SOUTHEAST MISSOURI
STATE UNIVERSITY · 1873

MASTER ADVISOR HANDBOOK

Southeast Missouri State University

Advising Basics

Advising Mission

Southeast Missouri State University recognizes that academic advising is a shared responsibility between the student and their advisor. As an institution, we are committed to providing a supportive atmosphere that promotes the educational, career and professional development of the student while helping them to understand options, determine resources and identify alternatives.

Advising Responsibilities

ACADEMIC ADVISOR RESPONSIBILITIES

- Listen to the needs of students and assist them in meeting their academic goals.
- Be accessible to advisees via appointment, phone and email.
- Provide accurate and consistent information about curriculum including recent changes that may impact students.
- Be able to clarify University and program specific requirements, policies and procedures.
- Educate students on how to use key technologies and where to access information.
- Help students to identify campus resources and make referrals as appropriate.
- Participate in professional development opportunities to become a better advisor.

STUDENT RESPONSIBILITIES

- Demonstrate understanding of degree program requirements and the ability to select courses each semester to progress toward fulfillment of their individualized academic plan.
- Engage in academic and career planning taking personal responsibility for decision making related to their academic success.
- Schedule an advising appointment in a timely manner, meet with their academic advisor at least once each semester, and prepare for appointments by:
  - o Reviewing their Degree Works audit
  - o Considering course options
  - o Developing questions for their advisor
- Understand University and program specific academic policies and procedures.
- Know how to use key technologies and where to access information.
- Be aware of campus resources and support systems that promote academic success.

Advising Competencies

The Three Main Competencies Necessary for Effective Academic Advising
1. Conceptual understanding: An understanding of the importance of advising along with the ability to make ethical advising decisions.
2. Relational competence: The ability to relate with students and develop appropriate advising relationships.
3. Informational background: A good working knowledge of Southeast Missouri State academic information and campus resources for referrals.

The Advisor Handbook and the Advisor Workshops are organized to address these three main competencies.

These concepts may be explored further at the NACADA website or in Academic Advising: A Comprehensive Handbook in Chapter 20 by Thomas Brown.

Chapter

1

Activities and Services of the Centers for Academic Advising

Individual student appointments
As part of the advising and educational planning process, academic advisors work with students to explore their interests, skills and values and to make appropriate academic choices. Because quality advising enhances student success and retention, academic advisors work to be accessible and responsive, provide accurate information and develop helpful relationships with students.

Academic advisors in Academic Advising – Academic Hall provide advising for exploratory/undeclared students until declaration; pre-nursing students, pre-education students in elementary, early childhood, exceptional child education until admitted; social science, history, anthropology, global studies, criminal justice, social work, child and family studies, and middle school education through freshman year; Bachelor of General Studies students through graduation.

Academic advisors in the Academic Advising – Polytechnic Building advise business students, some pre-medical students,; engineering and technology, economics, hospitality management, healthcare management, and computer science majors through freshman year; pre-mass communication students until admitted.

Academic advisors in the Academic Advising offices provide back-up advising services for majors affiliated with their office during break periods when faculty advisors may be unavailable.

Advisor assignments
After consulting with the departments, faculty advisors are assigned to beginning freshmen who are not retained in the Academic Advising offices. Academic Advising then notifies all freshmen in September and February with their academic advisor contact information.

Administering major and minor changes
Students are referred to the appropriate departments to declare or change majors and minors. If students are not admissible to the chosen major, the advising offices retain the students until admission is achieved. (See "Declare or Change Your Major" page on Academic Advising website)

The Academic Advising offices code in Banner the completed declarations of major forms, along with assigned advisors, after their completion at the department.

Consultation and professional development for advisors across campus
The advising staff is available to colleges and departments to consult or provide faculty/staff development sessions on advising information and skills. A series of advising workshops and professional development opportunities have been created and is offered as part of the Master Advisor Program. Reference materials, like this handbook, are also offered when appropriate.

UI100 – First Year Seminar
The Academic Advising offices partner with UI100 to share presentation videos on topics such as understanding general education requirements, using Degree Works and mySEMO, enrolling in classes on mySEMO, etc.

First STEP
First STEP is Southeast's orientation program for new first-time freshman and transfer students with fewer than 24 hours completed post high school.

Advisors in Academic Advising work cooperatively with New Student Programs to pre-enroll new students who will be attending the First STEP orientation program. First STEP helps students transition smoothly into college life and become aware of expectations at the University. The Academic Advising offices coordinate with department chairpersons to recruit faculty to assist with First STEP faculty advising sessions.

Master Advisor Program
The Master Advisor Program is offered through Academic Advising. For a listing of upcoming workshops, please visit https://semo.edu/student-support/academic-support/advising/master-advisor/index.html.

NACADA Influence

The following is the vision statement of the National Academic Advising Association which guides their strategic goals and mission: Recognizing that effective academic advising is at the core of student success, NACADA aspires to be the premier global association for the development and dissemination of innovative theory, research, and practice of academic advising in higher education.

NACADA Mission:
NACADA promotes student success by advancing the field of academic advising globally. We provide opportunities for professional development, networking, and leadership for our diverse membership.

NACADA Strategic Goals:
- Expand and communicate the scholarship of academic advising
- Provide professional development opportunities that are responsive to the needs of advisors and advising administrators
- Promote the role of effective academic advising in student success to college and university decision makers
- Create an inclusive environment within the Association that promotes diversity
- Develop and sustain effective Association leadership
- Engage in ongoing assessment of all facets of the Association
- Pursue innovative technology tools and resources to support the Association

For more information on NACADA please visit: www.nacada.ksu.edu

Theories of Advising

There are many theories of advising. A review of many of them can be found by searching "Advising Theories" at:
https://www.nacada.ksu.edu/Resources/Clearinghouse.aspx

An advising philosophy often endorsed by NACADA and this institution is referred to as developmental advising. A complete description of developmental advising can be found at:
http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Developmental-Academic-Advising.aspx

As academic advisement has professionally progressed, theories regarding advisement have also progressed. There is a movement within NACADA to explore and shift to the theory of advising as teaching. Articles about advising as teaching can be found at:
http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advising-as-teaching-resource-links.aspx

Developmental and Prescriptive Advising: Two Styles
Academic advising is most often done from one of two different perspectives. A combination approach is also possible.

- **Prescriptive advising:** This model of advising holds that the academic advisor tells the student what to do, and the student does it. Prescriptive advising is linear communication from the advisor to the advisee and places most of the responsibility not on the student, but the advisor. The advisor is required to have the answers.

- **Developmental advising:** The developmental advising model holds that the academic advisor and the advisee are partners in educational discovery in which responsibility is shared between the participants. As in all endeavors that are primarily human relations, there are numerous discussions that attempt to define developmental advising in the literature. Here is one definition developed by David S. Crockett (1995):

Advising is a developmental process that assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals. It is a decision-making process which assists students in realizing their maximum educational potential through communication and information exchanges with an advisor; it is ongoing, multi-faceted, and the responsibility of both student and advisor. *The advisor serves as a facilitator of communication, a coordinator of learning experiences through course and career planning and program progress review, and an agent of referral to other campus services as necessary*.

Prescriptive advising tends to be the "do it for them" model. Developmental advising is the "help them do it for themselves" model. Burton and Wellington

(1998) epitomize developmental advising when they say, "A developmental model of advising permits the advisor to help the advisee focus, through self-reflection, on interests and goals." This allows the advisor and the advisee to work together in a collaborative effort to achieve commonly understood goals.

Discussion questions:
- Are there situations where prescriptive advising is necessary?
- What are some practical ways to encourage students to participate in developmental advising?
- How do you deal with students who expect you, as the advisor, to have all the answers?
- What well-intentioned advisor behaviors may actually encourage students to be dependent instead of independent?

Developmental Advising Is/Is Not

Perhaps an easy way to understand the concept of developmental advising is to compare prescriptive and developmental advising techniques using this chart developed by Crookston.

Prescriptive Advising	Developmental Advising
Advisor tells student what he/she needs to know about programs and courses.	Advisor helps student learn about courses and programs for self.
Advisor knows college policies and tells student what to do.	Advisor tells student where to learn about policies and helps in understanding how they apply to him/her.
Advisor informs about deadlines and follows up behind student.	Advisor informs about deadlines, then lets student follow up.
Advisor tells student which classes to take.	Advisor presents class options; student makes own selections.
Advisor keeps informed about academic progress through files and records.	Advisor keeps informed about academic progress through records and talking to student about academic experiences.
Advisor tells student what to do in order to get advised.	Advisor and student reach agreement about nature of advising relationship.
Advisor uses grades and test results to determine courses most appropriate for student.	Advisor and student use grades, test results and self-determined interests and abilities to determine most appropriate courses.
Advisor specifies alternatives and indicates best choice when student faces difficult decisions.	Advisor assists student in identifying alternatives and weighing consequences when facing difficult decisions.
Advisor suggests what student should major in.	Advisor suggests steps students can take to help decide on major.
Advisor identifies realistic academic goals based on grades and test results.	Advisor assists student in identifying realistic academic goals based on grades, test results and self-understanding.
Advisor is concerned mainly about academic life of student.	Advisor is concerned about personal, social and academic life of student.
Advisor provides information mainly about courses and class schedules.	Advisor provides information about workshops and seminars in areas such as career planning and study skills, in addition to courses and class schedules.

(Crookston, 1972, p.13)

Advising as Teaching

Advising as teaching is yet another approach to advisement. Advising as teaching shares many virtues with developmental advising and yet takes developmental advisement one step farther. While developmental advising has the broad goal of personal growth, teaching as advising specifically focuses on enhancing student learning (Lowenstein, 2005).

Effective teachers and effective advisors exhibit many of the same characteristics, knowledge and skills. The table below taken from the works of C.C. Ryan (1992) and Drew Appleby (2001) compares the two.

Effective Teachers	Effective Advisors
Master their subject matter	Possess accurate information about policies, resources and programs
Plan, organize and prepare materials for the classroom	Prepare well for advising sessions
Engage students actively in the learning process	Engage advisees in the advising process through challenges involving alternative choices and encouragement to question and explore
Provide regular feedback, reinforcement and encouragement	Provide timely feedback, reinforce learning that has taken place and applaud student successes
Help students learn independently	Encourage advisees to be self-directed learners
Teach students how to evaluate information	Help advisees evaluate their progress toward personal, educational and career goals
Serve as a resource to students	Provide materials to advisees and make referrals when appropriate
Provide problem-solving tasks to students	Provide tasks to be completed before the next advising meeting that will require the advisee to use information-gathering, decision-making and problem-solving skills
Deliver information clearly and understandably	Communicate in a clear and unambiguous manner with advisees
Exhibit good questioning skills	Ask questions and initiate discussions
Exhibit positive regard, concern and respect for students	Provide a caring, personal relationship by exhibiting a positive attitude toward students, their goals and their ability to learn
Promote a climate of learning that supports diversity	Respect diverse points of view by demonstrating sensitivity to differences in culture and gender
Stimulate higher level thinking	Help student learn concepts, test validity, and confront attitudes and beliefs

While instructors are responsible for individual courses, an advisor's domain is the overall curriculum from general education and degree requirements to major/minor coursework (Lowenstein, 2005). In the paradigm of advising as teaching the advisor is responsible for an important part of student learning. In effect, the advisor teaches:

- how to find/create the logic of one's education;
- how to view the seemingly disconnected pieces of curriculum as parts of a whole that makes sense to the learner, so that she or he learns more from them;
- how to base educational choices on a developing sense of the overall edifice being self-built; and
- how to continually enhance learning experiences by relating them to knowledge that has been previously learned (Lowenstein, 2005, p. 72).

Just as teaching has learning outcomes, so should advisement. Lifelong skills such as decision-making, critical thinking, responsibility, and appreciation for education in addition to learning academic regulations should be learning outcomes of advisement. "Advising is the intersection of the teaching/learning experience" (Miller & Alberts, 1994, p. 44).

Best Practices for Academic Advisors at Southeast Missouri State University

The bullet points below are examples of how advisors might carry out "best practices". These practices were endorsed by Academic Advising Council in October 2016, and updated spring 2021. Excellent advising occurs when all of these best practices are completed, however, each individual advisor can come up with their own way of adapting these practices.

- Maintain regular contact with all advisees. (conceptual and relational)
  - Email advisees or selected groups regarding registration, advising appointments, other deadlines
  - Use department's website for academic advising information or utilize the university's advising website
  - Schedule regular meetings once a semester, at minimum, informing your advisees how to schedule an appointment (i.e. schedule by email, phone, or posted sign-up sheet, etc.)
  - Follow up with advisees who are having academic difficulties
- Establish positive relationships with all advisees. (relational)
  - Develop rapport with advisees: Greet them by name, inquire as to how semester is going, etc.
  - Educate students about advisor and advisee roles and responsibilities
  - Maintain up-to-date advising notes
  - Address the needs of diverse students (e.g., nontraditional, international)
  - Respond to emails and return phone calls within 2 business days
  - Communicate absences by using out of office messages with alternate contact when you will be unable to respond within 2 business days
  - Be cognizant of issues surrounding students from diverse populations (non-traditional, international, etc.)
- Provide accurate and timely information about the university and its programs. (informational)
  - Know the major, General Education, and Graduation requirements and communicate them to advisees
  - Know department and University deadlines
  - Communicate pertinent information to advisees or selected groups
  - Know and be able to refer students to appropriate University resources as appropriate to students' needs
  - Know about and be able to refer students to appropriate web sites for specialized information
  - Know about and be able to recommend to the students appropriate organizations for their professional development (e.g., departmental student professional organizations, etc.)

- When working with prospective or transfer students, facilitate transferring from other institutions to southeast Missouri state. (informational, relational)
  - Know how to use the Southeast Missouri State's Transfer Equivalencies System (TES) on the Registrar's website
  - Be willing to work with prospective freshman and transfer students
- Adopt a developmental approach to help advisees become independent learners and self-reliant problem solvers. (conceptual, informational)
  - Encourage development of advisees' decision-making skills
  - Use an academic advising syllabus
  - Show students how to look up courses and enroll via the student portal
  - Coach students on appropriate ways to advocate for themselves
  - Teach student to use Degree Works by modeling its use during advising sessions
- Enhance advisees' educational experience. (relational, conceptual)
  - Model and promote appreciation for diversity within the University
  - Promote study abroad opportunities
  - Promote professional engagement through involvement in internships, cooperative learning, and other departmental activities
  - Email advisees regularly about relevant Common Hour events, lectures, and activities
- Maintain a high degree of professionalism. (relational, conceptual, and informational)
  - Maintain posted office hours. If these hours are to be used for advising appointments, consider setting up office hours in SupportNET to enable student's online appointment scheduling
  - Keep advising appointments
  - Keep up to date on changing major, General Education, and General Education requirements (and old University Studies program)
  - Prepare for advising appointments and document advising sessions utilizing SupportNET Advising Notes
  - Maintain a positive attitude regarding department and University colleagues and programs
  - Maintain confidentiality
  - When conflicts arise between advisee and advisor, allow either party to request a change in advisor
- Participate in academic advisor development opportunities. (relational, conceptual, and informational)
  - Attain Master Advisor status
  - Maintain Master Advisor status by attending topical workshops, forums and/or refresher training related to academic advisement
  - Take advantage of opportunities for professional growth through the National Academic Advising Association (NACADA) and the

Missouri Academic Advising Association (MACADA) Keep up to date on current advising techniques and strategies
- o Attend appropriate discipline-specific professional development opportunities related to student advising, retention, and success

Best Practices for Department Chairpersons or Lead Faculty Advisors to consider:

- Ensure that quality advising is appropriately available through the department to all students. Examples of ways to ensure appropriate accessibility of advising services:
  - o Make advising services available to students during summers, and winter break, as well as during the traditional academic year.
  - o Ensure a qualified advisor (e.g. Department Chair, another faculty advisor) is available for student appointments when assigned academic advisor is away from the office during breaks.
  - o Encourage students to schedule advising appointments in advance so a department can schedule an advisor to be available.
- Implement a consistent plan to assess advisement within the department, and use results to facilitate process improvement.
- Develop a concrete system to recognize and reward faculty who are dedicated to providing quality academic advising through the department. Examples of ways to recognize and reward advising:
  - o Consider weight given to advising as teaching in promotion and tenure planning.
  - o Nominate outstanding advisors for Southeast Missouri State's "Outstanding Academic Advisor" awards.

Ethical Advising

Conforming to accepted professional standards of conduct
Ethical behavior and ethical decision making are expected of individuals in positions of trust (Fisher, 2005). Academic advisors repeatedly confront dilemmas where there is not one obvious answer, but many. As advisors we can benefit from being able to draw on a system of ethical principles. These principles, to be credible, should be philosophically defensible and not merely reflective of individual tastes. It is important to note that no list of ethical principles will envelop all situations (Buck, Moore, Schwartz & Supon, 2001).

Four Fundamental Ethical Ideals

Utility
Utility engages the ideal of balance of benefit over harm for the greatest number. This has been simplistically summarized in the slogan "the greatest good for the greatest number."

Utilitarians use the likely results or consequences of actions as the basis of ethical decision making. They select from the likely consequences the one solution that results in the best solution for the greatest number of individuals (Lowenstein & Grites, 1993).

Justice
Justice is the principle that all people should be treated equally, with no one receiving privileges or benefits that are not granted to all. Fairness resonates with most individuals and is therefore inherently desirable. (Lowenstein & Grites, 1993) As advisors, each student's challenges should be faced with the same degree of dedication and energy (Fisher, 2005).

Respect for Persons
Respect for persons directs us to treat individuals as ends in themselves. "Some rules that follow from these abstractions are (a) to tell people the truth, which they need if they are to make decisions; (b) to respect their privacy and (c) to support their autonomy." (Lowenstein & Grites, 1993).

This principle entitles individuals to make their own choices informed by the truth. We should never manipulate individuals to bring about our own goals even if we deem those goals as worthy (Lowenstein & Grites,1993). It is important to remember that our concept of ethics is culturally influenced and desirable standards, social norms and the worthiness of a goal may be different for each student as well as each advisor (Chmielewski, 2004).

Fidelity
Fidelity indicates that we must fulfill the explicit and implied commitments or promises we make. In some cases, fidelity can commit individuals to responsibilities of which they were are not aware or of which they do not find pleasing or rewarding (Lowenstein & Grites, 1993). From the philosophical foundations of utility, justice, respect for persons and fidelity, Lowenstein and Grites (1993) derived eight ethical principles for academic advising.

Ethical Principles for Advising

- **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.

- **Treat students equitably; don't 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.

- **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.

- **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.

- **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, including privacy. Additionally it comes from fidelity, for confidentiality is part of the implicit commitment made to an advisee. However, advisees should understand the legal limits of this confidentiality and remember that advisors, as representatives of the University, must act in ways that support academic integrity.

- **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.

- **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.

- **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.

Steps to an Ethical Decision
Matthew Church and Anthony Robinson (2006), while appreciating the dialog regarding ethical decision making and the ethical principles, found that the actual steps in making an ethical decision were not clear nor addressed in most ethics discussions. The process of ethical decision making should follow a conscious effort, especially in ethically ambiguous areas (Compton, 2014). Consider utilizing these steps, quoted from an article by Erica Compton (2014) in *Academic Advising Today*, to allow reflection and help you arrive at the best way to proceed:

- Identify personal morals. Identify what is important and what aspirations are being sought. To know where to go, we must first know where we are.
- Attempt to minimize harm. When looking at options in the dilemma, is one particular decision going to cause more harm than the other? What is the potential for injury in any given path?
- Practice altruistic behavior. As advisors, we should adopt an unselfish desire to serve others, including respecting others' privacy, practicing fairness and attempting to be consistent.
- Look to the mission statement. What are the values and vision that our institution strives to uphold?
- S-O-S. Know when to bring others into the dilemma while maintaining the confidentiality of the situation. Collaborating with others and asking for help is not a sign of weakness, but a sign of leadership.
- Attempt to find a balance. For everything that we do, or do not do, there is a ripple effect. You can't do just one thing.
- Stand by the decision. Once we have acted upon the decision, we must be able to stand by our choice and know that we did the right thing and acted with integrity.

Beyond Ethics: Legal Considerations
"On a day-to-day basis… It is hard to get yourself or the University sued if you act in good faith and with the students' interests at heart. But it can happen." (Buck et al., 2001).
Students and the University have a contractual relationship, in which advisors, as representatives of the University, can bind the University to certain actions based on our actions as advisors. This is known as the law of agency (Habley, 1995; Robinson, 2004).
The following suggestions are designed to protect the university, the student and yourself, you may want to consider the following points:

- In talking with students, make no claims based on uncertain knowledge. Avoid hearsay (Buck et al., 2001).
  - Conduct periodic and careful review of all printed materials to see if they coincide with advising practice. If there are discrepancies

between policy and practice, take steps to initiate the alteration of materials OR alter your own practice.

- o Assist students in locating and understanding the "fine print."
- o If you are aware of upcoming changes in policies, procedures or programs, encourage students to plan ahead and stay informed (Habley, 1995).

- An advisor must be a custodian of the student's good reputation (Buck et al., 2001).
  - o "Advising Notes" should be made using SupportNET. Personal notes are not a part of the "official file" as defined by the Buckley Amendment. If you need to retain specific, more personal information about a student's situation to give effective advice, these personal notes should be kept in a different location (Habley,1995).
- Present students with all the options open to them, not just the ones you favor (Buck et al., 2001).
  - o Do not equivocate or apologize to students for policies with which you personally disagree. Your equivocation may be misinterpreted and could provide the source for future litigation (Habley, 1995).
- An advisor who misadvises a student has the moral obligation to make things right (Buck et al., 2001).
  - o Help students understand how to appeal policies and procedures when necessary.
  - o If you are uncertain of a policy, identify the person with the "final say" to give either you or the student an answer (Habley, 1995).
- Acknowledge one's biases and respond to students as unique individuals and not as members of a group or category (Buck et al., 2001).
- Advisors advise; students decide (Buck et al., 2001).
  - o Discuss advisor responsibilities and rights with all advisees (Habley, 1995).

Advisor Checklist		
	Yes	No
1. My availability is posted and flexible to accommodate student needs.		
2. I spend sufficient time with my advisees to answer their questions and address their concerns.		
3. I can demonstrate the use of mySEMO, Degree Works, Academic Calendar and Unofficial Transcript.		
4. I make use of Degree Works to gather information about students in preparation for student appointments and make appropriate Advising Notes in SupportNET or on department provided form.		
5. I encourage students to think beyond current semester planning to accommodate course sequencing, graduation expectations and relevant work experience.		
6. I am ready to share information regarding career opportunities and alumni experiences relevant to my academic field.		
7. I make an effort to help my advisees feel comfortable during our meetings by calling them by name, referring to notes from previous meetings and inquiring about life beyond the classroom.		
8. I am knowledgeable about resources and services on campus and can demonstrate how to find information for my students.		
9. I explain to my advisees ways I can assist them as an advisor and provide referrals when appropriate.		
10. When I find new information which might be helpful to an advisee, I take the initiative to pass it along.		
11. I try to help my advisees understand and work within University policies.		
12. I help my advisees with problems involving study skills or low academic performance, challenging students to higher academic standards.		
13. I do not make decisions for my advisees but help them make decisions for themselves.		
14. I can work effectively with students whose value systems differ from mine.		
15. I am patient and encouraging with my students.		
16. I am interested in my advisees' life goals as well as college goals.		
17. I am able to be honest in communicating my opinions to my advisees, even if that opinion differs from the student's opinion.		
18. When an advisee disagrees with something I say, I try not to become defensive about it.		
19. With respect to abilities, I focus on my advisees' potential rather than their limitations.		

20. I respect my students' feelings and opinions.		
21. Regardless of my personal opinion or feelings about a student, I strive to give all students accurate information and sound advice.		
22. I believe my advising is effective.		

(Adapted from Crockett, 1995, pp. 161-63; Kerr, 1996, p. 165)

References

Appleby, D. (2001). The teaching-advising connection. *The Mentor: An Academic Advising Journal*. Retrieved October 24, 2018, from http://www.psu.edu/dus/mentor/appleby0.htm

Brown, T. (2008). Critical concepts in advisor training and development. In V. Gordon, W. R. Habley, T. J. Grites & Associates, *Academic advising: A comprehensive handbook (2nd ed.)*, (pp. 309-322). San Francisco, CA: Jossey-Bass.

Buck, J., Moore, J., Schwartz, M., & Supon, S. (2001, January 9). What is ethical behavior for an academic advisor? *The Mentor: An Academic Advising journal, 5(1)*. Retrieved October 24, 2018from http://www.psu.edu/dus/mentor/010109jb.htm

Burton, J. & Wellington, K. (1998). The O'Banion model of academic advising: An integrative approach. *NACADA Journal, 18 (2)*, 13-20.

Chmielewski, C. (2004). The importance of values and culture in ethical decision making. Retrieved October 24, 2018 from *NACADA Clearinghouse of Academic Advising Resources* Website: https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Values-and-culture-in-ethical-decision-making

Church, M., & Robinson, A. (2006). Ethics in academic advising. *The Mentor: An Academic Advising Journal*, *May* 23. Retrieved October 24, 2018, from http://www.psu.edu/dus/mentor/060523mc.htm

Compton, E.R. (2014, March). Doing the right thing: Integrity in advising. *Academic Advising Today,* 37 (1). Retrieved October 24, 2018, from the *NACADA Clearinghouse of Academic Advising Resources* Website: http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Doing-the-Right-Thing-Integrity-in-Advising

Crockett, D. S. (1995). Pre-conference workshop: Modes and models for designing and implementing a successful advising program. Proceedings of the National Conference on Student Retention. New York City. 1-30

Crookston, B. B. (1972). A developmental view of academic advising as teaching. *Journal of College Student Personnel, 13 (1)*, 12-17.

Fisher, K. (2005). Ethical decision making in academic advising. Retrieved June 19, 2007 from the NACADA Clearinghouse of Academic Advising Resources Website

Habley, W. R. (1995) Common legal sense for academic advising. In D. S. Crockett (Ed.), Advising skills, techniques, and resources: A compilation of materials related to the organization and delivery of advising services (p. 699). Iowa City: American College Testing Program.

Kerr, T. (Ed.) (1996). NACADA faculty advising training package: Facilitator's manual. Manhattan, KS: Kansas State University.

Lowenstein, M. & Grites, T. J. (1993). Ethics in academic advising. NACADA Journal, 13 (1), 53-61.

Lowenstein, M. If advising is teaching, what do advisors teach? NACADA Journal 25(2), 65 - 73.

Miller, M.A. & Alberts, B. (1994). Developmental advising: Where teaching and learning intersect. NACADA Journal, 14, 43-45.

NACADA. (2004). NACADA statement of core values of academic advising. Retrieved October 24, 2018 from the NACADA Website: https://www.nacada.ksu.edu/Resources/Pillars/CoreCompetencies.aspx

Robinson, S. (2004). Legal issues for advisors: A primer. Retrieved October 24, 2018 from the NACADA Clearinghouse of Academic Advising Resources Website: https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Legal-issues-primer

Ryan, C.C. (1992). Advising as teaching. NACADA Journal 12, 4-8