



Faculty Advising Handbook

A unique characteristic of Drury University is the close personal relationship between faculty and students. As academic advisors, faculty play an instrumental role in helping students achieve their educational and career goals. Drury's approach to a personalized education offers students a network of faculty and staff who provide guidance on academic majors, scheduling, internships, and career planning.

The School of Education and Child Development has high expectations for advising of undergraduate and graduate students. Regular advising in SECD is important to ensure students are on track with appropriate coursework for their timeline for things like applying to the School of Education, taking required state assessments, and applying for student teaching. While guiding students through deadlines is an important component of an advisor's role, building relationships with advisees to help them in completing their higher education journey is equally as important. These goals are only accomplished through consistent communication and regular advising sessions.

To be a successful advisor, you will want to make yourself familiar with the following tools:

- **MyDrury** – Once logged into MyDrury, you can see your list of advisees that have been assigned to you. You can also see an individual advisee's information including course history and advising sheet. Searching for available courses by semester is also done here. Many forms and information resources related to Your Drury Fusion can be found on MyDrury.
- **Advising Sheet** – You will want to review an advisee's Advising Sheet prior to and during advising meetings. The Advising Sheet (MyDrury) provides critical information including the student's program of study, required courses still needed, courses already met, courses enrolled in, how many credits needed and met, GPA, and catalog assigned to. This document is what will guide them to graduation. If it is listed on the advising sheet, they are required to complete the course for that major, minor, or certificate according to the catalog to which they are enrolled. If there are questions about the Advising Sheet or changes that need to be made, contact Kiley Garges for Day School students and Bethany Talley for Drury GO and Graduate students.
- **SECD Advising Worksheet/Program of Study** – Each major within SECD has their own Advising Worksheet posted on the SECD website <https://www.drury.edu/academic-affairs/four-year-graduation-plans>. These worksheets are used extensively by students and advisors to guide course scheduling semester by semester. If courses are taken as outlined on these advising worksheets, students should meet deadlines and course requirements

needed for various checkpoints such as admission to the teacher education program and approval of student teaching.

- **Advising Tracking Sheets** – It is important to keep good records on students you advise. Part of building good relationships is remembering a student’s story and remembering prior conversations. The best way to do this is through keep notes from each meeting and referring to these notes prior to meeting with a student. It is also important for course projections to know where students are in their program of study and what courses are still needed each semester. Examples of advisee tracking sheets are provided at the end of this document.
- **Moodle (coming soon)** – The DU Faculty Advising Hub has been created as an additional resource to faculty advisors. Here you will find a wealth of information related to advising including short tutorials on navigating MyDrury.
- **School of Education and Child Development Website** – The SECD is a good source of information for both advisor and advisee related to degree requirements, deadlines for applying for admittance to the School of Education and Child Development, applying for student teaching, and state assessment requirements. <http://www.drury.edu/education>

Expectations for Advising Day School Students

The success of the Your Drury Fusion academic experience depends on knowledgeable of faculty and staff advisors to **guide students as they identify their academic, personal, and professional paths**. At Drury, advising is more than making sure students have the correct information as they make decisions – though that is important. If students are to realize their potential in “matters of career, life, community, self, and service,” it’s critical that advising conversations include discussions about vocation, calling, and purpose, as well as details about certificates, internships, credit hours, and professional development. Effective academic and career advising that nurtures a life in which students flourish requires an innovative *and* systematic approach.

Drury University uses a **faculty-based advising model**. A faculty-based model means that the primary advising relationship is between students and their assigned advisors in departments and Schools. To work with students effectively, faculty must stay current with university rules, procedures, appropriate developmental approaches, curricular content, co-curricular offerings, career and employment trends and opportunities in their fields.

Faculty are supported in their advising and faculty roles by the Office of Academic Affairs, university academic and career advisors in Academic Advising & Career Planning and Development (in the Cox Compass Center), the Innovation and Teaching Center, as well as by colleagues in Student Affairs who coordinate the Panthers First, Drury Scholars, Fusion First Day, and Orientation Programs, as well as the Student Intervention Team (SIT).

Key Points about Advising Undergrad Day School Students

Day School Students pay a flat rate for tuition which covers 12-17 credit hours for fall and spring semesters. Anything over 17 credit hours in either fall or spring is considered an overload that they must pay for. They also must pay for any credit hours taken during summer or winter semesters. See catalog for per credit hour fee for overload, summer and winter semesters.

Day School Students who enrolled Fall 2019 or after are required to complete the Your Drury Fusion general education curriculum. Your Drury Fusion curriculum **requires all students to complete three components**. One of these components **must be a major and one component must be a certificate. The last component can be another major, a minor, or another certificate**. Whatever combination is selected, the students must draw from both profession and life. Each major, minor, and certificate is identified as either being from profession category or life category. Students must have one from each. For example, if a student is completing a major and two certificates, the major might be a profession and then at least one of the certificates must come from the life category.

If students were enrolled prior to Fall 2019, they had the option of continuing with the existing CORE general education curriculum or switching to Your Drury Fusion curriculum (the deadline to switch was December 2019). Their MyDrury Advising Worksheet will identify which general education curriculum they must satisfy. (See tutorial on the DU Faculty Advising Hub on Moodle.)

A list of all courses and their assignment of profession or life can be found in MyDrury, under the Advising tab, along with additional forms related to Your Drury Fusion.

Advisors

Advisors recognize that students have diverse backgrounds, interests, learning needs, values, and goals. Effective academic advising will assist students in developing educational plans consistent with their expressed goals and interests. While advisors are responsible for providing accurate information about institutional policies and

procedures, students are responsible for their own academic decisions and meeting graduation requirements.

Part of the role of advising is recognizing when a student is in need of additional support. If an advisor suspects that a student is in need of counseling support, mental health support, or disability support, students can be referred to Disability Support Services <https://www.drury.edu/disability-support-services> or to the Burrell office located in the Panther Clinic <https://www.drury.edu/panther-clinic/burrell-behavioral-health-at-the-panther-clinic>.

Office Hours: Per the Faculty Handbook, all faculty members shall post and keep regular office hours (8-10 per week minimum). Consistency of office hours is important as students rely on faculty being available during those posted office hours. Advising appointments can be conducted in-person, by phone, or virtually.

Policies and Procedures: Advisors must be familiar with all university policies and procedures that impact student's academic progress and advising or know how to obtain the correct information. This includes general education requirements, school/department requirements, graduation requirements, deadlines, course offerings, and available student resources.

Requirements: It is required that faculty will meet with each advisee a minimum of one time per semester in advance of the opening of the following semester's registration. This allows for course planning, checking in with students on progress toward program of study, making adjustments to the program of study if needed, and an overall check-in with students.

In addition, regular meetings with students allows faculty to help advisees better understand requirements and expectations of their majors, minors, and certificates, thus their potential for success in particular courses, fields of study, and career choices.

Confidentiality: Maintain confidentiality of student academic and personal information obtained as a result of the advising process. Exchange of information about an advisee should be strictly on a need-to-know basis and only with persons who have the authority to have such information.

Records: Advisors will always keep a current list of assigned advisees along with their 4-year plans. In addition, maintain advisee records in such a manner that students' progress through their degree programs can be easily tracked and, if necessary, students' progress and why advising decisions have been made can be referred back to at a later date.

Student Expectations: Ascertain that advisees are aware of and knowledgeable about student expectations and help them develop the knowledge and skills necessary to fulfill those expectations.

Students

While advisors are responsible for providing accurate information about institutional policies and procedures, students are responsible for their own academic decisions and meeting graduation requirements. Students need to know and understand university policies that affect their educational, personal, and career goals. This includes but is not limited to a familiarity with the University Catalog, Student Handbook, requirements of the school/department of their declared major/minor, course prerequisites or how to obtain this information. All students must understand that they are active partners in the advising process.

Advising sessions: Students need to maintain regular contact with their advisors and attend advising sessions at least once per semester. Do not self-advise!

If students are struggling at any point in the semester, they should be encouraged to reach out to their advisor. Advisors can help guide students to additional supports if necessary.

Four-year Plan: Work with advisor on a four-year plan. Come to advising session with their four-year plan and any questions they have or ideas about making changes to the plan. Do not work semester by semester – have a plan!

Expectations for Advising Graduate Students

The success of the graduate level academic experience depends on knowledgeable of faculty advisors to **guide students as they identify their academic, personal, and professional paths**. At Drury, advising is more than making sure students have the correct information as they make decisions – though that is important. Effective academic and career advising that nurtures a life in which students flourish requires an innovative *and* systematic approach.

Drury University uses a **faculty-based advising model**. A faculty-based model means that the primary advising relationship is between students and their assigned advisors in departments and Schools. To work with students effectively, faculty must stay current with university rules, procedures, appropriate developmental approaches, curricular

content, co-curricular offerings, career and employment trends and opportunities in their fields.

Faculty are supported in their advising and faculty roles by the Office of Academic Affairs, the College of Graduate Studies, the Innovation and Teaching and Center.

Key Points about Advising Graduate Students

When a student is accepted into a program that you advise, they will receive an email from the Graduate College providing their acceptance letter and other key information such as their Drury ID number and email. You will be copied on this email as their advisor. This is your opportunity to then reach out to them as their advisor to begin planning their program of study. Each graduate program has a program of study worksheet posted on the School of Education website. You will also need to "grant" access for registration within MyDrury for the first semester for which they will be taking classes. This will allow them to register themselves through MyDrury. (To grant access to first time students, go to the Advisor tab, change the Advisee Status dropdown to Need Registration Clearance, make sure the Term is set to the correct semester, type in student's last name in corresponding box. When the student's name appears below, click on the word Grant.)

For advisors working with graduate students working toward initial certification either through the Drury Alternative Track in Special Education (DATSE), TAC, or post-bacc it is important to work closely to identify admission to teacher education deadlines, student teaching deadlines, and state assessment deadlines. Timelines can be a little less clear at the graduate level and require close contact with the certification officer

At that graduate level, six credit hours is considered a full-time student. During fall and spring semester, it is recommended that students take six credit hours if they are attending full-time, but they can take up to nine credit hours. During the summer semester, six credit hours is the maximum they can take.

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Policies and Procedures: Advisors must be familiar with all university policies and procedures that impact student's academic progress and advising or know how to obtain the correct information. This includes major requirements, school/department requirements, graduation requirements, deadlines, course offerings, and available student resources.

Requirements: It is required that faculty will meet with each advisee a minimum of one time per semester in advance of the opening of the following semester's registration. This allows for course planning, checking in with students on progress toward program of study, making adjustments to the program of study if needed, and an overall check-in with students. Advising appointments can be conducted in-person, by phone, or virtually.

In addition, regular meetings with students allows faculty to help advisees better understand requirements and expectations of their majors, thus their potential for success in particular courses, majors, and career choices.

Confidentiality: Maintain confidentiality of student academic and personal information obtained as a result of the advising process. Exchange of information about an advisee should be strictly on a need-to-know basis and only with persons who have the authority to have such information.

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meeting graduation requirements. Students need to know and understand university policies that affect their educational, personal, and career goals. This includes but is not limited to a familiarity with the Graduate Catalog, requirements of the school/department of their declared major, course prerequisites or how to obtain this information. All students must understand that they are active partners in the advising process.

Advising sessions: Students need to maintain regular contact with their advisors and attend advising sessions at least once per semester. Do not self-advise! Advising appointments can be conducted in-person, by phone, or virtually.

If students are struggling at any point in the semester, they should reach out to their advisor. Advisors can help guide students to additional supports if necessary.

Program of Study: Students should work with advisor on a program of study. They need to come to advising session with their program of study and any questions they have or ideas about making changes to the program. Do not work semester by semester – have a plan!