Constructing an Academic Advising Handbook/Website

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Jerry Ford, Patricia Griffin, Elisa Hindman, Damian Whitney, Joey Lynch, Sarah Beebe, Katie Kustritz
and the
NACADA Clearinghouse of Academic Advising Resources
Learning Outcomes

- Handbook Objectives
- Skills needed to produce a handbook
- Content of the handbook
- Handbook Delivery options
- Handbook samples

“Making the simple complicated is commonplace; making the complicated simple, awesomely simple, that's creativity.”

Charles Mingus (American jazz bassist and composer, 1922 – 1979)
Various handbook/website audiences

- Advisor
- Student
  - Orientation
  - Advising
  - Freshman
  - Transfer
- Parent

Jot down three topics you would like to cover in your handbook
Objectives

Handbook/Website objectives

- Provide a **foundation** for academic advising
- Promote **quality** academic advising
- **Educate** the target audience
- Facilitate academic advisor **development**
- Provide **resource materials** and information in one place without duplicating catalog
- Serve as a **quick** and easily referenced resource
Skills Needed to Produce a Handbook/Website

Teamwork

Organizational Skills

Proofreading

Graphic Design

Technology

Academic Support Center at Middle Tennessee State University
Forming Alliances

Academic Departments/ Faculty
College Advisors
Support
Administration
Team Members

Academic Support Center at Middle Tennessee State University
Consider handbook delivery methods

- Print based
- Electronic
  - Password protected Intranet/LMS (e.g. Blackboard)
  - Internet
    - Broadband
    - Accessible pdf
  - Wiki, Google docs/drive, Dropbox (Cloud).
- Combinations (a highly popular option)
Technology Support

- Web/graphic designer
- Tech consultants
- Find out institution’s design standards
- Design accommodate iPhone/Android/tablet browsing
- Server or iCloud space for:
  - Graphics
  - Forms
  - Database
  - Quizzes

Maintain Web site for current information

Academic Support Center
Middle Tennessee State University
Items to consider when selecting type of delivery

- Do not duplicate the:
  - college catalog
  - faculty handbook
  - student handbook
Graphic design issues

- Color code sections
- Tab sections
- Use quotations, poems, definitions to broaden interest
- Incorporate pictures
Start with campus definition and mission for advising
Include advising assessment and outcomes
Use as an integral part of advisor training and development
Consider amount of detail needed
Realize that handbook is always a "work in progress"
What are the basics?

- Institutional information
- Advising Mission
- Goals and Learning Outcomes
- Definition of Advising
- NACADA Core Values
- CAS Standards
- Advisor Responsibilities
- Advisee Responsibilities
- Legal and Ethical Issues
- Privacy issues (FERPA in U.S.)
- Link to institutional policies and procedures
What components should be included to facilitate advisor training & development?

Three-component approach:

- **Conceptual** - crucial foundation; what advisors must **understand**
- **Relational** - behavioral attributes; what advisors must **do**
- **Informational** - substance of advising; what advisors must **know**
What advisors should know

Internal Environment

- Programs
- Policies
- Procedures
- Student Information System

External Environment

- Support Tools
- Resources and Referral information
- Privacy issues (FERPA in U.S.)

Student demographics & characteristics

Advisor Self-knowledge
Content: Conceptual component

What Advisors Must Understand

- Definition of advising
- Role of advising
- Relationship between advising, persistence and completion
- Relationship between advising and support services
- Expectations of advisors/advisees
- Rights and responsibilities of advisors/advisees
- Career issues in advising
Content: Relational component

What advisors must do

- Communication skills
  - Listening
  - Nonverbal
  - Interpersonal

- Referral Skills

- Rapport Building

- Influence
  - Expertness
  - Attractiveness
  - Trustworthiness

- Decision Making
  - Problem solving
  - Multicultural and Gender Issues

You never get a second chance to make a first impression.

- Moms Mabley
Creating Effective Advising Discussions

- Conversations about important institutional information
- Conversations about the student
- Conversation about the future

Kinds of questions

- Involvement Questions
- Clarifying Questions
- Continuing Questions
An advisor who can effectively use relational skills

- Knows the advisee
- Is a good listener
- Expresses genuine interest in advisee and their uniqueness
- Shows concern for growth and development
- Respects advisee’s opinion
- Provides open atmosphere
- Validates understanding
- Is approachable
- Displays a good sense of humor
- Is helpful and effective
What additional topics do you want in your handbook?

Next:

• Samples for content and delivery design
• Check mark
  – topics you want to be sure to include
  – samples you would like to revisit
• Make notes!
## Sample Handbook Websites

<table>
<thead>
<tr>
<th>CONTENT DELIVERY</th>
<th>Content</th>
<th>Institution</th>
<th>URL for example illustrating content &amp; delivery Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Mission</td>
<td>Westminster College</td>
<td><a href="http://www.westminster.edu/about/mission.cfm">http://www.westminster.edu/about/mission.cfm</a></td>
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<tbody>
<tr>
<td>Advisor Code of conduct (ethics)</td>
<td>Arizona State</td>
<td>Hard Copy Only</td>
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<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Effective Communication Skills</td>
<td>Penn State</td>
<td><a href="http://www.psu.edu/dus/cfe/">http://www.psu.edu/dus/cfe/</a></td>
</tr>
<tr>
<td>Effective Listening &amp; referral</td>
<td>Wisconsin Indianhead</td>
<td>Hard Copy Only</td>
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<th>INFORMATIONAL</th>
<th>Kansas State</th>
<th><a href="http://www.k-state.edu/isis/help/students/stuViewAdvisor.html">http://www.k-state.edu/isis/help/students/stuViewAdvisor.html</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal - Majors &amp; Careers</td>
<td>Tulane</td>
<td><a href="http://tulane.edu/advising/degree_sheets.cfm">http://tulane.edu/advising/degree_sheets.cfm</a></td>
</tr>
</tbody>
</table>
Westminster College Mission and Philosophy

The mission of Westminster College is to help men and women develop competencies, commitments, and characteristics which have distinguished human beings at their best. The liberal arts tradition is the foundation of the curriculum continually designed to serve this mission in a rapidly changing world.

The College sees the well-educated person as one whose skills are complemented by ever-developing values and ideals identified in the Judeo-Christian tradition. Westminster’s quest for excellence is a recognition that stewardship of life mandates the maximum possible development of each person’s capabilities.

Westminster College Outcomes

(Mission statement expressed as statements of student ability based outcomes)

1. to reason logically and evaluate critically
2. to communicate effectively
3. to think creatively, and appreciate aesthetic expressions
4. to demonstrate intellectual curiosity
5. to acquire knowledge of self, society, human cultures, the natural world, and human relationships to God
6. to apply our knowledge to contemporary issues
7. to demonstrate moral and ethical commitments to neighbor, society, and the natural world
8. to demonstrate commitment to lifelong learning and the acquisition of skills for careers and responsible service as world citizens.
ACADEMIC OBJECTIVES

To master the use of language.
Educated persons can read critically, analyze their own and others’ thoughts in a logical fashion, organize and synthesize ideas into coherent bodies of thought, and write and speak clearly and effectively.

To know and use available resources.
An educated person is not prevented from taking action for want of information and tools. He or she is comfortable with technology and knows how to use it in conjunction with the resources provided by libraries, archives and similar institutions.

To know, enjoy, and participate in human accomplishment.
Whatever the realm or medium—the social sciences, natural sciences, or humanities; art, music, drama, dance, sport or some form of writing—humans have created elegant ways of expressing and recording their feelings, thoughts and deeds. An educated person has studied these in depth, sees the interrelationships among them, and enjoys and finds expression in them. Educated persons also recognize the importance of spirituality, and their understanding of the past enhances their appreciation and awareness of the present.

To think and act in a morally, ethically, and socially responsible way.
The values of educated persons begin with respect and love for fellow humans, for all other living things and for the environment we all share. The study of a variety of disciplines and the connections among them helps bring these values into focus. By discussing ideas, events, and issues from several perspectives, we support these values and develop confidence to act on their behalf. Educated persons have the courage, as well as an obligation, to argue for what is right and to stand by their convictions.

From Parent Handbook
Academic Advising Mission, Vision, and Philosophy

Adopted by the Undergraduate Council
May 2005

U OF L'S VISION FOR ACADEMIC ADVISING

Academic Advising at the University of Louisville aspires to be a dynamic, nationally-recognized system that sets standards of excellence focused on student learning, technological innovation, and a collaborative commitment to student success in a diverse and changing society.

U OF L'S ACADEMIC ADVISING MISSION

Academic Advising at the University of Louisville is an on-going, intentional, educational partnership dedicated to student academic success. The University is committed to an academic advising system that guides students to discover and pursue life goals, supports diverse and equitable educational experiences, advances students' intellectual and cultural development, and teaches students to become engaged, self-directed learners and competent decision makers.

PHILOSOPHY OF ACADEMIC ADVISING AT U OF L

We believe that student success is a comprehensive, campus-wide, process/effort/responsibility, and we value commitment to teaching and learning as an academic advising function, fostering a community of respect, the individuality/diversity of students and their unique educational needs/experiences; the opportunities created by working collaboratively with others-shared challenges, achievements, ideas, and resources to continuously incorporate best practices into university-wide advising; a common goal of student engagement in learning and success; technological innovations that seek to improve the student experience/academic advising experience, diversity as central to intellectual and cultural development, and student satisfaction with academic advising.
Advising Goals & Outcomes

Academic Advising at Purdue

Mission

The mission of undergraduate advising at Purdue University is to partner with students, faculty, staff, departments, and administration to empower students to develop and implement an individualized plan for academic success, personal and career development, while integrating learning and enrichment within the University and community, as well as assisting students in understanding the nature, purpose, and value of higher education.

Vision

Purdue University–WL aspires to be recognized for excellence in academic advising as compared to our peer and aspirant institutions.

Outcomes

Academic Advising at Purdue will...

- Assist students in assessing their interests and abilities, examining their educational goals, making decisions and developing short-term and long-term plans to meet their objectives.
  
  Students will identify fields of study that are consistent with their interests, abilities, and life goals.

- Provide accurate and timely information about degree requirements and institutional policies, procedures, and courses so students can select appropriate courses and other educational experiences.
  
  Students will develop and implement a meaningful educational plan.

- Evaluate and monitor student academic progress and empower students to demonstrate self-direction and self-sufficiency in the achievement of their educational goals.

http://www.purdue.edu/advisors/resources/advisors/Assessment.html
Student Learning Outcomes for academic advising

http://parks.slu.edu/academics/academic-services/advising-expectations-and-student-learning-outcomes/
Advisor Responsibilities
first of 5 pages on responsibilities

Roles and Responsibilities of Advisors

The advisor's role is an active one rather than a passive one and the process of advising requires the following objectives to be met for each student assigned as an advisee:

- Help students define and develop realistic educational career plans through schedule planning for each semester and summer school, if appropriate. Each student should have an up-to-date academic schedule plan through graduation.
- (Freshmen advisees) Meet with advisee during orientation to assist student with initial adjustment to university academic life. Special sessions should be scheduled throughout the first academic year.
- (For continuing advisees) Meet at least once each semester with continuing students to plan for the coming semester (or summer) and to review/revise long range academic program schedules.
- Assist students in planning a program consistent with their abilities and interests.
- Monitor progress toward educational/career goals and meet at least once each semester to review the progress toward completing the planned academic program and to discuss grades and other performance indicators.
- Discuss and reinforce linkages and relationships between instructional program and occupation/career.
- Interpret and provide rationale for institutional policies, procedures, and requirements.
- Follow-up with the advisee on any report of unsatisfactory work (notice of class probation for poor attendance, notice of FA and/or failing grades, incomplete grades from past semester(s), etc.). Special attention should be paid to students who are placed on academic probation.
- Approve all designated educational transactions (e.g., pre-registration/registration, schedule changes, withdrawals, change of major and advisor, waivers, graduation requirements, etc.).
- Try to make informal out-of-class/office contacts to underscore personal interest in the student as an individual.
- Maintain an up-to-date Advising Portfolio, with a summary record of performance to date (grade reports, transcript, requirements completed, etc.), dates of conferences, notation of special circumstances, up-to-date MyStuff information and details, etc.
- Inform and, if necessary, refer students to other institutional resources when academic, attitudinal, attendance, or other personal problems require intervention by other professionals. (e.g., Office of Academic Development, Academic Services, Personal Counseling, etc.)
- Proactively contact and be available for student advisees on a regular basis. Office hours should be posted on the advisor's office door and preferably given to the advisee early in the semester. Advisers should plan for extended hours during pre-registration advising.
- Consult regularly with faculty colleagues in order to have up-to-date information. For career and graduate school options, advisors should refer advisees to the Career Development Center when more information is needed.

Characteristics of Effective Advisors

Advisors who possess the following characteristics are most successful with students:

- interested in advising
- demonstrates a concerned and caring attitude toward advisees
- exhibits effective interpersonal and communication skills
- available to advisees
- frequent contact with advisees
- intrusive behavior with advisees
- knowledgeable of institutional regulations, policies, offerings, and procedures
- monitors student progress
- uses appropriate information sources and refers when necessary
- engages in developmental advising versus simply course scheduling
Faculty Role in Academic Advising

Faculty members advise and mentor students as an important component of their teaching. By serving as academic advisors and mentors, faculty provide effective guidance so students can maximize their educational opportunities and make critical decisions regarding education, career, and life goals. Faculty mentor students to help them become responsible citizens of their profession and the global community. Successful academic advising depends on the ability of the adviser and advisee to recognize the nature of the academic advising process, address specific components of academic advising and together be responsible in the advising process.

“Faculty members are responsible for teaching effectively by employing useful methods and approaches that facilitate student learning. Faculty members design courses to achieve clearly defined learning objectives with appropriate evaluation tools and teaching methods. Advising and mentoring undergraduate and graduate students concerning educational and professional opportunities, degree plans, and career goals are also important. Faculty members may educate students through distance learning. Faculty members may pursue the scholarship of education, so as to improve teaching of faculty members and other educators, such as primary and secondary teachers, or extension agents. Other faculty members through outreach instruct non-traditional audiences in off-campus settings to improve professional expertise and public understanding.”

Section 508 and WCAG 2.0
Online Standards
Notice of “Intent to revise” Accessibility standards
Work with campus 508 compliance
OCR settlements

http://www.utk.edu/advising/for-advisors/faculty-role
Faculty Advisors:
• are invaluable as mentors for students pursuing new areas of inquiry and study;
• have knowledge of courses that are relevant to a student's particular interest within the major;
• become familiar with a student's interests, goals, and capabilities and can assist them in considering courses which can enrich them; and
• conduct scholarship in specific areas within their disciplines which may afford students opportunities for further study opportunities.
• Keep regular office hours and be available for student appointments.
• are available to listen to student concerns and questions regarding academic issues.
• Maintain confidentiality, are knowledgeable Federal Educational Rights and Privacy Act (FERPA).
• Are knowledgeable about University resources that can help students with problem areas (study skills, tutoring, career exploration), and assist them in making contact with the appropriate support services.
• Correctly interpret degree and major requirements, including those regarding the Core curriculum. Approve course selection in keeping with University requirements of the student's academic degree program.
• Provide accurate and up to date information about University regulations, policies, and procedures.
• Monitor student progress toward a degree, and document accurate advising records and meeting notes.
• Assist students in monitoring their degree progress and in keeping their academic records accurate.
Faculty Advising Roles

Providing helpful and useful advice to students about their academic and professional plans is one of USM's most important responsibilities. Those members of the USM community involved in this critical academic support process come from all over the University:

- Faculty Academic Advisors
- Major Advising Coordinators
- Student Success Advisors
- Professional Academic Advisors
- Peer Advisors

http://usm.maine.edu/success/advisor-passport
Advisor/Advisee Responsibilities

Advisors Responsibilities

- Develop a thorough understanding of the general education requirements
- Serve as a group leader for new student orientation
- Meet with advisees during the sixth week to go over advising survey and early warning reports.
- Help students clarify and develop realistic educational and/or career plans.
- Assist students in planning a program consistent with their abilities and interests.
- Monitor progress toward educational/career goals.
- Discuss and reinforce linkages and relationships between instructional program and occupation/career.
- Interpret and provide rationale for instructional policies, procedures, and requirements.
- Assist in the designated educational transactions (e.g., schedule, drops and adds, withdrawals, change of major, waivers, graduation requirements).
- Maintain an advising file for each advisee.
- Refer students when academic, attitudinal, attendance, or other personal problems require intervention by other professionals.
- Inform students of the nature of the advisor/advisee relationship.
- Request reassignment of advisees to another advisor when/if it is appropriate.
- Assist advisees in identifying career or graduate school possibilities.
- Develop a caring relationship with advisees.
- Inform students of special services available to them for remediation, academic assistance, and other needs.

http://www.georgetowncollege.edu/advising/advisoradvisee-roles/
Advisor/Advisee Responsibilities

Advisor Responsibilities – What You Can Expect

You can expect me as your advisor to:

- Understand and effectively communicate the curriculum, graduation requirements, and university and college policies and procedures.
- Encourage and guide students as they define and develop realistic goals.
- Encourage and support students as they gain the skills to develop clear and attainable educational plans.
- Provide students with information about and strategies for utilizing the available resources and services on campus.
- Assist students in understanding the purposes and goals of higher education and its effects on their lives and personal goals.
- Monitor and accurately document students’ progress toward meeting their goals.
- Be assessable for meeting with advisees via office hours for advising, telephone, e-mail, or web access.
- Assist students in gaining decision making skills and skills in assuming responsibility for their educational plans and achievements.
- Maintain confidentiality.
- Assist students in working closely with their professors.

Advisee Responsibilities – What You Are Expected To Do

As an advisee, you have clear responsibilities in the advising partnership in order to be successful:

http://www.uta.edu/universitycollege/_downloads/doc/Advisor-Advisee%20Responsibilities.doc

Sample Advising Syllabi via the Clearinghouse

## Conceptual Content

### Academic Advising

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<thead>
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<th></th>
<th>Academic</th>
<th>Personal</th>
<th>Advisor’s Role</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman</strong></td>
<td>Fearful of failing</td>
<td>Managing emotions</td>
<td>Be accessible</td>
</tr>
<tr>
<td></td>
<td>Unsure of requirements</td>
<td>Finding a social fit</td>
<td>Be a good listener</td>
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<tr>
<td></td>
<td>Confused or unrealistic expectations</td>
<td>Exposure to new values</td>
<td>Provide support</td>
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<tr>
<td></td>
<td>New academic demands</td>
<td>Increased financial worries</td>
<td>Give information on requirements, courses</td>
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<td></td>
<td>Vague career goals</td>
<td>Separation from family</td>
<td>Be nonjudgmental</td>
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<td></td>
<td></td>
<td>Adjusting to life changes</td>
<td>Make referrals</td>
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<td></td>
<td></td>
<td>Anxious/vulnerable</td>
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<tr>
<td><strong>Sophomore</strong></td>
<td>More aware of expectations</td>
<td>Mixed confidence level</td>
<td>Encourage further exploration</td>
</tr>
<tr>
<td></td>
<td>Tired of school</td>
<td>Increased self-awareness</td>
<td>Help with assessment of skills</td>
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<tr>
<td></td>
<td>Impatient to get into major</td>
<td>Developing support systems</td>
<td>Focus options on realistic choices</td>
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<tr>
<td></td>
<td>Pressure to find a major</td>
<td>Campus involvement</td>
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<tr>
<td></td>
<td></td>
<td>More relaxed</td>
<td></td>
</tr>
<tr>
<td><strong>Junior</strong></td>
<td>Settled into a major or desperately seeking one</td>
<td>Balance of work, study and free time</td>
<td>Begin mentor relationship</td>
</tr>
<tr>
<td></td>
<td>Looking for enhancements (e.g., minor or double major)</td>
<td>More confident</td>
<td>Encourage responsibilities</td>
</tr>
<tr>
<td></td>
<td>Developing faculty relations</td>
<td>Looking beyond college</td>
<td>Provide information on graduate school/careers</td>
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<td></td>
<td>Application of learning</td>
<td>Leadership roles in organizations</td>
<td>Encourage creativity to enhance degree</td>
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<td></td>
<td></td>
<td>Romantic involvement</td>
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<tr>
<td><strong>Senior</strong></td>
<td>Winding down</td>
<td>Nervous</td>
<td>Assist with graduation audit</td>
</tr>
<tr>
<td></td>
<td>Applying and integrating knowledge</td>
<td>Stressed</td>
<td>Prepare student to make transition</td>
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<tr>
<td></td>
<td>Commencing job search/preparing for grad school</td>
<td>Unsure of future</td>
<td>Continue discussion of career</td>
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<tr>
<td></td>
<td>Graduation audit</td>
<td>Transition to independent adult</td>
<td>Continue mentor relationship</td>
</tr>
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</table>

http://www.fhsu.edu/aace/handbooks/chapter-2-fhsu-student-characteristics
203.2 Code of Conduct

The following four steps may be used as a guide in our decision making process as it relates to our daily code of conduct.

Step one: Ask yourself who is affected by our action or decision.

a) Students in general?
b) Particular students (in depts., majors, colleges, etc.)?
c) Your co-workers?
d) You?

Step two: Ask yourself how they are affected.

a) How did they say they were affected?
b) If they have not indicated how your decision might affect them, and the outcome is not obvious, ask.

If for whatever reason you cannot ask the person(s), how do you believe they would be affected?

Step Three: Ask yourself what ethical values and other factors are involved in your action or decision.

a) Core ethical values

1) Honesty and integrity
2) Respect and fairness
3) Responsibility

This site not available at this time.
http://www.asu.edu/duas/cas/manual/section2.html

Also check “Ethical Decision Making in Academic Advising” article in Clearinghouse
Relational Skills

The Advising Interview

Opening
Greet students by name, be relaxed, warm. Start with an open-ended question using "how" or "what".

- How can I help you?
- What do we need to discuss today?
- What will we be working on in our 30 minutes together?

Phrasing Questions
Use closed questions which require a "yes" or "no" response to gather specific information.

- Did you receive your early registration materials?
- Are you planning to enroll in classes this term?

Use open-ended questions to elicit broader responses for purposes of clarification and problem-solving.

- What are some things that interest you about business as a career?
- What have you thought about taking next term?
- What prevented you from earning the GPA you desired?

Effective Listening
Listen for shades of meaning in what the student is saying.

- What do you think the student is trying to say?
- What do you think the student is feeling when he/she says that?
- What was running through your mind when he/she said that?

Maintain an open posture and use non-verbal cues to let students know they have your full attention.

Use such prompters as "I see", "okay", "umhum", "go on".

Eliminate physical barriers between you and the student (e.g., move your chair from behind your desk and sit next to the student or across one corner of the desk).

Ask permission from Anita Carter in member directory
Follow up with DVD vignettes

http://advising.wayne.edu/manual/advintvw.php
Relational Skills

Index from old Penn State site

Center for Excellence in Academic Advising

A Resource by and for Faculty Who Advise

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<thead>
<tr>
<th>Overview of the Center</th>
<th>Importance of Advising</th>
<th>Role of the Adviser</th>
</tr>
</thead>
<tbody>
<tr>
<td>An introduction to the Center for Excellence in Academic Advising, its mission, and its seven main sections</td>
<td>A statement from Eric White, Associate Dean for Advising, on the importance of academic advising</td>
<td>The faculty’s role in effective academic advising</td>
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<thead>
<tr>
<th>Tools and Techniques</th>
<th>Resources</th>
<th>FAQ</th>
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<tbody>
<tr>
<td>Communication Skills</td>
<td>Links to Penn State online resources</td>
<td>Questions faculty often ask about how to know their advisees better and how to help them solve problems and meet the challenges of being successful Penn State students</td>
</tr>
<tr>
<td>Entrance-to-College/Major Requirements and Procedures</td>
<td>Links to other online resources</td>
<td></td>
</tr>
<tr>
<td>First Ten Questions to Ask an Advisee</td>
<td>Bibliography</td>
<td></td>
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<tr>
<td>Flexibility in General Education</td>
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<tr>
<td>Interpreting a Degree Audit</td>
<td></td>
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<tr>
<td>Using eLion to Send E-mail to Advisees</td>
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</tbody>
</table>

Now: use these topics to search
http://handbook.psu.edu
Effective Communication Skills

Related topic: Academic Advising

Effective communication skills are essential for advisers. Providing information in a meaningful way serves as a basis for decisions which can have a profound influence on a student's entire life. Advisers are not simply deciding what courses they will take or what they will major in; they are also deciding, if only indirectly, their futures.

- Listen carefully and check your understanding by paraphrasing what advisees have said or by asking a question. Ask yourself whether advisees have asked the right questions. Too often, the correct answer is given by advisers—but the wrong question was asked by students, and communication fails.
- Use open-ended questions and similar techniques that enable you to discuss topics with advisees rather than allowing only "yes" or "no" responses.
- Discuss with your advisees their backgrounds and experiences, progress on their goals, and future plans. Such a discussion will provide you with helpful information, and it will reflect your concern for advisees as individuals.
- Most communications have both an intellectual and an emotional component. Listen for the emotional message. If the emotional part of the message seems to be out of proportion or inconsistent with the intellectual part, you may need to examine this discrepancy before a rational decision can be made.
- Always keep notes about what decisions have been made and why. A quick review before seeing students again will help you recall specific details. This is an important way to demonstrate your interest in students as individuals.
- The more effective approaches to academic advising go beyond informing and begin to involve some counseling skills including helping and empowering.
- Respect your advisees as people and show them that you respect them. One way to do this is to make a sincere effort to do an effective job of your advising.
- Encourage informed decision-making of your advisees. They are adults, and, more importantly, they must live with their decisions.
- Respecting advisees does not mean that advisers must agree with all of their decisions. The adviser role is to help them make realistic decisions. If advisees have reason to believe that students will fail or are making a poor choice, they should honestly discuss this perception with them.
- Know enough to recognize when one of your advisees needs help beyond your capability and know how to make a referral.
- Be available: you cannot provide even the basics to an advisee if the advisee cannot find you.

Adapted from the NACADA Faculty Advising Training Program
Relational Skills

Academic Advising Handbook

Appendices

1. Forms
2. Campus Reference Chart
3. Supplemental Advising Information

I. Advising is The Key C-1
II. Strategies of Advising C-2
III. The Do’s of Academic Advising C-4
IV. Good Advisor Characteristics C-7
V. Effective Listening Skills C-8
VI. Tips For Effective Referrals C-9
VII. Limitations of Faculty Advisors C-11
VIII. My Advisor and Me – For The Student C-12
IX. Legal Issues of Advising C-14

Appendix A - Forms

The forms enclosed in this section are a selected group of forms that are being used at all WITC Campuses. There are forms that have been designed for a single campus and the business processes being used at that campus. To obtain the most current versions of any forms in use at your campus, you should contact your campus Student Services office.

Additional forms may be added to this section in the future. Revised and new forms will be sent by e-mail to all WITC staff.

Copies of the following forms are included here:

- Advanced Standing Form
- Registration Form
- Section Change Form
- WITC College Incident Report Form
- Authorization For Release of Reference Information
- Sample Faculty Reference Letter
- Job Order Form
- On-Campus Interviews Request Form
Relational Skills

Steps to establishing student relationships

Categories: Advising Students

Note: The following article first appeared in August 1991 in the Academic Advising News 13(3). It was reprinted as a portion of the 25th anniversary celebration of the National Academic Advising Association.

A Caring Attitude

Authored by Jerry L. Ford

The finest possible educational environment includes the availability of outstanding academic advising and a genuine caring attitude toward the student - inseparable partners in higher education. Some simple suggestions for demonstrating a genuine caring attitude by all advising personnel include:

1) Greeting advisees with a smile.

Care enough to greet advisees with a warm welcome and a million-dollar smile to help ease student anxiety. Your smile costs nothing, yet it means everything!

2) Radiating a friendly attitude

Be sure that a friendly attitude radiates from your office setting. Try to make advisees feel that in your office they can expect concern, compassion, friendliness, encouragement, trust, and confidence. Anyone with advising responsibilities (including the office secretary or receptionist) must never react to a student as though the student is an interruption of work. The student, after all is the office work!

3) Having an interesting office

Strive to have a physically attractive and interesting office - perhaps with live plants, paintings or pictures on the walls, and soft background music. The office might be decorated in a specific theme such as the school mascot or a particular kind of plant or color scheme. The office should be a haven of enjoyment and conversation for advisees who enter.

4) Knowing the names of advisees

Be sure to familiarize yourself with the names of advisees. Call the students by their first names so that they will feel at ease during advising sessions.

http://www.nacada.ksu.edu/Resources/Cleaninghouse/View-Articles/Steps-to-establishing-student-relationships.aspx

Additional resource: A Faculty Guide to Academic Advising Pocket Guide

Member discount
Fair Use policy
Consider “Jing-type” video showing how to use the data management system

http://www.k-state.edu/isis/help/students/stuViewAdvisor.html
## Degree Programs, Career Planning, and Professional Development

2013-2014

Newcomb-Tulane College students pursue programs and degrees in over 70 subject areas offered by five undergraduate schools. To facilitate your academic planning, both on campus and long-term, the Academic Advising Center provides basic information on each degree program, suggests ways in which to apply key skills from each degree to future career opportunities, and compiles information on the Tulane departments as well as local and national professional associations related to each degree.

Students should not feel limited to the suggestions presented here, but are encouraged to take this information and contact information to pursue the myriad opportunities available to Tulane students and alumni.

<table>
<thead>
<tr>
<th>Degrees &amp; Programs</th>
<th>Information about Departments</th>
<th>Career Ideas &amp; Professional Associations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Contacts &amp; FAQ</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Website</td>
<td></td>
</tr>
<tr>
<td>Anthropology</td>
<td>Anthropology</td>
<td>Anthropology</td>
</tr>
<tr>
<td>- Anthropology (B.A.)</td>
<td>- Contacts &amp; FAQ</td>
<td></td>
</tr>
<tr>
<td>- Anthropology (B.S.)</td>
<td>- Website</td>
<td></td>
</tr>
<tr>
<td>Applied Computing &amp; Technology</td>
<td>Applied Computing &amp; Technology</td>
<td>Applied Computing &amp; Technology</td>
</tr>
<tr>
<td></td>
<td>- Contacts &amp; FAQ</td>
<td></td>
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<tr>
<td></td>
<td>- Website</td>
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</tr>
<tr>
<td>Art</td>
<td>Art</td>
<td>Art</td>
</tr>
<tr>
<td>- Art History</td>
<td>- Art History: Contacts &amp; FAQ</td>
<td>- Art History</td>
</tr>
<tr>
<td>- Art Studio (B.A.)</td>
<td>- Art Studio: Contacts &amp; FAQ</td>
<td>- Art Studio</td>
</tr>
<tr>
<td>- Art Studio (B.F.A.)</td>
<td>- Website</td>
<td></td>
</tr>
<tr>
<td>Asian Studies (Coordinate Major)</td>
<td>Asian Studies</td>
<td>Asian Studies</td>
</tr>
<tr>
<td></td>
<td>- Contacts &amp; FAQ</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Website</td>
<td></td>
</tr>
</tbody>
</table>

[http://tulane.edu/advising/degree_sheets.cfm](http://tulane.edu/advising/degree_sheets.cfm)
Confidentiality of Student Records

The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, is a federal law that protects the privacy and confidentiality of personally identifiable information contained within student education records. The University of Alabama complies with FERPA's confidentiality protections and adheres to procedures dealing with student education records and directory information recommended by the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

**Records Encompassed Within this Privacy Law**

- A "student" must be enrolled and "in attendance" at the University for his/her records to be protected by this policy. A student is defined as "in attendance" when a person registers for his/her first course at the University. This includes all persons taking courses on campus, by correspondence, by distance, as well as the period when a person is working under a work study program at the University. This may be full-time or part-time pursuing undergraduate, graduate or professional studies.

- "Education records" of a student that are covered by this privacy rights law are defined by FERPA to include any records, files, documents, or other materials that contain personally identifiable information directly related to the student and that are maintained by the University of Alabama or by officials acting for the University. The definition of "personally identifiable information" is any information that, alone or in
MENTORING AT-RISK STUDENTS

Students with CGPA below 2.0 are considered at-risk. The assigned advisor shall assist students with low performance (i.e. “F” & “D” grades) in order to improve the CGPA. At-risk students are not allowed to register for more than 4 courses during fall/spring semesters and not more than 1 course in winter/summer semesters.

Each Faculty member may voluntarily choose to provide mentoring for a group of at-risk students within his/her department. Mentoring includes student assistance, monitoring and progress reporting. At the end of each academic year, faculty members will be recognized for their achievements monitored through the annual Faculty Development Plan. The plan for helping at-risk students (also on probation) includes:

At-Risk Detection
At the beginning of each semester, a list of at-risk students is requested by the Deans of Colleges from the Registrar’s office. The Deans will advise department Chairs to draw corrective actions.

Remediation Plan
This plan is executed at the departmental level and would include:
- Hold regular individual meetings with at-risk students.
- Advise at-risk students to repeat courses with grades “D” or less prior to registering in any further courses in order to improve their GPA.
- Request at-risk students to visit instructors frequently during office hours.
- Provide at-risk students with peer-support and mentoring from Teaching Assistants (TAs) periodically.

Progress Report
Deans of Colleges will request from department Chairs/Faculty a feedback report on the performance record of each at-risk student from course instructor(s). The progress is monitored through special forms maintained in the college/department.

## Referral Talking Points

<table>
<thead>
<tr>
<th>Area of Concern</th>
<th>What This Means:</th>
<th>Talking Points:</th>
<th>Referral Offices:</th>
</tr>
</thead>
</table>
| Ability to Pay Monthly living Expenses | Your student is telling you that money is a barrier preventing their success at NIU. Whether it is an everyday expense or the daunting figure of next semester’s tuition, they are asking for help. | - Reassure the student that all students deal with financial issues and there are many options available.  
- Ask students if they have applied for scholarships and aid in the past.  
- Remind students that it is important to look and apply for options as early as possible. | Office of the Bursar  
Scholarship Office  
Student Financial Aid |
| Ability to Pay Next Term’s Tuition/Fees | Your student is telling you that he/she is struggling with basic academic skills. These are important habits that often form in the first few weeks of the semester. Your student may not know it’s a problem, so it will be helpful to bring it up quickly to correct the concern. | - Discuss study skills and expectations of college courses.  
- Has the student considered going to ACCESS or a Student Success Specialist for academic resources?  
- Has the student sought out tutoring for a specific class where they are having difficulties? | ACCESS |
| Academic Behaviors: Basic | Your student is telling you that he/she is struggling with behaviors such as class participation, study skills, self-discipline, and communication with the instructor. It is important to help students develop these crucial skills. | - Has the student met with their professor or a tutor to discuss study habits and specific strategies for classes? | Office of Student Academic Success |
| Academic Behaviors: Advanced | Your student is telling you that he/she is struggling with Math and/or problem-solving skills. | - Make sure the student has a clear understanding of why it is important to regularly attend class.  
- Are there particular reasons why the student is missing class?  
- Has the student met with a Student Success Specialist about their struggles in class and other issues that might be going on? | ACCESS |
| Analytical Skills | Your student isn’t going to class very often! This could be for many reasons. Remember that this is often a symptom of a distraction or bad habit that is going on in their life. Try starting with the class absences and see if you can go any deeper. | - Has the student met with a Student Success Specialist about their struggles in class and other issues that might be going on? | Office of Student Academic Success |
| Class Attendance | Your student is not sure about their career path or academic major. Your role here could be to help process their thoughts. However, remember that academic advising and career resources are great resources available. | - Assure the student that changing majors or being undecided is a process many students go through.  
- Ask the student about the specific concerns they have regarding their current major.  
- What interests does the student have? | Academic Advising Center  
Career Services |
| Commitment to a Major | Your student is not committed to staying at NIU. This could be for a variety of reasons- academic, financial, or personal. | - What challenge is the student facing at NIU?  
- Has the student met with a Student Success Specialist to discuss these concerns? | Office of Student Academic Success |
| Commitment to the Institution | | | |

Completion issues in Student Handbook

Check Clearinghouse “completion strategies and resources” in Retention Index

http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Completion-strategies-and-resources.aspx
FAQs need their own search area and keywords

http://louisville.edu/bioethicsma/advising/ulearn/faq.html
Informational – Internal

http://www2.middlesexcc.edu/services-and-support/academic-advising/glossary-of-academic-advising-terms.html
### Parent Experiences

<table>
<thead>
<tr>
<th>Parent’s Experience</th>
<th>Parent’s “Fear” Response</th>
<th>Parent’s “Faith” (or Trust) Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s academic performance in college is below parent’s perception of potential.</td>
<td>Fears student’s performance will reflect poorly on family. Tries to motivate student through manipulation, guilt or intimidation.</td>
<td>Trusts in the value of student as a person. Ability to distinguish “who he is” from “what he does.” Allows risk of possible failure as part of the self-discovery process.</td>
</tr>
<tr>
<td>Realization that student is becoming more independent and less available for direction and supervision.</td>
<td>Attempts to re-establish dependence and control. Increases parental demands for time and attention. Increases dependence on student.</td>
<td>Supports new adult relationships through a caring, non-manipulative interest in student’s growth. Listens openly to positive/negative experiences without giving advice, directives, attempting to fix problem, or promoting “victim” orientation.</td>
</tr>
<tr>
<td>Awareness that student is experiencing alternatives to traditional family values and lifestyles.</td>
<td>Fears parental training will be compromised or abandoned. Attempts to assert value of family teachings. May condemn alternative values and lifestyles.</td>
<td>Trusts that childhood training will stand up to rational and emotional scrutiny. Has confidence student will make responsible decisions. Willing to discuss alternative viewpoints without anger or defensiveness.</td>
</tr>
<tr>
<td>Decreased willingness of student to spend time with family or participate in family business or social activities.</td>
<td>Fears that the family structure will be compromised. Feels unable to compete effectively for student’s attention. Gives repeated reminders about family responsibilities and obligations.</td>
<td>Has confidence in student’s ability to determine personal priorities. Respects student’s independence and accepts student’s decisions.</td>
</tr>
<tr>
<td>Realization that student’s choices and personal direction disagree or directly conflict with parental wishes.</td>
<td>Fears that subconscious desire to realize success through children’s accomplishments is at risk. Attempts to fix the student’s “problem” by reasserting control.</td>
<td>Trusts student to discover most appropriate personal meaning and direction. Respects student as a unique person. Communicates own search for direction.</td>
</tr>
</tbody>
</table>

### Student Experiences

<table>
<thead>
<tr>
<th>High School</th>
<th>College/University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher-to-Student Contact: Teachers identify and assist students who need help.</td>
<td>Students must take the initiative to visit faculty during office hours to seek advice.</td>
</tr>
</tbody>
</table>

http://www.parent.calpoly.edu/parent_handbook/hbk_transition.html
ACADEMIC LIFE

NEWSLETTER

ACADEMIC ADVISING

ACADEMIC ADVISING QUESTIONS?

Solar College of Arts and Sciences: 607-777-6309
binghamton.edu/harpur/advising

College of Community and Public Affairs: 607-777-2841
binghamton.edu/ccpa/human-development/current-students/advising-and-mentoring.html

Decker School of Nursing: 607-777-4954
binghamton.edu/dson/undergraduate-students/contact.html

School of Education: 607-777-5322
binghamton.edu/soe/current-students/advising-tips.html

School of Management: 607-777-2316
binghamton.edu/som/current-students/advising-tips.html

Thomas J. Watson School of Engineering and Applied Science: 607-777-6203
binghamton.edu/watson/advising

Do parents routinely receive copies of student grades?
- No. Grades are available online through Web Advisor. Contact the Registrar’s office with questions.

Is class attendance mandatory?
- The College does not have a universal policy regarding class attendance. Each instructor may set his/her own standards for attendance.

Can students change classes?
- Yes. Students may add classes during the first two weeks of each semester and may drop classes anytime during the first five weeks.

How does the advising system work at Allegheny?
- All first-year students choose a First Seminar from the array of options offered. The professor for that course is the Faculty Advisor for each of the 15-16 students in the class. The First Seminar booklet comes in the mail as part of the series of mailings each new student receives. Each student writes an introductory letter to his or her faculty advisor prior to Orientation. During Orientation, students and their faculty advisor meet to discuss Allegheny’s academic program as well as the individual student’s course schedule. Contact between students and advisors is built upon the time spent in the seminar classroom. Students are encouraged to initiate other contacts with their advisors. Faculty members post their office hours and are quite accessible for making special appointments. Once students declare their majors, they may choose their faculty advisors from within the department of their declared major.
Frequently Asked Questions

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Fox Valley Tech [www.fvtc.edu](http://www.fvtc.edu)
Reach Blackboard by clicking on “MyFVTC” top right to Blackboard on left
Username: advise     Password: advise
Advisor Training Modules to Course documents
Creating advising handbook

Categories: Professional Development

Member Produced Publications

Producing A Comprehensive Academic Advising Handbook For Faculty Utilization

Author: Jerry L. Ford

Using a comprehensive academic advising handbook that is attractive, useful, versatile, and inexpensive is the cornerstone of a well-developed and implemented academic advising program. The interweaving of faculty enthusiasm and active participation in both planning and implementing all of the steps and procedures is the mortar of such an academic advising program. The following seven steps have proven very effective in handbook utilization and development.

Obtaining the Commitment

The appropriate campus administrator(s) must make a threefold commitment—financial resources, human resources, and zealous endorsement—to develop an advising handbook. The administration must demonstrate commitment by providing the financial resources necessary for the completion and survival of the handbook project. The administration must also commit the human resources necessary for the development and production of the handbook. And, finally, the administration must zealously support and endorse the utilization of the handbook by the faculty once the handbook project has been completed. Without the administrative commitment, the project's effectiveness will be severely hindered.
Let’s review…
Top 10 tips for creating an advising handbook/website

10. Make this a team project

9. Connect early and often with techies
   • Bake cookies
   • Use institution’s design standards

8. Gather information from a variety of campus departments

7. Don’t re-invent the wheel
   • Link wherever you can both on campus and off
   • Use section anchors
   • Include informational, relational, conceptual

6. Have at least three proofreaders (red, green, and purple pens)

Based upon list created by Katie Kustritz, College of St. Scholastica
2012 NACADA Region 6 presentation
“Developing an online orientation for adult learners”
Let’s review…
Top 10 tips for creating an advising handbook/website

1. It’s never done! Establish timeline for revisions
2. Get feedback from users and stakeholders
3. When on the web, try out on all platforms and screens
4. Integrate date specific information (e.g. use calendar)
5. Put yourself in the readers’ shoes “no acronyms” Provide glossary.

Based upon list created by Katie Kustritz, College of St. Scholastica
2012 NACADA Region 6 presentation “Developing an online orientation for adult learners”
Your Handbook Notes to self

• What will you include in your ‘handbook’?
• What timeline will you give yourself for developing your ‘handbook’?
• What piece(s) of advice do you need to remember?
• What ‘handbook’ sites will you revisit?
Sample Handbook Library

Various sizes, formats, new & “classic” handbooks

- Red dot = Student
- Blue dot = Advisor
- Yellow dot = Parent
- Yellow star = featured in presentation

Questions?