

## Brooks College of Interdisciplinary Studies

## 2018-2019 ONE CREDIT COURSES

## FALL 2018

**IDS 180-01: Introduction to Oral History**

Kimberly McKee

*Monday—12:00-12:50 PM*

In this course, students will learn how scholars interested in "history from below" use oral history to document the voices of those who may not be found in the traditional historical record—women, communities of color, LGBT communities. We will examine how oral histories serve as primary sources to understand historical and contemporary events. As part of the course, students will explore the role of digital studies in reshaping oral histories' accessibility in the twenty-first century.

**IDS 180-02: Drag Kings and Queens: Performance and Activism**

J. Basiliere

*Thursdays—6:00-7:30 PM (partial term)*

Take this course if you want to learn about what goes in to being a drag performer, the cultural importance of drag performance, and the ways that drag performers do activist work.

**IDS 180-03: Foundations of Gender Justice**

Leifa Mayers and Marilyn Preston

*Wednesdays—6:00-7:30 PM (partial term)*

This course serves as a foundational course for new and continuing members of the Gender Justice house and will prepare students to be deeply engaged in topics grounded in an intersectional gender justice framework.

**IDS 181-02: Intercultural Competence Through Study Abroad**

Elena Selezneva

*Wednesday—9:00-9:50 AM*

This course will prepare students for a rich and rewarding study abroad experience for everyone involved. The course is meant to introduce students to the challenges and opportunities of international travel, study, and living, and provide them with basic tools to ensure a successful study abroad experience.

**IDS 182-01: Community Reading Project**

Maureen Wolverton

*Online (partial term)*

This course engages students in an interdisciplinary examination of the issues raised by a book previously selected for the GVSU Community Reading Project.

**IDS 183-01: Sustainability as a Lifestyle**

Yumiko Jakobic

*Wednesday—4:00-5:30 PM (partial term)*

This course takes a deeper look at sustainability best practices. It is designed to provide a comprehensive perspective of sustainability, to understand its importance through an academic lens, and to use the campus as a living laboratory.

## WINTER 2019

**IDS 180-01: Gender and Sexuality in Comics**

Carl Keegan and E. Thompson

*Wednesday—6:00-7:30 PM (partial term)*

Learn about the history of comics, women's and LGBTQ representation in comics, the role of comics in feminist and LGBTQ political/activist histories, and more!

**IDS 182-01: Community Reading Project.**

Maureen Wolverton

*Online (partial term)*

This course engages students in an interdisciplinary examination of the issues raised by a book previously selected for the GVSU Community Reading Project.


[www.gvsu.edu/brooks](http://www.gvsu.edu/brooks)
**The Brooks College Office of Integrative Learning and Advising**
**133 Lake Michigan Hall, 616-331-8200**
**[integrative@gvsu.edu](mailto:integrative@gvsu.edu)**
**[www.gvsu.edu/integrativelearning](http://www.gvsu.edu/integrativelearning)**


# Brooks College Office of Integrative Learning and Advising

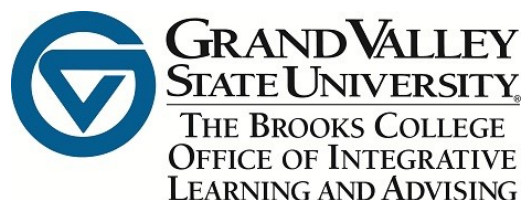
## Faculty Advising Guide 2018-2019



INTEGRATIVE@GVSU.EDU  
WWW.GVSU.EDU/INTEGRATIVELEARNING  
616-331-8200

## Table of Contents

Welcome to the Brooks College Advising Center	3
The Difference Between Brooks Advising Center vs. Faculty Advising	4
Student Resources: Academic, Personal, Professional	5
Brooks Advising Calendar Throughout the Year	6
Brooks Advising Calendar Throughout the Year	7
Advising Communications Calendar	8
Sample Email, Caseload & Univ. Wide Advising Center	9
How to Search for Information	10
General Ed & MACRAO	11
Registration & Financial Aid Policies	12
Registration & Financial Aid Policies	13
Probation/Low GPA	14
Additional Forms & Common Resources	15
Best Practices & Advising Resources	16
Best Practices & Advising Resources	17
Best Practices & Advising Resources	18
Best Practices & Advising Resources	19
Best Practices & Advising Resources	20
Best Practices & Advising Resources	21
Commonly Asked Q & A's by Students	22
Commonly Asked Q & A's by Students	23
Commonly Asked Q & A's by Students	24
Commonly Asked Q & A's by Students	25
Registration	26
Registration	27
Brooks Professional Series	28
The Laptop Recycling Project	29
Co-Curricular Program	30
Co-Curricular Program	31
Brooks College IDS One Credit Classes	32



### CMIPP Goals:

- Develop stronger student connections to their peers and the campus community.
- Balanced academic and social integration is critical to institutional commitment and student persistence, especially in the first year.
- Increase student and faculty awareness of and access/referrals to support services and resources.
- Intrusive introduction to support services and structures helps students persist. Making information about support services available to all students increases likelihood that students will utilize these resources by removing barriers and stigma associated with seeking out services.
- Prepare students for civic engagement with structured service learning opportunities.
- Service learning has positive retention/persistence effects for students who participate.
- Students and faculty expressed strong support for increased access to service learning opportunities on LIB 100 and 201 assessment conducted in WI 2018.
- Support students in integrating events with course goals and material, identifying learning outcomes from events, and reflecting on content of events.
- Students report they find it challenging to identify learning outcomes, connect events to course material, and write reflective essays after event. Faculty similarly report that students struggle to make these connections.

### Mentors will be responsible for:

- **Start up and midterm class visits to LIB 100 and LIB 201 classes** (\*as requested by faculty) to briefly highlight co-curricular event opportunities and introduce campus resources. Videos and online modules will be created for online sections.
- **Hosting resource tours to bring LIB 100/201 students to critical campus resource spaces** including Replenish Food Pantry, University Counseling, Tutoring Center, Writing Center, Knowledge Market, Center for Women and Gender Equity, Office for Multicultural Affairs, LGBTQ Resource Center, etc.
- **Leading service learning experiences in coordination with CSLC.** CSLC will handle service logistics including identifying sites and providing transportation; these opportunities will be limited to LIB 100/201 students, will be scheduled later in the semester to ensure students are ready to participate fully and make meaningful connections to course content, and will be scheduled across multiple days/times.
- **Attending co-curricular events and facilitating short discussion afterwards** to help students identify learning outcomes and connect event to course content.
- **Meeting regularly with ILA staff** for reflection and ongoing training.

**\*To request a classroom visit by a Co-curricular Mentor please go to our website and fill out the request form: [www.gvsu.edu/integrativelearning](http://www.gvsu.edu/integrativelearning) or call our office at 616-331-8200.**

## Co-Curricular Programs

The purpose of the co-curriculum programs is to provide opportunities for intentional student learning and student development, which will complement the goals of the LIB 100 and 201 classes. The co-curriculum is based in theory of intercultural and multicultural competence and we hope these experiences will be valuable for students, faculty, and the entire campus community. Event co-coordinators apply for the designations through our office. A committee reviews the proposal, after which designations are assigned based upon the submitted program goals and objectives. The LIB 100/201 designations are then placed on the programs and events listed on the Campus Calendar. Instructors will encourage student attendance at various LIB 100/201 designated programs and events as part of their course curriculum.

### *New This Year!*

#### **LIB 100/201 Co-Curricular Mentor Internship Pilot Program (CMIPP)**

Students are retained when they experience high quality, high impact educational experiences, and when they feel connected on campus. CMIPP will support student persistence and retention by strengthening the co-curricular component of LIB 100 and 201 and increasing student and faculty knowledge of campus resources. CMIPP interns will engage students more deeply in the co-curricular experiences, enhance service learning opportunities available specifically to LIB 100 and 201 students, and increase student and faculty awareness of and access/referrals to existing GVSU support services.

Approximately 1800 students were enrolled in LIB 100 or LIB 201 in Fall 2017 and Winter 2018. More than 50% of students in LIB 100 and 201 are first year or sophomore students; approximately 30% are transfer students, and more than 70% are classified as moderate or high risk based on the predictive model used in the EAB Student Success Collaborative (risk model takes into account progress to degree, attempt and completion of credits each semester, and GPA at current and prior institutions).

The CMIPP has been developed based on feedback from LIB 100 and 201 faculty (13 faculty completed survey in WI 18, and faculty coordinators were also consulted), feedback from LIB 100 and 201 students (171 students completed survey in WI 18), and in consultation with staff from the Community Service Learning Center.

## Welcome to the Brooks College Office of Integrative Learning & Advising

The ILA Office opened in August of 2012 as a part of the Brooks College of Interdisciplinary Studies, and is the first of its kind to merge two distinct areas: Integrative Learning and Academic Advising. Our vision is to serve students by providing timely, accurate, and engaging Academic Advising, while connecting them with unique, integrative learning experiences that further their understanding of themselves and the world around them. Our office staff believes that students, when given the space, can make incredible meaning between the theoretical and the practical. We encourage students to pursue their academic interests, but support them as they develop the skills and experiences necessary for transitioning to the next stage of their careers.

We believe collaborative, interdisciplinary partnerships produce the most effective form of engagement for students, and strive to connect with as many groups on campus to begin thinking about “What do we want to make possible for our students?” We invite all members of GVSU and the greater communities to reach out to us to begin conversations. Students are always welcome to stop by or schedule a time to meet for advising or just to share ideas.

Brooks College students and those interested can find out about the following Brooks College majors, minors and certificate programs:

### **Majors**

**Global Studies & Social Impact**

**Liberal Studies**

**Religious Studies**

**Women, Gender and Sexuality Studies**

### **Certificates**

**Intercultural Training**

**Latino/a Studies**

**Liberal Education & Professionals Skills (LEPS)**

**Sustainable Food Systems**

### **Minors**

**African/American Studies**

**Digital Studies**

**East Asian Studies**

**Environmental Studies**

**Human Rights**

**Latin American & Latino/a Studies**

**LGBTQ Studies**

**Middle East Studies**

**Religious Studies**

**Women, Gender & Sexuality Studies**

### *So What Can We Offer?*

**Planning a Schedule**

**Choosing a Major**

**Career Connections**

**Internships/Service Learning**

**Connecting Across Campus**

### Brooks College Advising Center- What we do:

- Introduce students to all of the academic programs/options available at Brooks College.
- Review requirements of Brooks College major/minor, including the General Education program.
- Help identify courses that best fit students' interest/goals.
- Help develop a study plan, in partnership with the student, to meet short/long term objectives.
- Help navigate GVSU systems, including: Banner and MyPath Audit.
- Provide student with appropriate academic, personal, and professional resources in and around campus.
- Provide information on co-curricular, extracurricular, student organizations, and other campus activities.
- Support the professional development of a student including: internship, career, and networking advice/strategies. Also will make appropriate referrals to Career Services for continued support.
- Work in collaboration with Brooks College Faculty to support student learning and success.

### Brooks College Faculty- What they do:

- Help select courses that best fit students' academic interests/goals.
- Provide specific advice regarding study plan choices, academic discipline(s), and major/minor courses.
- Provide advice and suggestions on graduate school and careers related to academic program.
- Review degree audits in order to determine if graduation requirements have been met.
- Evaluate students' skills and interests in order to help them make appropriate decisions regarding academic fields to pursue.
- Support the professional development of a student including: internship, career, and networking advice/strategies. Also will make appropriate referrals to Career Services for continued support.
- Mentor students within their academic programs in order to provide structure, guidance, and support in the major/minor.

The Brooks College Advising Center and Brooks College Faculty are both great resources for students in or interested in our academic programs. Each student will have an assigned faculty advisor in his/her major/minor as well as a professional advisor in the Brooks College Advising Center. The student should continue to utilize both throughout his/her time in the program, as each advisor will have information/skills to support the student. Faculty advisors are particularly adept at helping students navigate the specific class options within the major/minor, and serve as wonderful mentors for students in their programs. Professional advisors at Brooks College help students understand the requirements for each major/minor, and can help them understand how academic programs, university resources, and extracurricular activities all fit together at GVSU. Students should utilize both advisors in order to receive appropriate advice and support- we all work together to help each other succeed!

For more information on the role of professional and faculty advisors, please visit our website!

[www.gvsu.edu/integrativelearning](http://www.gvsu.edu/integrativelearning)

## The Laptop Recycling Project

The Federal Environmental Protection Agency (EPA) estimates more than four million tons of e-waste are hitting landfills each year, with the numbers compounding every year. When e-waste finds its way into landfills toxic metals seep out and contaminate the soil and water, causing health problems and polluting the atmosphere.

The Laptop Recycling Project is a collaboration between sustainability efforts on the GVSU campus and our commitment to student success! Our project mission is to keep laptops out of landfills and recycle them to low-income students, and veterans, increasing student success and retention.

### How Does It Work?

Students fill out a brief application, if a student qualifies, a laptop computer will be given to the student ON LOAN, FREE of charge. It is the student's to keep until they leave GVSU, after which time the Laptop must be returned. The project gives students the tools to succeed, and keeps the laptops out of the landfills!

The project was launched with 5 laptops donated by Kim Patrick from the GVSU Surplus Store and an additional 5 made available through DJ Potter from the Center for Adult & Continuing Studies. DJ Potter has generously provided additional tech support to clean the computers of all data and re-image them so they are ready for student use.

Students are asked to come to the Brooks Advising center to fill-out an intake form. After a student is accepted into the program, they are notified when they can come back to pick-up their computer.





## Brooks Professional Series

The Brooks Professional Series (BPS) was developed to provide all of our students at Brooks College with the opportunity to grow as a professional, whether that is through a career in sustainability, finance, art therapy, child development, non-profit work, or graduate school (just to name a few).

The BPS is a series of events and opportunities throughout each academic year that will provide our students with new, unique opportunities to learn how to connect their academic interests with the appropriate level of preparedness for that “next step.” We recognize that some of these experiences (such as networking) may be unfamiliar and uncomfortable for some students; however, that’s why we’re doing it- to help students grow in their own ways.

The BPS is tailored to fit the needs of interdisciplinary studies students. We have developed and will continue to create programs that fit students interests, passions, and will ultimately allow students to successfully pursue their goals as a professional.

***“Being able to effectively market yourself is going to be key to your success - likes how the BPS programs focused on this.” - BPS Focus Group***



**Alumni Panel Discussion Event**

## Student Resources

Academic	Personal	Professional
Counseling and Career Development Center (616) 331-3266 www.gvsu.edu/counsel	Counseling Center (616) 331-3215 www.gvsu.edu/counsel	Brooks Professional Series (616) 331-8200 www.gvsu.edu/integrativelearning
Dean of Students Office (academic probation) (616) 331-3585 www.gvsu.edu/dos	Disability Support Services (616) 331-2490 www.gvsu.edu/dsr	Career and Counseling Development Center (616) 331-3266 www.gvsu.edu/counsel
Frederick Meijer Writing Center (616) 331-2922 www.gvsu.edu/wc	Financial Aid (616) 331-3234 www.gvsu.edu/financialaid	Career Exploration (616) 331-3311 www.gvsu.edu/fivequestions
Integrative Learning (Co-Curricular Events) (616) 331-8200 www.gvsu.edu/integrativelearning	Housing & Residence Life (616) 331-2120 www.gvsu.edu/housing	Career Resources/Jobs/Employment (616) 331-3311 www.gvsu.edu/careerresources
IT Support (Help Desk, MyBanner, MyPath) (616) 331-2101 www.gvsu.edu/it	LGBT Resource Center (Allies & Advocates) (616) 331-2530 www.gvsu.edu/lgbt	Career Services (DeVos) (616) 331-6708 www.gvsu.edu/careers
MS3 – Math & Science Student Support (616) 331-2084 www.gvsu.edu/math	Money Smart Lakers (616) 331-3238 www.gvsu.edu/moneysmart	Career Services (Allendale) (616) 331-3311 www.gvsu.edu/careers
Office of Fellowships (616) 331-2543 www.gvsu.edu/fellowships	NonTraditional Students (616) 331-7360 www.gvsu.edu/nontraditional	Grand Rapids Chamber of Commerce (616) 771-0300 www.grandrapids.org
Office of Undergraduate Research and Scholarship (616) 331-8100 www.gvsu.edu/ours	Office of Multicultural Student Affairs (616) 331-2177 www.gvsu.edu/oma	GVSU Experience Matters (616) 331-3311 www.gvsu.edu/experiencematters
Registrar/Records Office (616) 331-3327 www.gvsu.edu/registrar	Padnos International Center (616) 331-3898 www.gvsu.edu/studyabroad	Handshake (616) 331-3311 www.gvsu.edu/careers/handshake
Scholarship Information (616) 331-3234 www.gvsu.edu/financialaid	Recreation Center (616) 331-3659 www.gvsu.edu/fieldhouse	LinkedIn for GVSU Alumni (616) 331-3590 www.gvsu.edu/alumni/social-networking-groups
Structured Learning Assistance (616) 331-3267 www.gvsu.edu/arsp	Student Life (616) 331-2345 www.gvsu.edu/studentlife	Outside Employment Websites: <a href="http://www.mitalent.org">www.mitalent.org</a> , <a href="http://www.career.com">www.career.com</a> , <a href="http://www.monster.com">www.monster.com</a> , <a href="http://www.mlive.com">www.mlive.com</a>
Student Academic Success Center (616) 331-3451 www.gvsu.edu/sasc	Transitions (616) 331-2913 www.gvsu.edu/transitions	Student Employment (616) 331-3238 www.gvsu.edu/studentjobs
Testing Services (616) 3588 www.gvsu.edu/testserv	Veterans Network (616) 331-3327 www.gvsu.edu/veterans	Women's Community Collaborative (616) 331-2748 www.gvsu.edu/women_cen
Tutoring Center (616) 331-3451 www.gvsu.edu/tc	Women's Center (616) 331-2965 www.gvsu.edu/women_cen	Young Professionals Nonprofit Network of Greater GR Email: <a href="mailto:info@ynpngr.org">info@ynpngr.org</a> <a href="http://www.ynpngr.org">www.ynpngr.org</a>

## Brooks Advising Calendar Throughout the Year 2018-2019

### August 2018

- Review & set-up Student Success Collaborative (SSC) Info.
- Welcome back email to students w/ office hours and contact info.
- 8/27 - Classes Begin.
- 8/27-8/31 - Drop/ Add Week.

### September 2018

- 9/2-9/4 - Labor Day Recess.
- 9/21 - 75% Tuition Refund.
- Encourage student participation in a Co-Curricular Program or Event.
- Encourage student participation in the Brooks Professional Series for 2018-2019.
- Request a classroom visit from the Co-curricular Mentor Program.

### October 2018

- 10/16 - Fall Career Fair, (1:00pm-5:00pm, DeVos Convention Ctr., GR).
- **10/26 - Withdrawal Deadline.**
- Review GVSU Inclement Weather Policy.

#### **Mid Semester Student Follow-Up:**

Dec Grads - Applied for Graduation & Met Requirements?

Student Registered for W19?

Mid-Term Grade Checks - Interventions Needed?

### November 2018

- 11/21-11/25- Thanksgiving Recess
- Follow-up with juniors/senior regarding internships/jobs/grad school (3.0 Entrance GPA)"/"Next-Steps"
- Begin applying for Scholarships/ Fellowships
- SASC Help available for Final Exams.

### December 2018

- 12/8 - Classes End and Commencement.

#### **End of Semester:**

Follow-up with students not registered for W19 (SSC email campaign).

Check final grades.

Send emails to JOD/ Proh./Low GPA/ students with D or F in a course.

## Registration and Drop/Add:

1. Go to myBanner and log in using your G# and PIN
2. Select the Student tab > Registration
3. Select 'Add or Drop Classes'

Registrations and Drop/Add will also be accepted in person, or at any of our Student Assistance Centers, Allendale is located at 150 STU.

**Prerequisites** - Prerequisite courses provide the background necessary for successful performance in a course. The university uses an automated check of students' records, including transfer work and test scores at the time of registration, to determine whether students have successfully completed the prerequisites for certain classes. Students will be permitted to register if they have satisfactorily completed, are currently enrolled in the prerequisites for the course, or have departmental approval to be in the course. Refer to the online Catalog to check for prerequisite lists.

**Electronic Overrides** - If a course requires a registration permit, is closed, or prevents registration based on major, class, prerequisite etc., students can request electronic overrides through myBanner. A list of registration error messages, their meanings, ways to resolve them, and instructions for requesting a registration override through myBanner can be found on the Registrar's website.

All decisions regarding registration overrides are made by the academic department that offers the course. After the request has been submitted, all communication regarding the status of the request is sent to the student's GVSU email address. If the request is approved, the academic department will enter the electronic override into the Banner system, and the student is then able to register. The issuance of an electronic override does not automatically register you in the course.

**Linked Courses** - When registering for a class that requires multiple pieces (lecture, discussion, lab), you must register for all the linked pieces simultaneously. Click on the section's course reference number (CRN) to determine which additional pieces are needed. If you do not register for all the required pieces or if you attempt to register for pieces that are not linked to one another, you will receive a 'LINK ERROR' message. If you perform an incomplete registration for a linked course and register for a lab only, your lab will be dropped.

**Duplicate Registration** - Students who register for the same class in multiple future semesters will be dropped from the class(es) for all subsequent terms. The Advising center will email students of duplicate registrations based upon reporting from the Registrar's office.

**Financial hold** - Contact Student Accounts at (616) 331-2209 to resolve your account balance and have the hold lifted.

**Advisor Approval hold** - Meet with your advisor to develop a class schedule. Obtain the signature of your advisor on a Registration/Drop/Add Form and submit it to a Student Assistance Center to have the hold lifted.

## Registration

Registration is a stressful time for students and we get that! That is why the Advising center created a simple Five-step process for students to follow to help with registration. Registration puts a student on a trajectory towards a successful academic career at GVSU! Below you will find the Five-step process:

### Step One - Finding The Classes You Love

Grand Valley's liberal education fosters critical thinking, creative problem solving, and cultural understanding for the benefit of lifelong learning and global citizenship. That is quite a mouth-full! Let's make it simple. On the cover of the General Education Brochure is a quote from a student that says it all, *"I had a vague interest in a General Education class and I took it and ended up falling in love. That's how I found my major"* - Shukri Bana, class of 2016. Step one in the registration process is looking for classes you love and then finding out how they will work in your schedule and program. Go to the online Catalog and look at course descriptions, something just might interest you!

### Step Two - Make An Appointment With An Advisor

The vision of the Brooks College Office of Integrative Learning and Advising is to serve students by providing timely, accurate, and engaging Academic Advising. So, you found classes you love; it is now our job to accurately fit them into your program, advancing you towards graduation, and achieving your academic goals. To make an appointment with our advisor, Jennifer Jameslyn, call our office at 616-331-8200, M-F, 8:00am-4:00pm, or utilize our online appointment scheduler 24/7, [www.gvsu.edu/integrativelearning](http://www.gvsu.edu/integrativelearning).

### Step Three - Create A Study Plan With Your Advisor

A Study Plan is an Academic Blue Print of what classes you will be required to take to finish your chosen major or minor. You and your advisor will fill-out the study plan together, making sure you take all of your required classes and the classes you have found that you love! Go to our website and find the Study Plans for your major or minor within Brooks College.

### Step Four - Check The Registration Schedule

Each year the Registrar prints a registration schedule for students. The dates students can register are based on class standing. Class standing for registration is based upon current class standing plus attempted hours being taken in the Winter semester. Go to the Registrar's website to find the Registration Schedule.

### Step Five - Register For Classes On Banner

If you are a Senior you have been through this process many times, but if you are a Freshman, you just might need a quick reminder about how to register through Banner. Remember, you can register for the entire academic year!

## Brooks Advising Calendar Throughout the Year 2018-2019

### January 2019

- Welcome back email w/office hours and contact info.
- 1/7/18 - Classes Begin. 1/7-1/11 Drop Add Week.
- 1/21/18 - MLK Day Recess (encourage participation at the SCLC).
- Encourage student participation in a Co-Curricular program or event, and the BPS.
- Request a classroom visit from the Co-curricular Mentor Program.

### February 2019

- 2/1 - Study Abroad Applications Due.
- 2/1-75% Tuition Refund.
- 2/21 - Winter Career Fair (DeVos, 1-5pm, GR).
- 2/22-Student Scholars Day Registration Due.

#### **Mid-Semester Student Follow-Up:**

April/Summer Grads applied for Graduation?

Mid-Term Grade Checks - Interventions Needed?

### March 2019

- 3/1 - FAFSA Deadline.
- 3/3-3/10 - Spring Break.
- **3/8 - Withdrawal Deadline.**
- 3/18 - Registration Begins.
- Guest Student Applications - summer courses at other Universities or Comm. Colleges.
- SASC Help available for Final Exams.

### April 2019

- 4/10 - Student Scholars Day.
- 4/20 - Classes End.
- 4/27 - Commencement.

#### **End of Semester:**

Follow-Up with Students not registered for 2019-2020 (SSC Campaign).

Check Final grades/graduations/ etc.

Send email to JOD/Proh./Low GAP/D or F in class.

### May 2019

- 5/6 - Classes Begin for SS.

#### **Advising Conferences:**

NACADA Conference - Sept 30-Oct 3, 2018, Phoenix, AZ

AACU Annual Meeting - Jan 23-26, 2019, Atlanta GA

NACADA Region 5 Conference - March 13-15, 2019, Detroit, MI

NACADA Conference - Oct 20-Oct 23, 2019, Louisville, KY

## Advising Communication Calendar

### Week of August 27th: All faculty advisors send welcome back email to advisees

- Introduce/Re-introduce themselves.
- Encourage them to meet at least once throughout the semester-schedule early!
- Provide Advising Hours to students and best way to reach you/set up that time.
- Information on your role and how you can support students, as well as brief expectations during advising process (email response time, professionalism, etc.).
- Brooks College Advising Newsletter- be on lookout for, [www.gvsu.edu/integrativelearning/newsletter](http://www.gvsu.edu/integrativelearning/newsletter). The newsletter is mailed on the first Monday of every month during the academic year. The newsletter is written for students keeping them informed of important new events within Brooks College.

### Week of January 7th: All faculty advisors send email to advisees

- Welcome back to GVSU and welcome to new students in caseload.
- Updated advising hour times/reminder of how to get in touch with you.
- Reminder about scheduling/meeting for registration- schedule early to stay ahead.

### The Brooks College Office of Integrative Learning and Advising

Referrals and Utilization: At any time, please feel free to refer students directly to our office. We are also available to meet with faculty one-on-one at any point for questions about:

- MyPath/Audit Reviews
- Updates on Policies
- Help with Student Advising Issues
- Training

The Brooks Advising Center Director will send out update emails once a month, focusing on policy updates and case studies.

Study Plans have been developed for all departments within Brooks College. The Study Plans are a vital tool used to help students plan their academic curriculum, and ultimate academic success. The Study Plans are updated each academic year and are available on our website: [www.gvsu.edu/integrativelearning](http://www.gvsu.edu/integrativelearning).

Please visit our website for: Faculty Resources, MyAdvising Action Plans, Post Appointment Resources, information regarding our Brooks Professional Series and More !

**16. What can I do to protect my educational records?** DO NOT reveal your G number or password to anyone. Immediately change the password that you were given and change it again at least once a semester. When you are finished using myBanner, be sure to log off and exit. Those students who do not desire the release of their directory information can complete a Request to Withhold/Release Directory Information Form and submit it to either the Allendale (150 Student Services) or Pew Campus (115C DeVos) Registrar's Office.

**17. Where can I find a list of building abbreviations, course acronyms and major and minor acronyms?** A listing of all abbreviations and acronyms can be found on the Registrar's website.

**18. How do I apply to be a guest student?** Students who are enrolled at another institution and would like to take a class at Grand Valley should complete a Guest Application form and submit it to their school's registrar's office. Grand Valley students should return their completed guest application to the GVSU Registrar's Office.

**19. How do I find my advisor's information?** Go to the Registrar's website for a short video on how to locate your advisor and their contact information.



The *Wish Upon A Star*, play area, located within the Brooks Advising Center, allows students with children greater accessibility to the advising center. No need to hire a sitter, the student just brings the kids along, they play, and the student gets the advising help they need!



## Commonly Asked Q & A's By Students Continued

**11. What is an Incomplete (I) grade?** An incomplete is a temporary grade given for work that is lacking in quantity to meet course objectives. It may be assigned when illness, necessary absence, or other reasons generally beyond the control of the student prevent completion of the course requirements by the end of the semester. This grade may not be given as a substitute for a failing grade or withdrawal. Unless changed by the instructor, the I will be changed to an F (NC when appropriate) according to this schedule: fall semester incompletes- end of winter semester; winter and spring/ summer incompletes- end of fall semester.

**12. I need a letter sent to my insurance company, employer, etc. to verify my full time student status. How do I get one?** Enrollment verification certificates can be printed through myBanner to use when verifying enrollment to insurance providers or other organizations requiring proof of enrollment. The certificate can be printed and then addressed to the recipient in the upper right-hand corner. More details about enrollment verifications can be found on the Registrar's website.

**13. Do classes that I transfer into Grand Valley affect my GPA?** No, only classes completed at Grand Valley affect your GPA. How do I transfer credits from another school to Grand Valley? Request that an official transcript from the school be sent to the Registrar's Office, 1 Campus Drive, 150 Student Services, Allendale, MI 49401. Use the Course Equivalency Guide to determine how your course will transfer to Grand Valley.

**14. Where can I get a catalog or a course description?** In order to provide the most current information, the Grand Valley catalog is online at [www.gvsu.edu/catalog](http://www.gvsu.edu/catalog). The online catalog dates back to 2005-2006, printed catalogs are also available at this link. If a course description prior to what is available online is needed, call the Registrar's Office at (616) 331-3327 or email [regdept@gvsu.edu](mailto:regdept@gvsu.edu).

**15. What is an advisor approval hold?** How do I get it removed? Students whose cumulative GPA falls below 2.0 are required to meet with an advisor to develop a schedule for upcoming semesters. Once the student receives the advisor's approval (via a signature on a drop/add form) and submits the signed form to the Registrar's Office, the hold will be lifted and the students will be able to register via myBanner.

## Sample Email , Caseload & The University- Wide Advising Center

Dear students,

I hope you had a wonderful break. I'm writing to you as your faculty advisor within the \_\_\_\_\_ program, to remind you of a few important things. I value the chance to get to know each of you, and so I hope we have a chance to touch base soon. As a reminder:

- Please plan to meet with me once during the coming semester. My advising/office hours are (fill in blank) and you can email me directly to set up a time to meet.
- Email is the best way to get ahold of me. I will do my best to respond to all student emails within 48 hours. I will answer quick advising questions via email, but, for longer questions, (scheduling, etc.) please make an appointment.
- Remember that the first week of classes is the add/drop week. During this time, you can add and drop courses without additional charge. By Friday at 5:00, you will no longer be able to do so. Please let me know if you have questions about this.

I look forward to seeing all of you this semester. Have a great first week, and don't hesitate to reach out if you have any questions.

Best, \_\_\_\_\_

### Caseload:

- Your advising caseload will change constantly, depending on students entering/leaving program (s). It's important to visit Banner (Additional Student Information) to view updated lists before sending out emails.
- You may meet with students that are not technically assigned to you- please have them change their advisor on banner to reflect preferred advisor. They can go to Banner- Student- Student Information- Change Major- type in new advisor name to do so. You can also have the department coordinator assist with this.
- It is really important that advisors set a clear expectation with their students about their email response time, as well as the types of questions you're willing to answer via email (vs. an in-person meeting). It is also imperative that, barring unforeseen circumstances, you hold yourself accountable/prioritize students' emails to the best of your ability.

### University-Wide Academic Advising Office and Website ([www.gvsu.edu/advising](http://www.gvsu.edu/advising)):

Please visit the University-Wide Academic Advising Website. Take the time to read about the newest university advising standards, including:

- The Student Success Collaborative (EAP) how to input advising notes and utilize the software.
- Important Advising Links and Resources.
- Other Advising Centers.
- Professional Development and much more.

## Searching for Information

GVSU's Web pages are filled with information, policies, etc., and it is all searchable! Every Homepage has a search bar located at the top of the page. Type in the department or person who you are looking for, the search function will take care of the rest.

Below is a list of some of the pages an Advisor will need to become familiar with:

**Career Center: The 5 Questions , Internships and LakerJobs.**

**Financial Aid: Tuition Costs, Payment types/ Deadlines/Scholarships.**

**Registrar: Forms Library, Registration Information, How-to Videos, Graduation Information.**

**Student Academic Success Center: Tutoring, Academic Success Videos, Workshops.**

**Writing Center: Help writing papers.**

**Speech Lab: Help speaking in front of an audience.**

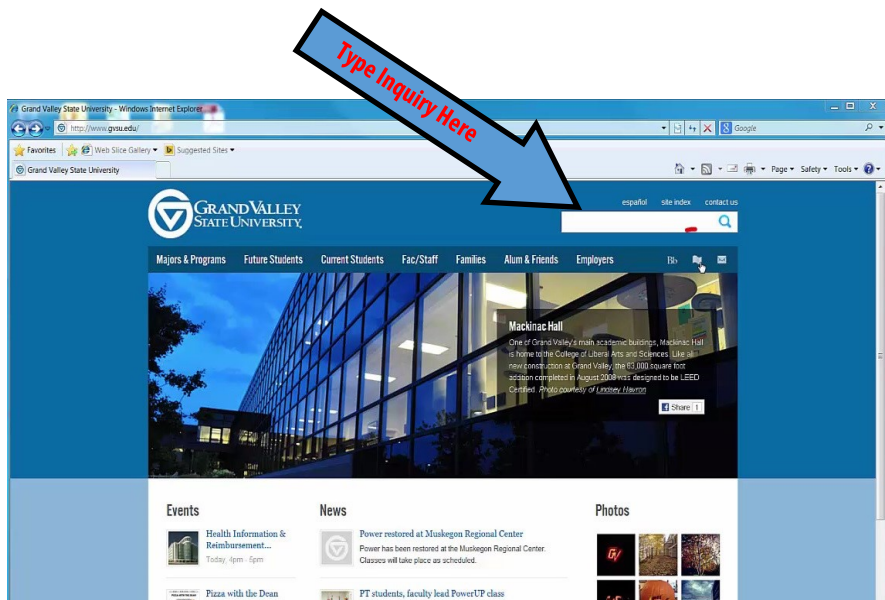
**Student Life/Organizations: Events, Organizations, Service Learning.**

**Padnos International Center: Study Abroad applications and First Step Meetings.**

**Testing Services: Math Placement, etc.**

**The Counseling Center: Personal and Group Counseling, Workshops, Events, Referrals.**

**General Education: Quick Guides, Requirements.**



### 6. I was dismissed. How do I appeal?

**Undergraduate:** A dismissed student may apply for readmission after a period of one calendar year. Evidence of maturity and improved attitude toward academics as well as the written support of the student's academic advisor must accompany the application for readmission. Petitions are reviewed by the Academic Review Committee on a continual basis. Approval of a petition allows the student to enroll on a conditional basis, as stipulated by the committee. The academic standing for a readmitted student will be jeopardy of dismissal. The Petition to Return form is available on the Registrar's website.

**Graduate:** A degree-seeking or certificate-seeking graduate student may appeal. If the program does not have a published appeals process, the appeal shall be to the dean of the college in which the graduate program is housed. The student may appeal the decision of the dean of the college and to the provost or the provost's designee. The result of each appeal shall be reported to the Dean of The Graduate School. A non-degree graduate student may petition the Dean of The Graduate School for reconsideration of a decision. If such reconsideration is unsuccessful, the student may appeal the decision to the provost or provost's designee.

**7. What is a re-entry?** A student who was previously enrolled in good standing at Grand Valley and has not attended for two consecutive semesters must contact the Registrar's Office at 616-331-3327 to update their records and have the re-entry hold lifted.

**8. How do I receive my final grades for a semester?** Students will receive an email sent to their Grand Valley Gmail email address when grades are final. Students are then able to log into myBanner to view their grades via the 'Student Records' menu. Grade cards or mailers are no longer sent. Instead, students who need a written confirmation of their grades should request an official transcript.

**9. How many times can I repeat a course?** A student may repeat any course one time. When repeating a course, the grade earned shall be the grade of record, but the grades of all courses attempted will remain on the student's official transcript. Note that W, AU, I, CR, and NC do not replace earlier grades.

**10. How do I take a class as credit/no credit or audit a course?** Undergraduate students may elect certain undergraduate coursework on a credit/ no credit basis. A maximum of 10 semester hours of major, minor, or cognate courses within the major may be taken on a credit/ no credit basis only with the consent of the student's major department. A maximum of 25 percent of a student's hours of Grand Valley courses earned to fulfill graduation requirements may be taken on a credit/no credit basis (Credit = C or above for undergraduate courses, Credit = B or above for graduate courses). Courses that are graded CR/NC as the standard grading scheme (e.g. internships) do not count in the maximums stated above. Consent is unnecessary if the course is an elective, a general education course, or a degree cognate. Students who wish to take a course as credit/no credit must indicate their intent to the registrar by completing a Credit/No Credit Form during the first five class days of the semester. Changes from a grade to credit/no credit and vice versa will not be allowed after the first week of the semester.

Any student may register to take a course on an audit (or non-credit) basis, provided admission and course prerequisites have been met. Students who wish to audit a course must indicate their intent to the registrar by completing a credit/no credit form (write audit on the form) during the first five class days of the semester. Changes from credit to audit and vice versa will not be allowed after the first week of the semester. Tuition costs for auditing a course are the same as taking it for credit.

## Commonly Asked Q & A's By Students

**1. What is my G number? What is my password?** When Grand Valley converted to the Banner system in 2006, a unique identifier was assigned to everyone (students, staff, vendors) affiliated with Grand Valley and it replaces all previous ID numbers. It is a "G" followed by eight numerical digits and has no meaning outside of campus.

A password is assigned to each student, and is used to establish a student's myBanner account. Newly admitted or re-enrolling students will receive their initial password in their admission letter. After logging in for the first time, the system will tell you that your password is expired and you will be required to choose a new password. Your new password must be six to ten characters long, and may include a combination of both numbers and letters. Need your G number or password? Contact the Registrar's Office during normal business hours at (616) 331-3327 or [regdept@gvsu.edu](mailto:regdept@gvsu.edu).

**2. I've lost my Grand Valley student ID card. How do I get a new one?** A replacement for your Grand Valley ID card may be obtained at any of the Student Assistance Centers in Allendale, Grand Rapids, Holland, Muskegon, or Traverse City. There is a \$15 fee for each replacement card.

**3. What is my Grand Valley email address? How do I access it?** Grand Valley provides a free Gmail email account for each student and it is required that each student use it. Since Gmail is the official email provider for the university, that is where all Grand Valley communications will be sent. Go to the Information Technology website for more information.

**4. How do I change my name?** Students must acquire a new social security card with their new name and submit it to the Registrar's Office with a completed Name Change Form.

**5. How do I know if I have a hold on my account?** What are the various holds and what do they mean? Students may view holds on their account by logging into myBanner, selecting 'Registration' menu and choosing 'Registration Status.' Common holds include:

**Academic-** this hold prevents registration. The student must complete a Petition to Return form and provide supporting documentation to be reviewed for readmission.

**Financial-** this hold prevents registration, drop/add, and the ability of a student to obtain a transcript. The student owes a financial balance that must be settled with the Student Accounts Office.

**Dean of Students-** this hold prevents registration. Contact the Dean of Students' Office for more information.

**Re-entry Required-** this hold prevents registration, and is added to a student's record when a student has not attended Grand Valley in two or more semesters. Contact the Records' Office at 616-331-3327 to have your records updated and the hold removed.

**Advance Registration-** this hold prevents registration for a future term on a date prior to your assigned registration date. The hold will be automatically removed on the student's date to advance register. The student does not have to do anything to have the hold removed.

## General Education and MACRAO

### MACRAO/MTA Transfer Agreement

The Michigan Association of Collegiate Registrars and Admissions Officers [\[MACRAO\] Transfer Agreement](#) and the [Michigan Transfer Agreement \[MTA\]](#) is designed to facilitate transfer from community colleges to baccalaureate colleges and universities.

Students who transfer to Grand Valley with the MACRAO approved associate of arts or science degree from a Michigan public community college have satisfied the Foundations of the General Education Program and one (1) Supplemental Writing Skills (SWS) course. Transfer students with a MACRAO are still required to complete the following requirements: one (1) SWS course in their major or college and the Capstone course in that major and the B.A. or B.S. degree requirement where applicable. In addition, transfer students with a MACRAO must also fulfill the following general education requirements: the two-course Cultures requirement and two (2) Issues courses.

Students should complete a MACRAO/MTA Audit at community college in order to get the MACRAO/MTA STAMP on the official transcript. Students are responsible for ordering official transcripts after completing courses at community college.

### The following Community Colleges senior institutions participate in the MACRAO/MTA Transfer Agreement:

Alpena CC, Bay de Noc CC, Bay Mills CC, Delta College, Glen Oaks CC, Gogebic CC, Grand Rapids CC, Henry Ford CC, Jackson CC, Kellogg CC, Kirtland CC, Lake Michigan College, Lansing CC, Macomb CC, Mid Michigan CC, Monroe County CC, Montcalm CC, Mott CC, Muskegon CC, North Central MC, Northwestern MC, Oakland CC, St. Clair County CC, Schoolcraft College, Southwestern MC, Washtenaw CC, Wayne County CC, West Shore Adrian College\*, Albion College, Baker College, Calvin College\*, Central Michigan University, Cleary University, Concordia University\*, Davenport University, Eastern Michigan University\*, Ferris State University\*, Finlandia University\*, Grand Valley State University\*, Lake Superior State University, Lawrence Tech. University\*, Madonna University\*, Marygrove College, Michigan State University\*, Michigan Tech. University\*, Northern Michigan University\*, Northwood University, Oakland University\*, Olivet College, Rochester College, Saginaw Valley State University\*, Saint Mary's College, Siena Heights University\*, Spring Arbor University, Western Michigan University

**\*Senior institutions with limitations or exceptions to the MACRAO/MTA Transfer Agreement.**  
**Check with your Community College advisor/counselor and an admissions representative from the senior institution to learn more about these limitations or exceptions before you transfer.**

## Registration and Financial Aid Policies for the Advisor

**Add/Drop Week:** During the first week of classes, students may add/drop courses without financial repercussion. This is also the time when they are able to add and drop courses on their own without departmental/instructor permission.

**Late Add/Drop (W's):** After the first week of classes, any classes a student chooses to drop will receive a "W" on their transcript. Additionally, the tuition refund is no longer at 100%. It starts at 75% after the first week and then goes down accordingly (see official registration calendar). Dropping a class may affect the status of financial aid, always contact the Financial Aid office when dropping a class.

If a student wants to add a course after the first week of classes, they will typically need to obtain the instructor and department chair's signature prior to enrollment (this will vary by department). Students will fill out a late drop/add form to do this and submit to records office. Please keep in mind that after the first week of courses, students will be charged additional tuition for adding another course (unless they fall within the block credit hour range (12-15) still).

Any student seeking exception to the late withdrawal rule (i.e. they had extenuating circumstances that prevented them for dropping the course by the deadline), they must present to the Director of the Student Academic Success Center an explanation of the appeal, drop/add form signed by the professor of the course and the department chair, and at least one statement of support from the professor or department chair.

**Complete Withdrawal/TRAC Appeal:** Sometimes it is necessary for a student to drop all of his/her classes during the semester. If this is before the "W" deadline, a student can do so through banner.

If the student wishes to do so after the "W" deadline, they should complete the "Complete Withdrawal Form" and submit it to the Registrar's Office. This should be done before the first day of exams!

If a student is withdrawing for extenuating circumstances and wishes to pursue a refund for the dropped courses, they can file a Tuition Refund Appeal (TRAC) to the Records Office. They would use the TRAC form to do so. If they are only dropping their courses and don't wish for a refund- they can just complete the Complete Withdrawal Form. If they would also like to pursue tuition refund, they can file a TRAC appeal. The committee reviews every two weeks approximately.

**Financial Aid:** Amount will vary according to enrollment status (part time vs. full time). If a student is at least at 6 credits, they are eligible for aid. ALL students should be sent to the Financial Aid office to confirm details as this information is constantly changing.

## Thirty Reminders of Effective Advising (con't.)

- Do not be critical of other faculty or staff to advisees.
- Be knowledgeable about career opportunities and job outlook for various majors.
- Do not betray confidential information.
- Categorize advisees' questions; are they seeking action, information, or involvement and understanding.
- Be yourself and allow advisees to be themselves.

Ford, J. , "Example University Academic Advising Handbook", NACADA, (pg. 49-50)

### The Advising Process

Exploration of Life Goals  
Exploration of Career/Educational Goals  
Selection of Educational Program  
Selection of Courses  
Scheduling Classes

Ford, J. , "Example Univ. Academic Advising Handbook",  
NACADA, (pg. 21)

### Responsibilities of Advisees

Gathers all relevant decision-making  
information  
Clarifies personal values and goals  
Knowledgeable about policies, procedures, and  
requirements  
Accepts responsibility for decisions

Ford, J. , "Example Univ. Academic Advising Handbook",  
NACADA, (pg. 51)

## The Referral - Summing It Up!

- Find out enough about the student's problem to be able to make the best referral.
- Involve the student in the process. Deal with the feelings about the referral (i.e., objections, fears, etc.). It is better to have them discussed before the student leaves.
- Go slowly - except in an emergency, the student should be made aware that he or she has a choice to accept or refuse the referral.
- Be very specific in the referral (identify location, name of counselor, telephone number).
- See how much help the student needs in contacting the referral-some may need to be escorted over. On the other hand, try to let the person do as much for himself or herself as you can.
- Follow-up! Even if the student did not accept your referral, following up at a later date will demonstrate your continued interest.

Ford, J. , "Example Univ. Academic Advising Handbook", NACADA, (Pg. 73-74)



## Thirty Reminders of Effective Advising

- Care about advisees as people by showing empathy, understanding, and respect.
- Establish a warm, genuine, and open relationship.
- Evidence interest, helpful intent, and involvement.
- Be a good listener.
- Establish rapport by remembering personal information about advisees.
- Be available; keep office hours and appointments.
- Provide accurate information.
- When in doubt, refer to catalog, advisor's handouts, student handbook, etc.
- Know how and when to make referrals, and be familiar with referral sources.
- Do not refer too hastily; on the other hand, do not attempt to handle situations for which you are not qualified.
- Have students contact referral sources in your presence.
- Keep frequent contact with advisees; take the initiative; do not always wait for students to come to you.
- Do not make decisions for students; help them make their own decisions.
- Focus on advisees' strengths and potentials rather than limitations.
- Seek out advisees in informal settings.
- Monitor advisees' progress toward education goals.
- Determine reasons for poor academic performance and direct advisees to appropriate support services.
- Be realistic with advisees.
- Use all available information sources.
- Clearly outline advisees' responsibilities.
- Follow-up on commitments made to advisees.
- Encourage advisees to consider and develop conversations for future reference.

## Registration and Financial Aid Policies for the Advisor

**Students who are "Dual Enrolled"** (meaning they are taking courses at two universities in a given semester) have a few options with regard to residency. If they are taking at least as many credits at GVSU as the other school they enrolled in (GRCC for example), this will not count against their residency requirement.

Be careful of students who are repeating a course. If they are repeating a course in their last semester or two, BOTH the current and older course will be counting in MyPath until the repeat course is complete. When meeting with students, check to make sure you are not counting those additional credits in the overall total.

**30/20 rule:** Students must have 30 unique credits in each major and 20 unique credits in each minor. In case of overlapped credits, this must still apply.

For example, if a student's major is 40 credits total, and minor is 21 credits, he/she is 11 credits over the minimum number needed in each, so can technically overlap up to 11 credits between the two.

If a student has a major of 30 credits and minor is 21, there is really no overlap that can exist, as both are at/near the minimum number of unique credits needed.

**Auditors:** Responsible for degree audits, making changes to record (MyPath, etc.), and answering specific student questions related to degree audits. They are assigned to work with specific students, according to alphabet. Depending on the last name of your student, you should contact that specific auditor, (contact the Records Office for the name of the auditor).

**Graduation:** In order to graduate, students need to complete the graduation application in a timely manner. Ideally, this should be done the semester prior to the expected graduation date. Some best practices to remember:

You should do an audit review with the student the semester BEFORE they graduate. Don't wait until the last semester as it will most likely be too late to change anything.

**Remember 120, 58, and 30.** Students must complete a minimum of 120 credits, 58 of them which need to be at a 4 year school, and the last 30 must be taken at GVSU (Residency Rule). There are exceptions to the Residency Rule as circumstances dictate (financial, etc.). Students should fill out the residency request form on the forms page and submit to the Student Academic Success Center. Decisions are made on a weekly basis.

## Probation/Low GPA

**Overview:** There are 3 levels of probation: Probation, Jeopardy of Dismissal, and Dismissal. In short, any semester a student goes below a 2.0 they are placed on either probation or JD, depending on the number of credits and overall GPA. If a student in the following semester returns to good standing (semester GPA at 2.0 or above, or, in the case of JD, by achieving a semester GPA of 2.5 or cumulative GPA of 2.0), they will need to then return to either probation or JD before they can be dismissed (you can't go from good standing to dismissed in one semester).

**If a student is dismissed,** they will need to apply for readmission through the petition to return process. This includes meeting with an advisor to discuss plans to return and a potential schedule towards completing graduation requirements.

### GPA Chart for Dismissal and Probation

Grade Level	Semester Hours Earned:	Cumulative GPA for Dismissal	Cumulative GPA for Probation
Freshman	0-24	1.500 or less	1.501-1.999
Sophomore	25-54	1.800 or less	1.801-1.999
Junior	55-84	1.999 or less	Not applicable
Senior	85+	1.99 or less	Not applicable

## Additional Forms and Common Resources

**Student Concern:** Allows students to request a review of articulated courses and to apply courses to certain areas of the general education curriculum.

**Repeat Grade-** Necessary for students who are attempting to repeat a course more than once.

**Guest Application:** Used by any student looking to apply as a "temporary" student at another school (usually in order to take summer classes, etc.).

**FERPA:** Required for students to sign this form if others are requesting information about any area of this student's college record (academics, etc.). Fill-out this form if a student's parents are attending the advising session.

**Petition to Return:** Used by a student trying to reapply to GVSU after being dismissed.

## The Do's of Academic Advising (cont.)

- Offer reflections on what the student is feeling, based on the advisor's observations. Example: "I sense you are kind of tense about this".
- Self-disclosure which can support the student's experience. Example: "I remember how nervous I was the first time I went in to see an advisor."
- Offer reflections on what the student is saying. Example: "I hear you saying that you aren't completely sure this is the right major for you."
- Indirect leads allow the student to choose the direction of the discussion. Example: "what would you like to talk about today?"
- Direct leads help the student to further explore a specific area. Example: "Can you tell me more about your thoughts on changing your major?"
- Focusing helps the student zoom in on a particular issue after many issues have been presented. Example: "We're talking about a lot of things here, which one is most important for you to work on now?"
- Asking questions using "what" or "how" can help the student give more than "yes," "no," "because," or "I don't know" answers. Example: "What do you like about this major and what don't you like".

Ford, J., "Example University Academic Advising Handbook", NACADA, (pg. 22-23)

### Responsibilities of the Advisor

*Helps student define and develop realistic goals.*

*Identifies special needs.*

*Matches student to available resources.*

*Assists student to plan program consistent with abilities and interests.*

*Monitors progress toward educational/ career goals.*

*Discusses linkage between academic preparation and world-of-work.*

Ford, J., "Example Univ. Academic Advising Handbook", NACADA, (pg. 51)

### Advisee Problems

**Academic**  
**Values and Goal Clarification**  
**Career Plans**  
**Interpersonal**  
**Personal**  
**Physical**

### Indicators of When to Be Concerned

**Unusual Behavior**  
**Traumatic Changes in Personal Relationships**  
**Drug and Alcohol Abuse**  
**Academic Problems**  
**Career Choice Problems**

Ford, J., "Example Univ. Academic Advising Handbook", NACADA, (pg. 65 & 70-71)

## The Do's of Academic Advising

- Appreciate the emotion behind your advisee's 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 advisee's sentences. Let him/her tell his/her story first.
- Fight off external distractions.
- Constantly check to see if your advisee wants to comment or respond to what you have previously said.
- RELAX - try not to give the impression you want to jump right in and talk.
- Establish good eye contact.
- Use affirmative head nods and appropriate facial expressions.
- Avoid nervous or bored gestures.
- Intermittently respond to your advisee with "hu, huh," "yes-s-s," "I see," etc.
- Ask clarifying or continuing questions (it demonstrates to your advisees that you are involved in what they're saying).
- Face your advisee squarely. It says that "I'm available to you".
- Maintain an "open" posture. This is a sign that the helper is open to what the advisee has to say. It is a non-defensive position.
- Lean towards the other, another indication of availability or involvement.
- Recognize the advisee's non-verbal behavior. Examples are bodily movements, gestures, facial expressions. Also recognize the para-linguistic behavior. Examples are tone of voice, inflections, spacing of words, emphases and pauses. This will enable you to respond to the advisee's total message and not just words.
- Recognize verbal behavior of the advisee. Be an active listener and listen for feelings and content behind the words, not just the words. Try to recognize if the feeling of the advisee is anger, happiness, frustration, or irritation and see if this conflicts with the words the advisee uses. This will enable you to respond accurately and effectively to the advisee in full perspective.

## Additional Forms and Common Resources

### Below are some of the most commonly used resources:

**Advising Centers:** Located in each of the eight colleges at GVSU. Students wanting to learn about programs in a particular college should connect with the appropriate advising center. Professional Advisors in these centers provide a wealth of knowledge related to class scheduling, campus resources, and program requirements, among others. A contact guide is located in the back of the general education guide as well as on the Advising Page of the GVSU website.

**Career Center:** Provides Career Testing, resume/cover letter workshops, mock interviews, career workshops and self assessment programs (such as 5 Questions and Focus 2).

**Counseling Center:** Provides individual and group therapy, crisis services, alcohol and drug programs, online screening, and outreach peer education.

NOTE: The Counseling Center and Career Center provide different services, however, they work together to coordinate Career Development Services for students.

**Dean of Students Office:** Helps students develop a greater sense of self-awareness and to provide support on their paths toward becoming engaged and productive global citizens. In addition to working with student conduct, the DOS also coordinates intervention and support for students who may be struggling on campus.

**Disability Support Services:** Provides students with appropriate accommodations and advocacy including extra time on tests, alternative test taking, alternative format textbooks, assistive technology, documentation for professors, note-taking assistance, van transportation service, and tutoring, among many others.

**Office of Multicultural Affairs, Women's Center, LGBTQ Resource Center, Veteran's Lounge:** All provide students with support, programs, and resources they might need, (including food baskets, food pantry, access to outfits/clothing, and many others).

**Padnos International Center:** Coordinates all study abroad programs. Students wanting to learn more should attend a First Step meeting, held weekly. These provide the student with the basic information needed to get started.

**Student Academic Success Centers and Writing Center:** Provide students with free support, tutoring, and workshops, typically assisted by their GVSU peers. While drop-in hours may be available, most require scheduling appointments in advance. There are academic success centers on each of the two main campuses.

## Best Practices & Advising Resources

### Appreciative Advising

*Appreciative Advising is the intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials.*

[AppreciativeAdvising.net](http://AppreciativeAdvising.net)

The Journal of Appreciative Education (UNC-Greensboro)

### Strengths-Based Advising

*An approach to advising that enables advisors to identify and build on the inherent talents the students bring with them into the college and university setting, teaching students to develop and apply their strengths to new and challenging learning tasks (Schreiner, ASU). (Copy all the links and paste into your browser.)*

<http://strengths.southmountaincc.edu/wp-content/uploads/2011/12/Strengths-Based-Advising.pdf>

[https://www.apu.edu/strengthsacademy/pdfs/strengths-based\\_advising.pdf](https://www.apu.edu/strengthsacademy/pdfs/strengths-based_advising.pdf)

<http://www.nacadajournal.org/doi/abs/10.12930/0271-9517-25.2.20>

### Intrusive/Proactive Advising

*A model of advising that is action-orientated to involving and motivating students to seek help when needed. This often requires the advisor to do more intentional outreach.*

*The First Critical Outreach Point in Intrusive/Proactive Advising*, by Joe Murray

<http://academicimpressions.com/news/first-critical-outreach-point-intrusiveproactive-advising-awp=0&qq=25165b178513mP1001>

*Proactive (Intrusive) Advising!*, by Jennifer Varney

<http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Proactive-%28Intrusive%29-Advising%21.aspx>



Appreciative Advising Six D's

Appointment Manager is our online appointment scheduling system. Students can schedule an appointment 24/7, just go to our website: [www.gvsu.edu/integrativelearning](http://www.gvsu.edu/integrativelearning), and follow the links to schedule an appointment!

An after hours telephone answering system and email is also available to help increase accessibility to advising for our Brooks College students. If a student works during the day they can always schedule a telephone appointment, just call our office for an appointment.



## Working With Multiple Student Populations

### Advising First Generation Students

*First Generation College Students: Their Challenges and the Advising Strategies that can help*, by Khalilah A. Payne, IUPUI

<http://dus.psu.edu/mentor/old/articles/070131kp.htm>

*Resources for Advising First-Generation Students-*

<https://faculty.williams.edu/files/2014/06/Resources-for-Advising-First-Generation-Students.pdf>

### Advising At-Risk Students (includes underprepared, underrepresented, and returning adult students, among others)

*Getting Prepared for the Underprepared*, by Robin Jones and Kimberly Becker

<http://dus.psu.edu/mentor/old/articles/020415rj.htm>

### Advising Academically Underprepared Students, by Marsha Miller and Coleen Murray

<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Academically-underprepared-students.aspx>

## Books, Article, Research, and Case Studies

NACADA Clearinghouse- great resource for all issues related to advising. Provides a simple, searchable database covering a wide range of topics.

<http://www.nacada.ksu.edu/Resources/Clearinghouse.aspx>

*The Mentor, an Academic Advising Journal*

<http://dus.psu.edu/mentor>

*The Undecided College Student: An Academic and Career Advising Challenge* by Virginia Gordon

*The Academic Advising Handbook* by Virginia Gordon, et. Al

*Academic Advising Approaches: Strategies That Teach Students to Make the Most of College* by Jayne K Drake, Peggy Jordan, and Marsha A. Miller

*How to make the most of your office hours* by Margaret Walsh, PHD

<http://www.facultyfocus.com/articles/teaching-and-learning/how-to-make-the-most-of-your-office-hours>

*Faculty Advising in a Learner-Centered Environment*

<http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Faculty-Advising-in-a-Learner-Centered-Environment-A-Small-College-Perspective.aspx>