

# **First-year advising in the College of Arts and Sciences**

**A brief guide for faculty advisors**

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## Preface

Who was the first faculty advisor? As an officially recognized title in the institutional organization of American higher education, that of “faculty advisor” is little more than a century old. But as a pattern for a significant relationship between a teacher and a student, academic advising is as old as the hills. In order to better understand what advising is, it may be useful to define our terms. When the Dean of the College solicits nominations for the College’s Paul Advising Awards his letter reminds departments that: “The Paul Awards are given annually to dedicated undergraduate advisors who make a difference in the lives of the Cornell students they mentor and inspire.” A faculty advisor is a teacher who “mentors and inspires,” and who “makes a difference” in the life of an undergraduate.

Using that as a definition, we find faculty advisors almost everywhere we look. An early example is the character who gave his name to one of the qualities of a faculty advisor: Mentor, the man Odysseus left in charge in Ithaca when the Greeks sailed off toward Troy, and the man who mentored Telemachus through his fatherless years. You will recall that when Athena, the goddess of wisdom, wishes to “mentor and inspire” Telemachus she does so by, in Robert Fitzgerald’s translation, “putting on Mentor’s figure and his tone, / the warm voice in a lucid flight of words.” It is worth pausing over those lines, especially the warm voice and its lucid flight of words. Homer has captured here something of the essence of the advising relationship. The successful advising relationship combines the warmth of an emotional attachment with the lucidity of genuine intellectual engagement.

Advising is an often very difficult task. Advising is not a component of most graduate educations. Graduate students will, of course, learn their fields very well; if they are fortunate, they also will be given the opportunity to be trained as teachers in those fields. Advising, however, is something that most often is learned as one does it. Mentor, in the episode from The Odyssey quoted above, had the advantage of having his role filled by the goddess of wisdom. Most advisors aren’t so lucky. They must acquire wisdom through practice, and it can be an arduous practice.

Advisors in the College of Arts and Sciences typically have advising cohorts of at least ten students in addition to their teaching responsibilities, other departmental and college administrative responsibilities, and the responsibilities they carry toward their scholarly professions. More and more we find that students come to advisors for a greater range of advice than simply planning courses for the coming semester (though that in itself can be a challenge). Faculty advisors are often the first, and for many the only, adult contact for students arriving on campus in the fall of their freshman year. Those early advising appointments can be times of emotional stress as students adjust to being away from home, to being away from the comfort they felt with their high school guidance offices, to being in the first really challenging courses they’ve faced in their lives, to being in dormitories filled with energetic, supremely intelligent and diverse groups of other students from far-flung backgrounds.

It is a remarkable fact of the College of Arts and Sciences that, despite the fullness of their professional obligations as teachers and scholars, so many of our faculty are gifted and successful advisors. One objective measure of the success of the college advising structure is graduation rates and our college has one of the highest in the nation. While not all of our

students will be as fortunate as Telemachus to have the goddess of wisdom impersonating their faculty advisors, the College of Arts and Sciences is graced with faculty particularly skilled at the challenging task of mentoring and inspiring the gifted young people who are our students.

David DeVries  
Associate Dean of Undergraduate Education

## Introduction

Thank you for performing the valuable service of advising first-year students in the College. The following pages serve as a brief guide to first-year advising and replace the faculty advising orientation. If you have questions or need help, you may consult other resources on the faculty advising web site (<http://www.arts.cornell.edu/faculty.php>), or telephone me or any of the other advising deans. Our primary advising responsibilities are below, and a fuller list of our responsibilities is on the faculty advising web site:

### **Freshmen and sophomores (5-5004):**

With last names beginning A-D: Ken Gabard

With last names beginning E-K: Jim Finlay

With last names beginning L-P: Clare McMillan (5-4833)

With last names beginning Q-V: Pat Wasyliv

With last names beginning W-Z: Artie Smith (5-4833)

Minority students and HEOP/COSEP students: Janice Turner

Latino/a students and COSEP: Juliette Corazon

### **Juniors and seniors (5-4833):**

With last names beginning A-D, W: Tammy Shapiro

With last names beginning E-G, Z: Heather Struck

With last names beginning H-L, X-Y; and HEOP/COSEP: Myra Sabir

With last names beginning M-R, U-V: Ray Kim

With last names beginning S-T: Juliette Corazon

Maria Davidis  
Assistant Dean [on leave, 2009-10]  
Coordinator of faculty advising in the College

## NEW STUDENT PRE-ORIENTATION AND ORIENTATION SCHEDULES

**Pre-Enrollment (Wednesday, July 8<sup>th</sup> to Wednesday, July 29<sup>th</sup>):** For the first time, incoming first-year students in the College of Arts and Sciences will be pre-enrolling in their classes (see <http://www.arts.cornell.edu/preorientation/page1.php> ). Schedules will be submitted by July 29<sup>th</sup>, and the freshman/sophomore deans will be checking the schedules to make sure (a) that they have been submitted, and (b) that they are reasonable. Pre-enrollment should help prepare students more fully for their first meetings with you. Once pre-enrollment is over, you will be able to check your advisees' schedules online at <http://data.arts.cornell.edu/admiss/incoming.cfm>.

**Electronic balloting for first-year writing seminars (Thursday, July 30<sup>th</sup> to Sunday, August 9<sup>th</sup>):** First-year students may submit an electronic ballot for first-year writing seminars. Students submit their top five choices, and over 90% of students will receive one of their top three. (See [http://www.arts.cornell.edu/knight\\_institute/fws/fws.htm](http://www.arts.cornell.edu/knight_institute/fws/fws.htm) ).

### **Orientation (August 21<sup>st</sup> to August 26<sup>th</sup>):**

The full schedule of freshman orientation events is posted at the following address: <http://newstudentprograms.cornell.edu/orientation/default.html>. 2009 new student orientation dates and events relevant to faculty advising are as follows:

- Friday, August 21<sup>st</sup>: First-year students arrive on campus.
- Saturday, August 22<sup>nd</sup>: Convocation.
- Saturday, August 22<sup>nd</sup>: First-year briefing, given by the assistant deans of freshmen and sophomores (Ken Gabard, Pat Wasyliw, Jim Finlay, Clare McMillan, and Artie Smith). In this briefing, the freshman/sophomore deans will tell students what to expect in the freshman year and give advice on the transition. They will speak about College requirements, academic integrity, and thinking about a major, among other things.
- Sunday, August 23<sup>rd</sup>: A series of smaller, more specialized briefings will be held on topics such as pre-law studies and advising, pre-medical study and advising, etc.
- Sunday evening, August 23<sup>rd</sup>: Open house in Goldwin Smith. Representatives of each academic department in the College come to Goldwin Smith to answer questions about courses and course levels.
- **Monday, August 24<sup>th</sup>: First meetings with faculty advisors.** Meetings are scheduled from 9 a.m. through 12 noon (at which point first-year students meet with their peer

advisors), and then again from 1:00 to 2:30 pm., in time for students to go to this year's book discussion.

- Tuesday, August 25<sup>th</sup>: From 7 am to 9 am, first-year Arts and Sciences students can drop and add courses online before first-year students from other colleges. After 9 am, online drop/add opens up to all first-year students.

### **THE FIRST ADVISING MEETING**

As you know, students can be incredibly different from one another. Because students have pre-enrolled in their courses, they should be prepared and eager to talk about them with you and about why they have chosen this particular set of courses. Some first-year students, despite having pre-enrolled, may be overwhelmed by orientation, and may suffer from a kind of overload. These students can seem completely bewildered and unprepared, might remember nothing they were told at the freshman briefing, and may need more guidance than others. And some freshmen may have neglected to go to the briefing because they were doing something else and forgot, or because they attended parties the night before and did not wake up in time. Please be aware that you might see a range of preparedness and that the freshman deans did their best to inform the students of what they would need to know for their meetings with you.

### **Getting to know your advisees:**

You may want to get to know your advisees a bit before getting down to business. This is not to require that you be best friends with them, of course, but you may want to ask about their experiences moving into the dorm, if they've made friends with any fellow students, what extracurricular activities they plan to get involved in, or what their families are like.

You may also wish to tell them a bit about yourself, for example, briefly going over your research areas; and you may wish to talk, in the nicest possible way, about your expectations of what the advisor/advisee relationship will be. Let the students know the frequency with which you will communicate with them, whether you will insist they see you each time they want to add or drop a class, whether it is best to make appointments with you or come to your office hours. Then make the segue into advising them about their classes.

### **Getting to the advising:**

#### Advising tools:

A first-year advising tool kit is available at <http://www.arts.cornell.edu/faculty.php>. Go to the pull-down menu, and choose "Advising Tool-Kit: First-semester Students," which includes the resources below, among others:

At the data.arts website, and specifically at <http://data.arts.cornell.edu/admiss/incoming.cfm>, you will be able to see the date and time you are meeting with each advisee, and you will find information on your advisees, including

each advisee's summary sheet, which contains address, email, and telephone information; SAT scores; name of high school; and major interest. You may also see the courses in which your advisee has pre-enrolled.

You may also wish to look at your student's information in PeopleSoft's Faculty Center. The easiest way to get there is to go to <http://data.arts.cornell.edu/faculty/>, and click on [Faculty Center](#), about halfway down the page.

Armed with this information, you can help the student plan for the first semester. Please keep in mind that the following few paragraphs are a suggestion for how to proceed with the planning, not a compulsory plan of action.

#### Major interests:

Given that students have pre-enrolled, you will be able to base your discussion on the list of courses your advisee has chosen. As noted above, you may see these online at <http://data.arts.cornell.edu/admiss/incoming.cfm>. You can begin your discussion by asking, for example, how this particular set of courses fits in with your advisee's intended major and goals.

#### Choosing a schedule:

Your advisee should have pre-enrolled in a reasonable schedule, but you may have some questions as you look through his or her courses and talk about major interest(s):

- How many credits should a student take in a given term?
  - The minimum number of credits per semester for a full-time student is 12 academic credits, and the average number of credits per semester is 15 academic credits. (Academic credits, by the way, do not include **courses in remedial or developmental reading, service as a teaching assistant, physical education courses, supplemental science and math courses offered by LSC, EMT courses and most NavS, MilS and AirS courses**, except for those cross-listed in other colleges. In addition, what used to be the **0 and 00 courses** (with the exception of CS 099), which, under PeopleSoft, are numbered inconsistently, do not count toward the number of credits or courses. A partial list of non-credit courses is at <http://www.arts.cornell.edu/stu-adv/coursesdontcount.php> ). If you are in doubt about whether a particular course counts, please consult an advising dean.
- How many courses are in a normal courseload?
  - Taking 15 credits usually works out as four or five courses. Students who are certain of their course choices and don't want to overload themselves may want to take only four courses. Other students will want to sign up for five courses and be able to drop the one they end up liking the least.
- What advice should I give to undecided students?
  - You should encourage students to explore their interests rather than thinking about their curriculum as a list of requirements they are trying to check off as

quickly as they can. If they explore their interests in the first three semesters, lots of those requirements will take care of themselves, and students will have found majors in which they are really interested.

- There are, of course, exceptions to the previous comment. Students must take first-year writing seminars, and students must think about their language requirement, particularly if they are interested in studying abroad later. I will explain these requirements more fully below.
- How do I know which level of course to recommend?
  - Keep in mind the level at which the student comes in, and help choose courses accordingly. You can look at the student's high school transcript and AP exam results for clues, and see the AP equivalency chart in the pdf version of Courses of Study online, near the beginning of the volume. The student may also have taken a Cornell placement test and will either know the results or have an idea of two courses into which s/he might be placed. Last, the student should have gone to the departmental open house on Monday evening, and while there may have asked the DUS in the appropriate department about a given AP versus the Cornell course.
- Why was I assigned an advisee with interests outside my discipline?
  - We do our best to assign students to faculty advisors in fields in which they have an interest, but do keep in mind, if you have an undecided student or a student who intends to major in a field that cannot take pre-major advisees, s/he was by necessity assigned to you and therefore may not be interested in your field.
- My advisee wants to know about grade options. What do I tell him/her?
  - Most students take courses for letter grades, but students have the option to take classes S/U, or satisfactory/unsatisfactory, particularly if a course is in a completely unfamiliar discipline and the student does not want the pressure of taking the course for a grade. Students should keep in mind that S is given for a grade of C- or above, and U is given for anything below a C-. All too often, students believe that S/U means pass/fail, and that is not the case, given that D- is our lowest passing grade.
- My advisee expects me to know about every course at the university. How can I advise him when I may not know about a course outside my own department?
  - You can tell him or her that you know about some courses but not all, since there are, after all, over 2000 courses in our College alone. If s/he wants to know about a particular course, s/he should talk to someone in the relevant department and ask more about the course. If your advisee has more general questions that you do not feel comfortable answering, you should feel free to call the Advising Office at 255.5004 to speak with one of the freshman/sophomore deans:
    - Freshmen and sophomores with last names beginning A-D: Ken Gabard
    - Freshmen and sophomores with last names beginning E-K: Jim Finlay
    - Freshmen and sophomores with last names beginning L-P: Clare McMillan (255.4833)

- Freshmen and sophomores with last names beginning Q-V: Pat Wasyliw
  - Freshmen and sophomores with last names beginning W-Z: Artie Smith (255.4833)
  - Latino/a students and COSEP: Juliette Corazon
  - Underrepresented minority students and COSEP/HEOP: Janice Turner
- What should a first-year student's schedule look like?
  - A sample courseload for a **non-premed** student will look something like the following:
    - First-year writing seminar (FWS): About 125 first-year writing seminars spanning almost all departments in the College (and some out-of-College departments), are offered each semester. Your advisee will be able to enter a lottery for the FWS beginning on August 18<sup>th</sup> and ending at midnight on August 27<sup>th</sup>. He or she will pick five and will normally receive one of his or her top three choices. When the student meets with you, he or she will want to talk about the FWS but, obviously, s/he cannot choose it.
    - A foreign language course. Which language course depends on whether the student is beginning a new language or continuing one s/he began in high school. If an advisee would like to continue taking a language s/he began in high school, s/he should have taken or should take a placement exam. Depending on the language, placement exams are offered online in the summer and/or on campus during orientation week. The language placement exam schedule is on page 8 of the new student orientation guide and can be downloaded at <http://newstudentprograms.cornell.edu/orientation/default.html>
    - A course in a possible major. If a course has a section and/or lab, the student needs to remember to sign up for it or them as well.
    - A course in a discipline s/he has not encountered before and in which s/he is interested.
    - A physical education class. The student must take the required swim test and then sign up for a PE class at Teagle. If the student cannot pass the swim test, swimming must be the first PE class. Please remind the student that PE is not an academic credit and that s/he needs to take at least 12 academic credits for the term.
    - Another course of his or her choosing, if s/he wants to begin with five courses rather than four.
  - For a premed student, at least two courses may be part of the usual sequence required for medical school and may or may not be courses in that student's major. A sample courseload for a premed student would therefore look like the following::
    - First-year writing seminar (FWS). See above for lottery procedure. If the premed student is not intending to major in biology, chemistry,

or mathematics, s/he may want to use the first-year writing seminar as a means to explore a possible major interest.

- Introductory biology (usually taken freshman or sophomore year)
- General chemistry (usually taken freshman or sophomore year)
- Mathematics (usually taken freshman or sophomore year)
- Foreign language (see comments above, under “Possible schedule for a non-premed student”).
- PE (see comments above, under “Possible schedule for a non-premed student”).

If a student has a weak background in Chemistry, it may be wise to have him or her delay taking chemistry until sophomore year. That leaves him or her free to concentrate on two premedical courses rather than three during this sometimes difficult transitional year. S/he can then take chemistry during sophomore year, when s/he is more ready for it.

You may direct students to Janice Turner, the Arts and Sciences advising dean for premedical studies; to Judy Jensvold, Senior Associate Director, Health Careers, Career Services; or to Bonnie Comella or Wendy Aquadro, advisors in the Office of Undergraduate Biology, for more in-depth advising on pre-medical studies. You may also consult the booklet, Health Careers Guide for Preapplicants, on the web at <http://www.career.cornell.edu/HealthCareers/humanMedicine/default.html>.

- What are the College’s requirements for graduation?
  - The requirements, as created and voted upon by the faculty, are as follows:
    - **34 courses.** A full course is 3 or 4 credits, a half course is 2 credits, and there are a few 1-credit courses in the music and theatre departments, that aggregate to form half (2 cr.) and full (4 cr.) courses.
    - **120 credits, 100 of which must be from the College of Arts and Sciences.** Students sometimes wonder if they have to take 20 credits out of college or if they can only take 20 credits out of college. The bottom line is that the 100 credits in Arts is a minimum number, as is the 120 credits total. Students can take more than 20 credits out of college as long as they take 100 credits within; they can also take all their credits in Arts and accumulate more than 120.
    - **Fulfillment of a major.** Students must declare a major by the end of the sophomore year, and the courses will usually take up a third of their entire courseload. In the junior and senior years, students usually take one half of their courses in their majors.
    - **Fulfillment of distribution requirements.** Distribution requirements changed in Fall 2003 to the following:
      - **Four courses in Physical & Biological Sciences, and in Mathematics and Quantitative Reasoning:** Students must take 2 courses in Physical & Biological Sciences, denoted by “PBS” in Courses of Study, 1 Mathematics & Quantitative Reasoning, denoted by MQR, and 1 course that is either PBS or MQR.

- **Five courses of 3 or more credits in the following social sciences, humanities, and arts categories:**
  - **Cultural Analysis (CA)**
  - **Historical Analysis (HA)**
  - **Knowledge, Cognition, & Moral Reasoning (KCM)**
  - **Literature & the Arts (LA)**
  - **Social & Behavioral Analysis (SBA)**

**Important notes:**

- The courses must come from at least four of the five rubrics (and may include courses in the major).
- No more than three of the five courses (including cross-listed courses) may be from the offerings of any one department.
- For many departments, different courses may fall under different categories.
- A course itself will only fall under one category.
- If a student is searching for a course that will fulfill a particular distribution or breadth requirement, s/he can go to <http://www.cornell.edu/academics/courses.cfm> and search the pdf document for a particular distribution code such as KCM-AS or CA-AS. Please note the addition of the –AS to the distribution codes, made necessary because other colleges at the university have adopted our distribution codes. If the code is not followed by –AS (except for PBS and MQR), the course does not count toward our distribution requirements.
- **Breadth requirements:**
  - **Geographic breadth requirement:** Students must include in their undergraduate program at least one Arts and Sciences course that focuses on an area or a people other than those of the United States, Canada, or Europe. Courses fulfilling this requirement are marked with a @ in Courses of Study.
  - **Historic breadth requirements:** Students must include in their undergraduate program at least one Arts and Sciences course that focuses on an historic period before the twentieth century. Courses fulfilling this requirement are marked with a # in Courses of Study.
    - **Notes:**
      - Students may use the same course to satisfy both breadth requirements.
      - Distribution and major courses may overlap with the breadth requirements.
- **Two first-year writing seminars.** If your advisee received a “5” on the English AP examination, s/he is exempted from one first-year writing seminar.
- **Fulfillment of the foreign language requirement,** which may be satisfied by one of the following options:

- Passing a) a non-introductory course in a foreign language at the 200-level or above or b) any other course *conducted* in a foreign language.
  - Passing at least eleven credits of study in a single foreign language at Cornell.
  - Exception: Students whose speaking, reading, and writing competence in some language other than English is at the level of native or near native competence or at the level demanded in a 400-level seminar conducted in that language (as shown by special examination or interview here at Cornell) are exempt from the college's language requirement.
  - Passing a **swimming test and two courses in physical education**. If a student does not pass his or her swimming test, beginners' swimming will be the first physical education course. Students with a disability who desire a substitution for this requirement should see Dean Clare McMillan, 172 Goldwin Smith, 255.4833.
  - **Electives**: Four or five courses (totaling at least 15 credits), not used to fulfill other requirements and not in the major field.
  - **Residence**: Eight full-time semesters, unless a student can successfully complete all other requirements in fewer than eight semesters and meet the additional criteria to accelerate graduation.
  - **Application to graduate**: This form must be submitted in the semester before which the student wishes to graduate. Students receive information about this at the beginning of the senior year.
- What paperwork does my advisee need to submit in order to enroll in courses?:  
This year, your advisee needs no paperwork at all. If, based on the conversation with you, your advisee wishes to change a course or two, s/he can go online as early as 7:00 Tuesday morning and add or drop. From 7 a.m. to 9 a.m., only first-year A&S students may add/drop. At 9:01 a.m., all A&S students may add/drop.

After orientation:

- How can I follow up easily with my advisee(s):
  - If you use Eudora to email, you can easily follow up with a student during the semester. Suppose you meet with a student, know that you will want to follow up in two weeks to ask if everything is going well, and also know that you will not remember to do so. In Eudora, you can write a message and then program it to be sent whenever you like, eliminating the need to write a note to yourself to email the student at some later date. Right after your meeting, then, you can write your message, close it without sending, and then go to your outbox. Make sure the message in question is highlighted. From the menu at the top of the Eudora screen, choose Message, then Change, and then click on Queuing. A box will appear asking when you want to send your message. You can change the time and date to the desired time and date for sending, and then click the OK button. The message will sit in your outbox and be sent at the time you have designated.

- In Arts Reports (<http://data.arts.cornell.edu/faculty/advisees.cfm>), there is a link that allows you to email all of your students at once.
- What are the semester deadlines that my student will have to meet?:
  - Every semester, we have students who miss registrar's deadlines, which are voted upon by the faculty and enforced by the advising office. For example, a student might come in four weeks into the term, say she didn't realize until that day that she had selected the S/U option for a given class, and want to change to a letter grade. Had the student looked at "Just the Facts" only the week before, she could have changed the grade option; but as of week four, students must keep whatever grade options they have selected. If you can, then, please remind your advisees that they need to know these deadlines and that they should check "Student Center" before the deadlines to make sure that the schedules they think they have are the schedules they actually have. The dates are as follows:
    - End of week 3 (Friday, September 18, 2009):
      - Deadline to add courses freely. After this point, courses may only be added by petition.
      - Deadline to change grade option from S/U to letter or vice versa. Important note: Students often come to their advising deans in week 4 or 5, saying that they wish to change their grade option in a given course and telling us that their advisor or instructor supports the change. Please be aware that this is a firm deadline, and the student will not be able to petition for the change.
    - End of week 7 (Friday, October 16, 2009):
      - Deadline to drop courses freely. After this point, students may petition to withdraw from a course. If they do, they will receive a "W" instead of a letter grade on the transcript.
    - End of week 12 (Friday, November 20, 2009)
      - Deadline to petition to withdraw from a course.
- What if my student has problems?:
  - If your student has problems, whether personal or academic, do not hesitate to call one of the advising deans at 255.5004 or 255.4833. Often, we will have received phone calls or emails from other faculty members about the student, and we like to have as full a picture as possible so that we can help the student.
  - If you are concerned about a student's psychological well-being but feel that you are not in an emergency situation, please telephone the Office of Advising to let us know.
  - If you have immediate concerns about a student's safety and feel that you are in an emergency situation, please stay with the student and telephone

Counseling and Psychological Services directly at 255.5208 (255.5155 after hours), or Cornell Police at 255.1111.

- I've been told that I need to keep student records confidential. What are the rules surrounding confidentiality?:
  - Faculty members and students are often concerned about confidentiality. Confidentiality rules are based on the need to know. If the person to whom you are speaking really needs to know and is authorized to know, then you are allowed to talk to them. Responses to particular parties are as follows:
    - *Parents or anyone outside the College:* Please refer phone calls from parents to the office of advising (255.5004 or 255.4833).
    - *Colleagues:* You may tell colleagues things you have directly observed about a particular student's behavior, but you may not tell them grades or other items of record unless they need to know, for example, in order to decide whether a student should receive honors or a departmental award.
    - *Advising deans:* You may tell us anything about a student, including grades. We sometimes need this information to be able to figure out whether a student is telling us the full extent of his or her academic problems.
  - You may also be concerned about the fact that the information you receive may be more limited than that which you give to medical professions or advising deans. The reasons for this are as follows:
    - Medical professions have a stricter code of confidentiality than anyone else at the university. They are not allowed to divulge information about a student to anyone unless they have that student's express written permission.
    - Advising deans will be able to listen to anything you have to tell us about a student, and we can tell medical professionals about concerns you or we have about a student. We will, however, be unable to divulge any information about a student to a faculty member unless the information pertains directly to a course taught by that faculty member or unless the faculty member is the student's faculty advisor and therefore needs a full picture of the student's circumstances.
  
- I really want to see my student before s/he adds or drops any courses during this semester and before s/he pre-enrolls for next semester. Is there a way I can make sure s/he will make an appointment with me? :
  - Yes. If you go into Faculty Center – again, going to <http://data.arts.cornell.edu/faculty/> and then clicking on “Faculty Center” is the fastest way to get there – you will need to click on the “Advisement” tab. You will see a list of your advisees and some buttons on the bottom of the screen. Click on the “Eligible to Enroll” button, and you will see “Processing” blinking in the top right-hand corner of the screen. In a minute, you will see a page entitled “View My Advisees.” You will see each of your advisees listed on the left, and in the “Eligible to Enroll” column to the right, you will see “Yes” by each advisee's name. You can change a “yes”

to “no” for each individual advisee, or, if you want all your advisees to see you, you can look just above the table of advisees to “Eligible to Enroll for All Advisees” and change the blank to “no.” Remember to click on the yellow “save” button before exiting.

- What online advising resources are there? :
  - The Faculty Advising web site, <http://www.arts.cornell.edu/faculty.php> , can help you. It contains links to the following:
    - Data.arts (<http://data.arts.cornell.edu/default.cfm>):
      - Data.arts shows you degree audit information for your advisees.
      - One handy feature of data.arts is the location of all your advisees’ email addresses on the page listing their names. If you need to email all of your advisees, you can cut and paste this list into the bcc: line of an email message. Please bcc: rather than cc: because of confidentiality concerns.
    - Faculty Center Faculty Center will give you information on each of your advisees, including a photograph, current schedule, grades for all semesters, test scores, addresses, and pre-enrollment information. Some of this information will, of course, be more valuable for subsequent semesters than for this one.
    - Reference tools, all accessible from <http://www.arts.cornell.edu/faculty.php> :
      - Academic Integrity, Cornell Code of
      - Courses of Study
      - Degree requirements from *Courses of Study*
      - Where to Call or Direct Students in the Dean's Office (HTML)
      - Working Teams and Responsibilities of Advising Deans (HTML)
    - Other useful links: There are links to various career services sites, special program sites, and student services sites.

If you have any questions, please do not hesitate to contact the Office of Advising at 255.4833 or 255.5004.