An Advisor’s Timeline, Month by Month

FALL TERM

August
1) During Friday of the afternoon of Orientation Weekend
   • Meet with new advisees.
     a) Get to know each other
     b) Outline the advisor’s role
     c) Alleviate anxieties about the upcoming semester
     d) Help with possible schedule changes
     e) Begin to think about a four year plan.

2) During the first week of classes
   • Check schedules of students who are on probation.
     a) Confer with these students
     b) Ensure they’re working with Academic Services
     c) Chat about what went wrong the previous semester
     d) Make schedule adjustments if possible so they retake courses in which they received poor grades
     e) Determine strategies for success during the fall term.

   • Remind students who are applying for major scholarships such as the Fulbright or Rhodes that the deadlines come up quickly (early October), and encourage them to touch base with the Associate Provost for Academic Services

September
1) During the third week of classes –
   • Check in with new advisees.
     a) See how things are going both in classes and with life in general.
     b) Remind them of resources available for support, such as the Writing Center, Academic Services, tutoring through departments, their RAs, etc.
     c) Remind them to be on the lookout for information sessions regarding study abroad opportunities for the following year

   • E-mail all advisees to remind them to explore opportunities such as internships, resume-writing workshops, study abroad options, major scholarships with due dates in January or February
     a) Remind students of the need to study for the GREs, LSATs. (MCATs should be taken in spring term of one year for admission to medical school the following year – testing in S08 would be for admission in F09).
     b) Remind them of the services of the Career Center.

   • Remind students with “I” grades that the deadline to remove an incomplete is approaching
October
1) During the second week
   • Remember to remove “I” grades from previous semester

2) During the third week
   • Remember to post mid-term deficiency grades even if students are about to submit a second assessment that might improve their grade, and even if you’ve been conferencing with students throughout the term to date. If students are struggling in more than one course, Academic Services targets them and cannot support them if their status isn’t known.

   • Remind all advisees that Advising Day is approaching.
     a) Begin to offer advising appointments
     b) Remind advisees they do not have to wait for advising day to see you.
     c) Give them suggestions about how to prepare for advising – bring courses that are of interest, check records, bring questions to consider and issues to address.

November
1) During Advising Day/Advising Appointments – With first year students
   • Make sure they know HOW to get registered.

   • Make sure they know how to check their record for holds on their accounts and know to take care of such holds in order to register.

   • Talk them through what to do if they can’t get a hold resolved in time to register; first year students in particular often don’t know the process for creating a schedule once the registration period has ended if it takes them that long to respond to a hold.

   • Talk candidly about progress – review mid-term deficiencies, and discuss the possibility of withdrawing (which will cost 25.00 at this point in time), and make sure they know the deadline and process for withdrawing.

2) During Advising Day/Advising Appointments – With returning 2nd or 3rd year students
   • Talk candidly about progress – review mid-term deficiencies, and discuss the possibility of withdrawing (which will cost 25.00 at this point in time), and make sure they know the deadline and process for withdrawing. Remind them to use the catalogue to research other academic policies.

   • Discuss internships and study abroad opportunities, major scholarships they might consider, summer work plans, career goals, goals for their remaining time at SMCM, what they’ve been excited about, what they’ve been involved with outside the classroom

3) During Advising Day/Advising Appointments – With seniors ready to graduate in May
• Discuss how to make the most of their last semester, and any possible hurdles to graduation students might be facing, discuss plans for life after SMCM, revisit their original “letter to advisor” and ask them how their experiences at college compared to their expectations

• Ask for their advice about advising and how you could be a more effective advisor in the future

**December**
1) During the first week – Check to ensure all advisees have schedules
   • For those who don’t have schedules, connect to find out
     a) whether they’re taking a leave of absence or withdrawing, or
     b) whether they couldn’t register because of holds.
   In the latter case, help them navigate the process of registering, and talk them through the add/drop process. Let them know how to be proactive about finding seats in courses by emailing professors and actually attending the first class session.

**SPRING TERM**

**January**
1) During Friday of the afternoon of Orientation Weekend - Meet with new advisees.
   • Get to know each other, outline the advisor’s role, alleviate anxieties about the upcoming semester, help with possible schedule changes, begin to think about a four year plan.
   • Note that many new advisees will either be transfer students who really need to “hit the ground running” in order to graduate on time, or they’ll be students who had to prove themselves at community college in order to be accepted for the spring. Both groups need a bit of extra TLC.

2) During the first week of classes
   • Check schedules of students who are on probation after the fall term.
     a) Confer with these students
     b) Ensure they’re working with Academic Services
     c) Chat about what went wrong the previous semester
     d) Make schedule adjustments if possible so they retake courses in which they received poor grades
     e) Determine strategies for success during the spring term.

   • Remind students who are applying for major scholarships that the deadlines come up quickly, and encourage them to touch base with the Associate Provost for Academic Services

3) During the second week of classes
• Remind students with “I” grades that the deadline to remove an incomplete is approaching

**February**
1) During the third week of classes –
   • Check in with new advisees
     a) See how things are going both in classes and with life in general.
     b) Remind them of resources available for support, such as the Writing Center, Academic Services, tutoring through departments, their RAs, etc.
     c) Remind them to be on the lookout for information sessions regarding study abroad opportunities for the following year

• E-mail all advisees to remind them to explore opportunities such as internships, resume-writing workshops, study abroad options, major scholarships with due dates in January, February or March (Truman, Boren for intensive language study abroad, Jack Kent Cooke, etc.)
  a) Remind them of the services of the Career Center
  b) Remind them to take advantage of programming by IE as a way to learn more about study abroad opportunities

• Remember to remove “I” grades from the previous semester

**March**
1) During the first week
   • Remember to post mid-term deficiency grades even if students are about to submit a second assessment that might improve their grade, and even if you’ve been conferencing with students throughout the term to date. If students are struggling in more than one course, Academic Services targets them and cannot support them if their status isn’t known.

   • Remind all advisees that Advising Day is approaching.
     a) Begin to offer advising appointments
     b) Remind advisees they do not have to wait for advising day to see you.
     c) Give them suggestions about how to prepare for advising – bring courses that are of interest, check records, bring questions to consider and issues to address.

2) During Advising Day/Advising Appointments – With first year students
   • Make sure they’re secure in the registration process and are using technological tools to track their progress in completing requirements
   • Discuss what they’re enjoying, what majors they might be considering and why, and how their core curriculum requirements are expanding their understanding of
the world or of themselves

- Make sure they know how to check their record for holds on their accounts and know to take care of such holds in order to register.

- Talk them through what to do if they can’t get a hold resolved in time to register; first year students in particular often don’t know the process for creating a schedule once the registration period has ended if it takes them that long to respond to a hold.

- Talk candidly about progress – review mid-term deficiencies, and discuss the possibility of withdrawing (which will cost 25.00 at this point in time), and make sure they know the deadline and process for withdrawing.

3) During Advising Day/Advising Appointments – With returning 2nd or 3rd year students

- Talk candidly about progress – review mid-term deficiencies, and discuss the possibility of withdrawing (which will cost 25.00 at this point in time), and make sure they know the deadline and process for withdrawing. Remind them to use the catalogue to research other academic policies.

- Discuss internships and study abroad opportunities, major scholarships they might consider, summer work plans, career goals, goals for their remaining time at SMCM, what they’ve been excited about, what they’ve been involved with outside the classroom

- Have a conversation about the SMP or senior project option and talk with them about research papers or readings or activities in which they’ve been involved that could build into an SMP

4) Check in with your seniors about when they are presenting their SMPs – students like their advisors to be present if possible

April

1) During the first week – Check to ensure all advisees have schedules

- For those who don’t have schedules, connect to find out
  a) whether they’re taking a leave of absence or withdrawing, or
  b) whether they couldn’t register because of holds.
In the latter case, help them navigate the process of registering, and talk them through the add/drop process. Let them know how to be proactive about finding seats in courses by emailing professors and actually attending the first class session.