Welcome to Family Weekend

Engineering Advising

Liane Fitzgerald
Director

Cornell Engineering
Brief Presentation and Q & A Panel

Michael Thompson
Associate Dean of Undergraduate Programs

Miranda Swanson
Associate Dean of Student Services

Kelly Waldvogel
Senior, Mechanical Engineering

Vaishnavi Dhulkhed
Junior, Electrical and Computer Engineering
iClickers

How many fingers do you have on each hand?

a) One  
b) Two  
c) Three  
d) Four  
e) Five
How long before you had contact with your student after dropping them off at Orientation?

A. Within a day
B. Within a week
C. Within a month
D. Just this weekend
E. What – you mean there is a student here at Cornell?
How often do you talk/communicate now?

A. Daily
B. Weekly
C. Several times a week
D. Every other week
E. I expect to hear something around Thanksgiving
Has your student indicated that the level of work is greater than expected?

A. Yes, greater than expected!!
B. Indicated level was what expected
C. Indicated level was less than expected
D. Hasn’t mentioned it
E. Is astounded that work is required
Do you think your students are getting the support they need?

A. Definitely
B. Somewhat
C. Not sure
D. No
What do you think their stress level is?

A. **Green** – way too relaxed ... needs more stress
B. **Blue** – Under control
C. **Yellow** - Low
D. **Orange** - Elevated
E. **Red** - High
Mid-Semester Check-In

• Engineering Advising Mission and Advisee Responsibilities
• Meet the Staff
• Academic Advising Model
• First-Year Fall Semester Timeline
• Workshops on Academic Opportunities
• Academic Support Resources
Engineering Advising Mission and Student Responsibilities

**Mission**
To ensure that Cornell Engineering students have access to information and support as they navigate the undergraduate experience and strive to achieve their academic, professional, and personal goals.

**Advisee Responsibilities:**
- Initiate contact with professional academic advisors and faculty advisors for scheduling, course changes, and other matters in a timely fashion;
- Follow through with referrals to other programs and support services;
- Keep advisors informed;
- Develop rapport. The rapport necessary to good advising can occur only if both advisor and student make an active effort to develop it.
Meet the Staff

Liane Fitzgerald
Director

Freddie Salley
Assistant Director

Ben Martin
Assistant Director

Ryan Delany
Assistant Director

Mary Glick
Program and Publications Coordinator
Academic Advising Model

Student

Engineering Advising

Peer Advisors

Faculty Advisor
### Academic Advising Model

#### Engineering Advising

<table>
<thead>
<tr>
<th>Students’ Last Names Starting with:</th>
<th>Advisor to Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-C, S-Z</td>
<td>Ryan DeLany</td>
</tr>
<tr>
<td>D, E, H-K</td>
<td>Liane Fitzgerald</td>
</tr>
<tr>
<td>F, G, L-R</td>
<td>Benjamin Martin</td>
</tr>
</tbody>
</table>
Academic Advising Model

Engineering Advising

College of Engineering Common Curriculum
Affiliation
Study Abroad
Pre-health
Internal Transfer
Transfer Credit
Petitions
Students in Distress
Support Resources
Good Academic Standing
Academic Advising Model

Peer Advisors

2-3 upper-class engineering students who assist with ENGRG 1050 Engineering Seminar

Faculty Advisor

ENGRG 1050 Engineering Seminar instructor who will be faculty advisor until affiliation
Faculty Advisors

• Assist students with transition to the academic environment of Cornell Engineering

• Responsibilities include:
  • meet individually with advisees
    • during orientation for (critical) course planning
    • prior to pre-enrollment for SP20, FA20
  • participate in academic ENGRG 1050 sessions
  • provide individual access (office hours, appointments) for general guidance and discussion related to academic majors, internships, graduate study, career planning, etc.
ENGRG 1050: Engineering Seminar

• Facilitate the transition to the academic environment of Cornell Engineering and provide an introduction to Cornell Engineering

• Introduce students to:
  • Engineering faculty
  • Curricular and co-curricular opportunities
  • Professional ethical principles and practice
  • Resources/support for academic and personal development

• Provide students an opportunity to
  • Connect with and learn from Peer Advisors
  • Learn about different academic majors/minors
First-year Student Timeline – Fall 2019

- **8/29**: First day of classes
- **9/12**: Major info sessions started
- **10/1**: First round pre-lims began
- **10/12**: Fall break began
- **10/24**: Last day to drop a course
- **11/5**: Second round pre-lims begin
- **11/13**: Spring pre-enroll begins
- **11/22**: Last day to drop a course with a "W"
- **11/27**: Thanksgiving recess begins
- **12/10**: Final exams begin (end 12/21)
- **12/14**: Last day of classes
Orientation
Orientation

- Offered Academic Briefing to all first-year students:
  - Important dates and deadlines
  - Engineering Advising Office
  - Faculty Advisors
  - Peer Advisors
  - Engineering Undergraduate Handbook
  - Common curriculum overview
  - Strategies for success and support resources
Engineering Undergraduate Handbook

- Available online
- Degree requirements
  - Flowcharts
- Affiliation requirements
- Transfer credit and Advanced Placement credit
- Good Academic Standing
- Academic Policies

https://www.engineering.cornell.edu/students/undergraduate-students/curriculum/engineering-undergraduate-handbook
Major Information Sessions

• Each major in the College offers two, one-hour information sessions in the fall for freshmen taking ENGRG 1050
  • Given by the Directors of Undergraduate Study for each major

• Provide these students with general information about each major and an opportunity to answer questions in an effort to assist them regarding their decision about which major to pursue
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Pre-lim Exams

• Evening exams held mid-semester
• Typically two rounds
Early Intervention

- Initiate contact each semester with instructors of core engineering math, science and technical classes

- Request information about any student who is performing at C average or below

- Follow up with these students (email, phone and personal meetings) to identify potentially serious problems (both academic and personal) and help students identify strategies to overcome these difficulties
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Engineering Advising  
180 Rhodes Hall  
607-255-7414  
adv.engineering@cornell.edu
Spring Pre-Enroll

- First-year students are required to meet with their faculty advisor prior to pre-enrollment to discuss course selection
  - Pre-enrollment is November 13th - 15th
  - Suggest meetings October 21st - November 8th
Final Exams

• Evening exams held end of semester...
End of Term Good Academic Standing

- Pass 12 credits with at least 2.0
- Pass math and a science/technical course (each must be 3-4 credits)
- Have at least a C- or better in math (be making progress in math)
- Have no more than one grade below C- each semester
- Have no F, U, or INC grades
- Semester and Cumulative GPA of at least 2.0
- By end of third semester, pass one ENGRD course (most students won’t take one until 3rd semester)
Workshops on Academic Opportunities

• Pre-health (fall)
  • Work in concert with the University Career Services Office to provide academic advising related specifically to health careers (pre-med, pre-dental, pre-vet);
  • Help students assimilate pre-health course requirements into the Engineering curriculum.

• Study Abroad (fall and spring)
  • Conduct information sessions. Advise students on the study abroad/exchange programs and processes.
Academic Support Resources

- Engineering Learning Initiatives
- Learning Strategies Center
- Math Support Center
- Physics Tutoring Center
- Student Disability Services
- Writing Workshop Center
- Computer Science Lab
Engineering Co-Curricular Opportunities

- Undergraduate Research
- Cooperative Education (Co-Ops) and Internships
- Project Teams
- Kessler Fellows Program
- Leadership Development Program
- Study Abroad
- Teaching Assistantships, AEW facilitators, Peer Advisors and Tutors
Questions
Supporting the First-Year Experience

• Be a coach
  • Resist temptation to solve
  • Assist them in thinking/working through problems or challenges
  • Foster problem-solving and healthy coping skills

• Be an anchor
  • Keep them informed about happenings at home, foster trust
  • Allow them to determine how much contact

• Acknowledge college is different from high school and from when you may have attended college

• Focus on what they are learning, what new interests they are developing
  • Resist asking about grades
  • Talk about available support rather than “help”