

# **FACULTY ADVISOR HANDBOOK**

## **ACADEMIC ADVISING CENTER**

**American University in Bulgaria**

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## **SECTION 1**

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### **GENERAL INFORMATION ON ADVISING**

AUBG Advising Statement

Definition of Developmental Advising

Advising Goals (by NACADA)

Roles and Responsibilities of Advisors and Advisees (by NACADA)

## **AUBG Advising Statement**

Academic advising is an essential component of the AUBG educational experience. A successful system of academic advising is highly dependent upon the shared commitment of students, faculty, and staff. Advising is one of the important and personally rewarding means for faculty to fulfill their service obligations to the University.

### **Definition of Developmental Advising by Ender (1997)**

“Developmental academic advising is a special advising relationship with students that both stimulates and supports their quest for an enriched educational experience. The relationship involves a systematic process of ongoing student-advisor interactions. It helps students achieve educational and personal goals by utilizing the full range of institutional and community resources. Beyond course registration and scheduling, the specific themes of *academic competence, personal involvement, and developing or validating life purpose* become the concepts that the developmental advising relationship frames. Educators who implement developmental advising recognize and acknowledge that the advisor is the institutional representative most responsible for assuring that advisees know how to seek out the greatest possible benefits from higher education.”(p. 171)

### **NACADA Advising Goals\***

- Assisting students in self-understanding and self-acceptance (value clarification, understanding abilities, interests, and limitations)
- Assisting students in their consideration of life goals by relating interests, skills, abilities, and values to careers, the world of work, and the nature and purpose of higher education.
- Assisting students in developing an educational plan consistent with the goals and objectives (alternative courses of action, alternate career considerations, and selection of courses)
- Assisting students in developing decision-making skills
- Providing accurate information about institutional policies, procedures, resources, and programs
- Making referrals to other institutional or community support services
- Assisting students in evaluation or reevaluation of progress toward established goals and educational plans
- Providing information about students to institution, colleges, and/or academic departments.

### **Roles and Responsibilities of Advisors and Advisees\***

#### **The Advisor's Roles and Responsibilities**

- Help the advisee to understand the academic and administrative process of the university and the nature of its academic programs. The advisor also seeks to understand each advisee's particular concerns affecting academic progress. The advisor neither grants nor denies administrative approval for particular academic actions.
- Help the advisee to understand the expected standards of achievement and likelihood of success in certain areas of study.
- Discuss the educational and career objectives suited to the advisee's demonstrated abilities and expressed interests. The advisor helps the advisee to understand the relationships among the courses, programs, undergraduate research opportunities, internships, study abroad programs, and other academic experiences provided by the university.
- Help the advisee to plan a course of study and give advice about courses and the adjustment of course loads. The advisor will inform the advisee about the prerequisites for subsequent courses in the advisee's program.
- Refer advisees to other resources when appropriate.
- Participate in the advisor training sessions provided by the University or the department to keep informed and current.

## **The Advisee's Roles and Responsibilities**

- Acquire the information needed to assume final responsibility for course scheduling, program planning, and the successful completion of all graduation requirements.
- Seek the academic and career information needed to meet educational goals.
- Become knowledgeable about the relevant policies, procedures, and rules of the university and academic program.
- Is prepared with accurate information and relevant materials when contacting the advisor.
- Consult with his/her advisor at least once a semester to decide on courses, review the accuracy of the audit, check progress towards graduation, and discuss the suitability of other educational opportunities provided by the University.

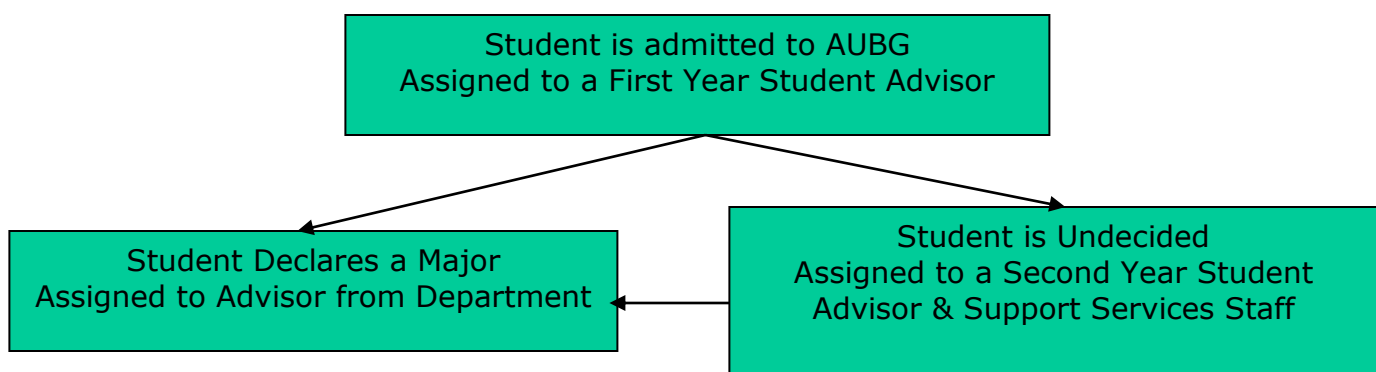
*\*The Advising Goals and the Advisor's and Advisee's Roles and Responsibilities are stated according to NACADA (The Global Community for Academic Advising in the U.S.A.)*

The AUBG Advising Model  
Selecting and Assigning Advisors  
Position Descriptions within the Advising Model  
Advisor Training  
Program Evaluation  
Acknowledgement of Advisor's Service

## AUBG Advising Model

The advising model that applies to AUBG is the **Split Advising Model** according to Organizational Models for Academic Advising, Habley 1999. In this model, advising of students is shared between faculty members in academic departments and the staff in the advising office. Faculty advisors advise students with declared majors, visiting and transfer students. Advising first semester students and advising undecided/undeclared students is a shared responsibility between faculty advisors and the advising office staff. Additionally, the advising office works with students at risk. The Advising process is shown on the chart below:

**AUBG Advising Process Flow Chart**



The following advising groups exist within the model:

<b>Advising Group</b>	<b>Advised by</b>	<b>Selection of advisors coordinated by</b>
First Year Students	First Year Student Faculty Advisors	Advising Center
Undecided/Undeclared Students	Second Year Student Faculty Advisors and Support Services Staff	Advising Center
Students with Declared major	Faculty Advisors by Major/Concentration	Department Chairs
Transfer Students	Faculty Advisors	Dean of Faculty
Visiting Students	Faculty Advisor/Staff	Dean of Students
Erasmus Students	Faculty Advisor/Staff	Erasmus Exchange Coordinator

## Selecting and Assigning Advisors

Time frame for selecting advisors and advisor training

Month	Activity	Responsibility of
March	Number of advisors for first year student advisors and advisors for undecided students is planned based on projected enrollment etc.	Advising Center
April	Call for Advisors made to faculty	Advising Center
May	Registrars are provided with the names of the faculty advisors for the students with declared major	Department Chairs
May	Registrars are provided with the names of the faculty advisors for first years students, advisors for the undecided students and advisors for the visiting and transfer students	Advising Center
June	Registrars and Advising Center staff are provided with the degree plans (updates or changes) for each major.	Department Chairs
June	Registrars assigns advisors to students	
August/September	First year students advisors undergo training during the New Student/Faculty Orientation	Advising Center
August/September	Advisors for students with declared major(s) and for undecided students undergo training during the New Student/Faculty Orientation	Advising Center

## Position Descriptions within the Advising Model

**First Year Student Faculty Advisors** are well informed about the general education requirements, the AUBG academic policies, the major courses appropriate for first year students and the campus support resources. They advise the newly accepted students during orientation and throughout the semester, assist them with course selection and scheduling, interpretation of academic policies etc. They contact the first year students who have received one or more "Unsatisfactory" grades on the mid term grade report to offer assistance or suggest a study strategy change.

**The Advisors for Undecided Students** are well informed about the general education and major requirements, academic policies and support resources. They work with students who are in their second year and have not yet declared a major and assist them in the process of selecting a major. The advisors refer students to the campus support resources (Advising Center, Career Center and Counseling Center) for self-assessment of their interests and qualifications in order to find the best match between their goals, career interests and needs.

**The Advisors for Students with Declared Major(s)** must be experts in the major requirements and academic policies. They must also be informed about career opportunities and resources in their own disciplines as well as related disciplines. Advisors should make appropriate referrals when it is in the best interest of the student. The advisors for students with a declared major are assigned by the academic departments.



**The Advisor for Transfer Students** is well informed about the general education and major requirements, academic policies and support resources. The advisors assist the students in obtaining approval for credits' transfer.

**The Advisor for Visiting Students** is well informed about the general education and major requirements, academic policies and support resources. The advisors assist the students in selecting and registering for appropriate courses that will transfer to the students' home institution.

**The Advisor for Erasmus Students** is well informed about the ECTS standards, general education and major requirements, academic policies and support resources. The advisors assist the students in selecting and registering for appropriate courses that will transfer to the students' home institution.

**The Advising Center staff** recruits faculty advisors for first year students, undecided students, visiting and transfer students; assists Registrars in the process of assigning faculty advisors to students; plans and organizes the advisor training for all type of advisors; monitors the evaluations of the advising program, the individual advisors and the Advising Center.

**The Registrars** assign advisors to students after receiving the names of advisors from the department chairs or the Advising Center staff; provide the following information about the advisees to each faculty advisor and the Advisor Center Staff:

- Semester Course Schedule
- Degree Audit
- Midterm reports for the first year students and the students on probation
- Student Profile

**The Dean of Faculty** takes part in the New Student Orientation and Faculty Orientation to present university regulations, academic policies and procedures. He/she is responsible for notifying students about the Academic Standing Committee's decision on their status. The Dean's other actions could include calling students, recommending students to discuss their grades with their faculty advisors and/or professors, recommending use of learning support resources, etc.

**The Department Chairs** facilitate the designation of a faculty advisor for each major/specialization in the department. They notify the Dean of Faculty, Registrars and Advising Center about the designated advisor(s). The department chairs submit an advising template for each major (or updates and changes to it) to the Dean of Faculty, Registrars and Advising Center on a regular basis. They monitor and facilitate completion of the faculty advisors' responsibilities and consider the advising load in the overall faculty member evaluation.

## **Advisor Training**

In order to have an effective advising system all faculty who serve as advisors must participate in on-going training. The advisor training will be coordinated and monitored by the Advising Center Staff.

A group training of one day or less per year will be provided for the advisor during Faculty and Student Orientation. If needed, individual training for advisors will also be provided throughout the year.

Some of the training topics include:

- Academic Advisor Responsibilities
- Academic Advisor Skills
- Principles of Effective Advising
- Academic Polices and Procedures
- Diversity
- Referrals to University Support Services (e.g. Advising Center, Learning Services Center, Counseling Center, Career Center etc.)

## **Program Evaluation**

The main purpose of evaluation is to assess the effectiveness and to improve the advising services for students. Evaluation is done on two levels:

- Advising Program Evaluation as part of the Senior Satisfaction Survey.
- Advising Center Evaluation through Advising Center Satisfaction Survey administered among the students on an ongoing basis.

## **Acknowledgement of Advisor's Service**

Faculty Advisors receive letter of acknowledgement for their service on a yearly basis.

**SECTION 3**  
**RESOURCE MATERIALS**

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Characteristics of a Good Advisor  
Thirty Reminders for Effective Advising  
Referral Summary  
Time Management Tips for College Students  
Academic Performance Standards

## **Characteristics of a Good Advisor**

### **A good advisor:**

1. Is personally and professionally interested in being an advisor.
2. Listens constructively, attempting to hear all aspects of students' expressed problems.
3. Sets aside enough regularly scheduled time to adequately meet the advising needs of students assigned to him/her.
4. Knows university (college) policy and practice in sufficient detail to provide students with accurate, usable information.
5. Refers students to other sources of information and assistance when referral seems to be the best, student-centered response.
6. Attempts to understand student concerns from a student point of view.
7. Views long-range planning as well as immediate problem solving as an essential part of effective advising.
8. Shares their advising skills with working colleagues who also are actively involved with advising.
9. Continually attempts to improve both the style and substance of their advising role.
10. Willingly and actively participates in advisor-training programs, both initial and in-service.

### **Thirty Reminders for Effective Advising**

1. Care about advisees as people by showing empathy, understanding and respect.
2. Establish a warm, genuine and open relationship.
3. Evidence interest, helpful intent and involvement.
4. Be a good listener.
5. Establish rapport by remembering personal information about advisees.
6. Be available; keep office hours and appointments.
7. Provide accurate information.
8. When in doubt, refer to catalog, advisor handouts, student handbook, etc.
9. Know how and when to make referrals and be familiar with referral sources.
10. Do not make referrals hastily; on the other hand, do not attempt to handle situation for which you are not qualified.
11. Have students contact referral source in your presence.
12. Keep in frequent contact with advisees; take the initiative; do not always wait for students to come to you.
13. Do not make decisions for students; help them make their own decisions.
14. Focus on advisees' strength and potentials rather than limitations.
15. Seek out advisees in informal settings.
16. Monitor advisees' progress toward education goals.
17. Determine reasons for poor academic performance and direct advisees to appropriate support services.
18. Be realistic with advisees.
19. Use all available information sources.
20. Clearly outline advisees' responsibilities.
21. Follow up on commitments made to advisees.
22. Encourage advisees to consider and develop conversations for future reference.
23. Keep an anecdotal record of significant conversation for future reference.
24. Evaluate the effectiveness of your advising.
25. Do not be critical of other faculty or staff to advisees.
26. Be knowledgeable about career opportunities and job outlook for various majors.
27. Encourage advisees to talk by asking open-ended questions.
28. Do not betray confidential information.
29. Categorize advisees' questions; are they seeking action, information, or involvement and understanding.
30. Be yourself and allow advisees to be themselves.

Source: <http://www.viterbo.edu/academic/advising/characteristics.htm>

## Referral Summary

<b>Need/Concern</b>	<b>Contact</b>	<b>Ext.</b>	<b>Location</b>
Academic Advising, Goal Setting, Time management, Exam Preparation Skills etc., Tutoring	Academic Advising Center	529	ABF Student Center, room 6203
Accommodation for students with disabilities	Dean of Students	515	ABF Student Center, room 6208
Athletics	Athletics Office	516	ABF Student Center, 6010/6011
Campus Security	Security Office	106	Main Building, room 15
Career Planning, Internships etc.	Career Center	521/522	ABF Student Center, room 6207
Financial Aid, Work study openings, Scholarships	Financial Aid Office	222	ABF Student Center, room 6218
Erasmus Exchange	Erasmus Exchange Coordinator		ABF Student Center, room 6205
Health treatment and health-related counseling	Health Center	207	Skaptopara I, first floor
International Students	Student Services/International Programs	519	ABF Student Center, room 6206
Personal Development, Personal Issues	Counseling Center	517	Skaptopara II, room 2043
Peer Advising and Subject Tutoring	Learning Services Center		ABF Student Center, second floor
Registration, major declaration, degree audits, transcripts, leave of absence, etc.	Registrars	220/221	ABF Student Center, room 6211/6212
Residence hall information, student life, student activities etc.	Residential Life and Housing	515	ABF Student Center, room 6204
Student Accounts	Student Billing	338	Main Building, room 107
Student Computing	Computing Office	349	Main Building, room 118
		550/560	BAC, room 328
Student Exchange Programs	Dean of Students	520	ABF Student Center, room 6208
Student Loans	Student Loans	311	ABF Student Center, room 6218
Student Medical absences from class, course overload etc.	Dean of Faculty	420	BAC, room 105
Student Travel Fund	Dean of Students	520	ABF Student Center, room 6208
Writing Center	Learning Services Center		ABF Student Center, second floor

## **Time Management Tips for College Students**

### **1. Make a "To Do" List Every Day.**

Put things that are most important at the top and do them first. If it's easier, use a planner to track all of your tasks. And don't forget to reward yourself for your accomplishments.

### **2. Use Spare Minutes Wisely.**

Get some reading done on the bus ride home from school, for example, and you'll kill two birds with one stone.

### **3. It's Okay to Say "No."**

If your friend asks you to go out on a Thursday night and you have a final exam the next morning, realize that it's okay to say no. Keep your short- and long-term priorities in mind.

### **4. Find the Right Time.**

You'll work more efficiently if you figure out when you do your best work. For example, if your brain handles math better in the afternoon, don't wait to do it until late at night.

### **5. Review Your Notes Every Day.**

You'll reinforce what you've learned, so you need less time to study. You'll also be ready if your teacher calls on you or gives a pop quiz.

### **6. Get a Good Night's Sleep.**

Running on empty makes the day seem longer and your tasks seem more difficult.

### **7. Communicate Your Schedule to Others.**

If phone calls are proving to be a distraction, tell your friends that you take social calls from 7:00 to 8:00 p.m. It may sound silly, but it helps.

### **8. Become a Taskmaster.**

Figure out how much free time you have each week. Give yourself a time budget and plan your activities accordingly.

### **9. Don't Waste Time Agonizing.**

Have you ever wasted an entire evening by worrying about something that you're supposed to be doing? Was it worth it? Instead of agonizing and procrastinating, just do it.

### **10. Keep Things in Perspective.**

Setting goals that are unrealistic sets you up for failure. While it's good to set high goals for yourself, be sure not to overdo it. Set goals that are difficult yet reachable. Consider these tips, but personalize your habits so that they suit you. If you set priorities that fit your lifestyle, you'll have a better chance of achieving your goals.

## Academic Performance Standards

Performance Standing	Definition	Process
President's List	The student's cumulative GPA is 3.80 or above and does not include any withdrawals or incompletes.	Students meeting the President's List requirement will have the standing reflected on their transcripts and will receive a letter of acknowledgement.
Dean's List	The student's semester GPA is 3.80 or above and does not include any withdrawals or incompletes.	Students meeting the Dean's List requirement will have the standing reflected on the transcripts and will receive a letter of acknowledgement.
Good Standing	Good standing requires that the student meets minimum academic requirements: semester GPA of minimum 2.0 and cumulative GPA of at least 2.0. Students must have successfully completed the mandatory foundation courses (ENG 101, ENG 102, and STA 105) by the end of their first year to be in good standing.	
Academic Warning	A student is placed on Academic Warning when his or her term GPA falls between 1.7 and 2.0, but the cumulative GPA is still above 2.0. Students placed on academic warning must regain good standing in the next semester. Otherwise they will be placed on probation. An academic warning can occur <b>only once</b> during the student's academic career. Students on academic warning who withdraw from the University or take a leave of absence in the following semester are on academic warning when they return.	All students placed on Academic Warning are strongly encouraged to discuss the warning with the Academic Advising Center Coordinator and their Faculty Advisor and also to use the AUBG academic support services.  Academic Warning is not reflected on the students' transcripts.
Probation	A student is placed on academic probation when his or her academic performance is unsatisfactory and indicates that the student's academic future is in question, but does not warrant suspension or dismissal.  A student is placed on probation when he or she: - has a term GPA below 1.7 but a cumulative GPA above 2.0; - has a cumulative GPA below 2.0 but not low enough to warrant suspension or dismissal; - fails to regain good standing after one semester on academic warning or academic probation; or - fails to complete one or more of the Gen Ed foundation courses by the end of their first year, or - returns from academic suspension or is re-admitted after dismissal.  Students who are on probation and found guilty of violating the University's policies on academic honesty and/or not fulfilling the probation status requirements will ordinarily be suspended or dismissed.	All students placed on probation are required -to complete AUB 106 – Strategies for Academic Success in the first semester of their probationary period. Students are not removed from academic probation until AUB 106 is completed successfully. -to meet regularly with the Academic Advising Center Coordinator and/or with their Academic Advisor.  Students on probation will be assigned a student mentor/tutor to assist them on a regular basis with their studies. Students on probation may not carry an overload and are ineligible for grades of "incomplete".  Students with fewer than 18 credit hours attempted whose GPA falls below 1.6 may not take more than 17 credits and are required to meet weekly with the Academic Advising Center Coordinator and/or their academic advisor, and successfully complete AUB 106.  Probation is not reflected on the students' transcripts.
Suspension	Academic suspension separates a student from the University for one semester with return guaranteed. A student is suspended whenever his/her CGPA falls below the following standards: Hours Attempted 18-30                      NA 31-60                      1.7 61-90                      1.8 91 and above            1.9 Additionally students may be suspended for: - Refusing to complete the conditions of their probation; - Failing to pass at least 40% of their attempted credit hours in a semester or - <u>Failing to attain a good standing during the first semester of probation.</u>	Students returning from academic suspension are placed on probation and may not take more than 17 credits; they will be required to complete AUB 106 – Strategies for Academic Success (if they have not already done so) and to meet weekly with the Academic Advising Center Coordinator and/or with their Faculty Advisor.  Suspension is reflected on the students' transcripts.
Dismissal	Academic dismissal separates a student from the University for a minimum of two semesters without guarantee of readmission. A student is dismissed whenever his/her CGPA falls below the following standards: Hours Attempted 0-30                      NA 31-60                      1.5 61-90                      1.6 91 and above            1.7	Dismissed students will be re-admitted only if the Admissions Committee is convinced that the student is likely to achieve academic success. There is no guarantee of re-admission. A student who is dismissed twice may not reapply to the University. Students who are re-admitted after dismissal are placed on probation and may not take more than 17 credits.  Dismissal is reflected on the students' transcripts.

Source: AUBG 2020 – 2021 Catalog

## **SECTION 5**

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### **ADVISING SPECIFIC STUDENT GROUPS**

Advising First Year Students  
Advising Undecided Students  
Advising Students with Declared Major  
Advising Transfer Students  
Advising Visiting and Exchange Students  
Advising Students going on Exchange or Study Abroad  
Advising Students on Probation



## Advising First Year Students

In their first year at AUBG, new students are going through series of adjustments: from high school to college, living away from home, adjusting to a new culture etc. The role of the advisors here is to assist students in their transition and to help them gain the necessary information and skills for making appropriate academic choices.

### Preparation for the Advising Session during Orientation

Advisors should have the following items when meeting with their advisees:

- Advisor's Handbook
- List of Advisees, their intended major(s), ENG 100 and MAT 100 exemption lists, advisee's early pre-registration course selection etc.
- Student Handbook
- AUBG Catalog
- Course registration materials (schedule, registration slips)

### At the Advising Session

The following checklist of items is presented as a guide that the advisor may use in the process of assisting first year students in their registration.

1. Smile, establish rapport. Be cordial and friendly  
Remember that student is likely to feel apprehensive; try to put the advisee at ease.
2. Inquire about personal, educational, and career goals . Use this information later in the session to help select courses.
3. Explain MW, MTh, TTh, TF and WF scheduling. Ask the student if she/he understands how the university classes are scheduled.
4. Decide on number of courses and semester hours. All first-semester students should be encouraged to enroll in the standard load of 5 courses. Overloads (greater than 17 credit hours) are not permitted for first-year students. These students do not yet know how they will react to the new environment of the University. Some students may want to enroll in only 4 courses – this should also be strongly discouraged. Our experience shows that first-semester students with 4-course loads underperform academically compared to their peers.

**Remember: 17 credit hours is the maximum and 12 credit hours is the minimum course load.**

### **DO NOT LET FIRST YEAR STUDENTS TAKE OVERLOADS!**

5. Explain General Education Requirements (See AUBG catalog).
6. Prepare the individualized schedule. For most incoming freshman an excellent plan for the first semester includes a combination of some Gen Ed courses with introductory classes in their intended major and/or classes that might be simply helpful or enjoyable to them. First-year students tend to believe that they should know their majors immediately, or that they should know what career they will pursue, or that their majors will necessarily determine their careers. At the session you can discuss these assumptions and encourage the students to explore courses that interest them.
7. Work with the student to choose specific courses. Try to determine those courses the student most wants to take. If it seems necessary or wise for you to make

suggestions, try to recommend classes that will fit in some way with the student's academic needs, interests, career goals, or major.

**DO NOT LET FIRST YEAR STUDENTS TAKE TWO COURSES IN ANY DISCIPLINE, ESPECIALLY MATH, COMPUTER SCIENCE OR ECONOMICS!**

8. For any new student – unless they have special needs that dictate otherwise – it is usually a good idea to select a schedule in which classes are well balanced throughout the week.
9. Evaluate the schedule's probability of offering a successful first semester. An academically successful first semester is the best guarantee that a first year student will return to the University for another year.
10. Encourage the advisee to stay in touch with you, and not to assume that you will know their concerns if they don't take the initiative to contact you. Let your advisee know when you can be reached most easily, your office hours, and the best times to call during the semester.

**Follow Up**

- Set up appointments with your advisees during the second week of semester. It is helpful to remind advisees of your official office hours and/or post a sign-up sheet during this week
- Set up an appointment with your advisees about mid-term to discuss midterm grade reports and academic progress. Keep a record of your contacts with the student indicating information exchanged or summary of discussion.
- Set up an appointment during course registration for the following semester. This is the time to guide your advisees through the assessment of their progress in the semester and through their planning for the next semester.

Advisors are encouraged to arrange formal or informal group meetings with their advisees.

**Advising Undecided Students**

The academic advisors for students who are undecided have somewhat different responsibilities. Instead of helping each student explore the selected major, the advisor assists the student's investigation of potential majors. Once an undecided student has selected a major, the student will be assigned an advisor within that major department.

**Preparation for the Advising Session (recommended for the first week of the semester)**

- Be familiar with the following sources of information: the Advisor's Handbook, the AUBG Catalog, the departmental handbook (if applicable), the Registration Schedule.
- Review the Gen Ed program curriculum.
- Review the degree reports or transcripts of your advisees.

### **At the Advising Session**

1. Assist the student to define their personal, educational, and career goals, their academic abilities and interests. Refer the student to the Academic Advising and Career Centers for possible assessment and guidance.
2. Encourage the student to seek advice, obtain information about the intended majors from other faculty members, department chairs, and peer advisors.
3. Recommend to the student attendance to special campus activities (Advising and Career Center's workshops, Career Fairs, etc.) to explore interests and gain experiences.

### **Follow Up**

- Set up an appointment with your advisees about mid-term to discuss midterm grade reports and academic progress. Keep a record of your contacts with the student indicating information exchanged or summary of discussion.
- Set up an appointment during course registration week for the following semester. This is the time to guide your advisees through an accurate assessment of their progress in the semester and through their planning for the next semester.

## **Advising Students with Declared Major(s)**

### **Preparation for the Advising Session (recommended for the first week of the semester)**

- Be familiar with the following sources of information: the Advisor's Handbook, the AUBG Catalog, the departmental handbook (if applicable), the Registration Schedule, and the major program worksheet.
- Review the Gen Ed program curriculum.
- Review the degree reports or transcripts of your advisees.

### **At the Advising Session**

1. Allow adequate time for advising appointments.
2. Review your advisee's academic record and progress toward meeting general education, major prerequisites, major and minor requirements. Check the advisee's hours earned, and take into account any inapplicable hours such as developmental studies or multiple repeats. Review progress towards graduation.
3. Discuss courses for the upcoming semester. Listen carefully to your advisee's plans. Make recommendations, point out prerequisites, and offer alternatives.
4. Ask your advisee about any academic problems that might be occurring.
5. Know how to refer students to the Learning Services Center etc.
6. Discuss your advisee's plans for graduate/professional school, or beginning a career. Be familiar with the offerings of the Career Center.
7. If you are advising a senior be sure to complete an Approval and Application for Graduation form before the deadline printed in the Registration Schedule. Be sure that the advisee understands how to register via the web. Keep a copy for your records.

## **Follow Up**

- Set up an appointment with your advisees about mid-term to discuss student's academic standing. Keep a record of your contacts with the student indicating information exchanged or summary of discussion.
- Set up an appointment during course registration week for the following semester. This is the time to guide your advisees through an accurate assessment of their progress in the semester and through their planning for the next semester.

## **Advising Transfer Students**

Each semester AUBG accepts students who have already completed some academic work at other universities in the USA, Bulgaria, and elsewhere. Advising of transfer students is important to the student in order to be placed in appropriate AUBG courses and requires knowledge, judgment, and subtlety on the part of the Advisor.

### **Preparation for the Advising Session**

Advisor(s) should have the following when meeting advisees:

- List of Advisees
- AUBG catalog
- Course registration materials
- All information available from the student's application file regarding previous coursework.

Students should have the following when meeting with the advisor:

- Transcripts from previous institution(s)
- Course descriptions, syllabi, exams, and any other information available regarding previous academic work.

### **At the Advising Session**

1. Ask the student about the coursework completed at other institutions. Carefully check the transcripts for grades (must be C+ or better) and credits. Be especially careful when examining transcripts from institutions whose credit reporting systems are not similar to the one in AUBG. In some countries, universities count as credit hours the amount of time a student is presumed to spend doing independent reading, homework, etc.
2. When in doubt about the credits for a particular course of study, check with Registrars' Office.
3. Be careful to look for repeated courses, courses with low grades, courses in English language, or remedial courses. These are generally not granted AUBG credit.
4. Aside from assessing the total amount of credits likely to be accepted, a student will need guidance about remaining general education requirements. Look for courses whose AUBG equivalents satisfy one of AUBG's General Education categories (aesthetic expression, moral reasoning, historical analysis, textual analysis, quantitative reasoning, scientific investigation, social and cultural analysis). If courses are clearly the equivalent of an AUBG course carrying Gen-ed credit, then the transfer credit should satisfy the Gen-ed requirement as well. (For instance: principles of macroeconomics would carry social and cultural analysis credit.)

5. For courses that have no precise AUBG equivalent, judgment needs to be exercised. A course in principles of chemistry should satisfy the natural science Gen-ed requirement, even though AUBG has no equivalent.
6. Remember that exact course credit and Gen-ed credit are properly under the remit of faculty in the respective departments. Do not extend promises to the student in doubtful cases, allow the faculty the opportunity to exercise their judgment.
7. Be cautious about claims for transfer of credits for writing-intensive-courses. More documentation of the equivalence of the course to AUBG WIC requirements is necessary for these courses.
8. Try to match the student with the right level of AUBG courses. This may require some discretion regarding courses in the student's proposed major. Some assumptions about transfer credits to be granted may need to be made. (e.g.: will the student's credits for the equivalent of ECO 300 be granted, so the student can and should be enrolled in ECO 301?) Consult with the relevant department when there is a serious doubt.
9. If the student's background records (course syllabi, course descriptions) are unavailable so that it is not feasible to determine exactly what credits might be transferred, try to arrange a first-semester schedule that (a) makes some progress towards the student's intended major; (b) will satisfy some GE or WIC requirements; and (c) is neutral regarding how or whether previous coursework will be counted. Try to minimize the number of unsupported presumptions (whether a particular previous course is equivalent, whether pre-requisites are satisfied, etc.)
10. Remember that as long as the student has a full schedule during his/her first semester at AUBG that does not duplicate his/her earlier coursework and makes some progress towards major/minor requirements and Gen-ed requirements, the student should be able to resolve all transfer credit issues before the registration for the next semester takes place.

### **Advising Visiting and Exchange Students**

AUBG currently participates in study abroad and exchange programs with universities in Europe, USA, and all over the world. Students may come to Bulgaria through exchange programs (one-for-one student exchanges with other universities that are based on signed agreements), as study abroad participants (either through agreement with ISEP or through direct enrollment at AUBG), or through Erasmus exchange program. Additional information about specific programs is available in the Dean of Students Office, located in the ABF Student Center, room 6208.

#### **Preparation for the Advising Session**

Advisor(s) should have the following when meeting visiting advisees:

- List of Advisees and their majors at their home institutions
- AUBG catalog
- Course registration materials

Visiting students should have the following when meeting with the advisor:

- List of approved courses from home institution
- Any paperwork that must be completed by AUBG for the home institution
- Transcript from home institution

### **At the Advising Session**

1. Ask the student about the requirements of his/her home institution for fulltime status during study abroad. AUBG requires a minimum of 12 credits for fulltime status and that may be the most appropriate number for many students from the US. Remember that part of the study abroad experience is the opportunity to travel and meet new people and a heavy course load or overload may prevent the student from achieving that aspect of a semester or year abroad.
2. Check that the student has the appropriate prerequisite courses for any upper level course selected. Many students use study abroad to try new fields of study and may inadvertently register for a course that they are not prepared to complete successfully.
3. Complete any necessary paperwork for the home institution and mail as needed. Send a copy to the Dean of Students Office for the student's file.
4. Be sure to recommend the MLL 135 Introduction to Bulgarian Language and Culture I course as an option for all visiting and exchange students. It is not a requirement, but is useful.

### **Follow Up**

- Students should come in after midterm exams for a progress review. Advisors should schedule this via e-mail.
- Each student should also make an appointment with his/her advisor just before the end of the semester to arrange for transcripts and any other necessary paperwork to be sent to his/her home institution (or to ISEP if appropriate).

Exchange programs:

1. University of Maine
2. SUNY Fredonia
3. ISEP exchange
4. Erasmus exchange

Study Abroad programs:

1. Newbury College
2. SUNY Fredonia
3. ISEP – Direct
4. George Mason University
5. Texas A&M
5. Epoka University (Albania)

Erasmus Partner institutions:

Visit <http://www.aubg.bg/RapidASPEditor/MyUploadDocs/BilateralAgreements.doc> for a complete list of the bilateral agreements between AUBG and other EU universities.

## **Advising Students who will be on Exchange or Study Abroad**

AUBG currently participates in study abroad and exchange programs with universities in Europe USA and all over the world. Students may go abroad for a semester or year through exchange programs (one-for-one student exchanges with other universities that are based on signed agreements), as study abroad participants, or through Erasmus exchange program. Additional information about specific programs is available from the Dean of Students Office, located in room 6208 in the ABF Student Center.

### **Preparation for the Advising Session**

Advisor(s) should have the following when meeting visiting advisees:

- List of Advisees and their majors
- AUBG catalog

Students should have the following when meeting with the advisor:

- List of courses at the foreign institution for approval, including course descriptions
- Any paperwork that must be completed by AUBG for the foreign institution
- Prior Approval for off Campus study form (available from the Registrars' Office)
- Transcript and degree audit report.

### **At the Advising Session**

1. Discuss AUBG General Education requirements with the student. Normally, a student should have completed all Gen Ed requirements before studying abroad.
2. All courses should be pre-approved for transfer credit before the student goes abroad.
3. All students must check the status of their AUBG financial aid prior to study abroad. Most aid is non-transferable and certain types (i.e. Soros grants) may be permanently forfeited if a student leaves AUBG to study abroad.
4. Check that the student has the appropriate prerequisite courses for any upper level course selected. Many students use study abroad to try new fields of study and may inadvertently register for a course that they are not prepared to complete successfully.
5. Complete any necessary paperwork for the foreign institution and mail as needed. Send a copy to the Office of Student Services and the Registrars for the student's files.

### **Follow Up**

- Each study abroad participant should arrange for transcripts and any other necessary paperwork to be sent to AUBG before returning to Bulgaria.
- Study abroad participants should be reminded to bring textbooks and syllabi back to AUBG to simplify the credit transfer process after the semester or year abroad.

## **Advising Students on Probation**

The following are requirements for the students on probation in order to regain good academic standing. These requirements also apply to the students who return to campus after a semester on suspension:

1. Earn a semester GPA at or above a 2.0
2. Carry a cumulative GPA at or above a 2.0
3. Pass at least 40% of the attempted credit hours for the semester on probation.
4. Successfully complete the AUB 106 Strategies for Academic Success course.
5. Meet with the Dean of Faculty and/or his/her academic advisor in the first week of classes and regularly during the entire semester. The purpose of the meeting is to discuss the semester schedule and program requirements including prerequisites, repeating failed courses, and finishing any incompletes as soon as possible in order to be restored to good academic standing.
6. Work with the Academic Advising Center Coordinator on developing and implementing a strategy for improving his/her academic performance. The student on probation is expected to make an appointment with the Advising Center staff within the first two weeks of the semester.

**Students on probation are not allowed to register on-line. They can register for a maximum of 17 credit hours.**

Failure to comply may result in academic suspension or dismissal for the following semester.

### **Advising Tips for students on Academic Probation:**

1. Help identify factors hindering academic progress, e.g. approach to studying; personal/dispositional issues (financial problems, family problems, anxiety, etc.); institutional factors (classes too large, lack of good tutors, and so on); course problems (inappropriate background, uncertainty about academic/career goals) and so on.
2. Refer to appropriate campus services.
3. Remind the student that he/she must complete all academic work on schedule by the end of the semester. Students on academic probation are ineligible for grades of "Incomplete".
4. Help the student plan an academic strategy that gives him/her the best opportunity to return to good academic standing. If a student has failed a course necessary to meet graduation requirements, repeating the course and earning a passing grade (for the first 3 courses repeated) replaces the earlier grade in CGPA computations. This can lead to significant jump in GPA if the student is successful the second time. If the student has failed a course that is not vital to the student's degree plan, it may be desirable not to repeat the course, depending on the circumstances. If the student is repeating one or more difficult courses, try to balance the schedule with courses that the student will be able to complete successfully.



**DO's for students on probation:**

- Seek the advice of their Faculty Advisor before registering for courses
- Make use of the resources of the Advising Center and Learning Services Center when they need them throughout the semester.
- Keep track of their progress in each of the courses throughout the semester, and seek help from their professors early if they are struggling.
- Enroll in a balanced schedule of courses that will keep them from getting “burned out” in the middle of the semester.
- Attend classes regularly.
- Keep their professors informed promptly if they need to miss any classes because of health or other reasons.

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