

Professional Advisors Group
Minutes – Thursday, February 10, 2005
Dr. Lynn Wild, Facilitator

Lynn greeted everyone and introduced Sharon Walsh, who is filling in for Susan DeWoody. Julie Cammeron was absent due to illness and will present the Tutoring Website session at the next meeting.

Role of Transfer Advisor - Joli Blaha

- Joli distributed a draft document explaining the Cumulative GPA Recalculation process.
- She explained that her role as the transfer advisor is to see students who are transferring between colleges. She has seen 40 students in the last month, 60% of whom are first years. **Action:** She said that she will publish a document showing where students transferred to and from and will distribute this to advisors.
- Joli explained that advisors should feel free to send students to her if they would like to see someone other than, or in addition to, their advisor.
- **Action:** Joli said that she will be asking advisors for general standards of admission for each program.
- **Action:** Joli will be putting together a website to refer people to. It will be accessible from the RIT home page under academics, institute advisor.
- Joli's job responsibilities also include taking care of external transfers, helping RIT students transfer to other schools.

Question: How does Joli determine when a student should not be at RIT?

- Joli explained that she refers them for a career assessment if this seems reasonable.
- She said that her average time with a student is 3.5 hours.
- **Action:** Joli is putting together a transfer database that advisors will be able to refer to, which will include a student's reason for leaving. She asked advisors to try to find this out in their meetings with students and to note it on the change of program form.

Question: Are there times of the year when transfer numbers are larger?

- Joli said that during weeks 6,7, and 8 transfers are particularly heavy, and most of these are first years.

Question: Will advisors be kept up to date on what happens with students that Joli sees?

- **Action:** Joli said that she will let advisors know whether students have had a career assessment, etc.

Question: Can this be shown on the degree audit?

- Joli felt that showing whether a student has had a career assessment on the degree audit was a good idea.
- Joli would like input on the GPA Recalculation document before the final version is published. **Action:** She asked advisors to let her have their comments by **February 25**. She would also like to know how to best disseminate this information to the students.
- Advisors gave Joli feedback on the GPA recalculation document. The wording of # 8 was questioned – “the student’s year level will not be impacted by the exclusion of grades...”. It was suggested that the student’s year level could be affected so maybe the wording should be changed.

Comment: **Action:** Lynn said that the policy of year levels is different in different colleges and she asked advisors to let Joli know what their college’s policy is. **Action:** She also asked the advisors to send a copy of the GPA document electronically to the relevant people in their colleges to get feedback.

- **Action:** Joli asked advisors to choose a point person in their college and let her know of any comments.

Comment: Lynn asked the group whether they would like to invite Joe Loffredo back to give the group an update and the advisors said yes.

Suspension Letter – Rhonda Laskoski

- Rhonda distributed handouts concerning suspension letters. She said that they couldn’t state definitive policies that would apply to each college but that these letters would function as guidelines. She explained that the colored sheets are for use by faculty and staff and the white sheets are for distribution to students. She went through the pages and discussed them briefly.

Comment: It was suggested that the tips for students in writing the appeal letter be posted on a website.

Question: What was the biggest surprise you found in putting these letters together?

- Rhonda said it was hard to narrow it down and find a best practice. She said that they looked at three colleges and worked out best practice from that.
- Lynn commended the staff on putting this together and said that it is a great resource.
- **Action:** Lynn said that she will arrange to have the suspension documents put on the TLC website.

Question: Could the student information sheets be put on SIS or My RIT or in the Student Handbook?

- Copies of the handouts will be available at the next advisor meeting for those who missed this meeting.

Topic List for future meetings:

- Joe Loffredo – early alert and distribution
- Jeff Cox – International Student Services
- Have each college report on curriculum changes so all advisors are up to date
- Have President Simone attend. **Action:** Advisors should prepare a list of questions (email to Lynn at lawetc@rit.edu) to give to the President in advance.

Comment: Lynn mentioned the upcoming FITL conference. She said that she is not sure if it will happen because of budget issues, but if it does go ahead, she thought that advisors might like to present.

Strategic Planning:

- Lynn explained that a report went to the President on January 24 with the feedback that was given.
- She explained that Jim Watters and others have been identifying needs, requests, etc for the budget. They are interested in generating revenue and in retention.

Question: When will we see the agenda for action list?

- Lynn explained that it went to the President and the next step is for him to accept and approve it.

Discussion of the evolution of separate faculty and staff advisors

- Lynn commented that this group has been great in terms of sharing and networking. She asked whether there is anything that can be shared with the faculty.

Question: What do the faculty view as their needs? Where do they feel limited in their advising?

- Lynn suggested using the clipboard survey tool and encourage faculty to complete that.

Comment: Not sure that faculty would bother to respond.

- Lynn asked for a volunteer to think of some questions that could be used in a survey to faculty. She asked Rita Dean to choose people to come up with some questions.

Question: Lynn asked if there were any other best practices that needed to be addressed for general advising.

Suggestions:

- How to handle early alerts – how to get students to come in and see advisors; how to know which students have multiple early alerts; isn't the Registrar supposed to generate a list of early alerts? Could the RAs in dorms help?
Action: Lynn asked each college to bring information to the next meeting on how they handle early alerts
- Concerns about shadow systems
- Registration for freshmen – difficult to set up schedules in June due to not having AP scores; what are other schools doing?
- Exclusion of AP students from Learning Communities – issue of where AP students are placed

Comment: There are different policies in different departments. What data should advisors be collecting and who is it for?

- **Action:** Lynn said that this is a question for Kit and she said she would ask her.
- **Action:** Advisors should let Lynn have any other questions for Kit so they could be presented to her in advance.

Next Meeting – March 10, 2005

- Kit Mayberry – Learning Community update
- Catherine Winnie - Honors Program
- Julie Cammeron and Susan Donovan – Tutoring Website
- Eileen Fishman – Advising Manual and Newsletter