



## **Advisor Roles and Responsibilities with Best Practices**

### **Get to know your advisees; contact your new advisees early in the first semester**

- Attend the advisor/advisee meeting during New Student Orientation to welcome new advisees to Nazareth College
- Send a welcome e-mail to new advisees and invite them to come for an individual appointment early in the first semester
- Learn advisees names and something about them (home town, interests)
- Ask advisees about their interests and goals – personal, academic, professional, life; suggest related courses, minors, etc.
- Ask new advisees to complete the [Advisee Information Form](#) and review it
- Review new advisees' first semester schedules with them
- Remind students to check their Nazareth e-mail account regularly, as this is one of the College's official methods for contacting students
- Send greetings/cards to advisees for special occasions/successes
- Host advisees for coffee, lunch, tours, etc. to help them get to know you, Nazareth, the Rochester area, and/or the major

### **Post and keep office hours and inform advisees of the best way to contact you**

- Post your office hours and inform advisees of them
- Tell advisees the best way for you to be contacted and how best to set up an appointment with you
- Allow adequate time for appointments
- Provide an easy method for students to schedule appointments during course selection (such as Google appointments)
- Send a reminder to advisees about course selection; instruct them on how to prepare for the appointment
- Check your voicemail and e-mail regularly
- Respond to advisees' questions in a timely way
- Develop and distribute an advising syllabus for your advisees; be clear about your expectations

### **Know and understand core, academic program and professional requirements, as well as college policies and procedures; help advisees to understand all of these elements**

- Know where to find and how to utilize academic and college resources (on-line catalog, Academic Policies and Procedures section of the catalog, NazNet Self Service, program evaluations, dept. resources, AAC website, etc.)
- Provide accurate information to advisees
- Teach/show new advisees how to find and utilize academic and college resources
- Explain academic requirements and college policies and procedures, especially to new advisees
- Call the Academic Advisement Center (or schedule an appointment) for questions about academic requirements and/or policies
- Complete the Master Advisor Program and attend Academic Advisement Center workshops
- Pay attention to changes in curriculum, academic policies and new programs
- Know and follow the chain of command for approvals
- Know about and adhere to Federal Educational Rights and Privacy Act (FERPA) policies

**Assist advisees in reflecting upon their interests and abilities and clarifying educational, professional and life goals through active listening**

- Ask advisees about their interests and goals – personal, academic, professional, life
- Refer students to appropriate resources (dept. chairs, faculty with special interests, career coach, Center for International Education, etc.)
- Discuss coursework, programs or other opportunities (minors, study abroad, internships, research, etc.) that relate to interests and goals
- Encourage students to take responsibility for their academic planning and decision making
- Ask open-ended questions and use active listening techniques – clarifying, summarizing, reflecting back, etc.
- Communicate face-to-face as much as possible, especially for complicated issues or difficult conversations

**Monitor advisees' academic progress and assist them in planning their programs to achieve their academic, professional and life goals**

- Follow up with students about Starfish flags, probation, and/or poor grades as appropriate – discuss alternatives/ramifications (drop courses, delayed graduation, need for summer course work, etc.)
- Find out if students have concerns about particular courses and then follow up during the semester to see how they are doing (create a “tickler” on your calendar)
- Map out a student’s plan to graduation (term by term) when appropriate – be sure they can fit in everything
- Assign “homework” when appropriate and follow up to see how advisees are progressing
- Communicate with second major advisor if necessary

**Inform advisees of appropriate campus resources, support services and educational opportunities**

- Refer appropriately during appointments; give specific information on how to contact another person/resource (office name and building/room number, person name and contact information)
- Forward information to advisees about programs that might be of interest
- Recommend educational opportunities that support/enhance advisees’ goals/interests (minors, study abroad, internships, research, service learning, etc.)
- If you are unsure of a referral, contact that office to determine if that is the right resource before sending an advisee there
- When appropriate, refer a student with an issue/concern to another student (with permission) who has successfully navigated that same issue/concern.

**Encourage advisees to meet with you before problems arise**

- Clearly convey expectations to advisees
- Encourage students to contact you if they are concerned about something related to their academic progress or program
- Encourage students to take responsibility for their academic planning and decision making

**Learn advising procedures, tools and technology by reviewing advising materials and/or attending advisor training opportunities**

- Attend Academic Advisement Center and Information Technology Services workshops
- Call the Academic Advisement Center as needed
- Utilize the advising resources posted on the Academic Advisement Center’s website and the Core website

- Use the on-line catalog, Academic Policies and Procedures section of the catalog, and NazNet Self Service

### **Maintain advisement file/materials**

- Review advising materials such as the program evaluation, Starfish, and previous advising notes before meeting with a student
- Keep memory jogger notes in paper file – “tell me something about yourself”
- Help students to map out a plan to graduation (term by term) in Student Planning on NazNet Self Service
- Archive “approved” courses each term in Student Planning in NazNet Self Service
- Use the “Notes” in NazNet Self Service to document your advising recommendations. Be aware of best practices for advising notes:  
[https://www2.naz.edu/files/8814/1882/9457/Best Practices for Advising Notes 1.pdf](https://www2.naz.edu/files/8814/1882/9457/Best_Practices_for_Advising_Notes_1.pdf)
- When you follow up on an advisee’s Starfish flag, add a comment to the flag in Starfish indicating your recommendations and any action taken by the student

### **Support advisees’ applications for educational and employment opportunities when appropriate**

- Be honest with students about whether or not you are willing and/or able to write a recommendation within the timeframe required; offer suggestions on where to go for other recommendations
- If you agree to write a recommendation letter, be sure to meet the deadline
- Help students find appropriate opportunities based on their strengths
- Help students to plan ahead for these opportunities (study abroad, internships, etc.)

### **Sign college forms as necessary**

- Be prompt in processing or denying approvals
- Keep a small file of forms in your office that advisees might need (Declaration/Change of Major, Transfer Credit Approval, Drop/Add, Student Petition, etc.); most forms are also available online here: <https://www2.naz.edu/registrar/forms-and-petitions/>

### **Other**

- Be friendly, courteous, and welcoming
- Model professional and ethical standards of conduct