



Academic Advising Newsletter

February 2021

DoD and VA Educational Benefited Students

"PRIOR TO ENROLLMENT ELIGIBLE SERVICE MEMBERS MUST RECEIVE APPROVAL FROM THEIR ESO, MILITARY COUNSELOR OR MILITARY SERVICE."

The Military Resource Center is your point of contact for Department of Defense (DoD) and United States Department of Veterans Affairs (VA) educational benefits.

Military Resource Center (MRC) - all service branches

Andy Heitkamp (701) 858-4003 MRC@minotstateu.edu

MAFB - US Air Force active duty

Brigitte Mikula (701) 727-9044 MAFBcord@minotstateu.edu

GEM and AU-ABC - US Air Force active duty

Jolina Miller (701) 858-3218 online@minotstateu.edu

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 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 to be made.
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 his/her advising skills with working colleagues who also are actively involved with advising.
9. Continually attempts to improve both the style and substance of his/her advising role.
10. Willingly and actively participates in advisor-training programs, both initial and in-service.

Metz, Joseph F. Jr., and Allan, Thomas K. "The Academic Adviser: Humanist and/or Huckster?" National Academic Advising Association. Indianapolis, Indiana. October 12, 1981.

DATES TO REMEMBER

February 15

President's Day – University closed

February 22

Last day to withdraw from all classes and receive a 75% refund

March 6

Summer and Fall semester graduation applications due to Registrar's Office

March 8

Midterm Grades

March 15-19

Spring Break

March 25

Last day to withdraw from all classes and receive a 50% refund

March 30 – April 1

Summer and Fall registration for currently enrolled students

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701-858-3265
advising@minotstateu.edu**

MinotStateU.edu

Be seen. Be heard. Belong.



Virtual Drop-in Peer Tutoring now available through the Academic Support Center

Virtual drop-in peer tutoring is available for several Minot State University courses. The tutors are excited to help explain concepts or review material for better understanding.

The tutoring schedule and virtual links are available at www.minotstateu.edu/asc/peer_tutoring.shtml. This schedule will be updated periodically as changes and additions occur. If assistance is needed in a subject that is **not listed** on the schedule or an alternative time is needed, please encourage students to fill out the [Tutor Course/Time Request Form](#).

Please contact tammy.wolf@minotstateu.edu or 858-3360 with any questions.

Virtual Student Sessions

Do you have advisees who are new to Minot State who might benefit from attending the virtual student sessions offered this semester? The sessions available include:

- Live Like a College Student
- Campus Technology Resources
- Maximizing Your Learning Potential
- Managing Your Wellness
- How-To Guide to Academic Advising
- Native American Cultural Center Virtual Tour
- Career Exploration and Career Building Steps

Please share the following link which includes a description of the sessions, the dates and times each session is scheduled, and information about how to register: [MSU - Spring 2021 Welcome Day \(minotstateu.edu\)](#).



Student Intake Form Results Available

Once again students have been asked to complete the Student Intake Form. The results are available for you to view in Starfish. You will find instructions on viewing individual results at, [Student Intake Form Instructions - Individual Student Results](#). You may also filter the results for all of your advisees by following the instructions at, [Student Intake Form Instructions - View All Advisee Results](#). If you have advisees who have not completed the survey, they can do so at any time by logging into their Starfish account and selecting Intake Form from the main menu.

Quote of the Month

"It is hard to imagine any academic support function that is more important to student success and institutional productivity than advising."

Kuh, G. (1997) The student learning agenda: Implications for academic advisors. *NACADA Journal*, 17(2), 7-12.

Reminder: Check Starfish Contact Information

Contact information in Starfish is imported from Campus Connection. It is a good idea to confirm your contact information is up to date, as advisees can view this information in their network. To make changes, go to the menu in Starfish, click on the arrow beside your picture and click on institutional profile. After making changes, click submit.

Do's and Do Not's of Academic Advising

Do's of Academic Advising

1. Appreciate the emotion behind your advisee's words (voice intonation and body language).
2. Constantly try to check your understanding of what you hear (not hear what you want to hear).
3. Do not interrupt your advisee's sentences. Let him/her tell his/her story first.
4. Fight off external distractions.
5. Constantly check to see if your advisee wants to comment or respond to what you have previously said.
6. RELAX - try not to give the impression you want to jump right in and talk.
7. Establish good eye contact.
8. Use affirmative head nods and appropriate facial expressions.
9. Avoid nervous or bored gestures.
10. Intermittently respond to your advisee with "uh, huh," "yes," "I see", etc.
11. Ask clarifying or continuing questions (it demonstrates to your advisees that you are involved in what they are saying).
12. Face your advisee squarely. It says that "I'm available to you.
13. Maintain an "open" posture. This is a sign that the helper is open to what the advisee has to say. It is a non-defensive position.
14. Lean towards the other, another indication of availability or involvement.
15. Recognize the advisee's non-verbal behavior. Examples are bodily movements, gestures, facial expressions. Also recognize the para-linguistic behavior. Examples are tone of voice, inflections, spacing of words, emphases and pauses. This will enable you to respond to the advisee's total message and not just words.
16. Recognize verbal behavior of the advisee. Be an active listener and listen for feelings and content behind the words, not just the words. Try to recognize if the feeling of the advisee is anger, happiness, frustration, or irritation and see if this conflicts with the words the advisee uses. This will enable you to respond accurately and effectively to the advisee in full perspective.
17. Offer reflections on what the student is feeling, based on the advisor's observations. Example: "I sense you are kind of tense about this."
18. Self-disclosure which can support the student's experience. Example: "I remember how nervous I was the first time I went in to see an advisor."
19. Offer reflections on what the student is saying. Example: "I hear you saying that you aren't completely sure this is the right major for you."
20. Indirect leads allow the student to choose the direction of the discussion. Example: "What would you like to talk about today?"
21. Direct leads help the student to further explore a specific area. Example: "Can you tell me more about your thoughts on changing your major?"
22. Focusing helps the student zoom in on a particular issue after many issues have been presented. Example: "We're talking about a lot of things here, which one is most important for you to work on now?"
23. Asking questions using "what" or "how" can help the student give more than "yes," "no," "because," or "I don't know" answers. Example: "What do you like about this major and what don't you like?"

Do Not's of Academic Advising

1. **Talking.** You can't listen while you are talking.
2. **Not empathizing with the other person.** Try to put yourself in his/her place so that you can see what he/she is trying to get at.
3. **Not asking questions.** When you do not understand, when you need further clarification, when you want him/her to like you, when you want to show you are listening. But do not ask questions that will embarrass him/her or show him/her up.
4. **Giving up too soon.** Do not interrupt the other person; give him/her time to say what he/she has to say.
5. **Not concentrating on what he/she is saying.** Actively focus your attention on his/her words, ideas, and feelings related to the subject.
6. **Not looking at the other person.** His/her face, mouth, eyes, hands, will all help him/her to communicate with you. They will help you concentrate, too. Make him/her feel that you are listening.

7. **Smiling and grunting inappropriately.** Do not overdo it.
8. **Showing your emotions.** Try to push your worries, your fears, your problems outside the meeting room. They may prevent you from listening well.
9. **Not controlling your anger.** Try not to get angry at what he/she is saying; your anger may prevent you from understanding his/her words or meaning.
10. **Using distractions.** Put down any papers, pencils, etc. you may have in your hands; they may distract your attention.
11. **Missing the main points.** Concentrate on the main ideas and not the illustrative material; examples, stories, statistics, etc. are important but are usually not the main points. Examine them only to see if they prove, support and define the main ideas.
12. **Reacting to the person.** Do not let your reactions to the person influence your interpretation of what he/ she says. His/her ideas may be good even if you don't like him/her as a person or the way he/she looks.
13. **Not sharing responsibility for communication.** Only part of the responsibility rests with the speaker; you as the listener have an important part. Try to understand. If you don't, ask for clarification.
14. **Arguing mentally.** When you are trying to understand the other person, it is a handicap to argue with him/ her mentally as he/she is speaking. This sets up a barrier between you and the speaker.
15. **Not using the difference in rate.** You can listen faster than he/she can talk. Use this rate difference to your advantage by trying to stay on the right track, anticipating what he/she is going to say, thinking back over what he/she has said, evaluating his/her development, etc. Rate difference: Speech rate is about 100 to 150 words per minute; think rate is about 250 to 500 words per minute.
16. **Not listening for what is not said.** Sometimes you can learn just as much by determining what the other person leaves out or avoids in his/her talking as you can be listening to what he/she says.
17. **Not listening to how something is said.** We frequently concentrate so hard on what is said that we miss the importance of the emotional reactions and attitudes related to what is said. A person's attitude and emotional reactions may be more important than what he/ she says in so many words.
18. **Antagonizing the speaker.** You may cause the other person to conceal his/her ideas, emotions, and attitudes by antagonizing him/her in any of a number of ways: Arguing, criticizing, taking notes, not taking notes, asking questions, not asking questions, etc. Try to judge and be aware of the effect you are having on the other person. Adapt to him/her. Ask for feedback on your behavior.
19. **Not listening for the student's personality.** One of the best ways to find out information about a person is to listen to him/her talk. As he/she talks, you can begin to find out what he/she likes and dislikes, what his/her motivations are, what his/her value system is, what he/she thinks about everything and anything that makes him/her tick.
20. **Jumping to assumptions.** This can get you into trouble in trying to understand the other person. Do not assume that he/she uses words in the same way you do; that he/she did not say what he/she meant; that he/ she is avoiding looking you in the eyes because he/she is telling a lie; that he/she is trying to embarrass you by looking you in the eye; that he/she is distorting the truth because what he/she says does not agree with what you think; that he/she is lying because he/ she has interpreted the facts differently from you; that he/she is unethical because he/she is trying to win you over to his/her point of view; that he/she is angry because he/she is enthusiastic in presenting his/her views. Assumptions like these may turn out to be true, but more often they just get in the way of your understanding.
21. **Classifying the speaker.** It has some value, but beware. Too frequently we classify a person as one type of person and then try to fit everything he/she says into what makes sense coming from that type of person. Example: he/she is a Republican. Therefore, our perceptions of what he/she says or means are all shaded by whether we like or dislike Republicans. At times it helps us to understand people to know their position, their religious beliefs, their jobs, etc., but people have the trait of being unpredictable and not fitting into their classifications.
22. **Making hasty judgments.** Wait until all the facts are in before making any judgments.
23. **Not allowing recognition of your own prejudice.** Try to be aware of your own feelings toward the speaker, the subject, the occasion, etc. and allow for these pre-judgments.
24. **Not identifying type of reasons.** Frequently it is difficult to sort out good and faulty reasoning when you are listening. Nevertheless, it is so important to a job that a listener should lend every effort to learn to spot faulty reasoning when he/she hears it.
25. **Not evaluating facts and evidence.** As you listen, try to identify not only the significance of the facts and evidence, but also their relatedness to the argument.