

Academic Advising Guide

**Advising Guidelines for Staff & Faculty
University of Nebraska - Kearney**

*“The difference
between a daydream
and a vision is a well-
implemented plan.”*

Academic Advising and Career Development

MSAB #150 ♦ 308.865.8501 ♦ careerserv@unk.edu

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I. ADVISOR RESPONSIBILITIES

Academic Advising is a collaborative process where students and advisors work together to 1) meet the essential learning outcomes and, 2) outline steps for achievement of the students' personal, academic, and career goals. The advisor/student partnership, as it develops over time, requires the active participation of both the advisor and the student. To begin, follow the guidelines below:

- ❑ Be available to students on a regular basis, as well as during registration times.
 - Υ Maintain posted office hours during each semester.
 - Υ Schedule adequate time for advising to accommodate the number of advisees assigned to you.
- ❑ Understand the academic requirements for students in the majors, minors and endorsements offered by your department.
 - Υ Know the course sequencing, the frequency of course offerings and alternative routes to degree completion.
- ❑ Become proficient with **MyBlue**. This includes knowing how to read and interpret a **Degree Audit** degree audit to determine the classes needed for graduation, as well as progress made toward degree completion.
 - Υ Questions about **MyBlue** and **Degree Audit** can be addressed to the Registrar's Office (8527).
- ❑ Be knowledgeable about University policies and procedures as they affect student academic standing, behavior standards and campus life.
- ❑ Keep resource materials (such as the **Undergraduate Catalog**) on hand to answer questions about academic policies. Other useful resources are available from the Registrar's Office on **MyBlue**, through e-mail messages from various departments, and through training programs for advisors.
- ❑ Know about University resources. Help students find answers and resolve problems by referring them to appropriate University personnel/departments.
- ❑ Establish friendly relationships and rapport with your advisees. Help them feel comfortable coming to you with questions and concerns.
- ❑ Provide students with enough information to make well-thought-out decisions regarding class selection, changing class schedules, selecting majors and minors, and establishing long-range educational and career goals.
- ❑ Discuss techniques for improving academic performance with students when necessary, and help them plan a program consistent with their interests and abilities.
- ❑ Support – and challenge – students, letting them know that you want to see them succeed and reach their potential, both academically and professionally.

“Good advising may be the single most underestimated characteristic of a successful college experience.”

Light, R.J. (2001) Making the Most of College.
Cambridge, MA: Harvard University Press

II. STRATEGIES FOR EFFECTIVE ADVISING

Our goal, as academic advisors, should be to help students achieve their academic and their – eventual – career goals. While class selection and scheduling is certainly important, it is just one part of the advisor’s role. Students need to feel that someone at the University cares about them as individuals, and an advisor is often the person who can provide that sense of caring and connection to the academic community.

Needless to say, advisors have different styles, and what Audit well for one advisor may seem too formal or too informal to another. The suggestions below are general in nature and should be modified to fit your individual preferences.

A. Begin advising sessions with some small talk that will give you insight into a student’s interests and activities and will allow you to establish a rapport with each advisee.

Getting to know your advisees can be extremely valuable when you are helping them in the advising process. Each student has different objectives, interests and motivations that influence their selection of a major and the long-term goals they aspire to. It is not the advisor’s role to judge the advisee’s objectives and motivations, but rather to help students become self-aware and successful in achieving their goals.

In order to assist, make a point of finding out about your students’ academic abilities as well as something about their lives outside the classroom. Participation in athletics or other co-curricular activities, working, or family responsibilities can affect the student’s objectives and interests.

B. Become knowledgeable about University rules, policies, regulations and procedures that affect academic programs and activity.

Advisors must be well informed about current academic policies and procedures. Before every registration period, review policies and program additions and/or changes.

In addition, familiarize yourself with courses your advisees generally take, including the basic content of the course, teaching characteristics of professors, and the frequency with which courses are offered. This will help students make informed choices about class selection and timing.

As an advisor you can also encourage students to become involved with campus activities, i.e., joining organizations related to the major or joining general student groups. Involvement on campus often motivates students to stay on our campus as opposed to transferring or leaving school completely.

C. Help students plan to be successful.

As you know, students have differing academic abilities and academic goals. Assuming, for example, that all students want to complete their degree as quickly as possible may not address the needs of the student who prefers to move a little more slowly or who has many obligations outside of school. Assist advisees in developing success strategies that incorporate their own needs and preferences.

Academic departments usually provide “recommended” courses of study, i.e., four-year-plans, for their students. Be aware of exceptions, though, realizing that some students may need to incorporate remedial coursework, classes transferred from other institutions, or non-required classes that they choose to take.

Students who experience academic difficulty also present planning challenges for advisors. You will need to recognize resources and strategies that can help students re-establish their academic standing, as well as help them identify plans and goals to prevent future problems. The **Learning Commons** provides tutoring and other academic assistance to UNK students. Encourage advisees to use the services. Click here for more information:

http://unkcms.unk.edu/offices/learning_commons/index.php

D. Be aware that the ultimate responsibility for successful completion of a University program falls to the student.

Helping students take ownership of their own success is key for advisors. As many in the helping professions, we sometimes take on more of the burden for others’ successes (or failures) than we should. Be aware of the importance of, yet the limitations of your own influence. *For example:*

<i>An advisor cannot ...</i>	<i>But an advisor can ...</i>
<ul style="list-style-type: none"> • make decisions for an advisee 	<ul style="list-style-type: none"> • be a sympathetic listener and offer various alternatives for the student’s consideration
<ul style="list-style-type: none"> • increase the ability of a student 	<ul style="list-style-type: none"> • encourage the maximum use of a student’s ability
<ul style="list-style-type: none"> • change the circumstances of a student’s life 	<ul style="list-style-type: none"> • refer students to the proper campus resources for help in coping with life situations
<ul style="list-style-type: none"> • force advisees to take his/her advice 	<ul style="list-style-type: none"> • offer accurate, thoughtful advice

★**Helpful Tip:** After every advising appointment make notes on **Degree Audit**. You then have a record of decisions made during the session, including a list of classes you advised the student to take.

E. Determine the level of advisement appropriate for your own comfort and training.

While we encourage you to build interpersonal relationships with advisees, it is also important to know where to draw the line. For example, faculty advisors should not attempt to personally handle complex problems concerning financial aid, mental or physical health, or personal / social issues. When these conversations or questions arise, please refer students to professional personnel who are specially trained and knowledgeable about dealing with the problems. *Helpful Campus Resources:*

- **Financial Aid – 8520**
- **Student Health – 8218**
- **Counseling Center – 8248**

F. Know About Privacy and Protection of Student Education Records

As an advisor you may encounter situations where a third party asks for information about one of your advisees. What will you do or say when . . . a parent calls for information about his / her son or daughter's class schedule? . . . when a coach calls to inquire about his / her athlete's performance in class? . . . when another instructor call to find out your advisee's gpa?

The Family Educational Rights and Privacy Act (FERPA). Educational records, as defined by FERPA, include all records that schools or education agencies maintain about students. FERPA affords students certain rights with respect to their educational records. Know what you can and cannot disclose to whom. The Registrar's office offers periodic trainings on this topic. In addition, their website includes an instructional guide as well as a tutorial that can help you understand your responsibilities: <http://www.unk.edu/offices/registrar/ferpa/index.php>

III. UNIQUE ADVISING NEEDS

Different students have different needs. While this statement may seem obvious, it can be easy to approach advising in a cookie-cutter fashion when you have a lot of students to see in a short amount of time. As an advisor you will see students with a variety of personal situations and at different stages in their academic careers. Below are a few of the types of students you will see and some things to consider as you advise them.

A. Freshmen: First-time freshmen have a variety of concerns that you will want to be aware of.

- Freshmen often have a lot of questions and/or misunderstandings about University procedures and policies. Consider setting aside time in your first advising session to address basic questions about class selection, registration procedures, your role as their advisor, etc. Remember, these students do not know your preferences regarding appointments, preparation or demeanor during the advising session – you need to share your expectations with them.
- Many freshmen are reconsidering their choice of major. They may be reluctant to tell you for fear of offending you or hurting your feelings. It is important, however, that you attempt to find out how the student feels about his/her major selection, what future career plans are (the major may not be the appropriate one to lead to a particular career) and if the student is considering alternatives. You can also begin the dialog with them about possible minors or comprehensive majors available to them.
- Freshmen often experience homesickness, insecurity about their independence or other problems associated with their changing lives. Frequently they just need a good listener to whom they can vent; however, they may benefit from a referral to the **Counseling Center (8248)** for professional assistance in making the transition to college. * Link: www.unk.edu/chc/
- Some freshmen (and some more experienced students, as well) revel in their newfound independence – to the detriment of their academic success. As an academic advisor you may need to help them develop a realistic plan for balancing their social lives and their academic responsibilities. You may know that advisees are doing poorly from Early Academic Alerts (EAA's) or from personal observation. Don't hesitate to initiate a candid discussion about poor grades, and to establish a dialog about academic goals and strategies for improving performance.

B. Transfer Students: Students transfer to UNK from a variety of other educational institutions and with a variety of academic experiences. It is difficult to generalize about transfer students as a group, however there are some common concerns that you should consider:

- Students who transfer to UNK from a community college may have had a very different academic experience than they will face at the University. These students often are surprised by the amount of writing required in classes, as well as the higher academic expectations they encounter. Advisors need to be honest with students about the expectations they will face and help them to be realistic about their course load.
- Transfer students sometimes have a difficult time connecting to the campus community. Often they do not live in the Residence Halls and they may not meet many of their fellow students. It may seem that everyone but them is involved with old friends and familiar activities. Encourage transfer students to become involved in student organizations and to find other ways to fit into the campus culture.
- Transfer students sometimes are concerned that credits they took at other institutions do not transfer to UNK. The Registrar's Office evaluates transcripts for General Studies transfers. Questions about these should be directed to that office. Individual Department Chairs evaluate transfer credit that might apply to the student's major or minor. If there are concerns about these hours, the student should discuss them with the Chair of the department. It is often useful in resolving transfer disputes if the student has copies of syllabi or catalog copy describing the classes, so the evaluator knows what the course covered.
- Students who have attended another institution may feel that they already know the policies and procedures they will need to follow; however, there are often differences between the procedures at UNK and at their previous institutions. Take time to review deadlines and other important policies with transfer students.

C. Non-Traditional Students: Older students often come to the academic advisor with a unique set of concerns. Whether they are just starting their academic careers, or continuing after some time off, they often need special advising services.

- Many non-traditional students are balancing school, jobs and families, and may have unique class scheduling needs and frustrations. You may need to help them determine ways in which they can accommodate all of their responsibilities.
- Some non-traditional students have been out of school for a long time and are insecure about their academic abilities. These students often need a lot of reassurance and may benefit from starting slowly to build their confidence.
- On the other end of the spectrum, some non-traditional students have an unrealistic view of the challenges of college. These students may assure you that they can easily manage 20 hours, full-time jobs and three kids as a single parent. You may need to address these unrealistic expectations and help students, without discouraging them or making them feel inept, develop an academic program that will allow them to be successful.
- Some non-traditional students are unfamiliar with the terminology and procedures involved with University life. Some will also come to us with a GED rather than a high school diploma and so have less exposure to traditional academic processes. You may need to spend extra time with

these students to make sure they understand how to navigate the system. They may also benefit from a referral to the **Learning Strategies Office (8214)**.

D. International Students: Students who come to UNK from other countries have many unique advising needs. Understanding and accommodating Visa requirements, language barriers, or lack of understanding of University processes, may require a slightly different approach and a little extra time.

Important policies to keep in mind:

- International students must maintain a full course of study: 12 hours for undergraduate students, 12 hours for post-graduate (second bachelor's) students, 9 hours for graduate students and 6 hours for graduate assistants.
 - If an international student wants to drop a class, check to make sure they retain at least 12 hours for the semester. If you have questions about what courses count toward a full course of study, contact the **International Education Office (8946)**.
- International students can take only one on-line class that adds to full-time, i.e., 3 UNK classes + 1 on-line class = Full-time status. (If they are enrolled in 4 or more classroom courses, they may take more than 1 on-line course.)
 - International Students with an Instructional Technology Major (a graduate program) must consult with an advisor in the International Education office prior to each registration period for a waiver related to on-line classes.
- International students may co-enroll with Central Community College; co-enrollment is limited to one CCC class to bring them to full time (3 UNK classes + 1 CCC class = Full time.)
- Students who change majors must notify the International Education Office immediately to update their I-20 form and other documentation required by United States Citizenship and Immigration Services (USCIS).
 - Failure to follow these requirements can result in deportation.

International students come from educational systems that may be very different than those in the U.S. Some issues that you should be aware of as an advisor include:

- Students may be used to following a completely prescribed curriculum. Selecting from a number of possible classes, or choosing electives, can be very confusing.
- Students may not be familiar with the role of an advisor. They may be used to reading about the classes that must be taken.
- Taking classes outside one's major to obtain a "liberal education" may be puzzling.
- The definitions of cheating or plagiarism and the penalties for doing such may be different in their educational systems.
- Some students may have difficulty dealing with the registration system and will need assistance navigating it.
- At times it can be frustrating to communicate effectively with non-native speakers of English. Some strategies that can help facilitate the process include:
 - Speak slowly, clearly and evenly to help the student understand the words you are saying. (Do not speak more loudly; that's usually more distracting.)
 - Formal English is easier to understand – avoid using slang, acronyms, or informal expressions.

- Restate what the student has said to you so they can correct any miscommunication. It is also useful to have the student rephrase what you have said to them, so you can also correct any misunderstandings.
- Put important information in writing so that the student can study what you are saying.
- Recognize that communication with a non-native speaker will take longer. Be patient and try not to rush the process. Realize that you are helping students improve their communication skills and adjust to an unfamiliar environment.

E. Student Athletes: Student Athletes are expected to adhere to academic standards specified by the NCAA. The NCAA has specified a **satisfactory progress requirement** to determine the eligibility of a continuing student-athlete -- one that is separate from determining initial eligibility for entering freshman student-athletes. Specifically, continuing student-athletes *must*:

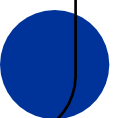
- Earn 24 credit hours during the 12-month period prior to the semester for which eligibility is to be determined, and earn 75% of their total hours during a regular Fall and Spring Semester, **OR**
- Earn an average of 12 hours during each academic term of enrollment and 75% of their total earned hours during regular Fall and Spring Semesters, **AND**
- Satisfactorily complete six (6) semester hours of academic credit the preceding regular academic term in which the student-athlete has been enrolled full time at any collegiate institution, **AND**
- Maintain a **2.0 Cumulative GPA** that keeps them in good academic standing as defined by the institution for all students who are at an equivalent stage of progress toward a degree.

★ Notes

By the beginning of the third year of enrollment (fifth semester) a student-athlete is required to have designated a **program of study** leading toward a specific baccalaureate degree. From that point, the credits used to meet progress-toward-degree must be degree credit toward the student's designated degree program. Applicability of the student-athletes' courses to their degree program is determined using the computerized degree audit system. Any variation to the established degree program must be approved in writing by the student-athlete's advisor and the academic department chair.

★★ There are separate rules that apply to transfer students. There are also several waivers and exceptions that are allowed by the NCAA bylaws. Contact the **Athletic Department (8514)** with any questions.

★★★ See the following page for **Frequently Asked Questions** about advising Student Athletes.



Student Athletes (SA's) – Frequently Asked Questions

Questions	Answers
1. How many hours does a Student Athlete (SA) need to be enrolled in to participate in practice?	SA's must be enrolled full-time (minimum of 12 credit hours) to practice
2. How many hours does a SA need to participate in his/her sport?	SA must be enrolled in a minimum of 12 credit hours to participate.
3. What is the minimum GPA requirement required to be in good academic standing?	SA's are required to have a minimum cumulative grade point average of 2.0. If their Cumulative GPA falls below a 2.0, they are not in good academic standing and are no longer eligible.
4. Can a SA retake a class and still be eligible?	Classes retaken will not count toward hours for eligibility unless it is a class that can be retaken for credit (PE 110 or PE 111). Before retaking a class, the SA must check with the Compliance Office (865-8863) to see how it impacts their eligibility.
5. Can a SA take summer classes to be eligible for Fall?	They can take summer classes, but they are limited in the number of hours they can take in the summer to apply toward eligibility. 75% of hours must be earned in the regular academic year. Ex: 24-hour method – 18 hours in the f/sp and 6 hours in the summer. If they plan to take summer hours to be eligible, they need to contact the Compliance Office to verify how many hours they can take.
6. If a SA wants to change their major who do they need to notify?	When student athletes are considering a major change, they first need to notify the Compliance Office to ensure that this change will not impact their eligibility. The SA will then be advised to meet with their Advisor once the change has been approved.
7. If a SA wants to make changes to his/her schedule who do I need to notify?	If the SA is going to make changes to their schedule they should check with the Compliance Office to ensure that these changes will not impact their eligibility. After checking with the Compliance Office students will be advised to meet with their academic advisor.
8. What happens if a SA drops below full time?	If a SA drops below full time, he/she is no longer eligible to practice or compete.
9. Can a SA go part time if they are graduating that semester?	Yes, if they are graduating at the end of that semester they may go part time, but they MUST apply for graduation through MyBLUE .
10. Can SA's take a course at a Community College to be full time?	Yes, they can co-enroll, i.e., take classes at UNK and another institution to be considered full time. Look for the Co-Enrollment Policies (and Form) on the Financial Aid site: http://www.unk.edu/offices/financial_aid/coe_state_cc_form.php

★For more about Student Athletes:

http://www.unk.edu/offices/registrar/academic_policies_handbook/Athletic_Academic_Eligibility.php

IV. GENERAL STUDIES

The General Studies program is designed to provide students with a broad-based liberal education and to allow them to explore a variety of interests. It is important that you help students understand the value of the General Studies curriculum as it relates to their majors and/or to life in general.

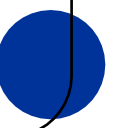
In order to achieve the breadth of knowledge advocated by the General Studies program, all students, regardless of major, need to take 30 credit hours of General Studies classes before they graduate. The 30 credit hours need to come from the designated categories and specified classes within the General Studies program. There are some classes that count in two categories. If a student enrolls in a course that counts in two categories, they will not meet the 30-hour requirement and will need to take some additional hours in some categories.

Students who wish to take more credits in a particular category can apply those extra credits to “general electives,” however, not toward achieving the 30 credit hours in General Studies. This policy encourages students to select classes from a variety of academic fields.

Many majors require that students take certain General Studies classes, at least in some categories. To ensure you are offering accurate information to each student, be sure to confirm catalog year, then check the degree audit and/or the appropriate catalog to determine specific requirements.

Link to Undergraduate Catalogs:

https://www.unk.edu/academic_affairs/academic_publications/catalogs.php



Course Placement Options

Being aware of placement policies in Math, English, and several other subjects will help you offer accurate advice. Beginning with a lower-level course will most likely impact a student's timeline, so it's wise to discuss that early in the process.

UNK Placement Test	ACT Score	SAT Score	Class credit	Course Options
9 or less	16 or less	519 or less		Math 90
10 or greater	17 or greater	520 or greater	Math 90	Math 101
10 or greater	17 or greater	520 or greater	Math 101	Math 106
17 or greater	20 or greater	560 or greater	Math 101	Math 102,104
17 or greater	20 or greater	560 or greater	Math 101	Stat 235,241
22 or greater	22 or greater	600 or greater	Math 102	Math 103
22 or greater	22 or greater	600 or greater	Math 102	Math 120
22 or greater	22 or greater	600 or greater	Math 102	Math 123
22 or greater	23 or greater	600 or greater	Math 103	Math 115
	25 or greater	600 or greater	Math 115	Math 202

* The highest score is recognized if ACT has been taken more than once.

**System ONLY recognizes ACT (or TOEFL for English) scores as prerequisites. Students who have SAT scores need to contact the Math and English Departments for a permit for the class.

English Placement Requirements:

SAT	ACT English Subscore	Course Options
	ACT 14 or lower	ENG 100A
520	ACT 17 or higher (or ENG 100A)	ENG 101
650	ACT 29 or higher can waive 101	ENG 102
	TOEFL 173 or higher or writing sample	ENG 101

Additional Placement Requirements:

CHEM 160 requires MATH 102 or MATH 103 or MATH 115 or Math ACT score of 22 or above or permission of instructor. Corequisite: CHEM 160L.

SAT/ACT Conversion

$$\text{SAT} = \text{SAT subscore} \div 800 \times 36 = \text{ACT subscore}$$

V. ACADEMIC ADVISING RESOURCES

The UNK community is abounding with helpful resources. Consequently, you, as an Academic Advisor, are not expected to have all the answers to every question that comes up! Your main responsibility is to become knowledgeable about programs and resources that can help students deal with problems or concerns. This section describes a few of the resources available at UNK to help Academic Advisors provide information and assistance to students.

Academic Advising and Career Development MSAB #150 ♦ 865-8501

Students should contact this office if:

1. They want to change or declare their major, minor, endorsement, emphasis area or advisor. This office makes initial advisor assignments for new students.
 - a. The office also enters information regarding student programs of study into **MyBlue**.
2. They are considering changing a major but are unsure. Advisors in the AACD office can provide information about alternatives and about coursework the student will need to complete if he/she makes a change. This office does not advocate one major over another, but we will provide information about all the majors that seem appropriate to the student's interests.
3. They are having academic difficulty and the Advisor is unsure what to recommend.
4. They are unsure of their career goals. The office provides interest inventories and assessments, along with career counseling that can help students identify possible goals.
5. They want help with résumés or other job search information.
6. They would like information about career options and requirements.
7. They would like to participate in on-campus job interviews or credential registration.

Advisors should contact this office if:

1. You would like us to send an Early Academic Alert (EAA) to a student (these can be sent even if the Advisor does not have the student in class)
2. You have questions related to academic advising.
3. You are unsure where to refer a student.
4. You would like career information to share with students.

Link:

<http://www.unk.edu/offices/acs/index.php>

Admissions Office

MSAB #111 ♦ 865-8526

The Admissions Office is responsible for the processes involved with recruiting and admitting students to UNK. This office may also place performance conditions on a student's acceptance at UNK.

Current students should contact this office if:

1. They have questions about their Nebraska Residency status.
2. They have questions about Admissions by Review Agreements (deficiencies from high school in core classes required for admission).
3. They have any questions about their admission status (e.g., conditional, probationary, non-degree, etc.)

<http://www.unk.edu/admissions/undergraduate/>

Advisors should contact this office if:

1. You have questions about classes that a student needs to take to complete an Admission by Review Agreement.
2. A student wishes to extend the time needed to complete an Admission by Review Agreement.
3. A student wishes to extend the time needed to complete a degree at UNK beyond the six year time-frame.

Financial Aid Office

MSAB ♦ 865-8250

Students should contact Financial Aid if:

1. They have questions about the availability of financial assistance or their eligibility for financial aid.
2. They are concerned how academic decisions (e.g., dropping or adding a class) will affect their eligibility.

Advisors should contact Financial Aid if:

1. They want to verify how the academic advice they are giving might affect a student's financial aid eligibility.

http://www.unk.edu/offices/financial_aid/

Learning Strategies Office

2nd Floor Calvin T Ryan Library 865-8214

Students should contact this office if:

They recognize academic weaknesses that are affecting their classroom performance. This program offers

- University Foundations Classes
- Online Study Skills Classes
- Success Coaching

http://www.unk.edu/offices/academic_success/learning-strategies/index.php

Learning Commons

2nd Floor Calvin T Ryan Library 865-8905

Students can receive a variety of academic assistance in this center:

- **Subject Tutoring:** peer assistance in business, math, science and language
- **Language Tables:** improve Chinese, French, German, Japanese, and Spanish
- **Supplemental Instruction:** get help from student leaders working directly with professors
- **Writing Center:** improve writing at any stage of the writing process

http://unkcms.unk.edu/offices/learning_commons/index.php

Additional Campus Resources:

Counseling Care

Phone: 865-8248

Emergency Crisis Phone (after business hours): 308-865-8248

Memorial Student Affairs Building, South Hallway, Room 144

www.unk.edu/chc/

Health Care

Phone: 865-8218

Memorial Student Affairs Building, Northwest Door, Room 184

www.unk.edu/chc/

Residence Life

Phone: 865-8519

Conrad Hall

www.unk.edu/offices/reslife/Office_of_Residence_Life/

Academic Success Offices

Phone: 865-8214

Memorial Student Affairs Building, Room 163

www.unk.edu/lso/

- **Disability Services Office**
Memorial Student Affairs Building — Room 175
865.8214
- **TRiO Student Support Services (SSS) program**
Memorial Student Affairs Building — Room 172
865.8988
- **Kearney Bound Program**
Memorial Student Affairs Building — Room 169
865.1593

VI. FREQUENTLY ASKED QUESTIONS ABOUT ACADEMIC ADVISING

1. How are academic advisors assigned?

Academic departments determine which faculty members will be assigned as academic advisors. The most common model at UNK is that all faculty are expected to advise after their first year of employment. Depending on the department's preferences, advisees may be assigned to faculty members based on specialty or emphasis area, or advisees may be distributed equally among all faculty. Generally, faculty members are only assigned advisees who are majors or minors in the department where they teach.

The Academic Advising and Career Development office (AACD) manually assigns advisees to advisors based on the department's preferences. Requests from advisors to have a particular student assigned are also accommodated. Changes in departmental staffing can have an impact on the number of advisees assigned to each faculty member, as can changes in numbers of majors in the department.

2. When I look at my advisees on MyBlue, I have a larger number than the Academic Advising and Career Development Office reports. Who is right?

The advisee number that AACD uses is derived from the number of students who are *actually* registered for classes during the current semester. The MyBlue number is made up of students who are *eligible* to register for the current semester. Students who have left UNK are eligible to register for two years after their last attendance without reapplying for admission. Including all eligible students on the MyBlue list allows advisors to more easily access information for students who may wish to return to UNK after a short break. The AACD list is a more accurate reflection of the actual number of advisees who will likely show up for advising in a given semester.

3. Why do I sometimes have an advisee who does not have a major in my department?

There are a few reasons this could happen:

- ♦ The advisee could be a returning student who has been absent from UNK for longer than two years, and has reapplied with a different major. The advisor for the previous major is still in the system and does not get changed until someone notices the discrepancy.
- ♦ Sometimes an error is made when the student changes his/her major, and the 'wrong' advisor is inadvertently assigned.

In either of these circumstances, please call Academic Advising and Career Development at 8501, so appropriate changes can be made.

4. Is telephone or e-mail advising appropriate?

UNK prides itself on the personal interest that faculty and staff have in students. Academic Advising is an activity that, in some cases, provides the only personal contact that students have with a faculty member outside the classroom. Providing advising to students in a face-to-face context is almost always the preferred method. In some cases it makes sense to use the telephone or email in the advising process. Simple questions can often be answered quickly via emailing, alleviating a trip to the advisor's office. Also, for students who commute long distances, or who have work schedules that make it difficult to get to the office during business hours – telephone and e-mail may be the most logical means of communication.