



### TALE Teaching Tip:

#### Advisor Essentials

#### Potential Advisor Roles:

Liaison – Identify campus support services.

Teacher – Help students explore interests, values, and purpose; make connections between university and future goals; collaborative research or creative projects; develop study skills

Mentor/Counselor – Be a source for advice or counsel beyond academics; help to establish priorities; etc.

Long-Term University Rep. – Be the one consistent contact throughout the advisee's university career.

Resource Person – offer guidance on policies, procedures, general education & program requirements, extra-curricular, travel abroad, internships, etc; resume writing

Culture Agent – socialize students to university expectations, standards of the profession, and advisor-advisee relationship.

#### Crucial to Know:

- Have a thorough understanding of graduation requirements including general education, university, and program.
- Be able to communicate how general education is essential to developing students as life-long learners.
- Help to acculturate students to the goals of university education.
- Most departments have their own checklists which they fill out for their advisees (separate from reports found in MyHusky).
- Beginning in summer 2012, a new General Education program was introduced called [MyCore](#). Students enrolled prior to summer 2012 are in the old system; students enrolled in BU Summer 2012 and after are in the new General Education program).
- Learn how to navigate [MyHusky](#); this software is “clunky.”
- Students enroll in courses each semester based upon a schedule established by the University (several factors including credits earned, athletics, honors, etc. affect the timing).
- Most departments and courses, use the “Waitlist” feature in MyHusky, which will automatically keep track of students who want to enroll in a course that has reached capacity.
- BU's Academic Advisement works with undeclared students. To learn more: Consult [Academic Advisement Center](#).

#### Advising Tips:

- Seek out advisees; do not wait for them to come see you (email through MyHusky).
- Some faculty put “Holds” on advisees, preventing them from enrolling until they release the hold. **CAUTION:** a student may be seeing an advisor, but not the one assigned; if you forget to remove the hold, you could impede their ability to enroll and some courses fill up quickly. Search MyHusky training “Student Service Indicators and Holds” or contact the Registrar.
- Do not expect a one-and-done conversation about requirements, opportunities, etc.
- Do not dictate.
- Set time limits to one-on-one meetings.
- Be willing to admit you do not have the answer, but will discover it.
- Group advisees into class year or status in major and hold group sessions to disseminate basic information, when serving as a resource person or culture agent.
- Create an advisee group in BOLT; contact IMDC to arrange.
- Develop an “**Advising Syllabus**” that outlines advisor and advisee expectations and responsibilities. In a class with majors, spend a few minutes periodically to talk about career options, internship opportunities, study abroad, etc.



## Teaching and Learning Enhancement (TALE) Center

### Potential Goals with All Advisees:

- Always update the student's transcript from university records, not the student's records.
  - Encourage students to bring their updated advising folder/portfolio to any meetings.
  - Some departments require ePortfolios, a collection of student work and reflections that they create within BOLT. Review periodically with students.
  - Encourage students to take responsibility by scheduling appointments in a timely manner; use MyHusky to remind them when scheduling commences and to make appointments.
  - Keep a check sheet for each advisee on the P-Drive; update each semester and make notations. To make it a learning experience, have the advisee update the check sheet while in your presence. This might create teaching moments and help the student take ownership of the process.
  - In consultation with the student, project future course loads given general education and program requirements.
  - Discuss extra-curricular, travel abroad, internship opportunities far in advance.
- 

### Document the Effectiveness of your Advising for Yearly Evaluations:

- Describe the strategies that you employ to advise.
  - If you have group meetings, end the session with a brief **anonymous** evaluation.
  - Find ways to survey anonymously one-on-one advisement sessions?
  - Provide your "Advisement Syllabus".
  - Provide documentation: Advisement Syllabus, letters/emails that you send out to students (with names removed), thank you notes, etc.
  - Discuss your advising techniques with your Department Chair and Evaluation Committee.
- 

### Bloomsburg University's General Education

- [General Education Resources for Faculty](#)

### For quick reference to General Education:

- [General Education "My Core" Program](#)

FYI: explains the program to students with crucial links

- [Approved Courses](#) (pdf)

FYI: most up-to-date list of approved GEPs

- [How to Satisfy BU's General Education Requirements](#)

FYI: PowerPoint that explains to newcomers

### Useful Off-Campus Resource:

The [National Academic Advising Association](#) offers a number of resources, especially in the Clearing House, that helps faculty contemplate their roles as advisors.

---

### Meeting a New Advisee?

- Ask students to share a bit about themselves, what they call home, interests, etc.
- Discuss the advising relationship including expectations on both sides.
- Discuss with new advisees their goals? Motivations? Perceived strengths and weaknesses?
- Make them aware of the variety of campus services.
- Encourage them to explore careers and visit BU Career Services, maintain an advising portfolio, maintain an ePortfolio.
- Discuss skills and attributes that will be developed in the program and why they are important to the major.



## Teaching and Learning Enhancement (TALE) Center

### Some Common Mistakes in Graduation Checks

- In MyHusky, the unofficial transcripts provides cumulative statistics for credits earned, credits attempted, credits towards GPA. Not all these credits however may count towards graduation, e.g. 001-099 **developmental courses**.
- Failed courses do not count towards graduation or credits earned. When the course is listed in unofficial transcripts and course history, this can confuse advisors and advisees.
- **General Education Points** are distinctive from credits earned. [General Education Points](#) are assigned to courses across ten goals though the course may be worth 1, 2, or 3 credits. For example, History 270, Hollywood and History, is a 3 credit course that can count towards the total 120 minimum to graduate, but it earns 2 GEPs (Graduate Education Points) in Analytical & Quantitative and 1 GEP in Arts & Humanities.
- When students repeat courses for a passing grade or to improve grades, do not [accidentally](#) count that course each time towards credits earned for graduation.

---

### • Essential BU Policies & Procedures

- [Academic Dismissal and Appeals Procedure \(PRP 3557\)](#)
- [Academic Grievance Procedure \(PRP 3592\)](#)
- [Graduate Academic Progress, Probation, and Dismissal \(PRP 3565\)](#)
- [Graduate Admissions, Withdrawal, Course Repeat, Transfers, and Graduation Requirements \(PRP 3463\)](#)
- [Graduate Courses in Senior Year \(PRP 3449\)](#)
- [MyCore Program and General Education Requirements \(PRP 3612\)](#)
- [Student Responsibility \(PRP 3407\)](#)
- [Undergraduate Academic Retention Standards \(PRP 3446\)](#)
- [Undergraduate Course Repeat Policy \(PRP 3452\)](#)
- [Undergraduate Course Withdrawal \(PRP 3462\)](#)
- [Undergraduate Graduation Requirements \(PRP 3604\)](#)
- [Withdrawal from the University \(PRP 3581\)](#)