**The SoSS Academic Advisors’ top tips for enhancing student engagement with their academic advising**:

* + Contact advisees as early as possible in the academic year so that students get used to the presence of the academic advisor as an integral part of their university support system.
  + Remind students regularly about what we are here for and how we can support them.
  + Do something useful for the student early in the year if possible, for example quick effective signposting.
  + Emailing advisees with their *preferred* name and a clear email subject.
  + Keep emails friendly and quite colloquial. You can remain professional whilst also keeping an identity. The students like to deal with *you*, not *your position.*
  + Signing off emails with a simple 'please do give me a shout if you need anything at all' is an easy way to remind them that you're accessible to them.
  + For some students, not asking for too much from them – ‘we haven’t spoken, but please let me know how you’re doing in a sentence’.
  + Emails with relevant, timely information and advice. Differentiated monthly updates on available resources sent both by email and Teams can increase engagement, especially during the exam period.
  + Following up unanswered emails.
  + Inviting advisees to meetings at key points in the academic year, for example, following release of assessment results, prior to module selection opens, end of the academic year to discuss targets/progression.
  + Hold regular weekly office hours on campus/online and remind students when they are.
  + Set up an online booking system (for example Doodle or Calendly) in email sign-off to make the process of booking easier for students.
  + For meetings etc, encourage advisees to just come along to talk about whatever [hobbies you may have in common, current affairs] if they don't have any particular concerns. This can especially work well with international students who are eager to absorb British culture whilst they are here. It often transpires that they *do*have some academic concerns, too!
  + Comprehensive meeting follow-up emails summarising discussion and including links to signposted resources to cement the advice and follow-up tasks for the student.
  + Offer flexibility between in-person and online meetings, as some prefer one or the other.
  + Keep a “safeguarding list,” e.g., students registered/registering with DASS; students referred for welfare support; students who you are struggling with performance.
  + Keeping notes on students to remember them, to be able to make specific references to their progress/difficulties, and for building rapport. See Booklet 2 of the [Academic Advisor guide](https://documents.manchester.ac.uk/display.aspx?DocID=18694) for information on this.

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