MGH INSTITUTE OF HEALTH PROFESSIONS

FACULTY ADVISING MANUAL

INTRODUCTION

Faculty advisors play an important role in assuring the success and satisfaction of students as they engage in academic and clinical education activities throughout their program of study. All students bring unique strengths to their program, the Institute, and their profession that can be enhanced and fostered through appropriate, personalized, and intentional advising. Good faculty advising can help students bridge the gaps between personal, academic, and career requirements. Faculty advisors are invited to share their experiences and their knowledge to foster a strong professional foundation for their advisees.

This manual provides:
- a shared philosophy of advising
- standard responsibilities of faculty advisors
- information and resources to improve faculty advising

Upon matriculation, students are assigned a faculty advisor who serves as the primary faculty contact throughout their program of study. Faculty advisors have the critical role to assist in the coordination of student growth and academic progress and provide referrals related to academic and professional development. As part of the MGH Institute community, faculty advisors adhere to our core values and commitment to anti-oppression in partnership with students to create a safe, welcoming educational environment that prepares them for growth and leadership in improving health and wellbeing.

PHILOSOPHY

Faculty advising is central to the delivery of services to students. The MGH Institute believes that effective advising involves both proactive and developmental components.

Proactive advising (also known as intrusive advising) assists in building relationships with students by anticipating their needs and connecting them to appropriate resources and support early in their academic careers.

Developmental advising recognizes that the advisor and the student are partners in educational discovery and share responsibility for the advising relationship and the quality of the experience. It focuses on capacity for growth and involves facilitating the student's environmental, and interpersonal interactions, behavioral awareness, problem solving, decision-making, and evaluation skills.

These approaches to advising are well established in the literature and are considered best practices in advising. They complement the culturally engaging campus environments model, which holds that student success correlates positively with support systems that take into account the norms and needs of diverse students.

PRIMARY RESPONSIBILITIES

The faculty advisor will:

Build a relationship
- Introduce yourself and your role during student's orientation.
- Meet with assigned advisees at least once each semester, individually or in small groups, but will meet individually at least once per year.
- Develop a relationship with each advisee, demonstrating a commitment to the student's success, growth, and development.
- In the case of a change of faculty advisor, the current faculty advisor provides a warm hand off to new advisor, to ensure that student is aware of who their faculty advisor is at all times.
- Support student through disciplinary or academic reviews.

Communicate clearly
- Identify yourself as a faculty advisor as distinct from other advising and support roles students may encounter.
- Communicate availability and office hours to students.
- Respond to student messages within a reasonable time, typically within one to two business days.
- Actively contact advisees at identified "touch points," as determined for each academic program's annual calendar.

Offer feedback
- Assure all requirements are met in a timely way and provide feedback to the student if needed.
- Provide feedback to students from course faculty, clinical supervisors, or others who evaluate student performance.
- Refer students to appropriate resources for academic, behavioral, or personal concerns and provide assistance if needed to access these resources.

Provide guidance
- Be informed about policies, procedures, and requirements and provide accurate guidance to students.
- Assess timely academic progression, navigate curriculum paths and assist with registration, as appropriate.
- Monitor progress toward academic and professional goals, including the Institute's core competencies.
- Provide professional mentoring, including career choices, professional activities, and licensure/certification, as appropriate.

Document interactions
- File advisement documentation for easy retrieval and review.
- Establish and evaluate advising goals as a part of service in the annual performance review.

Although advising generally does not present liability, there are ethical and legal limitations to the advisor's role. Faculty advisors must recognize when student needs exceed their scope and refer them to appropriate resources. For example:

Within the faculty advisor's role	Outside the faculty advisor's role
Ask students about self-harm, suicidal ideation	Provide formal confidential counseling
Take immediate action if necessary by calling security at 617-726-5400	Offer advice on personal or financial issues
Maintain professional limits on relationships	Ask or suggest a student has a disability
Acknowledge microaggressions and provide resources where students can seek support	Treat students as a patient or client

The faculty advisor can expect the student to:

- Be able to identify their faculty advisor at the beginning of the program.
- Seek out assistance from the faculty advisor as needed.
- Respond to faculty advisor messages within one to two business days.
- Keep all mandatory scheduled advising sessions or give timely notice of unavailability and initiate contact to reschedule. Keep other scheduled advising sessions as requested.
- Come prepared to advising sessions to discuss relevant issues.

STRATEGIES FOR ADVISEMENT

"As advisors, it is important to be intrusive without intruding, and be warm, friendly and inviting while still providing the tough love and information that students need to hear. It is a delicate balance; though when done right, intrusive advising can enhance the advising relationship while also encouraging student responsibility and participation" (Cannon, 2017).

The following are examples of proactive advising:
1. Intentional frequent outreach to students
2. Communicating interest and concern for students
3. Creating a safe space that invites honest disclosure
4. Deliberate intervention to enhance student motivation and follow through
5. Informing students on options related to their academic and professional needs

Touchpoints: Each program will identify critical times during a semester/year when students should be contacted. Examples include orientation, before midterms or finals, and during some difficult moment in current events that might adversely affect students.

Touchpoint	Activity	Suggested Topics
Orientation	Group meeting	Introduce yourself, describe the role of the faculty advisor, and encourage them to become familiar with policies and available resources.
Second week of first semester	Follow up email	Check in to see how things have started off, offer the opportunity to meet individually, encourage peer support

		and engagement with class, reiterate availability of resources.
By end of first semester	One-on-one meeting	Establish a connection, share your educational and career path, and learn about advisees' interests and motivations,
Start of second semester	Email	Welcome back, convey wishes for a positive start to a new semester, and reiterate your availability and relevant resources.
Second semester	Touch base with all students	Check in on student progress, ask if they have any concerns. Remind students of healthy habits and stress management.

Communication
- Establish reliable methods of communication, which may include face-to-face individual meetings, Institute email, phone, Zoom, or group sessions.
- Communicate frequently to establish a supportive relationship, provide encouragement, and assess the student's academic experience, with follow-up as necessary.
- Listen to understand, not to judge. If a student shares an experience of a hostile environment or a microaggression, accept the student's narrative and suggest relevant resources.
- Share notice of opportunities for research projects, conference participation, and other professional development equally with all advisees.
- Consider using group advising sessions to build community among students. Create a shared repository for resources and asynchronous communication.

Documentation
- A critical feature in the faculty advisor's role is keeping notes on meetings and communications with students. These notes may be used in the event of a student review or appeal, or to demonstrate advisor performance.
- Documentation should be completed for routine contacts (touchpoints) as well as for requested meetings to address academic or disciplinary issues.
- Documentation should include the date, type of contact (in person or electronic), and the topics discussed. Details of exchanges that are relevant to the issue at hand should be included.
- When appropriate, faculty should follow up meetings with an email to the student that describes the encounter with necessary details, decisions or recommended actions.

REFERRALS

Through the development of a nurturing advising relationship, students may feel comfortable sharing personal information or acknowledging academic hardships they are facing. The advisor should refer the student to the appropriate resources to get them needed assistance. For all referrals, faculty advisors should offer a "warm handoff," i.e. an introductory email in which the student, faculty, and referral are all included, or an in-person introduction. Common referrals include:

Academic Support Counselor

Academic support counselors and assistant deans provide strategies for academic success and support for student/life balance. Students who need additional support or who demonstrate early signs of academic risk, including stress/time management, study skills, or who have been issued a warning through their program should be referred to these support services. Academic support counselors are available to faculty for consultation.

Accessibility Resources

Accessibility Resources, within the Office of Student and Alumni Services, facilitates the collaborative process of approving and communicating accommodations for all students. Students have a right to disclose or not disclose their disability status to individual faculty or staff members. If a student self-discloses to you that they have a disability, you are encouraged to refer the student to meet with Accessibility Resources if they have not already done so, however students cannot be required to do so. Whether or not a student has disclosed their disability status to you, you may ask a student if they receive accommodations, have received accommodations in the past, and/or how a disclosed disability impacts their participation, performance, and learning in their course of study.

In order to receive accommodations a student must meet with Accessibility Resources staff to determine eligibility. Every student accommodations request is considered on a case-by-case basis. If a student is approved for accommodations, faculty advisors are provided a copy of the accommodations notification letter. Any information, documentation, or issues related to a student's disability status, including accommodation notification letters, must be considered confidential and cannot be shared without the student's written permission. Any discussion that you have with a student about a disability and/or accommodations should be in a private setting. Faculty advisors are welcome and invited to reach out directly to Accessibility Resources if they have concerns about an individual student, or if they would like additional guidance in supporting students and student accommodation and accessibility needs.

Incident Report

If a student reports an incident of harassment, inequity, hostile learning environment, or unfair treatment, guide the student to the Incident Report. Once complete, it will be reviewed by the Office of Student and Alumni Affairs. Individual schools and programs may have their own procedures for incident reporting. Faculty advisors should not question students' experiences. Rather, they should provide a supportive ear and connect them with resources.

Librarians

The Institute's librarians assist students with information literacy, evidence-based practice, and scholarly citation. They organize course reserves, hold workshops, and sponsor study breaks before final exams.

Office of Justice, Equity, Diversity, and Inclusion (JEDI)

The executive director, along with two associate directors, cultivate and promote inclusive learning and work environments. They recommend policy, procedure and structural improvements that remove barriers to student and employee success. They support the development and implementation of inclusive curricula and pedagogical practices. They are available to consult with both faculty advisors and students.

Registration *(Not applicable to programs with block registration)*

In general, registration should be a straightforward transaction, not the focus of the advising relationship. If it is does not occur automatically, registration conversations can be done with

groups of students. As appropriate, the registrar emails relevant information to faculty each semester prior to registration.

Student Assistance Program (SAP)
SAP offers on-site, short-term counseling, referrals to longer term services, as well as other services, including financial, housing, and legal resources. Although students are made aware of SAP during orientation, they may not recognize its relevance until faced with a crisis or may need encouragement to seek support.

Writing Support Services
Students who require extensive editing of written work should be referred to the writing tutor.

PROGRAM NAME
MGH INSTITUTE OF HEALTH PROFESSIONS
Faculty Advising Form

Student: Click here to enter text.   **Date:** Click here to enter a date.
Faculty Advisor Name:

Purpose of Meeting:

☐ Summer Advisee Meeting	☐ Team Concerns
☐ Fall Advisee Meeting	☐ Professionalism
☐ Spring Advisee Meeting	☐ Course Progress
☐ Pre-Clerkship Advisee Meeting	☐ Clinical Year/Rotation Progress
☐ Health Clearances/CPR	☐ Capstone
☐ Other: Please specify Click here to enter text.	

Items Discussed: Click here to enter text.

Follow Up Plans Discussed: Click here to enter text.

Referrals (email referral and student together as a warm hand off)

- **EAP** lstaffiere@partners.org 866-724-4327
- **Mike Boutin:** academic support: eboutin@mghihp.edu 617-726-8021
- **Luella Benn:** accessibility services: lbenn@mghihp.edu 617-643-9346
- **Writing Tutor, Nada:** writingtutor@mghihp.edu
- **Dean Gormley:** jbgormley@mghihp.edu

Appraisal of Student Progress (if applicable):

☐ Below Expectations	☐ Meets Expectations	☐ Exceeds Expectations

APPENDIX B
Additional Advising and Student Support Roles

Academic Support Counselor: Staff specifically trained to offer support services to students related to academic success, or personal or professional issues. These positions are defined by each school.

Assistant Deans: In the School of Nursing, the assistant dean of student success oversees academic support. In the School of Health and Rehabilitation Sciences, the assistant dean for student and faculty success plays a similar role.

Associate Director of Justice, Equity, Diversity, and Inclusion: Serves as an advocate for students' ability to express all their identities and to feel a sense of belonging at the Institute. Members of the JEDI office are also available to consult on questions about inclusion in the curriculum and clinical environment.

Associate Director of Accessibility Resources: Accessibility Resources is the campus office that works collaboratively with students, faculty, and staff to provide and/or arrange reasonable accommodations for students who have documented disabilities. Students may request accommodations for academic (classroom-based) and clinical requirements of their degree programs. Accommodation requests must be renewed every semester.

Financial Aid Counselor: Staff member who guide students through the process of applying for and receiving financial assistance to pay for education, such as student loans, scholarships, and grants. Staff also assists students in understanding loan repayment options.

Clinical Education Advisor: Faculty member who guide students in decision making related to clinical education experiences.

Concentration or Track Mentor/Coordinator: Faculty who guide students or facilitate curriculum decisions as well as other relevant experiences related to an academic concentration or clinical track.

Reader: Faculty with relevant experience and expertise, who provide guidance and support for development, implementation, assessment and dissemination of culminating discipline projects, including theses, scholarly projects, capstone projects, advanced doctoral experiences or dissertations.

These roles are distinct from the faculty advisor, who is primarily concerned with the individual student's development and success as part of participation in academic programs.

Appendix D
Title IX Compliance

MGH Institute of Health Professions is committed to creating and maintaining a community in which all its members including students, faculty, staff and visitors can live and work together in an environment free from discrimination.

Statement of Nondiscrimination
MGH Institute of Health Professions is committed to ensuring a welcoming academic community for all. Our inclusive environment is enriched by our differences including age, color, disability, gender identity and expression, genetic information, marital status, national and ethnic origin, race, religion, sex, sexual orientation, status as a parent, socio-economic background, veteran or active military status. The MGH Institute prohibits discrimination in admissions, financial aid, employment, and administration of its programs and activities.

This policy incorporates, by reference, the requirements of Title VI of the Civil Rights Act, Title IX of the 1972 Educational Amendments, and all relevant federal, state, and local laws, statutes, and regulations.

Title IX of the Education Amendments of 1972
Title IX is an all-encompassing federal law that prohibits discrimination based on the gender of students and employees of educational institutions which receive federal financial assistance. The United States Department of Education's Office for Civil Rights (OCR) is in charge of enforcing Title IX. It states:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. 20 U.S.C. § 1681

Under Title IX, discrimination on the basis of sex can include sexual harassment, rape, and sexual assault. A college or university that receives federal funds may be held legally responsible when it knows about and ignores sexual harassment or assault in its programs or activities. The United States Department of Education's Office for Civil Rights (OCR) is in charge of enforcing Title IX. View the office's **"Know Your Rights"** Title IX document.

Title IX Coordinators
The MGH Institute's primary concern is ensuring the safety of students, employees, and visitors and providing access to services. While compliance with this law is the responsibility of all members of the Institute community, any person who believes that discriminatory practices have been engaged in based upon gender may discuss their concerns informally or file a formal complaint of possible violations of Title IX with the following Title IX Coordinators:

Jack Gormley, Dean of Student and Alumni Services/Title IX Coordinator for Students
Bldg. 34, 1st Avenue, Office 204
Boston, MA 02129
Phone: (617) 726-3177
Email: **jbgormley@mghihp.edu**

Sarah H. Welch, Associate Vice President of Human Resources/Title IX Coordinator for Faculty and Staff
Bldg. 34, 1st Avenue

Boston, MA 02129
Phone: (617) 643-6316
Email: **SHWelch@mghihp.edu**

The Title IX Coordinators provide support for training, education and communication of Title IX policies and procedures as well as overseeing the use of complaint procedures. In addition, individuals may consider other resources such as the **Employee Assistance Program** and either or both of the following government agencies:

- The United States Equal Employment Opportunity Commission (EEOC), 1 Congress Street, 10th Floor, Boston MA 02114, 617-565-3200
- The Massachusetts Commission Against Discrimination (MCAD), 424 Dwight Street, Room 220, Springfield MA 01103, -413-739-2145 or One Ashburton Place, Room 601, Boston MA 02108, 617-727-3990.

EEOC and MCAD complaints must be filed within 180 days and six months, respectively, of the alleged harassment.

Appendix E
Americans With Disabilities Act

Accessibility Resources, within the Office of Student and Alumni Services (OSAS), supports the MGH Institute's mission and values by viewing disability as an important aspect of diversity. Accessibility Resources is committed to providing equal access to learning opportunities for all students. To be eligible for accommodations, and some related services, individuals must have a documented disability as defined by section 504 of the Rehabilitation Act and/or the Americans With Disabilities Act Amendments (ADAA) of 2008. Eligible disabilities include physical and mental impairments which substantially limit on or more major life activities such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

Students are required to provide documentation of disability from a qualified professional as part of the eligibility determination process. Evaluations and documentation must be relevant and recent; otherwise students will be asked to submit a current evaluation at the student's own expense. If the initial documentation is incomplete or inadequate to determine the extent of the disability and appropriate accommodations, Accessibility Resources has the discretion to require supplemental assessment. The cost of the supplemental assessment shall be borne by the student. (OSAS can provide assistance in locating appropriate, licensed evaluators.)
All information provided will be kept confidential, except as required by law.

Accessibility Resources and/or the MGH Institute reserves the right to deny services and accommodations that are not supported through the interactive process, are unable to be documented, or are determined to not be necessary and reasonable

Students with disabilities are encouraged to complete a Request for Accommodations and make an appointment to speak with staff in Accessibility Resources regarding their accessibility and disability related needs.

Service Animals
Service animals are covered under the Americans with Disabilities Act (ADA). In situations where it is not obvious that an animal is a service animal, staff may ask *only* two specific questions:

      (1) Is the service animal required because of a disability?
      (2) What work or task has the service animal been trained to perform?

We are not allowed to request any documentation for the animal, require that the animal demonstrate its task, or inquire about the nature of the person's disability.
If a student responds yes to #1 and identifies a task, then the service animal is allowed. This determination is *not* part of the Accessibility Services process.

Appendix F
Family Educational and Privacy Act

FERPA is a Federal law that is administered by the Family Policy Compliance Office (Office) in the U.S. Department of Education (Department). 20 U.S.C. § 1232g; 34 CFR Part 99. FERPA applies to all educational agencies and institutions (e.g., schools) that receive funding under any program administered by the Department. Parochial and private schools at the elementary and secondary levels generally do not receive such funding and are, therefore, not subject to FERPA. Private postsecondary schools, however, generally do receive such funding and are subject to FERPA.

Specific cautions related to FERPA:
- Do not share education record information with anyone other than the student (including parents); suggested script: "I am not allowed to share school records with anyone other than a student; I can tell you about our program(s)".
- Do not send group emails regarding remediation resources – use blind copy to craft and send only one email.
- Do share information within the MGH Institute on an *as needed* basis only

Training videos are available for faculty and students online.

Appendix G
Student Right to Know and Campus Security Act

Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (20 USC § 1092(f) (Cleary Act)

The MGH Institute complies with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (20 USC § 1092(f) (Cleary Act) in disclosing crime statistics in an annual report in partnership with Massachusetts General Hospital (MGH) Police, Security and Outside Services, and Partners HealthCare System Office of General Counsel.

The report covers information on the Charlestown Navy Yard campus. The Institute is located within the Charlestown Navy Yard campus. Specific information unique to the Institute is also provided within this report.

A guide is available to MGH institute of Health Professions and MGH policies and programs concerning:
- Campus safety
- Sensitive crimes
- Drug-free campus and workplace programs