DEVELOPMENTAL APPROACH TO ACADEMIC ADVISING

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1.0 Academic Advising
2.0 UTM’s Current Practices
3.0 Developmental Approach to Advising
4.0 Conclusion
1.0 Academic Advising

1.1 Introduction

- Historically focused solely on academic aspects of student life
- Now seen as a continuing process in which students are assisted in the development and achievement of educational and career goals
- Provision of advisory services as guidance to students in the preparation for their study programme towards becoming a well-rounded work force upon graduation
1.0 Academic Advising

1.2 What academic advising should be

- Academic advising should be a means for promoting intellectual, personal, and social development of students resulting in holistic development
1.0 Academic Advising

1.3 Two approaches of academic advising

1.3.1 Prescriptive

1.3.2 Developmental
1.0 Academic Advising

1.3.1 Prescriptive Advising

- Academic advisor’s activities is limited to providing information about courses, explaining registration procedures and ensuring students enroll in appropriate courses.
- Performs clerical functions of scheduling, registration and signing forms.
- Relationship is based on authority: a top-down management style of advising.
- Would not address broader academic concerns.
1.0 Academic Advising

1.3.2 Developmental Advising

- A student-centered approach towards developing a relationship between students and academic advisors
- Help students identify, clarify & realize personal, academic and career goals
- Student learn by taking control in making decisions and accomplishing goals
- Academic advisor’s role as facilitator, coordinator and referral agent
## 1.0 Academic Advising

<table>
<thead>
<tr>
<th>Item</th>
<th>Prescriptive Advising</th>
<th>Developmental Advising</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strength/Weakness Emphasis</td>
<td>Emphasis is on hiding weaknesses and using strengths to bolster GPA</td>
<td>Emphasis is on recognizing what skills will be necessary to accomplish future goals, strengthening those that are weak, and continuing to build those that are strong</td>
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<tr>
<td>Ultimate Goal</td>
<td>The ultimate goal of advising is to enable students to earn degrees and graduate “on time”</td>
<td>The ultimate goal of advising is to enable students to clarify their future goals and to plan strategies to accomplish their goals</td>
</tr>
<tr>
<td>Abilities</td>
<td>Focus is on limitations</td>
<td>Focus is on potentialities</td>
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<tr>
<td>Course Rationale</td>
<td>Courses are taken to “get them out of the way”</td>
<td>Courses are taken to develop knowledge, skills, and characteristics</td>
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<tr>
<td>Future</td>
<td>The future refers to next semester</td>
<td>The future refers to post-baccalaureate opportunities</td>
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</tbody>
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2.0 UTM’s Current Practices

- Adopts the faculty-based model with the traditional Prescriptive Approach to academic advising
  - ‘de-facto’ implementation

- Scattered implementations of Developmental Approach
  - Individual faculty member’s initiative

- Changing requirements of higher education requires a need for student-centered academic advising
  - In line with the outcome-based education ~ doing things better
3.0 Developmental Approach to Advising

- 3-stage scope of implementation
  - 3.1 Adjusting to university life
  - 3.2 Progression of student Life
  - 3.3 Graduation transition
3.0 Developmental Approach to Advising

3.1 Adjusting to university life

3.1.1 Expected Outcomes

- Students aware of institution’s policies and procedures
- Students able to establish an educational plan
- Students able to identify a career path
- Students take part in college activities
3.0 Developmental Approach to Advising

3.1 Adjusting to university life

3.1.2 Advice and consultation

- Conveying the purpose of academic advising
- Providing information
- Short-term and long-term goal setting and planning
- Student referral
- Establish a relationship with each student
3.0 Developmental Approach to Advising

3.1 Adjusting to university life

3.1.3 Managing the advisor-advisee relationship

- Clarify responsibilities of advisor and advisee
- Establish means and mechanism to contact each other
- Give advisees a general overview of what advising is and set the groundwork for a positive advising experience
- Set up individual advisor meeting – three sessions per semester: First week of the semester, immediately after semester break and before the semester ends
3.0 Developmental Approach to Advising

3.1 Adjusting to university life

3.1.3 Managing the advisor-advisee relationship

- Discuss the importance of overall educational experience they will receive at UTM and expected standards of achievement
- Keep an academic advising progress record/tracking
- Use of ICT to deliver advising and address questions and concerns at times when other teaching, research, or outreach responsibilities prevents ‘in person’ interaction
3.0 Developmental Approach to Advising

3.1 Adjusting to university life

3.1.4 Sustaining the advisor-advisee relationship

- Keep and honor meeting schedules/appointments
- Maintain a face-to-face interaction
- Individual attention is important
- Maintain confidentiality
- Be accessible, current and relevant
- Motivate and inspire
3.0 Developmental Approach to Advising

3.2 Progression of student life

3.2.1 Expected Outcomes

- Students able to commit to educational plan and make adjustments
- Student able to select a career path
- Student able to self-assess progress
3.0 Developmental Approach to Advising

3.2 Progression of student life

3.2.2 Sustaining the advisor-advisee relationship

- Monitor progress
- Provide guidance on self-assessment of progress
- Make student aware of implications of performance & guide towards
  ✓ Discovery regarding learning and developments
  ✓ Decision-making
- Keep personal Academic Advising progress records/Tracking
3.0 Developmental Approach to Advising

3.2 Progression of student life

3.2.2 Sustaining the advisor-advisee relationship

- Guide and trusts students to carry out decisions and take responsibility for their own success
  - Decision in matters relating to industrial training
  - Decision in matters relating to the selection of final year project
  - Decision in selecting option/electives subject

- Provides and points to sources of information about workshops seminars and career fairs
3.0 Developmental Approach to Advising

3.3 Graduation Transition

3.3.1 Expected Outcomes

- Students able to write convincing resumes to secure an employment
- Students able to describe their educational experience and relate these experiences to match workplace requirements
- Students are prepared and self-motivated to develop plans for transition to the work environment or for continued education
- Students aware of professional development opportunities
3.0 Developmental Approach to Advising

3.3 Graduation Transition

3.3.2 Preparation for “First time employment”

- Technique to prepare credentials
- Customization of Letters of Recommendation
- Guidance on managing interview anxieties
- Employment opportunity reviews
3.0 Developmental Approach to Advising

3.3 Graduation Transition

3.3.3 Factors in making a decision in the case of multiple job offers

- Assisting students in mapping potential employer’s requirements with student’s knowledge, skills and characteristics
- Location
- Personal/family consideration
- Profile of “Potential Employer”
- Multi-national companies
- Remuneration package
3.0 Developmental Approach to Advising

3.3 Graduation Transition

3.3.4 Decision to get employed or continued education
  ➢ Dilemma to get employed or to further study
    ✓ Immediate financial gain versus longer term career advancement
  ➢ Advice students on developing a plan for continued education
    ✓ Selection of institution
    ✓ Selection of area of specialization
    ✓ Financial planning
3.0 Developmental Approach to Advising

3.3 Graduation Transition

3.3.5 Confidant build-up

- Someone to listen to what they are going through while adjusting to the working life
- Just to get a ‘second opinion’
- To maintain a connection with university life
3.0 Developmental Approach to Advising

3.3 Graduation Transition

3.3.6 Professional Development

- Advice on certification and registration with professional bodies or associations such as the Board of Engineers Malaysia or Institution of Engineers Malaysia
- Achieving Professional qualifications
  - e.g., Route to becoming a Professional Engineer
- Professional Affiliations
  - e.g., ACEM, ASEAN Institute of Engineers etc.
Extended Services: I serve as a mentor in the IEM mentoring programme in which professional engineers provide guidance and supervision to graduate engineers in their pursuit to achieve their professional engineer (PEng) qualification.

<table>
<thead>
<tr>
<th>No.</th>
<th>Graduate Engineer</th>
<th>Position Held, Employer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Megat Mohd. Firdaus Megat Mohd Mahaiyiddin – Former Academic Advisee</td>
<td>Mechanical Engineer, Engineering Services Department, Ministry of Health Malaysia.</td>
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</tbody>
</table>
4.0 Conclusion

- A student-centered approach to academic advising is in line with the outcome-based education

- Timely to incorporate the developmental approach in the academic advising structure towards building a distinctive university

- Changes require concerted efforts:
  - University - Commitment and Policies
  - Academic Advisors - Service rendered
  - Students - Understand responsibility to achieve maximum educational potential
“I always pass on good advice. It is the only thing to do with it. It is never of any use to oneself.” – Oscar Wilde

…….. thank you