

**Provost's Advisory Council  
Summary of February 18, 2010 meeting**

Bert Garza	Tom Wall	Jenny Baglivo
Pat Byrne	Anna Rhodes	Ce Shen
Pat DeLeeuw	Brian Jacek	Joe Burns
Hassan Tehranian	Amy Hutton	Ellen Winner
Lillie Albert	John Spinard	Susan Gennaro
Kathy Dunn	Kevin Bedell	Anita Tien
Katie O'Dair	David Quigley	
Marilyn Matelski	Gilda Morelli	

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1. The summary for the meeting of December 3, 2009 was approved and will be sent to the President's Office. All summaries are posted on the Provost's Office website; members are encouraged to share the summary with colleagues.
  2. Denise Der, chair of the Quality of Student Life Committee, and Brian Jacek, Anna Rhodes from UGBC joined Council to review the results of a survey of 400 students. They reported that:
    - 65% of students meet with their advisor only once per semester
    - 63% of students feel their advisor is less than knowledgeable about social issues at BC
    - 48% of students disagree with the statement that their advisory is knowledgeable about information regarding classes outside their major
- 26% of students do not follow up with students as needed
- o establishing a comfortable advising environment
  - o encouraging questions
  - o helping students to develop an academic plan for all four years of college

Students' understanding of their responsibilities included:

- o having a basic plan for course registration
- o knowing how to ask and answer questions about their own academic aspirations
- o working toward a relationship with the advisor

It was noted that the structure and quality of advising varies greatly, and that there are divergent approaches to advisement across departments and schools.

The UGBC presented several long-term and short-term suggestions to improve advising at the University, including expanding the scope of the Academic Advising Center to include major students as well as pre-major students; providing biannual training for advisors from the Academic Advising Center, and semi-annual training for advisors from the departments; considering the development of a peer advising program; developing student evaluations of

their advisors and departmental assessments of advising effectiveness; and increasing the