RIT

Supporting RIT Students: A Partnership Between Academic & Student Affairs
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Today’s Session
• RIT Landscape
• National Student Health/Mental Health Trends
• Overview of Academic Advising at RIT
• Student Behavior Consultation Team (SBCT)
• How to Use this Info
• Key Resources for Faculty
• Contact Info
• Q & A

RIT Landscape
• 9 colleges and 2 degree granting units
  • Over 100 majors
  • AAS, AOS, AS, BS, BFA degrees
  • MS, ME, M.Arch, MIST, MFA, MBA, Ph.D
• Over 1,000 Deaf/HH students
• Over 2,700 international students from 100+ countries
• Wide array of innovative support services for students with diverse needs
  • Some free, some fee based
  • Some open to all students, some population specific
• Most students move out of residence halls into apartments after first year
National College Health Assessment – Fall '17

Academic Advising at RIT
What to Expect for Your Students

Undergraduate Academic Advising At-A-Glance
- Consistent advising standards
- Defined advising roles:
  - Primary Academic Advisor
  - Faculty Advisors
  - Support Advisors
- Consistent training/professional development
- Standardized assessment
- Business rules to maximize the effectiveness of supplemental support services
Undergraduate Academic Advising At-A-Glance

- Undergraduate, degree-seeking, matriculated students are assigned to a primary academic advisor within college who is their primary contact, especially in the earlier years
- Primary academic advisors are master’s degree professionals (counseling, education, higher education)
- Caseloads targeted at 275:1

Undergraduate Academic Advising At-A-Glance

- Advisors are assigned to support student within college, may work with students in one or a few majors
- Common advising checkpoints:
  - First-year/transfer student advising
  - Mid-Degree advising
- Advisors partner with students and instructors around Academic Alerts and appropriate tools, resources for success
- Advisors are excellent partners for faculty to support students

Undergraduate Advising Approach: a Blend

Prescriptive Advising
- Advisors provides accurate and timely information to students regarding policies, course requirements, degree requirements, etc.

Developmental Advising
- “… based on a close student-advisor relationship intended to aid students in achieving educational, career, and personal goals through the utilization of the full range of institutional and community resources…”

(Slater, Winston & Miller, 1984)
Graduate Advising

- RIT provides academic advising for graduate students, however, there is no "one size fits all" model
- Depending on program/college, students may have a faculty advisor, professional advisor, or both
- Graduate Directors

Deans’ Delegates for Advising

- Sean Bennett, CET
- Marty Burris, UE
- Karen Hirst, KGCOE
- Debbie Kingsbury, CAD
- Catherine Mahrt-Washington, COS
- Abby Cantwell, SOIS
- Lisa Boice, SCB
- John Smithgall, COLA
- Gina Shevchuk, GCCIS
- Becky Fletcher-Roberts, CHST
- Vicki Liggera, NTID
- Lynne Mazadoorian, UAO

RIT Advisors’ Council

Advisors’ Council is a monthly forum for academic advisors, faculty advisors, and support advisors to share information, share best practices, and reflect on policies, practices, and procedures related to advising.
- rit.edu/advising
- Monthly meetings
  - Generally 2nd Tuesday
Student Behavioral Consultation Team

How to Share Concerns About Students

SBCT Mission

The mission of the Student Behavior Consultation Team (SBCT) is to coordinate the resources of RIT to address inappropriate, disruptive, or harmful student behavior in order to recommend collaborative and purposeful (non-punitive) interventions aimed at helping students achieve success.

In addition, the SBCT assists faculty and staff in addressing instances of student behavior which may be inappropriate, harmful, or disruptive to the RIT living and learning community.

SBCT Membership

- Nicole Boulais, PhD
  Co-Chair, Associate Vice President
- Wendy Gelbard MD, FACEP
  Co-Chair, Associate Vice President
- Kirsten Stonley, MSW
  Director, Student & Academic Services, NTID
- Maureen Gregg
  Team Administrator
- Megan Jarvis, MS LMFT
  Manger, Case Management
- Jennifer Needell
  Director, Center for Student Conduct & Conflict Resolution
- Sharon Kompalla-Porter
  Associate Director Support and Success, Center for Residence Life
- Lynne Mazadoorian
  Director, University Advising Office
- Gary Moxley
  Director, Public Safety
- David Reetz, PhD
  Director, Counseling and Psychological Services
Who Does SBCT Want To Hear About?

- **Non-responsive students**
  - Not showing up for classes
  - Not showing up for work/responsibilities
  - Missed consecutive appointments
  - Not responding to emails/cell phone calls/text messages

- **Concerning students**
  - Anyone you are worried about
  - Multiple early alerts and "missing"
  - Causing significant disruption
  - Behavioral concerns
  - Struggling
  - Unkempt, bizarre
  - Significant changes over the course of the semester

Who Does SBCT Want To Hear About?

**Signs of Distress**

- "changes in behavioral pattern"
- Changes in hygiene
- Drastic changes in weight
- Outward expressions of distress (verbalizations, direct references, requests for help)
- Talk about irrational beliefs or ideas
- Appears depressed or has heightened anxiety

- Demonstrates a noticeable decline in performance
- History of violence; threatening or intimidating behavior
- Increase in personal stress
- Social isolation
- Serious family problems crossing into the classroom

What Does SBCT Want to Hear About?

**Disruptive Behavior** interferes with the community or work environment.

Your prompt to report often reflects your frustration with a person's inability to adhere to generally accepted expectations.

Source of concern: **HOW THEY ACT**

**Disturbing Behavior** may not be disruptive but it creates another kind of concern.

Your prompt to report often reflects your unease, confusion, or discomfort with a person's actions, thoughts, or feelings.

Source of concern: **HOW YOU FEEL**

**Distressing Behavior** reflects the person's impaired emotional well-being.

Your prompt to report is when a person either appears to be struggling emotionally or discloses their personal struggle.

Source of concern: **HOW THEY FEEL**
How to Contact SBCT

Submit a Report:

In the "Concerns" section, share:
• What happened & why you are concerned (outline the pattern)
• What you did to address the situation
• Have the student know that you are making a referral?
• Who have you communicated with about this? (UG coordinator, academic advisor, dean, department chair, etc)

What Happens Next?

• Team member confirms report is received
• Team may reconnect to confirm outreach has occurred/action has been taken
  – HIPAA
  – Confidentiality
• Case closed
• Not sure? Ask!
SBCT Limits

- RIT policies & procedures
- Non-punitive approach
- Unable to mandate treatment/force services
- Unable to continuously monitor students
- Can only work with current/past information
  - Submit new report for new concerns

When to Contact Public Safety

For an immediate response/assistance (1-3 min response time)

- Immediate or imminent danger
- For violence or threats
- For personal safety
- To report a crime
- For any emergency
- V/TTY (585) 475-3333
- Text: (585)205-8333

Remember, Public Safety is available 24/7, even when the University is closed
Key Resources for Faculty

- Academic Department Chair
- Academic Advisors
- Assistant Dean
- University Advising Office
- Associate Vice President for Wellness
- Case Management
- Public Safety

Contact Us

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References