



South Dakota School of Mines and Technology

Registrar and Academic Services

Mentoring/Advising Handbook

REGISTRAR AND ACADEMIC SERVICES

Mentoring/Advising Handbook

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501 East St. Joseph Street
Rapid City, SD 57701

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CHAPTER 1: HISTORY

Mentoring Programs

Cynthia S. Johnson

In Chapter Six, Levitz and Noel argue that freshman success is enhanced when every freshman feels attached to some person in the institution. A very powerful way of ensuring this attachment is through mentoring, a “one to one relationship between an older person and a younger person that is based on modeling behavior and extended dialogue between them” (Lester and Johnson, 1981). This chapter describes the mentoring process and suggests ways of establishing mentoring programs. Methods of selecting, training, and rewarding mentors are reviewed, and examples of freshman mentoring programs are presented. The relationship of mentoring to advising, developmental theories, and the needs of special populations is also addressed.

What is a Mentor?

A well-known colleague was recently introduced to a new student affairs staff person, who exclaimed, “Oh, you are _____. You have been one of my most important mentors.” This is only one example of recent misuse of the term *mentor*. Someone you are meeting for the first time can be an inspiration, a role model, or a hero – but not a mentor. Mentoring requires personal, one-to-one contact.

Daloz, in his powerful book *Effective Teaching and Mentoring* (1986), calls mentors guides who lead us along the journey of our lives. The term comes from *The Odyssey*; the original Mentor was a trusted friend and guide for Odysseus’s son. Athena, the goddess of wisdom, took on Mentor’s form at critical times as a wise and androgynous guide. Jung (1958) says that mentors may appear where “insight, understanding, good advice, determination, planning, etc. are needed but cannot be mustered on one’s own” (p. 71). Mentoring has been described in literature throughout the ages. Most recently, however, it has been made more formal – and more commonplace – in business, government, and higher education. Mentoring freshmen was noted as early as 1911, when engineering faculty at the University of Michigan was asked to help new students (Maverick, 1926).

“Mentoring involves dealing with individuals in terms of their total personality in order to advise, counsel, and/or guide them” (Cross, 1976, p. 205). Lester and Johnson (1981) define the nature of mentoring in higher education:

Mentoring as a function of educational institutions can be defined as a one-to-one learning relationship between an older person and a younger person that is based on modeling behavior and extended dialogue between them. Mentoring is a way of individualizing a student's education by allowing or encouraging the student to connect with a college staff member who is experienced in a particular field or set of skills. The mentor may be a teacher or an advisor who has been assigned to work with the student and has prescribed responsibilities for overseeing academic work. Activities advisors, directors of residence halls, or supervisors in student labor jobs on campus can also become mentors because of their supervisory or advisory responsibilities. The relationship has formal and informal aspects. What seems to confirm a mentoring relationship is its informal dimensions, which give greater significance to the contact between the two persons involved. The student must have respect for the mentor as a professional and as a human being who is living a life worthy of that respect. The mentor must care enough about the student to take time to teach, to show, to challenge, and to support (pp. 50-51).

The Role of Mentoring

Mentors play many roles – information source, friend, attentive listener to problems, academic advisor, activities advisor, and problem solver. Mentoring is particularly helpful to undecided freshmen, freshman women, minorities, and other students. Mentors reported that their roles were multifaceted and different from student to student (Cosgrove, 1984). Thomas, Murrell, and Chickering (1982) believe mentors have a wider role than conventional faculty advisors. They may or may not teach classes but are involved in one-to-one teaching.

Levinson (1978) found that mentors most frequently appeared during one's twenties and thirties and tended to be a half-generation older and remain in that role from three to ten years. Taking on the more traditional mentor role may be linked to developmental issues of generativity versus stagnation. Erikson (1968) believed that this role may be the most important one of adulthood. Browning (1973), discussing qualities of a healthy mentor and healthy mentoring relationships, believes that a fund of *basic trust*, the capacity of *autonomy* and *initiative*, and the virtue of *purpose* are essential. Mentors should complement, not dominate. Mentors should share their ideas and opinions but not impose them on others.

Reasons for Mentoring

Many recent national reports have called for mentoring of freshmen. The *Involvement in Learning* report by the National Institute of Education (1984) recommends increased resources to ensure greater faculty involvement with freshmen and with out-of-class activities. The recent Carnegie report *College: The Undergraduate Experience in America* (Boyer, 1987) recommends a well-planned program of advising for all students, one that provides support throughout the freshman year. But the most compelling reason for initiating mentoring programs for freshmen is that they involve freshmen in their own education in ways consistent with Astin's theory of involvement (discussed in Chapter Four), where interaction with faculty members and other staff is seen as a critical factor in freshman involvement (Astin, 1985).

Mentoring programs should also be implemented because they may enhance the success of freshman women and nontraditional freshmen. While both freshman men and women need mentoring, they may differ in how they should be mentored. Baruch, Barnette, and Rivers (1983) found that women seldom had mentors. Collins (1983), in *Professional Women and Their Mentors*, found that women obtained different benefits from mentoring than men. Women found mentors helpful in giving encouragement and support, instilling confidence, providing growth opportunities and opening doors, and giving visibility. Men found mentors helpful in developing leadership, giving direction, and providing information about what is going on. Belenky, Clinchy, Goldberg, and Tarule (1986) found that women have a need for validation and affirmation that may precede moving toward greater self-affirmation.

In the Brown University study (1980), an assessment of the Brown-Pembroke merger, it was found that college women had lower academic self-esteem than college men and that their aspirations were lower. This study also found that women had a high need for validation and support. These findings have important implications for the design of mentor programs. Women will have different needs of mentors, needs to be affirmed and supported, to have higher aspirations and self-esteem.

Mentoring is also a critical factor in the success of black freshmen. Fleming (1984), in her studies of black students on both black campuses and primarily white campuses, found that the Levitz and Noel "one caring person" variable in freshman success (see Chapter Six) applied to black freshmen, and that the race of the mentor was not an issue. Fleming's work also confirmed the low academic and personal self-esteem of freshman black women on both kinds of campuses. Hall and Sandler (1982) and Herrington and Barcelo (1985) found that women of color face isolation, exclusion, and attitudinal barriers in higher education. Some research tells us black students may gain in self-affirmation and remain on the campus if they receive mentoring.

It appears that all freshmen need to be involved in the total life of the campus in order to enhance their chances for success in the collegiate experience. Mentoring may provide one successful way of developing the talent of students and ensuring their success. In fact, Cosgrove (1986a), in a freshman mentoring study using a control group, concluded that students who participated in the student-development mentoring-transcript program "experienced significantly more positive attitudes toward the overall university environment" (p. 122). In addition, the mentored students demonstrated increased confidence in their ability to set goals, make decisions, and solve problems. Cosgrove's finds are consistent with previous research (Chickering, 1969; Brown and DeCoster, 1982) that concludes that personal contact with mature faculty and staff members promotes the development of college students.

Establishing a Mentoring Program

How does an institution establish a mentoring program? One of the first questions should be, Who should mentor freshmen? Students at the University of Nebraska (Brown and others, 1979) were asked who they thought should be mentors. Faculty members, academic advisors, and counseling center staff received the most support. However, over half of the respondents indicated that upperclassmen and graduate students would be acceptable. Thomas, Murrell, and Chickering (1982) suggest that the mentor should be more mature than the mentee, in order to provide the dissonance necessary to challenge and support developmental growth. Lester and Johnson (1981) say that respect for the mentor as a professional and as a human being is important. Each campus must decide who should mentor its freshmen, based on its mission and its freshmen and its commitment to the mentoring program.

Mentor Recruitment, Selection, and Training

Recruiting, selecting, and training mentors should be a very serious business. Selection is, of course, in part determined by the mentee population. Campuses must carefully establish priorities in terms of overall campus goals for freshmen. Mentees could include the entire freshmen class or “at-risk” freshmen, freshmen with undecided majors, all women, minorities, honors students, or liberal arts majors. The targeted population for the intervention may influence the selection of mentors.

Ideally the role of the mentor should be highly valued by the institution, especially for the freshman year. When it is, recruiting mentors from the campus community should not be difficult. In the absence of that commitment, questions of extrinsic reward arise. Should mentors be paid? Is mentoring rewarded by the promotion and tenure system? In most cases, however, intrinsic rewards and not monetary incentives will convince persons to become mentors (Gross, 1976). They will do it because they find it rewarding and because it is part of their commitment to the education of freshmen.

An applicant pool of those willing and able to function as mentors should be established. The selection process should start with establishing appropriate criteria such as interpersonal skills, motivation, willingness to commit a specific period of time, and knowledge of the campus. It is very important that the mentor pool represent gender, racial, and ethnic diversity as well as diverse individual characteristics.

At Western New Mexico University, in a program designed to meet the needs of the large Hispanic population, special advisor/mentors are selected from the total faculty after making application to the academic vice-president (Glennen, Baxley, and Farren, 1985). They are then screened by a committee consisting of the vice-president, a dean of the college, and the director of the program. They look for the “applicant’s interest in working closely with students on a one-to-one basis, their ability to establish rapport with students, and their sensitivity to the needs of minority students” (p. 337). The faculty who are selected receive a quarter of released time.

Once mentors are selected or volunteer, they need to take part in a comprehensive training program, and periodic retraining is essential. Not all faculty or staff may possess the skills required for the mentor role. Structured training should include skill development,

program philosophy, and knowledge about the total campus support system. Brown and DeCoster, in their modification of Breen, Donlon, and Whitaker (1975), suggest that a mentor should know how to listen, ask questions, reflect back feeling and informational responses, guide conversations, diagnose and evaluate feelings and information, feed back diagnoses, make suggestions, prescribe treatments and approaches to solving problems, instruct (present information, explain, give examples), forecast possible outcomes, predict consequences of alternative course of action, motivate, persuade, influence in favor of a point of view, provide feedback and evaluation of progress, and make suggestions based on new information or circumstances.

Program Structure

The relationship between mentor and mentee can be as formal as the Systematic Mentoring Process at the University of Nebraska, or it can be as informal as the three or four meetings a year reported by Cosgrove (1986b). Mentoring has been linked to a co-curricular transcript at the University of Nebraska, Lincoln. The Mentoring-Transcript Clearinghouse established there has received project descriptions and publications from approximately two hundred institutions. Faculty and staff are recruited and trained to work with students.

The first step in the process is self-assessment; the mentor and the student review a College Student Development Self-Assessment Inventory that identifies the student's proficiency in areas such as values, career planning, spiritual and religious values, esthetic awareness, interpersonal skills, and academic and intellectual competencies. Next the mentor and the student set goals for the learning process. A contact log, kept by the mentor, assists in documenting activities that occur during the mentoring project. Finally, a developmental transcript is completed that allows prospective employers, graduate school administrators, and others to review the co-curricular activities of students (Williams and Simpson-Kirkland, 1982).

Evaluation

Once mentors have been selected and trained and a mentor/mentee model has been designed and implemented, the effectiveness of the program should be assessed. A model for verifying retention interventions for freshmen (Beal and Pascarella, 1982; Pascarella and Terenzini, 1980a) may be applicable. That model suggests that one should "Operationally define and measure the intended dimensions of the intervention" (Beal and Pascarella, 1982 p. 103). Next, one should verify if this hypothesis is supported by comparing participant and nonparticipant student groups in terms of the intended outcomes. Finally, one should conduct a summative evaluation.

Current Models of Mentoring

The term mentoring is being used to describe many forms of faculty/staff and student contact at the undergraduate and graduate level. Campus staff interviewed discussed extended orientation programs, workshops, courses, and more traditional one-to-one mentoring programs. Many of the programs targeted special populations. Six examples of freshman mentoring programs follow.

Bowling Green State University

An academic course called the University Seminar assists freshmen in understanding their relationships to the university and provides a transition from home to college. It is taught by a mentor team consisting of a faculty member, an upper-division student, and a student affairs staff member. It is informal and participatory, and mentors work with freshman mentees both in and out of the classroom.

Colorado State University

A mentor program for freshman minority students has been in operation since 1982 at Colorado State University. Any freshman student may participate, and freshmen are recruited through newsletters and other means before the start of the fall semester. They are matched with ethnic minority faculty and staff or with faculty from their major. Mentors receive some training so that they understand that mentoring is “not merely advising.” While there are limited data on the effectiveness of the program, data from 1985 to the present indicate that attrition is lower for the mentored freshmen. Activities have included dinner in the faculty members’ homes, weekly pool games, and joint attendance at campus activities. Some relationships last for several years. Their greatest surprise in the program has been that the number of faculty involved in the program has increased, and their enthusiasm is great.

University of California, Irvine

Irvine has had a long history of involvement with mentoring programs. Early efforts focused on a minority mentoring program. Recently a Freshman Extended Orientation program was instituted that involved faculty and student affairs staff, the police chief, academic counselors, and residence-hall staffs as mentors. The program included a pass/no-pass course of study skills, relationship skills, and substance abuse, among other topics.

Notre Dame College of Ohio

This college began a Model for Student Development with mentors. Mentors meet individually and in small groups with their students, targeting six developmental dimensions for growth activities. Mentors attend a workshop and receive a mentor handbook. Students are selected in their freshman year and pick a faculty or staff member. All freshmen are to be involved and are encouraged to continue for four years; about 35 percent remain for the entire period. This program has an intentional student-development emphasis, and all academic and nonacademic activities are focused on student growth and development.

Rensselaer Polytechnic Institute

The Freshman Intervention Program is designed for freshmen with a low grade point average after their first semester. The students are assigned to a faculty member who is not their freshman advisor, and they hold at least one meeting per week. In addition, they participate in a six-week seminar that covers test anxiety, study skills, time management, stress control, and collaborative learning. The mentor is responsible for building an ongoing relationship with the student and for helping the student get involved in the life of the campus. Forty-six faculty volunteered for the first program. Training included two luncheon sessions on retention and affective development. Preliminary evidence suggests that the faculty are enthusiastic and the students are improving in their academic work and building a more balanced campus life.

Canisius College

The Canisius College Mentoring Program is available to all freshmen and transfer students. About 45 to 65 percent of the students are involved. Upper-class students serve as mentoring aides, while faculty and administration serve as mentors to groups of ten to twelve students. Some specific goals of the program include:

1. To arrange for senior members of the college community to have a positive impact on new students so that their assimilation into the academic community is aided.
2. To teach new students those social, academic, and personal skills necessary to enhance their abilities to cope with the challenges facing them in college and to enhance their chances for academic success.
3. To enhance relationships between new students and faculty and administrators.
4. To develop in new students a more positive identification with the college and to give the college a more caring and supportive image for the new students (NACA Co-curricular Transcript Library Information Packet, 1984).

Current Problems with Mentoring Programs

Because mentoring programs are relatively new ways of enhancing freshman success, there are some growing pains. There is a lack of consensus about the definition of the term mentoring. It is loosely defined on many college campuses and means anything from academic advising to a class session. It could be a formal or an informal contact on a regular or irregular basis. Also, better means of assessing the effectiveness of mentoring programs, which go beyond student and mentor satisfaction, must be developed and implemented. However, overall, the potential for enhancing freshman success seems promising.

Programs should have specific goals and should fit the campus culture and the needs of the targeted students. This may mean setting priorities on mentoring specific groups of freshmen, such as high-risk students or others. Training programs to assist faculty and staff in acquiring the necessary skills to mentor should be developed. Mentors should have help in developing relationships with mentees – and ending them. Endings can be awkward at best and painful at worst.

However, Bowen and Schuster (1986) have suggested that faculty are already overburdened and underpaid because of recent declines in institutional resources. Will faculty be willing to take on a role that has no extrinsic rewards in exchange for the generative reward suggested earlier?

Today's freshmen seem to be concerned about getting ahead and being successful in their careers. Will they perceive this type of interaction as pertinent to their goals? Is mentoring appropriate for the growing group of new adult students? With a discouragingly low percentage of freshmen actually graduating from college, it is clear that more attempts must be made to achieve this success.

Conclusions

Certain basic concepts about mentoring can be summarized:

- Mentors are more than advisors and teachers. They are guides through transitions and provide maps to development for freshmen.
- Mentors can be faculty, staff, or other mature and caring people in the collegiate community.
- Intrinsic rewards for mentors work, but extrinsic rewards need to be developed.
- Training programs for mentors are essential.
- Goals for the mentoring process must be established and a structure designed that fits the campus and its freshmen.
- Evaluation must occur on a more systematic basis.
- Mentoring can be of a special value to women, blacks, returning adults, and other minorities.
- Mentoring is an exciting opportunity to enhance freshman success and to use the skills of the student affairs professional and faculty member in an expanded role.

The key to mentoring is caring. Many freshmen need someone who cares and who can help them through the academic maze and the confusing process of becoming mature and achieving academic success. Mentoring is one important and caring solution to enhancing freshman success.

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CHAPTER 2: DEVELOPMENT

Definitions of Advising and Mentoring

Advising is a developmental process which assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals. The advisor is a facilitator of communication, a coordinator of learning experiences through course and career planning and academic progress review, and an agent of referral to other campus agencies as necessary.

Nancy S. King, "Academic Advising: A Key to Student Success and Retention"

A "mentoring" relationship is designed to facilitate both the personal and academic development of the student. Mentoring, viewed as mature advisement, is seen as an ongoing process that provides students with a significant and trusted guide or consultant to assist them in achieving maximum benefit from the higher-education experience. Mentoring encompasses the roles of consultant, referral agent, teacher, counselor, administrator, researcher, evaluator, and liaison with other people and services of the institution. More significantly, the mentor is a significant and concerned person who effectively facilitates self-responsibility, self-directedness, and developmental task achievement in students.

David W. King, "Administering Advising Programs: Staffing, Budgeting, and Other Issues," p. 349

Mentoring as a function of educational institutions can be defined as a one-to-one learning relationship between an older person and a younger person that is based on modeling behavior and extended dialogue between them. Mentoring is a way of individualizing a student's education by allowing or encouraging the student to connect with a college staff member who is experienced in a particular field or set of skills. The mentor may be a teacher or an advisor who has been assigned to work with the student and has prescribed responsibilities for overseeing academic work....The relationship has formal and informal aspects. What seems to confirm a mentoring relationship is its informal dimensions, which give greater significance to the contact between the two persons involved. The student must have respect for the mentor as a professional and as a human being who is living a life worth of that respect. The mentor must care enough about the student to take time to teach, to show, to challenge, and to support.

V. Lester and C. S. Johnson, quoted in C. S. Johnson, "Mentoring Programs," pp. 119-120

Ten Retention Principles

- Excellent instruction, furnished to the student at the appropriate level and in the proper sequence, and demonstrated to be relevant to the students' needs, is the most effective retention tool.
- Intrusive, directive counseling, advising and placement are necessary, especially for students who don't know enough about the educational process to recognize and act on their own best interests.
- Students not only need to master the cognitive skills that are at the heart of their classes, but also the affective behaviors that make them good students.
- Retention is interactive: One professional's efforts often affect a student's performance in another professional area.
- Students need a comprehensive view of their own goals, the contribution the college makes toward those goals, and the students' responsibility to take advantage of what the college offers.
- Where intervention may make a difference for the better in a student's performance, the earlier the intervention the better.
- Because the external pressures on students can interfere with their academic survival, the institution should help them with these problems where possible in the areas of financial aid, psychological assistance, meeting family needs, and calling on community resources.
- The fewer people a student has to deal with in solving an administrative problem, the less frustrated the student will become.
- When instructors better understand the principles of learning and human cognitive development, they will be better able to improve instruction for their students.
- Students who are to complete their college work need strong, close institutional contact through faculty mentors and role models, student activities and friendships, and identification with the college's mission.

Source: Nancy S. King, "Academic Advising: A Key to Student Success and Retention."

Academic Advising Goals

The Council for the Advancement of Standards for Student Services offers the following guidelines (excerpted) for academic advising and recommends that each institution also develop its own specific goals and objectives for advising.

CAS Academic Advising Standards and Guidelines: Mission

The primary purpose of the academic advising program is to assist students in the development of meaningful educational plans that are compatible with their life goals.

Academic advising should be viewed as a continuous process of clarification and evaluation.

The ultimate responsibility for making decisions about life goals and educational plans rests with the individual student. The academic advisor assists by helping to identify and assess alternatives and the consequences of decisions. Institutional goals for academic advising may include:

- Clarification of life and career goals;
- Development of suitable educational plans;
- Selection of appropriate courses and other educational experiences;
- Interpretation of institutional requirements;
- Increasing student awareness of educational resources available;
- Evaluation of student progress toward established goals;
- Development of decision-making skills;
- Reinforcement of student self-direction;
- Referral to and use of other institutional and community support services where appropriate; and
- Collecting and distributing student regarding student needs, preferences, and performance for use in institutional policymaking.

Source: CAS Academic Advising Standards and Guidelines. Council for the Advancement of Standards for Student Services/Development Programs, 1988.

What Effective Academic Advising Is

- A Continuous process with an accumulation of personal contacts between advisor and student – these contacts have both direction and purpose.
- Concerned with quality-of-life issues, and the advisor has a responsibility to attend to the quality of the student's experience in college.
- Goal-related – the goals should be established and owned by the student and should encompass academic, career, and personal development areas.
- The establishment of a caring, human relationship – one in which the advisor must take primary responsibility for its initial development.
- Role modeling for students, specifically demonstrating behaviors that lead to self-responsibility and self-directiveness.
- The integration of the services and expertise of both academic and student affairs professionals.
- The use of as many campus and community resources as possible.

Source: Adapted from S. C. Ender, R. B. Winston, Jr., and T. K. Miller, "Academic Advising Reconsidered," pp 15-21.

What Academic Advising Is Not

- Primarily an administrative function. The effectiveness and efficiency of advising systems should be measured by how well students' needs are met and the quality of their educational experiences.
- A paper relationship. The [advising] record, no matter how accurate and complete, should never be construed as being anything other than an aid to the advising process. Advising is much more than a good set of records.
- A computer printout. The computer is merely a tool to aid the advising process, not a decision-making instrument.
- A conference held once a term. If academic advising is to have any significant influence on students' lives, the quality and depth of the interaction between student and advisor require commitment and purpose. Short, limited, and irregular interactions between individuals seldom have lasting impact.
- Obtaining a signature to schedule classes. One outcome of academic advising may be the selection of an appropriate class schedule, but advising is much more than this.
- A closed or limiting activity. Quality academic advising attends to the total development of the student.
- A judgmental process. The purpose of advising is to facilitate development, not to diagnose students' behavior or judge their values....It is not the purpose of advising to impose the advisors' values on students or to seek to direct or manage the way students confront the educational process.
- Personal counseling. Advising is not another form of counseling. Advisors who encounter students who have [therapeutic or counseling] concerns can best assist by referring students to appropriate agencies on the campus that have personnel trained to deal with such concerns.
- Supplementary to the educational missions. Academic advising is an essential part of the educational process. Academic advising is, most essentially, an instructional or teaching function that assists students in finding purpose and personal meaning in their educational experience.

Source: Adapted from S. C. Ender, R. B. Winston, Jr., and T. K. Miller, "Academic Advising Reconsidered," pp. 15-21.

Roles and Responsibilities In Advising

Role and Responsibilities of the Advisor/Mentor

Academic advising is a joint responsibility between advisors and advisees. To achieve advising goals, advisors should:

- Create an atmosphere of openness, caring, and concern where meaningful communication and trust exist.
- Assist advisees when they are not achieving in accordance with their abilities by helping them plan activities to correct their difficulties.
- Schedule, post, and keep regular office hours for meetings with advisees. Set aside enough regularly scheduled time to adequately meet the advising needs of students assigned to them.
- Maintain good records of conferences with advisees and maintain confidentiality of student records consistent with the requirements of the Buckley Amendment.
- Know university academic standards, policies, and procedures in sufficient detail to provide students with accurate, usable information.
- Provide accurate information about general education requirements, degree programs, competency requirements, and graduation requirements.
- Know minimum progression standards and proficiency requirements.
- Refer students to other sources of information and assistance when referral seems to be the best student-centered response to be made.
- Assist advisees in identifying career goals and objectives.
- Encourage students to take advantage of special educational opportunities, e.g., co-ops and internships.
- Encourage students to become involved with departmental/discipline-related organizations and campus activities.

Source: Adapted from Shippensburg University Guidebook for Advisor Development, 1996-1997, pp. 12-13.

Limitations on Advising Responsibilities

Advisors should be aware of the following limitations on their advising responsibilities:

1. An advisor cannot make decisions for an advisee, but can be a sympathetic listener and even offer various alternatives for the student to consider.
2. An advisor cannot increase the native ability of the advisee, but can encourage the maximum use of that ability.
3. An advisor cannot reduce the academic or employment load of a floundering student, but can make recommendations for such adjustment if it appears desirable.
4. An advisor cannot be a good advisor and betray a student's confidence on matters of a confidential nature.
5. An advisor should not attempt to personally handle complex problems concerning financial aid, emotional or psychological adjustment, physical health, personal or social counseling.

Source: Adapted from "Limitations on Advising Responsibilities," p. 99.

Role and Responsibilities of the Advisee

Academic Advising is a joint responsibility between advisors and advisees. To achieve advising goals, the student should:

- Become familiar with the advisor's office hours early in the semester.
- Schedule and keep appointments with the advisor at regular, critical times during the semester. Be prepared for the advising sessions.
- Develop social, academic and career goals and examine how the goals will affect the student's life.
- Follow through with appropriate action after the advising sessions.
- Accept responsibility for academic choices and other decisions.
- Be knowledgeable about academic standards, policies, and procedures.
- Become familiar with general education requirements, degree programs, competency requirements, and graduation requirements.

MENTORING/ADVISING HANDBOOK: HISTORY

- Learn how to use available resources at the university.
- Consult with the advisor when in academic difficulty (midterm, end of semester).
- Consult with the advisor before adding/dropping courses, changing majors, or withdrawing from the university.
- Know the academic calendar. Know when to schedule and drop or add courses.
- Become knowledgeable about financial aid guidelines and their impact on academic progress.
- Become knowledgeable about minimum progression standards and proficiency requirements.

Source: Adapted from Shippensburg University Guidebook for Advisor Development, 1996-1997, pp. 14.

What Students Want From An Advisor

According to the National Academic Advising Association, many students have clear ideas about what they want and need from their academic advisors. Advising activities are grouped below according to their academic advisors. Advising activities are grouped below according to their importance to advisees.

The Big Three: Accurate information: “Do they know?”
Accessibility: “Are they there?”
Personal attention: “Do they care?”

Most important advising activities

- Explaining requirements for graduation.
- Keeping regular office hours and being accessible.
- Discussing course selection.
- Helping to choose a major or confirm the student’s choice.
- Being knowledgeable about policies and procedures.
- Discussing educational goals.
- Exploring career options.
- Treating the student with respect and friendliness.
- Making out-of-office contact.

Moderately important advising

- Making referrals to other campus resources.
- Discussing long-range goals.
- Explaining registration procedures.
- Being open to the idea of helping with personal problems.
- Being personally acquainted with the student.
- Knowing the student’s values and attitudes.

Less important advising activities

- Knowing the student’s background.
- Helping the student improve interpersonal skills.
- Building the student’s self-esteem and improving self-image.

Source: Nancy S. King, “Academic Advising: A Key to Student Success And Retention”

The Advising Interview

Suggestions for improving communication between advisor and advisee:

Opening: Greet students by name, be relaxed, warm. Open with a question, e.g., “How are things going?” or “How can I help?”

Phrasing Questions: Conversational flow will be cut off if questions are asked so that only a “yes” or “no” reply is required. A good question might be, “What have you thought about taking next semester?” or “What are some things that have made you think about engineering as a career?”

Out-Talking the Student: Good advising is good listening. Listening is more than the absence of talking. Identify the fine shades of feelings behind the words.

Accepting the Student’s Attitudes and Feelings: A student may fear that the advisor won’t approve of what is said. As much as possible, advisors must convey their acceptance of these feelings and attitudes in a non-judgmental way. Cardinal principle: If the student thinks it’s a problem, the advisor does, too.

Cross-examining: Do not fire questions at the student like a machine gun.

Silence in the Interview: Most people are embarrassed if no conversation is going on. Remember, the student may be groping for words or ideas.

Reflecting the Student’s Feelings: Try to understand what the student is saying. For example, it is better to say, “You feel that professor is unfair to you” rather than “Everyone has trouble getting along with professors sometimes.”

Admitting Your Ignorance: If a student asks a question regarding facts and you do not have the facts, admit it. Go to your resources for the information immediately or call the student back.

Setting Limits on the Interview: It is better if the advisor and the student realize from the beginning that the interview lasts for a fixed length of time.

Ending the Interview: Once limits have been set, it is best to end the interview at the agreed time. A comfortable phrase might be, “Do you think we have done all we can for today?” or “Let’s make another appointment so that we can go into this further.”

Source: Adapted from Virginia Gordon, “The Advising Interview,” p. 101.

“Active Listening Skills”

- Appreciate the emotion behind your advisees’ words (voice intonation and body language).
- Constantly try to check your understanding of what you hear (not hear what you want to hear).
- Do not interrupt your advisees’ sentences.
- Fight off external distractions.
- Take notes (do not trust your memory where certain facts and data are important).
- Let your advisees tell their story first.
- Constantly check to see if your advisees want to comment or respond to what you have previously said to them.
- RELAX – try not to give the advisees the impression you want to jump right in and talk.
- Establish good eye contact.
- Use affirmative head nods.
- Use appropriate facial expressions.
- Avoid nervous or bored gestures.
- Intermittently respond to your advisees with “uh huh,” “yes-s-s,” “I see.”
- Ask clarifying or continuing questions (it demonstrates to your advisees that you are involved in what they’re saying).

Source: “Active Listening Skills,” p. 104.

A Model for Group Advising/Mentoring

The academic year presents many opportunities for group advising/mentoring sessions for advisors. A model for group advising is outlined below.

Goals

- To advise large numbers of students during peak times of the semester without long waits for appointments.
- To decrease the stress of seeing student after student and repeating exactly the same information over and over.
- To increase student responsibility for choices.
- To provide individual attention while maintaining the group setting.
- To provide developmental advising.

Group advising/mentoring sessions can include the following activities:

Attention-Getting Strategies

- Get your students interested in what is about to occur.
- Use jokes, stories, startling statistics, personal revelations, or exercises.

Preview of Session

- Inform students of what will happen in the session.
- Stick to your agenda.

Teaching and Learning

- Discuss with your students anything you feel they need to know, such as the general education requirements, academic policies, the proficiency exams and competency requirements, campus resources.
- Talk with students instead of lecturing. Get them involved in making suggestions and developing the ideas you want to address. Incorporate their comments into any information you give them. Encourage them to think, to participate, and to share.
- Use handouts to improve recall of the session and to encourage further thought.

Personalized Assessment

- Provide any personalized and individualized information, such as check sheets for majors and grade point deficiency calculations. (Remember, however, to maintain confidentiality of student records.)

Student Response

- Give all students an opportunity to clarify their understanding of what has been discussed.
- Invite oral or written comments or questions.

Individualized Feedback/Discussion/Resolution

- Invite students to confer with you individually if they have needs or questions that cannot be handled in the group setting.
- Invite students to seek clarification on anything they don't understand.

Student Action Plan

- Let students decide what they are willing to do next. They should understand that they must finally assume responsibility for their educational choices.
- Hold the students accountable.
- Set a time limit for completion of action plans and express willingness to help a student complete it. Make sure the plan is the student's plan and not your plan for the student.
- The action plan should be written. Keep a copy for yourself and have the student retain one.

Tips on Conducting a Group Advising/Mentoring Session

Before Starting Groups:

- Limit the number of students who can attend each group.
- Decide when you will offer the group sessions and stick to the planned time.
- Set a time limit for each session.
- Decide on an appropriate location for the session.
- Allow yourself time before each group to prepare and after each group to evaluate.
- Set your goals, so you know what you want to accomplish.
- Make sure students know this will be a group session.
- If attendance is mandatory, be sure students know they must attend.

During a Group Session:

- Start on time. Let late-comers catch up; don't back up and start over.
- Get everyone to speak.
- Be organized; structure your presentation/discussion.
- Make liberal use of handouts. Don't expect students to "take notes."
- Use examples.
- Remember that your energy and enthusiasm sets the tone for the group.
- Remember that diversity within the group is normal and provides students and advisor with different perspectives.
- Make sure sessions are group advising sessions, and not individual conferences done in a group setting.

After Groups Are Over:

- Make notes in students' files if appropriate.
- Evaluate and revise your format to improve effectiveness.

Communication Reminders:

- Attention spans are short. Keep the group interested through interaction, questions, and participation.
- Two or more people listening to the same message may actually hear different things. There is no such thing as uniform comprehension. Physiological factors, social roles, cultural background, personal interests and needs all shape and distort the raw data people hear into different messages. It is important that you include time to check each student's understanding of what has been said.

Source: Adapted from University of Alabama at Birmingham Advising Manual, pp 89-91

Topics for Discussion

Topics to Use as Springboards to Discussion with your Advisees

1. **Education/Career Goals:** Discuss the purpose of higher education and the educational mission of SDSM&T. Is the student making progress towards his or her educational goals? Is the student satisfied with his or her career goal? Would the student benefit from career counseling?
2. **Time Management:** How much time is the student actually spending on studying? How could study time be used more effectively?
3. **Academic Calendar:** Discuss important dates and deadlines the student must meet or be aware of, such as the last day to withdraw from a class.
4. **Tutoring Needs:** Remind the student that the Tech Learning Center is available for free tutoring. Provide the student with the TLC's hours (listed on the TLC info sheet in your handbook). Offer to walk over to the TLC with the student. Discuss how the TLC can help them.
5. **Midterm Exams:** Schedule a meeting prior to midterms to gauge how the student is doing in classes. What grades does the student anticipate receiving? Encourage the student to work out a reasonable study schedule for exams. Recommend any tutoring or additional help the student will need to get through exams.
6. **Midterm grades:** Ask your students to come by your office at a specified time to pick up their grades. Discuss the grades they did receive. Discuss ways to improve the grade and discuss dropping the course if necessary.
7. **Pre-registration:** Encourage the student to plan ahead for two or more semesters. Discuss how the courses the student has selected will fit into the overall degree program.
8. **Professional Organizations:** Discuss the value of belonging to professional organizations and encourage the student to become involved. Suggest activities or organizations the student might investigate.
9. **Final Exam Schedule:** Discuss how to prepare for the final exams. Encourage the student to work out a reasonable study schedule. Recommend any tutoring or additional help the student will need to get through exams.
10. **Test Anxiety/Stress Control:** Discuss ways to overcome test anxiety. Refer the student to counseling services if necessary.
11. **E-Mail:** Discuss how to get on and use e-mail for advising purposes.
12. **Academic Catalog:** Point out sections of real value to students, such as curriculum checklists for their major, the grading system, school policies.
13. **Orientation and Sophomore Surveys:** Encourage students to complete or update their IEP goals surveys. Have any of the goals changed?
14. **Semester Evaluation:** Discuss how the semester went. Did the students meet their goals? What would they like to do differently next semester to improve their academic performance or enhance personal development?

20 Questions to Ask Your Advisee

1. How are your courses going?
2. Are any courses giving you trouble?
3. Have you had any tests or papers yet? How did they go? Were there any surprises?
4. Are you aware of campus resources you can use to get academic help?
5. How much time are you studying every week? Where do you do your studying?
6. Are you attending all your classes?
7. Are you still feeling like your major is the right one for you?
8. How does the rest of your semester look? Do you have any major papers or tests coming up?
9. What kinds of extracurricular activities are you getting involved in?
10. Have you joined any clubs on campus?
11. How have you been spending your free time?
12. How would you like us to keep in touch – via the phone, e-mail, snail mail?
13. Are you getting enough sleep?
14. How are you managing distractions in the dorm/apartment?
15. When things get stressful, how are you managing to cope?
16. Do you know where health services/counseling services are located?
17. What has been your biggest surprise in adjusting to college?
18. Have you thought about what professional activities you want to be involved in next year?
19. Have you been to the Career Planning Office to see what is available?
20. What would you like to talk about today?

Source: Adapted from "Issues for Discussion with First-Year Students," University of Colorado at Boulder

IDENTIFYING AND ASSISTING TROUBLED STUDENTS: REFERRAL SKILLS

When to Refer Students

Aside from the signs or symptoms that may suggest the need for counseling, there are other guidelines that may help the advisor define the limits of his/her involvement with a particular student's problems. It is important not only to hear what the student is saying, but also to be attentive to the non-verbal behaviors as well as the feelings underlying the message. A referral is usually indicated under the following circumstances:

1. When a student asks for a referral.
2. When a student presents a problem or requests information that is outside your range of knowledge.
3. When a person contemplates suicide. This has the potential of being the most severe of all crises dealt with herein.
4. Someone you feel you have not helped, or with whom you have gone as far as you can go, but who you feel needs help.
5. When you lack objectivity. You may know the student on a personal basis and subsequently, may identify too closely with the problem being discussed. It would be better for the student to be referred to someone else.
6. When a student is reluctant to discuss a problem with you for some reason.
7. When a student has physical symptoms.

Source: Adapted from D. Crockett, Advising Skills, Techniques and Resources, pp. 760-761

Warning Signals

- Dramatic decline in academic performance.
- Drop in class attendance.
- Pattern of dropping classes or asking for extensions.
- Severe procrastination or difficulty concentrating.
- Incapacitating test anxiety.
- Severe reaction to a poor grade on a test or paper.
- Lack of alternative goals when doing poorly.
- Overly high academic standards that aren't being met.
- Chronic indecisiveness with regard to career/major or dissatisfaction with major.

- Unrealistic career goals.
- Inadequate study skills, reading speed, or comprehension.
- Extreme fear of speaking or participating in class.
- Doubts about ability to succeed in school.
- Dependency: students make excessive appointments to see you
- Loss of interest in prior activities, withdrawal from usual social interactions, seclusion, unwillingness to communicate.
- Significantly increased activity (e.g., extreme restlessness, nonstop talking, inability to relax.)
- Unusual behavior: suspiciousness, inappropriate or bizarre conversations, unusual irritability/aggressive behavior, significant decline in personal hygiene.
- Signs of depression.
- References to suicide.
- Life-circumstance concerns: death or serious illness of a family member or close friend, illness, problems in relationships, overwhelming financial difficulties, lack of social skills, severe homesickness, or graduation anxiety.

What To Do

1. Set aside a time and place to talk to the student where you know you will have some privacy and will not be disturbed.
2. Approach the student as an interested, concerned human being rather than as an authority figure who knows what is best.
3. Begin by describing the specific behaviors that have raised your concern, keeping the following four goals in mind:
 - a. **Disclosure:** Help the student describe his/her situation and feelings in enough detail that you can decide how to proceed.
 - b. **Acknowledgement:** Communicate respect and concern for the student, and make clear that you have understood the information the student has shared.
 - c. **Action:** Either help the student decide what direction to take, or help the student take a different perspective on the situation.
 - d. **Referral:** Know how much time and energy you are willing or able to spend in helping the student, and know how to refer when you have reached your limit.
4. Be specific in the referral – name of office, location, telephone number. Be willing to provide help in contacting the referral. You might offer to make the appointment by telephone or even escort the student over to the appropriate office.

Additional Suggestions About Referrals

1. You need to hear and understand the problem before you can decide how to respond and whether to give support, facilitate perspective, or help students arrive at a decision.
2. You need to focus on students' goals and values, not your own.
3. If your advice is not solicited in an obvious way, it usually is best to err toward providing support and perspective rather than direction.
4. If students do seem to be seeking advice or direction, they are much more likely to try what you suggest if they feel you have listened to their problems adequately and have taken them seriously. Otherwise they are liable to think you are just trying to brush them off.
5. Whether with disclosure, acknowledgement, support, perspective, or direction, there can be a danger of fostering dependency if you linger too long. You want students eventually to be able to function without you, so you want to send them off with the belief that they can do something for themselves.
6. Whether or not students accept your referrals, it is appropriate to show your continued interest at a later time by asking how things are going.

Source: Adapted from Deborah R. Allen and Ralph W. Trimble "Identifying and Referring Troubled Students: A Primer for Academic Advisors"

CHAPTER 3: CONFIDENTIALITY

CONFIDENTIALITY POLICY: THE BUCKLEY AMENDMENT

SDSM&T Policy

SDSM&T will comply with the provisions of the Family Educational Rights and Privacy Act of 1974. This act, occasionally referred to as “FERPA,” is more commonly known as “The Buckley Amendment.” The two original purposes of the Buckley Amendment were to provide for the discreet maintenance of school records and for the privacy of student information.

The Buckley Amendment protects the privacy of students from the indiscriminate collection, maintenance, disclosure, and release of personally identifiable student information, including information regarding student status or performance. There are no restrictions on the release of “directory information,” provided that students are advised in advance of the definition of “directory information” and are permitted to restrict the release or disclosure of such information.

Implications of the Buckley Amendment for Advisors

- The student’s written approval is necessary before granting access to or releasing education records to a third party, except in case of “directory information.” This rule applies to students who currently attend SDSM&T and to those who no longer attend.

This means that advisors may not provide information about an advisee’s academic performance to that student’s parent or another interested third party without the student’s permission. Parents may obtain access to a child’s academic records if certain financial dependent status requirements are met. Refer an advisee’s parent to Registrar and Academic Services for more information. Do not provide information until the release has been approved.

- Each dean, director or department head will require students’ written approval before releasing, orally or in writing, personally identifiable information, such as recommendations, transcripts, and any other academic information, and will advise members of their staffs not to communicate such information, orally or in writing, without first receiving a student’s consent to do so.

The advisor's academic department may have a standard consent form available for recommendations. If your department does not, Section L of this handbook includes a generic form you may use. Keep a copy of all recommendations and attach the signed and dated consent form for your records.

[Link to Maintenance of Student Records Policy](#)

COMMON LEGAL SENSE FOR ACADEMIC ADVISING

- 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, alter the material or alter the practice.
- Include bold and appropriate disclaimers in printed material. Most disclaimers in catalogs are fine print footnotes.
- Clarify the administrative level at which final discretion will be exercised on the interpretation of policies and procedures.
- Establish and communicate the chain of command for appealing policies and procedures.
- Refuse to promote broad claims for outcomes. Many publications promise wisdom, personal satisfaction, career mobility, and the like.
- Educate advisors to the idea that anything they say or write has the potential to become part of the implied contract with the student.
- Do not hesitate to consult legal counsel in accordance with institutional practice.
- 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.
- Discuss advisor responsibilities and rights with all advisees.
- Discuss advisee responsibilities and rights with all advisees.
- Keep personal notes on all students. Personal notes are not a part of the "official file" as defined by the Buckley Amendment.

Source: Wesley R. Habley, "Common Legal Sense," p. 699.

ETHICS IN ACADEMIC ADVISING

The Council for the Advancement of Standards for Student Services offers the following guidelines for establishing ethical academic advising.

CAS Academic Advising Standards and Guidelines: Ethics

- Maintain the highest standards of ethical behavior. Develop and adopt standards of ethical practices addressing the unique problems that face personnel in that area.
- Ensure that confidentiality is maintained with respect to all communications and records considered confidential. Unless written permission is given by the student, information disclosed in individual counseling sessions must remain confidential.
- Be aware of and comply with the provisions contained in the institution's human subjects policy and in any other institutional policy addressing ethical practice.
- Ensure that students are provided access to services on a fair and equitable basis. Avoid any personal conflict of interest so one can deal objectively and impartially with persons within and outside the institution.
- Do not participate in any form of sexual harassment.
- Recognize the limits of one's training, expertise, and competence and refer students in need of further expertise to persons possessing appropriate qualifications.
- Recognize the limits of one's competence and perform only those functions for which one is qualified.
- Ensure the accurate presentation of information to the public, students, parents, colleagues, and subordinates. Brochures, student handbooks, and other materials prepared for open distribution must accurately represent the institution's goals, services, programs, and policies.
- Do not counsel or aid students in circumventing institutional policies or regulations. When confronted with situations in which students have violated or circumvented established policy or norms, the advisor is obligated to address the issue and refer students to the appropriate agency accordingly.

Source: CAS Academic Advising Standards and Guidelines. Council for the Advancement of Standards for Student Services/Development Programs, 1988.

Ethical Principles for Advising

- **Seek the best possible education for the advisee.** 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. 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.
- **Enhance the advisee's ability to make decisions.** We cannot accomplish this goal without permitting the advisee to make decisions. It benefits the students and other in the long run ...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. There are limitations on this principle, ...for advocating too hard can reduce one's future effectiveness.
- **Tell the advisee the truth about college policies and procedures, and tell others (faculty, staff, administrators, etc.) the truth as well, but respect the confidentiality of interactions with the advisee.** Confidentiality is part of the implicit commitment one makes to an advisee.
- **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... 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.
- **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.

Source: Adapted from M. Lowenstein and T. F. Grites, "Ethics in Academic Advising," p. 55.

CHAPTER 4: SPECIAL POPULATIONS

PLACING AND REMOVING “HOLDS”

“Holds” are recorded in Colleague as “person restrictions” on the PERC screen.

To “place” a hold:

1. Enter the PERC screen.
2. Look up the proper person by name or ID number. If using the person’s name, consult the documentation on name searches to be sure you access the correct person. If a problem with duplicate entries for the same person is discovered, please notify SIS.
3. Enter the restriction code that applies to your office and the reason for the hold.
4. The system will default a “severity code” from the restriction code you entered and will allow you to change the severity code. **Do not change the severity code.** The effect of the hold is actually determined by the severity code, not the restriction code itself. In general, a change in the severity code will cause unpredictable results.
5. The “start date” is normally the date the hold is entered and will default to today’s date. This may be changed to a future date if you really mean for the effect of the hold to be delayed. The system will permit entry of a past date, but it is difficult to see any good reason to do this – please consult with SIS before starting this practice.
6. The “end date” is normally left blank, but may be filled in with a future date if the hold is meant to be for a fixed term only.
7. After completing these entries, you may go to the next line on the screen and then use the up arrow and the detail (F2) function to attach comments on the hold.

To “remove” a hold:

Enter the PERC screen.

Look up the proper person by name or ID number. If using the person’s name, consult the documentation on name searches to be sure you access the correct person. If a problem with duplicate entries for the same person is discovered, please notify SIS.

Change the end date to the last day the hold is to have been in effect. Normally this is yesterday’s date. If you enter today’s date, the hold will remain in effect until the end of the day. You may enter a future date if the hold is to remain in effect for a fixed time.

If you need to remove a hold because it was placed on the wrong person, or never should have been placed in the first place, please contact SIS to resolve the problem

~Student Information Systems May 30, 2000~

TRANSFER STUDENTS

Key Characteristics to Consider

- Transfer students undergo periods of transition unlike those of freshmen. Such students have survived the change from high school to college and need to learn to succeed in different, often larger, environments.
- More so than for some other groups, transfer students find it important to understand the practical value of higher education to future employment, which can affect their integration, performance, and satisfaction with the academic programs of receiving institutions.
- Transfer students usually have specific academic and career goals. They change majors less frequently and have a better sense of purpose than do freshmen.
- Their intellectual growth seems to be more influenced by the concern and interest of faculty than by frequent contact alone; therefore, advising relationships can be particularly important.
- Transfer students look to advisors to provide orientation and ease the transition.

Smoothing the Way

- View advising relationships as key to successful transition.
- Display concern and interest, not just availability.
- Orient students to college as well as advise them.
- Collaborate with the student's previous institution when necessary.
- Evaluate transfer credit as soon as possible.
- Help students find the resources they need to stay in school.

Source: Adapted from Susan H. Frost, *Academic Advising for Student Success*, pp. 41, 51-53.

BOR UNDERGRADUATE TRANSFER CREDIT POLICY AND PROCEDURES

BOR Policy

South Dakota Board of Regents policy provides that academic courses completed for credit at colleges and universities accredited by a regional academic association are generally eligible for transfer if such courses are applicable to the student's degree program at the accepting institution. Credits from colleges or universities which are not accredited by a regional accrediting association may be considered for transfer, subject to other provisions of the policy guidelines and any conditions for validation which may be prescribed by the accepting institution. Course credits are acceptable for transfer if completed with a passing grade. Remedial courses, orientation, life experience, and high school level courses are not accepted for transfer credit. No transfer credit is granted for General Educational Development Tests.

SDSM&T Transfer Credit Procedure

At SDSM&T, the transfer credit procedure for incoming students is initiated in the office of Registrar and Academic Services. For minimum progression policy purposes, all courses taken from another post-secondary institution, with the exception of remedial courses, will be entered on the transcript. However, only those courses approved through the transfer procedure listed below will articulate to the student's degree.

1. The transfer transcript is evaluated and all eligible courses are identified.
2. The transcript is sent to the student's academic department for assessment by that department's transfer credit evaluator (or, where appropriate, the student's advisor). The evaluator reviews each eligible course and determines course substitutions specific to the departmental curricula (i.e., Math 123, Engl 101, science elective, free elective, etc.). The transcript is then returned to the office of AES.
3. AES prepares a curriculum checklist for the student indicating the appropriate course substitutions for all courses transferred.
4. The transcript and completed checklist are returned to the department evaluator; it is the evaluator's responsibility to provide copies of both documents to the student's advisor.

The transfer credit procedure for admitted students (i.e., SDSM&T students who may take one or more courses at another institution during the time that they are enrolled here) is identical to the process described above, except that the curriculum checklist is not prepared by AES for the students.

Waivers

Students desiring credit for military service or students desiring a physical education waiver for medical reasons should be referred to the office of Registrar and Academic Services.

Residency Requirements

There are two other policies pertaining to transfer credits that undergraduate advisors must be aware of. The first is that, regardless of the number of transfer credits granted for college courses completed elsewhere, SDSM&T policy requires that "an undergraduate student must earn a minimum of 32 credits in residence at the South Dakota School of Mines and Technology."

The second is "of the last 16 credits counted toward the degree, a minimum of 12 credits must be earned from SDSM&T." While this circumstance occurs infrequently, it occasionally does impact a student who desires to complete his/her degree program, because of family or other personal reasons, at another institution. In such cases, the student, advisor, and department chair should meet to consider all available options. Please note that any exceptions to this policy require special faculty approval.

Appeals

Undergraduate students who are dissatisfied with the SDSM&T transfer of academic credits from other institutions may appeal those credit decisions.

For more information, contact the Office of the Registrar and Academic Services, ext. 2400.

STUDENTS WITH DISABILITIES

Like institutions of higher education all over the country, SDSM&T is seeing an increased enrollment of students with various disabilities: physical impairments, neurological impairments, learning disabilities, mental and psychological disorders. Some of these disabilities are easy to recognize and the university has worked closely with incoming students with physical impairments to ensure they have the access they need to our programs and facilities. Other disabilities manifest in students in the course of their studies here and require appropriate administrative and faculty responses.

Who's Eligible for Protection under Section 504 and ADA Legislation?

The law protects any person with a “physical or mental impairment” that substantially limits one or more major life activities.” This includes, but is not limited to, persons with mobility impairments, visual impairments, emotional or mental illness and learning disabilities.

If your advisee is eligible for protection and has an already-diagnosed disability, he or she should:

1. Obtain medical documentation from a qualified professional, which defines the student's abilities and limitations and which includes recommended accommodations.
2. Meet with an ADA Co-coordinator at SDSM&T to establish a record and to determine appropriate accommodations.
3. Identify himself or herself to instructors. Students with disabilities requiring accommodations are expected to take responsibility for initiating and continuing conversations with their professors about their particular needs.

If you or your advisee suspects that an undiagnosed disability is impairing performance, he or she should contact the Dean of Students Office

- For a referral for screening.
- For assistance with reasonable accommodations.

See Request Section 504/ADA Services. Forms are available in the Dean of Students Office.

What is a “Reasonable Accommodation”?

Instructors must demonstrate flexibility and consider alternative forms for delivering instruction, testing, and carrying out class assignments to the extent that such alterations do not fundamentally alter the program or course. The Dean of Students Office can assist in providing some forms of accommodation, such as tape recorded examinations, proctoring extended time or taped exams, and referrals to outside sources.

Smoothing the Way

- Students with Disabilities may prefer to see themselves as “able” rather than disabled. They want a supportive college environment and accessible information about opportunities available to them rather than emotional support.
- Help them make a successful transition to college life by understanding their abilities and the barriers – attitudinal, policy, social, and architectural – that they face.
- Encourage full participation in college. Recommend campus and career activities based on academic interests.
- Make referrals to support services when needed or requested.
- Act as an advocate for special and campus resources.

Sources: Adapted from “ADA and the Classroom: An Overview for Faculty,” SDSM&T Dean of Students Office, 1997; Susan H. Frost, *Academic Advising for Student Success*, pp. 25, 32.

For assistance, please contact the Dean of Students X2416.

STUDENT ATHLETES

Advisors should help student athletes plan schedules that allow them to succeed academically. Participation on an athletics team is roughly equivalent to a 3 credit course and requires rigorous time management. Students need to understand the impact of practice and play time on academic performance. Freshman students, in particular, may be overwhelmed by the expectations of their first year and need additional help with study skills and time management.

Eligibility for Intercollegiate Athletics

- Making normal progress toward a degree and in good academic standing.
- Enrolled in a minimum of 12 credit hours during the semester of participation. A repeat of a course in which a passing grade was received does not count in this 12 credit minimum.
- Student athletes need to pass 24 hours over any two consecutive term periods.

Scheduling Classes for Athletes

- Enroll student athletes in PE 113 and PE 213 for their PE requirement. (SDSM&T 2003-2004 Undergraduate and Graduate Catalog, pp. 306) NEED CHANGING?????
- Practice times vary among the different sports; some practices even last until 10 pm. Avoid late afternoon and night classes during the athlete's season.
- Keep the Friday afternoon schedule as free as possible to accommodate travel. Avoid scheduling athletes in afternoon sessions for classes that weigh attendance and in-class participation (e.g., writing courses).
- Encourage athletes to spread out their elective and liberal arts classes to enhance the learning process and time management skills.

Smoothing the Way

- Review with your student athlete the faculty policy on excused absences for school sponsored events:
 1. Students must not be penalized for absence from classes when they are participating in school-sponsored activities, provided arrangements are made with the instructor prior to the class missed.
 2. Students must be given the opportunity to take make-up exams for those exams missed while participating in school-sponsored activities, provided arrangements are made with the instructor prior to the class missed. (SDSM&T 2003-2004 Undergraduate and Graduate Catalog, p. 56).

The coaches encourage the athletes to provide each instructor with a season schedule of games/events. Remind your student athletes to make arrangements for making up missed work prior to any absences.

- Encourage your advisees to discuss academic needs that require extra attention. Work with the coaches to establish intervention if needed and to provide support services.
- Encourage academic commitment equal to athletic commitment. Help students find a reasonable balance between the activities.

Source: Adapted from Susan H. Frost, *Academic Advising for Student Success*, pp. 25, 34-35.

For more information on eligibility requirements, see the Student Handbook or contact the Director of Intercollegiate Athletics – X2352

ADVISING INTERNATIONAL STUDENTS

International students comprise approximately 7-10% of the total student population at SDSM&T. International students are an integral part of our campus community and contribute academically, socially, and economically to the high quality of campus life. Simply put, we benefit from their presence on campus and they benefit from the education they receive at SDSM&T.

International students require special attention from academic advisors because they must comply with US government regulations. (The governing agency formerly known as the INS is now divided into three branches. The one we have the most interaction with is the US Citizenship & Immigration Service, or USCIS, but all are mentioned here.) The passage of the Illegal Immigrant Reform and Immigration Responsibility Act (IIRIRA) in September 1996, the USA PATRIOT Act in October 2001, and the Border Security Act in May 2002, resulted in international students facing much closer scrutiny and stiffer penalties from the US government for non-compliance with regulations. For this reason alone, we must pay close attention to these regulations so that our international students do not suffer the consequences of inadvertently violating their student status.

Visa vs. Status

Be aware of the difference between the terms “visa” and “status.” The difference is often confusing to both the international students and their advisors. This confusion is compounded by the common use of the misleading term “visa status.”

The Department of State issues a “visa” at the US Embassy or Consulate in the country of origin of the international student. The international student uses the visa to enter the US. The USCBP (US Customs & Border Protection) grants a person a “status” (F-1, J-1, etc.) upon arrival at the port of entry to the US when presented with the proper documentation.

Students also often confuse the expiration of the I-20 form with the expiration of the visa. The visa may expire while the student is inside the US; the I-20 form must be kept current. The only time a student needs a valid visa is if she/he leaves the US and wishes to return. If the visa is not valid, the student must apply for a new visa outside of the US. (Most visas are not issued within US borders.)

Unfortunately, some US embassies and consulates abroad encourage this confusion by demanding that students return to the home country to renew the visa when it expires. Additionally confusing is the fact that many embassies and consulates issue the visa for as long as 5 years. A student may then get the impression that she/he is in valid status as long as there is an unexpired visa in his/her passport. This is an incorrect assumption on the student's part.

A student must maintain his/her student status while in the US, or the visa in the passport will no longer be valid. In other words, if a student violates his/her status, the visa in the passport becomes null and void. This is a provision included in the IIRIRA of 1996.

The following list is taken from the final rule regarding the SEVIS (Student & Exchange Visitor Information System) program, which is the electronic tracking program for international students. This list is also published in the form of a brochure that is distributed to all international students either at the international student orientation or upon arrival at a later date. There is additional information in the brochure. Keep in mind that the brochure is written for student use. Please contact the Ivanhoe International Center at 394-6884 if you would like a copy of the brochure.

Maintenance of Status

Once an alien is admitted to the United States in F-1 or J-1 status, she/he must meet certain obligations in order to maintain status. The student must:

1. have a passport that is kept valid at all times, unless exempt from the passport requirement;
2. attend the school s/he was authorized to attend;
3. continue to carry a full course of study;
4. follow certain procedures if the student must remain in the United States longer than the length of time estimated for completion of his or her educational program, as stated on the initial I-20 issued to begin the program of study;
5. follow certain procedures to continue from one educational level to another (e.g., from the bachelor's to the master's level) at the same school;
6. follow certain procedures to transfer to a school other than the one originally authorized;
7. limit employment, both on campus and off, to a total of 20 hours per week when school is in session;
8. refrain from off-campus employment without authorization;
9. report a change of resident to the IIC within 10 days of the change; and
10. not count more than one course (3 credit hours maximum) of distance education toward full time student status.

These requirements are more strictly enforced than ever before and are reported electronically. Any allowable exceptions must be requested and approved PRIOR to the semester in which the exception occurs.

(Those in J-1 status are also required, by federal law, to carry health insurance at all times. Students in F-1 status are also required to carry health insurance, but this is a requirement of the SD Board of Regents.)

The international student is admitted to the United States for "duration of status," defined in the regulations as the period during which the student "is pursuing a full course of

study at an educational institution approved by the Service for attendance by foreign students, or engaging in authorized practical training following completion of studies...An F-1 student may be admitted for a period up to 30 days before the indicated report date or program start date listed on Form I-20. The student is considered to be maintaining status if he or she is making normal progress toward completing a course of study.”
[8 CFR 214.2(f)(5)(i)].

Full Course of Study

If a student is not pursuing a full course of study at the institution s/he is authorized to attend, s/he is out of status and must apply for reinstatement to student status. S/he is also not eligible for transfer to another institution, on campus work (including assistantships), off campus work, or practical training.

Program Extension

An F-1 student is admitted to the United States for “duration of status,” that is, to complete an educational program. However, if a student must remain in an educational program beyond the date originally estimated for completion of the program, the student must comply with USCIS procedures for program extension. Application must be made to the DSO “prior to the program end date for a program extension pursuant to paragraph (f)(7)(iii) of this section.” An F-1 student is eligible for program extension if s/he (1) has “continually maintained status” and (2) delay in completion is “caused by compelling academic or medical reasons, such as changes of major or research problems, or documented illnesses.” The regulations go on to state that “delays caused by academic probation or suspension are not acceptable reasons for program extension.”

The following information is provided to the international students concerning employment.

Employment

- First and foremost! Never go to work for an employer without having permission! Always check with the Ivanhoe International Center prior to going to work. If the student goes to work for someone without having work permission, s/he is considered to be in violation of F-1 status and must apply for reinstatement. This type of application for reinstatement will be refused, and the student could be sent to his/her home country by the ICE (the enforcement branch), even though s/he has not finished the program of study.

Time Limitations

- F-1 students are allowed up to 20 hours per week when school is in session. This includes all types of employment. If the student has two on-campus jobs, s/he may only work a total of 20 hours per week. For example, s/he has an assistantship in your department and also works in Dining Services. If the assistantship is 10 hours per week, s/he may only work 10 hours in Dining Services. If the assistantship is 5

hours per week, s/he may work 15 hours per week in Dining Services. (Students may work more hours when school is not in session, such as during the summer.)

Types of Employment

Students in F-1 status are very limited in the types of employment in which they may engage. There are several different types of employment that F-1 students may be eligible for. Please note that the process for obtaining a Social Security number has become quite complex and time consuming.

On-Campus Employment

Any student who is in valid F-1 status is eligible for on-campus employment. This includes teaching or research assistantships and other on-campus work, such as working in Dining Services, the Library, etc.

Off-Campus Employment

Employment off-campus is very difficult to obtain. There are many federal rules and regulations that must be followed in order for the student to work off-campus. Options for off-campus employment include curricular practical training, optional practical training, or unforeseen economic necessity (very difficult to obtain). For each of these the student must be in F-1 status for one academic year. Please contact the Ivanhoe International Center for further information.

Acronyms & Abbreviations

SEVIS System	Student & Exchange Visitor Information
SEVP	Student & Exchange Visitor Program
DSO	Designated School Official
USCIS	US Citizenship & Immigration Service
USICE or ICE	US Immigration & Customs Enforcement
USCBP or CBP	US Customs & Border Protection
INS now divided above	US Immigration & Naturalization Service, into the three agencies listed
NAFSA Student Affairs	National Association for Foreign

We must assist international students in maintaining F-1 or J-1 status. If you have an international student as an advisee, please make sure the student is enrolled for a full course load. If a student wishes to drop a course mid-semester, and s/he will drop below the minimum of credit hours, please refer them to the Ivanhoe International Center prior to signing the drop card. We will advise them of the consequences of their actions.

Of course, there are valid reasons for dropping below a full course load. Having a medical problem (well documented) is a valid reason. Failing a course is not a valid reason. Please contact the Ivanhoe International Center for further information and assistance.

Providing information on immigration issues is one of our specialties at the Ivanhoe International Center. We maintain current information on immigration laws and regulations. However, please be aware that we are not enforcement officers for the US government. We do not directly report students for infractions or perceived wrongdoing. However, if a student is not maintaining status, that information must be entered in the SEVIS program.

Please contact the Ivanhoe International Center should you need any further information or assistance.

Phone: 394-6884
Fax: 394-6883
E-mail: Ivanhoe@sdsmt.edu

Source: Suzi Aadland, Director, Ivanhoe International Center

ENTERING ADULT STUDENTS

Key Characteristics to Consider

- Adult students frequently are enrolled part-time, have family responsibilities, are employed, and commute to campus.
- The role of “student” is likely to be marginal to the identity of the adult student, and involvement on campus outside of class is generally limited.
- Both adults entering college for the first time and those returning to college after an absence are most concerned about their ability to succeed.
- They may have no prior knowledge about what it takes to succeed academically and no familiarity with basic procedures or the services that are available.
- They may have unrealistic expectations about the college experience, particularly the time commitment required to succeed.
- They may have a lower need for most traditional student services than younger students or they may see themselves as highly self-sufficient and not in need of specialized services.

Advising Expectations

- Adult learners want practical information such as assessment of their current academic skills, directions on where to park when they come to campus, or eligibility requirements for financial aid.
- They are interested in learning about flexible ways in which they can move toward degree completion – independent study, credit through examination, and credit for significant life/work experiences.
- They want advisors to be accessible, provide specific and accurate information about the school’s programs and policies, and give them good advice and counsel.
- They expect advisors to be current in their own fields or be able to direct them to another resource.
- Depending on their reasons for entering or returning to college, they may have a magnified need for support and encouragement. They may need the advisor’s help in re-conceptualizing or clarifying life and work goals.

Source: Adapted from E. G. Creamer, C. J. Polson, and C. C. Ryan, “Advising and Orientation Programs for Entering Adult Students,” pp. 111-116

Smoothing the Way

- View adult learners as “developing” individuals, regardless of their age.
- Understand the adult stages of transition.
 1. Anticipated transitions are expected events that have a high likelihood of occurring and can be rehearsed. If entering college is an anticipated transition, planning for college has probably included integrating the future student role into current roles. For such adults, college entrance will most likely be a positive transition, and they will probably be motivated learners.
 2. Adult students who enter college as a result of an unanticipated transition (such as loss of spouse or loss of employment) may need assistance in dealing with the transition event. These students may need more attention, more assurance that they can succeed, and more affirmation that the potential gain is worth their time and energy.
 3. Chronic-hassle transitions are continuous and pervasive transitions which may be the result of a permanent but inharmonious relationship at home or work. This type of transition frequently erodes self-confidence; these students may have a magnified need for support and encouragement.
 4. Adults whose entry into college is stimulated by a non-event transition (a promotion or job offer that never came) may lack enthusiasm for learning. They will generally need more assistance with career decision making and encouragement to become involved in the college experience.
- Understand students’ reasons for enrolling.
- Assist students in forming campus connections. Recommend participation in the Non-Traditional Student Organization or ASL (Alpha Sigma Lambda), the honor society for non-trads.
- Encourage academic planning.

Sources: Adapted from Creamer, Polson, and Ryan, “Advising and Orientation Programs for Entering Adult Students,” pp. 113-114; Susan H. Frost, Academic Advising For Student Success, p. 41.

ACADEMICALLY UNDER-PREPARED STUDENTS

Under-prepared students in most cases are not lacking in academic potential but are less developed academically and less academically motivated than their academically competent counterparts.

Key Characteristics to Consider

- Inadequate understanding of the work required for college success.
- Failure to make studying the first priority.
- Interference from psychological or motivational problems.
- Failure to assume responsibility for learning and success.
- Poor communication skills.
- Failure to select a college/major where they can be successful.
- Unrealistic image of the purpose of school and study.
- Lack of career focus.
- High levels of anxiety in test situations.
- Low family values for higher education.
- Resistance to seeking academic and personal assistance voluntarily.

Specific Strategies for Intrusive Advising

Academically under-prepared, or “at risk,” students may require intrusive advising to succeed in college. In intrusive advising, the institution takes the initiative. Advisors do not wait for students to come forward for help but insist that students make frequent appointments throughout the year to check on their progress, identify crisis situations, offer options, make referrals, and motivate students towards academic success.

1. Know and evaluate the student’s skills and abilities. The advisor must be straightforward and honest about the assessment information provided by the institution, because under-prepared students are often unrealistic about the level of their academic skills and abilities.
2. Assess the factors that inhibit success. Such factors may include test-taking anxiety, fear of seeking assistance, inability to identify and define problems, deficiencies in basic skills, and stress related to adjustment to the new college environment. Once these inhibiting factors are determined, advisors can help students develop a plan to access the specific resources and resource persons needed to overcome the identified challenges.
3. Refer students to appropriate resources. Because the under-prepared student needs structure and often is reluctant to take advantage of available services, the intrusive advisor must go a step further in assisting students. The advisor may need to (a) call the program offering the services (with the student’s permission

and in the student's presence), (b) make the appointment, (c) give the student the name of the person with whom the appointment has been made, (d) ask the student to report on the results of the referral, and (e) follow up on any actions necessary as a result of the referral.

4. Recommend and select appropriate courses. Advisors need to assure that students have a balanced schedule, one that both capitalizes on their strengths and reduces their deficiencies. Help students develop a one- to two-year academic plan to demonstrate to students that they can make reasonable progress toward meeting program requirements in spite of having to enroll in prerequisite remedial courses.
5. Navigate the academic bureaucracy. Because many under-prepared students are first-generation college students, they are unfamiliar with academic terminology, academic policies and procedures, and academic expectations. They may need additional help learning and undertaking the "academic management tasks" expected of students.
6. Monitor students' academic progress. Close contact with under-prepared students and monitoring of their progress can alert the advisor to counterproductive behavior: making up credit lost in a failed course by scheduling an overload of courses, using the course withdrawal option frequently to avoid failure, taking only courses they feel comfortable with, and avoiding requirements they perceive as too difficult.
7. Develop an effective relationship leading to student independence. Being sensitive to the characteristics and special needs of under-prepared students and approaching them with an open and caring attitude helps to build a mutually satisfying relationship which will enable the students to grow toward academic independence and responsibility.

Source: Adapted from N. G. Spann, M. G. Spann, Jr., and L. S. Confer, "Advising Under-prepared First-Year Students," pp. 102-108.

STUDENTS WITH UNSATISFACTORY ACADEMIC PERFORMANCE

An unfortunate fact of academic life is that some students, for a variety of reasons, have poor academic performance. Academic advisors often must advise students who are on probation or suspension. In some instances, the circumstances leading to unsatisfactory performance in a given semester are attributable to transitory, situational problems that will not have an impact on subsequent performance. For some students, unsatisfactory performance reflects certain types of problems that are often long-standing and, if not given attention, may persist and result in further academic difficulties. Reasons for unsatisfactory performance include the following:

- Poor study habits.
- Working too many hours and/or a work schedule that conflicts with the school schedule.
- Unrealistic course choices in view of interests and abilities.
- Lack of direction.
- Exam anxiety and/or poor exam-taking techniques.
- Personal and/or family problems.
- Not being prepared to perform college-level work.
- Lack of motivation.

Very often concerned advisors can influence students' academic careers and may also contribute to improved student retention. Students do not always recognize the consequences of unsatisfactory performance, and through early intervention, advisors may help students avert continued academic difficulties. Some suggestions for working with students with unsatisfactory performance include the following:

- Review students' previous records to determine if there is a long-standing history of poor performance and if a significant number of unsatisfactory hours have been accumulated.
- Candidly discuss the ramifications of past or present unsatisfactory performance and the outcome of continued unsatisfactory grades (e.g., probation, suspension, or dismissal). Refer to the undergraduate catalog for specific consequences.
- Refer students to appropriate on-campus resources such as the Tech Learning Center, Counseling Services, Health Services.
- Convey to students your concern about their academic performance and encourage them to meet with you on a regular basis.
- Assist students in making appropriate course selections in view of their past performance; suggest taking a reduced course load.
- Work with students to determine the reasons for unsatisfactory grades and help them to determine the types of changes that need to occur.

Common Causes of Low Grades

Below is a checklist that can be used when working with students in academic difficulty.

- Lack of study skills
- Poor high school preparation
- Difficulty managing time
- Borderline understanding of the course material
- Unsure of major; no clear career plan or goal
- Hard classes; hard schedule; unable to drop course(s)
- Unhappy with teaching skills of instructor(s)
- Financial problems
- Physical illness, health problems, or injury
- Use of alcohol or other drugs
- Adjustment to [new environment]
- Trouble making friends
- Pressure, causing stress or tension
- Test anxiety; difficulty with test-taking
- Adjustment to [SDSM&T]
- Separation from home, family, friends
- Lack of motivation
- Home or family problems
- Loneliness; lack of emotional support
- Housing/roommate issues
- Diagnosed disability
- Computer error
- Transportation problems
- Difficulty sleeping
- Athletic obligations interfering with academic performance
- Other

Source: George Mason University Faculty Advising Handbook, pp6-7.

For assistance in working with students experiencing academic difficulties, contact the Office of Academic Services, X2400.

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WWW SITES ON ADVISING

SDSM&T Resources

The Bush Faculty Development Committee at SDSM&T

http://www.hpcnet.org/cgi-bin/global/a_bus_card.cgi?SiteID=80059#

Council for the Advancement of Standards in Higher Education, American Council on Education

http://www.nacada.ksu.edu/clearinghouse/advising_Issues/adv_training.htm#over

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