



ASSISTANCE FOR ACADEMIC ADVISORS DURING REMOTE INSTRUCTION

This guide for advisors addresses the following:

*Assistance for Academic
Advisors During Remote
Instruction*

*Advisors are important
connectors for students*

Tracking your conversations

Video conferencing

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*Ask About Remote Learning
Report a Concern:*

Connect a Student with Peer

Assistance with time

management and

organizational skills:

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FERPA (basic information; no

modification)

ADVISORS ARE IMPORTANT CONNECTORS FOR STUDENTS

Faculty advisors play an important role in student success. Beyond guidance on course selection, advisors provide students with a forum for academic reflection and serve as a valuable resource on opportunities in the field. Remote instruction may leave students feeling isolated and unmotivated. In spite of the disruptions this semester, we want to ensure that students see a pathway to graduation and academic success. Advisors can play a key role in helping students plan for future semesters and understand how policy revisions can be used to keep students on track. Maintaining your advising relationship during the period of remote instruction can help encourage students to continue active involvement in shaping their academic aspirations.

The most important part of virtual advising is making sure students feel connected to the College. Ask students if they prefer video conferencing, phone, or email. CIT will assist faculty with technology challenges.

TRACKING YOUR CONVERSATIONS

Many advisors find it helpful to put “notes” in students’ DegreeWorks during advising appointments. The notes function is accessible toward the top of a student’s DegreeWorks account. These notes are visible to students and can be consulted in subsequent advising sessions.

VIDEO CONFERENCING

Video conferencing may be the most impactful means of virtual advising by replicating the in-person experience, providing non-verbal cues not evident in phone calls and emails. Students and faculty advisors can “screen share” to review DegreeWorks, access class offerings and make referrals to other campus offices and support services.

For more information on how to access video conferencing tools, please visit: [Resources for Working from an Alternate Location](#) and select “collaborating remotely.”

PHONE

Students and faculty advisors may elect to host appointments by phone. All cell phone carriers offer the option to “block caller ID” to restrict a phone number from view (e.g., [AT&T](#)). Please check with your carrier for instructions on how to use this function. When scheduling phone appointments with students, let them know that you will be contacting them from a restricted number so they can anticipate your call.

EMAIL

Valuable advising exchanges can be had with students by email, although we are finding that students are overwhelmed by the amount of email they are receiving from the College. This may help:

SUBJECT LINES: If you email, use personal subject lines like “Advising info for Jackie Jones.” If a student sends you an email with a vague subject line like,, “Question,” change the subject line when you reply. This will help both of you keep email information organized.

PROMPTS: Send students specific questions to answer. Consider inviting students to reflect on the questions posed in the [Preparing to Meet With Your Advisor](#) resource provided by the Office of Academic Planning and Advising. Or if they reach out to you with questions about academic policies and processes, sort them into numbered responses. Modeling organization skills is essential at this time. Much of the feedback we are hearing from students is that they do not know how to keep track of and process the information they are getting.

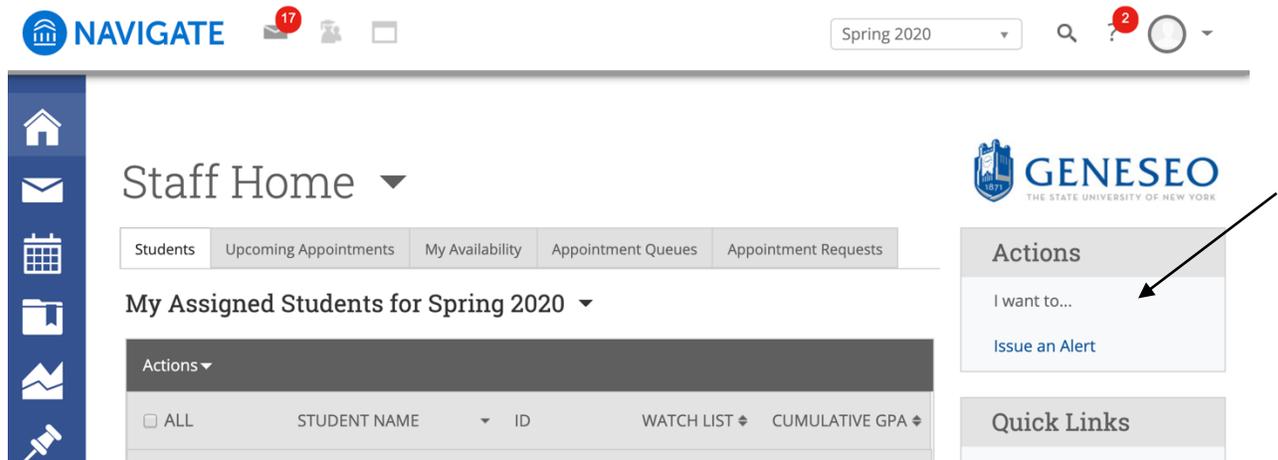
ASK ABOUT REMOTE LEARNING

Many students are demonstrating strong resilience skills and have adjusted to remote instruction. But others are not managing well. Regardless of which way you connect with students, please ask them how they are doing. For basic help, start by referring students to CIT’s [Student Resources for Remote Learning](#). Please try to respond to questions about your own courses directly.

REPORT A CONCERN

There may be questions you can’t answer. If a student tells you they can’t access online instruction, they have had difficulty reaching their other faculty, they or their family have become ill, or any other broad concern related to remote instruction that you cannot address easily, you may put them in an assistance queue by issuing a “CARE Alert” (Concern About Remote Education) in EAB Navigate.

1. Sign on to EAB Navigate (geneseo.campus.eab.com) and look for “I want to Issue an Alert” in the right-side menu of your home page:



2. Click on the link and choose the CARE alert. Search for students by name or G-number. You have the option of associating the alert with a particular course.
3. Include details provided by the student (e.g., technical issues, communication issues, illness, accommodations, etc.).
4. Submit.

Any staff member or tutor (in the EAB system) can issue an alert. Concerns will be triaged and shared with appropriate offices, including Academic Planning & Advising, CIT, Disability Services, and the Dean of Students. If you cannot access Navigate, you may also email the Dean of Students directly. Note: Tutors can issue alerts but they have no access to student records.

Issuing an Alert opens a case. When the case is closed or resolved, you will receive an email notification.

CONNECT A STUDENT WITH PEER ASSISTANCE FOR TIME MANAGEMENT AND ORGANIZATIONAL SKILLS

Students who are having difficulty adjusting to remote instruction may find working with an **Academic Peer Mentor** (APM) to be helpful. APMs are upperclass students who are trained in metacognitive techniques to strengthen study skills and teach time management and organizational strategies. APMs can host virtual appointments with students to build a weekly study plan and establish goals for study sessions. They can also review updated course syllabi and facilitate reflective conversations so students can identify action steps to improve their experience. Students can schedule appointments by emailing academicpeermentors@geneseo.edu. Learn more about the [Academic Peer Mentoring Program](#).

CALLS INCLUDING PARENTS/SIBLINGS/MENTORS

Advisors are not obliged to include parents in remote advising sessions. We can politely say to a student, “I prefer to meet just with you, but we’ll make sure you have clear information to share with your parents.”

Given some students' stress levels, however, you might agree to opening the meeting up to parents, older siblings, community members, etc.. Before doing so, ask the student to send you an email with a one-time FERPA waiver indicating that permission is granted to allow _____ (name of the person invited into the meeting) to have information about the student's educational record, including (or excluding) registration plans, grades, and degree planning. FERPA guidelines are provided at the end of this document.

REGISTRATION HOLDS

Registration holds for mandatory advising and pre-grad checks were ended on March 23, 2020. Advisors and advisees should nevertheless meet to communicate about registration and degree completion.

Holds for financial indebtedness must be removed by Student Accounts. Please direct students to email studentaccounts@geneseo.edu to arrange payments or inquire about bills. If you or your advisee do not understand other holds that show up on their account, direct students to records@geneseo.edu.

SPRING 2020 POLICY MODIFICATIONS

[Instructions for Selecting Pass/Fail for Spring 2020](#)

The deadline for students to elect a course pass/fail is May 31, 2020.

[Spring 2020 Pass/Fail policy](#)

The withdrawal date for withdrawing from a spring 2020 course has been extended to May 6, 2020.

If a student tells you they cannot complete any of their courses this semester, please direct them to the Leave of Absence information from Enrollment Management (<https://www.geneseo.edu/enrollment-management>). Have the student email dapa@geneseo.edu to review their request for term leave with a member of the DAPA staff.

STUDENT ACADEMIC SUPPORT

Supplemental Instruction -- Remote SI list [SI-remote-Spring-2020.pdf \(342.6 KB\)](#)

Writing Learning Center remote appointments https://www.geneseo.edu/english/writing_center

Math Learning Center remote appointments <https://www.geneseo.edu/math/mlc>

STAR-NY online tutoring https://www.starny.org/tutoring_schedule (Sunday-Thursday evenings, 7-midnight)

Academic Peer Mentors https://www.geneseo.edu/dean_office/academic-peer-mentors-0

NON-ACADEMIC CONCERNS

Health & Counseling: Remote appointments <https://www.geneseo.edu/health>. Short phone consults are available. Students can secure message counselors at myhealth.geneseo.edu

[The Office of Disability Services](#) will be operating remotely until otherwise notified. If students or faculty have questions or concerns about accommodations, they may email disabilityservices@geneseo.edu. If students have concerns about accessibility of course content, they may complete a [“Learning Barriers” Google Form](#). Personnel from CIT and/or Disability Services will address the situation promptly.

The Testing Center and online Testing Calendar will not be available. Faculty will continue to provide exam accommodations for timed online exams per students’ accommodation plans.

[Office of Financial Aid](#): Questions regarding financial aid should be directed to their office. They are hosting remote appointments by video conference and phone. Students can schedule appointments by contacting financialaid@geneseo.edu or calling 585-245-5731. Encourage students to contact the office prior to withdrawing from courses. Students who need to meet requirements for the Students on Track (SOT) program are being notified of compliance as they register for their fall courses.

FERPA (BASIC INFORMATION; NO MODIFICATION)

Maintaining Students’ Rights and Privacy

The Federal Educational Rights and Privacy Act (FERPA) protects a student’s educational record. Students who are 18 and older have sole authority over who has the right to access their educational records. This protection states that only those with an “educational need to know” have access to view a record. This includes faculty advisors. It is important to remain cognizant of this protection when conducting remote advising. Information that can be accessed by a public record is not covered by FERPA.

What information is considered “protected”?

- Grades
- Test scores
- I.D. numbers or social security numbers
- Financial records
- Date and place of birth
- Class schedules
- Semester, cumulative, or major GPA
- Housing information
- Conduct records (or results of reviews)
- Enrollment Status
- Class attendance information

If a student wishes for FERPA protected information to be shared with others outside of the institution (i.e. parents, caregivers, etc.), they must **explicitly state so in writing**. The college does not maintain a blanket waiver form. FERPA permissions are to be handled on a case-by-case basis. Students may opt to send their faculty advisor an email stating what can be discussed in a phone call or video conference with others present. It is also a good practice to ask the student during the call if you can discuss their educational record at that time.