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

“Graduating seniors reported that certain kinds of advising, often described as asking unexpected questions, were critical for their success.”

Richard Light, *Making the Most of College*



The Story of Academic Advising

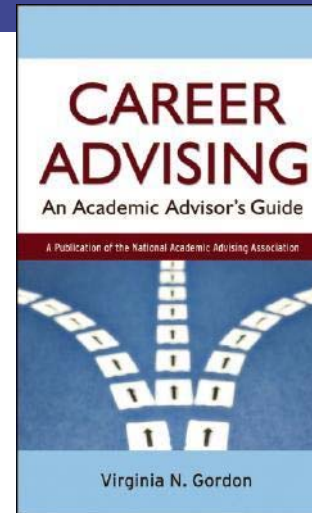
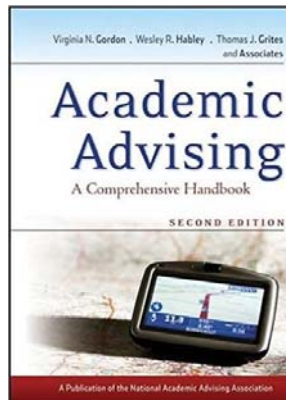
- In medieval times, a preceptor shared his knowledge with his students
- In 1841, Kenyon College (Ohio) uses the term “advisor”
- In the 1880s, a system of faculty advisors was established at Johns Hopkins.
- In the 1960s, Centralized advising centers & Peer & professional advisors
- In 1972, Terry O’Banion outlined 5 dimensions of advising
- In 1979, NACADA (*National Academic Advising Association*) was established.



Reynolds, M. (2014). Academic Advising: Exploring past, present, future, Academic Advising Summer Institute, Portland, USA, June 22-27, 2014. NACADA



Nowadays...



TOWARDS EFFECTIVE ACADEMIC ADVISING

Academic Advising Symposium 2015

KEYNOTE
Academic Advising for Young People: A Collaborative Process
Prof Daniel Shek
Associate Vice President (Undergraduate Program)
The Hong Kong Polytechnic University

20 April 2015 (Monday)
8:45am - 4:30pm
Y302, Lee Shau Kee Building,
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Research on Academic Advising

ADVISING PROJECTS SHOWCASE
Posters Presentation of Mini Projects on Academic Advising

Please register by 2 April 2015. Visit <http://www.pku.edu.hk/igap/symposium/>. For more information, please contact: hsai@polyu.edu.hk or 3400 5201.

Organized by THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大学 OFFICE OF GENERAL UNIVERSITY REQUIREMENTS 學術支援處 in collaboration with Community of Practice - Academic Advising

NACADA National Academic Advising Association

The Journal of the National Academic Advising Association

NACADA Journal

In This Issue

- Assessing Advising Outcomes
- Faculty Socialization into the Advisor Role: An Examination of Information and Information Sources that Shape Role Learning
- Rethinking Liberal Arts Skills in the New Economy
- An Analytic Model to Assist Academic Advisors
- Hardiness Training for High-Risk Undergraduates
- Peer Advising: Evaluating Effectiveness
- Advising at the Millennium: Advisor Training, Compensation, and Support
- Advisor's Toolbox
- Book Reviews

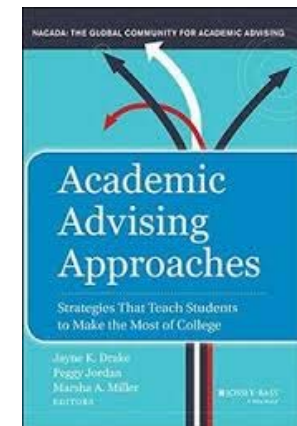
Volume 22, Number 1 Spring 2015

CALL FOR PROPOSALS

OPENS: DEC. 14, 2015
CLOSES: FEB. 25, 2016

ATL: ADVISING TO LEARN

NACADA's 40th annual conference
OCTOBER 5-8, 2016
ATLANTA, GEORGIA



Definitions of Academic Advising

Academic advising, based in the teaching and learning mission of higher education, is a series of **intentional interactions** with a curriculum, a pedagogy, and a set of student learning outcomes. Academic advising synthesizes and contextualizes students' **educational experiences** within the frameworks of their **aspirations, abilities** and **lives** to extend learning beyond campus boundaries and time frames.

NACADA (2006)



Advising is Teaching

A Comparison of the *Knowledge, Skills, and Characteristics of Effective Teachers and Advisors*

Effective Teachers	Effective Advisors
Master their subject matter	Possess accurate information about the policies, procedures, resources, and programs of their departments and institutions
Plan, organize, and prepare materials for classroom presentation	Are well prepared for advising sessions
Provide regular feedback, reinforcement, and encouragement to students	Provide timely feedback, reinforce learning that has taken place, and applaud student successes
Serve as a resource to students	Provide materials to advisees and refer them to others when referral is an appropriate response
Relate course content to students' experiences	Assist students in the consideration of their life goals by helping them relate their experiences, interests, skills, and values to career paths and the nature and purpose of higher education

Academic Advising @ PolyU



Introduction

Academic Advising was formally introduced in PolyU in 2012 to help students transit to their university life and make appropriate study plan under the new undergraduate curriculum.



Academic Advising and their Study

Academic Advising helps you in the following important events and key decisions:

Year 1

Understanding graduation requirements & study progression pattern

Adjusting to University life and the new mode of study

Exploring University resources

Formulating goals

Establishing social life

Choosing majors

Year 2

Minor Study

Exchange

Electives

Activities on and off campus

Achieving goals

Year 3

Work-Integrated Education

Year 4

Career Preparation

Capstone Project / Final Year Project

Review the fulfilment of graduation requirements

PolyU Academic Advising System

A Dual System

Department-based

Institutional Level

Academic Advisors

OGUR Academic Counsellors

Major
Context

GUR
Context

Educational
Experiences

“...4-year undergraduate curriculum from 2012/13 and onward...”:

Appendix I: Policy Paper (LTC/42/A4)



THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學

LTC/42
(Rev)

Learning and Teaching Committee

Paper for : Endorsement

Subject : Revised proposal on a system with associated guidelines for academic advising under the 4-year undergraduate degree structure at PolyU

Background

- Under the current 3-year undergraduate degree structure, academic advising at PolyU is provided primarily by academic departments. It is delivered in different forms in different departments by staff with different titles or roles (for example, Programme Leaders, Year Coordinators/Tutors, Personal Tutors, Academic Counsellors, Student Academic Advisors, Proctors and/or Mentors). The main focus is on advising students on matters relating to learning in their Major.
- With the implementation of the new 4-year undergraduate curriculum from 2012/13 onward, PolyU will need to develop a stronger academic advising system to meet the following new challenges:
 - The more heterogeneous background of the entering students in terms of their academic preparedness for the chosen major,
 - A significant proportion of students being admitted to the Broad Discipline instead of directly to a Major/programme,
 - The requirement for students to understand a more complex and demanding set of university graduation requirements, and to choose and successfully complete 30 credits of GURs from a wide range of GUR subjects on offer according to their entry qualifications, interests, abilities, and intellectual and personal goals,
 - A much weakened connection between the students and their teachers and peers in their home department, especially in the first two years of their study.
- Drawing upon the rich experience of PolyU departments and international best practices in undergraduate academic advising, this paper proposes an enhanced academic advising system at PolyU to meet the new challenges. It espouses the aims of academic advising for the 4-year curriculum, describes the broad principles and guidelines for setting up an integrated two-tier academic advising for students from 2012/13 onwards, and delineates the roles and responsibilities of the academic advisors and advisees in the advising process. The proposed system and associated guidelines will apply to all undergraduate programmes under the 4-year curriculum offered by departments in the University proper. Programmes offered by CPCE will be allowed to customize the system to suit their contexts.



Roles and Responsibilities of Academic Advisor



Roles of Academic Advisor

- ✓ building rapport with the students;
- ✓ being accessible, available and responsive;
- ✓ helping students to clarify their intellectual, professional and personal goals;
- ✓ helping students to develop an appropriate study plan;
- ✓ alerting students to academic regulations and requirements, particularly those relating to one's Major; and
- ✓ providing early identification of students with special learning needs or signs of learning problems and making necessary referrals;
- ✓ contacting with students regularly and have at least one face-to-face meeting (individually or in small groups) during the academic year.
Students are expected to consult the advisors before subject registration.
Other major information that you felt important

✓ ...



Students' Needs on Academic Advising

Rank	Items	M	Median	SD
1	34) I would like Academic Advising focuses more on providing information about the career aspect of my programme of study (e.g. career path, internship).	4.11	4.00	.68
2	36) I would like Academic Advising focuses more on giving me advice when I encounter academic problems (e.g. study skills, adjustment to university life, poor academic performance...etc.).	4.03	4.00	.62
3	35) I would like Academic Advising focuses more on discussing about my academic, career and/or personal goals and helping me make plans to achieve these goals.	4.01	4.00	.66

3. Get in Touch



3. Get in Touch

- Approach



4. Advise after greetings

Start with the **casual and positive** experiences and get to know the advisees' focus of life. Show **interests** in your advisees.



1. Can you tell me something you felt **good** about University life?
2. What do you do in your **spare time**?
3. Tell me something **unique** about you.



NON JUDGEMENTAL



6. Documentation

Check with your department to see if there is any guidelines/requirements on documentation for academic advising.

Keep a record with meaningful details:

- Preferred name
- Suggestions /committed action plan
- What impressed you (especially the positive things)



A record is helpful because...

- save time for you to know your advisee from blank later and surprise your advisee as they seldom expect you to remember details of them
- remind you of the follow-ups that you or your advisee should do
- provide important documentation in case of special situations





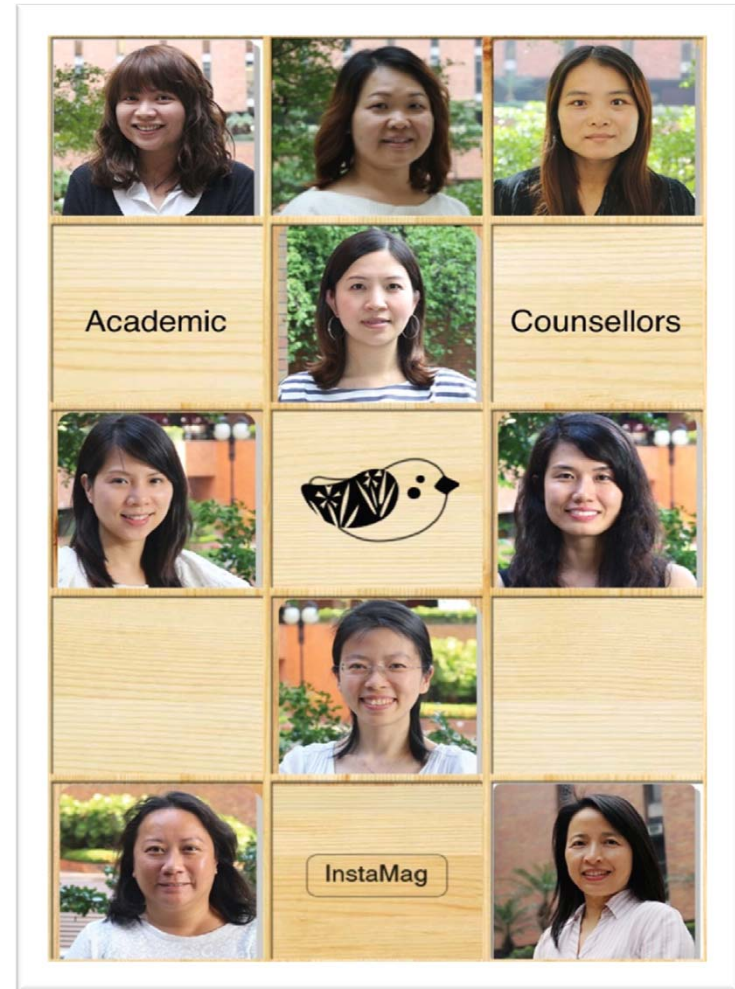
A Typical Cycle of Academic Advising



On Campus Support to Advisors

OGUR – Your liaison Academic Counsellor(s)

Met at least 90% of freshman at least once in their first year through individual or small group meetings,



On Campus Support to Advisors (OGUR)

OGUR – Community of Practice of Academic Advising (COP-AA)

- E-learning
- Briefings
- Workshops/Trainings
- Books/Online Resources
- Mini projects related to advising activities

- Oversea event sponsorship (NACADA Summer Institute/Conference)

Workshop

The Hong Kong Polytechnic University 香港理工大学

Office of General University Requirements 大學課程諮詢處

Educational Development Centre

Appreciative Advising

A Framework to Enhance Student Success

Jennifer L. Bloom, Ed.D.

Associate Professor and Coordinator
The Higher Education Leadership
Master's Degree Program
Department of Educational Leadership and
Research Methodology
Florida Atlantic University

Date
Thursday, 2 June
Time
2:00 pm - 5:00 pm

Venue
TU411
The Hong Kong Polytechnic University

Biography
Jennifer L. Bloom is a co-founder of the Appreciative Advising and Appreciative Education movements. She established the annual Appreciative Advising Summer Institute, the Appreciative Advising Conference, an online Appreciative Advising course, the process for Creating Appreciative Advisors, and other exciting initiatives related to Appreciative Advising and Appreciative Education.

What you'll learn

- Overview this exciting movement within the academic advising community - Appreciative Advising.
- The definition of academic advising and Appreciative Advising
- The important role that advising plays in student success
- The six phases of Appreciative Advising - Dream, Design, Deliver, and Don't Settle and the specific techniques of implementation

Research: The presentation is based on the book titled, The Appreciative Advising Revolution, which the presenter co-authored with Dr. Dewant Henson and Dr. Ye Ye from the University of North Carolina at Greensboro.

Co-organized by Office of General University Requirements, Academic Advising CoP and Educational Development Centre

<https://goo.gl/3HwH9M>

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Full programme details can be found on <http://www.hkpu.edu.hk/ogur/symposium/>. For more information, please contact:
head.ogur@hkpu.edu.hk or 3400 8233.

Organized by
OG OFFICE OF GENERAL UNIVERSITY REQUIREMENTS
大學課程諮詢處
in collaboration with University of Practice: Academic Advising



Introduction to Academic Advising at PolyU (Workshop I)

Advising Tool Kit

- Academic Advising Handbook
- List of Campus Supportive Units
- Key dates for Students
- Academic Counsellor List (OGUR)
- Student Counsellor List (Centre STARS)
- OGUR Information Worksheet
- Conversation Starters



Thank you for your participation!

Our contact: Office of General University Requirements (OGUR)

Location: TU435

Office opening hours: 8:45am-5:15pm (Mon-Fri)
12:45pm-2pm (Closed)

Phone: 3400 8203

Email: ogurenq@polyu.edu.hk

Website: www.polyu.edu.hk/ogur/

