

Student Advisory Council Transcript

February 24, 2022

00:00:41.700 --> 00:00:57.390

Wilson Garland: Alright, well, we might as well go ahead and get started, I know that we have a lot of interesting things to talk about tonight, and I know there'll be some additional folks joining us as we go, but thank you all for joining us already.

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00:00:58.980 --> 00:01:09.840

Wilson Garland: and looking forward to the discussion so as usual, I just want to remind folks that we are recording this not to distribute as a video but we capture the.

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00:01:11.190 --> 00:01:12.990

Wilson Garland: The transcript as a way of.

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00:01:14.820 --> 00:01:22.350

Wilson Garland: Providing some ability to go back and review and also get folks visibility, as to the sorts of things we're discussing here in this group.

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00:01:22.350 --> 00:01:24.660

Wilson Garland: So thank you for that.

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00:01:25.740 --> 00:01:37.560

Wilson Garland: The other thing i'll just mention is that I know we've got every time some some new faces joining us so we'll also go around and do a quick introduction for everybody, just so we all have a sense of who's here and.

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00:01:38.220 --> 00:01:45.090

Wilson Garland: can get some understanding of what perspective folks are coming from as we talk about the things we'll talk about.

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00:01:46.470 --> 00:02:01.200

Wilson Garland: And today we're here to talk in in some detail about advising and academic support and other things so looking forward to our discussion as we go ahead with that so i'll start off i'm Wilson Garland and i'm the.

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00:02:02.220 --> 00:02:12.390

Wilson Garland: director of transformation and project manager for the transformation projects and i'll go around the screen and i've got Kelly back with next.

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00:02:13.740 --> 00:02:18.600

Kelley Beckwith: Wilson Hello everybody i'm Kelley Beckwith I am the associate Dean for student success.

12

00:02:19.680 --> 00:02:28.380

Kelley Beckwith: At Castleton and i'm the lead on the advising academic support and disability services transformation team it's really great to be here tonight thanks for having us.

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00:02:30.390 --> 00:02:31.830

Kelley Beckwith: Do I hand it off, both in our do you.

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00:02:31.830 --> 00:02:34.290

Wilson Garland: Call i'll call on Meg okay.

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00:02:36.120 --> 00:02:40.800

Meg Walz: hi everybody i'm Meg Walz i'm with the office of the Chancellor it department.

16

00:02:43.140 --> 00:02:44.070

Wilson Garland: Jennifer Jones.

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00:02:45.060 --> 00:02:53.700

Jennifer Jones (she, her, hers): I am Jennifer Jones i'm director of the academic support Center at castleton, and I am co chairing the academic support some committee.

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00:02:56.220 --> 00:02:57.060

Wilson Garland: Mike Stevens.

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00:02:59.040 --> 00:03:02.520

Michael Stevens: Well folks i'm a project manager working on the transformation team.

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00:03:04.740 --> 00:03:05.190

Wilson Garland: Kevin.

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00:03:07.080 --> 00:03:10.380

Kevin McGreal (He, Him, His): I am Kevin McGreal i'm a student at CCTV.

22

00:03:12.150 --> 00:03:12.720

Wilson Garland: Maurice.

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00:03:13.530 --> 00:03:19.020

Maurice Ouimet: Everyone i'm Maurice Ouimet i'm dean of enrollment and i'm leading the student experience transformation team.

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00:03:20.760 --> 00:03:21.330

Wilson Garland: Denise.

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00:03:23.610 --> 00:03:33.870

Denise Moses, NVU-L: Denise Moses director of academic support and disability services at Linden and i'm serving on the academic support and disability services transformation teams.

26

00:03:34.920 --> 00:03:36.210

Wilson Garland: Okay, Sara.

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00:03:38.610 --> 00:03:47.550

Sara Kinerson: i'm Sara i'm the director of advising at the mbu Johnson campus and i'm helping out with that the team that kelly's leading for advising and academic support.

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00:03:49.620 --> 00:03:50.040

Wilson Garland: Ryan.

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00:03:52.230 --> 00:03:55.590

Cooney, Ryan J.: Ryan Cooney student trustee Vermont state college system board of trustees.

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00:04:00.120 --> 00:04:02.130

Hannah Cerasoli: I'm Hannah Cerasoli I am.

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00:04:03.630 --> 00:04:05.160

Hannah Cerasoli: Almost graduating.

32

00:04:06.300 --> 00:04:08.340

Hannah Cerasoli: Through the NVU online Program.

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00:04:09.570 --> 00:04:09.900

Hannah Cerasoli: Great.

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00:04:10.500 --> 00:04:10.980

Shelby.

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00:04:12.660 --> 00:04:21.510

Shelby Day: And there i'm Shelby Day coordinator of advising and retention at etc, and also a member of working with Kelly on the academic advising and support team.

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00:04:22.740 --> 00:04:23.940

Wilson Garland: Right Sophie.

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00:04:26.670 --> 00:04:30.570

Sophie Zdatny, Chancellor: hi i'm Sophie Zdatny i'm the chance to further Vermont state college system.

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00:04:32.400 --> 00:04:32.850

Wilson Garland: Karen.

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00:04:34.800 --> 00:04:40.260

Karen Madden: I'm Karen Madden and i'm working with Kelley, and then co chair with Jen of the academic support services team.

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00:04:41.250 --> 00:04:42.450

Wilson Garland: Great Thank you Perry.

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00:04:44.520 --> 00:04:48.000

Perry Ragouzis: Yes, hi I am a freshman student at Castleton university around this.

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00:04:49.560 --> 00:04:50.160

Perry Ragouzis: Like you.

43

00:04:50.220 --> 00:04:50.820

Sarina.

44

00:04:52.890 --> 00:04:56.910

Sarina Pesinkowski: hi I am a fifth year student campus based on the Johnson campus.

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00:04:59.160 --> 00:04:59.670

Wilson Garland: Thank you.

46

00:04:59.730 --> 00:05:00.150

Brittany.

47

00:05:02.760 --> 00:05:08.160

bpfaff@ft.newyorklife.com: hey my name is Brittany Pfaff I am a new Northern Vermont university online students.

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00:05:10.320 --> 00:05:11.040

Wilson Garland: Thanks Brittany.

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00:05:11.610 --> 00:05:12.030

sure.

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00:05:13.560 --> 00:05:17.970

Sharron Scott: Hello i'm Sharron Scott i'm the chief financial and operating officer it's so nice to see you all.

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00:05:20.250 --> 00:05:20.490

Wilson Garland: Right.

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00:05:20.730 --> 00:05:23.160

Wilson Garland: Thank you very much, everyone.

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00:05:24.540 --> 00:05:24.930

Wilson Garland: All right.

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00:05:26.100 --> 00:05:28.170

Wilson Garland: Alright well with that I guess.

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00:05:29.550 --> 00:05:30.960

Wilson Garland: Can I turn it over to you Kelley.

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00:05:32.160 --> 00:05:32.550

Wilson Garland: Okay.

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00:05:33.510 --> 00:05:40.470

Kelley Beckwith: Thank you Wilson, can I share my screen will that work, how will I bet Nick has that all ready to go.

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00:05:41.790 --> 00:05:42.330

Kelley Beckwith: Okay.

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00:05:44.670 --> 00:05:45.720

Kelley Beckwith: So.

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00:05:47.280 --> 00:05:49.800

Kelley Beckwith: Hopefully you can all see my slides yes.

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00:05:52.800 --> 00:06:01.770

Kelley Beckwith: We have prepared a few prompts for you and we're just going to jump right in rather than tell you too much about what's been going on, we were going to start out by asking you some questions because.

62

00:06:03.060 --> 00:06:10.710

Kelley Beckwith: The the brief introduction I will give is that the core part of the advising team has been meeting since July we've been meeting weekly.

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00:06:11.220 --> 00:06:11.700

Kelley Beckwith: and

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00:06:11.730 --> 00:06:20.340

Kelley Beckwith: Just in case anyone asks you what's the best team in transformation, you now have met some members of the best team and transformation, which is our team.

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00:06:20.670 --> 00:06:27.090

Kelley Beckwith: And that has nothing to do with me, but it has to everything to do with the fine folks that you've met on the screen and the other folks that have been meeting since July.

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00:06:27.600 --> 00:06:37.230

Kelley Beckwith: And i'm saying that a little bit tongue in cheek but not really because we really have been so aligned on our dedication and commitment to.

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00:06:37.590 --> 00:06:54.240

Kelley Beckwith: Making advising is student centered and responsive to the needs of yourselves and your peers, as we can so with that we are going to start with a big picture type question which is this what does student success mean to you as a college student.

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00:06:57.990 --> 00:07:09.810

Kelley Beckwith: And I can't see everyone I don't know Wilson what the protocol is but it's fine with me if people just sort of unmute and chat or if they want to raise their hand or use the chat box any way you want to share your thoughts.

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00:07:11.430 --> 00:07:13.950

Wilson Garland: Any of those but certainly raise your hand and.

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00:07:15.330 --> 00:07:15.900

Wilson Garland: chime in.

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00:07:26.130 --> 00:07:27.510

Kevin McGreal (He, Him, His): Well, I can chime in here.

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00:07:28.470 --> 00:07:29.700

Kelley Beckwith: Thank you Kevin.

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00:07:29.790 --> 00:07:34.800

Kevin McGreal (He, Him, His): yeah um, so I think generally you know most basically.

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00:07:35.220 --> 00:07:39.840

Kevin McGreal (He, Him, His): If you're going in for a certificate or degree program would be completing that.

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00:07:41.520 --> 00:07:53.640

Kevin McGreal (He, Him, His): I think on maybe a more deeper level is expanding perspective i'm encouraged encouraging curiosity and continuing to like.

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00:07:56.370 --> 00:08:10.950

Kevin McGreal (He, Him, His): dive into you know learning more about the world and and really exploring who you are, as a person, and if you go into college experience and you come out learning more about yourself being more curious and actually figuring out there's even less that you.

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00:08:11.640 --> 00:08:16.980

Kevin McGreal (He, Him, His): You know, realizing there's a lot that you still don't know I think that's a success successful experience in my book.

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00:08:18.900 --> 00:08:21.600

Kevin McGreal (He, Him, His): Thank you Kevin i'm still feeling thirsty for more.

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00:08:30.750 --> 00:08:31.530

Wilson Garland: Go ahead Barry.

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00:08:33.000 --> 00:08:48.990

Perry Ragouzis: um I mean for me, I mean i'm obviously a consultant, and the whole idea of having a liberal arts institution really is something that I latched onto and I was trying to find an institution, so I think kind of also.

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00:08:50.220 --> 00:08:54.060

Perry Ragouzis: mashing in there with successfully completing your degree program or.

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00:08:55.080 --> 00:08:57.000

Perry Ragouzis: certificate program I think being.

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00:08:58.470 --> 00:09:06.330

Perry Ragouzis: A well rounded member of the citizenry is something that I mean now that's nebulous I know but that's something that I really, really think that.

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00:09:06.900 --> 00:09:18.840

Perry Ragouzis: College has the potential to do, and especially in today's political and social climate, believe it or not, I think that having well rounded educated individuals is just so critical.

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00:09:20.100 --> 00:09:26.460

Perry Ragouzis: And I think that, if that is something you don't have you are not successful in your college career.

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00:09:28.470 --> 00:09:30.600

Kelley Beckwith: Thanks Perry go ahead Hannah.

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00:09:32.460 --> 00:09:45.690

Hannah Cerasoli: I come from, I guess, my lens is I work in education, I work with specific specifically in special education at the elementary school level and we constantly are thinking of the whole.

88

00:09:46.350 --> 00:10:01.050

Hannah Cerasoli: Child and I think that that applies through out all types of education i'm also a non traditional student who has done a lot of different types of college paths and.

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00:10:01.470 --> 00:10:17.760

Hannah Cerasoli: So I guess I think not thinking of it as traditionally maybe thinking more of you know, the overall like Perry and Kevin have both already said kind of thinking more of the whole person, and not just.

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00:10:19.470 --> 00:10:30.330

Hannah Cerasoli: it's not just about the certificate at the end, even though that's the ultimate goal it's kind of the journey that gets you there what you kind of discover about yourself along the way, I think.

91

00:10:31.980 --> 00:10:43.260

Hannah Cerasoli: And I really like how Perry put it as like that thirst like we talked about big brain thinkers and in the elementary school and you know, the more questions you have you know, the more.

92

00:10:44.490 --> 00:10:52.530

Hannah Cerasoli: The more you can learn and grow your whole life, so I guess to me it's it's a bigger picture of the whole overall person.

93

00:10:53.820 --> 00:10:54.660

Kelley Beckwith: Thank you Hannah.

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00:10:55.140 --> 00:10:58.110

Kelley Beckwith: You guys are awesome i'm loving this okay serena your next.

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00:11:00.360 --> 00:11:13.920

Sarina Pesinkowski: So I agree with everything that everybody else has said so far, I also think personally like since student success is defined differently by each person, I think, a large part of it is like personal satisfaction in your experience.

96

00:11:15.090 --> 00:11:20.850

Sarina Pesinkowski: So i'm in my fifth year and it took me a really long time to wrap my head around that and accept it for myself.

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00:11:22.800 --> 00:11:34.620

Sarina Pesinkowski: And some of the time that i've been in college I haven't exactly been satisfied with my experience, both on a personal level how I feel about my own progress but also how I feel about the environment and i'm that i'm in and how.

98

00:11:35.430 --> 00:11:43.620

Sarina Pesinkowski: I usually feel supported, but sometimes it's a little tricky and it doesn't always work out the way that you're hoping for it to or that everybody thinks it might, so I think.

99

00:11:44.580 --> 00:11:50.010

Sarina Pesinkowski: A large part of it is just student satisfaction because it ties into everything that everybody's already said and.

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00:11:51.510 --> 00:12:02.160

Sarina Pesinkowski: I just realistically at the end of the day, the degree is important, but if you get the degree and you don't feel good about it, or about the path that it took you to get there.

101

00:12:04.170 --> 00:12:11.070

Sarina Pesinkowski: A you might end up presenting it, and also, will it feel worth it, and will you feel successful so.

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00:12:12.540 --> 00:12:13.410

Sarina Pesinkowski: Thank you, Sir, you know.

103

00:12:14.460 --> 00:12:18.120

Kelley Beckwith: I also noticed, there were two two comments in the chat so thank you for those.

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00:12:20.820 --> 00:12:26.550

Kelley Beckwith: i'm feeling ready to move on to the next question, but I just want to make sure nobody else had anything they wanted to add.

105

00:12:29.490 --> 00:12:31.680

Kelley Beckwith: thanks for the comment about critical thinking Kevin.

106

00:12:34.320 --> 00:12:34.830

Kelley Beckwith: Okay.

107

00:12:38.580 --> 00:12:45.360

Kelley Beckwith: whoops there we go, so the next question is this based on your experience here in the vc.

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00:12:45.780 --> 00:12:53.190

Kelley Beckwith: or elsewhere, or even based on what you've heard from other college students in your life people who maybe attend other universities.

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00:12:53.760 --> 00:13:09.390

Kelley Beckwith: What should the ideal advising experience look like at the vs you this is really the question that we have on the table currently on the advising team as we try to create we're going to propose a model So what does that bring to mind that question.

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00:13:10.590 --> 00:13:12.690

Kelley Beckwith: The ideal advising experience.

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00:13:23.850 --> 00:13:37.020

Sarina Pesinkowski: Just an initial thought and i'm sure, a lot of people would agree and we've talked about this in regards in previous meetings in regards to lots of other facets moving forward the idea that it could be hybrid that there'd be an in person team, but also.

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00:13:38.070 --> 00:13:42.330

Sarina Pesinkowski: The ability for like a chat feature or to have virtual meetings.

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00:13:43.860 --> 00:13:47.790

Sarina Pesinkowski: Like regardless of covert I think there's just a lot of people who are busy and.

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00:13:48.900 --> 00:13:55.620

Sarina Pesinkowski: Time constraints and scheduling has been a barrier for a lot of people, myself included in the past, at least, so I think that.

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00:13:56.850 --> 00:14:02.550

Sarina Pesinkowski: i'll brainstorm more about other things that could be the ideal advising experience, but I think having a hybrid model.

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00:14:04.200 --> 00:14:07.110

Sarina Pesinkowski: And like expanded communication would be a great start.

117

00:14:08.160 --> 00:14:09.600

Kelley Beckwith: that's helpful serena Thank you.

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00:14:13.710 --> 00:14:25.200

Hannah Cerasoli: Just to piggyback off of that I did the I was actually part of the Johnson external degree program before and view was a thing, and before we really had the online Program.

119

00:14:25.500 --> 00:14:34.410

Hannah Cerasoli: And we were supposed to kind of be incorporated at that point into our degree fields as far as I recall, and.

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00:14:34.710 --> 00:14:44.310

Hannah Cerasoli: Now there's a separate like advising team for the online students and it's amazing the difference that that has really made in my opinion.

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00:14:44.700 --> 00:14:53.610

Hannah Cerasoli: I know that I can contact my advisor anytime and he is very prompt, he will be back to me, probably within 24 hours I would guess.

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00:14:54.570 --> 00:15:08.700

Hannah Cerasoli: You know if we schedule a meeting he has all the time in the world, he seems like anyways although i'm sure he doesn't really but he doesn't ever make me feel rushed, and I think having those separate pieces, I think that makes a lot of sense for.

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00:15:09.900 --> 00:15:18.480

Hannah Cerasoli: I guess going back to success like he he has been a huge help to me, I know in this in my process and it's been much better than what I experienced then.

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00:15:19.530 --> 00:15:20.190

Kelley Beckwith: Thank you Hannah.

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00:15:20.700 --> 00:15:21.480

it's very helpful.

126

00:15:38.550 --> 00:15:40.530

Kelley Beckwith: That must be Brittany.

127

00:15:42.060 --> 00:15:46.980

bpfaff@ft.newyorklife.com: So amazing i've had in school advisement as well as.

128

00:15:48.150 --> 00:15:55.470

bpfaff@ft.newyorklife.com: I think I was probably one of the first students at a different college to have online courses and online so it's changed a little bit for me, but.

129

00:15:55.980 --> 00:16:05.640

bpfaff@ft.newyorklife.com: I have to say, when I was in school my advisor was definitely much more hands on whereas my experience here with my advisor i've talked to him once.

130

00:16:07.470 --> 00:16:14.640

bpfaff@ft.newyorklife.com: I actually had to reach out to the advising team, because he had emailed me and then he was on vacation because he was during the holidays.

131

00:16:14.910 --> 00:16:25.650

bpfaff@ft.newyorklife.com: And I end up working with somebody completely different, but she sent me up really well, I would like to see them not I don't think it's their job I don't really know but to check in to see how we're doing not just me always.

132

00:16:26.550 --> 00:16:31.200

bpfaff@ft.newyorklife.com: have to go to them for a problem, like say hey how you doing, how are your classes going, you know.

133

00:16:32.010 --> 00:16:38.700

bpfaff@ft.newyorklife.com: Even if it's just me writing back i'm all good don't mean anything type of thing that way, we have some communication and they're staying on top of things because.

134

00:16:39.240 --> 00:16:49.980

bpfaff@ft.newyorklife.com: I really don't want like a professor contacting my advisor saying hey so and so is struggling or this without them like checking on me to see if i'm doing well or not not me.

135

00:16:50.880 --> 00:16:56.910

Kelley Beckwith: It does make sense, yes, thank you Sabrina did that get you thinking about something additional.

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00:16:58.200 --> 00:17:02.610

Sarina Pesinkowski: not exactly so I just had a different thought, not necessarily to piggyback off of that.

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00:17:04.020 --> 00:17:17.340

Sarina Pesinkowski: So I started at Johnson state college, and so I was there for the merger and one of the main things that I was excited about was the idea that I could take classes at Linden, as well as Johnson, even though i'm Johnson based, and so I think.

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00:17:18.360 --> 00:17:27.360

Sarina Pesinkowski: In my experience, certain people in the advising office are knowledgeable about some of the practices on different campuses particularly Linden, since we're.

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00:17:27.810 --> 00:17:40.560

Sarina Pesinkowski: merging we merge with them and also CCD since a lot of people take CCP courses, but um I would hope that a vc you advising experience would encompass people that are well versed in.

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00:17:41.520 --> 00:17:57.930

Sarina Pesinkowski: The different things offered on different campuses and how that could play into a degree course substitution paperwork, if needed, things like that, just because somebody who's Johnson based and also doing a Linden degree on top of my Johnson degree.

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00:17:59.250 --> 00:18:06.720

Sarina Pesinkowski: i've had to jump through a lot of hoops when it was kind of presented with the merger, that it would be a lot more streamlined and simple.

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00:18:08.430 --> 00:18:17.670

Sarina Pesinkowski: And i'm sure there's not necessarily a whole lot of people who are going to look to do different things on different campuses but, as somebody who's also been in Johnson i've seen some of my.

143

00:18:17.670 --> 00:18:19.200

Sarina Pesinkowski: friends in different programs.

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00:18:20.430 --> 00:18:25.890

Sarina Pesinkowski: something's not necessarily offered at Johnson when they need it to graduate and so they have to go to London or they have to do it.

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00:18:26.460 --> 00:18:39.210

Sarina Pesinkowski: Online through CCTV etc so having somebody who's well versed or have ever somehow everybody well versed in the whole system or having the system be more streamline so that everything is similar I think would be really helpful.

146

00:18:41.010 --> 00:18:41.790

Kelley Beckwith: Thank you Sabrina.

147

00:18:42.000 --> 00:18:45.030

Kelley Beckwith: We talked a lot about streamlining and consistency so.

148

00:18:46.800 --> 00:18:47.340

Kelley Beckwith: Perry.

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00:18:48.960 --> 00:19:01.590

Perry Ragouzis: um yeah I like here on the campus and Campus how there are sometimes there's sometimes programming so specific sort of weeks that adhere to different sets that a lot of students.

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00:19:02.850 --> 00:19:10.410

Perry Ragouzis: Like need advising for so that's writing public speaking stuff like that i'm kind of anytime.

151

00:19:11.550 --> 00:19:25.020

Perry Ragouzis: advisors can cast kind of a broad net, I think, to just kind of set in a basic foundation that's I think really nice, especially moving into what will be a much larger university.

152

00:19:26.580 --> 00:19:27.330

Thank you Perry.

153

00:19:35.550 --> 00:19:39.660

Kelley Beckwith: anybody else that hasn't had a chance to chime in on this question.

154

00:19:45.660 --> 00:19:46.380

Okay.

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00:19:47.430 --> 00:19:49.140

Kelley Beckwith: So the next question is.

156

00:19:50.370 --> 00:19:57.720

Kelley Beckwith: Based on your current advising experience and some of you have already touched on this a little bit, but it might still prompt another another comment.

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00:19:58.440 --> 00:20:09.060

Kelley Beckwith: Here and eat wherever you're at a castle to an empty or etc or CCTV sorry that I didn't include CCD on there, I think I misunderstood, that there would be CC me students here that's my error and I apologize.

158

00:20:10.140 --> 00:20:13.710

Kelley Beckwith: What could be improved in advising is anything missing.

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00:20:14.880 --> 00:20:17.670

Kelley Beckwith: When you reflect on what your current experiences.

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00:20:30.660 --> 00:20:41.310

Sarina Pesinkowski: So the more I think about it, the more I realized that I spend a fair amount of time in the advising office and speaking with the people in the advising office for somebody who has a dedicated advisor in my Program.

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00:20:42.990 --> 00:20:50.970

Sarina Pesinkowski: I think, maybe it would be great if the advising committee and offices, etc, could work with the professors who.

162

00:20:51.990 --> 00:20:57.630

Sarina Pesinkowski: advise students to make sure that they're I don't know that on top of things is the right way to put it.

163

00:20:58.830 --> 00:21:07.440

Sarina Pesinkowski: Just so that they're aware of everything that's going on and the different options, and of course I don't expect professors who are advisors to know everything, especially when you get into the nitty gritty of.

164

00:21:08.130 --> 00:21:20.070

Sarina Pesinkowski: Different campuses and programs, etc, but i'm just within my own program i've run into problems with my advisor not necessarily knowing the answer to questions that I had foolishly maybe assumed were simple.

165

00:21:21.120 --> 00:21:21.690

Sarina Pesinkowski: So I guess.

166

00:21:22.920 --> 00:21:30.540

Sarina Pesinkowski: The more I think about it, the more I realized we're talking about the advising process and I keep thinking of the advising office, but once you're not in your once you declare a major.

167

00:21:31.320 --> 00:21:39.180

Sarina Pesinkowski: The advising office is kind of tertiary to your experience, because you have a dedicated advisor um so.

168

00:21:41.010 --> 00:21:44.010

Kelley Beckwith: yeah advising is actually different at all the campuses right now.

169

00:21:44.190 --> 00:21:48.780

Kelley Beckwith: Just as an fyi but thank you for that string to that's that's a helpful comment.

170

00:21:52.290 --> 00:21:54.600

Kelley Beckwith: And I Brittany, I see you note about chickens.

171

00:21:56.820 --> 00:22:03.510

Hannah Cerasoli: i'm not sure if this is specific for advising it because it's not necessarily about the advisors, but maybe.

172

00:22:03.930 --> 00:22:14.370

Hannah Cerasoli: I associated with advising because it's come through my advisor i'll preface with that, as somebody who i'm graduating in May and i'm online, so I don't have any.

173

00:22:14.820 --> 00:22:22.470

Hannah Cerasoli: In person interaction and everything is just all virtual with him and I, a lot of the information that I have been given.

174

00:22:23.160 --> 00:22:31.800

Hannah Cerasoli: has been out of date, like he has known, he said, like this hasn't been updated in several years kind of thing like i'm a professional studies.

175

00:22:32.670 --> 00:22:35.490

Hannah Cerasoli: Major and you know we have like our.

176

00:22:36.210 --> 00:22:49.530

Hannah Cerasoli: plan of study, we have to write and things like that, and a lot of that stuff it's like dated like 2017 and he was like I, this is just what we have this is what we're using so I don't know if that's worth noting, in this time or not it's that was kind of.

177

00:22:50.160 --> 00:22:57.780

Hannah Cerasoli: Confusing there were certain things that were not necessarily still accurate, but he had to be like but note this because that's not right so.

178

00:22:59.190 --> 00:23:01.140

Hannah Cerasoli: nothing to do with him, he was very.

179

00:23:02.370 --> 00:23:05.970

Hannah Cerasoli: Forthcoming about it but might be worth noting, I don't know.

180

00:23:06.660 --> 00:23:08.010

Kelley Beckwith: it's definitely worth noting.

181

00:23:08.040 --> 00:23:16.680

Kelley Beckwith: We, we are aware, in various places and various systems that I think that sometimes the challenges updating things like the example that you just gave and.

182

00:23:18.240 --> 00:23:20.460

Kelley Beckwith: So we know that is on our list.

183

00:23:21.960 --> 00:23:25.890

Kelley Beckwith: Whatever we do it needs to be up to date and easily accessible by everybody.

184

00:23:26.160 --> 00:23:28.050

Hannah Cerasoli: Which is hard because it's probably constantly.

185

00:23:28.050 --> 00:23:40.230

Hannah Cerasoli: Changing to some degree, I get that so it's good to have at least knowledgeable advisors that can tell you the information so that's definitely something yes.

186

00:23:40.350 --> 00:23:40.830

Kelley Beckwith: Thank you.

187

00:23:48.180 --> 00:23:54.690

Kelley Beckwith: anybody else on improving advising want to add anything Ryan, do you have anything to share.

188

00:23:57.330 --> 00:24:04.860

Cooney, Ryan J.: No, I feel i'd say i've been accurately represented by the comments meet tonight, so I think everyone's been on the right track of that conversation so far.

189

00:24:11.790 --> 00:24:13.140

Kelley Beckwith: So um.

190

00:24:14.670 --> 00:24:21.840

Kelley Beckwith: Anything else that you would improve and you're advising experience don't be shy mean this is this is this is our chance right.

191

00:24:22.560 --> 00:24:34.500

Kelley Beckwith: We are all very eager to hear Sarah and Shelby and I were at a meeting earlier today talking in great depth about what we envision for advising for for our future students and for some of you.

192

00:24:34.950 --> 00:24:46.080

Kelley Beckwith: And we really want to know if you think anything is like Hannah was just saying, sometimes things are broken, she said it much more nicely than that, but in fact what she described it sounds a bit broken, and we need to fix it so.

193

00:24:46.470 --> 00:24:54.810

Kelley Beckwith: What other things, maybe they're not broken, but you think you know I knew someone at another university and they told me they had this experience and I thought that would have been great or.

194

00:24:57.180 --> 00:24:59.310

Kelley Beckwith: my sister my cousin.

195

00:25:02.040 --> 00:25:05.640

Sara Kinerson: Maybe i've never been improved if it's just something you would like to see.

196

00:25:05.760 --> 00:25:12.270

Sara Kinerson: it's hard to think of it as an improvement, like what would you like to see, and your advisor or advising program yeah.

197

00:25:13.170 --> 00:25:14.280

Kevin McGreal (He, Him, His): But I don't know.

198

00:25:14.400 --> 00:25:18.810

Kevin McGreal (He, Him, His): How jermaine you know CCTV perspective will be in this, and because.

199

00:25:19.140 --> 00:25:29.190

Kevin McGreal (He, Him, His): i'm feeling like y'all are really lucky that you have program advisors or faculty advisors, we just at CCTV we just have one general advisor.

200

00:25:30.480 --> 00:25:35.730

Kevin McGreal (He, Him, His): And they have hundreds and hundreds of students so it's it's really hard to get in touch with them, sometimes are debt.

201

00:25:37.170 --> 00:25:41.790

Kevin McGreal (He, Him, His): scheduled to meet and like you can only meet for half an hour and and to send us kind of impersonal sometimes.

202

00:25:43.200 --> 00:25:46.320

Kevin McGreal (He, Him, His): But I know that that would be pretty cool CCTV.

203

00:25:47.880 --> 00:25:49.470

Kevin McGreal (He, Him, His): But yeah I also think like having.

204

00:25:51.120 --> 00:25:58.260

Kevin McGreal (He, Him, His): You know I guess career advising or something like that I guess maybe that would be more in line with the programmatic advising that you guys are talking about.

205

00:25:59.370 --> 00:26:07.170

Kevin McGreal (He, Him, His): But having those specific fields, to be able to reach out to faculty and people that are more specialized I think is really will be a really great resource.

206

00:26:09.810 --> 00:26:10.440

Kelley Beckwith: thanksgiving.

207

00:26:14.280 --> 00:26:21.360

Hannah Cerasoli: I do like Brittany suggestion about just some random little chickens, I mean my advisor is very.

208

00:26:22.050 --> 00:26:40.080

Hannah Cerasoli: approachable, as I said, and is very good about saying calm down you don't need to worry about this and you're fine you're doing great and I appreciate that too, because I need to hear it, but I don't usually get you know any check ends, I have to initiate it so that would be nice.

209

00:26:42.000 --> 00:26:43.350

Kelley Beckwith: yeah i'm hearing a theme of.

210

00:26:44.100 --> 00:26:49.830

Kelley Beckwith: You value relationships with your the people who are helping you navigate your your education.

211

00:26:52.740 --> 00:26:55.860

Kelley Beckwith: Okay, so the next slide.

212

00:26:59.700 --> 00:27:06.540

Kelley Beckwith: Is this one, and we are going to be proposing a new model for advising, and so we thought we would use.

213

00:27:07.320 --> 00:27:16.740

Kelley Beckwith: Some of our time together tonight to get your input on it, and so this isn't the model, but we just wanted where we're still in the stages of figuring out what we're going to come forward with.

214

00:27:17.280 --> 00:27:27.210

Kelley Beckwith: But if you were to have an ad model like this, what would you see, as some of the pros and cons and i'll just go through it briefly, so you can get get a feel for it so.

215

00:27:28.950 --> 00:27:30.930

Kelley Beckwith: What if you had a team a shared.

216

00:27:32.490 --> 00:27:40.110

Kelley Beckwith: approach to advising where you had a team of people, you could rely on for support in that area Maybe someone at the staff level.

217

00:27:41.430 --> 00:27:47.340

Kelley Beckwith: That would help you with onboarding making the transition to the university and then supporting throughout the year.

218

00:27:47.820 --> 00:27:57.660

Kelley Beckwith: Logistics helping with some of the tools that we have on campus we know, sometimes students need help, there are a lot of different tools that you need to get up to speed with to accomplish all you need to accomplish.

219

00:27:58.200 --> 00:28:03.180

Kelley Beckwith: And then maybe choosing classes, initially, especially and accessing any resources.

220

00:28:03.810 --> 00:28:12.690

Kelley Beckwith: And then the Faculty advisor I can hear in a lot of your comments that you all value a faculty advisor even Kevin who doesn't have one thinks he would value one.

221

00:28:13.320 --> 00:28:26.700

Kelley Beckwith: So that person would be there to help you meet your goals and make some good strong decisions to support progressing towards your goals and they'd also be there to support you, with your major with your internships your career your next steps and then.

222

00:28:27.210 --> 00:28:34.170

Kelley Beckwith: The third person in this model would be appear so most likely an upper class student but.

223

00:28:35.460 --> 00:28:42.030

Kelley Beckwith: This person would be available during orientation and be a support for campus life clubs and other extracurricular activities.

224

00:28:51.390 --> 00:28:52.200

Kelley Beckwith: What do you think.

225

00:29:01.230 --> 00:29:01.980

Kelley Beckwith: Go ahead Brittany.

226

00:29:02.940 --> 00:29:11.100

bpfaff@ft.newyorklife.com: Okay, so i'm a non traditional students So the first thing you said when you said, an upperclassman chances are that upperclassmen is probably younger than me.

227

00:29:11.580 --> 00:29:12.120

Kelley Beckwith: mm hmm.

228

00:29:12.870 --> 00:29:18.870

bpfaff@ft.newyorklife.com: I personally might feel a little uncomfortable with that situation, just because.

229

00:29:19.770 --> 00:29:23.730

bpfaff@ft.newyorklife.com: I don't know I overthink things a lot i'm thinking oh see if i'm older than this person and.

230

00:29:24.150 --> 00:29:29.610

bpfaff@ft.newyorklife.com: I know they're here to help me but it's a little weird talking to them about things are trying to put something in place and.

231

00:29:30.030 --> 00:29:37.320

bpfaff@ft.newyorklife.com: They might not understand because they are younger than me and I, you know, I have a family and I have a professional career and i'm going back to school and they may not be on the same page.

232

00:29:38.940 --> 00:29:54.030

bpfaff@ft.newyorklife.com: So if that was it's not a bad idea whatsoever, but if it wants to be put in place like that trying to pair an upperclassman with a new student more in line with them.

233

00:29:55.650 --> 00:29:58.050

bpfaff@ft.newyorklife.com: So that they're that they would be more comfortable with it.

234

00:29:58.440 --> 00:29:59.460

Kelley Beckwith: it's not yes that's.

235

00:29:59.460 --> 00:30:05.910

Kelley Beckwith: Great feedback Brittany, so that the idea that they had it had an experience that you could relate to so.

236

00:30:05.970 --> 00:30:07.890

bpfaff@ft.newyorklife.com: and vice versa yeah yeah.

237

00:30:08.340 --> 00:30:09.720

Kelley Beckwith: Thank you for that that's really.

238

00:30:09.810 --> 00:30:10.410

Important.

239

00:30:12.630 --> 00:30:28.590

Hannah Cerasoli: piggybacking off of her also as an actress you've got your two non traditional online students here, I think, similarly, that for online, this could be tricky for online students, I wonder how this would really work for them, I think connection is a.

240

00:30:30.510 --> 00:30:43.470

Hannah Cerasoli: is something that's really challenging when you're an online student, and so I think it is a great idea, but maybe the model needs to just look a little bit different when you're you're looking at online and probably.

241

00:30:44.010 --> 00:30:49.530

Hannah Cerasoli: A large majority of that is non traditional I feel I have a lot of non traditional students in my classes with me so.

242

00:30:51.120 --> 00:30:55.080

Hannah Cerasoli: Maybe it would just have to look a little different I don't know.

243

00:30:56.430 --> 00:30:56.880

Kelley Beckwith: Okay.

244

00:30:57.000 --> 00:30:57.690

Kelley Beckwith: Thank you Hannah.

245

00:30:59.340 --> 00:31:00.990

Kelley Beckwith: Nice that your hand again or.

246

00:31:04.350 --> 00:31:05.460

bpfaff@ft.newyorklife.com: Sorry, I forgot to take it down.

247

00:31:05.550 --> 00:31:08.280

Kelley Beckwith: No problem okay i'm going to call on Perry then.

248

00:31:09.510 --> 00:31:20.280

Perry Ragouzis: i'm I mean i'm speaking from student who's had a first year kind of perspective that's very fresh and I know that on the Catholics and Campus We already have a model that is basically just.

249

00:31:20.760 --> 00:31:31.800

Perry Ragouzis: This we have our success coaches, who are members of the staff who are working through the first year to help advise us and stuff we have faculty who are.

250

00:31:32.700 --> 00:31:41.310

Perry Ragouzis: directly in our programs so i'm holly sign major i'm working with someone who's in political science and then we also have our student orientation staff.

251

00:31:41.820 --> 00:31:52.920

Perry Ragouzis: And for me, I know that the amounts of networking that i've been able to do just with those three people has been absolutely phenomenal so I know that I don't have that.

252

00:31:53.880 --> 00:32:02.130

Perry Ragouzis: I am a traditional student i'm not an old, traditional students, so I can't speak there, but this implemented in a way for me where i'm.

253

00:32:02.610 --> 00:32:19.950

Perry Ragouzis: freshmen students coming on campus really with no connections, this allows me to network incredibly effectively and efficiently in a way that I was able to really rapidly adapt to the new environment, it really helps me so yeah two thumbs up.

254

00:32:21.180 --> 00:32:21.900

Kelley Beckwith: Thank you Perry.

255

00:32:24.450 --> 00:32:25.020

Kelley Beckwith: Ryan.

256

00:32:26.820 --> 00:32:34.860

Cooney, Ryan J.: yeah, so it is an interesting model, I will say, at least from my perspective, being in the aviation program up at Wilson in Vermont tech is that.

257

00:32:35.790 --> 00:32:40.050

Cooney, Ryan J.: Staff has an idea of what we do, but the Faculty is really the one who understands this program.

258

00:32:40.560 --> 00:32:49.200

Cooney, Ryan J.: Very in depth, so I think for summer programs we'd have to have a pretty big educational area with some of our staff on what exactly it is some of these programs are doing.

259

00:32:50.040 --> 00:32:57.450

Cooney, Ryan J.: From the pure perspective, which is interesting and i've seen schools that have done similar things before I worry about finding the number of.

260

00:32:57.900 --> 00:33:02.790

Cooney, Ryan J.: Students that would make that actually successful upperclassmen because I know again looking at my Program.

261

00:33:03.150 --> 00:33:11.250

Cooney, Ryan J.: we're bringing in about 20 students per year, but my graduating class is more like six just because of how everybody's tracks and what they're doing.

262

00:33:12.030 --> 00:33:17.580

Cooney, Ryan J.: And a lot of us are already working in the field and it's unlikely that we would have the time.

263

00:33:17.910 --> 00:33:26.550

Cooney, Ryan J.: required to really help someone as they should be being brought into the field as well, at least at this point, still completing class and working and other obligations as well.

264

00:33:27.000 --> 00:33:40.350

Cooney, Ryan J.: And so I worry that that wouldn't be as successful as we want to be because realistically that when you're looking at two to three students may be in PR upperclassmen which could be quite hectic on everyone's schedules as well, so those are some concerns, at least, that I see right away.

265

00:33:41.250 --> 00:33:51.540

Kelley Beckwith: Thank you Ryan I haven't really gotten to how many students and we would need we're not quite at that point yet, but that's a good perspective for us to have so thank you go ahead Kevin.

266

00:33:52.680 --> 00:33:57.900

Kevin McGreal (He, Him, His): yeah I can actually speak a little out of experience with the peer advising.

267

00:33:58.770 --> 00:34:09.480

Kevin McGreal (He, Him, His): and definitely the the number, especially I mean Community college is a little different everyone's availability it's really in flux, at all times, but like having the number of students to be available to do that.

268

00:34:10.830 --> 00:34:20.520

Kevin McGreal (He, Him, His): Is is tough, but I think I think, with a model like this, it would be really important to have really good communication between.

269

00:34:20.970 --> 00:34:29.370

Kevin McGreal (He, Him, His): These three sectors to know when deploying a student to wear and also for student feel know like Oh, who should I contact for this or that and.

270

00:34:29.910 --> 00:34:35.190

Kevin McGreal (He, Him, His): You know, having good communication between staff and faculty and peers like Oh, you know I know someone.

271

00:34:35.430 --> 00:34:45.960

Kevin McGreal (He, Him, His): And that that will be able to connect to you they've got lots of really cool activities, you know if you're looking to like socialize more or whatever I can connect you with this student or if you're like having trouble like fitting into the dorm or whatever.

272

00:34:46.890 --> 00:34:57.210

Kevin McGreal (He, Him, His): You know, being more specific about who would play what role and then having that communicated really clearly to the student, it would be really important.

273

00:34:58.260 --> 00:35:09.990

Kevin McGreal (He, Him, His): I know for like online stuff we're trying to set up things on canvas and just outreach on that has been really tough, so I think whatever you did if you had an online component to it.

274

00:35:10.590 --> 00:35:14.730

Kevin McGreal (He, Him, His): It just putting it in multiple places and then being able to get that.

275

00:35:15.120 --> 00:35:25.800

Kevin McGreal (He, Him, His): Information to incoming students and to or you know already enrolled students, so that they know that these resources are even available and then having their their you know their main advisor.

276

00:35:26.670 --> 00:35:32.340

Kevin McGreal (He, Him, His): Actively you know reaching out to them and letting them know about these resources and seeing them if they need to like be connected anywhere.

277

00:35:32.670 --> 00:35:42.870

Kevin McGreal (He, Him, His): And instead of putting the onus on the student to like have an issue and then have the issue be you know so big that they decide Oh, maybe I should reach out to someone like you don't want that to get to that point you want.

278

00:35:43.140 --> 00:35:47.880

Kevin McGreal (He, Him, His): Your advisors reaching out to them before that gets that point, because a lot of students won't even reach out.

279

00:35:49.170 --> 00:35:51.030

Kevin McGreal (He, Him, His): So that's what I would sit ask for that.

280

00:35:52.020 --> 00:36:04.530

Kelley Beckwith: Thank you Kevin that's very helpful um we were just talking about clarity around roles and the importance of communication and knowing how to guide students and it's an important piece, thank you.

281

00:36:05.580 --> 00:36:06.540

Kelley Beckwith: anybody else.

282

00:36:18.360 --> 00:36:24.120

Kelley Beckwith: Have a do you have any follow ups Okay, I was wondering, this is the last advising focus line right.

283

00:36:24.180 --> 00:36:25.170

Kelley Beckwith: It is yes.

284

00:36:25.410 --> 00:36:29.160

Sara Kinerson: Would it be okay to slip off the charts.

285

00:36:29.730 --> 00:36:33.960

Sara Kinerson: off the PowerPoint question i'm just curious to hear what the students have to say about.

286

00:36:34.470 --> 00:36:47.010

Sara Kinerson: If, like how you would what you think is important in an advisor, what do you look for what would be the ideal advisor it for you what kinds of things you would you turn to them for would you want their help with.

287

00:36:58.740 --> 00:37:11.400

Perry Ragouzis: um I mean I can hop in here I, I know that, for me, I came to castles and not because I wanted to go to a place where I would be doing schoolwork all of the time.

288

00:37:12.000 --> 00:37:18.900

Perry Ragouzis: I came here because I wanted to get roots down in a community and get a politically active almost right off the BAT.

289

00:37:19.380 --> 00:37:30.510

Perry Ragouzis: And so I wanted an advisor who had those connections in the Community, who was rooted in the surrounding area, not just in the university.

290

00:37:31.380 --> 00:37:40.410

Perry Ragouzis: To try and act as if there are there is a disconnect between the Community, the town of castles in and the University of castles in.

291

00:37:41.010 --> 00:37:59.220

Perry Ragouzis: that's a detriment to this area, and so I am lucky enough to have an advisor who is insanely well connected in the Community and having an advisor that is able to do that, then also connects to what I said at the very beginning with helping me become a more cultured more.

292

00:38:00.600 --> 00:38:03.030

Perry Ragouzis: Intellectual citizen.

293

00:38:04.110 --> 00:38:06.300

Perry Ragouzis: In my local area which has been nuts.

294

00:38:09.300 --> 00:38:09.930

Perry Ragouzis: Thanks Barry.

295

00:38:13.980 --> 00:38:17.550

Kelley Beckwith: anybody else ideal characteristics or.

296

00:38:19.530 --> 00:38:21.480

Kelley Beckwith: Recent you would want an advisor Hannah.

297

00:38:21.720 --> 00:38:23.460

Hannah Cerasoli: I can share, yes, something.

298

00:38:24.570 --> 00:38:41.370

Hannah Cerasoli: And this may sound kind of silly but I guess I look for somebody who is willing to kind of play that supportive role when I first graduated high school and I went to college, it was not in Vermont.

299

00:38:42.630 --> 00:38:52.680

Hannah Cerasoli: My first meeting with my advisor I knew what I wanted to do that I wanted to go into education and I had reasons to know that I already wanted to do this because I had already spent time.

300

00:38:53.280 --> 00:39:07.110

Hannah Cerasoli: Doing internships in high school and I knew and my advisor told me I couldn't possibly know what I wanted to do there wasn't any way that I should already be focused on one thing you know, it was not.

301

00:39:07.800 --> 00:39:17.820

Hannah Cerasoli: Yes, you're right, this is your path it was you're wrong wrong wrong and to start out that way was really very detrimental to me and I guess I feel like.

302

00:39:18.780 --> 00:39:24.060

Hannah Cerasoli: You know it's our path and they're there to support us on how we want to get there.

303

00:39:24.870 --> 00:39:32.730

Hannah Cerasoli: So again, you i've shared tonight I get a little anxious about things, I appreciate, but he can be really straight with me.

304

00:39:33.000 --> 00:39:50.280

Hannah Cerasoli: And answer all my crazy questions and long emails and just be be there for me so be really truly being that supportive person to help me get where I need to be that's just crucial for me, because otherwise it can just fall apart so easily.

305

00:39:53.220 --> 00:39:54.000

Kelley Beckwith: Thank you Hannah.

306

00:39:55.020 --> 00:39:57.240

Kelley Beckwith: i'm sorry, you had that experience and another state.

307

00:40:00.930 --> 00:40:06.900

Kelley Beckwith: So Kevin is also listening in the chat that it would be helpful to have an advisor that could help when there are.

308

00:40:06.900 --> 00:40:17.790

Kelley Beckwith: issues in a course where an instructor is hard to reach figuring out what courses to take in what order from my program looking at career paths and balancing life in school.

309

00:40:19.980 --> 00:40:21.060

Thank you for those Kevin.

310

00:40:22.380 --> 00:40:26.130

Shelby Day: Kelly Brittany also put a post above which I thought was really interesting.

311

00:40:26.820 --> 00:40:31.620

Shelby Day: Really, about what the role of an advisor was defined by vc.

312

00:40:32.040 --> 00:40:42.450

Shelby Day: and understand the expectations of what she thinks that advisor you know would be there for other than to help schedule classes, I think that's a really great point Brittany and it's something we've been talking a lot about as a team.

313

00:40:43.710 --> 00:40:46.080

Kelley Beckwith: And thank you so I did skip over that in the chat I.

314

00:40:46.080 --> 00:40:46.710

Kelley Beckwith: Just didn't.

315

00:40:46.950 --> 00:40:52.110

Kelley Beckwith: I got so much on this laptop screen, but I don't have as much room, as I actually need.

316

00:40:53.190 --> 00:41:00.360

Kelley Beckwith: You know, actually had that thought Brittany, as we we asked you to tell us what you thought student success meant and as everyone was answering I.

317

00:41:00.540 --> 00:41:06.660

Kelley Beckwith: Thought I wonder if we should have asked them what they think advising is and one of the things the team acknowledged early on.

318

00:41:07.170 --> 00:41:12.480

Kelley Beckwith: Is that we haven't done a great inconsistent job at throughout the VSE of.

319

00:41:12.810 --> 00:41:19.710

Kelley Beckwith: describing what advising means in our university and what the expectations are for the student who's being advised.

320

00:41:19.980 --> 00:41:26.040

Kelley Beckwith: And for anybody who has a supportive role and advising faculty Member or otherwise, and so that is on our list once we've.

321

00:41:26.460 --> 00:41:32.670

Kelley Beckwith: This this whole project management process has several stages and one of the things we will be doing in the not too distant future.

322

00:41:33.060 --> 00:41:39.510

Kelley Beckwith: is being much more clear like my vision i'm just speaking for myself now, although I think some people on the team.

323

00:41:39.780 --> 00:41:55.620

Kelley Beckwith: Would would be right on board with this is that when students are welcome to our Community very early on in that process, they are explicitly we tell them what advising is and what they can expect from advising and who they would go for questions about advising and.

324

00:41:57.450 --> 00:42:02.970

Kelley Beckwith: You know I think one of the things that's happened over the years is advising has really shifted and the advising that.

325

00:42:04.110 --> 00:42:10.950

Kelley Beckwith: The Non students on the screen might have had or speak again for myself, I graduated from college about 35 years ago.

326

00:42:11.430 --> 00:42:22.410

Kelley Beckwith: It was very different than it has really broadened and the expectations that students and families have about what they would get from it the advising process has really broadened as well, so.

327

00:42:23.070 --> 00:42:32.940

Kelley Beckwith: We need to explain that and be intentional about it, as we go forward Shelby did you want to add anything there.

328

00:42:34.890 --> 00:42:42.600

Shelby Day: No, I think you I think you hit it exactly it was just really a thoughtful conversation your comment from Brittany, because I know we've talked a lot about.

329

00:42:42.840 --> 00:42:53.460

Shelby Day: roles and responsibilities as a team, and what are those expectations of a, for example, a faculty advisor or staff in this model, a staff.

330

00:42:53.940 --> 00:43:04.980

Shelby Day: advisor or mentor and then also from a student perspective, what do you see as in your role relative to working you know, hand in hand with your advisor and the relational role.

331

00:43:05.370 --> 00:43:19.020

Shelby Day: So I think it's really great that the comments that we're hearing tonight is is very, very is they're great and wonderful comments we really appreciate them, because I think it's given us a lot of guidance and direction in the way which we're moving forward as a team.

332

00:43:20.220 --> 00:43:21.120

Shelby Day: Thank you Shelby.

333

00:43:22.050 --> 00:43:29.070

Kelley Beckwith: So Brittany has another question here is the orientation and donation of services, the same for online students, as it is for on campus students.

334

00:43:30.690 --> 00:43:40.650

Kelley Beckwith: that's a great question and i'm going to let other people chime in, I think, ultimately, we should have some consistency there I don't think we do now, though.

335

00:43:42.060 --> 00:43:55.620

Kelley Beckwith: That castledawson we have an online orientation program that all students participate in and whether they're online or in person, most of them are in person, but not all of them, but I think it varies at the other campuses.

336

00:44:02.250 --> 00:44:16.590

Kelley Beckwith: So I want to make sure we give some time to the academic support folks, are there any does anyone on the screen student or team Member or other visitor have anything else, they want to chime in about advising on.

337

00:44:18.570 --> 00:44:20.100

Kelley Beckwith: They want to offer that if.

338

00:44:21.570 --> 00:44:31.140

Kelley Beckwith: Anyone but especially the students, if you think of something later on, and you want to loop back with me or you have an interaction or something comes to mind.

339

00:44:32.160 --> 00:44:42.120

Kelley Beckwith: You can come to any of us on the team, but if you forget who we are alive Wilson can redirect you i'm sure he'll be at these meetings or so please don't hesitate to get in touch.

340

00:44:43.140 --> 00:44:45.060

Kelley Beckwith: We We very much value your input.

341

00:44:46.770 --> 00:44:50.430

Kelley Beckwith: So anything else on advising before I turn it over to Jen.

342

00:44:56.070 --> 00:45:03.750

Kelley Beckwith: Thank you so much, your your comments were so helpful and will give us a lot to reflect on we will bring them back to the rest of the team.

343

00:45:04.770 --> 00:45:07.860

Kelley Beckwith: So Jen I think i'll just run your slides for you, if that's all right.

344

00:45:08.520 --> 00:45:10.020

Jennifer Jones (she, her, hers): Great Thank you.

345

00:45:10.110 --> 00:45:12.960

Kelley Beckwith: I will try to surmise when you want me to move.

346

00:45:13.740 --> 00:45:13.860

On.

347

00:45:14.880 --> 00:45:15.270

Jennifer Jones (she, her, hers): Oh yeah.

348

00:45:16.020 --> 00:45:16.800

Kelley Beckwith: You could tell me.

349

00:45:17.070 --> 00:45:17.310

yeah.

350

00:45:18.510 --> 00:45:19.320

There you go.

351

00:45:21.000 --> 00:45:28.320

Jennifer Jones (she, her, hers): So we're going to so our first question, maybe we need to amend it kind of like we did a little bit for advising and.

352

00:45:29.760 --> 00:45:41.250

Jennifer Jones (she, her, hers): What is academic support, I guess, and then we can talk about what's working what can be improved, but I think it would help me to know from all of you, what do you define academic support as.

353

00:45:43.440 --> 00:45:44.730

Jennifer Jones (she, her, hers): You can think of it as.

354

00:45:46.530 --> 00:45:50.160

Jennifer Jones (she, her, hers): Full sentences or just blurt out words with every like.

355

00:45:51.420 --> 00:45:54.480

Jennifer Jones (she, her, hers): What is a question mark Britney.

356

00:45:59.340 --> 00:46:01.230

Jennifer Jones (she, her, hers): See ryan's hand.

357

00:46:03.690 --> 00:46:09.360

Cooney, Ryan J.: being completely honest, I have no idea how to answer this question, other than to tell you I would have said academic support is advising.

358

00:46:10.680 --> 00:46:11.160

Jennifer Jones (she, her, hers): Okay.

359

00:46:11.370 --> 00:46:15.870

Cooney, Ryan J.: I feel like to me at least they're very interrelated like it's kind of it's one of the same.

360

00:46:18.930 --> 00:46:20.250

Jennifer Jones (she, her, hers): Interesting, thank you for.

361

00:46:21.600 --> 00:46:21.870

Jennifer Jones (she, her, hers): I.

362

00:46:21.960 --> 00:46:35.310

Hannah Cerasoli: guess I think of academic support is like things that would support our academics more like that would help us on an academic level, like the writing Center, for example, or maybe if you have.

363

00:46:36.450 --> 00:46:51.180

Hannah Cerasoli: Like disabilities that have certain needs that you need met and maybe they would help you like advise you through that process i'm not exactly sure, though, either, but I think more on that side of things, which to me feels different than advising.

364

00:46:51.930 --> 00:46:52.200

Jennifer Jones (she, her, hers): Okay.

365

00:46:52.350 --> 00:47:11.070

Jennifer Jones (she, her, hers): Thank you him and actually i'll have go ahead Kelly, if you want to click like twice so word should appear, because if you think you said writing so I wanted to acknowledge that I was you were kind of on the same track that I would say my peers and academic support feel, although.

366

00:47:13.170 --> 00:47:19.230

Jennifer Jones (she, her, hers): Potentially there's definitely a really huge relationship, I definitely honor that with with devising.

367

00:47:20.400 --> 00:47:32.850

Jennifer Jones (she, her, hers): um but the idea of the writing Center support students with disabilities, I think of Tutoring academic counseling so is this so some of you don't even know.

368

00:47:34.080 --> 00:47:39.150

Jennifer Jones (she, her, hers): That your institutions might have this for you, so that seems like something that maybe is not working.

369

00:47:40.830 --> 00:47:45.870

Jennifer Jones (she, her, hers): And could be improved dessert is there anything else about the services that could be improved.

370

00:47:52.710 --> 00:47:54.060

Kelley Beckwith: Kevin has his hand up Jen.

371

00:47:54.360 --> 00:47:55.230

Jennifer Jones (she, her, hers): Thank you Kelly.

372

00:47:55.560 --> 00:47:57.810

Kevin McGreal (He, Him, His): Oh yeah it wasn't about improving it was more about.

373

00:47:59.250 --> 00:47:59.970

Kevin McGreal (He, Him, His): i'm.

374

00:48:00.060 --> 00:48:02.700

Kevin McGreal (He, Him, His): Fine, I was definitely thinking about Tutoring we have a.

375

00:48:02.760 --> 00:48:04.290

Kevin McGreal (He, Him, His): program called trio.

376

00:48:05.730 --> 00:48:16.320

Kevin McGreal (He, Him, His): That, I think i'm not quite sure it doesn't get more specifically works with people that have more specific needs, I also think of like the library, as you know, and.

377

00:48:17.880 --> 00:48:20.730

Kevin McGreal (He, Him, His): A branch that is very much involved in academic support.

378

00:48:23.190 --> 00:48:27.240

Kevin McGreal (He, Him, His): yeah those are the kind of things that I think we have a learning Center at CCTV also.

379

00:48:29.640 --> 00:48:30.600

Jennifer Jones (she, her, hers): me thank you.

380

00:48:32.310 --> 00:48:36.720

Jennifer Jones (she, her, hers): And then you see perry's hand up and then I definitely want to answer brittany's question.

381

00:48:38.040 --> 00:48:41.310

Perry Ragouzis: um I really like in terms of what's working.

382

00:48:42.510 --> 00:48:47.250

Perry Ragouzis: That academic support here on Castle 10 is on the residential side of campus.

383

00:48:47.310 --> 00:48:48.240

Perry Ragouzis: So, again that's.

384

00:48:48.780 --> 00:48:57.180

Perry Ragouzis: Something for more traditional students but, having that support that's separate from the academic.

385

00:48:57.930 --> 00:49:15.750

Perry Ragouzis: sphere and having it more in the general almost lifestyle of being a college student having support be integrated into that kind of area of your college experience I think removes both stigma and also encourages students to really be.

386

00:49:17.400 --> 00:49:23.550

Perry Ragouzis: willing to go and find tutor and get academic counseling so i'm seeing more of that, I think, would even be better.

387

00:49:24.630 --> 00:49:28.140

Jennifer Jones (she, her, hers): Great Thank you so much, I love that word integrated integration.

388

00:49:30.090 --> 00:49:47.520

Jennifer Jones (she, her, hers): And then, Brittany asked about where do I online students go to find what the academic support is offered academics, what is offered to them and what's available to them and I can't speak for envy you online I don't know what my colleagues could.

389

00:49:50.550 --> 00:50:06.690

Jennifer Jones (she, her, hers): I can say that for online students that Castle 10 there is some online Tutoring but um and many of our counselors do digital or video conferencing to counsel students.

390

00:50:09.060 --> 00:50:10.170

Karen Madden: And Bu online.

391

00:50:12.150 --> 00:50:23.580

Karen Madden: This is Karen mbu online has three hours of smart thinking Tutoring and they can ask for more if they would like but generally they're not integrated into the academic support on the campus.

392

00:50:24.540 --> 00:50:24.870

Jennifer Jones (she, her, hers): Thank you.

393

00:50:26.490 --> 00:50:28.650

Karen Madden: that's mbu Johnson I can't speak for Linda.

394

00:50:31.260 --> 00:50:43.890

Denise Moses, NVU-L: yeah Denise from London it's one of those that's just not very clearly defined I know we've had some mbu online students kind of stumbled toward us and we'll help them, however weekend.

395

00:50:45.090 --> 00:50:48.390

Denise Moses, NVU-L: But I don't think there's a defined.

396

00:50:49.620 --> 00:50:51.450

Denise Moses, NVU-L: Stop for those students.

397

00:50:56.250 --> 00:50:58.290

Jennifer Jones (she, her, hers): Kevin also in the chat.

398

00:50:59.520 --> 00:51:12.420

Jennifer Jones (she, her, hers): plus one, to introduce sport into the student experience it should be really clear what is available, how to find it encouraged through our advisors in general campus culture, I love with Perry was saying thank you Kevin.

399

00:51:14.250 --> 00:51:30.870

Yasmine Ziesler: If I could jump into I was just curious if Kevin had noticed and i'm not sure exactly how CCD does this, but whether in canvas courses, whether there's a particular place students can click on for for online Tutoring similar to what Karen was was explaining.

400

00:51:31.560 --> 00:51:32.670

Kevin McGreal (He, Him, His): There is yeah.

401

00:51:33.120 --> 00:51:45.420

Kevin McGreal (He, Him, His): There is, I don't know there's not a lot of like not every course is going to like say is going to point that resource out, we were trying to integrate it into our orientation so it's really clear but there's only so much time that we have to cover everything.

402

00:51:46.230 --> 00:51:57.930

Kevin McGreal (He, Him, His): So I think I think the communicating the availability of this and the accessibility of it really is kind of one of the the barriers to did bringing that support to more students.

403

00:52:00.450 --> 00:52:01.320

Jennifer Jones (she, her, hers): Thank you Kevin.

404

00:52:01.710 --> 00:52:08.160

Hannah Cerasoli: I was just going to add, I believe that this type of information is listed in all of our syllabus.

405

00:52:08.220 --> 00:52:21.120

Hannah Cerasoli: For the cloud is, at least for online I believe that's where i've seen it and not to put any onus on to the professors, but I would wonder if, maybe they could.

406

00:52:22.200 --> 00:52:29.250

Hannah Cerasoli: present the opportunity, a little bit more there it's near the bottom of the syllabus.

407

00:52:29.610 --> 00:52:39.150

Hannah Cerasoli: it's usually like one of those last pages after you've read everything you need to know for the whole Semester and it's kind of just copied and pasted the same in every single syllabus.

408

00:52:39.390 --> 00:52:51.240

Hannah Cerasoli: So I just wonder if it was presented in a different way as like something yes it's here it's available and you should go for it, maybe that could just revamp it in a way, rather than.

409

00:52:52.170 --> 00:52:53.190

Hannah Cerasoli: Pushing on bottom.

410

00:52:54.060 --> 00:52:56.490

Karen Madden: it's a great idea, and this is Karen again.

411

00:52:57.330 --> 00:52:59.460

Karen Madden: But we don't have any control over the syllabus.

412

00:52:59.490 --> 00:53:05.040

Karen Madden: We get the template we fill in that would be a great comment version of.

413

00:53:06.780 --> 00:53:09.180

Karen Madden: The program we just.

414

00:53:10.590 --> 00:53:12.300

Karen Madden: have to do what we're told to do.

415

00:53:15.210 --> 00:53:15.510

Jennifer Jones (she, her, hers): Here and.

416

00:53:17.550 --> 00:53:18.180

Jennifer Jones (she, her, hers): Yes, Kevin.

417

00:53:18.690 --> 00:53:27.900

Kevin McGreal (He, Him, His): I think it would be really cool to kind of push these resources, like several weeks into semesters as opposed to like dumping it on students in the beginning.

418

00:53:28.380 --> 00:53:29.310

Kevin McGreal (He, Him, His): Because at that point.

419

00:53:29.340 --> 00:53:35.190

Kevin McGreal (He, Him, His): You don't know if you're gonna be struggling in your class or not, but when you get to midterms maybe it'd be nice to get an email out that says.

420

00:53:35.520 --> 00:53:42.120

Kevin McGreal (He, Him, His): You know, a pressure is on by the way we have these resources available if you need any help writing your papers or studying up, we have these.

421

00:53:42.330 --> 00:53:54.660

Kevin McGreal (He, Him, His): You know these groups and all these different supports whatever it is that you guys end up having I think it'd be cool having more like mid semester reminders that these things are available, especially when students are really feeling that pressure kind of build up.

422

00:53:56.730 --> 00:54:13.200

Denise Moses, NVU-L: Can I ask you a question on that Kevin so that is something we like to do at Linden will send out those alright midterms are coming come, you know use our services, but his email, the best way to reach students or are you over emailed.

423

00:54:14.160 --> 00:54:25.980

Kevin McGreal (He, Him, His): us as a CCTV I mean i'm maybe not the best person to answer this question because I i'm on my email all the time and, like tons of different leadership stuff for me email is the best for sure.

424

00:54:27.600 --> 00:54:43.950

Kevin McGreal (He, Him, His): And CCTV students, you know we're kind of a different animal we don't have the in person campus culture that these other colleges have so it's difficult to like put up flyers stuff on that, but I would say, email would be the best or pushing that out through advisors.

425

00:54:45.090 --> 00:54:58.590

Kevin McGreal (He, Him, His): I don't know you know, whatever form of contact we use advise visa visa whatever it is um but yeah for me email is definitely the best or some people do like texting to like, if you like, opt into that.

426

00:54:59.700 --> 00:55:01.200

Kevin McGreal (He, Him, His): Over the other offers are.

427

00:55:02.700 --> 00:55:10.110

Hannah Cerasoli: Maybe going through the professor's again I know everybody's really busy, but we all know, our professors we've formed relationships, hopefully.

428

00:55:10.410 --> 00:55:18.000

Hannah Cerasoli: When you're a few weeks into the Semester, I mean one of my professors just posted something this week that was.

429

00:55:18.270 --> 00:55:24.930

Hannah Cerasoli: optional like self care things it was meditations and things and I was like hey we're like a month in.

430

00:55:25.230 --> 00:55:30.750

Hannah Cerasoli: And I think everybody's feeling stressed by now, so if you feel you would like to try this or.

431

00:55:31.020 --> 00:55:37.260

Hannah Cerasoli: or need some of this in your life that i'm happy to provide it for you, it could be the same thing, like hey did you know, these were available to you.

432

00:55:37.530 --> 00:55:46.740

Hannah Cerasoli: Maybe you want to check it out, I don't know and if something was sent to them, maybe they would be able to just either read it at the beginning of a class if it was in person or if it.

433

00:55:47.580 --> 00:55:53.640

Hannah Cerasoli: was an online class they could maybe just pop pop it into their nope for the beginning of the week, or something.

434

00:55:55.170 --> 00:55:59.730

Jennifer Jones (she, her, hers): and actually Kelly Would you mind going to the next slide because we've kind of shifted into.

435

00:56:01.470 --> 00:56:08.940

Jennifer Jones (she, her, hers): And we can you can go ahead and click through all those questions we've kind of shifted into the slider ready, so thank you.

436

00:56:10.170 --> 00:56:20.430

Jennifer Jones (she, her, hers): There was in the chat and announced Kevin mentioned announcement on canvas through professors would really work that's awesome, thank you for sharing her.

437

00:56:21.630 --> 00:56:29.100

Jennifer Jones (she, her, hers): And someone mentioned midterms is a good time to do some outreach other other points in the Semester.

438

00:56:30.570 --> 00:56:35.280

Jennifer Jones (she, her, hers): That would be good times to outreach to students about what's available.

439

00:56:38.250 --> 00:56:40.650

Jennifer Jones (she, her, hers): And if you want to answer any of these other questions.

440

00:56:43.800 --> 00:56:56.550

Hannah Cerasoli: Maybe just being mindful of the different types of classes that are offered like i'm in one accelerated course so my classes over halfway done already, so if you waited until mid term point i'd be finishing that class, for example.

441

00:56:56.790 --> 00:56:57.960

Jennifer Jones (she, her, hers): Re schumer.

442

00:57:08.580 --> 00:57:17.280

Jennifer Jones (she, her, hers): anybody else and and also think, and I don't know if you can maybe maybe Perry could speak to be with first.

443

00:57:18.630 --> 00:57:22.020

Jennifer Jones (she, her, hers): Year student to new student and then some of you who are are.

444

00:57:23.250 --> 00:57:23.670

Jennifer Jones (she, her, hers): You know.

445

00:57:25.200 --> 00:57:26.970

Jennifer Jones (she, her, hers): reaching the end of your time here castle.

446

00:57:28.920 --> 00:57:40.530

Jennifer Jones (she, her, hers): Is there, so should there be some scaffolding you think that there's you know developmental developmentally you know, maybe some students need more assistance at different points in their college career.

447

00:57:41.700 --> 00:57:42.360

Jennifer Jones (she, her, hers): or less.

448

00:57:44.730 --> 00:58:00.720

Perry Ragouzis: um I mean, I think that it's Nice that we have the connections course on our campus which that's a course designed specifically for cultivating connections, enhancing awareness, for academic support.

449

00:58:01.830 --> 00:58:13.530

Perry Ragouzis: All those different things that we've talked about really in the past few weeks and that's not just a course designed for first years but that's a three year program which, if that was implemented into.

450

00:58:14.610 --> 00:58:24.870

Perry Ragouzis: vermont's at university, I think, having that there every single year, you have a course except for your last year, that is cultivating that knowledge.

451

00:58:25.770 --> 00:58:36.900

Perry Ragouzis: That is something i'm looking forward to knowing that going into next year i'm not going to suddenly lose the support that I have acquired this year, because obviously when i'm going into my second year of.

452

00:58:37.800 --> 00:58:52.920

Perry Ragouzis: college that's going to be more difficult than my first year and i'm going to face more challenges, and so I think, being aware of the fact that support shouldn't just stop after your first year that's brilliant, so I don't know if i'm hitting on anything you.

453

00:58:52.950 --> 00:58:54.390

Perry Ragouzis: want to hear me say but.

454

00:58:55.170 --> 00:58:57.300

Perry Ragouzis: that's just kind of my two cents.

455

00:58:57.930 --> 00:59:00.060

Jennifer Jones (she, her, hers): Thank you, but I just want to hear women and.

456

00:59:00.420 --> 00:59:06.360

Jennifer Jones (she, her, hers): Anything that you all want to say, because I can have my assumptions, but it's been a long time since i've been in school.

457

00:59:09.480 --> 00:59:17.160

Jennifer Jones (she, her, hers): So before we move to the next slide any other comments about learning about about academic support.

458

00:59:18.540 --> 00:59:20.640

Jennifer Jones (she, her, hers): And how to find those resources.

459

00:59:22.890 --> 00:59:31.380

Hannah Cerasoli: Thinking of your modeling of scaffolding I I think in a traditional four year college student.

460

00:59:31.770 --> 00:59:49.830

Hannah Cerasoli: That I, it would make sense to me if you really kind of established that as like Perry kind of sounds like is happening for him this freshman year that, then you may be more willing to seek it out as you go through, however, I think of.

461

00:59:50.820 --> 01:00:05.190

Hannah Cerasoli: If there was a way to not necessarily group people as a first year second year, etc, but maybe this is the first year there with the College because, even if you I came in and August and i'm only spending a year in the Program.

462

01:00:05.670 --> 01:00:22.710

Hannah Cerasoli: Before I graduate because that's all I need, but you know I am not super aware, you know so maybe a few there's a way to you know, be able to flag like this is a first year in our college student or something.

463

01:00:22.740 --> 01:00:28.590

Hannah Cerasoli: Even if they're not a first year, to be able to lay some of that groundwork for them, it might be helpful.

464

01:00:29.070 --> 01:00:41.190

Jennifer Jones (she, her, hers): Sure soon thinking about transfer students are going to have different needs depending on where they're at in their program non traditional students might need different kinds of services.

465

01:00:41.190 --> 01:00:51.150

Hannah Cerasoli: Perhaps and every program is different so even within the state like we've already heard tonight by everyone, every one of these programs is a little bit different so.

466

01:00:51.450 --> 01:01:00.060

Hannah Cerasoli: Especially if they transfer from another totally another program that's not in the State, then it would probably be beneficial on some level.

467

01:01:00.900 --> 01:01:02.640

Jennifer Jones (she, her, hers): Thank you, thank you Kevin.

468

01:01:03.060 --> 01:01:04.740

Jennifer Jones (she, her, hers): When do we have to go by.

469

01:01:06.420 --> 01:01:11.400

Jennifer Jones (she, her, hers): All right, let's go ahead and move to the next slide which is last slide.

470

01:01:13.020 --> 01:01:26.340

Jennifer Jones (she, her, hers): So, if you would go ahead and get us our questions here, so if any of you have access academic support, have you experienced any challenges.

471

01:01:27.720 --> 01:01:41.790

Jennifer Jones (she, her, hers): Either accessing services through online or in person, and yet any chance that challenges, how do you how would you want services delivered depending on on your personal experience.

472

01:01:42.930 --> 01:02:00.780

Jennifer Jones (she, her, hers): Should we provide things differently, as we said for different types of students and then, finally, is there a role for academic sport to play in improving diversity, inclusion and equity and I mindful, the time so go ahead and whichever of these questions you want to speak about is fine.

473

01:02:02.850 --> 01:02:04.200

Jennifer Jones (she, her, hers): You don't have to go in order.

474

01:02:15.090 --> 01:02:19.620

Hannah Cerasoli: Alright i'll start, I feel like i've kind of touched on some of these things already.

475

01:02:21.450 --> 01:02:33.930

Hannah Cerasoli: I have not personally access to any of the services this year I will share, though I I looked into the Tutoring and It made me very stressed when I saw there was a limit.

476

01:02:34.740 --> 01:02:55.290

Hannah Cerasoli: I was like ooh I need to save this until I really feel like I need it so that was something as an anxious person that I discouraged me from actually accessing it when I had thought about using it because I thought I may need it more sometime else in the Semester so.

477

01:02:56.580 --> 01:03:12.210

Hannah Cerasoli: I don't know that there's anything I know somebody had said that if you ask for more you can get it, but that's certain I didn't see that anywhere, so I can't really share, about accessing it other than that, and again I think I talked about a lot of the other stuff ready.

478

01:03:13.620 --> 01:03:15.330

Jennifer Jones (she, her, hers): So you're feeling you've done ration.

479

01:03:16.380 --> 01:03:17.190

Jennifer Jones (she, her, hers): Your usage.

480

01:03:30.150 --> 01:03:43.200

Jennifer Jones (she, her, hers): And we have touched on some of these and some, certainly, but if you have any other any other comments and all to share, about academic support how to find it, how to use it, how to.

481

01:03:44.610 --> 01:03:45.870

Jennifer Jones (she, her, hers): How we could do better.

482

01:03:48.090 --> 01:03:53.580

Perry Ragouzis: um I mean that fourth point I think is incredibly important.

483

01:03:54.150 --> 01:04:05.250

Perry Ragouzis: um, it is no secret that there are going to be students who have suffered from a systemic oppression and other issues that are going to naturally hinder.

484

01:04:06.660 --> 01:04:15.240

Perry Ragouzis: The ways in which they learn, and I think that, being aware of that, in all facets of how we deliver academic support is incredibly important.

485

01:04:15.810 --> 01:04:31.050

Perry Ragouzis: And I can't tell you i'm no professional, so I can't say how I think that that should happen, but i'm bringing in groups, I know that castledawson is the only university to have an n double ACP chapter i'm bringing in those groups and making them really.

486

01:04:32.100 --> 01:04:36.120

Perry Ragouzis: Active in how academic support continues to be.

487

01:04:37.230 --> 01:04:50.610

Perry Ragouzis: Provided on campuses not necessarily even just in the creation, but throughout as academic support continues, making sure that their voices are constantly in the room, and they feel that they're being heard that is always important.

488

01:04:51.390 --> 01:05:02.970

Perry Ragouzis: So I think that it's nice to see that bullet point on there and i'd love to see how that continues to be a part of academic support and how that's facilitated throughout.

489

01:05:04.140 --> 01:05:04.920

Jennifer Jones (she, her, hers): Thank you Perry.

490

01:05:08.850 --> 01:05:15.150

Jennifer Jones (she, her, hers): And I like that idea was speaking to the folks in the N double a CP about academic support.

491

01:05:16.380 --> 01:05:16.800

Jennifer Jones (she, her, hers): Thank you.

492

01:05:21.960 --> 01:05:29.400

Jennifer Jones (she, her, hers): All right, if there's no other comments i'm all done unless Karen or Denise anything to add before we end.

493

01:05:35.820 --> 01:05:42.210

Jennifer Jones (she, her, hers): On Thank you students Thank you so much for taking your time to talk to us this was amazing.

494

01:05:44.370 --> 01:05:45.540

Jennifer Jones (she, her, hers): hand it back to you come.

495

01:05:48.660 --> 01:05:53.100

Kelley Beckwith: To Wilson unless there's for anybody else that has a follow up.

496

01:05:55.830 --> 01:06:00.900

Wilson Garland: Thank you any any last points or any last thoughts from any of the folks on the team.

497

01:06:02.040 --> 01:06:07.950

Wilson Garland: Okay, well, as always, thank you so much for the time that you spent with us tonight, this has been extremely helpful.

498

01:06:08.520 --> 01:06:20.910

Wilson Garland: I know that the team was anxious to come share some of their thoughts and ideas and and we really appreciate your feedback and input so thanks again and, and I hope you have a good rest of your evening.

499

01:06:22.740 --> 01:06:23.400

Kelley Beckwith: Thank you.

500

01:06:23.850 --> 01:06:24.810

Sophie Zdatny, Chancellor: Thanks so much.

501

01:06:25.590 --> 01:06:26.250

Sarina Pesinkowski: Thank you, thank you.

502

01:06:26.430 --> 01:06:27.090

Sarina Pesinkowski: Have a good night.