

Expectations for Faculty Advisors

The Council of Undergraduate Associate Deans
Reviewed and approved by the Deans and Provost
September 2017

EXECUTIVE SUMMARY

Academic advising is a critical component of the Stetson education. Advisors help students meet their academic goals by providing knowledgeable guidance about academic and career planning. Advising is required for all tenure-track faculty and some visiting faculty members.

Faculty advisors are expected to:

1. Be accessible and responsive to advisees throughout the semester and during breaks.
Provide an alternate contact, if they are not available during breaks.
 - a. Meet face-to-face with each advisee at least once per semester.
2. Provide academic planning advice.
 - a. Help students understand their degree requirements.
 - b. Help students understand the University's student academic policies.
 - c. Be proactive about reaching out to the student if the student receives a midterm grade warning or has a cumulative GPA or GPA in the major that falls below 2.0.
3. Provide career planning advice.
4. Know the campus resources available to support students in the One Stop and Campus Life and Student Success (CLaSS).

Advising components:

According to NACADA (see footnote one), an effective advising model includes three essential overlapping components: conceptual, informational, and relational (see footnote two). The conceptual component refers to “the concepts and theories that undergird academic advising.” (see footnote three) It includes theories about advising; the vision, mission, and goals of advising; and advisors’ roles and responsibilities. The informational component “consists of the facts or knowledge of the institution and programs that advisors must know to correctly guide advisees through the completion of their majors and programs (see footnote four), such as policies, requirements, and legal issues (e.g., the Family Educational Rights and Privacy Act, or FERPA). Finally, the relational component refers to “the interpersonal skills and

communication skills” necessary to establish and maintain professional relations with students and to facilitate the advising process (see footnote five).

Some expectations for faculty advisors (see footnote six):

Although some of the expectations for faculty advisors below fall into more than one of the advising components above, each expectation is categorized below according to only one component.

Conceptual Component:

1. Promote student learning, development, and personal growth on an on-going basis to encourage agency
2. Build awareness of and encourage students’ participation in high-impact educational practices and out-of-classroom experiences and emphasize how they relate to the University’s mission and goals and to the student’s educational, personal, and professional goals
3. Meet face-to-face with students during advising periods to solidify their course schedules and to help them understand how their curricula support their educational, personal, and professional goals
4. Participate in advisor training sessions to keep informed and current about best practices

Informational Component:

1. Be knowledgeable about students’ program and standards and help students understand their degree requirements
2. Assist students in identifying realistic timeframes to complete their educational goals and support their efforts
3. Monitor academic progress (e.g., progress to degree, cultural credit progress, grade point averages) and direct students to appropriate resources and programs
4. Be familiar with campus services, resources, software, and so forth, and refer students to the appropriate ones, as needed, to support advising and student well-being (e.g., Stetson One Stop for financial, billing, and registration issues; the Registrar’s Office and its website; Student Success Collaborate, or SSC; my.stetson; Degree Audit; the *Catalog*, including its four-year advising plans; Campus Life and Student Success, for academic support and skill development, ADA accommodations, career/major exploration and preparation, health and wellness matters, campus climate and inclusive excellence, living on campus, and safety)
5. When notified of academically at-risk advisees, connect those students with appropriate resources to facilitate student success
6. Clarify student-related institutional academic policies and procedures to students and how to navigate them
7. Provide current, accurate, and helpful advising information and advice, including career advice

Relational Component:

1. Establish rapport with students; create a safe, positive environment in which students are free to explore ideas and interests; and actively listen and respond to students' questions and concerns while providing necessary information and support and respecting their values and choices—for example,
 - a. Display a positive attitude
 - b. Take an interest in students as individuals
 - c. Be a good listener
 - d. Be available during regular office hours and by appointment
 - e. Respond in a timely manner to emails
 - f. Be accessible and responsive to students throughout the semester and during breaks; provide an alternate contact, if unavailable
2. Support students in exploring areas of study and corresponding career options, in creating their educational and career plans, and in establishing their life goals

Footnote:

1. NACADA, formerly known as the National Academic Advising Association, is now the Global Community for Academic Advising (<https://www.nacada.ksu.edu/>)
2. Charlie L. Nutt. 2003b. "Creating Advisor-Training and Development Programs." Pp. 9-11 in *Advisor Training: Exemplary Practices in the Development of Advisor Skills*, edited by F. Vowell. National Academic Advising Association Monograph Series, no. 9. Manhattan, KS: National Academic Advising Association.
3. Nutt 2003b, p. 10.
4. Nutt 2003b, p. 10.
5. Nutt 2003b, p. 10.
6. This list derives from several sources, including NACADA: The Global Community for Academic Advising (<https://www.nacada.ksu.edu/>); the Council for the Advancement of Standards in Higher Education, or CAS (e.g., CAS Standards for Advising at standards.cas.edu/getpdf.cfm?PDF=E864D2C4-D655-8F74-2E647CDECD29B7D0); and websites of various colleges and universities, including Ithaca College (http://www.ithaca.edu/advising/five_schools/expectations/), Purdue University (<http://www.purdue.edu/advisors/howeare/expectations.html>), and Kansas State University (<https://www.k-state.edu/advising/slo.html>). .