



# Academic Advising Newsletter

March 2021

## 20-21 Outstanding Academic Advisor Awards

### Consider nominating a colleague for the Outstanding Academic Advisor Award by March 31

The Academic Advising Council is now accepting nominations for the 2020-21 Minot State University Outstanding Academic Advisor Awards. Nominations are due by Wednesday, March 31 at 4:30 p.m. These awards are designed to highlight the importance of academic advising and bring recognition to academic advisors at Minot State who have made significant contributions to academic advising and student success. More information regarding the award categories, selection criteria, eligibility, nomination procedure, selection process, and recognition is available [ONLINE](#).

Questions regarding these awards or the nomination process should be addressed to [HEATHER MARTIN](#), chair of the Academic Advising Council.

## Fall First-Year Experience Learning Community Enrollment

This fall there will be 21 FYE Learning Communities available for first-year students! Descriptions for each of these learning communities can be found on the [FYE website](#). Current students who need a FYE should meet with their academic advisor, select the appropriate FYE and submit the online [FYE Registration Form](#). Advisors will need to send the link to the registration form to current students, as the registration link on the website will not be active until April 12.

## Early Registration – March 30 – April 1

Early registration is almost here! Contact your advisees now to schedule a time to discuss plans for summer/fall semester! Encourage students to complete the following tasks prior to your appointment:

- View [Enrollment Date/Time](#)
- Review and take care of [Holds](#)
- Complete [Financial Obligation Agreement](#)

## DATES TO REMEMBER

### March 25

Last day to withdraw from all classes and receive a 50% refund

### March 30 – April 1

Summer and Fall registration for currently enrolled students

### March 31

Advisor Award Nominations Due

### April 2-5

Easter Break (University closed Friday only)

### April 9

Last day to drop

### April 12 – May 13

Priority Transfer Orientation

### April 17

New Student Orientation

**Academic Support Center**  
**Minot State University**  
**500 University Ave W**  
**Minot, ND 58707**  
**701-858-3265**  
**[advising@minotstateu.edu](mailto:advising@minotstateu.edu)**

**[MinotStateU.edu](http://MinotStateU.edu)**

Be seen. Be heard. Belong.



## Accommodation Procedure for Students with Disabilities - Access Services

### New Students

1. Complete an [Access Services Application](#).
2. Send Access Services documentation of your disability.  
You can print a documentation request form to be completed by your provider (pdf document). Documentation must include the following:
  - a. Statement of disability on the letterhead of a qualified professional.
  - b. State of how the disability functionally limits you in the academic environment.
  - c. Recommendations for specific accommodations and rationale for those recommendations.
3. Schedule an appointment with Evelyn via [Starfish](#)  
Use your regular MISU login information. If you are not yet registered, please email [access.services@minotstateu.edu](mailto:access.services@minotstateu.edu) to set up an appointment.

### Returning Students

#### ***Update your accommodations before every new semester***

- Academic accommodations can be requested any time before or during the semester, as long as the student is registered for classes. Since some accommodations can take 2-3 weeks to set up, it is highly recommended to make your request as soon as possible.
- Housing accommodation requests must be submitted before the semester in which they are applying.
- ESA documentation must be submitted at least 60 days in advance.

*If applicable:* Before your appointment, please ensure that you have the necessary forms filled out and brought with you to your appointment. This includes the [Renewing Note-Taking and/or Alternative Format\(s\) Accommodations](#) form.

Appointments to set up individual accommodations or to discuss any problems/concerns you may have can be made via [Starfish](#).



## New Student Orientation Dates

New students will be invited to attend one of the 2021 New Student Orientation sessions where a portion of the day will consist of meeting with an academic advisor and registering for classes. The 2021 dates include:

- Saturday, April 17
- Wednesday, June 2
- Thursday, June 3
- Friday, June 4
- Thursday, June 24
- Friday, June 25
- Thursday, July 22
- Friday, July 23
- Thursday, August 19

### Quote of the Month

“In order to engage students in comprehensive developmental advising, advisors must establish trust and rapport with their students (Fox, 2008). Components to building trust and rapport include availability, responsiveness, reliability, knowledge, effectiveness, advocacy, caring and concern.”

Fox, R. (2008). Delivering One-to-One Advising Skills and Competencies. In V. N. Gordon, W. R. Habley, & T. J. Grites (Eds.), *Academic advising: A comprehensive handbook* (2nd ed.) (pp. 342-355). San Francisco: Jossey-Bass.

Ohrablo, S. (2014). Advising is more than a yes/no business: How to establish rapport and trust with your students. Retrieved from *NACADA Clearinghouse of Academic Advising Resources* website: <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advising-is-More-Than-a-Yes-No-Business--How-to-Establish-Rapport-and-Trust-with-Your-Students.aspx>

## Ethical Principles for Advising

- 1. Seek the best possible education for the advisee.**

This is a utilitarian principle. In an educational setting, the good that we hope to maximize is education and its attendant benefits. It is not always easy to judge what will be the best education; our obligation is to do our best with the information available. This will benefit students, people with whom they will later have contact and society as a whole.
- 2. Treat students equitably; do not play favorites or create special privileges.**

Treating students equitably does not mean treating them all the same (e.g., advising them all to have the same major). Differences in students' needs require us to spend more time with one than with another and to advise one more intrusively than another. But the fact that we might like one student more or that we might share another's values would not justify differential treatment. This principle clearly follows from the ideal of justice.
- 3. Enhance the advisee's ability to make decisions.**

This is a key principle of developmental academic advising, so its presence here is welcome. As we all know, we cannot accomplish this goal without permitting the advisee to make decisions. This principle is derived both from utility because it benefits the student and others in the long run and from respect for persons because it supports and develops individual autonomy.
- 4. Advocate for the advisee with other offices.**

Students will not get all the services they might from the college without a little help. This principle comes from fidelity because it is an implicit part of the commitment one makes by becoming an advisor. There are limitations on this principle, imposed by utility, for advocating too hard can reduce one's future effectiveness.
- 5. Tell the advisee the truth about college policies and procedures, and tell others (e.g., faculty, staff and administrators) the truth as well, but respect the confidentiality of interactions with the advisee.**

As in the case of truth-telling, this is derived from respect for persons, which also includes privacy. Additionally, it comes from fidelity, for confidentiality is part of the implicit commitment one makes to an advisee.
- 6. Support the institution's educational philosophy and its policies.**

We need to make special note of this principle because it may not come naturally to advisors who think for themselves and have their own educational philosophies, but it comes from fidelity because it is another commitment that is built into the moral contract one makes when accepting an advising position. Note that this principle does not preclude arguing against policies in appropriate forums.
- 7. Maintain the credibility of the advising program.**

All concerned must perceive the program as giving advice that (a) is coherent, (b) is consistent with college policy, and (c) holds up when questioned. This is derived both from utility, because the program's effectiveness depends partly on its credibility, and from fidelity, because the advisor makes this commitment upon taking the position.
- 8. Accord colleagues appropriate professional courtesy and respect.**

This is not only about being polite to people; it is also a prohibition against encouraging students to believe negative things about the competence or character of colleagues. Opportunities to observe or violate this duty arise when a student asks which instructor to take a course from or asks for confirmation of something that "they" are saying against a particular individual. This principle is based on utility because an institution where such a rule is not followed loses effectiveness and because a student's inclination to gossip and jump to hasty conclusions is unduly reinforced, with long-term consequences.

