The mission of advising at Loyola University Maryland is to promote student success and help students to discern and achieve their personal, academic and professional goals while at the university through advising, mentoring and tutoring.
Loyola is moving beyond transactional advising to a developmental model, one that targets students’ growth over time toward independence and ownership, and that emphasizes advising as teaching and mentoring.
What does the Office do?

- **AASC, Academic advising x5050:**
  - registration for private study and independent study; drop/add (by end of 4th day of the semester); withdraw from courses (and many more).

- **The Study:**
  - tutoring, workshops and academic coaching

- **My office:**
  - Student success especially directed at first year, DSS and probation students, Leaves of absence, Transfer discernment, ISP x5547

- **Messina –**
  - program for first year students with small classes
Example of supports that we offer students
Ignation Scholars Program (ISP)

- Incoming students who identify as first generation, ALANA, and/or Pell eligible.
- Weekly check-ins with GA’s

  - Program goals are to improve students sense of belonging and provide pro-active, student centered mentoring.
Margaret, a new freshman, shares with you that she has been experiencing a great deal of anxiety since her second week at Loyola. She recently experienced a panic attack on her way to class which forced her to return to her residence hall, and since then she has skipped some classes for fear of having another panic attack on the way to class. She experienced anxiety during high school, but it had been manageable, so she had kept this struggle to herself.

Since arriving here, she feels constantly “on edge” and is having difficulty concentrating in class. Margaret grew up in a stoical family that believes all problems can be overcome through discipline and determination. Seeking counseling is considered a sign of weakness. She berates herself for her inability to get her anxiety under control, but the more she tries to control it, the worse it seems to become.
How would you broach the idea of counseling with this student?
Given her family belief system about counseling, how might you convince her to schedule an appointment with counseling services?
Were she to adamantly refuse to seek counseling, how else might you assist this student?

The Counseling Center
How you can help us to help students: Reporting Midterm grades

- **Midterm grades**: you are required to report all grades for first year students and deficiency grades (any grade below a C) for upper class students.

- These grades are reported through Self-Service.

- Please report promptly by the deadline as we follow up on students.
How you can help us to help students: Your Student is Missing

You have a duty to act:
If one of your students has stopped attending your class, please try to contact the student. If you receive no response, please contact my office or Academic Advising (AASC, x5050) and we will follow up.

Follow-up may include an email to other instructors to see if the student is missing those classes, a wellness check through Student Development, or work with the counseling center.
The Honor Code was initiated by students over a decade ago and covers: plagiarism, cheating, lying (including fabricating data), stealing, duplicate submission, forgery, not reporting an observed violation.

If a student violates the Honor Code, you must address the issue with your chair and with the student. When meeting with the student, present the facts as you know them with the Honor Code violation form. Honor Code

Return the completed and signed form to my office.
How can you reduce cheating in your class?

- Reinforce the Honor Code by having the students write out the following statement on each graded assignment: “I understand and will uphold the ideals of academic honesty as stated in the Honor Code.”
- Create assignments on which it is difficult to cheat or plagiarize.
Questions?