

NEW FACULTY ORIENTATION

AUGUST 14, 2023

LEARNING & ACADEMIC SUCCESS

Betsi Burns

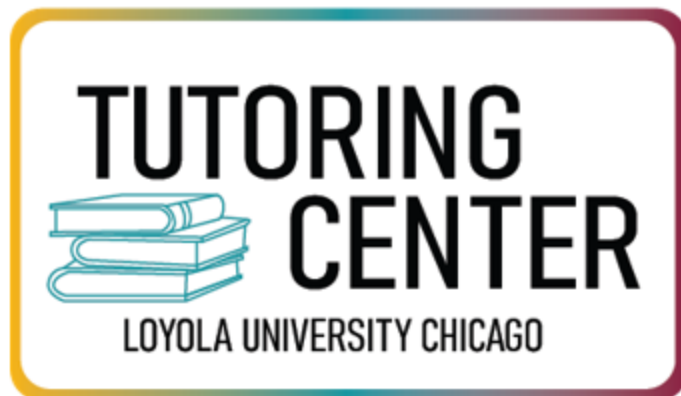
Director, Learning and Academic Success

bburns4@luc.edu





We foster student success utilizing a collaborative, student-centered approach to provide an accessible learning environment through academic support and programming.



We believe in empowering students to be self-advocates on their path to achieving holistic wellness and academic independence.

SIGNATURE PROGRAMS

- Placement Tests
- Academic Alerts
- Academic Concerns Referrals
- Majors and Minors Fairs
- Rambler Resources for Student Success
- The Kettle Newsletter
- Outreach initiatives



ACADEMIC ALERTS

- LOCUS Midterm Grade Roster
- Open first week of classes
- Important to enter NRs as soon as possible
- Please enter all grades – good and bad
- Alerts sent to those with C- or below and the academic advisor is copied

The screenshot shows the LOCUS Grade Roster interface. At the top, the browser address bar displays the URL: locus.luc.edu/psp/cs92prd/EMPLOYEE/SA/c/SA_LEARNING_MANAGEMENT.SS_FACULTY.GBL&1=1. The page title is "Grade Roster" and the user is identified as "Betsi Burns".

The main content area shows the following information:

- Faculty Center
- Betsi Burns
- Grade Roster
- Summer 2021 | Six Week - First | Loyola University Chicago | Undergraduate
- UNIV 112 - 001 (2545) [Change Class]
- Strategies for Learning (Lecture)

| Days and Times | Room | Instructor | Dates |
|------------------|------|-------------------------------|----------------------------|
| Mo 3:00PM-4:40PM | TBA | Betsi Burns, Mustafa Anwar | 05/24/2021 - 07/02/2021 |

Below the class information, there are two panels:

- Display Options:** *Grade Roster Type: Mid-Term Grade (dropdown), Display Unassigned Roster Grade Only
- Grade Roster Action:** Save (button)

At the bottom, there is a "Student Grade" table with the following columns: ID, Name, Roster Grade, Official Grade, Grading Basis, Program and Plan, and Level. The table is currently empty.

ACADEMIC CONCERNS REFERRALS



ACADEMIC
CONCERNS

https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout_id=3



Preparing people to lead extraordinary lives

Academic Concerns Referral

Academic Concerns Referrals are appropriate when a faculty member seeks to raise a concern about academic performance, course attendance, or academic/class engagement.

Note: If a student's behavior indicates *distress*, causes a *disturbance* in the community, and/or may present a *danger* to oneself or to others, please submit a **Behavioral Concerns Referral** [↗](#) instead of an Academic Concerns Referral.

If a student may be in need of support to work through personal crises/situations that may interfere with their education (e.g., serious illness, personal loss, family or financial difficulties, or other non-academic challenges), please submit a **CARE Referral** [↗](#) instead of an Academic Concerns Referral.

The following **Academic Concerns Referral** will be directed to Student Academic Services (SAS) for review and coordination with academic services and academic advising within SAS and across the Colleges/Schools. To follow up on an Academic Concerns Referral, please contact **Betsi Burns, Director of Learning and Student Success**, at bburns4@luc.edu [↗](#).

Reporter Information

Enable additional features by logging in. [↗](#)

Your full name:

[?](#) Learn more

Your position/title:

RAMBLER RESOURCES FOR STUDENT SUCCESS



A-Z CON

LINKS

STUDENT ACADEMIC SERVICES

ABOUT US

DEPARTMENTS

LEARNING AND ACADEMIC SUCCESS

NAVIGATE STAFF

NAVIGATE STUDENT

ABOUT US

DEPARTMENTS

LEARNING AND ACADEMIC SUCCESS

- CURA SCHOLARS
- RAMBLER RESOURCES FOR STUDENT SUCCESS ONLINE
- RESOURCE RUNDOWN

NAVIGATE STAFF

NAVIGATE STUDENT

Rambler Resources for Student Success Online

Check out these resources to help you succeed online this fall!

- As part of our Rambler Resources for Student Success Program, **Online Student Success Sakai sites** have been created in order to help students succeed academically this fall.
 - **New Student Success Online Sakai Site** (Instructions)
 - **Current Student Success Online Sakai Site** (Instructions)
- **The Academic Success @ Loyola Faculty Module** includes academic resources that faculty will be able to mirror in their course Sakai sites. **Here are instructions** (PDF) for faculty on how to add the Academic Success @ Loyola module to their Sakai site.
- **Online Learning Resource Guide**
- **Navigate** is a student-centered mobile app that provides the best way for Loyola students to interact with their advisors. **Explore Navigate!**
- Visit our **Resource Rundown** to help you succeed online this fall!

If you have any questions or need additional information, please reach out to studentsuccess@luc.edu.

ACADEMIC SUCCESS @ LOYOLA SAKAI MODULE

LOYOLA UNIVERSITY CHICAGO

Exit View 191

Home TES 2023-2024 WPA 2023 SOCL 280 002 F23 hooks-Freire Pedagogy ... JLC UNIV 112/114 UNIV 112 004 SP23 UNIV 112 002 SP23 SOCL 520 001 SU22

SOCL 415 001 SP21 UNIV 112 001 SP23 Academic Success @ Loyola

Academic Success

ACADEMIC SUCCESS

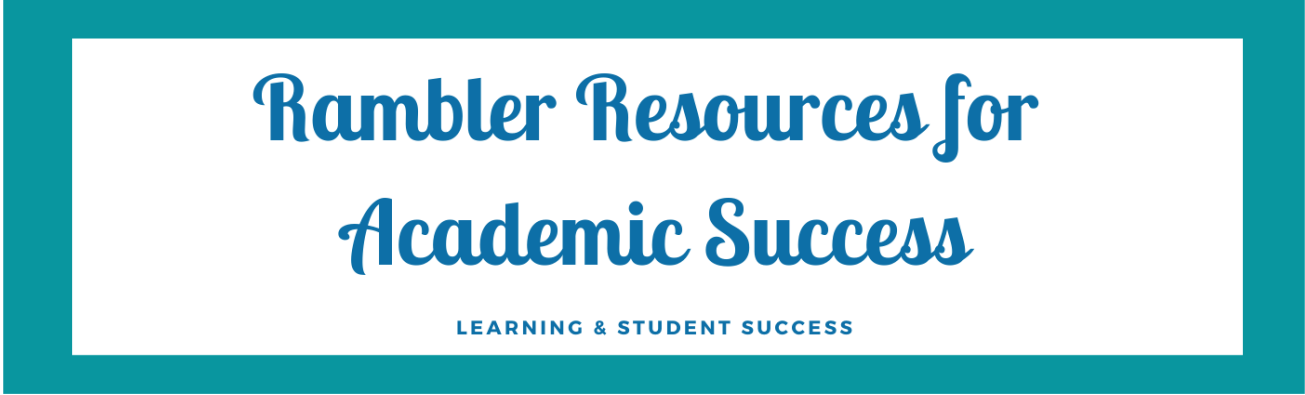
Print view Print all Index of pages Link Help

Academic Resources

Learning Strategies

Site Info

Help



Rambler Resources for Academic Success

LEARNING & STUDENT SUCCESS

Overview

There are many resources available to you throughout your Loyola journey. This online guide is a tool to provide you with direct referrals to programs, services, and strategies to support your academic goals.

Contact Us

Have any questions about resources or accommodations? We can help!

- Email **Learning & Academic Success** at studentsuccess@luc.edu
<https://www.luc.edu/sac/learningandacademicsuccess/>



FY24 EXECUTIVE FUNCTION SKILLS INITIATIVE

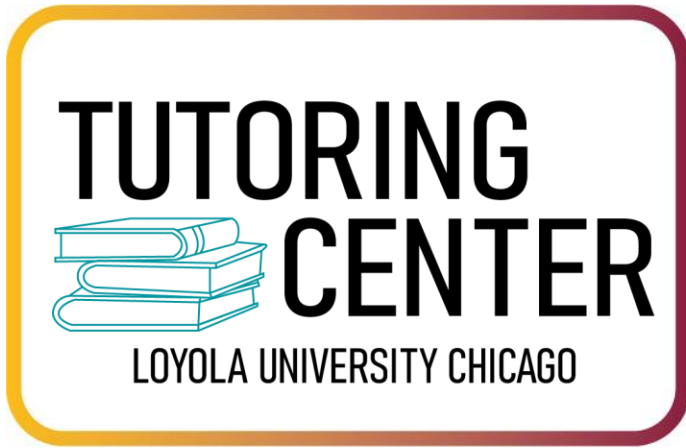
Our Ramblers feel confident in:

1. Problem Solving
2. Organization
3. Perseverance

Opportunities for growth in:

1. Time Management
2. Attention
3. Task Initiation

- **98%** of new students (2645) attending orientation have downloaded **Navigate**.
- **On-Campus Placement Test for Math - August 21 – 24** from 9:00 am – 11:00 am in Sullivan 253
- **93.19%** of students were registered for Fall '23 as of August 9
- **Majors & Minors Fair** is scheduled for **October 18** from 1:00 pm – 3:00 pm
- **The Kettle**, the bi-weekly student success newsletter, will resume **Monday, August 21**. Email thekettle@luc.edu to be added to the distribution list.
- Our new Associate Director, **Richard Arnold**, will start **August 21**.



tutoringcenter@luc.edu

luc.tutoringcenter

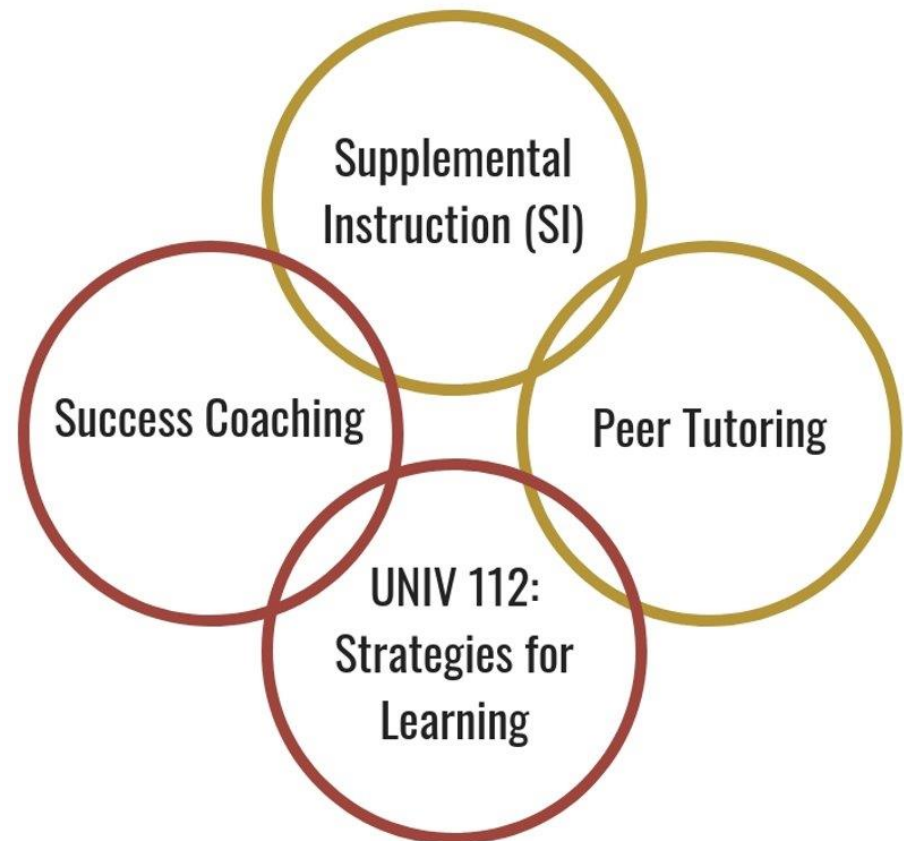
773.508.7708



TUTORING CENTER

Connecting *what* to learn with *how* to learn!

- **Our Goal:** Help students succeed academically!
- **Locations:** Sullivan Center (LSC), STEM Center (1st Floor, St. Joseph's Hall), and online
- **FREE** services for all undergrad LUC students!



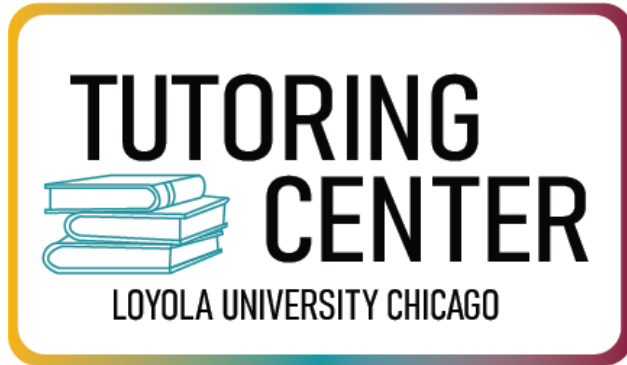
PEERTUTORING AND SUPPLEMENTAL INSTRUCTION

- **Review** Course Concepts
- Make new **friends**
- Led by an **upper-class student**
- Supports select 100 and 200 level courses
- Drop-in sessions (SI & tutoring)
- Appointments (tutoring)

SUCCESS COACHING

- One-on-one **coaching** with a trained graduate student
- Customized to meet **individual** academic needs
- Hone in on **executive functioning** skills (time management, exam prep, concentration, etc.)





tutoringcenter@luc.edu



luc.tutoringcenter



www.luc.edu/tutoring



Jessie LaChance
Associate Director,
Tutoring Center



August Winters
Coordinator,
Tutoring Center

- **28,000+ visits** last year
- All **Tutoring Center** services, including the opening of the STEM Center, will begin the second week of classes, **Tuesday, September 6**
- Sign up for tutoring and Success Coaching via **Navigate**
- Tutoring services will be offered both **in-person** and **virtually**
- Drop-in schedule can be found on the **Tutoring Center website**
- **STEM Learning Center** is located in St. Joseph Hall, first floor

QUESTIONS?



It's QUESTION TIME!!

BETSI BURNS

EMAIL: BBURNS4@LUC.EDU

LEARNING & ACADEMIC SUCCESS

EMAIL: STUDENTSUCCESS@LUC.EDU



Preparing people to lead extraordinary lives

New Faculty Orientation Loyola University Fall 2023

Karen R. Pettus, Ph.D.

Eric Perry

Student Accessibility Center

117 Sullivan Center

Learning Outcomes

Increase

- Increase awareness of the rising number of students with disabilities: health conditions, mental health disorders and Autism Spectrum Disorder

Understand

- Understand the role of the Student Accessibility Center (SAC) and how Student Success Programs are involved in the interactive process

Appreciate

- Appreciate how the relationship of Discrimination and Bias, Academic Validation, and Sense of Belonging can impact student access, retention and success

About our Students with Disabilities



- 20% of Americans live with at least one disability
 - 23% of citizens of Illinois self-report as having a disability
 - 18% of college undergraduate students and 12% of graduate students identify as having a disability
 - 9.9% of students at Loyola University of Chicago registered with SAC
-
- ADD, LD, and mental health are the most common disabilities
-
- <https://pnpi.org/students-with-disabilities-in-higher-education/#:~:text=18%25%20of%20full%2Dtime%20undergraduate,of%20full%2Dtime%20graduate%20students>

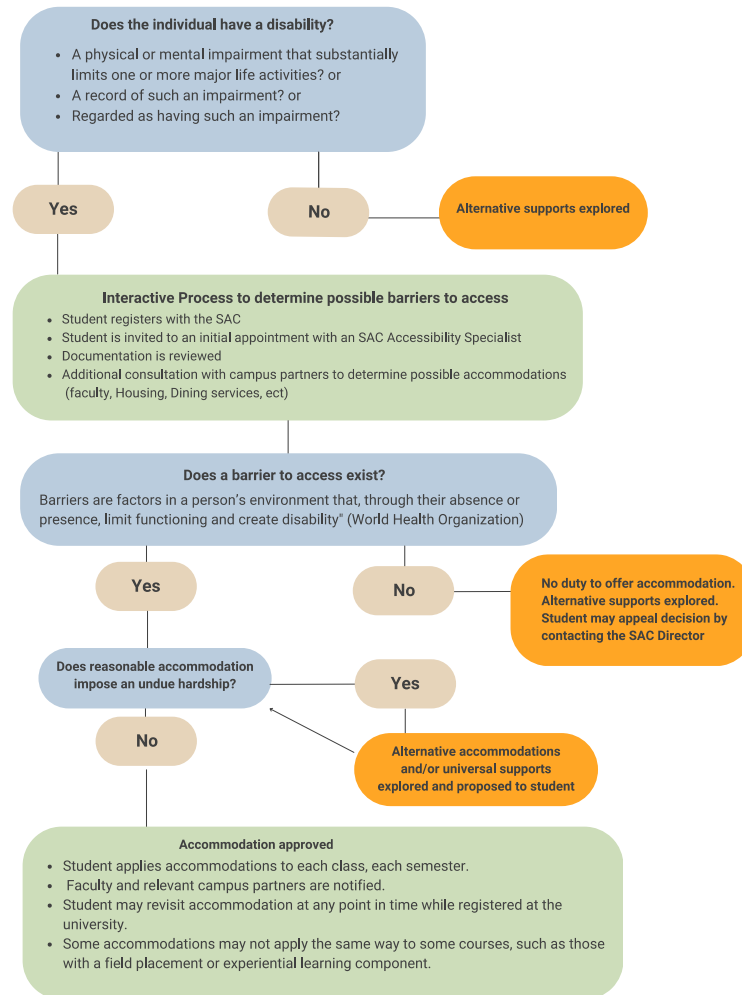
Image source: <http://blog.dallascollege.edu/2022/07/understanding-invisible-disabilities-neurodiversity/>

LUC Student Distribution

| | ADHD | Autism | Hearing | Learning | Medical | Mental Health | Physical | Neuro | Visual | Total |
|------|--------------|------------|------------|--------------|--------------|---------------|------------|------------|------------|-----------------|
| 7.7 | 428 (26%) | 35 (2%) | 17 (1%) | 158 (10%) | 308 (18%) | 636 (39%) | 33 (2%) | 22 (1%) | 19 (1%) | 1,657 (100%) |
| 7.14 | 439 (26%) | 37 (2%) | 17 (1%) | 158 (10%) | 312 (18%) | 649 (39%) | 33 (2%) | 23 (1%) | 19 (1%) | 1,688 (100%) |
| 7.21 | 440 (26%) | 37 (2%) | 18 (1%) | 158 (10%) | 315 (18%) | 653 (39%) | 33 (2%) | 25 (1%) | 19 (1%) | 1,699 (100%) |
| 7.28 | 449 (26%) | 36 (2%) | 18 (1%) | 165 (10%) | 315 (18%) | 657 (39%) | 33 (2%) | 23 (1%) | 19 (1%) | 1,715 (100%) |
| 8.7 | 447 (26%) | 35 (2%) | 19 (1%) | 162 (10%) | 322 (18%) | 660 (39%) | 33 (2%) | 25 (1%) | 19 (1%) | 1,722 (100%) |

SAC Interactive Flow Chart

SAC Accommodations Flow Chart



PRINCIPLES OF ACCOMMODATIONS



What's the barrier?



Is it disability related?



Are there accommodations that may remove the barrier?



Does the student have equal access without the accommodation?



Is the proposed accommodation reasonable?

essential components;
undue hardship;
direct threat

PROGRAM ADJUSTMENTS

Modifications or adjustments to provide equal opportunity for participation while maintaining essential components

- Respond to a disability-related barrier
- Consider student preference
- Effective
- Maintain essential academic elements
- Requested according to established procedures



Accommodations vs accessibility

1. Accommodation is reactive. Accessibility is proactive.

2. Accommodation requires a person with a disability to “out” themselves when they should not have to.

3. Accommodations are helpful for people who need them, but accessibility benefits everyone.

4. Accommodations are required. Accessibility compliance is gaining digital momentum.

Adapted from <https://unlimitedplay.org/differences-between-accommodation-and-accessibility/>

Role of Faculty in Removing Barriers



Samples of Accessibility Statements

“We value inclusion and access for all participants and are pleased to provide reasonable accommodations for this event. Please contact [insert contact name and email/phone number] to make a reasonable accommodation request. Requests must be submitted by [insert date].”

“If you need anything in order to participate in this program, please contact [insert contact name and email/phone number] by [insert date].”

“If you have dietary needs, please contact [insert contact name and email/phone number] by [insert date].”

“This document, along with all publications or handouts used in this event, is available in alternative formats upon request by contacting [insert contact name and email/phone number].”

Principles of Universal Design

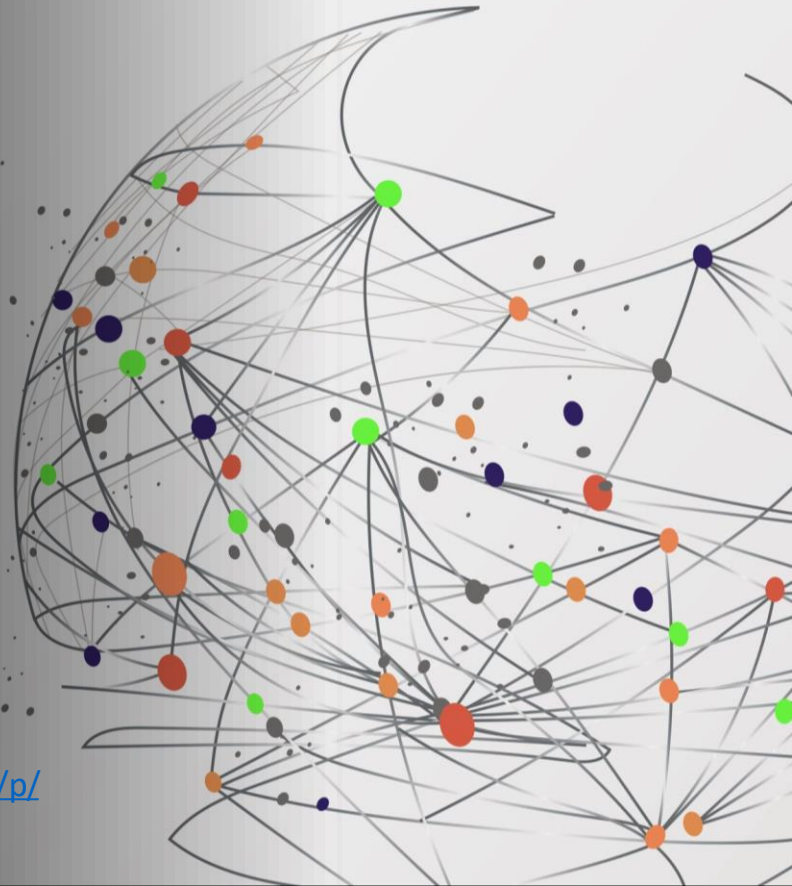
- **Principle 1: Equitable Use** – Provides the same means of use for all users,
- **Principle 2: Flexibility in Use** – Offers choices for users.
- **Principle 3: Simple and Intuitive Use** – Eschews complexity while ensuring all users can understand how to use or operate.
- **Principle 4: Perceptible Information** – Allows all users to access information, regardless of ability, experience, or literacy.
- **Principle 5: Tolerance for Error** – Minimizes hazards and the consequences of mistakes.
- **Principle 6: Low Physical Effort** – Requires little effort to use.
- **Principle 7: Size and Space for Approach and Use** – Provides easily navigable space and allows all users to reach and manipulate objects.



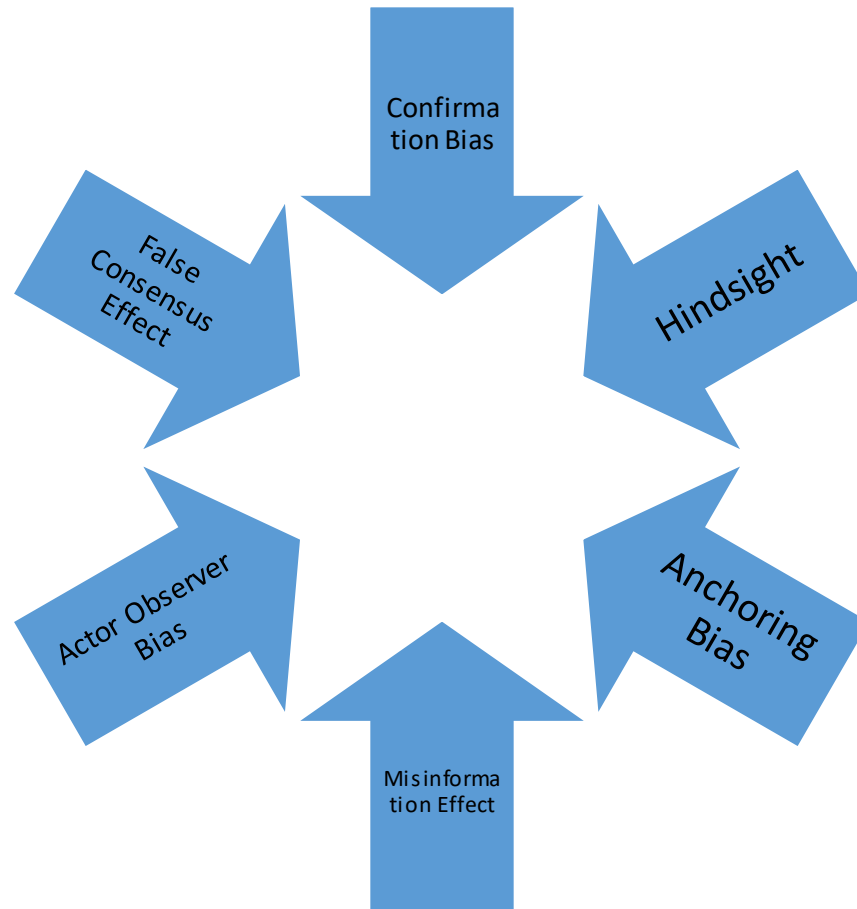
Ableism

is a set of beliefs or practices that devalue and discriminate against people with physical, intellectual, or psychiatric disabilities and often rests on the assumption that disabled people need to be 'fixed' in one form or the other, according to The Center for Disability Rights, Inc. (CDR).

<http://www.stopableism.org/p/what-is-ableism.html>



Cognitive Bias



“One of the struggles that I have experienced is not having a disability that is outwardly obvious. I think one challenge lies in people's perceptions of what having a disability means. Because of this, I think that there is often a lot of stigma, misunderstanding, and even doubt placed on individuals who have "invisible disabilities," I think more work needs to be done along the lines of awareness and understanding of different types of disabilities, their impact on the individual, and how the university community can help by recognizing that not every disability is not outwardly (visually) obvious.”

STUDENT PERSPECTIVE

It's the right
thing to do

Equality



The assumption is that **everyone benefits from the same supports**. This is equal treatment.

Equity



Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

Justice



All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.

How Can We Work
Together To Improve the
Student Experience?

Institutional Responsibilities

- **For equity**
- **For equality**
- **For opportunity**
- **For non-discrimination**



Resources

Stella Young

- <https://www.smh.com.au/entertainment/celebrity/stella-youngs-letter-to-herself-at-80-years-old-20141113-11lol.html>
- TED Talk Inspiration Porn https://www.youtube.com/watch?v=SxrS7-l_sMQ

Stop Ableism

- <http://www.stopableism.org/p/what-is-ableism.html>

Fairygodboss

- <https://fairygodboss.com/career-topics/ableism>

Resources

Academic Ableism

- <https://www.insidehighered.com/news/2017/12/07/author-discusses-his-new-book-disability-and-higher-education>

Universal Design of Instruction

- <https://www.washington.edu/doit/universal-design-instruction-udi-definition-principles-guidelines-and-examples>



Testing Accommodations

1. What are they?
2. How are they implemented at Loyola?
3. What is my role as a faculty member?



Testing Accommodations

Test accommodations are any modifications made to tests or testing conditions that allow students with disabilities demonstrate their knowledge and skills in a testing situation.

More common examples include:

- Extended Testing Time (1.5x or 2x)
- Distraction Reduced (Quiet) Environment
- Private Room
- No Scantron
- Speech-to-text or text-to-speech software
- Enlarged font size
- Typing only



Testing Accommodations



- Faculty and Students can elect to use the SAC Testing Office for any testing accommodations.
- SAC Testing Offices are located at the Lake Shore (Sullivan Center 239A), Water Tower (Lewis Towers 414C), and Maywood Campuses.
- Hours are typically Monday-Friday 8:30am-5pm, students with evening classes can contact us directly regarding scheduling evening exams.
- **Students must schedule exams in Accommodate at least 7 days in advance.**
- We encourage students to check the dates in the syllabus for each class and schedule all quizzes/exams/finals at the beginning of the semester.

Testing Accommodations



- You are welcome to implement testing accommodations without using the SAC Testing Office. Please contact us if you have any questions about implementation.
- Exams can be submitted online through the Accommodate database (preferred method), or they can be dropped off in-person to one of our offices.
- Completed exams are scanned back into Accommodate, or they can be picked up in-person. Please allow 1-2 business days.
- Automated reminder emails are sent 4 days before scheduled exam. Another reminder will be sent the day before if we have not received the exam.
- If students have scheduling conflicts (extended time overlap with back-to-back classes, etc.) they will reach out to you to find an alternative time and/or date.
- **Accommodations are not retroactive, they apply once the student has submitted their request.**



Testing Accommodations

Our office is a resource to assist you in implementing testing accommodations.

Please email at SACTesting@luc.edu if you have any questions! Thanks!

Eric Perry, Testing Coordinator

Sullivan Center 238

M-F 8:30am-5pm

