loyola will create a major endowment to support research and programming to put our health

science schools and our sustainability resources (faculty, students, and staff) in a position to improve the health and quality of life in disadvantaged communities. We are committed to putting science and medicine to work for all, especially people who are the most vulnerable and marginalized.

INVESTMENT OVER 5 YEARS

(estimated)

• \$5 MILLION

PRIORITY III

STRATEGY 5

Advance interdisciplinary education that promotes environmental sustainability and enhances the quality of education in science, technology, engineering, and mathematics (STEM)

- TACTIC 5.A The director of the Institute of Environmental Sustainability will implement new programs that advance Loyola’s position as a national university leader in environmental sustainability. • BY FY2020
- TACTIC 5.B The provost will launch an engineering science program in fall 2015, leading to a program with four major areas of study. • BY FALL 2018
- TACTIC 5.C The provost and the academic leaders for STEM fields will enhance and deploy our resources to promote learning, research, and service that can affect significant environmental and social justice outcomes. • BY FALL 2018
- TACTIC 5.D The academic leaders for STEM disciplines will collaborate with leaders in business and health sciences to advance innovations in technology-focused student learning that produce graduates who will contribute positively to solutions for complex societal problems. • BY 2018

LAUNCH AN INSTITUTE FOR ENGINEERING SCIENCES



The study of the science, technology, engineering, and mathematics (STEM) fields is essential to education that promotes social justice. Loyola will launch a new program in engineering sciences in fall 2015 that will grow into an Institute of Engineering with four distinct programs of study within three years. Beginning with programs in biomedical engineering, computer engineering, and environmental engineering, the institute will partner with the College of Arts and Sciences to add a program in applied mathematics by 2018. Loyola will encourage faculty and students to embrace interdisciplinary and applied science that

tackles big issues. The goal is an institute of 400 students within five years. The faculty and students will be expected to have close ties to—and collaborate with—the engineering professions and corporations in Chicagoland to achieve sustainable and just solutions to problems to which engineers can contribute their expertise and Jesuit values. The institute will seek to be accredited by the Accreditation Board for Engineering and Technology, Inc. (ABET).

INVESTMENTS OVER 5 YEARS

(estimated)

• REVENUES	\$31 MILLION
• COSTS	\$14 MILLION
• NET REVENUE	\$17 MILLION

STRATEGY 6

Implement multidisciplinary programs to address injustice and violence

- TACTIC 6.A The provost will support development of new Centers of Excellence that will address solutions that can improve the problems in our criminal and juvenile justice system, particularly in Cook County. • BY FALL 2018
- TACTIC 6.B The provost and leaders of the Centers of Excellence will engage our faculty expertise and our staff talent to develop a coordinated effort directed toward solutions for societal problems related to poverty, race, and violence. • BY FY2020
- TACTIC 6.C The vice president for Administrative Services and the chief of Campus Safety will develop initiatives to become a university that is among the safest urban campuses. • BY FALL 2017

CENTER FOR CRIMINAL JUSTICE RESEARCH, POLICY, AND PRACTICE



The promotion of justice is central to both the Jesuit mission and the criminal and juvenile justice systems. The quest for justice is at the heart of any well-functioning system designed to hold offenders appropriately accountable for their actions and to heal the wounds caused by misconduct. Loyola will create a Center of Excellence to improve the quality and administration of criminal and juvenile justice in Chicago and Illinois by using the expertise and resources of the University. The center will promote fair, informed, and effective approaches to justice policy and practice through

collaborative interdisciplinary research, transformative education, and leadership development. This transdisciplinary approach will include faculty in criminal justice, law, psychology, social work, public health, sociology, history, political science, and other disciplines. A central goal of the center will be to provide an interdisciplinary administrative structure and focal point that supports high-quality research and policy analysis. These will be aimed at creating a real-world impact, especially in Chicago—one of the world's most important urban environments.

INVESTMENT OVER 5 YEARS *(estimated)*

• \$1.25 MILLION





Engage Local and Global Societal Challenges through Partnerships

Integrate knowledge gained through direct engagement with our local and global neighbors with the resources of our extensive Jesuit network of institutions

Loyola maintains a commitment to engage societal problems locally and globally and to serve as an important source of knowledge and transformation. It provides faculty, staff, and students another means of encountering, walking with, and learning from people who live in different social and cultural realities. When properly structured to include quality accompaniment and opportunities for substantive intellectual and personal reflection, such experiences can transform perspectives and change lives. In doing so, we will expand educational opportunities for our students; expand the transdisciplinary network of research partners for faculty working on complex societal questions; facilitate the Jesuit mission of bringing diverse perspectives together for dialogue; and make the resources of Loyola available for the benefit of those in need. This will be done in classrooms as well as through encounters across Chicago and the world.

KEY ADMINISTRATORS

- Provost
- Provost, Health Sciences
- Senior vice president, Capital Planning

RESPONSIBLE STAFF

- Vice provost, Global Initiatives
- Vice president, Student Development
- Director, Community Relations
- Deans and directors

ADVISORY BODIES

- Board of Trustees
- Community Partnership Board
- Global Initiatives Council

NET INVESTMENT OVER 5 YEARS (ESTIMATED) • \$2 MILLION

PRIORITY IV

STRATEGY 7

Develop and implement a Loyola-Rogers Park-Edgewater community outreach partnership program

- TACTIC 7.A The vice president for Capital Development and the director of Community Relations will engage select campus and community partners to enrich the quality of life for the residents and Catholic parishes of neighborhoods surrounding each of our campuses. • BY JANUARY 2017
- TACTIC 7.B The schools of Education, Nursing, and Social Work will begin to implement community-based health programs to serve Rogers Park and Edgewater. • BY FALL 2016
- TACTIC 7.C The dean of the School of Education will expand and deepen the partnerships with PK–12 schools in Rogers Park and Edgewater. • BY FALL 2017

LOYOLA-ROGERS PARK-EDGEWATER PARTNERSHIPS



Develop a national community partnership model that enhances quality of life for its citizens through thoughtful economic and social programs. Such efforts will embrace and sustain the cultural and economic diversity of its residents. Loyola will seek opportunities to partner with the community in the areas of cultural

enrichment, economic development, education, environmental sustainability, faith, and health. The engagement of Loyola's students and faculty will be an integral part of our efforts to improve the quality of life for all.

INVESTMENT OVER 5 YEARS

(estimated)

• \$1.25 MILLION

REFERENCES

- Kolvenbach, Peter-Hans, S.J. (2000). "The Service of Faith and the Promotion of Justice in American Jesuit Higher Education." Santa Clara University, October 6, 2000.
- Loyola University Chicago (2009). "Transformative Education in the Jesuit Tradition."
- Nicolás, Adolfo, S.J. (2010). "Depth, Universality, and Learned Ministry: Challenges to Jesuit Higher Education Today." Remarks for "Networking Jesuit Higher Education: Shaping the Future for a Humane, Just, Sustainable Globe." Mexico City, April 23, 2010.

STRATEGY 8

Expand global engagement opportunities leveraging the expertise and research of our faculty

- TACTIC 8.A The chief academic officers will recruit a diverse international faculty and those with significant expertise in global issues, representing 15 percent of our faculty. • BY FY2020
- TACTIC 8.B The chief academic officers will establish a fund to encourage faculty research and engaged learning with students in global settings. • BY FALL 2016
- TACTIC 8.C The vice provost for Global Initiatives will leverage Loyola's existing global footprint and the Jesuit's worldwide network to enhance opportunities for student learning about complex global issues and justice. • BY FALL 2017

GLOBAL PARTNERS TO PROMOTE JUSTICE



Motivated by the desire to deepen the global competencies of its students, Loyola will assume leadership for integrating the global network of Jesuit universities into a more cohesive agent for education and transformation. To that end, we will enhance our current centers of learning in Rome, Beijing, and Ho Chi Minh City to promote additional faculty and student engagement in

global social issues. We will create new partnerships for learning and research with Jesuit universities within and outside the US. The new partnerships will enable Loyola faculty and students to become collaborators with local educators and leaders to address relevant issues of justice in international settings.

INVESTMENT OVER 5 YEARS

(estimated)

• \$750,000

SUMMARY OF NET INVESTMENT IN PLAN 2020 OVER 5 YEARS **\$7.25 MILLION**



2017-18

Annual Report on Diversity
Loyola University Chicago

Prepared by
Office of Institutional Research

February 2018

Diversity at a glance 2017–18

Annually, Loyola University Chicago analyzes and reports on the diversity of its faculty, staff, and students in order to ensure that the University is succeeding in its mission to serve as a diverse community seeking God in all things and working to expand knowledge in the service of humanity.

Over the past decade, we have worked consistently and collaboratively to create learning communities that reflect the rich diversity of our global society. This includes implementing a vast array of enhanced programming, activities, and resources that are designed to recruit, mentor, coach, and support Loyola members representing diverse communities (i.e. race, color, religion, national origin, sex, age, disability, marital status, sexual orientation, gender identity, protected veteran status, etc.). Since 2014, Chief Diversity and Inclusion Officer Winifred Williams, PhD, has guided a number of Loyola's campus-wide efforts designed to showcase how differing ideas and experiences spark creativity, innovation, and growth. Subsequently, various steps are taken to create and foster a welcoming campus community that inspires the recognition for our need to better understand who we are through sharing stories about our unique differences, personal development, and professional practices. These opportunities create pathways for building and fostering healthy living, learning, and functioning communities. It is the very essence of celebrating difference and engaging diverse populations that illuminates Loyola's commitment to creating welcoming and inclusive diversity experiences at the University.

In addition, under Dr. Williams' leadership, diversity and inclusion practices have brought representatives of Loyola's community together to promote diversity through the University's Executive Council on Diversity and Inclusion. The Council—a group of faculty, staff, and student representatives from across the University—is currently championing several diversity initiatives to support the strategic objectives outlined in *Plan 2020: Building a More Just, Humane, and Sustainable World*.

These efforts represent several initiatives that have helped to change the face of our academic community as the percentage of minority faculty, staff, and students increased from 25.6 percent in 2008 to 36.2 percent in 2017.

Under the guidance of Dr. Williams, the University issued its 2017–18 Annual Report on Diversity. The report, which contains 40 tables of data, supports the conclusion that Loyola is a highly diverse university in terms of minorities and women—near or exceeding most benchmark comparisons. The most significant change highlighted in this year's report is the steady, progressive movement toward greater diversity in all areas—faculty, students, and staff. In 2017, more than a third (36.2 percent) of Loyola community members identify as minority, and nearly two-thirds (64.1 percent) were women—compared with respective peer institution benchmarks of 33.3 percent for minorities and 55.8 percent for women.

Although much progress has been made, the Diversity Report identifies areas where more work is needed. We realize that continued improvement requires sustained attention.

Accordingly, Loyola remains dedicated to creating and fostering a culture of excellence, respect, and inclusivity via knowledge sharing and transformational development.

These are some of the key findings:

A Decade of Growing Diversity

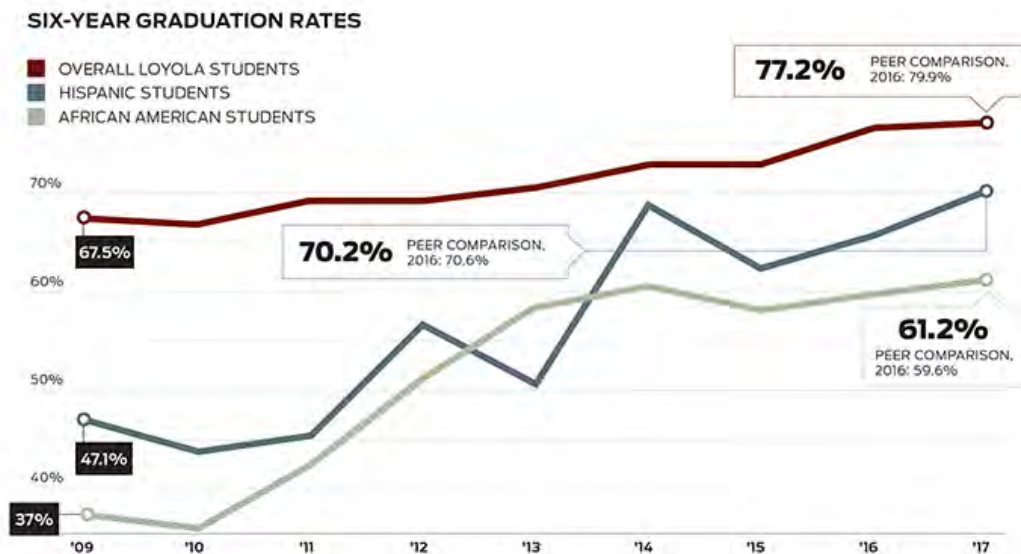
Over the past decade, Loyola’s learning community of faculty, staff, and students has become increasingly diverse.

Minorities (faculty, staff, and students combined)

2008: 25.6 percent 2017: 36.2 percent

Minority Graduation Rates

Over the past decade, graduation rates for minority students have steadily climbed. Six-year minority graduation rates still trail behind our overall graduation rate—a gap that the University is working hard to close.



A Diversifying Student Population

Since 2008, Loyola has enrolled an increasingly diverse student body. Last year, 40 percent of our students—and more than 38 percent of our new and transfer students—represent historically underrepresented populations.

NEW UNDERGRADUATE STUDENTS FRESHMEN AND TRANSFER

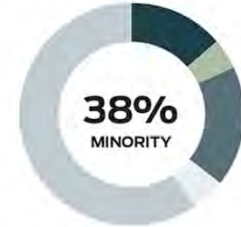
FALL 2016



White	61.6%
Asian	12.3%
African American	5.3%
Hispanic	16.0%
Other*	4.7%

Loyola minorities, 2015: 40.0%
Peer comparison, 2015: 36.7%

FALL 2017



White	56%
Asian	12.8%
African American	4.3%
Hispanic	16.3%
Other*	4.6%

Loyola minorities, 2016: 36.4%
Peer comparison, 2016: 32.5%

TOTAL UNDERGRADUATE STUDENTS

FALL 2016



White	60.0%
Asian	12.9%
African American	5.7%
Hispanic	16.3%
Other*	5.0%

Loyola minorities, 2015: 38.1%
Peer comparison, 2015: 34.9%

FALL 2017



White	59.6%
Asian	12.8%
African American	5.9%
Hispanic	16.7%
Other*	4.9%

Loyola minorities, 2016: 40.0%
Peer comparison, 2016: 34.8%

TOTAL GRADUATE STUDENTS

FALL 2016



White	67.2%
Asian	7.6%
African American	11.3%
Hispanic	11.0%
Other*	3.0%

Loyola minorities, 2015: 30.6%
Peer comparison, 2015: 32.9%

FALL 2017

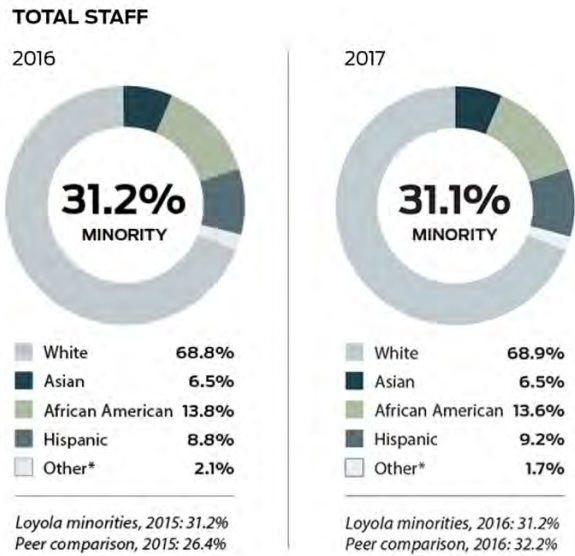


White	65.1%
Asian	8.7%
African American	11.5%
Hispanic	11.7%
Other*	2.8%

Loyola minorities, 2016: 32.8%
Peer comparison, 2016: 34.2%

The Changing Face of Faculty

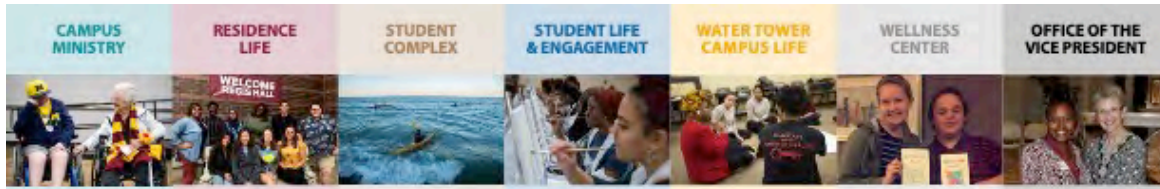
Loyola's overall faculty diversity has increased by 53.2 percent over the past decade, but still trails slightly the University's peer institutions.



* Two or more races; Native Hawaiian/Pacific Islander; Native American

Note: Peer comparisons include data from 19 private, urban institutions that are similar to Loyola. The complete list of peer universities can be found in the *Annual Report on Diversity*. Due to rounding, numbers may not add to 100 percent.

VII. STUDENT DEVELOPMENT ANNUAL REPORT, 2017-18



DSD
DIVISION of STUDENT DEVELOPMENT
2017-18
ANNUAL REPORT

Letter from VP Jane Neufeld

August 2018

Dear Colleagues, and Friends,

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

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

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

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

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

Sincerely,



Jane F. Neufeld
Vice President for Student Development



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DSD Signature Activities Chart

<p>CAMPUS MINISTRY</p> <p>*CSA</p>	<ul style="list-style-type: none"> —Alternative Break Immersion —Christian Life Community —Community Service & Action —Labre —Retreats —Sacramental Life <p><i>Rooted in our Jesuit Catholic tradition, Campus Ministry inspires Loyola students to grow personally and spiritually by inviting them to deepen their values and their relationships with themselves, others, and God.</i></p>
<p>RESIDENCE LIFE</p>	<ul style="list-style-type: none"> —Crisis Response & Conduct —Desk Operations —Housing Operations —Resident Assistant Experience —Student Learning & Development <p><i>In partnership with our residents, the Department of Residence Life enhances the Loyola Experience by providing safe and supportive living communities where students can engage with others, explore their personal identity, and develop a deeper understanding of their impact on the world.</i></p>
<p>STUDENT COMPLEX</p> <p>*Campus Rec</p>	<ul style="list-style-type: none"> —Athletics Facilities —Campus Recreation —Campus Reservations —Dining Services —U-Pass (CTA) Distribution —Student Centers <p><i>The Student Complex is dedicated to providing safe, well maintained, state of the art facilities that offer resources, services, programming, and programming support that promote the educational, social, and cultural experiences for students, faculty, staff and visitors. The Student Complex services include facilities management, event planning and program support, and retail and contracted services.</i></p>
<p>STUDENT LIFE & ENGAGEMENT</p> <p>*DOS *OSCCR *SAGA *SDMA</p>	<ul style="list-style-type: none"> —Behavioral Concerns Team & CARE —Commuter Student Life —Conflict Resolution —Office of the Dean of Students —Department of Programming —Diversity & Inclusion Education —Leadership Development & Advocacy¹ —Sorority & Fraternity Life —Special Events —Student Conduct —Student Organizations —Title IX Services <p><i>We enrich the Loyola University Chicago student experience by providing transformative engagement opportunities for reflection, dialogue, and action. In the Jesuit spirit of cura personalis, we advocate for and with students, we cultivate student success, and we educate and develop socially responsible leaders.</i></p>
<p>WATER TOWER CAMPUS LIFE</p>	<ul style="list-style-type: none"> —Graduate, Professional, & Adult Student Life —Downtown Campus Support —Student Center Information Desk —Water Tower Campus Special Events <p><i>The mission of Water Tower Campus Life is to increase and support the academic, faith, personal, social, and professional growth of all students on Loyola University Chicago's Water Tower Campus –with a focus on graduate, professional, and adult students. We are committed to enhancing the student experience and fostering a transformative learning community.</i></p>
<p>WELLNESS CENTER</p>	<ul style="list-style-type: none"> —Medical Services —Mental Health Services —Student Led Programming —Wellness Education <p><i>The Wellness Center provides high quality interdisciplinary medical, mental health, and health promotion services that enable our diverse student population to more fully participate and succeed in the college experience. By enhancing health and wellness, within the context of a Jesuit Catholic institution, each student is empowered to take responsibility for self-care by making informed lifestyle choices that contribute to their own success and to the well-being of the community.</i></p>
<p>OFFICE OF THE VP</p>	<ul style="list-style-type: none"> —Administration/Operations —Assessment —Budget & Purchase Regulations —Divisional Committees —Divisional Marketing/Communication —Family Weekend —Student Excellence Resources —Web & Social Media Management —Weekend of Excellence



These services support four student populations: first-generation, LGBTQIA, students of color, and undocumented students.

DSD MISSION:

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

DSD VISION:

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

DIVERSITY STATEMENT:

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

CAMPUS MINISTRY

Staff

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

Mission Statement

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

Learning Outcomes

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

Signature Activities

Alternative Break Immersions (ABI)

The ABI program provides opportunities for students to expand learning and personal development through a weeklong service and immersion experience.

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

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



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

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

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

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

Highlights

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

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



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

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

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

Assessment

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



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

2017-18 Goals

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

Future Goals

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

Quotations

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

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

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

COMMUNITY SERVICE & ACTION

(CSA)

Staff

2 FTE, 1 Graduate Assistant, 1 Student Staff

Mission Statement

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

Learning Outcomes

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

Signature Activities

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

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

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

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

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

Ignatian Family Teach-In for Justice

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



Highlights

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

Assessment

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

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

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

2017-18 Goals

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

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

Future Goals

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

Quotations

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

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

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



RESIDENCE LIFE

Staff

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

Mission Statement

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

Learning Outcomes

Students who participate in Residence Life programs and services will:

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

Signature Activities

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



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

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

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

Student Learning and Development: The Residential Curriculum puts learning at the forefront of the residential experience. Each section of the academic year is structured with learning outcomes that increase in complexity over the two-year residential experience. RAs devote at least 4 hours per week to structured educational strategies, guided by their masters-level supervisors and departmental resources. Student leaders also volunteer within Hall/Area Councils for at least 2 hours per week to build community, put on programs, and advocate for student needs. In Learning Communities (LCs), students live and learn with peers who share their interests, attending programs and taking classes together.

Highlights

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



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

Assessment

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



2017-18 Goals

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

Future Goals

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

Quotations

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

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

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

STUDENT COMPLEX

Staff

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

Mission Statement

The Student Complex unit is dedicated to providing program support, services, space, and amenities for students, faculty, staff, alumni, and guests that foster a welcoming and warm environment. These are designed to facilitate the development of the LUC community by ensuring opportunities for participation and involvement in a diverse array of organizations, programs, and activities.

Learning Outcomes

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

Signature Activities

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

Event Support: The Student Complex Facilities and Services unit provides support with facilities, staffing, set-up, and customer service for members of the LUC community (students, staff, and faculty) who coordinate events.

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

U-Pass Program: A joint venture with the Chicago Transit Authority. The program provides passes for all LUC undergraduate, graduate, and law students, in addition to Arrupe College students.

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

Highlights

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

Assessment

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





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

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

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

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

2017-18 Goals

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



matic efforts and make improvements as needed based on needs and industry trends.

Progress: Significant upgrades were made within the Gentile Arena, and opportunities to update some audio-visual equipment in our multi-purpose spaces were identified.

Future Goals

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

ners to ensure that our facilities remain safe and accessible for the both University community and guests.

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



Quotations

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

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

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

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

CAMPUS RECREATION

Staff

6 FTE, 140 Student Staff.

Mission Statement

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



Learning Outcomes

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

Signature Activities

Club Sports: A group of sponsored student organizations (SSOs) that provide recreation or competition in specific sports or activities. Clubs participate in events, locally, regionally, and nationally, displaying the best of LUC's sportsmanship and leadership throughout the entire academic year.



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

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

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

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

Aquatics: The aquatic program provides opportunities for open lap swimming, log rolling, and free swim. The program also offers swim lessons for all ages, as well as certification courses.

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

Highlights

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

mandatory training day that included risk management, emergency preparedness, job specific skills, and staff team-building and leadership.

- 4 student leaders attended the NIRSA Lead ON conference, 10 students attended the Midwest Leadership Conference, and 10 students attended the Midwest Fit Fest.
- On June 4th, Campus Recreation successfully launched a new software project that will manage numerous aspects of programming and facility operations.

Assessment

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

2017-18 Goals

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

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

Future Goals

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

Quotations

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

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

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



OFFICE OF THE DEAN OF STUDENTS

(DOS)

Staff

6 FTE.

Mission Statement

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

Learning Outcomes

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

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

Signature Activities

Behavioral Concerns Team (BCT):

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

Coordinated Assistance and Resource Education (CARE):

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

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

Gender-based Misconduct (Title IX):

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



Highlights

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



- Introduced a new Grievance Process for Gender-Based (Title IX) and Bias-Motivated cases in response to student requests for a more streamlined and expedited process and the need to respond more efficiently to an increase in reporting.
- Began offering “I’m Here For You” Responsible Employee training through HR’s EMERGE program in an effort to train more faculty and staff on how to support students who have experienced gender-based misconduct.
- Administered its first student survey at the end of the spring 2018 semester to solicit feedback regarding the case management services provided through BCT and CARE. The feedback was overwhelmingly positive, and the DOS now has a baseline assessment tool to utilize in coming semesters.
- Remained steadfast in its efforts to provide support, foster self-advocacy, and connect students to the appropriate resources over this past year so students were empowered to nurture their sense of belonging and well-being. The DOS served over 450 individual students and managed nearly 500 cases.

Assessment

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

2017-18 Goals

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



assess efficacy and implications for retention.

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

- Implement scheduled case management reporting for all DOS service lines, to monitor and address trends in real time. **Progress:** Semester and annual reports were developed and run through Advocate reporting.
- Launch and maintain an active social media presence, enhancing the ability for the DOS to engage with students on a platform that is comfortable and familiar to them. **Progress:** DOS introduced an active Facebook Page, the “LUC Dean of Students Forum”, which has a following of 62 “likes”. While still modest in reach, the DOS has posted 33 times on topics including but not limited to: undocumented students, mental health services, resources related to Title IX, DOS outreach efforts, and DOS responses/statements in the wake of national tragedies or campus incidents.

Future Goals

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

Quotations

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

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

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

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

OFFICE OF STUDENT CONDUCT & CONFLICT RESOLUTION

(OSCCR)

Staff

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

Mission Statement

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

Learning Outcomes

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

Signature Activities

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

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

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

Training Campus Partners:

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

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

Highlights

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



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

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

Assessment

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

2017-18 Goals

- *By engaging with the student conduct process, students will consider how they interact with their communities and others, and how they can be ethical and committed community members.*
Progress: One measure of goal achievement is that 133 students were assigned to perform restorative service hours and, together, they completed 1,622 hours of service.
- *By engaging with the student conduct process, students will identify obstacles preventing their holistic success and opportunities for improved decision-making, personal direction, and/or sense of belonging at the University.*
Progress: 162 students completed the Values Workshop and learning assessment. All were able to articulate factors that led to poor decision making, and 88.5% agreed/strongly agreed that the workshop helped them to better “explain how [their] actions affect/impact the community.”
- *By engaging with conflict resolution services and programs, students will practice introspective reflection, perspective-taking and meaningful self-authorship in the decision-making process.*

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

Future Goals

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

Quotations

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

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

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



STUDENT ACTIVITIES & GREEK AFFAIRS

(SAGA)

Staff

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

Mission Statement

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

Learning Outcomes

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

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



Signature Activities

Commuter Student Life (CSL): The role of CSL is to help commuter students transition to life on campus, connecting them with vital programs and resources to enrich their Loyola experience.

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

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

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

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

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

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

Highlights

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



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

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

Assessment

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



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

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

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

2017-18 Goals

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

Future Goals

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

Quotations

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

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

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

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

STUDENT DIVERSITY & MULTICULTURAL AFFAIRS

(SDMA)

Staff

5 FTE, 2 Graduate Assistants; 34 Student Staff.

Mission Statement

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

Learning Outcomes

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

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

Signature Activities

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

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



Outreach Programs and Empowerment Pipeline: SDMA collaborates with high schools

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

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

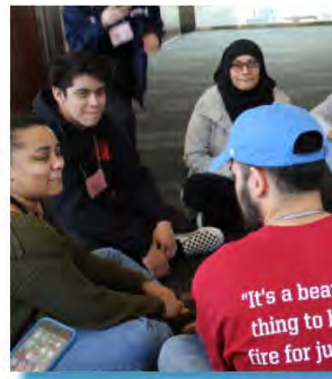
LUC Programming: Through the student Diversity Council and the Unity in Diversity (UID) fund, SDMA supports many cultural and social justice themed campus programs. In addition, SDMA coordinates and co-sponsors special events including an open house, receptions, the Dr. Martin King Jr. Celebration, and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

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

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

Highlights

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





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

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

Assessment

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



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

2017-18 Goals

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

Future Goals

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

Quotations

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

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

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

WATER TOWER CAMPUS LIFE

(WTCL)

Staff

2 FTE, 1 Graduate Intern, 7 Student Staff.

Mission Statement

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

Learning Outcomes

Students involved with WTCL programs and services will be able to:

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

Signature Activities

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

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

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

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

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

Highlights

- Water Tower Campus Life effectively facilitated a series of successful programs. Events included the Water Tower Campus Block Party, GPASL Boat Cruise, President's Medallion Ceremony, Dinner and Ball, Alpha Sigma Nu Induction Ceremony, Masquerade Ball, Festival of Lights, Bottle & Bodega, Staying Best Friends, Commuter Appreciation Day, Finals Breakfasts and affinity programming for students of color, international students, as well as LGBTQ students.
- WTCL was a major collaborator in programs such as the Martin Luther King Jr. Celebration, and the Black Lives Matter Conference.
- WTCL supported the further institutionalization of the Graduate, Professional, and Adult Student Council, as well as the Graduate and Adult Leadership Awards (GALA).
- In partnership with the WTC Wellness Center, WTCL created a monthly affinity space for international students. This space provided students to connect with fellow peers and staff and have discussion on a monthly topic.
- Introduced Graduate, Professional, & Adult Application Day. This provides a graduate, professional, and adult student to receive a discount at Nina's Café and Zoca each on the last Wednesday of each month.





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

- Created a Water Tower Campus Posting Policy.

Assessment

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

2017-18 Goals

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

Future Goals

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

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

Quotations

"I voiced my peers and I's concern around the lack of attention for international students and you did something about it."

– International Student Meet & Greet Participant

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

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

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



WELLNESS CENTER

Staff

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

Mission Statement

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

Learning Outcomes

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

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

Signature Activities

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

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

Trainings: Alcohol Edu is an evidence-based online course that is effective in reducing student drinking and negative alcohol-related consequences among first-year students. Haven is an online course aimed at introducing first year students to topics related to sexual assault prevention. Speak Up, Step In (LUC's active bystander training) is a requirement for all incoming students, both first year and transfer students. In fall 2017, 2,385 first year students and 31 transfer students received the Speak Up, Step In training. The One Love workshop focuses on relationship abuse and recognition of warning signs.

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

Mindfulness Meditation: Two mindfulness-based interventions



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

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

Highlights

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

Assessment

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

2017-18 Goals

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

Future Goals

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

Quotations

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



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

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

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

OFFICE OF THE VICE PRESIDENT FOR STUDENT DEVELOPMENT

(OVPSD)

Staff

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

Divisional Goals

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

Signature Activities

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

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



Divisional Committees:

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

Family Weekend:

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

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

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

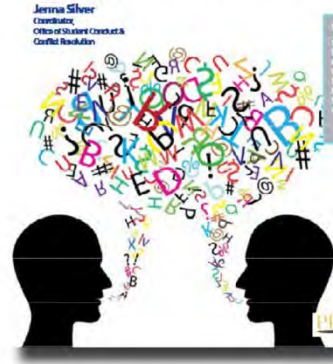
Highlights

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



Jerrisa Silver
Coordinator
Office of Student Conduct &
Conflict Resolution

ENGAGING IN DIFFICULT CONVERSATIONS



wed, Mar. 28

WHAT:

This workshop will serve as an introduction to a series of faculty member assessment training provided by JAC and CASLR. All new faculty, new tenured, and all new adjuncts will be introduced to the best practices and necessary skills for assessing the difficult concepts. Participants will also have an opportunity practice skills in small groups, collectively discuss the experience, and leave with an actionable and concise work plan.

WHEN & WHERE:

10:30 am - Noon
March 28, 2018
Damon MPR North

HO:

Workshop is sponsored by the Office of Student Success & the Office of the Dean of Student Success.

WHY:

"Change means movement, movement means friction. Only in the friction comes of a movement abstract would one movement or change occur without that abrasive friction of conflict."

- Saul Alinsky
Community Action and Author



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

- In partnership with Campus Labs, DSD hosted a one-day Assessment Conference in late May, which was attended by 45 people. Staff could attend one or more sessions, based on their interests and availability. Most people attended at least three of the seven sessions offered. Evaluations indicated that staff found the conference beneficial.
- The Maroon & Gold Society established new issue-based committees within the organization. More was accomplished in these small groups than has been possible in past years when trying to involve all 25 students in particular efforts. Some highlights included: (a) a partnership with Dr. Chris Manning to host a reception for students, staff, and faculty of color; (b) involvement in the inaugural Wellness Summit; and (c) intentional community-building activities with Arrupe College.

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

Assessment

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

2017-18 Goals

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

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

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

Future Goals

- Re-establish the full partnership between LUC and DePaul University to co-sponsor the Assessment Certificate Program. In addition, strive to increase participation of LUC staff and faculty by at least 50% relative to numbers in 2017-2018.
- Effectively transition as Campus Ministry and Community Service & Action joins the Mission Integration team in the new academic year. A shared goal is to continue to collaborate and maintain strong, positive relationships with colleagues in both areas.
- DSD directors will review the divisional strategic plan that was developed in alignment with LUC's Plan 2020. Progress towards goals will be evaluated, and updates will be made as needed.
- Work with General Counsel Office to review and standardize legal documents and forms used by various departments in the division.



Quotations

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

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

DSD STAFF ACHIEVEMENTS



Awards & Recognitions

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

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

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

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

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

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

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

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

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

Ramey, Kristin. McLean Award, SGLC Awards.

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

Student Complex. Team Spiritum Award, 2018 DSD Awards.

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

Certificates & Degrees

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

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

Kline, Rachel. Intercultural Development Inventory Certification

Kline, Rachel. Intercultural Conflict Style Inventory Certification

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

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

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

Publications & Research

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

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

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

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

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

Regional & Professional Presentations

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



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

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

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

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

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

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

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

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

deBoer, David. (Aug. 23, 2017). Expert Panel Meeting on Collegiate Mental Health, Substance Abuse and Mental Health Services Administration, Rockville, MD.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Award Winner).

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

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

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

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

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

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

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

Professional Organization Involvement

Bagdon, Melissa. University Staff Council member.

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

Ewert, Shandee. Programming and Development Committee. GLACUHO.

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

Hardin, Chris. Student Learning Committee. GLACUHO.

Hardin, Chris. Facilities and Operations Committee. GLACUHO.

Jimmerson, Megan. Associate for Administration, NACURH.

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

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

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

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

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

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

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



CAMPUS MINISTRY

RESIDENCE LIFE

STUDENT COMPLEX

STUDENT LIFE & ENGAGEMENT

WELLNESS CENTER

WATER TOWER
CAMPUS LIFE

OFFICE OF THE VP



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

Five Characteristics of a Jesuit Education:

1. Commitment to excellence: Applying well-learned lessons and skills to achieve new ideas, better solutions and vital answers.
2. Faith in God and the religious experience: Promoting well-formed and strongly held beliefs in one's faith tradition to deepen others' relationships with God.
3. Service that promotes justice: Using learning and leadership in openhanded and generous ways to ensure freedom of inquiry, the pursuit of truth and care for others.
4. Values-based leadership: Ensuring a consistent focus on personal integrity, ethical behavior in business and in all professions, and the appropriate balance between justice and fairness.
5. Global awareness: Demonstrating an understanding that the world's people and societies are interrelated and interdependent.



LOYOLA
UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

VIII. JESUIT AND CATHOLIC IDENTITY TRUSTEE COMMITTEE CHARTER

This charter is in the process of being revised to include diversity and Inclusion as one of its charges.

LOYOLA UNIVERSITY OF CHICAGO

JESUIT AND CATHOLIC IDENTITY COMMITTEE CHARTER

1. Purpose, Duties and Responsibilities of the Jesuit and Catholic Identity Committee

The Jesuit and Catholic Identity Committee (the "Committee") has a threefold purpose: (1) through its report to the Board of Trustees, the Committee *informs and advises* the Board on matters relating to the mission of the University and the Board of Trustees; (2) the Committee *offers oversight* of the University's efforts to maintain and strengthen the University mission as Jesuit and Catholic; and (3) the Committee *serves as a vehicle for orienting and educating* the Board of Trustees on the University's mission as Jesuit and Catholic. Additionally, pursuant to the Sustaining Agreement among the University, the Chicago-Detroit Province of the Society of Jesus and the Jesuit Community Corporation at Loyola University, the Committee also reviews and proposes policy for the University's fulfillment of, and dedication to, its Jesuit tradition and Catholic identity as set forth in various documents of the Province and of the Association of Jesuit Colleges and Universities.

Toward these ends, the Committee will keep the Board of Trustees informed of the dimensions of its Jesuit and Catholic Identity through Committee reports. The Committee will also schedule and consider reports from key University constituents to review the people, practices, policies, and programs that serve to maintain and augment the University's mission as distinctively Jesuit and Catholic. Committee members will participate in a two-year cycle of seminar conversations occurring at the Committee meetings. These seminar style conversations consider different facets of the University's mission as Jesuit and Catholic. Presentations to the Committee from key University constituents will be aligned with the particular topic of the scheduled seminar conversation such that the functions of education and oversight will overlay one another.

2. Membership Requirements

Pursuant to the Sustaining Agreement, the Rector of the Jesuit Community Corporation will serve as a member of the Committee.

3. Meetings

The Committee will meet at least quarterly, and as often as it deems necessary or appropriate, either in person, telephonically or electronically, and at such times and places as its Chair may determine. The Chair will prepare or approve an agenda in advance of each meeting, and communicate meeting details to the members in a timely fashion.

4. Reports

The Committee will produce written minutes or reports of its meetings, and will report its activities and recommendations regularly to the full Board.

5. Committee Evaluation

The Committee will conduct an annual evaluation of its performance in relation to the requirements of this Charter, and such other matters as the Committee may deem appropriate.

Overview

The Joan and Bill Hank Center for the Catholic Intellectual Heritage



The Center for the Catholic Intellectual Heritage (CCIH) is a venue for faculty, students, and staff to learn about, and investigate, Roman Catholic thought and its links to all academic disciplines. With its strong emphasis on scholarly research and discussion, CCIH is a productive space where the fruits of that research can be engaged, debated, and shared.

CCIH was founded in 2006 aiming to preserve and foster Catholic intellectual heritage not only at Loyola University Chicago, but also in the community. On April 24, 2007, Loyola University Chicago renamed this Center of Excellence in honor of two generous friends and benefactors—Joan Los (BS'54) and Bill Hank.

The center offers a number of opportunities to learn about, and interact with, the Roman Catholic tradition. Here are a few examples of initiatives aimed at helping our community to connect with, research, and communicate the Catholic intellectual heritage.

- **Connecting to Roman Catholic thought**
The CCIH reading groups offer students and faculty the opportunity to read and discuss a classic text in the Catholic intellectual tradition with their peers from across the disciplines and around the university.

- **Researching Roman Catholic thought**
Faculty research projects for both individuals and groups concerned with or connected to Catholic intellectual heritage are funded by the Center. The typical goal is a published text, but it can also include an organized conference or team-taught course.
- **Communicating Roman Catholic thought**
The *Cardinal Newman Lecture Series* provides an opportunity, each spring, for a noted scholar who has converted to Catholicism to offer faculty and students a reflection on how their identification with the Catholic Church and the Catholic intellectual tradition influences and impacts their own professional research and scholarship.

The CCIH stewards the Jesuit principal of finding God in all things, which is at the core of the mission of Loyola University Chicago. At the Center, the rich and variant lines of the Catholic intellectual tradition are explored, communicated, and renewed.

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Center Manager

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Transformative Education in the Jesuit Tradition



What is Ignatian Pedagogy?

The principles of Jesuit education continue to reflect the foundational values begun with St. Ignatius of Loyola over 500 years ago. Based on St. Ignatius' Spiritual Exercises and grounded in the curriculum of the humanists, Ignatian education stresses the active appropriation of knowledge and skills to build ethical and learned human beings. But according to Father John O'Malley, the early Jesuits were aware of the limitations of the humanistic approach and worked to incorporate professional training into a student's experience. The emphasis continued (and continues) to be placed on developing moral people (69). By 1599 the Jesuits attempted to articulate their practice and ideals in the *Ratio Studiorum*, a guide that outlined all aspects of the Jesuit strategy for educating

youth from instructional methods to student discipline. Through several revisions, the *Ratio* continues to be a guide to Jesuit educators.

Ignatian pedagogy (IP) encourages education of the whole student (*cura personalis*). Captured in a schema (see below) that illustrates the interrelationship of the important concepts of Jesuit education, the Ignatian pedagogy paradigm (IPP) speaks to the continuous nature of the cycle of learning. The paradigm challenges faculty to know the background of their students and how that background impacts their learning. The paradigm reminds faculty to build in reflective practice where students attempt to make meaning of their learning and then move to action based on what they have learned then evaluate the success of the action to change their lives.

Why Is Ignatian Pedagogy Valued in Jesuit Education?

While topics and texts may change, the underlying values of IP are the same: to educate “the whole person, head and heart, intellect and feelings” resulting in “a person who exhibits precision of thought, eloquence of speech, moral excellence, and social responsibility” (Kolvenbach). *Cura personalis*: mind, body, and spirit. In challenging students to reflect on their learning, Jesuit educators hope to move students to assess how their learning impacts them as individuals and how it defines the individual’s relationship to the world.

As Father Pedro Arrupe outlined in his 1973 address, Jesuit education needs to reeducate for justice so our students become agents for change. Arrupe’s call is not a mere reiteration of the Church’s tradition but the “resonance of an imperious call of the living God asking his Church and all men of good will to adopt certain attitudes and undertake certain types of action which will enable them effectively to come to the aid of mankind oppressed and in agony.” Such work includes respect for all people, not profiting from our position of privilege and working to dismantle unjust social structures (Arrupe).

Ignatian Pedagogy in the 21st Century

What *has* changed, however, is the society in which our students reside: a virtually-enhanced world where conversations and interactions are as frequently communicated over mobile devices as in person and where a glut of information is available 24/7 from almost any location. And while this constant connectivity can assist faculty in dissemination of content and aid student learning, it can also present barriers to personal interactions at the heart of Ignatian pedagogical goals.

Former Superior General Adolfo Nicolas asserts that the nature of social media has a numbing effect on our students that makes it easy to “slip in to the lazy superficiality of relativism or mere tolerance of others and their views, rather than engaging in the hard work of facing communities of dialogue in the search of truth and understanding.” This superficiality, Nicolas contends, limits the “fullness of [students] flourishing as human persons and limiting their responses to a world in need of healing intellectually, morally, and spiritually.”

As Jesuit educators of the 21st century, we are challenged to piece together the Ignatian principles to instill in our students a “depth of thought and imagination” that

encompasses engagement with the reality of the world and the human condition (Nicolas). We are further challenged to leverage the technological tools that both enhance and distract from learning and put them to positive uses in and outside the classroom.



Ignatian Pedagogy Paradigm

Works Cited

Arrupe, Pedro, S.J. "Men and Women for Others: Education for Social Justice and Social Action Today." Address to the Tenth International Congress of Jesuit Alumni of Europe, Valencia, Spain. July 31, 1973.

Kolvenbach, Peter-Hans, S.J. As quoted in "Go Forth and Teach: The Characteristics of Jesuit Education." *Jesuit Secondary Education Association Foundations*, 1986, pp. 18.

O'Malley, John W., S.J. "How the First Jesuits Became Involved in Education." In *The Jesuit Ratio Studiorum: 400th Anniversary Perspectives*. Vincent J. Duminuco, S.J., Editor. New York: Fordham University Press. 2000. Pp. 56-74.

Nicolas, Adolfo, S.J. "Depth, Universality, and Learned Ministry: Challenges to Jesuit Higher Education Today." Remarks for "Networking Jesuit Higher Education: Shaping the Future for a Humane, Just, Sustainable Globe." Mexico City, April 2010.

A hand holding a yellow pencil and a green plant stem with leaves. The background is blurred, showing other people and greenery.

5 YEARS OF IES

CULTIVATING A MORE SUSTAINABLE LOYOLA

ANNUAL REPORT • 2017–2018 ACADEMIC YEAR
LOYOLA UNIVERSITY CHICAGO • INSTITUTE OF ENVIRONMENTAL SUSTAINABILITY

2017–2018 ACADEMIC YEAR

The advisory board, staff, and faculty lists reflect positions held during the 2017–2018 academic year.



Students at Loyola's Retreat and Ecology Campus (LUREC)

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The advisory board provides professional guidance to the dean on the direction of IES—informing curricula, programs, goals, and objectives, as well as evaluating accomplishments and financially supporting IES programs.

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WELCOME

Dear Friends of IES



This year's annual report marks the five-year anniversary of IES. Throughout the pages of this report, you'll see that at Loyola we understand every action, decision, and purchase we make has a ripple effect upstream in the supply chain and downstream in the waste stream. Over the years, we have aggressively reduced our campus waste, greenhouse gas emissions, water consumption, and stormwater effluents. **Overall, we are sourcing more locally and using campus resources more sustainably.**

Now, in 2018, we can boast of 10 LEED-certified buildings, a beautiful campus landscape with native vegetation, and a University core curriculum that requires environmental science. And people are noticing! In 2014, The Sierra Club ranked us No. 4 in the nation for greenest colleges, and in 2018 *College Magazine* ranked us No. 5 on their list of eco-friendly colleges. We have received the AASHE (Association for the Advancement of Sustainability in Higher Education) Gold STARS seal of approval for the second time, and we have big plans for our future. The University has adopted an aggressive climate action plan that has us reaching carbon neutrality by 2025, and as you'll see We Are Still In the Paris Climate Agreement.

At Loyola, we have taken the message in Pope Francis's 2015 encyclical *Laudato Si'* to heart. We are integral ecologists. Our fundamental science courses regularly work to develop innovative and interdisciplinary solutions to the planet's environmental crisis. Our students have turned waste (be it invasive species or vegetable oil) into energy, educated thousands in our campus community about recycling and composting, and conducted campus sustainability audits to determine what work still needs to be done.

Though we are proud of the progress we have made to cultivate a more sustainable Loyola, we know it is never only about "greening" our campus. Most importantly, it is about educating the next generation of change-agents.

I would like to thank you for supporting IES since its inception. Special thanks go out to Michael and Nydia Searle for their continued generous support, and former University President Fr. Michael J. Garanzini, S.J., for his vision and for embracing environmental sustainability as a social justice issue. Please enjoy this five-year anniversary edition of the IES annual report.

Yours,

Nancy C. Tuchman, PhD
Founding Dean
Institute of Environmental Sustainability

CELEBRATING 5 YEARS OF IES

CURRICULUM

6 MAJORS

- BA in Environmental Policy
- BA in Environmental Studies
- BS in Environmental Science
- BS in Environmental Science: Conservation and Restoration Ecology

- BS in Environmental Science: Food Systems and Sustainable Agriculture
- BS in Environmental Science: Public Health

3 MINORS

- Environmental Action and Leadership
- Environmental Science
- Sustainability Management (housed in the Guinlan School of Business)

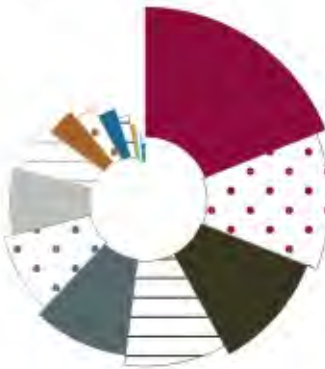
3 DUAL-DEGREE PROGRAMS

- Five-Year Dual Degree with Master of Business Administration
- Five-Year Dual Degree with Master of Public Health
- Five-Year Dual Degree with Master of Public Policy

WHERE OUR GRADUATES WORK

We are cultivating the next generation of citizen activists, environmental scientists, and sustainability leaders. Our graduates are smart and compassionate people who are expanding knowledge in the service of humanity and the planet. Look below to see where you can find them.

ENVIRONMENTAL STUDIES/POLICY 100 POSITIONS



- 19% Sustainability/Energy
- 12% Ecological-Private
- 11% Business
- 10% Community Service
- 10% Community Service and Education
- 10% Non-profit
- 9% Food/Agriculture
- 8% Agriculture
- 8% Consulting
- 6% Ecological-Government
- 4% Policy
- 3% Law
- 3% Urban Planning
- 2% Public Health
- 1% Academics
- 1% Industry
- 1% Lab

ENVIRONMENTAL SCIENCE 137 POSITIONS

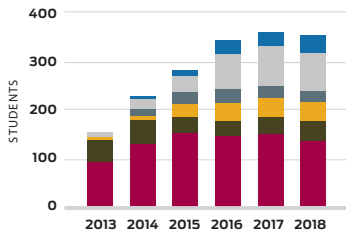


- 18% Sustainability/Energy
- 14% Ecological-Private
- 8% Business
- 13% Community Service
- 6% Community Service and Education
- 6% Non-profit
- 8% Food/Agriculture
- 10% Agriculture
- 7% Consulting
- 1% Ecological-Government
- 1% Policy
- 1% Law
- 5% Urban Planning
- 3% Public Health
- 1% Academics
- 1% Industry
- 4% Lab

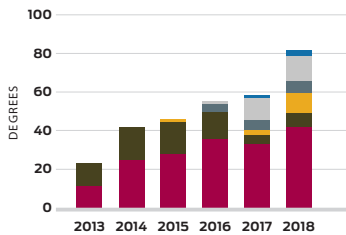
STUDENT GROWTH

Each year, more students seek out IES because of our academic excellence, research opportunities, hands-on internships, and the chance to make a real difference in the world around them. In 2013, we began IES with 161 students, and this fall the number of students studying at IES will reach 350.

DEGREE PROGRAMS (DOUBLE IES MAJORS INCLUDED)



DEGREES AWARDED WINTER/SPRING



- EVSC: BS in Environmental Science
- EVST: BA in Environmental Studies
- EVC: BS in Environmental Science: Conservation and Restoration Ecology
- EVF: BS in Environmental Science: Food Systems and Sustainable Agriculture
- EVP: BA in Environmental Policy
- EVPH: BS in Environmental Science: Public Health

NO. 4

GREENEST CAMPUS IN THE COUNTRY BY SIERRA

In 2014, *Sierra*, the national magazine of the Sierra Club, ranked Loyola as the fourth greenest campus in the country in their annual Cool School rankings.

HEALING EARTH

RECEIVED A TOP HONOR FROM THE VATICAN

2017 was the year that Loyola's online textbook *Healing Earth* received a top honor from the Vatican with their first-ever Expanded Reason Award. The award, given through a partnership between the Joseph Ratzinger/Benedict XVI Vatican Foundation and the University Francisco de Vitoria in Spain, came with the opportunity to meet the Pope, participate in a two-day awards conference, and receive a €25,000 (\$29,500) honorarium. The award was presented to organizations or projects that expanded traditional reasoning by uniting faith and science. See page 9 for more information about *Healing Earth*.

HIGH HONORS FOR HARD WORK



LOYOLA UNIVERSITY CHICAGO RECEIVES CLIMATE LEADERSHIP AWARD. As the recipient of this year's Higher Education Climate Leadership Award, Loyola was recognized for its extensive strides promoting sustainable culture, curriculum, and campus life. The U.S. Green Building Council recognized Loyola's dedication to a sustainable campus with high-performing, LEED-certified buildings and deep energy-efficiency retrofits.

ASSOCIATION OF CATHOLIC COLLEGES AND UNIVERSITIES (ACCU) HONORS LOYOLA WITH THE 2016 LEADERSHIP IN CLIMATE CHANGE AWARENESS AWARD. The ACCU honored Loyola for its commitment to climate change by making the impact of climate on natural and social systems a key aspect of our culture.

The ACCU commended Loyola for its partnerships with the Rogers Park and Edgewater neighborhoods, taking climate action and awareness beyond the campus. The award committee praised our campus's focus on environmental justice issues to address pollution, reduce waste products, and help communities adapt to the changing climate.



WE ARE STILL IN

Loyola's efforts to address climate change were lauded by the We Are Still In Coalition at COP23 in Bonn, Germany. This coalition profiled the University in the Phase 1 Report of America's Pledge.

NO. 5

IN RANK BY COLLEGE MAGAZINE

In 2018, *College Magazine* ranked Loyola fifth on their Top 10 Most Eco-Friendly Colleges list.

AT IES, WE TEACH OUR STUDENTS HOW TO LIVE IN THE 21ST CENTURY



MAXIMIZE THE NATURAL RESOURCES YOU HAVE

Heavy rains? Loyola has an innovative stormwater management system that captures rainwater and either diverts it for use—like watering plants in our Ecodome and flushing toilets—or filters it and returns the water to Lake Michigan. Each year, we collect, capture, and store over 18 million gallons of water, keeping it out of Chicago's overburdened sewer system.



FIND WAYS TO DIVERT, REUSE, AND REPURPOSE WASTE

Our Searle Biodiesel Lab takes waste vegetable oil from dining halls around Chicago and turns it into clean energy. Our students don't stop there. Biodiesel lab interns regularly find other uses for the waste they create from the biodiesel process. By implementing a **zero waste process**, they have invented the BioSoap you see throughout the University's bathrooms as well as lip balm and windshield wiper fluid.



PLANT A GARDEN

The IES Ecodome isn't the only garden on campus, but it is certainly the most innovative. This 3,100-square-foot greenhouse is used for research, teaching, and to propagate plants for our other gardens. The soils are all organically fertilized with fish wastewater from our aquaponics system. IES manages vegetable gardens on rooftops throughout Loyola as well as an extensive organic garden with a beehive and orchard on the north end of campus.



LIVE LOCALLY

Loyola is lucky to be located on a number of major transit corridors, and as such, the University encourages students to walk, bike, or take public transportation to campus. There's limited parking, and that's by design. Loyola faculty, staff, and students regularly participate and win Active Transportation Alliance's *Bike to Work* and *Bike to Campus* challenges. In addition, Loyola is proud to be one of nine Bicycle Friendly Universities in the state of Illinois named by the League of American Bicyclists.



EAT LOCALLY

Each year, we sell produce grown in Loyola's Ecodome and other campus gardens at our farmers market. Our farmers market runs from June through October. Engrained, our organic café, regularly acquires food within a 50-mile radius of the campus and gets much of its fruits and vegetables from local farms.

KEY MILESTONES ON THE ROAD TO A MORE SUSTAINABLE LOYOLA

Constructing a sustainable campus doesn't happen overnight.

AN EARLY COMMITMENT

In 2004, former Loyola President Michael J. Garanzini, S.J., embarked on an ambitious \$750 million building plan to improve the infrastructure on all three campuses. Major renovations to most buildings and central systems were completed. This included the creation of 10 new LEED-certified buildings. These additions helped transform the University from a largely commuter school to one with a robust residential, experiential community. The campuses' energy footprint was reduced by 40 percent over this time-period, the highest such achievement among all campuses in the Midwest.



LOYOLA ADDS SUSTAINABILITY LITERACY TO THE CORE CURRICULUM

Today, all incoming freshmen are required to take UCSF 137: The Scientific Basis of Environmental Issues, as well as one more science course, which is often a second environmental issues course. We want all undergraduates to have a solid literacy in environmental issues and appreciate the need to respond to these issues through action.

2004

2008

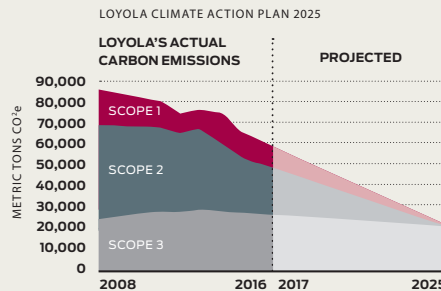
2012

2025



CONSTRUCTING AN ENERGY-EFFICIENT AND COOL STUDY SPACE

The Information Commons was the building that started Loyola's sustainable campus transformation. Built in 2008, the building uses 45 percent less energy than a traditional building. The building is automated and contains hundreds of sensors for temperature and wind. This building has won international recognition by sustainable architecture organizations.



CARBON NEUTRALITY BY 2025

Loyola's 2015 Climate Action Plan set out the ambitious goal of creating a carbon neutral campus by 2025. This is how the University plans to get there:

- Reduce total energy use by 10 percent
- Purchase renewable energy credits and carbon offsets
- Incorporate climate forecasts into planning, especially capital projects
- Install solar panels on rooftops to create our own renewable energy
- Maintain a clear accounting on progress and challenges to reach carbon neutrality by 2025

SCOPE 1: On-site emissions, including natural gas, campus vehicles, and landscape fertilizers

SCOPE 2: Off-site, direct emissions, including electricity generation and associated transmission losses

SCOPE 3: Shared emissions, including study-abroad and business air travel, commuting emissions, and solid waste transportation and disposal

Carbon neutral for Scope 1 and 2 emissions
25% reduction for Scope 3 emissions

IES FACULTY: BREAKING DOWN DISCIPLINARY BARRIERS



Father Stephen Mitten (left) with his first cohort of J-Term students in 2013 to travel with him to Belize for ENVS 340: Natural History of Belize. He and his students are standing at the entrance of the Cockscomb Basin Wildlife Sanctuary and Jaguar Preserve.

At IES, we know complex problems need complex solutions, and we are proud to take a whole-system and interdisciplinary approach to today's environmental problems.



Solutions to Environmental Problems (STEP) students, led by Dr. Tania Schusler, collect data to monitor water quality on the Chicago River's north branch with Mark Hauser of Friends of the Chicago River.

That's why our core faculty have expertise in **biology • ecology • chemistry • ecotoxicology • urban agriculture • atmospheric science • anthropology • mathematics • conservation and restoration • economy • business administration • sustainability • theology • history • engineering • sociology**

How does this translate to teaching and research? It's Conservation and Restoration Ecologist Brian Ohsowski publishing papers with Sustainable Business Professor Nancy Landrum. It's Economist Richard Melstrom studying the impacts of the oil and gas industry on endangered species. It's Aquatic Ecologist Reuben Keller working closely with state and local governments to determine the impact that invasive species will have on Lake Michigan. In addition to all of this, we have unique partnerships with a variety of departments on campus to ensure that our students learn about climate change from a variety of perspectives.

UNIQUE PARTNERSHIPS AND PROGRAMMING

Professor Nancy Landrum holds a joint appointment between IES and the Quinlan School of Business. Over the course of her tenure with IES and Quinlan, she's published scholarly research articles with faculty from over 10 different disciplines. She also developed our sustainable business management minor which is housed in the Quinlan School of Business.

In 2018–2019, we will launch our first graduate and professional courses. Students will be able to take a four-course sustainability sequence geared at teaching them the skills of a sustainability professional, including how to conduct waste, energy, and water audits and how to write a sustainability plan for an organization.

Our Environmental Careers course gives students an idea of what environmental careers look like in a variety of fields including law, public policy, waste management, energy, education, environmental protection, conservation and restoration, and the nonprofit sector.

A recent addition to IES, Dr. Max Melstrom is an ecological economist. Dr. Melstrom's research has focused on measuring the economic effects of land use regulations to protect imperiled species and examining different methods for valuing the environment.

FACULTY PROFILE: GOING THE EXTRA (ECOLOGICAL) MILE

BY BRIGID PAULSON (BA '17, MPP '18)



Dr. Brian Ohsowski (right) pictured with IES graduate Jonathan Alspach (BS '18). Ohsowski spends time outdoors with his Restoration Ecology students at Loyola's Retreat and Ecology Campus (LUREC). Every summer, Ohsowski teaches an intensive three-week course at LUREC, ensuring that IES students are able to study nature in nature.

It's 95 degrees by 10 a.m., but IES Advanced Lecturer Brian Ohsowski is still rallying his troop of students to plant tree seeds and create deer-repellant fences. Everyone is roaming around a recently scorched field at LUREC (Loyola University's Retreat and Ecology Campus), focused on their task. In a few months, their hard work will be visible, with the growth of oak tree saplings and budding hazelnut blooms. It's sweltering under the sun, but these students have a drive for restoration, so they push through. Guest Lecturer and McHenry County Conservation District Ecologist Tom Simpson is impressed.

It's no surprise they're so committed. Ohsowski pushes his students to work hard and reflect their success on their resumes. Alumnus Nick Bergstrom (BS '17) thinks Ohsowski has a unique teaching style. "One of the first things he tells his students is that it's his job to get us a job, and he means it," said Bergstrom.

"My job is to set them up to be competitive in the market," said Ohsowski. "It's about making these connections and showing students where job resources are." Ohsowski speaks from experience, as he didn't have these same opportunities when he was in college. "I come from a working-class background. I was the first one in my family to graduate from college."

To prepare his students for their careers, Ohsowski creates assignments that produce tangible results. "My general philosophy of teaching is to be informative and engaging and try to teach students the things they need to be successful," he said. "Now is the time to be career-focused."

Ohsowski knows how meaningful work with the McHenry County Conservation District can be. As a fresh graduate, unsure of his future, he interned at the Conservation District under Simpson. It was there he learned about restoration and conservation relating to ecosystems of the Midwest. "My internship changed my life," said Ohsowski. "It instilled a respect and curiosity for all of Earth's creatures."

To help his students find their own hidden curiosities, Ohsowski encourages them to become involved with research and get to know their local plants, animals, and fungi. Facilitating research projects helps students discover their own career paths, which has always been the end goal for Ohsowski. "Growing up, no one ever told me how to be a professional," he said. "I tell students to jump in with both feet and be dedicated. Now is the time to be involved."

INSTITUTE OF ENVIRONMENTAL SUSTAINABILITY 7

LUREC IS AT THE HEART OF IES EXPERIENTIAL WORK

At Loyola's Retreat and Ecology Campus, IES students study nature *in nature*. Field courses range from Ornithology to Conservation and Restoration Ecology. The organic farm and wetland restoration project provides a unique practical field experience.



Endangered rusty-patched bumblebee discovery prompts LUREC's first-ever BioBlitz. Some highlights are listed below.

FIRST BIOBLITZ

This May, we hosted our first-ever BioBlitz at the campus after LUREC intern and IES senior Kevin White discovered an endangered species of bee. During a BioBlitz, expert and novice naturalists catalogue as many species as they possibly can over a 12- or 24-hour period.

DUSKY CLUBTAIL

The dragonfly nymphs that were collected included the Dusky Clubtail (*Phanogomphus spicatus*), a rare find for Illinois naturalists. After its first occurrence in 1892, it was not seen again in the state until 2007, when it was collected from the Dead River at Illinois Beach State Park. Since then, it has been found at three other sites in McHenry County. All the McHenry County sites, including the LUREC pond, have been constructed within the last 50 years or so. This may indicate a recent colonization by this species, which may be more common than recently believed.



360

TOTAL SPECIES WERE FOUND DURING THE BIOBLITZ

80+

PARTICIPANTS IN BIOBLITZ

52

SPECIES OF FUNGI WERE DISCOVERED

Including "an unknown zygomycete in a slime flux"—otherwise known as a tree slime—the first time many of the participants had heard of such a thing.

PARTICIPANTS ALSO CATALOGUED BIRDS, BUTTERFLIES, TREES, AND AMPHIBIANS THAT THEY FOUND ON SITE.



WHAT LUREC MEANS TO ME

Our newly retired LUREC Academic Program Director Roberta Lammers-Campbell reflects on her experiences at LUREC.

"The first time I saw LUREC, it was in the middle of winter and everything was covered with snow. Little did I know how much the place would come to mean to me, in all its seasons. Here are some of my fondest memories.

- **Teaching Winter Ecology** during intensive J-terms when students learned to love the daily treks, often through snow and freezing temperatures, to their observation sites.
- **Teaching Wetland Ecology** when the students and I sought to learn the history of the land, beginning interactions with our LUREC neighbors in the process.
- **Working with interns** during the years and throughout the summers, first to discover what was hidden in the wetland choked with buckthorn and then, after the buckthorn was removed by the spectacular efforts of a Geoboy machine, watching natives reappear.
- **And now, during this summer of my retirement**, finding that there are extensive areas in the wetland where the native species have overtaken the invasives.

More than anything else, I rejoice in the students who describe the way their lives have been transformed as a result of being able to work and study at LUREC."

LOYOLA UNIVERSITY CHICAGO'S INNOVATIVE ONLINE TEXTBOOK, *HEALING EARTH*, WINS HIGH HONORS FROM THE VATICAN

BY SHANNA YETMAN



Theology Professor and Healing Earth Co-Editor Michael Schuck greets the Pope.

In his 2015 encyclical, *Laudato Si'*, Pope Francis spoke incisively about our world's environmental crisis. He called us all to become people of compassionate care for the planet. That's why when Theology Professor Michael Schuck and IES Dean Nancy Tuchman found themselves in St. Peter's Square in September 2017, they listened closely.

"He spoke of *esperanza*, hope," said Tuchman. Their front-row location near the Pope during his Wednesday audience was breathtaking. Thousands of pilgrims from all over the world filled St. Peter's Square behind them. Dean Tuchman and Professor Schuck acquired their special spot near the Pope because their project, *Healing Earth*, was one of four receiving the Vatican's Expanded Reason Award. The award, given through a partnership between the Joseph Ratzinger/Benedict XVI Vatican Foundation and the University Francisco de Vitoria in Spain, came with the opportunity to meet the Pope, participate in a two-day awards conference, and receive a €25,000 (\$29,500) honorarium.

"We know how necessary it is to educate students as whole persons—as intellectually inquisitive, morally developing, and spiritually graced human beings," said Schuck. "That is the trademark of a Jesuit education. But we also know that there are few teaching resources that can guide exploration of the scientific, ethical, and spiritual dimensions of today's environmental challenges in one textbook."

Healing Earth was designed to meet that need. *Healing Earth* is a free-access online textbook in environmental science, ethics, spirituality, and action designed for upper-level secondary school students, beginning college and university students, and adult learners. It embodies the integral ecology and interdisciplinary approach that Pope Francis discusses in his encyclical and that Pope Benedict XVI champions through this award.

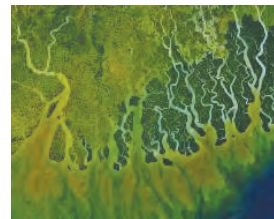
A CLOSER LOOK AT *HEALING EARTH*

The case study section is a hallmark of each of *Healing Earth's* six chapters. Students are provided with information surrounding an environmental issue (like uranium mining) and asked to consider the issue through a scientific and ethical lens. After these careful considerations, students must ask what type of action people can take to solve these environmental problems.

WATER CASE STUDY: THE GANGES RIVER FROM *HEALING EARTH*

"Every morning, Mallika Ganpati wakes up at her small home in Varanasi, India, and walks a mile to the Ganges River to collect water for her family. Mallika is one of 784 million people worldwide who walk long distances every day to access the water they need to survive.

The Ganges originates from the Gangotri Glacier on the southern flank of the Himalayan Mountains. Global climate change is reducing the size of the glacier, lowering the water volume flowing downstream."



To read the entire Ganges River Case Study as excerpted above from *Healing Earth*, go to <https://healingearth.ijep.net> and click on the **Water Chapter**.

ACHIEVING THE GOLD STANDARD



In February 2017, Loyola received its second gold-level accreditation from the Association for the Advancement of Sustainability in Higher Education (AASHE) through its STARS program. STARS stands for Sustainability Tracking, Assessment, and Rating System, and it's not a ranking system. This program relies on colleges and universities to self-report their data, which is then reviewed for accuracy by AASHE staff and is publicly available to be evaluated by peer institutions. Higher education institutions that have received gold or platinum level STARS ratings, like Loyola, are leaders in sustainability.

To honor this accomplishment, and throughout this report, we've placed our key sustainability highlights within the STARS categories they fall under.

ACADEMIC HIGHLIGHTS



Loyola Ramblers prepare for a Zero Waste Game in 2012.

CURRICULUM

NO. 5

LOYOLA RANKED FIFTH on *College Magazine's* "Top 10 Most Eco-Friendly Colleges" list.

1,300+

COURSES address at least one of Loyola's sustainability learning outcomes.

14

ACADEMIC PROGRAMS offered at Loyola that directly address sustainability, including minors, bachelor's, and master's programs.

78

STUDENTS lived and participated in the GreenHouse Learning Community in 2017-18 located in San Francisco Hall.

RESEARCH

24%

FACULTY at Loyola report that their research addresses at least one of the sustainability learning outcomes defined by Loyola.

2

PROFESSIONAL JOURNALS published campus-as-laboratory research on water conservation and behavior change in the residence halls.

ENGAGEMENT

ON CAMPUS

BUSINESS FOR GOOD

The Baumhart Center for Social Enterprise brought social change leaders to campus in 2017-18, supporting the Schreiber Center's commitment to use "business for good."

600

The IES Climate Change Conference attracted over 600 visitors to campus to address the intersection of climate change and public health.

THOUSANDS OF LOYOLANS AND VISITORS

Programs ranging from Welcome Week to Commencement addressed sustainability topics at each campus, engaging thousands of Loyolans and visitors.



Members of the Divert-IT Team help Lollapalooza concertgoers compost and recycle in 2017.

4,000+

STUDENTS participate in engaged learning through their coursework, and over 50% of these courses address a sustainability topic.



Students hang out in San Francisco Hall. San Francisco Hall is Loyola's environmentally conscious residence hall complete with low-flow showerheads and dual-flush toilets, among many other sustainability features.

OFF CAMPUS

MOST LINK SALES AND MATCH

Loyola's 2017 farmers market had the most LINK sales (\$3,107) and LINK match (\$1,745) of any year.

200+

STUDENTS participated in Alternative Break Immersions and 35% of these address sustainability issues.



Biodiesel Lab Manager Zach Waickman has been part of the Biodiesel Lab since its inception in 2007.

TRANSPORTATION

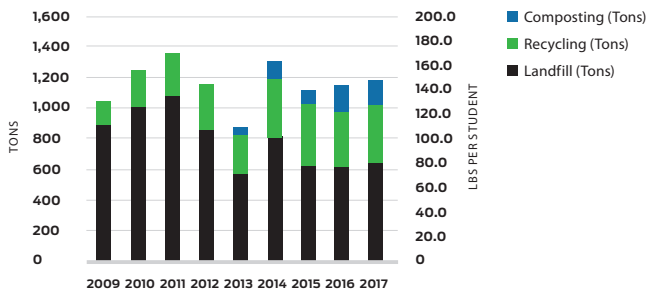
ANTI-IDLING POLICY

Loyola adopted an anti-idling policy for the Lake Shore Campus to reduce air pollution and energy waste.

5,200

In fall of 2017, students in the Searle Biodiesel Lab set a production record of 5,200 gallons in a six-month time period, and all of that fuel went into the shuttle buses.

WASTE GENERATION AND DIVERSION



NOW OPEN

The Cycle and Recycle Center at Lake Shore Campus opened following a student initiative to collect hard-to-recycle items like styrofoam and plastic film.

Currently, Lake Shore Campus has over a **50% diversion rate**. As you can see, starting in 2013, we have expanded our composting program.

CLIMATE CHANGE CONFERENCE: FIGHT THE GOOD FIGHT

"We have to step up or we cannot expect our government to stand up for us," said former EPA administrator Gina McCarthy to a full house at Loyola's annual climate change conference in mid-March. "It's time to reengage." McCarthy's keynote kicked off our 2018 conference, *Climate Change and Human Health: 21st Century Challenges*, which included panelists who are leaders in the U.S. and abroad in climate change and public health advocacy. These experts discussed a variety of relevant issues, from furthering the U.S. commitment to the Paris Agreement to the overwhelming growth of climate refugees throughout the world.



HIGHLIGHTS FROM OUR **2018** CLIMATE CHANGE CONFERENCE



CHANGE HAPPENS ON THE GRASSROOTS LEVEL, AND YOUNG PEOPLE HAVE A UNIQUE VOICE IN THAT CHANGE. "Young people today are incredibly focused on environmental justice and social equity," Gina McCarthy remarked. "If they maintain that focus, we will win."



WE ARE STILL IN. Being sustainable and supporting clean and renewable energy is a sound business decision. Bob Best, sustainability lead at Jones Lang LaSalle, said as much during a Friday afternoon panel. "We save hundreds of dollars per square foot when we incorporate sustainability in the workplace. Everyone's involved in the process." Other panelists during this session spent a large part of their time talking about what their organizations are doing to move America forward on commitments made in the Paris Climate Accord. Amy Jewel from the City of Chicago discussed her work to push not just Chicago, but also local businesses in the direction of 100 percent renewable energy. "We're hoping to launch a renewable energy challenge for local businesses to be 100 percent renewable by 2025, 2030, or 2035."



2018 Conference Keynote Speaker Gina McCarthy (center) tours IES with former Gannon Center Director Janet Sisler (left) and Dean Nancy Tuchman (right).

“People think about the floods and the wildfires, which are devastating. But there’s more to it. Drinking water can be impacted. Changes in air quality come along with a change in climate that can exacerbate premature deaths and premature births.”

—GINA MCCARTHY
FORMER EPA ADMINISTRATOR



WE ARE ALL CLIMATE REFUGEES. Anthropologist Susan Crate from George Mason University reminded us that “we are all being displaced by the climate” and that very often “wars and conflict have deep roots in climate change.” As our climate changes, storms will get more powerful and situations like the one occurring in Puerto Rico will continue to happen. We must be vigilant, we must be prepared, and we must be available and willing to help each other through these tough times.



TAKE TIME TO EXAMINE YOUR RELATIONSHIP WITH CREATION AND OUR PLANET. AJCU participants like Tomás Insua (above), executive director of the Global Catholic Climate Movement and one of our conference panelists, had an extra day to reflect on sustainability curriculum. This year, they became acquainted with the Ecological Examen. Unlike a traditional examen, this new one takes cues from Pope Francis’s encyclical *Laudato Si’*, asking for reflection on an individual’s relationship with creation, on questions of ecological justice, and on how we can all stand in solidarity with those most impacted by environmental harm.

CLIMATE CHANGE CONFERENCE: KEYNOTE SPEECHES IGNITE THE CROWD

Each year, our conference keynote speakers inspire and push us towards climate action. We'd like to look back at some of the lessons we've learned from their speeches.

YEAR 1

NOVEMBER 2013

U.S. ENERGY AND CLIMATE CHANGE: SCIENCE, ETHICS, AND PUBLIC POLICIES

Conference keynote speaker: James Balog, photographer



To reveal the impact of climate change, Balog founded the Extreme Ice Survey (EIS), the most wide-ranging, ground-based, photographic study of glaciers ever conducted. The purpose of our first conference was to develop solid messaging around the ethical void in our decisions to develop and implement technologies like fracking, mountaintop removal, and tar sand extraction, instead of putting those efforts towards renewable energy technologies. "We were excited to have Mr. Balog be our first-ever

keynote speaker, because he was an artist and a photographer," says Dean Tuchman. "He could tell a story about climate change that was different than the story scientists tell. Through his photography and documentary, he transformed complicated graphs and scientific numbers into a relatable story for a large audience."



YEAR 2

MARCH 2015

TO TEND THE EARTH: RESPONDING TO THE GLOBAL CLIMATE CHANGE CRISIS

Conference keynote speaker: Dr. George Crabtree, director, Joint Center for Energy Storage Research (JCESR) and distinguished professor of physics, electrical, and mechanical engineering at the University of Illinois at Chicago



Crabtree spoke about the massive research project he is leading at JCESR to develop clean energy storage technologies for transportation and the electricity grid. He reminded us all where our energy is coming from and how important discovering new sources of clean energy will be. "Twenty percent of our energy flows through a gas tank of a car," said Crabtree. "And about 39 percent flows as electrons through the electricity grid. These two things together make up two-thirds of all the energy we use. If you can address

these two items in a positive way, you are going to have a big impact."

YEAR 3

MARCH 2016

GLOBAL CLIMATE CHANGE: ECONOMIC CHALLENGES AND SOLUTIONS

Conference keynote speaker: Naomi Klein, author and activist



Klein reminded the audience that we live in a moment of high contradiction in which our current economic system, including free trade, stands in the way of caring for our planet. She also pointed to

ways where economic activity can be inclusive and centered on social justice. Klein pointed out that global warming might be the best chance for the world to change its economic system. She said that climate change is the issue that can bring disparate activist groups together, and we can use it to create a more just and equal system.



YEAR 4

MARCH 2017

CLIMATE JUSTICE: THE STRUGGLE FOR OUR COMMON HOME

Conference keynote speaker: Mary Robinson, environmental activist and former president of Ireland



Robinson asked a series of tough questions, like what will life be like for our children when they are middle-aged? She also reminded us that the federal government doesn't have to be the leader on climate change. Much of the hard work to address climate change is occurring on the local level. She mentioned U.S. cities like Chicago, Washington D.C., Philadelphia, and New York who are C40 cities committed to action on climate change.

YEAR 5

MARCH 2018

CLIMATE CHANGE AND PUBLIC HEALTH: 21ST CENTURY CHALLENGES

Conference keynote speaker: Gina McCarthy, former EPA administrator



Fiery and impassioned, McCarthy spoke of the importance of considering public health when discussing climate change. "Climate change has the potential to impact you and your kids," she said. "People think about the floods and the wildfires, which are devastating. But there's more to it. Drinking water can be impacted. Changes in air quality come along with a change in climate that can exacerbate premature deaths and premature births." McCarthy also reminded us that climate change is not a partisan issue and that we must have hope for what the future will bring.

LOYOLA'S SIXTH ANNUAL CLIMATE CHANGE CONFERENCE

Our 2019 conference will focus on climate action and the change that happens from a groundswell of concerned citizens.

Climate Action and Citizen Activism
Loyola University Chicago's Sixth Annual Climate Change Conference
March 14–15, 2019

To see highlight videos, photos, presentations, and posters from last year's conference and to sign up to receive e-mail updates about our 2019 conference, go to LUC.edu/climatechange.

STUDENT PROFILE: COLETTE COPIC

HOW CHANGE HAPPENS

BY CARLA BEECHER

Like many Loyola students, stepping onto campus their first year means self-discovery. For Gannon Scholar and rising senior Colette Copic, it was no different. She wondered how her passion for the environment and women's rights would play out in her new home. Three years later, this journey has taken her from computer science to grassroots community organizing, from researching water rights to the front lines of the Dakota Access Pipeline protests.



"When I started my college search, I knew I wanted a school that had a social-justice mission, but I wasn't really sure what that meant exactly," said Copic by phone last summer from a coffee shop in her hometown of Portland, Oregon, where she was studying for the LSATs.

She credits her Jesuit schooling and her parents for instilling healthy values, so that when she began exploring colleges, her focus was on whether its ideals matched her own.

Being from an environmentally conscious state, the Gannon scholar chose to live in the GreenHouse Learning Community in the Institute of Environmental Sustainability for students who are passionate about nature and want to be change agents for a more sustainable society.

Required to take a class with other GreenHouse students, she chose theology and environmental ethics—food justice, food security, climate change—and it touched her.

"I felt so much passion deep within me about what I was learning that one day I just changed my major right then and there. It was

the best decision I ever made," she said. "After that, I stood at the edge of Lake Michigan and thought, 'I'm so thrilled to have the rest of my life to try to protect you.'"

Her majors, environmental science and international studies, will give her a global perspective and form the perfect blend of working for human rights and the need to protect the environment. "They are interconnected by gender and class and race," she said.

In September of her sophomore year, Copic and a fellow Gannon scholar hitched a ride with a group to protest the Dakota Access Pipeline near the Standing Rock Sioux Reservation. While there, she saw a sign on a structure near the river that read: "The Legal Tent."

She realized that she wanted to be in that tent helping people navigate the system so that they can use it in the way it was meant to be used—for civic engagement and democracy.

"That's hard to do when you don't have years of schooling," she said, "but I have that opportunity. I decided then to become an environmental lawyer. I never felt so right about something."

"Colette is a truly an inspired young woman and mature beyond her years," said Nancy Tuchman, founding dean of the Institute of Environmental Sustainability. "The work toward saving the planet and advocating for environmental justice requires all hands on deck, and she has what it takes to be a very valuable leader in the movement."

Copic also studied abroad in Vietnam with a nonprofit to learn how cultural differences can affect the environment. And last spring, she interned at the Chicago Council on Global Affairs. "It was very academic and research driven," Copic said about studying ways in which water rights affect people and policies.

Now in her last year at Loyola, Copic, the Baum Senior Scholar at the Gannon Center, plans to wrap up her many projects and, hopefully, ace the LSATs.

Copic's journey all started as a whim, to travel 2,000 miles from home to attend college in Chicago, but it ended up with a rising senior who may just end up on the international stage, fighting for sustainability and giving voice to the environmental issues of our time.

Read the full-length feature at LUC.edu/gannonscholars

STUDENT ACHIEVEMENT

2018 IES STUDENT AWARD RECIPIENTS

Each year, IES honors outstanding student achievement and celebrates graduating seniors at our end-of-year awards ceremony.

ALDO LEOPOLD AWARD FOR OUTSTANDING ACHIEVEMENT

Nicole M. Spehn (BS '18)

The recipient of this award has demonstrated excellence both academically (≥ 3.20 GPA required) and in service/action toward the greater good.

RACHEL CARSON AWARD FOR ACADEMIC EXCELLENCE

Abigail N. Dunbar (BS '18)

This award goes to the IES graduating senior who earned the highest GPA.

BERTA ISABEL CÁCERES FLORES AWARD FOR OUTSTANDING LEADERSHIP

Judy Malas (BS '18)

This award goes to the IES graduating senior who distinguished themselves through exceptional leadership.

JAMES E. HANSEN AWARD FOR OUTSTANDING PERFORMANCE IN AN IES INTERNSHIP

Lucy P. Anderson (BS '18)

This award recognizes the outstanding performance of one IES graduating senior in an internal IES internship.

WANGARIA MUTA MAATHAI AWARD FOR OUTSTANDING SERVICE

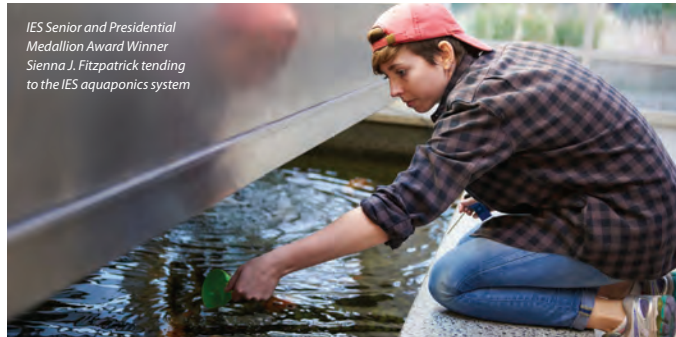
Sienna J. Fitzpatrick (BA '18)

This award recognizes one IES graduating senior who distinguished themselves through service to others.

E. O. WILSON AWARD FOR OUTSTANDING PERFORMANCE IN INDEPENDENT RESEARCH

Mason M. Majszak (BS '18)

This award recognizes the outstanding performance of one IES graduating senior in faculty mentored research.



*IES Senior and Presidential Medallion Award Winner
Sienna J. Fitzpatrick tending to the IES aquaponics system*

LOYOLA UNIVERSITY CHICAGO PRESIDENT'S MEDALLION

Sienna J. Fitzpatrick (BA '18)

This award is given annually to Loyola's most outstanding students who excel not only in the classroom but also in the world and are dedicated to helping those around them.

You can read more about our student award winners online:

[LUC.edu/sustainability/stories/enewsletterarticles/2018seniorawards](https://luc.edu/sustainability/stories/enewsletterarticles/2018seniorawards)

SCHOLARSHIPS

IES LUREC SCHOLARSHIP

Brody Diehn, Teresa Dorado, Muhammad Javani, Olivia Niosi, Taylor Schneider, Brittany Wheeler

Recipients were awarded up to \$3,885 to fully or partially cover tuition, fees, and lodging at our ecology campus in Woodstock, Illinois.

IES RACHEL CARSON SCHOLARS

Isabelle Abbott, Megan Barrera, Eleanor Ermentrout, Emma Hutson, Gabby Krochmal, Hannah Sather, Patrick Williams

The Rachel Carson Scholarship provides the opportunity for students to learn about nature by studying in nature through summer coursework at Loyola's Retreat and Ecology Campus (LUREC). Recipients are freshman or transfer students and can receive this \$2,500 scholarship throughout all four years they attend Loyola. They must take classes over two summers at LUREC.

FELLOWSHIPS

CARBON UNDERGRADUATE RESEARCH FELLOWSHIP

Peter Fiorica, Zoa Glab, Taylor Miller-Ensminger, Audrey O'Neill

The Carbon Fellowship program offers a full two-year, interdisciplinary research opportunity for undergraduate students majoring in science or math. Students must have a junior standing when they enter the program and will work closely with faculty mentors. Recipients are awarded \$7,500 per year.

IES UNDERGRADUATE RESEARCH FELLOWSHIP

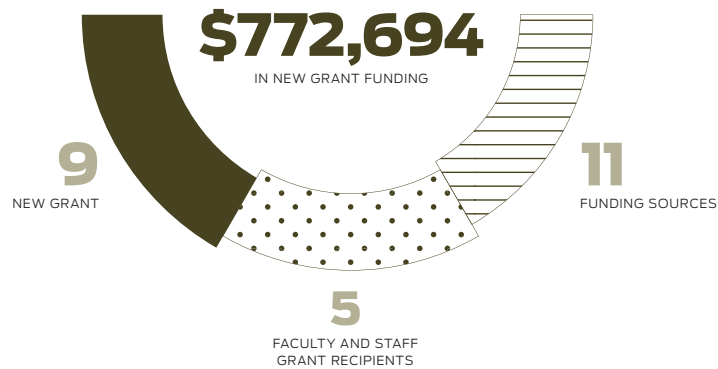
Renee Belleville, Amelia Howerton, Raul Lazcano Gonzalez, Olivia Niosi, Maggie O'Brien

The IES Fellowship is designed for students to conduct interdisciplinary research on issues related to unsustainable natural resource uses in the greater Chicagoland region. Recipients are awarded a \$1,000 stipend and up to \$1,000 for research supplies.

2017–2018 FACULTY GRANTS AND RESEARCH PUBLICATIONS

NEW GRANTS

For a full list of all active grants, visit the IES Grants & Funding page: LUC.edu/sustainability/research/grantsfunding



NEW FACULTY PUBLICATIONS

For a full list of all publications, visit the IES Publications page: LUC.edu/sustainability/research/publications



CONGRATULATIONS

INTERDISCIPLINARY IES FACULTY PARTNERSHIP RECEIVES RECOGNITION

Congratulations to IES faculty Nancy Landrum and Brian Ohsowski. Their 2017 paper “Content Trends in Sustainable Business Education: An Analysis of Introductory Courses in the USA,” published in the *International Journal of Sustainability in Higher Education*, was named Emerald Publishing’s 2018 Outstanding Paper.

Landrum discusses their work, which delved into the types of readings taught within sustainable business education courses across the U.S. “We studied 81 courses from 51 universities and came up with a list of 88 readings assigned through these courses. We placed these readings along the sustainability spectrum and my own ‘stages of corporate sustainability.’”

The paper found that the majority (55 percent) of readings supported a “weak sustainability” position (business-as-usual with incremental improvements) while only 29 percent supported “strong sustainability” (science-based radical change). The message is that we are not adequately preparing future business leaders for the sustainability challenges they are certain to face.



Nancy Landrum



Brian Ohsowski

FORWARD FOCUS: IES GRADUATE PROGRAMMING



IES students conduct an energy audit as part of their sustainability training at Loyola University Chicago.

BE AN AGENT OF CHANGE WITHIN AN ORGANIZATION!

Fortune 500 companies are looking for you!

Help companies be more sustainable by creating their sustainability plans. In our four-course graduate program, you will learn to conduct a sustainability audit, create baseline measurements, and set future goals for energy, air, building, transportation, water, land, food, and waste management. Sustainability plans enable a company to create a culture of sustainability from the ground up and help save money.

To learn about our first IES Graduate Program, please contact:
Linda Kurtos at lkurtos@LUC.edu

You can also visit our website:
LUC.edu/sustainability/academics/sustainabilitysequence

IES DONORS

Thank you to all of our donors. Through your generous support, we are able to provide internships, fellowships, scholarships, and general academic support to the students of IES. These gifts were received between July 1, 2017, and June 30, 2018.

\$100,000–\$999,999

Michael and Nydia Searle

\$10,000–\$99,999

The Alvin H. Baum Family Fund
Dorothy (MUND '62) and Michael Carbon, MD (BS '62)

\$5,000–\$9,999

Baxter International
Samantha Dwyer Zinober (BS '03) and Scott Zinober

\$1,000–\$4,999

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Elaine (BS '68) and Thomas Layden III (MD '69)
Ronald Meissen
E-Caucus, Loyola Emeriti Association
THIMUS
Mario Ubiali and Andrea Bariselli
Nancy Tuchman, PhD



A student helper at our annual end-of-year donation drive, Think Green and Give. Each year, Loyola encourages students to donate their unused or lightly used clothes, food, and furniture to local nonprofits instead of tossing these items in the garbage during their yearly move-out.

\$1–\$999

Moss Adams
Kathleen Lacey-Anderson and Richard Anderson
John Barrett
Bear Foundation
Belyna Bentlage (BA '12)
Norma Carrillo
Clarke Environmental Mosquito Management, Inc.
Brian Conner
David Crumrine, PhD
Catherine and Robert Del Carlo
Heather Eidson
Eve (JFRC Summer '04, MSOD '05) and George Estrada
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Jean Sussman, PhD and Ed Lyons
Jessica Szadzewicz
Adonios Vavarutsos
Patricia and Dale Vecchio (BS '75)
Zhenwei Zhu, PhD

IN-KIND GIFT

Uncommon Ground



Loyola University Chicago First-Year Research Experience (FYRE) scholars, like Kirk Bodden (pictured here), work to remove invasive buckthorn, canary reed grass, and Canadian thistle from the Loyola University Retreat and Ecology Campus (LUREC) in Woodstock on May 22, 2018. FYRE scholars were given small plots of land where they independently devised methods of invasive species removal while promoting native plants to attract pollinators.