



### A NEWSLETTER FOR ACADEMIC ADVISORS

## Advisor Handbook

Thanks to the assistance of various faculty and staff across campus the 12-13 Academic Advisor Handbook has been completed and is now available for your use! The handbook includes a variety of information, some of which includes: advising specific populations of students, academic information, advising resources, fundamentals of advising, advising forms, and more. The handbook can be found on the MSU Advising website, [www.minotstateu.edu/advising](http://www.minotstateu.edu/advising). The handbook is available as a pdf of the entire document or a pdf of each section. Please feel free to print the entire handbook or specific sections or bookmark the page and use it in electronic format. There is a great deal of information found in the handbook which will hopefully assist you with your advising responsibilities. The committee will continuously review content of the handbook, so please notify Heather Martin if you have updates or information to include.



## Responsibilities of the Advisee

Academic advising is a shared responsibility where both the advisor and advisee have designated responsibilities to achieve effective advising. The following advisor responsibilities have been adopted by Minot State University.

- Review and understand university policies and procedures, General Education Requirements, graduation requirements, and the MSU Undergraduate Catalog
- Read MSU email account on a regular basis
- Learn to access and navigate CampusConnection
- Be aware of academic dates and deadlines
- Explore resources to assist in making career and academic decisions
- Schedule and attend advising appointments
- Arrive on time for appointments
- Prepare for advising sessions and bring relevant materials to appointment
- Bring a list of questions to appointments and ask questions if a topic is not understood
- Communicate openly with advisor by clarifying personal values, abilities, goals, and needs
- Be familiar with requirements of selected major(s)/ minor(s) and schedule courses in accordance with those requirements
- Recognize that advising is a shared responsibility; however, students must accept final responsibility for all decisions

## January 2013

### Dates to Remember

#### Wednesday, January 16

Student Success Workshop: Making the Most of your Money in College

#### Thursday, January 17

Last day to Add

Last day to drop a class or withdraw from all classes and receive a 100% refund

Student Success Workshop: Listening for Learning — Deciphering the Key Concepts in Lectures

#### Monday, January 21

Martin Luther King Day, University Closed

#### Thursday, January 24

Student Success Workshop: Goals Setting

#### Wednesday, January 30

Student Success Workshop: Minimize Time ... Maximize Grades

#### Tuesday, February 5

Advising Webinar, 2 – 3:30 P.M.  
Westlie Room

### CONTACT INFORMATION

Heather Martin, Advising Coordinator  
Center for Engaged Teaching & Learning  
Old Main, Room 101  
500 University Avenue West  
Minot, ND 58707  
[heather.martin@minotstateu.edu](mailto:heather.martin@minotstateu.edu)  
[msu.advising@minotstateu.edu](mailto:msu.advising@minotstateu.edu)  
(701) 858-3265

## All Welcome ...

### Advising Webinar – Intrusive Academic Advising: An Effective Strategy to Increase Student Success

**When:** Tuesday, February 5 — 2 – 3:30 P.M.

**Where:** Student Center, Westlie Room

**Overview:** First formulated by Robert Glennan in the mid-1970s, the concept of Intrusive (sometimes referred to as Proactive) Academic Advising has been found to have a positive impact on student success. Intrusive academic advising means that colleges and universities—through instructional faculty, academic advisors, counselors, and others—take the initiative to reach out to students to offer advice, support, and assistance, rather than waiting for students to seek help. For example, intrusive academic advising expects that advisors will schedule meetings with their advisees at critical junctures, especially during the first year of enrollment, following receipt of notifications of academic difficulty, planning academic programs, and changing majors.

Intrusive academic advising does not mean “hand holding” or the return of in loco parentis. Rather, it suggests that faculty, counselors, academic advisors and others demonstrate an active concern for students’ academic progress and a concomitant willingness to assist students to understand and utilize programs and services that can increase the likelihood for their success. Intrusive academic advising programs and advisors understand that many students, especially those who may be at greater risk for dropping out, often do not seek assistance in time for the assistance to have a positive impact on their progress. This webinar will look at the principles, philosophy, effects, best practices, and successful implementation of Intrusive Academic Advising.

#### Participants will:

- Learn the principles and philosophy of intrusive academic advising
- Review how and why intrusive academic advising impacts student achievement, persistence, and success
- Discuss how to implement intrusive academic advising programs and interventions
- Discover professional development opportunities for intrusive academic advising programs and advisors
- Learn best practices in intrusive academic advising

#### Who should attend?

- 2-year and 4-year institutions
- Student Services/Affairs Administrators & Staff
- Academic Advising Administrators & Staff
- Deans
- Faculty

- University 101 and First Year Experience Directors and Staff
- Student Retention Specialist and/or Committee
- Anyone interested in improving student retention and engagement

## Assigning Advisors

Please remember to assign advisors to new students who attended CONNECT on December 14 & January 4. It is also very important to closely monitor the lists recently sent by the Registrar’s Office, as some students have not been assigned an advisor and may need an advisor in your department/division. Heather Martin is the advisor for students who are required to participate in the Enhanced Success Program (ESP), regardless of their major. She will take care of assigning herself to all ESP students. If Heather Martin is listed as the advisor, please do not change the advisor to someone in your department. If you have questions regarding the ESP students, feel free to call or email Heather Martin at 858-3265 or heather.martin@minotstateu.edu.

## Ethical Principles for Advising

- 1. Seek the best possible education for the advisee.** This is a utilitarian principle. In an educational setting, the good that we hope to maximize is education and its attendant benefits. It is not always easy to judge what will be the best education; our obligation is to do our best with the information available. This will benefit students, people with whom they will later have contact and society as a whole.
- 2. Treat students equitably; do not play favorites or create special privileges.** Treating students equitably does not mean treating them all the same (e.g., advising them all to have the same major). Differences in students’ needs require us to spend more time with one than with another and to advise one more intrusively than another. But the fact that we might like one student more or that we might share another’s values would not justify differential treatment. This principle clearly follows from the ideal of justice.
- 3. Enhance the advisee’s ability to make decisions.** This is a key principle of developmental academic advising, so its presence here is welcome. As we all know, we cannot accomplish this goal without permitting the advisee to make decisions. This principle is derived both from utility because it benefits the student and others in the long run and from respect for persons because it supports and develops individual autonomy.

4. **Advocate for the advisee with other offices.** Students will not get all the services they might from the college without a little help. This principle comes from fidelity because it is an implicit part of the commitment one makes by becoming an advisor. There are limitations on this principle, imposed by utility, for advocating too hard can reduce one's future effectiveness.
5. **Tell the advisee the truth about college policies and procedures, and tell others (e.g., faculty, staff and administrators) the truth as well, but respect the confidentiality of interactions with the advisee.** As in the case of truth-telling, this is derived from respect for persons, which also includes privacy. Additionally it comes from fidelity, for confidentiality is part of the implicit commitment one makes to an advisee.
6. **Support the institution's educational philosophy and its policies.** We need to make special note of this principle because it may not come naturally to advisors who think for themselves and have their own educational philosophies, but it comes from fidelity because it is another commitment that is built into the moral contract one makes when accepting an advising position. Note that this principle does not preclude arguing against policies in appropriate forums.
7. **Maintain the credibility of the advising program.** All concerned must perceive the program as giving advice that (a) is coherent, (b) is consistent with college policy, and (c) holds up when questioned. This is derived both from utility, because the program's effectiveness depends partly on its credibility, and from fidelity, because the advisor makes this commitment upon taking the position.
8. **Accord colleagues appropriate professional courtesy and respect.** This is not only about being polite to people; it is also a prohibition against encouraging students to believe negative things about the competence or character of colleagues. Opportunities to observe or violate this duty arise when a student asks which instructor to take a course from or asks for confirmation of something that "they" are saying against a particular individual. This principle is based on utility because an institution where such a rule is not followed loses effectiveness and because a student's inclination to gossip and jump to hasty conclusions is unduly reinforced, with long-term consequences.

Lowenstein, M. & Grites, T. (1993). Ethics in Academic Advising. *NACADA Journal*, 13(1), 53-61.

## January Student Success Workshops

Please share the following Student Success Workshops with your advisees. All students are welcome to attend!

**DATE ..... TIME ..... COURSE NAME ..... LOCATION**

**Wed., Jan. 16 ..... 1 – 1:50 P.M. .... Making the Most of Your Money in College ..... Old Main 104**

**Facilitator:** Marissa Nehlsen, Founder and CEO of Freedom Financial Group, Minot, ND

**Description:** College students don't often have extra cash sitting around. There are ways to make your money go further and this seminar will focus on how to make that possible. Marissa Nehlsen of Freedom Financial will take you beyond simply creating a budget. She will give you ideas and insight in to what is important when it comes to managing your money. We guarantee that you will learn something new at this workshop; otherwise we'll give you your money back!

**Thur., Jan. 17 ..... 1 – 1:50 P.M. .... Listening for Learning—Deciphering the Key Concepts in Lectures..... Old Main 104**

**Facilitator:** Dr. Laurie Geller, Director, Honors Program

**Description:** Do your instructors drone on like Charlie Brown's teacher, "Wah wah, wah wah, wah wah?" Or do they talk so fast that you can't keep up? And how do you know which parts of the lecture to write down in your notes? Come find out how to improve your listening (and note-taking) skills so you are ready when it comes time for that next exam.

**Thur., Jan. 24 ..... 3:15 - 4:15 P.M. .... Goals Setting..... Old Main 218**

**Facilitator:** Dr. Tiffany Ziegler, Assistant Professor History

**Description:** Setting goals is part of our human nature. We want to do our best; we want to strive to be better. We set goals to achieve both. Setting goals, however, is the easy part. In this workshop we look at not only setting goals but also how to achieve goals through some unique perspectives.

**Wed. Jan. 30 ..... 11 – 11:50 A.M. .... Minimize Time ... Maximize Grades ..... Old Main 312**

**Facilitator:** Jessica Smestad, Coordinator Tutoring and Mentoring

**Description:** Is lecture note taking confusing you? Unsure what to highlight in a text book? Get a hands-on opportunity to practice critical academic skills and learn about resources that may increase your success in college.