



Group Sharing

Time Tunnel.....



Think about one of the most impressive advice you received from your teacher during school years.



**“An excellent advisor does
the same for the student’s
entire curriculum that the
excellent teacher does for one
course.”**

**Marc Lowenstein,
2005**

Content

- . About Academic Advising
- . Academic Advising in Hong Kong & PolyU
- . Roles of Academic Advisors
- . Tips & Support for Academic Advisors

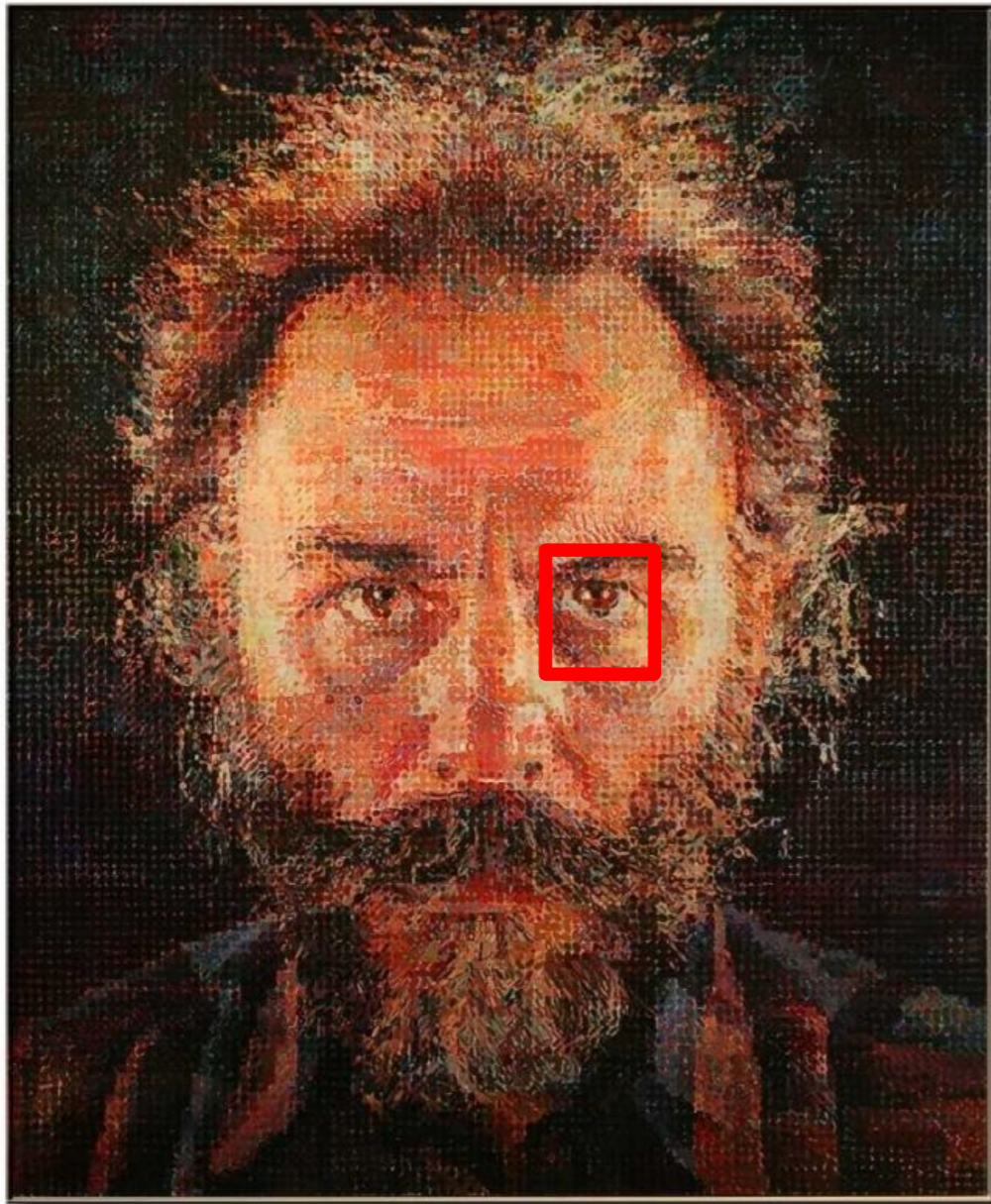


What do you see?

Lucas I (1986–1987), oil & pencil on canvas,
seen on display at the Metropolitan Museum of Art



What do you see?



Advising helps students make sense of their education as a whole, not as a series of isolated experiences or items on a checklist.

START
MAKING
SENSE



About Academic Advising

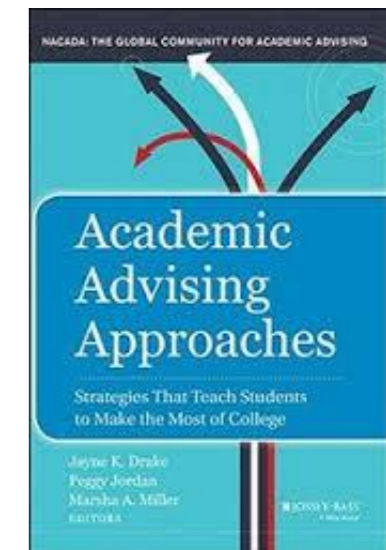
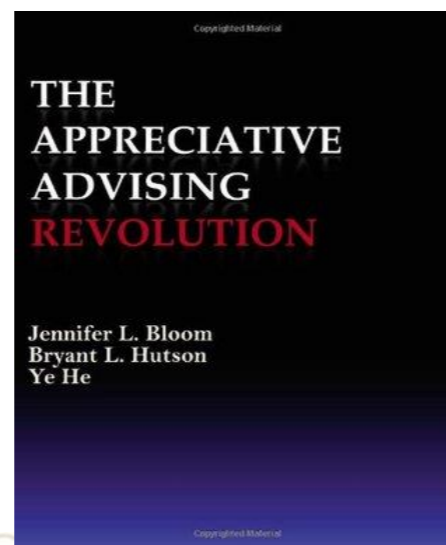
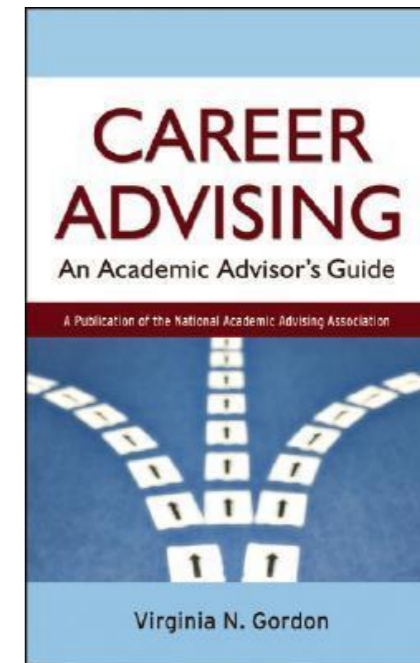
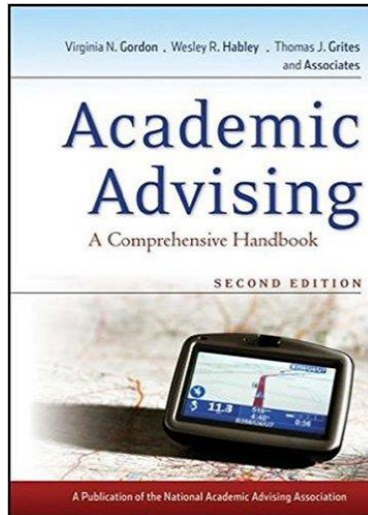
[NACADA](#) (*National Academic Advising Association*) was established in 1979.

Purpose: To promote the quality of Academic Advising in institutions of higher education, and to this end, it is dedicated to the support and professional growth of academic advising and advisors.

**Effective academic advising is
at the core of student success**



NACADA



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)




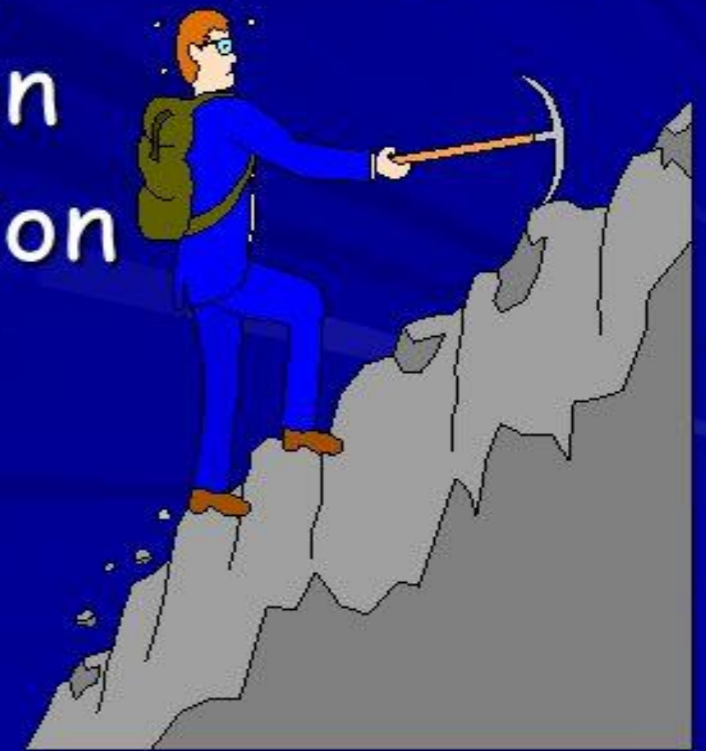
Advising is Teaching

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

Effective Teachers	Effective Advisers
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

Goals of Academic Advising

- ✓ Helping students clarify their values and goals
 - ✓ Leading students to better understand the nature and purpose of higher education
 - ✓ Providing accurate information about educational options, requirements, policies and procedures
- 
- A cartoon illustration of a person with orange hair and glasses, wearing a blue long-sleeved shirt and blue pants, climbing a grey rock. The person is wearing a green backpack and brown shoes. They are reaching out with their right hand towards the right edge of the frame. The background is a solid blue color.





Academic Advising in Hong Kong

University of Hong Kong(HKU) – Academic Advising Office

Components of the University-wide Academic Advising System include:

- Faculty-based Academic Advising
- General Academic Advising
- Residence-based Academic Advising
- Web-based Academic Advising

Hong Kong University of Science and Technology(HKUST)

– Faculty-based



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.

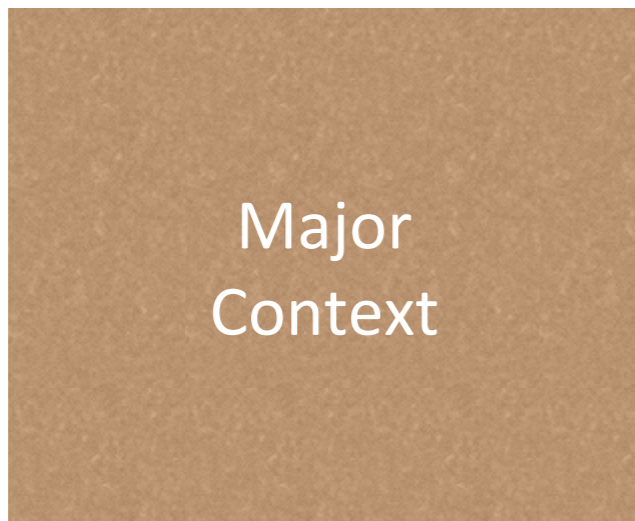


PolyU Academic Advising System

A Dual System

Department-based

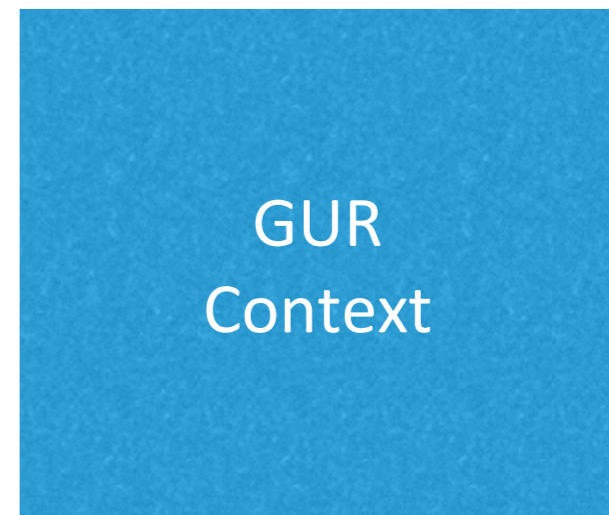
Academic Advisors



Major
Context

Institutional Level

OGUR Academic Counsellors



GUR
Context

Work closely together



Introduction

*'...the establishment of the two-tier Academic Advising system, which is supported by a variety of staff development initiatives, and has been very well received by staff and students', '...the two-tier Academic Advising system which provides **complementary support** to students, particularly during their **transition to tertiary education, as an important feature of student support.***

Audit Report on PolyU by the Quality Assurance Council of UGC, February 2017



PolyU Academic Advising System

Departmental Academic Advising

Major Context

- Academic Advising Plan & Report
- Advising throughout the student's course of study, at least one face-to-face meeting (individual or group)
- Major context
- Undergraduate Secretary, UgS (administrative issue)



PolyU Academic Advising System

Office of General University Requirements

GUR Context

- Academic Counsellors +
Administrative Team

The OGUR is committed to:

- General University Requirements (GUR)
- Students
- Academic Departments



Goals of Academic Advising in PolyU



Downloaded from <https://www.cambridge.org/core>. University of Cambridge, on 01 Jun 2019 at 10:00:00, subject to the Cambridge Core terms of use, available at <https://www.cambridge.org/core/terms>. <https://doi.org/10.1017/9781315336435.008>





Roles of Academic Advisor

- ✓ contacting with students regularly and have **at least one face-to-face meeting** (individually or in small groups) during the academic year
- ✓ 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;
- ✓ ...



Roles of Academic Advisor

Handling student on Academic Probation

1. To identify the students assigned to you who are on academic probation via **eAcademic function (AADVICE > My Advisee)** within one week of overall assessment result announcement
2. To arrange meeting with the student and **provide academic advice**. (Students have been advised to fill in **Form AS150**)
3. (After the meeting) To return the completed Form AS150 to General Office as soon as possible for updating before the end of the add/drop.
4. In case discussion cannot be arranged within one week, Academic Advisor has the full discretion to decide the credits/subjects to be taken by the student and return Form AS150 form to General Office for processing.



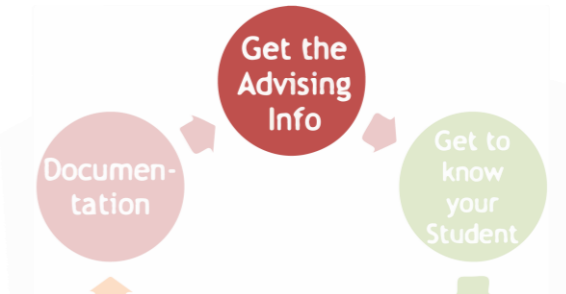
How to get start doing Academic Advising?





1. Get the advising info

Programme-specific information

- Definitive Programme Document (DPD)
 - Departmental/School Support System (e.g. Programme Leader, UgS)
 - A List of Common Resources for Students
 - Other major information that you felt important
- 



2. *Get to Know Your Students*



Brant Seeks Advice



2. *Get to Know Your Students*

Background of your advisees

- Academic Background
- Admission route
- Admission performance (Strengths and potential weakness)
- Study load
- Academic performance (Strengths and potential weakness)
- ...



[illegible]

2. *Get to Know Your Students*

Reference Checklist

Be cautious:

- **counting of double fulfilment**
- **specific programme requirements**

For e.g. GUR requirements

➤ Specific programme requirements

The Hong Kong Polytechnic University
Reference Checklist
(Confidential)

Date 03-Aug-2017
Time 14:30:57
Page 1 of 4

STUDY INFORMATION

Student	16	D	WC
Latest Programme(s) Enrolled (Starting from 2016 Sem 1)	12	BSc (HONS)	Award ID D003
Status	From	2016 Semester 1	Active

CHECKLIST FOR MAJOR/HD PROGRAMME

16	D	W																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											</
----	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	----



3. *Get in Touch*



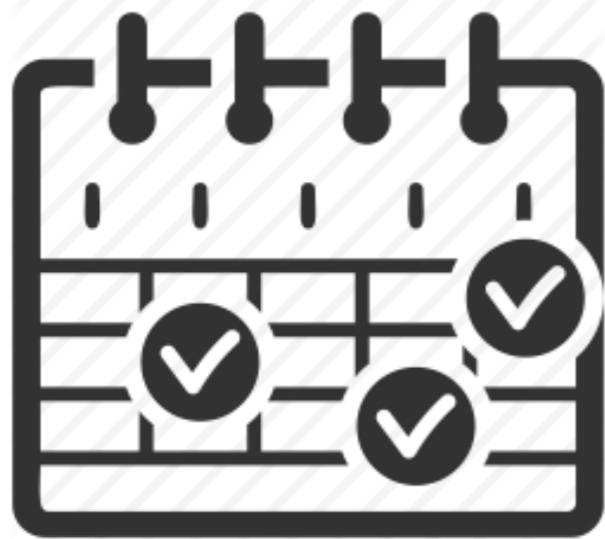
3. *Get in Touch*

- Approach



3. *Get in Touch*

Timing



- Anytime
- Important Dates/Period:
 - Add/drop period
 - Subject registration period
- Critical moments for individuals
 - Exam reviewing period*
 - Announcement of exam results



3. *Get in Touch*

Persistence

- Don't give up after one trial
- Seek support from your administrative colleagues(for e.g. UgS)
- Collaborate with OGUR Liaison Counsellor



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



4. Advise after greetings

You may assess the advisees' adjustment in university study

4. Is there anything that you are studying is different from what you expected?
5. Can you tell me the differences between University and Secondary school?
6. Which subject do you find most easy/difficult so far? Why?

NON JUDGEMENTAL



4. Advise after greetings

End the advising session with a conversation that leads to an **Action Plan/Expectation** on your advisees. Hold them accountable.

7. What is your expected GPA? What will you do to achieve that GPA?
8. What do you want to achieve in this semester(or your first year or upon your graduation) and how to achieve that?
9. If you are not satisfied with what you have now, can you think of anything to change in your life that can help to improve?



4. Advisor can also.....

- Share stories of yourself
- Share stories of other students who may have had unique experiences that led to internships, jobs, study abroad experience
- Guide students to look back on their experience and help students develop a new roadmap based on their new worldview



Commonly asked questions by students

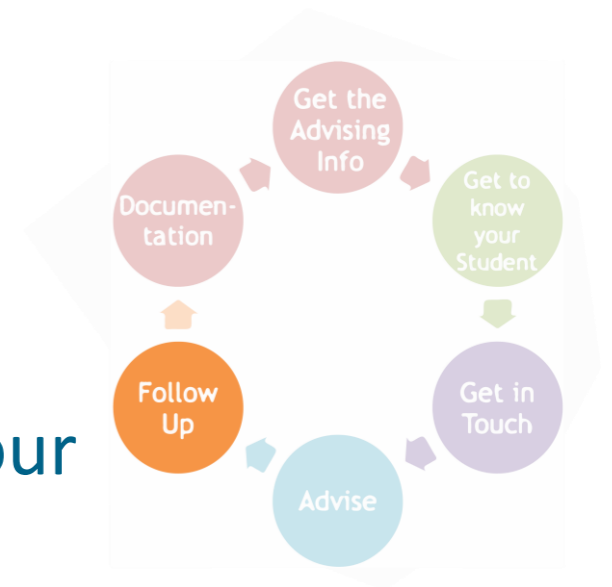
- Major-changing
- Curriculum & Progression plan
- Career path
- Academic performance
- Others learning experience like exchange, minor study & WIE
- Other: Scholarships, personal issue



5. Follow up if any

You may follow up with...

- an email reminding your advisee(s) about a **summary** of your conversation, an action plan, an advice, or anything that could bring up a **positive memory** in the session so as to strengthen your bonding.
- a referral
- a further discussion with relevant parties related to your advisee's question(s)



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







Start where your students are



A good start with ...



EXPECTATION

BE THE
TYPE OF
PERSON
YOU WANT TO
MEET



OGUR – Your liaison Academic Counsellor(s)

OG UR is here for you

Planning

Supporting

Advising



On Campus Support to Advisors (OGUR)

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

- E-learning*
- Workshops/Trainings
- Books/Online Resources
- Mini projects related to advising activities
- Oversea event scholarship (NACADA Summer Institute/Conference)

Workshop

THE HONG KONG POLYTECHNIC UNIVERSITY
OFFICE OF GENERAL UNIVERSITY REQUIREMENTS
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

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 Education Conference, an on-line Appreciative Advising course, the process for Creating Appreciative Advisers, and other exciting initiatives related to Appreciative Advising and Appreciative Education.

Dr. Bloom served as the 2007-08 President of the National Academic Advising Association (NACADA). She received the NACADA Outstanding Advising Administrator Award in 2005 and University of Illinois' Campus Academic Professional Excellence Award in 2007. In 2008, she received the University of South Carolina's Black Graduate Student Association's Faculty Mentor Award. In 2011, she was named the Faculty Partner of the Year by the Division of Student Affairs and Academic Support at the University of South Carolina. From July to December 2013, Dr. Bloom and her work were featured in bi-weekly full-page ads in the Chronicle of Higher Education for ChronicleVital, the newspaper's new online career social media venture.

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, Discover, Dream, Design, Deliver, and Don't Settle and the specific techniques of implementation

• Remark: The presentation is based on the book titled, The Appreciative Advising Revolution, which the presenter co-authored with Dr. Duane Huron and Dr. Ye He from the University of North Carolina at Greensboro.

Date
Thursday, 2 June

Time
2:00 pm- 5:00 pm

Venue
TU411
The Hong Kong Polytechnic University

<https://goo.gl/JHuH9M>

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



Academic Advising Symposium 2015

- KEYNOTE**
Academic Advising for Young People: A Collaborative Process
Prof Daniel Shek
Associate Vice President (Undergraduate Programme)
The Hong Kong Polytechnic University
- Advising for Student Success and Career/ Life Planning
Dr Andrew Siu
Head, Office of General University Requirements
The Hong Kong Polytechnic University
- PRESENTATIONS BY VARIOUS UNIVERSITIES**
The Hong Kong University of Science and Technology
Facilitating Advising through Peer Advising and Working with Faculties
- The University of Hong Kong
Academic Advising@HKU
- The Hong Kong Polytechnic University
Academic Advising with a Purpose
Practice in Academic Advising: a Centralized Service Model
Research on Academic Advising
- ADVISING PROJECTS SHOWCASE**
Posters Presentation of Mini Projects on Academic Advising

Please register by 2 April 2015: <http://goo.gl/dhNqf2>
Full programme details can be found on <http://www.polyu.edu.hk/ogur/symposium/>. For more information, please contact
head.ogur@polyu.edu.hk or 3400 8201.



Organized by:
OFFICE OF GENERAL UNIVERSITY REQUIREMENTS
大學聯合課程委員會
in collaboration with Community of Practice - Academic Advising



On Campus Support to Advisors (OGUR)

E-learning

- **2 -3 hours**
- introduces the basic concepts of academic advising, including its values, goals, theories and practice, to academic staff members who act as academic advisors or are preparing to take up the role.
- Emphasis will be put on how skills learned from the online course can be applied to engage, interview, and provide support to our students.



Mini projects related to advising activities

Dept/School	Project
Accounting and Finance	E-book of AF
Applied Physics	Sharing with Graduates and welcome gathering for the freshmen
Biomedical Engineering	Orientation for Freshmen, Academic Advising topic workshops: Minor study, Overseas exchange and study concentration, Pun Choi Dinner, Team Building activity, Meeting with academic advisors and programme leader on subject registration
Building Service Engineering	Develop an e-platform for facilitating academic advising activities
Industrial and System Engineering	Workshop on career opportunities and professional development
Institute of Textiles and Clothing	Workshop on preparing for examination and academic advising orientation 2014/15
Institute of Textiles and Clothing	ITC Academic Advising Orientation for Senior Year Admitted Students 2015/16, and Training Pack for ITC Student Ambassadors 2015/16
Institute of Textiles and Clothing	Project: Outstanding Study Plan Competition Visit: Site / Factory Visit for Senior Year Admitted Students
Management and Marketing	Workshops for students on academic advising topics
School of Nursing	Student Ambassadors Scheme
School of Nursing	Video on academic advising session
School of Nursing	Publishing a booklet of student experiences
School of Hotel and Tourism Management	Workshop on Sharing and Reflection of Internship Experience: Implications for career development
School of Optometry	Workshop on Characteristics of a successful optometry practice and White Coat Ceremony



- **Thank Your Academic Advisor/Academic Counsellor**
- **Video of Advising Stories (Coming Soon !!!)**

many thanks!

Your First Name : Qikun

Your Last Name : Deng

Your e-mail Address :

Your Student ID No :16097609D

Advisor's or Counsellor's Name & Department:Chen Tefeng&Department of Business

Thank you Message (in less than 200 characters):

Dear Tefeng:

How are you? I'd like to express my heaps of thanks to you for my transfer of study and other aspects, and I am looking forward to our further conversations.

Thank you very much!

Best Regards,

Eli

many thanks!

Your First Name : Qikun

Your Last Name : Deng

Your e-mail Address :

Your Student ID No :16097609D

Advisor's or Counsellor's Name & Department:Chen Tefeng&Department of Business

Thank you Message (in less than 200 characters):

Dear Tefeng:

How are you? I'd like to express my heaps of thanks to you for your guidance on my transfer of study and other aspects, and I am looking forward to our further conversations.

Thank you very much!

Best Regards,

Eli

many thanks!

Your First Name : Qikun

Your Last Name : Deng

Your e-mail Address :

Your Student ID No :16097609D

Advisor's or Counsellor's Name & Department:Chen Tefeng&Department of Business

Thank you Message (in less than 200 characters):

Dear Tefeng:

How are you? I'd like to express my heaps of thanks to you for your guidance on my transfer of study and other aspects, and I am looking forward to our further conversations.

Thank you very much!

Best Regards,

Eli

for your guidance on
ward to our further

Promote Positive Image of Academic Advisors

‘Thank you for your advising not only on my study, but also on my future planning these years. You always encourage me and inspire me with amount of patience and kindness, I really appreciate your help.’

‘Thank you for always sparing time to talk and share with us even if you were extremely busy. You are the most enthusiastic teaching member I first encountered in the PolyU. I am so grateful to have met you, as my positively inspiring academic advisor. From the way you talk and think, we all know how a good nurse should be like.’

‘I would like to express my gratitude for your helpful advice. In the past year, you gave lots of tips on the minor course selection and improvement of academic performance. I greatly appreciate your valuable time and kind words’



On Campus Support to Advisees

- *Student Guide to Academic Advising*
- *Advising Information from website of Department/OGUR*



Student Guide to Academic Advising

2016/17



Advising Tool Kit

- Academic Advising Handbook
- List of Campus Supportive Units
- Key dates for students
- Academic Counsellor List (OGUR)
- Note for Handling Student on Academic Probation
- OGUR Information Worksheet
- Conversation Starters





Highlights of Workshop II

- . Common student advising needs
- . Strategies for structuring advising sessions and establishing the advisor-student relationship
- . Case study



