



Academic Advising Guide for tutors

2022 - 2023



List of contents:

Topics	Page No.
+ What is meant by academic advising?	2
+ Who are the academic advisors?	2
+ Objectives of academic advising	3
+ Fields of academic advising	4
+ Skills of academic advisors	6
+ Duties of academic advisors	7
+ Tips on how to deal with students of low academic performance	8
+ Tips on dealing with students having abnormal behaviors	12
+ Limits of academic advisors	16
+ Code of ethics for academic counselling	17
+ Academic advising committee	18
+ Urgent situations that require interference of academic advisors	19
+ Academic advising steps	20
+ Academic advising reports	21



What is academic advising?

It is the **work** that the **staff members** do to familiarize students with the program and its academic and student activities, as well as to help them to go through the study in the best possible way, and to overcome the obstacles they encounter, taking advantage of the services and capabilities offered by the social environment in general, and provided by the college in particular.

Who are the academic advisors?

The academic advisor for a group of students is one of **PBL** (Problem Based Learning)/**TCD** (Themed Case Discussion) tutors.

Objectives of academic advising

1. Academic follow-up and guidance of students.
2. Helping students to discover their abilities and tendencies, to define their goals and to develop their potentials.
3. Preparing new students to learn about university life and its study system.
4. Spreading awareness of the program's regulations, vision and mission among students.
5. Strengthening the relationship between students and faculty members and building social relationships for the student with his colleagues.
6. Studying the negative behaviours of some students and working to find appropriate solutions to them.
7. Guiding and following-up the low academic performance students and providing them with suggestions and advice to improve their educational attainment and help them overcome their problems.
8. Paying attention to talented students and supporting their creativity.
9. Helping students with special needs to achieve educational attainment, social and psychological adjustment, studying their problems and work to solve them.



Fields of academic advising

1. Moral and Professional Guidance:

- ✚ It aims to help students overcome the difficulties they face while studying and enlighten them on ways to manage time.
- ✚ It also aims to raise students' efficiency, discover outstanding students in various skills and fields, as well as modify inappropriate behaviors for them.

2. Psychological counselling:

- ✚ This is by helping the student to know the problems that may negatively affect him, so that they may be a cause of internal conflict with himself or external with those around him, and then try to reach the best way to solve them.
- ✚ As well as aiming to overcome psychological difficulties and tension for the student during exam times, and to provide psychological support at the time of psychological trauma that the student may go through.

3. Educational Guidance:

- ✚ This is done by educating students about the proper ways of studying, caring for outstanding students, following up students of low academic performance, and studying everything related to the difficulties that hinder the student's academic progress.

4. Preventive Counselling:

- ✚ It aims to create a comprehensive educational climate to prevent student from falling into problems of all kinds, by expanding the students' perceptions and informing them about the various problems, their causes and ways not to fall into them.



Skills of academic advisors

1. Leadership skill:

It is the formation of a positive relationship with the students to influence them and help them move towards the desired goals.

2. Empathy skill:

The participation of students means their emotions and their own vision, which contributes to the students' acceptance of the guidance and advice of the advisor.

3. Planning skill:

It means the advisor's ability to define the student's goals and turn them into achievable measures, such as assisting him in choosing the appropriate speciality for him, or developing a plan to raise his academic performance.

4. Listening skill:

It is important for the advisor to be a good listener to his students, getting to know their opinions, suggestions and problems facing them, in order to enhance their self-confidence and strengthen the relationship between them and the advisor.

5. Decision-making and problem-solving skill:

It is important for the advisor to listen to the students' points of view, identify the problem carefully, and develop hypotheses to solve it.

6. Time management skill:

It means scheduling and coordinating work, setting a time plan, and organizing office hours during which students can meet with the advisor.

7. Group Counseling Skill:

It is concerned with dealing with a group of students who share a topic to discuss it and to determine the points necessary to solve the problem.



Duties of academic advisors

1. **Spreading** awareness of the program's bylaw, vision and mission.
2. **Follow up** the student's achievement level and provide continuous guidance in order to raise the educational level.
3. **Providing** psychological support to the student.
4. **Discovering** distinguished students in different disciplines.
5. The academic advisor is the **link** between the students and the administration of the program to solve the problems that the student may face.
6. When a problem occurs between the student and a faculty member, the academic advisor **intervenes** to try to solve this problem or submit it to the academic advising committee.
7. **Assisting** students in choosing elective courses and building an idea of the appropriate speciality for them in the future.
8. **Directing** students with medical conditions to the Student Hospital to receive medical care there.
9. **Discovering** students with special needs, discussing with them and directing them in order to reach the most appropriate means of support for them.
10. **Dealing** in a proper way with different types of students.



**Tips for dealing with
students of low
academic performance**



Low achievers

- + **Change** your attitude towards them.
- + **Give** them clear, step-by-step instructions.
- + **Give** them extra **help** or explanation.
- + **Motivate** them all the time using all possible ways.
- + Diagnose the **difficulties** as soon as possible and prepare how to deal with and react to them.
- + **Observe** the students and provide them with immediate feedback.
- + **Consult** and get advice as early as possible.



Students who are not engaged in group work

- ✚ **Create** a climate that encourages students to ask.
- ✚ **Take** the students comments seriously.
- ✚ **Give** them extra time to give you a response for your questions.
- ✚ **Observe** the student for any evidence of a speech or language problem.
- ✚ **Ask** him questions that you are confident he will answer.
- ✚ **Let** him know before class that you will call on him for a specific question.
- ✚ **Reinforce** his comments with positive statements and an encouraging smile.



Students who are not prepared before sessions

- + **Start** your expectations clearly.
- + **Assess** preparation early.
- + **Stress** the importance of preparation.
- + **Assess** frequently.
- + **Refere** students with resources.
- + **Relate** assignments to students' interests.



**Tips for dealing with
students having
abnormal behaviours**



Excessive talkers (disruptive)

Communicate your rules regarding talking:

Make it clear when students are allowed to talk and when they are not. For example, tell them to talk after raising their hands.

Cue the student to stop talking with a pre-arranged signal:

Talk with him privately and agree on a signal you will give him when he is talking and you need him to stop.

Seat the disruptive student near you:

This allows you to anticipate when he is about to blurt out an answer and signal him quietly to raise his hand.

Ignorance:

Ignore students who call out and only call on those who raise their hands.



Model calm behaviour:

Avoid arguing with him or threatening him. Be aware of your body language.

Don't take his words personally:

Remind yourself that his comments may be unrelated to anything you said or did. His anger may be related to home issues.

React supportively:

- Tell him that he must be hurting to lose control as he did. Your effort to connect with him may encourage him to discuss why he is angry.
- Let him know that it is okay for him to get angry but he has to find a way to express his anger without disrupting the session.

Problem solving:

- **Ask** him what is making him angry. If he has troubles to answer, give him some possibilities.
- If you are able to **identify** a cause for his anger, work with him to develop action plan to deal with his anger.
- **Role-play** with him by presenting various situations that make him angry and have him try out new ways of responding.



Explain the educational value of coming on time:

Explain to students that by coming in late they not only miss important framing information but the distraction they create may cause their classmates to miss it too.

Have consequences for lateness:

Another way to handle lateness is to give short quiz at the beginning of the session, students who come late will miss the quiz and lose the points.

Model desired behaviour:

Be sure to arrive and get the session started on time.

Make the beginning meaningful:

Make sure there is a clear benefit for students who are on time.

Offer a well-designed course:

If the majority of students perceive the course as useful to them, they are more likely to exert pressure on their classmates to behave courteously.



Create a safe environment:

A place where, if they choose to participate, they will not face any embarrassment if they answer incorrectly. Honestly, this should be our mission for all students, not just shy students.

Rotate group leadership:

When utilizing small groups, rotate the leadership role on a frequent basis. This ensures that shy, introverted learners can serve in the role of leader.

Find their strengths:

Talk to the student one-on-one. Find out what the student is really interested in and build on that.

Match with a mentor:

When your activities involve pairs, try to match the shy learner with one who is relatively outgoing. Take care to ensure that the other learner is not someone so domineering that the shy learner won't be able to participate or contribute.



Limits of academic advisors

1. The academic advisor **does not** have the authority to make decisions, but he must provide possible solutions to the student's problem.
2. The academic advisor is **not expected** to raise the performance of the student, but can encourage the student to make maximum use of the abilities he possesses.
3. The academic advisor must **not criticize** faculty members in front of students.
4. The academic advisor should **not criticize** the student, but can point out matters in which the student appears weak or strong with a view to raising the student's level.
5. The academic advisor must **not decrease** the student's confidence in matters of his personal nature, but he can seek appropriate professional assistance to help the student with personal or social adjustment problems.
6. The academic advisor should **not** attempt to deal with cases of behavioral disorders, as well as when complex problems arise regarding financial assistance, mental or physical health, or personal and social counseling, the academic advisor should refer to the general academic advisor of the program for appropriate action.



Code of ethics for academic counselling

1. **Maintain** confidentiality.
2. **Serve** their colleagues on a fair and equitable basis.
3. **Avoid** any personal conflict of interest with their colleagues and if occurred, he must **report** the academic advising committee and quit his group immediately till solving the issue.
4. **Recognize** their limits and refer the condition to the committee when necessary.
5. **Impart** accurate information while complying with institutional policies and rules (can **seek** help from academic advising committee on need).
6. **Treat** their colleagues with respect
7. **Learn** about and **understand** the institutional mission, culture, and expectations and deal within its limits.
8. **Obtain** education and training.



Academic advising committee

Prof. Rafik Barakat	Program Academic Advisor	01110999389
Dr. Hend Hassan	Year 1 academic advising coordinator	01289398833
Dr. Randa El-Gamal	Year 2 academic advising coordinator	01007107188
Ass. Prof. Rasha Samir	Year 3 academic advising coordinator	01093333209
Dr. Rehab Abd El-Raouf	Year 4 academic advising coordinator	01063664046
Prof. Ebtihal Mohamed	Head of psychological support team	01227144687
Mrs. Hadeer Youssry	Committee Secretary	01099258106



Urgent situations that require interference of academic advisors

1. A sudden **drop** in the student's academic performance without justified reasons.
2. An **unjustified** request for postponement or withdrawal from the college.
3. **Complaints** by faculty members or students about persistent negative behaviors shown by the student.
4. **Poor** ability of the student to express or describe his problems clearly.
5. **Prominent** manifestations of deep states of confusion, frustration, apathy or despair.
6. **Frequent** absenteeism from various teaching activities.
7. The student **fails** to perform the assigned tasks.



Steps of academic advising

- ✚ At the beginning of the semester, the academic advisor holds a group meeting with his students to discuss the goals and tasks of academic advising and to give overall idea about the semester aim. Then, the advisor complete a paper (**group advising report**).
- ✚ During **4th -6th week**, the academic advisor holds individual meetings with students (at least one meeting with every student) to follow up on their academic level and identify any problems they have.
- ✚ In the case of finding a problem with the student, the academic advisor holds an emergency individual meeting with the student and completes a paper (**individual advising report**). This report will reach the year coordiantor for decision making.



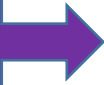
Academic advising reports



	Students' names	Academic advising topics	Students' signature
1		<ul style="list-style-type: none"> - Advisor's contact information & official hours. - Overall aim of the semester. - Study plan of the semester. - Required activities. - Semester evaluation marks. - Assessment methods. - Problems in previous semester(s) - Elective courses. - Portfolio & visibility. 	
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			



Paper



Individual advising report

Student's name:

Semester:

Semester GPA:

PBL group:

Academic advisor's name:

Academic year:

Date:

Academic advising topic:

.....
.....
.....
.....
.....

Academic advising results:

.....
.....
.....
.....

Academic advisor's signature: