

UNITED STATES MILITARY ACADEMY



Academic Advising Handbook

**OFFICE OF THE DEAN
Academic Affairs and Registrar Services**

Revised 3 January 2020

MEMORANDUM FOR All Academic Advisors

SUBJECT: Academic Counseling

1. The courses of study at the Military Academy set ambitious goals and objectives for every cadet's intellectual development. To accomplish our aims, we have crafted a comprehensive and dynamic academic program that provides opportunities for cadets to tailor their individual programs to complement the extensive core curriculum. The combination of the core curriculum and the major provides a sound structure for every cadet's educational experience. Understanding the opportunities available to them is the key as each cadet builds an academic course of study.
2. Perhaps our most important challenge as educators, next only to teaching, is to guide cadets in making choices that will allow them to reach their full potential for intellectual growth. This process requires a thorough understanding of the curriculum and the ability to communicate the purpose, design, and flexibility of that curriculum. It requires keen interpersonal skills and technological support to guide cadets through the self-discovery process. Your expertise and experience will be critical to the shaping of an effective advisory system. We are deeply grateful for the time and effort you have chosen to devote to this important mission.
3. Academic Counselors consistently report that they have found counseling to be an intensely rewarding experience. Counselors learn the broader perspective of the total academic program and gain insight into how their own courses contribute to the accomplishment of our own mission. Frequent interaction with cadets is stimulating and challenging. Pride and satisfaction come with knowing you have helped shape the intellectual development of the officer corps of the future.
4. I appreciate your contribution to this program and know you will approach this challenge with the same enthusiasm and high standards of professionalism that you bring to teaching and all your endeavors. Thank you for what we know will be another great year in Academic Counseling.
5. The Counseling Handbook is only available on-line and can be accessed through the following area: Academic Affairs & Registrar Services (AARS) internal web page from the Department Academic Counselor (DAC) corner link.

/s/

Cindy R. Jebb, Ph.D.
Brigadier General, U.S. Army
Dean of the Academic Board

COMMON ACRONYMS & DEFINITIONS AT USMA

AARS	Academic Affairs and Registrar's Services
ABET	Accreditation Board for Engineering and Technology
ACT	American College Test
AI	Additional Instruction
AOC	Academic Officer in Charge
APSC	Academic Program Score Cumulative
APST	Academic Program Score Term
BAO	Brigade Academic Officer
CAC	Company Academic Counselor
CEER	College Entrance Exam Rank in Class (Academic success predictor used by admissions; determined by high school rank and SAT scores)
CQPA	Cumulative Quality Point Average (Graduation Requirement & Athlete Eligibility)
DAC	Departmental Academic Counselor
ESP	Evening Study Period (see USMA Reg 1-1 for details)
FYB	First Year and Beyond Program (additional education support offered by Center for Enhanced Performance Office)
HSS	Humanities and Social Sciences
IIDD	International Intellectual Development Division
MAJ	Major
MPSC	Military Program Score Cumulative
MPST	Military Program Score Term
MSE	Math - Science - Engineering
PPSC	Physical Program Score Cumulative
RAO	Regimental Academic Officer
SAT	Scholastic Aptitude Test

STAP	Summer Term Academic Program
STEM	Science, Technology, Engineering and Math
TEE	Term-End Examination
TQPA	Term Quality Point Average
WPR	Written Partial Review (~mid-term exam)
8TAP	Eight-Term Academic Plan

ACADEMIC ADVISING HANDBOOK
May 2019
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CHAPTER I

1. **Why have an Academic Advising Handbook?**

- To provide a systematic means of presenting counseling and advising information to Company Academic Counselors (CAC) and Departmental Academic Counselors (DAC).
- To supplement The Academic Program (Redbook).

2. **What is academic advising?** Academic advising is the process of assisting students in realizing their maximum educational potential by helping them to understand themselves and the educational programs and resources available at the United States Military Academy.

3. **What are the goals of the Academic Advising Program?**

- a. To communicate to each cadet an understanding of the educational opportunities offered by the four-year academic program. Each cadet should understand the purpose and composition of the curriculum and the USMA educational philosophy and be made aware of the facilities supporting attainment of the educational goals of USMA. To achieve this goal, counselors will read, understand, and become expert in the application of the contents of The Academic Program (Redbook). The communication must begin early in the fourth class year and continue through the cadet's graduation.
- b. To assist cadets in their selection of a major (MAJ) through a deliberate process of consideration of personal goals, interests, and abilities. This process begins at the beginning of the fourth class year with a briefing from the Dean and advising sessions designed to encourage the student to identify goals and gather information about specific fields. Optimally, it envisions cadets visiting departments to gather information and returning to CACs for assistance in evaluating this information in terms of personal goals. This process culminates with the selection of a major by March of the fourth class year. For many cadets, the choices are difficult. CACs are expected to become personally involved with those cadets having difficulty in completing their educational plans.
- c. To respond to requests for information in a timely manner, making accurate and proper referrals to DACs, the Office of the Dean, or other resources as required, and giving the cadet personal attention at each step. This aspect of counseling requires that all counselors be familiar with all agencies involved in counseling at USMA. Thus, counselors must develop a much broader view of operations at USMA than is required of other instructors.
- d. To communicate within the counseling system to achieve necessary follow-up, accommodate changing cadet attitudes and desires, ensure that all cadets meet graduation requirements, and monitor cadet progress and performance. Through periodic interviews, those who advise cadets of the upper classes are expected to be sensitive to changing attitudes of the cadets towards their chosen fields, such as reduced motivation or interest or newly discovered interest in another field. Like college students everywhere, cadets are susceptible to self-doubt and changes of mind. The advisor's task will be to ensure that changes of major are affected only after the cadet has undergone a decision process at least as comprehensive as the one that led to the original choice.

- a. To assist in the implementation and administration of the academic program. This assistance will, by design, be minimized. Certain advising functions will naturally support administration of the academic program, e.g., the review conducted each term by advisors and cadets of enrollments for the next term.
4. **What are some suggestions for effective academic advising?** The development of a trusting relationship between advisors and cadets is the foundation of successful academic advising. The advisor is the cadet's academic navigator. Since the advisor is the cadet's primary link to the academic programs of the United States Military Academy, the advisor should be the person the cadet will want to turn to for serious, considered advice on his/her academic career at the academy. Many basic decisions about an academic program must be made by the cadet, utilizing input from the advisor. The role of advisor involves offering suggestions, questions, criticisms, praise, direction, and any other comments that will help each cadet define and achieve his/her academic goals. Listed below are some suggestions to serve as guides:
 - a. Have a working knowledge of the academic program and the educational opportunities at West Point. Provide accurate, timely information. Be aware of advising and enrollment suspense dates.
 - b. Establish and maintain regular office hours for academic advising.
 - c. Maintain contact with the cadets you advise.
 - d. Assist cadets in planning an academic program consistent with their interests, aptitudes, and goals. The advisor will assist the cadet in a periodic evaluation of his/her academic progress.
 - e. Know available services and resources at West Point so that appropriate referrals can be made.
 - f. Prepare for and maintain a record of advising sessions. Monitor cadet progress.
 - g. Evaluate your effectiveness as a advisor.
 - h. Attend training sessions, CAC team meetings, and company functions.
5. **What time periods may be used for academic advising?** Academic advising may be performed on a cadet selected appointment basis during the academic day, after 0730 and prior to 1830, at any time not in conflict with another class or duty for which a cadet is scheduled. A/D Saturday morning, Dean's Hour and Commandant's Hour may also be used for this purpose if conflicts with classes or duties do not occur.
6. **Who are the advisors at USMA and what are their responsibilities?** Advising will be conducted in a decentralized manner. Guidance on specific tasks that must be accomplished by CACs or departmental teams, such as enrollment, will be provided by the Academic Affairs and Registrar Services (AARS) staff. Management of this program by AARS will be on an exceptional basis. The system provides formal academic advising to all cadets throughout their four-year programs from three sources:

a. Company Academic Counselors (CACs): Volunteers are solicited by the Office of the Dean, AARS, and from the academic departments in August. One CAC will be assigned to each company except for units participating in pilot programs examining optimal faculty to cadet ratios. CACs will perform their duties on a time required basis.

- i. The CAC explains the general curriculum.
- ii. The CAC demonstrates a personal interest in the cadet and his/her adjustment to the academy by serving as a central contact officer for information that can be used to assist the cadet in his/her academic career.
- iii. The CAC acts as the principal academic advisor to the Company TAC team, cadet academic officer and NCO.

b. Departmental Academic Counselors (DACs): DACs are organized by department heads to provide academic counseling to cadets assigned to the department. Assignments are made according to the cadet's major. A listing of department advisors is located online in the in the AARS Counseling Corner (see AARS Sharepoint).

- i. The DAC helps the cadet examine the course offerings in his/her major, relates these to other possible majors, and understands the graduation requirements leading to an appropriate degree in the selected major.
- ii. The DAC serves as a link between the cadet and Dean (AARS) by advising the individual on his/her academic issues (course scheduling, course adjustments, academic progress), and by making appropriate referrals to other assistance activities at the Academy.

c. Office of the Dean, AARS: Personnel in this office provide advising on a walk-in basis to all cadets. They perform the functions listed below. The office is in Room 112, Taylor Hall.

- i. Serve as sources of information for the entire academic program
- ii. Maintain the official academic records of all cadets
- iii. Effect changes to cadet enrollments and schedules
- iv. Provide registration and scheduling advice
- v. Change majors
- vi. Update the Academic Advising Handbook
- vii. Conduct orientation for new advisors
- viii. Provide individualized assistance for cadets
- ix. Advising is an ongoing initiative within USMA with the expectation of active engagement of all involved. Continuous improvement is part of that process and

all advisors are encouraged to share feedback with the Office of the Dean to support this goal.

7. **CAC Responsibilities:**

- a. General: Attend the orientation conducted by the Office of the Dean, AARS, in August and other times, as announced. Attend meetings conducted by the team and company.
 - i. Establish a working relationship with the company tactical officer (TAC) as the faculty academic advisor. CACs must coordinate with the TAC on such matters as access to the company area, when and where to meet cadets, how the advising of cadets encountering academic difficulty will be accomplished, what the role of the academic officer/sergeant is, procedures for checking on barracks study conditions, and when to participate in TAC meetings.
 - ii. Become familiar with advising materials. CAC's are to become familiar with tools that facilitate advising in the Academy Management System (AMS), establish access to the electronic Redbook and use this electronic handbook for reference assistance.
 - iii. Maintain a written record of all advising sessions if deemed necessary. This record should include the date and a brief description of the content of the session. It can be noted on DA Form 4856 (Developmental Counseling Form), as a written memorandum, or note.
 - iv. Assist the TAC in the monitoring and advising of fourth class cadets in academic difficulty, as needed. In January, CACs will receive a memorandum listing cadets experiencing significant difficulty with the academic program who require formal counseling. Documentation will be forwarded to AARS for inclusion in the cadet's file. Items to be discussed will include the reasons for the academic difficulty, successful study strategies, referral sources for academic assistance, and course sequencing.
 - v. Review individual enrollments of fourth class cadets.
 - vi. Conduct an academic orientation at the beginning of the Fall semester for the fourth class. Topics should include an explanation of the curriculum, the rationale behind its composition, and its objectives. Cadets should be made familiar with the electronic Redbook, graduation requirements, majors, core courses, and electives. They should be aware of the facilities at West Point that support the academic program, the probationary system, and other academic administrative procedures found in the electronic Redbook.
 - vii. Inform cadets that they have a major responsibility in the advising process at West Point. They should take the initiative in seeking advice and in developing a successful relationship with their CAC. To achieve this, cadets should be encouraged to schedule appointments with CAC's as early as possible. They should be aided in analyzing goals, interests, and achievements. They must become familiar with graduation requirements and plan their programs using the

electronic Redbook. An educational briefing by the Dean will be held in the fall to encourage early participation in the major selection process.

- viii. Assist in the preparation of fourth class cadets for major selections. Cadets should be directed to the academic department assigned advising responsibilities for the selected major.
 - (a) During this period, cadets should be encouraged to examine their interests, aptitudes, and goals. The Academy's position is that cadets should base their selection on these considerations above all others. The major offers depth in one area of knowledge and provides for electives and complementary support courses. The major prepares USMA graduates for their military service and continued intellectual development.
 - 1.
 - (b) Many cadets will make a more thorough appraisal of the various considerations that lead to the major if they are assisted by an advisor who is willing to listen and ask the right questions. Encourage each cadet to read the descriptions of the majors in the electronic Redbook to become familiar with the requirements. Advise cadets to visit displays on subject matter that departments have established, to consider interests and areas of demonstrated aptitude and potential for future development, and to see advisors in the appropriate departments to discuss major options. Encourage cadets to talk to instructors, sponsors, classmates, and parents.
 - (c) In advising cadets considering engineering, remember that only cadets in ABET accredited majors are permitted to take the Fundamentals of Engineering Examination (FE) in first class year, the first step toward a professional license. A few states allow people not graduated from accredited programs to take the FE exam, but only after several years of post-graduation engineering experience. While not all USMA graduates aspire to qualify as professional engineers, licensing is monitored within the Corps of Engineers and may be helpful in research and development, and material acquisition functional areas.

8. **DAC Responsibilities:**

- a. DACs will provide generalized advice and counsel to assigned cadets. Specific responsibilities include monitoring their cadets progress through their chosen academic program, being sensitive to changing cadet attitudes as they pursue their programs, assisting in modifying individual programs and assisting cadets or referring them to appropriate sources for advice concerning graduate school scholarships and fellowships, medical school applications and other programs with an academic orientation.
- b. DACs will maintain a counseling file on every cadet. Items that should be in the files include records of academic counseling and letters to the cadet from the Academic Board relating to academic deficiency. A written record of all counseling sessions should be maintained. DACs and departments will maintain these records for four years after the cadet leaves USMA.
- c. Departments should establish procedures whereby cadets wishing to see an advisor may do so on a walk-in basis or by arranging for an appointment. These procedures should

be flexible to accommodate intermittent traffic during each term and heavy traffic just prior to a new term.

- d. Departments should establish procedures for monitoring the progress of cadets, especially those likely to encounter difficulty with their studies. Advisors should be prepared to work closely with TACs in this regard.
- e. DACs should be proficient in the Advance Registration process.
- f. DACs will participate in "next term" enrollment checks scheduled by AARS.

CHAPTER II

REFERRAL SOURCES AT USMA

1. **Academic Affairs and Registrar Services (AARS):** The mission of AARS is to provide a wide variety of cadet, graduate, and academic faculty services in a friendly, customer focused manner. Working in coordination with other Dean's Staff, USCC Staff, USMA Staff and DA/DOD agencies, AARS always strives to provide the best support possible to our customers. Further information is located at <https://usarmywestpoint.sharepoint.com/sites/AARS>.
2. **The Company Tactical Officer (TAC)** is the principal advisor and counselor to cadets in the company. Any instructor or counselor may refer a cadet. The TAC is assisted by the Company Academic Officer and NCO.
3. **Center for Enhanced Performance (CEP):** The mission of the Center for Enhanced Performance is to educate and train the Corps of Cadets on comprehensive performance psychology and academic skills to develop their full potential. Further information is located at <https://westpoint.edu/centers-and-research/center-for-enhanced-performance>.
4. **Center for Personal Development (CPD):** The mission of the Center for Personal Development is to "facilitate the personal and professional development of cadets into leaders of character as future Army officers." The center's motto "Know Yourself to Lead Others" embodies our mission and purpose.
CPD provides comprehensive counseling services to the Corps of Cadets in an accepting and supportive environment. The center is staffed by Army and Civilian clinical psychologists with a broad range of experience providing counseling and behavioral health treatment. CPD also provides consultation to the USCC Chain of Command and supporting staff (TACs, instructors, sponsors, mentors, and others) regarding psychological, behavioral, or developmental concerns relating to cadets. Further information is located at <https://westpoint.edu/military/center-for-personal-development>.
5. **Chaplain, USMA:** The mission of the Office of Chaplains is to provide broad-based religious support to West Point to enhance community well-being and to facilitate the moral, spiritual, and ethical development of the Corps of Cadets as leaders of character. Chaplains provide general and pastoral counseling services. Further information is located at <https://westpoint.edu/about/chaplain>.
6. **Additional Instruction (AI)** is given by course instructors at a time mutually agreeable to the cadet and professor/instructor. This is normally prior to evening study period. AI is departmental course instruction supplemental to that presented during normal class time. Material is restricted to that previously covered. Cadets are authorized to request AI on any class day. Once an appointment is made, it becomes a mandatory formation for the cadet. Additional information can be obtained from Departmental SOPs and DPOM 02-3, Para 3, section k.
7. **Tutoring** is conducted by cadets. Tutoring covers all supplemental course instruction not included in additional instruction. The company academic officer and NCO supervise the tutors and participation is voluntary. The CEP provides training opportunities for tutors and guidance/support for company academic staffs. Tutoring may properly address material covered in past lessons, current assignments, or future lessons. Additional information can be obtained in DPOM 02-3, Para 3, section l.

CHAPTER III

COMMONLY USED REFERENCE MATERIALS

- 1. Redbook:** The Redbook includes a complete set of field tables for the majors available to each class, as well as a listing of all courses, by department, offered in each academic year and term. The curriculum is described in detail to include the core curriculum, language curriculum, core engineering sequences, military science/development, majors and minors. The Redbook is located at <https://courses.westpoint.edu>.
- 2. AARS Counseling Corner:** AARS Sharepoint Site that contains many useful items including forms associated with advising.
<https://usarmywestpoint.sharepoint.com/sites/AARS/Lists/CounselingCornerLinks/AllItems.aspx?viewid=42330096-50ae-4052-b21c-babea2896f49&web=1>.
- 3. Department Academic Counselors:** The most up to date DAC list is located at <https://usarmywestpoint.sharepoint.com/sites/AARS/Documents/Counseling/DAC%20List.pdf>.
- 4. Company Academic Counselors:** The most up to date DAC list is located at <https://usarmywestpoint.sharepoint.com/sites/AARS/Documents/Counseling/CACList.pdf>.
- 5. Academic Probation and Deficiency in Academic Program Score:** Dean's Policy and Operating Memorandum 02-6 (<https://portal.westpoint.edu/dean/Pages/DPOMs.aspx>).
- 6. Core Engineering Sequences by Term for Semester Abroad Program (SAP) and Service Academy Exchange Program (SAEP):**
https://usarmywestpoint.sharepoint.com/sites/AARS/Documents/Cadet_Corner/EngSeqOfferings4SAPcadets.pdf

APPENDIX A - POINTERS ON COUNSELING

HOW TO GET STARTED:

1. Provide a cordial reception for your cadet.
2. Follow your cadet's lead before moving into specifics.
3. Begin with the most important thing on your cadet's mind.
4. Focus on achievements and strengths of your cadets.
5. Show a direct interest in your cadet.
6. Consider your cadet to be a conversational equal.
7. Encourage comments but do not probe into private matters.
8. Permit your cadet to tell his or her own background and goals.
9. Don't interrupt your cadet.

HOW TO KEEP THE COUNSELING GOING:

1. Talk in terms your cadet will understand.
2. Restate your cadet's educational goal.
3. Search for recommendations and alternatives to reach your cadet's goal.
4. Avoid labels and stigmas.
5. Stop periodically. Encourage your cadet to give summaries.
6. Use questions to encourage discussion.

HOW TO CLOSE:

1. Summarize what's been said or encourage your cadet to summarize.
2. Don't carry on too long – both of you are busy.
3. Keep your cadet responsible for planning decisions.
4. Encourage your cadet to state his or her plans.
5. Be sure you have covered all the questions asked.
6. Be sure your cadet feels welcome to return.

WHAT FOLLOWS:

1. Record important aspects of the counseling at once.
2. If necessary, obtain information/contacts who might be helpful.

CHECKLIST ON THE EFFECTIVENESS OF THE COUNSELING:

1. Did you help your cadet grow in self-understanding?
2. Did you identify your cadet's reasons for seeing you?
3. Was a satisfying course of action planned?
4. Were references and resources used?
5. Did you help your cadet to the best of your abilities?

COMMON COUNSELING GUIDELINES:

1. Don't argue, coerce, or make promises you can't keep.
2. Answer questions in a frank, straightforward way.
3. Avoid a patronizing manner; be genuine.
4. Try to make your cadet relax and be empathetic.

APPENDIX B

The Do's & Don'ts of Academic Advising

The Do's of Academic Advising

1. Appreciate the emotion behind your cadet'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 cadet's sentences. Let the cadet tell his/her story first.
4. Fight off external distractions.
5. Constantly check to see if your cadet 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. Ask clarifying or continuing questions to demonstrate that you are involved in what he/she is saying.
11. Face your cadet squarely. This says, "I am available to you".
12. Maintain an open posture. This is a sign that you are open to what your cadet has to say, and it is a non-defensive position.
13. Lean towards your cadet which is a sign of involvement.
14. Try to recognize your cadet's non-verbal behavior. Examples are body movements, gestures, facial expressions. Also recognize the para-linguistic behavior. Examples are tone of voice, inflections, and spacing of words, emphases and pauses. This will enable you to respond accurately and effectively.
15. Offer reflections on what your cadet is feeling, based on your observations. Example: "I sense you are tense about this".

16. Employ self-disclosure which can support your cadet's experience. Example: "I remember how nervous I was when I first went to see my DAC."
17. Offer reflections on what your cadet is saying. Example: "I hear you saying that you are not completely sure this is the right major for you."
18. Indirect leads allow your cadet to choose the direction of the discussion. Example: "What would you like to talk about today?"
19. Direct leads help your cadet to further explore a specific area. Example: "Can you tell me more about your thoughts on changing your major?"
20. Focusing helps your cadet zoom in on an issue after many have been presented. Example: "We are talking about a lot of things here; which one is most important for you to work on now?"
21. Asking questions using "what" or "how" can help your cadet give more than "yes or no," "because," or "I don't know" answers.

The Don'ts of Academic Advising

1. Talking. You can't listen while you are talking.
2. Not empathizing with your cadet. Try to put yourself in his/her place so you can see what he/she is trying to get at.
3. Not asking questions - when you don't understand, when you need clarification, when you want to show that you are listening. However, don't ask questions that will embarrass or show up your cadet.
4. Giving up too soon. Don't interrupt your cadet. Give him/her time to say what she/he has to say.
5. Not concentrating on what the cadet is saying. Actively focus your attention on his/her words, ideas, and feelings related to the subject.
6. Not looking at your cadet. His/her face, mouth, eyes, hands will all help him/her communicate with you. They will help you concentrate too. Make your cadet feel that you are listening.
7. Smiling and grunting inappropriately. Don't overdo it.
8. Showing your emotions. Try to push your worries, fears, and problems outside your office. They may likely prevent you from listening well.
9. Not controlling your anger. Try not to get angry at what your cadet is saying; your anger may prevent you from understanding his/her words or meaning.

10. Using distractions. Turn off your email, put your cell phone away and set down papers, pencils, etc. They are likely to 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 counseling idea.
12. Reacting to your cadet. Don't let your reactions to the cadet influence your interpretation of what he or she says.
13. Not sharing responsibility for communication. Only part of the responsibility rests with your cadet; 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 your cadet, it is a handicap to argue mentally as she/he is speaking. This sets up a barrier between you and your cadet.
15. Not using the difference in rate. You can listen faster than your cadet can talk. Use this rate of difference to your advantage by trying to stay on the right track, anticipating what he or she is going to say, thinking over what has been said, evaluating your cadet's development, etc. Speech is about 100 to 150 words per minute; think rate is about 250 to 500 words per minute.
16. Not listening to what is not said. Sometimes you can learn just as much by determining what your cadet leaves out or avoids as you can by 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. Your cadet's attitude and emotional reactions may be more important than what he/she says in so many words.
18. Antagonizing your cadet. You may cause your cadet to conceal his or her ideas, emotions or attitudes by antagonizing him/her in several ways: arguing, criticizing, taking notes, not taking notes, asking questions, not asking questions, etc. Try to assess the situation and be aware of the affect you are having on your cadet.
19. Jumping to assumptions. These can get any advisor into trouble. Don't assume that he/she uses words in the exact same way you do; that your cadet didn't say what he or she meant; that the cadet is avoiding looking you in the eyes because of a lie; that the cadet is distorting the truth because he/she doesn't agree with you; that your cadet is lying because he/she interpreted the facts differently; that the individual is unethical because he/she is trying to win you over to her/his point of view, etc. Assumptions like these may turn out to be true, but more often they get in the way of your understanding.
20. Classifying your cadet. It has some value but beware. Too frequently we classify a cadet as one type of person and then try to fit everything he/she says into what

makes sense coming from that type of person. At times it helps to understand cadets to know their position, beliefs, etc., but cadets, like most people, have the trait of being unpredictable and not fitting into the classification.

21. Making hasty judgments. Wait until all the facts are in before making any judgments.

APPENDIX C

Ethical Issues in Advising

Professional Aspects of Advising

A professional is an officer who understands her/his profession well enough to be self-monitoring. One outgrowth of this process is that professionals have thought through ethical issues, principles and practices, including the following:

1. You understand the limits on your expertise.
2. You acknowledge what you do not know.
3. You take the initiative to seek consultation whenever there is a question.
4. You make referrals when necessary.
5. You are a continuous learner.
6. You avoid dual relationships.

Four Ethical Ideals of Advising Cadets

1. Beneficence (doing well). This means bringing about the most benefit and the least harm that you possibly can.
2. Justice (or fairness). Treat all your cadets equally, granting no one rights or privileges that are not granted to all.
3. Respect for persons. Treat cadets as ends in themselves.
4. Fidelity. Live up to commitments you have made. Whether explicitly or implicitly.

Ethical Principles of Advising

1. Maximize educational benefits to your cadets.
2. Treat all cadets equitably; don't play favorites or create special privileges.
3. Enhance your cadet's ability to make decisions.
4. Tell your cadets the truth about policies and procedures. Tell others the truth as well while respecting the confidentiality of cadet interactions.
5. Advocate for your cadets with other departments and activities when warranted.
6. Support the educational philosophy and policies of the United States Military Academy.
7. Maintain the credibility of the advising program
8. Accord colleagues appropriate professional courtesy and respect.

Minimum Standards of Conduct

1. Do not exploit your unequal relationship with your cadets.
2. Be available to your cadets. Keep office hours and keep appointments. Be on time.
3. Know the information that you need to give useful advice.
4. Meet deadlines.
5. Do not discriminate against cadets.
6. Do not limit advising to the quick signature.
7. Do not malign your colleagues.