Central Academic Advising

A_STEP TUTOR Training 2021

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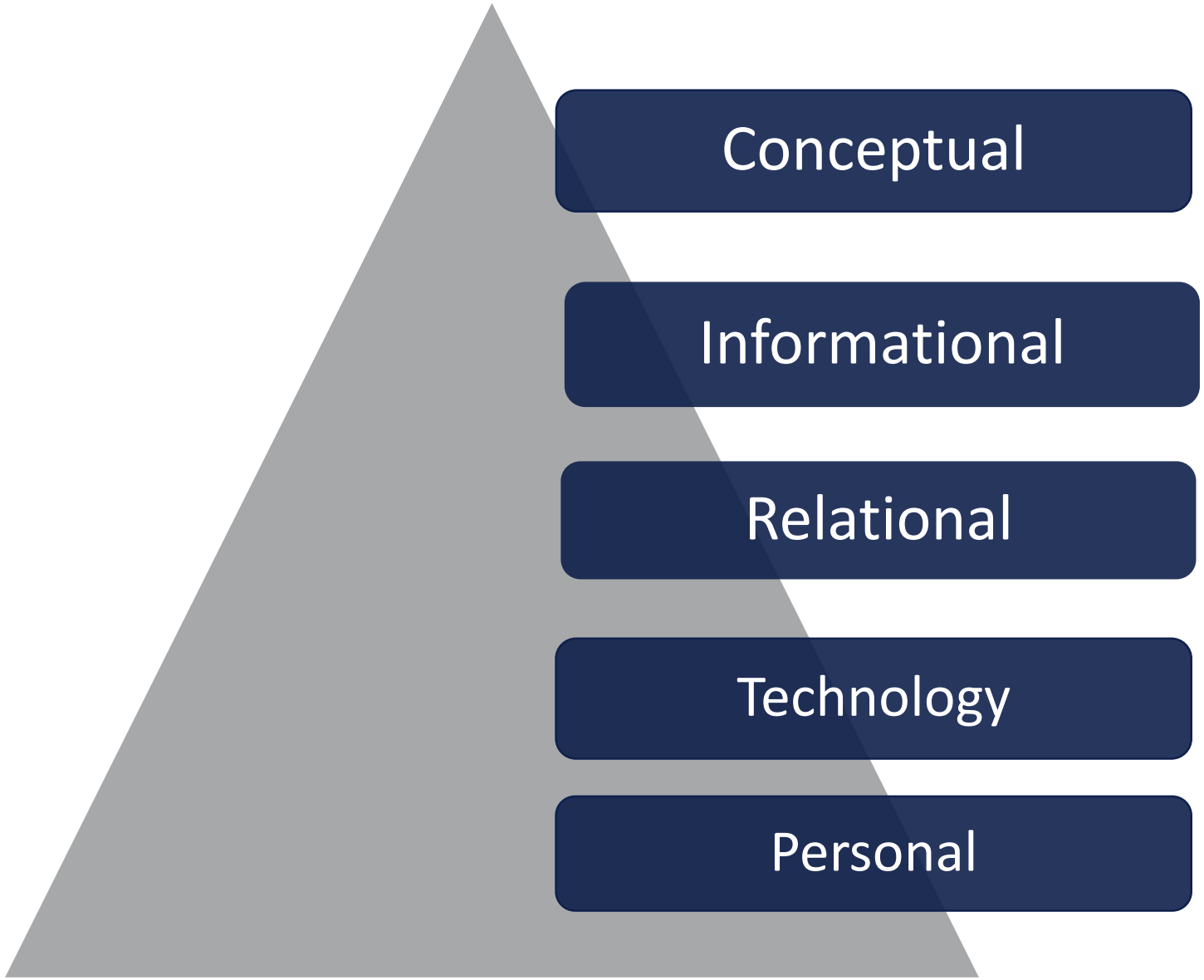
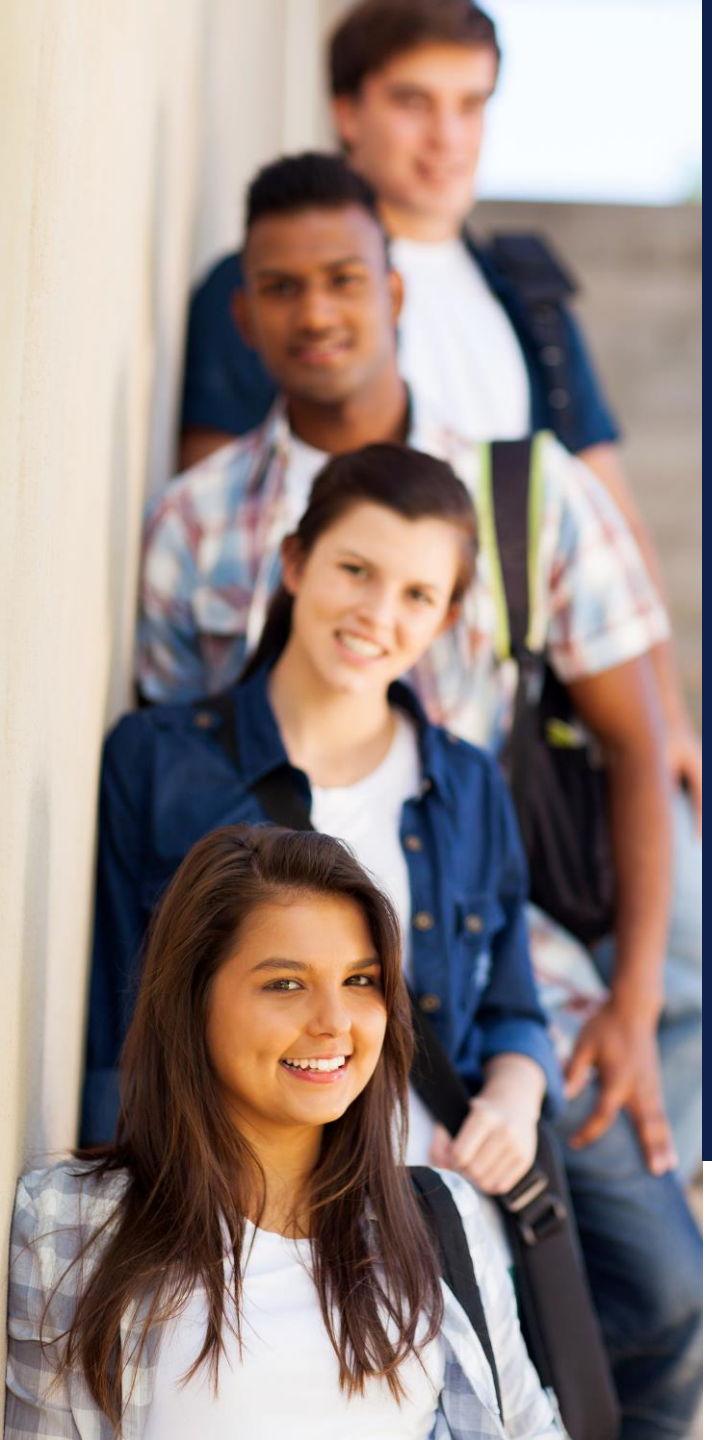
UNIVERSITY OF THE FREE STATE
UNIVERSITEIT VAN DIE VRYSTAAT
YUNIVESITHI YA FREISTATA
UFS

Overview:

- ❑ Understanding Academic Advising
- ❑ Things peer advisors should know
- ❑ Building meaningful relationships
- ❑ Making the most of technology
- ❑ Growing as a peer advisor

Components of Academic Advising





Understanding the Concept of Advising

Learning Outcomes:

1. Academic Advising as a concept
2. The student journey map
3. Know the advising cycle
4. How to implement the advising cycle into their practice
5. Know the UFS advising network
6. Roles and responsibilities or peer advisors
7. Roles and responsibilities of students

WHAT IS ACADEMIC ADVISING?

- Helping a student with module codes at registration
- Teaching a student how to be successful at university
- Giving advice on what degree to study
- Teaching students the rules and regulations at the university

Academic advising is a “way to connect students to the campus and help them feel that someone is looking out for them”.

– George Kuh (2005)

UFS Academic Advising definition

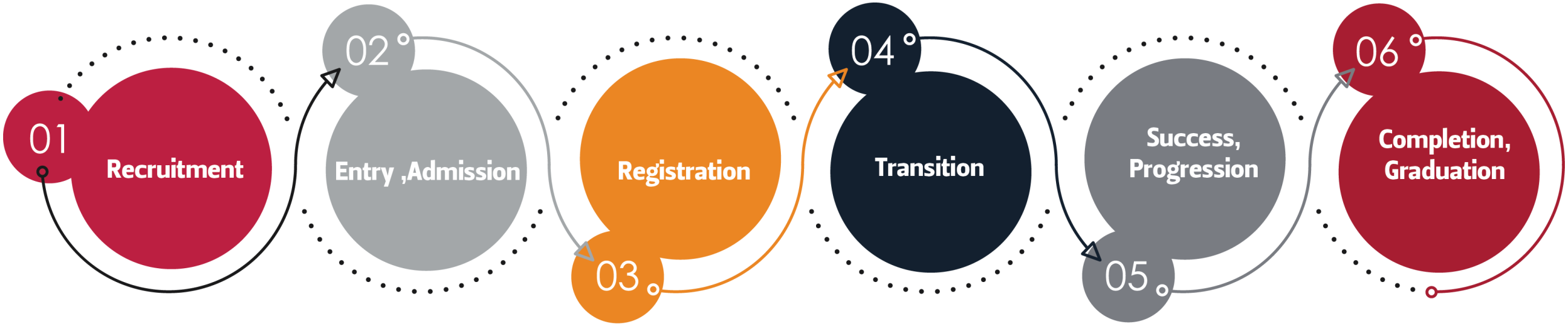
Academic Advising at the UFS is an ongoing and intentional teaching and learning process to support and encourage advisees in aligning and fulfilling their personal, academic and career goals. It is high-impact practice directed at connecting, empowering and supporting students to achieve academic success.

As a shared responsibility between central advisors, faculty advisors and advisee, advising aims to maximize students potential by facilitating a conceptual understanding, sharing relevant information and developing a relationship focused on promoting academic success.

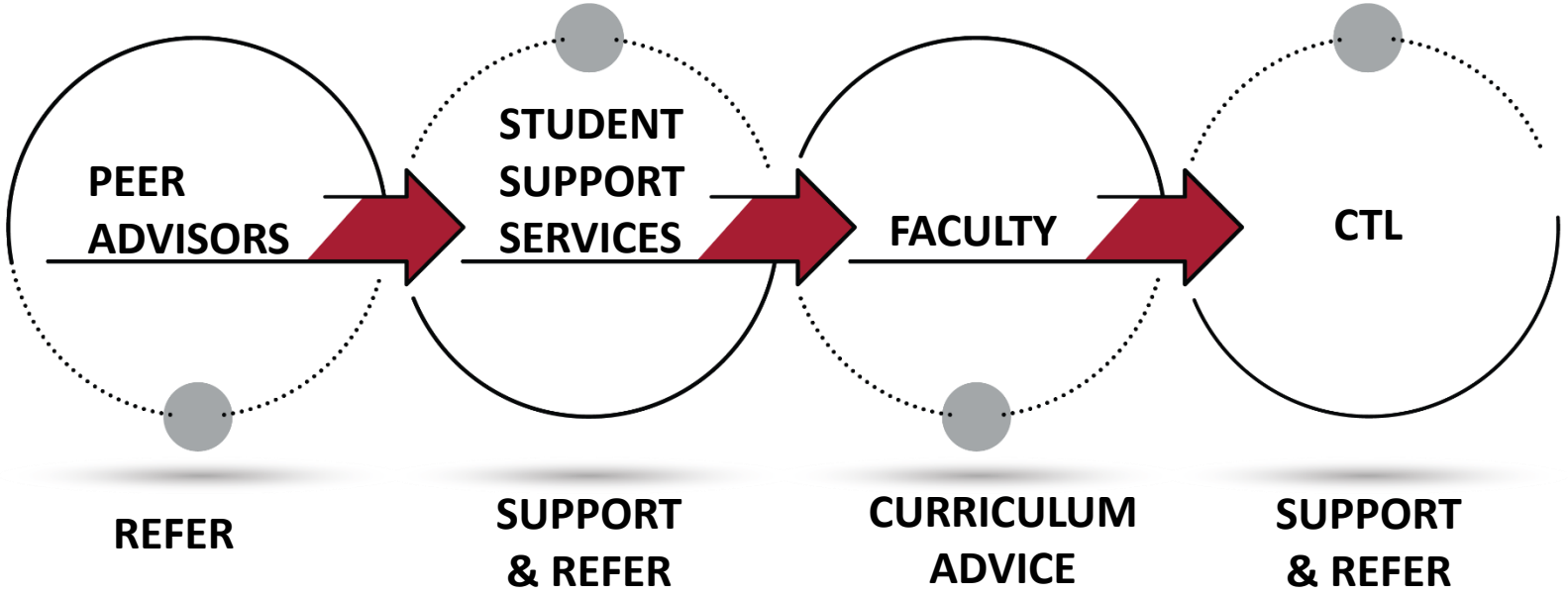
The envisaged result is that students have a meaningful academic experience while at the UFS and feel a sense of belonging to the UFS.

UFS General Rules 2020

Why Advising Matters…

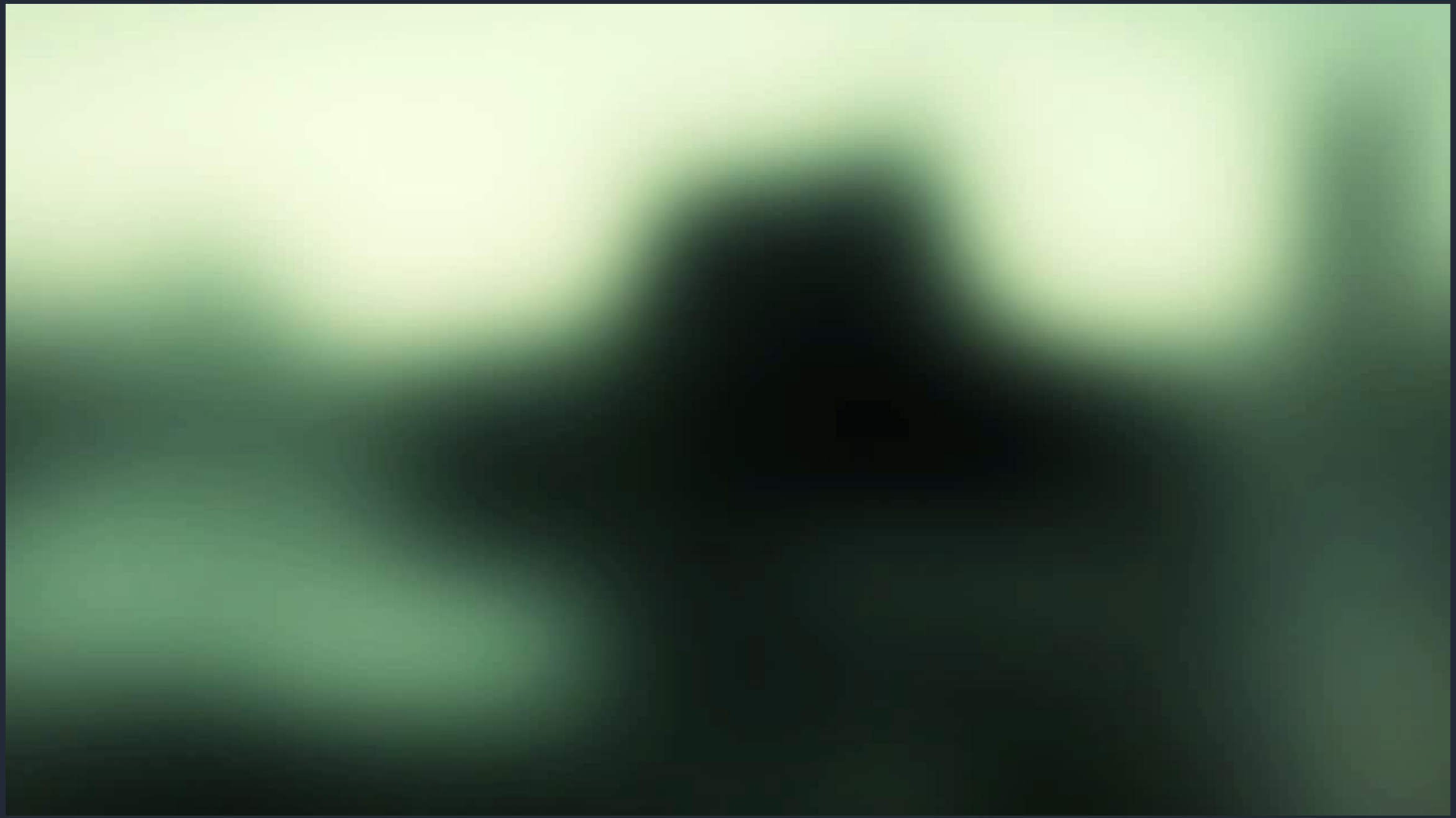


ACADEMIC ADVISOR CATEGORIES RESPONSIBILITIES



Why focus on student engagement evidence…

- Facilitates a move away from anecdote to a culture evidence.
- Is essential to improving student learning and responding to accountability expectations. *(Hutchings, Kinzie & Kuh, 2014)*
- Promotes a more nuanced understanding of what different students experience in a specific institutional context.
- Helps develop more equitable environments in which the majority of students have a greater chance of success.



Academic Advisors help students:

- To be **successful** in their studies by helping them gain insight or **direction** of their **personal, academic** and **career goals**
- Understand options, determine **resources** and, when necessary, identify alternatives

ACADEMIC ADVISING CYCLE

Quarter 1

- Understanding Academic Advising and Adoption of Academic Advising institutional culture
- Exploration of academic and career advice
- Setting and Alignment of personal, academic and career goals
- Educational plan
- Registration/ Enrolment
- Connection to the institution support network
- Integration into the institution

Quarter 2

- Motivation
- Campus awareness
- Understanding rules + regulations (credit load, progression, pre-requisites, qualifying for exams)
- Application for selection programmes and campus transfer application
- My success tracking (i.e. time management, study skills, credit load, financial management)
- Exam Preparation

Quarter 3

- Reflection on the first semester
- 2nd semester registration and motivation
- Career planning – review and re-alignment
- Leadership development
- Planning for success (i.e. exam preparation, application for financial assistance)

Quarter 4

- Exam preparation
- Module selection for the next year and credit check
- Reflection (i.e. my pathways)
- Life plan- What lies ahead
- Career advice and Development

What students learn through academic advising

- Important **academic concepts** & terminology;
- University & **Faculty Rules** & **Procedures**;
- **Student habits** related to academic success; &
- How to connect with university **support services**.

Benefits of Peer Advising

- Building Relationships
- Improve your decision-making skills
- Connect your to support network
- Improve your interpersonal skills
- Leadership skills
- Gain Knowledge

Tutor roles and responsibilities

- ❑To support your students
- ❑To stay in contact with the academic advisors at CTL
- ❑To refer students in need of support
- ❑To treat students with respect and keep confidentiality
- ❑To know the student support services on campus

Tutor responsibility

- Assist students in applying & discussing content related to the module, as delivered in the class;
- Ensure students are awarded the opportunity to work on difficult concepts with their classmates, while improving their study strategies
- To allow students to reflect on, revise and dissect the material presented in class from a peer's perspective
- To offer a community of student learning lead by peers

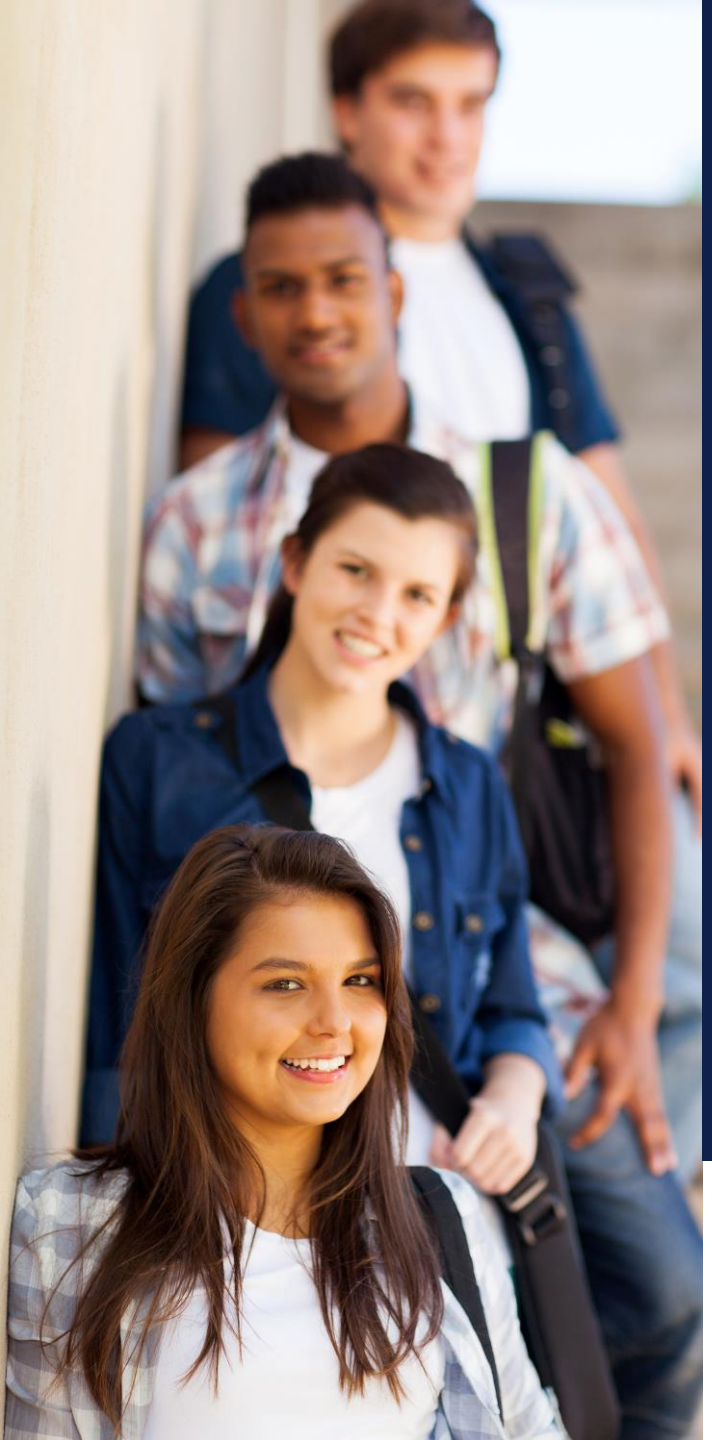
+

Peer advisor responsibilities

- To support your students
- To stay in contact with academic advisors at CTL
- To refer student in need of support
- To treat students with respect
- To know the Student Support services on campus

CTL Academic Advisor

- Assist students with academic pathway planning (Educational planning)
- Credit count check
- Learning/study strategies
- Time management & Goal setting
- Revision planning
- Exam preparation
- University transition/navigation



Things Peer Advisors should know

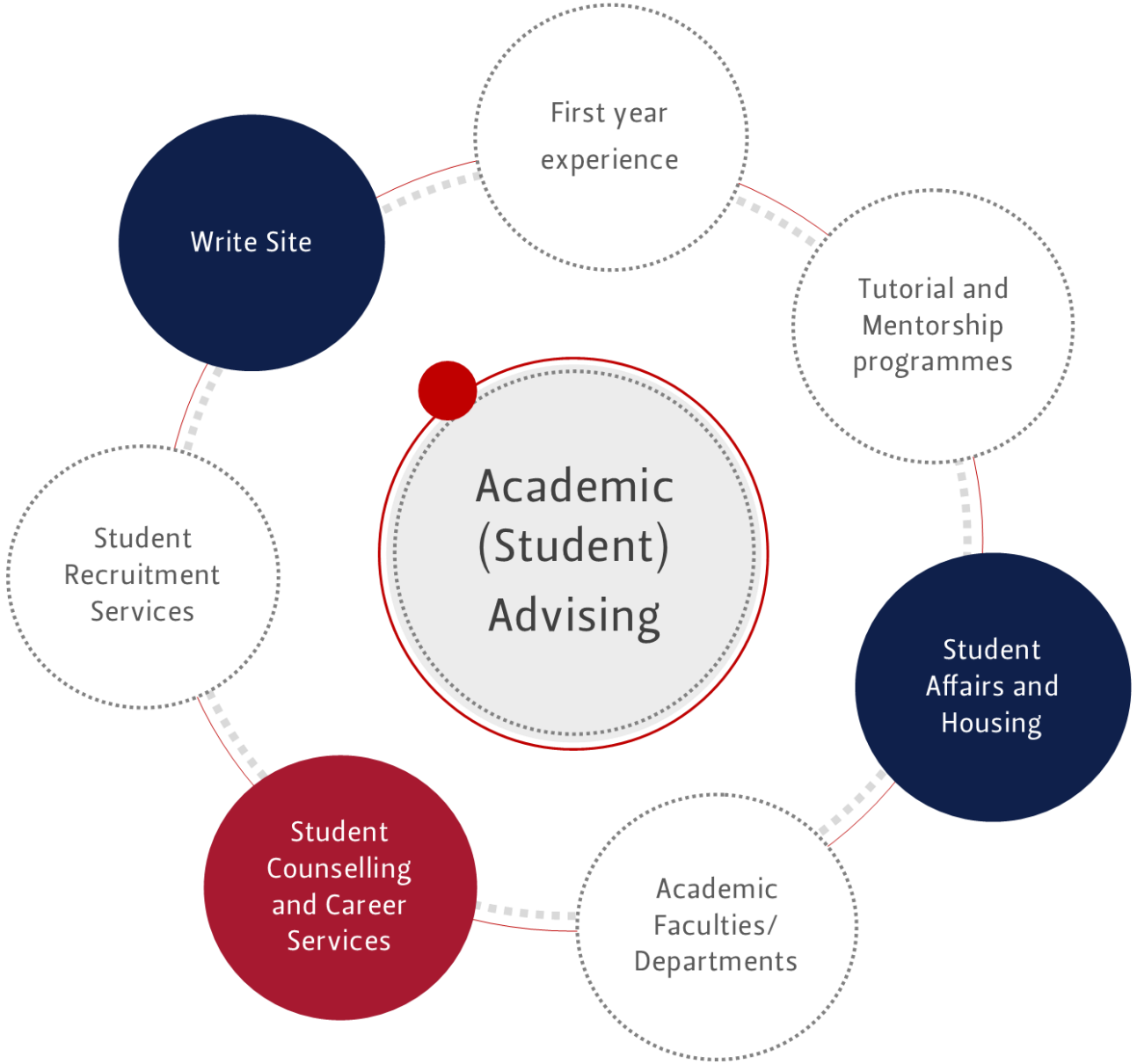
Learning Outcomes:

1. Identify information peer advisors should know
2. Know what information peer advisors should disseminate to students
3. Where to allocate university policies and procedures
4. Where to allocate the university calendar
5. University resources and support services
6. Knowledge about student populations

What you need to know:

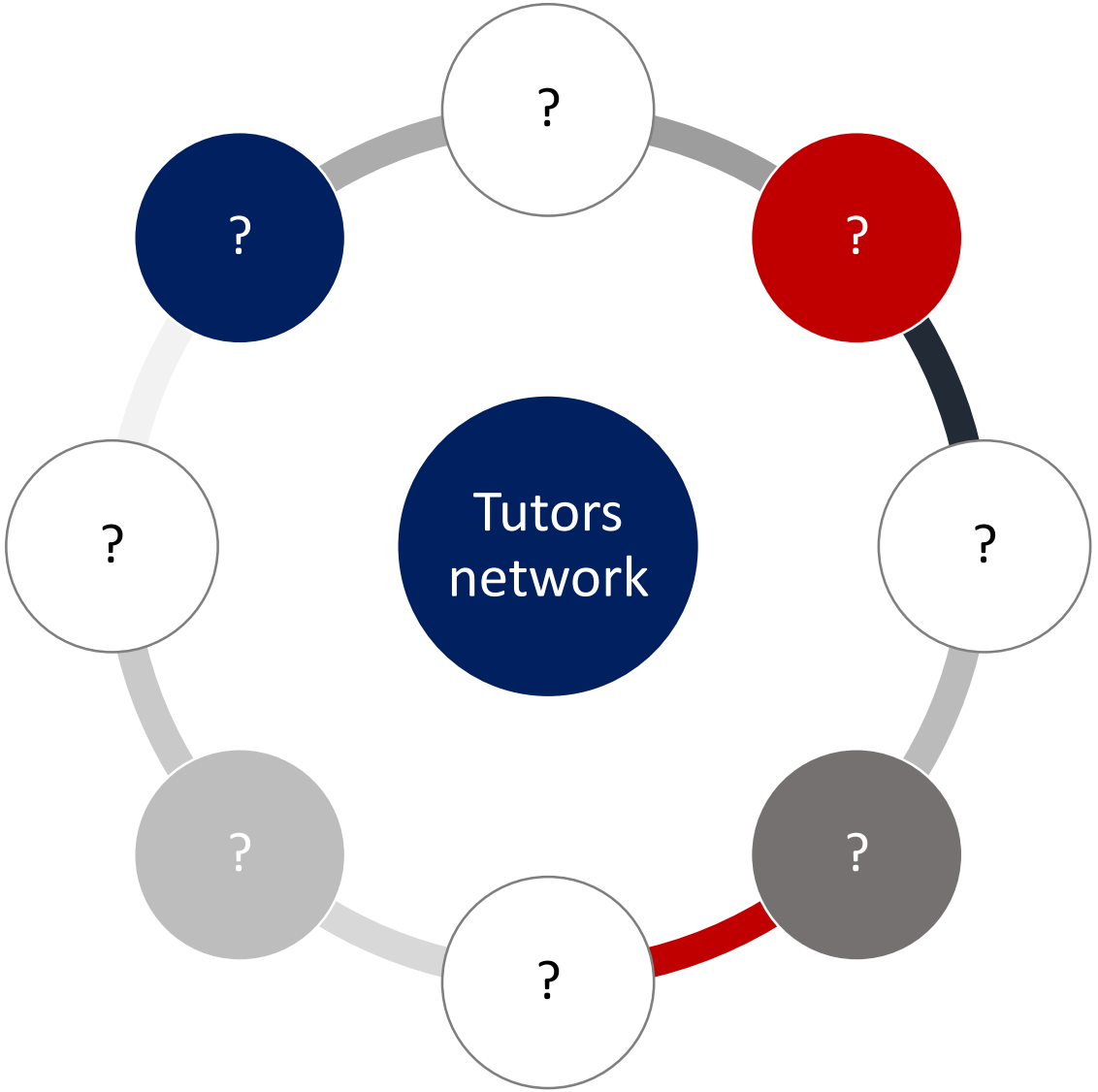
- ❑ Student Success Resources (Support Network & Student Success Portal)
- ❑ UFS Calendar
- ❑ University policies and procedures – Where to find
- ❑ Academic programme information
- ❑ Faculty Specific Resources (Advisors/ Who is who; Faculty structure/departments; & Associations)

The Academic Advising network



Activity: Your advising network

In your respective groups, identify the relevant student support services that can help you best support your students.



General Rules

PROGRESSION RULES TO REMEMBER

- Rule A3.10: Progression rule for undergraduate students except extended programme
- Rule A3.11: Readmission to modules & progression rules for extended programmes
- A5 Duration of study
- Rule A8: Credit Transfer

ASSESSMENT RULES

- Rule A9.2: Modules mark
- Rule A9.4: Pass Requirement
- Rule A9.10: Additional time during assessments
- Rule A10: Qualification with distinction

https://www.ufs.ac.za/about-the-ufs/governance/policy-documents/#2018_General_Rules

UFS Support Service Networks

- Faculty Advisors
- Career Services
- Housing and Residence Affairs
- CTL
- Health and Wellness Centre
- Student Counselling and Development
- Financial Aid

EDUCATION

UFS

Faculty Contacts

EduInfo@ufs.ac.za

Name	Position	Contact details
Dr Bawinile Mthanti	Teaching & Learning Manager	MthantiBJ@ufs.ac.za
Ms Puleng Letloenyane	Faculty Advisor (Senior & FET)	LetloenyanePC@ufs.ac.za
Mr Thabang Mofokeng	Faculty Advisor (Intermediate)	MofokengTM1@ufs.ac.za
Mr Teko Malefane	Faculty Advisor (Foundation and PGCE)	MalefaneTE@ufs.ac.za
Mr Letsela Motaung	Teaching & Learning Coordinator (A-step)	MotaungLB@ufs.ac.za

THEOLOGY AND RELIGION

UFS

Faculty Contacts

Theology@ufs.ac.za

Name	Position	Contact details
Ms Ingrid Mostert	Faculty Manager	MostertIE@ufs.ac.za
Ms Siphokazi Dlwati	Teaching & Learning Manager & Advisor	DlwatiS@ufs.ac.za
Faciola (Gwen) Ntamo	Academic Advisor	NtamoFGD@ufs.ac.za
Ms Lerato Mokati	Teaching & Learning Coordinator (A-step)	MokatiL@ufs.ac.za

ECONOMIC AND MANAGEMENT SCIENCES

UFS

Faculty Contacts

EMSAdvice@ufs.ac.za

(BFN)

Name	Position	Contact details
Ms Annari Muller	Teaching & Learning Manager	MullerA1@ufs.ac.za
Mrs Lizette Pretorius	Faculty Manager and Advisor	LPretorius@ufs.ac.za
Ms Sibongile Mlotya	Faculty Advisor	MlotyaS@ufs.ac.za
Ms Reabetswe Parkies	Faculty Advisor (Foundation)	ParkiesRG@ufs.ac.a
Mr Sivuyile Nzimande	Teaching & Learning Coordinator (A-step)	NzimeniS@uf.ac.za

LAW

UFS

Faculty Contacts

Lawadvising@ufs.ac.za

Name	Position	Contact details
Dr Jacques Matthee	Teaching & Learning Manager	MattheeJL@ufs.ac.za
Mr William Awusi	Faculty Manager & Advisor	awusiwk@ufs.ac.za
Ms Hanlie Grobler	Faculty Advisor	GroblerH1@ufs.ac.za
Ms Dineo Khoase	Teaching & Learning Coordinator (A-step)	KhoaseDA@ufs.ac.za

NATURAL AND AGRICULTURAL SCIENCES

UFS

Faculty Contacts

NasAdvising@ufs.ac.za

Name	Position	Contact details
Dr Bawinile Mthanti	Teaching & Learning Manager	3125 / MthantiBJ@ufs.ac.za
Ms Puleng Letloenyane	Faculty Advisor (Senior & FET, PGCE)	7884 / LetloenyanePC@ufs.ac.za
	Faculty Advisor (Intermediate)	
Mr Teko Malefane	Faculty Advisor (Foundation)	3059 / MalefaneTE@ufs.ac.za
	Teaching & Learning Coordinator (A-step)	

THE HUMANITIES

UFS

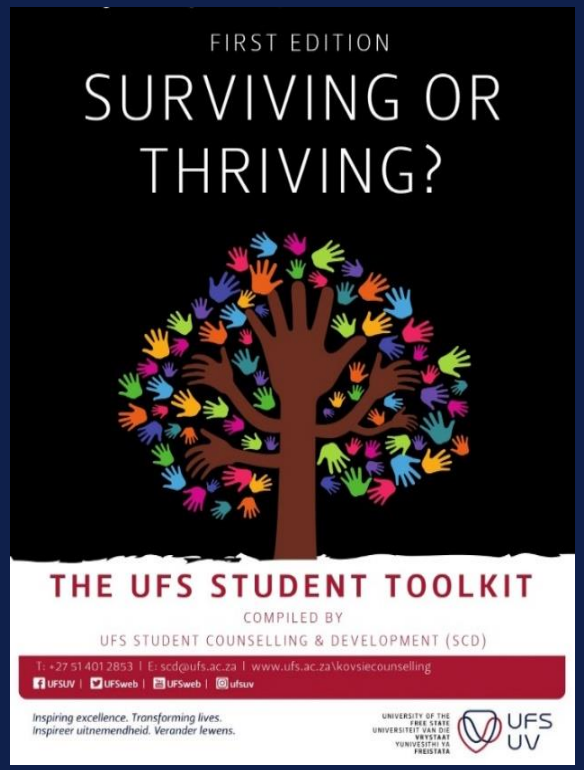
Faculty Contacts

Humanities@ufs.ac.za

Name	Position	Contact details
Dr Bawinile Mthanti	Teaching & Learning Manager	3125 / MthantiBJ@ufs.ac.za
Ms Puleng Letloenyane	Faculty Advisor (Senior & FET, PGCE)	7884 / LetloenyanePC@ufs.ac.za
	Faculty Advisor (Intermediate)	
Mr Teko Malefane	Faculty Advisor (Foundation)	3059 / MalefaneTE@ufs.ac.za
	Teaching & Learning Coordinator (A-step)	

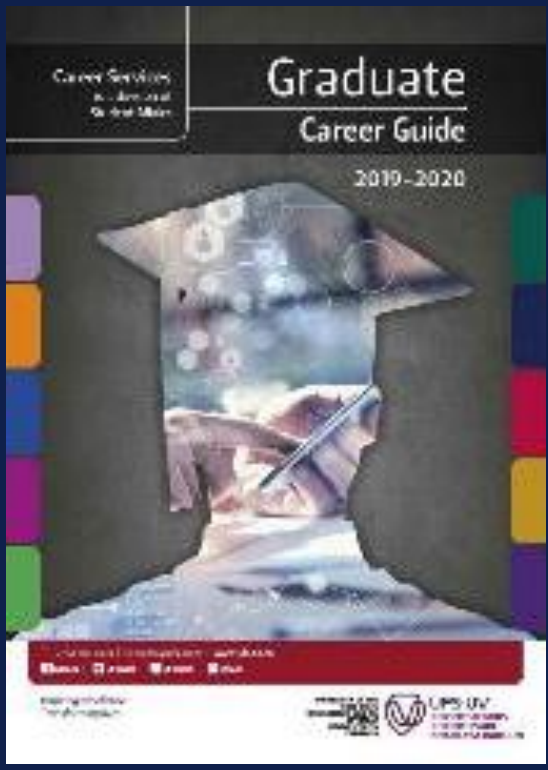
Student Development and Counselling

Scd@ufs.ac.za
051 401 2853 (BFN) / 058 718 5033 (QQ)



Career Services

career@ufs.ac.za
051 401 7393



CTL Student Support:

Academic language & Literacy Development

(English academic literacy)

OttoA@ufs.ac.za

The Write Site

Writesite@ufs.ac.za

A-Step

Astep@ufs.ac.za

UFS Skills

Ufs101@ufs.ac.za

Blackboard helpdesk

ehelpdesk@ufs.ac.za

Academic Advising

Advising@ufs.ac.za

Advisingqq@ufs.ac.za

https://www.ufs.ac.za/docs/librariesprovider35/default-document-library/ctl_student_brochure_2020.pdf?sfvrsn=2d329b21_0

Central Academic Advising Support:

- **#UFSMyAdvice Magazine**
  - Hello first year
  - Hello senior

- **Workshop weeks (semester 1)**
  22 – 24 March 2021
  4 – 7 May 2021

- **#SuccessSeries (Dates TBC)**
  live student dialogues, podcasts, posters, videos, etc.

- **Q and A sessions**
  every last Friday of the month

Understanding the student population

- All students who come for academic advising are unique and deserve the best possible advising services. It is essential that advisors are competent in building relationships with diverse student populations and that advisors make a conscious effort to educate themselves about the characteristics and needs of unique student groups.
- A few unique student groups include commuter students, students with disabilities and mental health disorders, first-generation students and athletes.

Understanding the student context

The most noteworthy findings arising from this report include:

- The majority of the student respondents (92%) own at least one internet-capable device.
- More than 70% of respondents are able to access the internet off-campus by purchasing data from a service provider.
- A total of 13% of respondents indicated that they have no access to the internet off-campus.
- The qualitative analysis on respondents' open-ended comments also show that there are limitations to how and when students will be able to access the internet.

STUDENT REALITY

Students will not always have access to computers and networks

UFS research has shown that students rely heavily (80% of the time) on computer labs to complete online activities.

Work Overload - Remember your module is not the only module students should complete.

The majority of students indicated that they struggle with access to networks off campus.

Some of our rural students would need to travel to a place where there is network to access materials.

Device ownership is not uniform, the majority of students have access to a smartphone, and some students have access to a computer, this needs to be taken into consideration when designing learning material.

Building meaningful Relationships

Learning Outcomes:

1. Apply self-management
2. Build a Relationship of trust with students
3. How to handle difficult student situations
4. Apply Active listening when dealing with students
5. Know how to refer a student in need of support

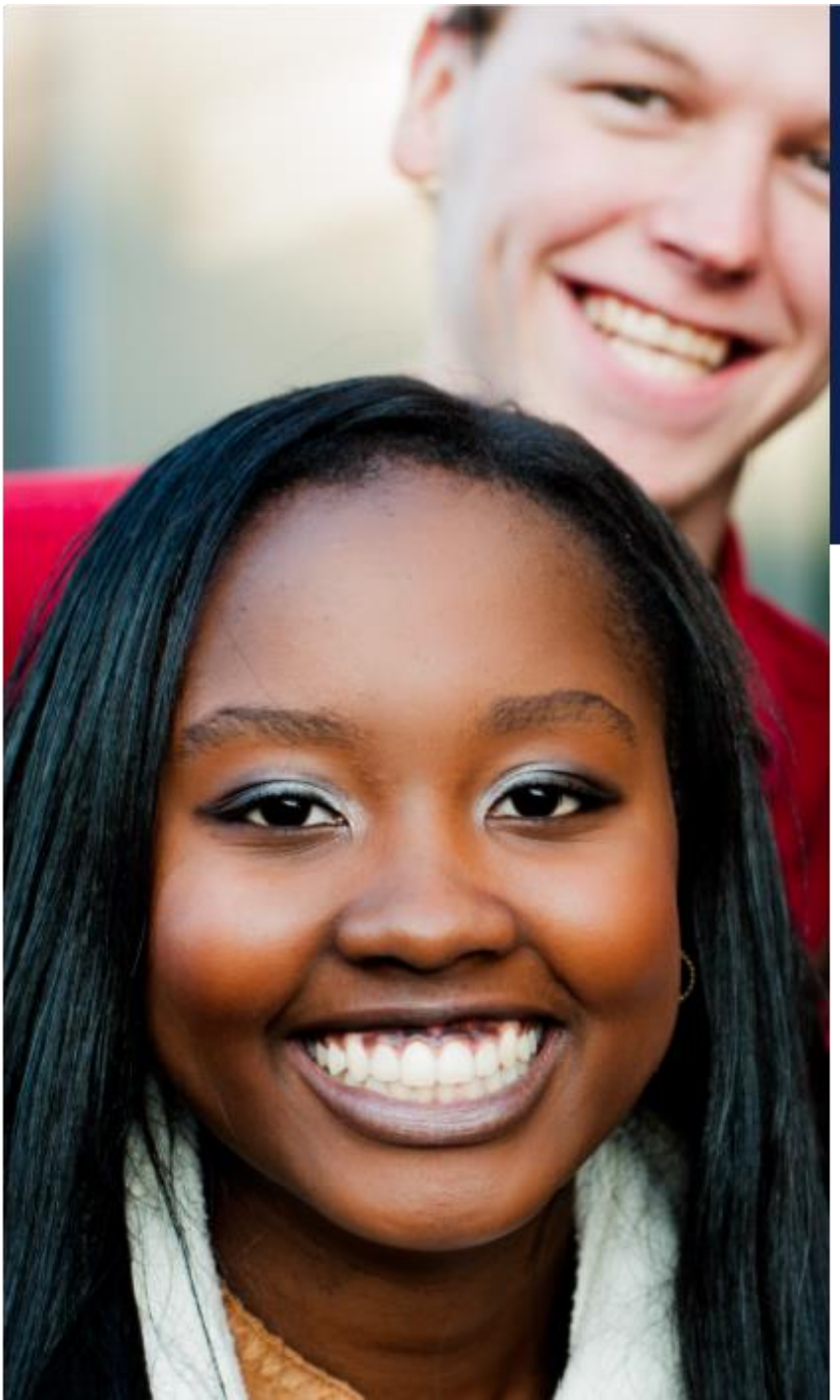
Applying Self-Management in my own life

- Set your own goals
- Focus your behaviour to support your goals
- Build meaning relationships
- Find a support network for yourself
- Reflect and learn from your mistakes
- Set new goals

*"**Self management** is about preparing for the future, owning your present and taking care in what you do – as well as learning how you could do better next time."*

Self-discipline
Focus
Connect to your support network
Self-management
Visionary
Value education
Self-awareness

The Advising relationship is a relationship of mutual trust and respect



How to handle difficult situations

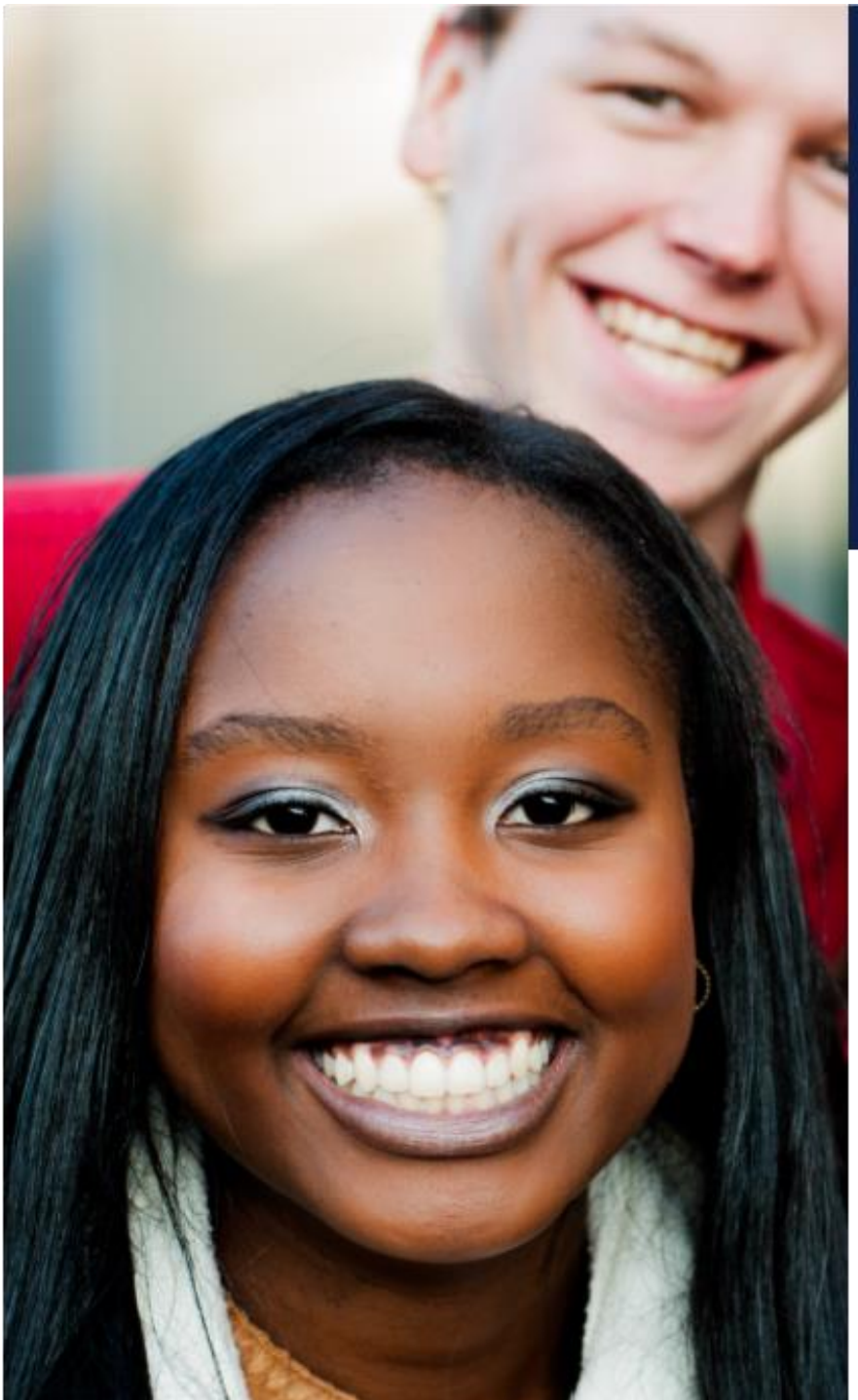
What kind of difficult situations can you encounter as a tutor?	Tips to deal with difficult situations:

Building Rapport

- Rapport is a process of establishing a relationship of **trust, harmony, affinity or accord** with another; it is the foundation of success.
- Building rapport is a process that takes place **throughout the beginning** of the coaching process.
- When you have rapport with someone, you are **better placed to influence, learn, and teach** as your students are more likely to accept your ideas, share information, and are open to create opportunities together.
- Sometimes rapport happens naturally, but it can also be built by **finding common ground, developing a bond and being empathic**.

Rapport building skills

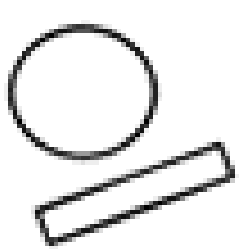
- Listening actively
- Empathy
- Paraphrasing
- Reflecting feelings
- Genuineness
- Unconditional Positive Regards
- Open Questions
- Appropriate Self-disclosure

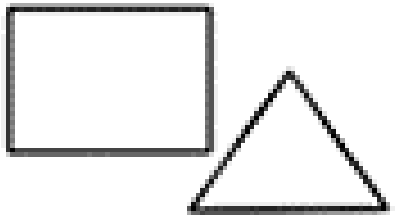


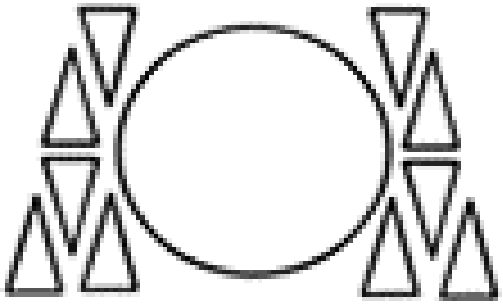
Activity

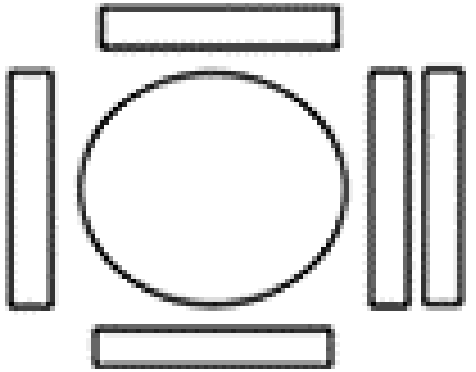
Active Listening

Let’s see if you can listen actively. Try to draw the diagram described by the facilitator.

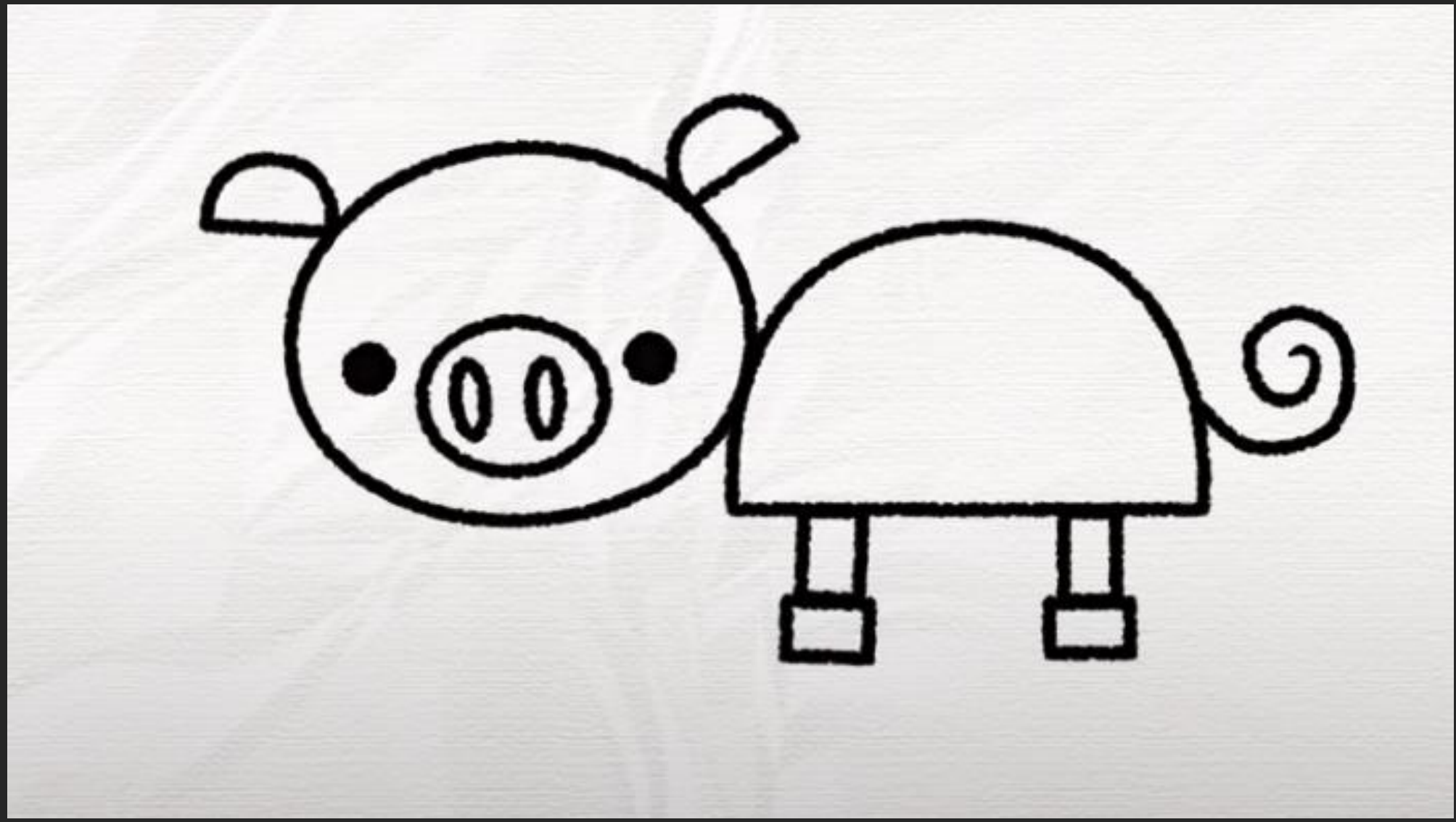




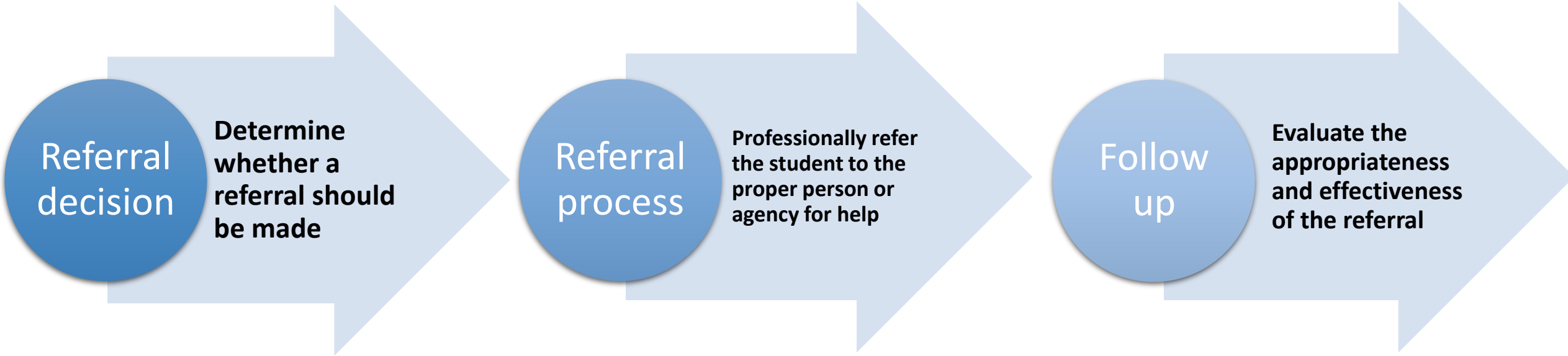




Watch this video: https://www.youtube.com/watch?v=rzsVh8YwZEQ



What is student referral?



Tips on making effective referrals

1. Equip yourself with campus **information**
2. **Have a list** of departments, names and contact details of offices your will be referring
3. **Pay careful attention** to the student
4. **Ask for help** to ensure accurate referral
5. Make the student **comfortable** with the idea of being referred (highlight how helpful a particular office is)
6. Keep the chain of referral **as simple as possible**

Tips on making effective referrals (cont…)

7. Help students with setting an appointment (If possible to encourage student to see the appointment through)

8. Jot down what type of referrals you have made

9. Every so often check your referral notes (success coaches meeting

Referring to the advising network

Case Study 1

Thabo is one of the students that regularly attends your tutorial sessions and is always on time. You have realised that he seems to be having difficulty understanding content of his module and always fails to complete his activities, and as a result never participates in group discussions. His failure of this module is beginning to affect his confidence. Thabo asks for your help during after the tutorial.

Where would you refer Thabo?

Case Study 2

Khethiwe comes to you in tears. Things have not been going well. She is unhappy with the course she is registered for and is afraid she is going to lose her funding if she changes the programme. She is already struggling to get through the month with most days not having enough money to buy food. What would you do in this situation.

- Help her with a little food and sit with her to find alternative funding
- Refer her to No Student Hungry
- Refer her to CTL
- Refer her to the Financial Aid office or Tuition Fees

Case Study 3

Anna is a first-year student who has come for a tutorial session. She seems distressed. During a session she shares with you that she does not seem to understand what is required of her to pass her first-year, and she feels like everything is just too much for her to take in, in terms of tests and assignments' deadlines. She cries telling you that she does not think she would be able to measure up to her programme.

Where would you refer Anna?

Case Study 4

Wendy is an incoming Social Work student from an under-resourced school. Wendy wants to study Social Work because she enjoys helping people. However, she does not really know what a career in social work entails.

Her parents cannot pay her tuition fees fully, and Wendy needs to work part time to help support herself.

However, she is not yet sure whether she will have enough time to study Social Work and find a part-time job, and she has no idea how her timetable works. She also has some classes that are clashing

How would you help Wendy?

Making the most of Technology

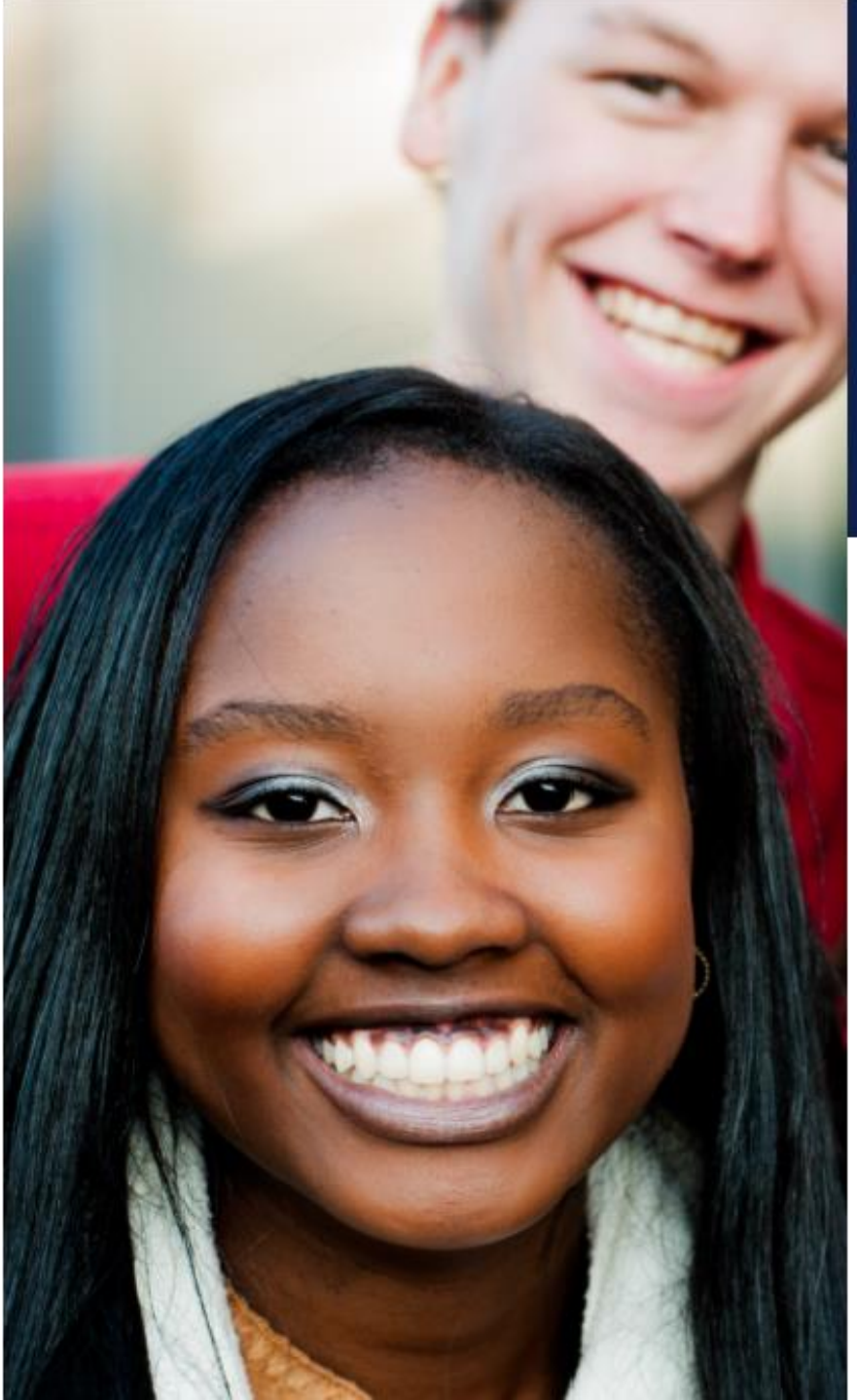
Learning Outcomes:

1. Know where to access online advising services and resources
2. Use technology to support their students as peer advisors

Getting comfortable with technology-enhanced learning

“Technology-enhanced learning broadly refers to the use of Information Communication and Technology (ICT) to enhance and support the learning experience of students

-(Gordon, 2014).”



Activity

Class Discussion

How can you use technology to support your students as a tutor?

How to maximise BB Collaborate to support your students

- Plan the resources you will share every week.
- Have all the links to your resources readily available to share with your students.
- You can use the “whiteboard option” if you prefer writing as a method of teaching/explaining concepts to your students.
- Use polls for activities to keep your students engaged and ask them questions regarding the content.

Online Academic Advising Services and Resources

1. Senior Experience

#UFSLearnOn: https://www.ufs.ac.za/ufs-learn-on-campaign

#UFS My Advice

2. Student support page: https://www.ufs.ac.za/kovsielife/student-support

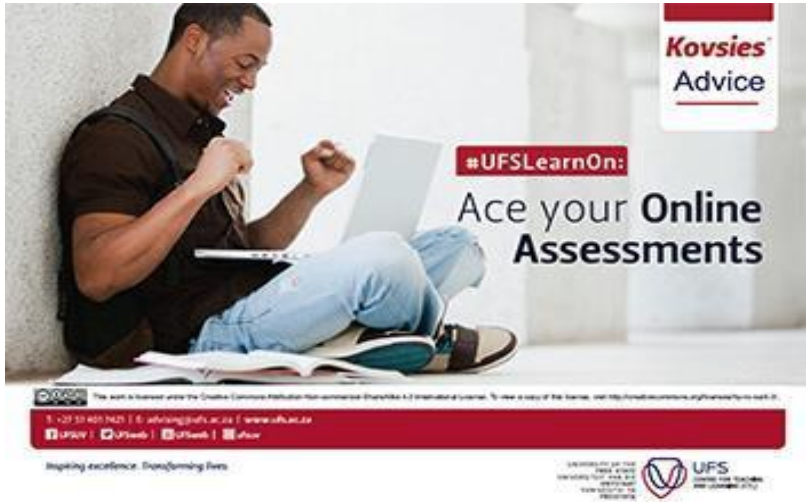
3. Central Academic Advising: Advising@ufs.ac.za (BFN) / AdvisingQQ@ufs.ac.za (QwaQwa)

4. WhatsApp Chatbot: 087 240 6370

5. Online student workshops: individual online workshops and senior students engagements

6. Student Success Portal

Online Academic Advising Services and Resources



Online Academic Advising Services and Resources

Netiquette

Netiquette may be viewed as the ‘house rules’ shared by a group.

Students can contribute to these ‘rules of engagement’ as part of an introductive online collaborative activity that will aid group cohesion (and ownership of the rules) for further online activities.

Because non-verbal cues are absent with asynchronous interactive tools, messages may easily be misinterpreted and therefore keeping with netiquette guidelines can help promote civil dialogue and engagement

(Pappas 2016. Netiquette tips for online discussions)

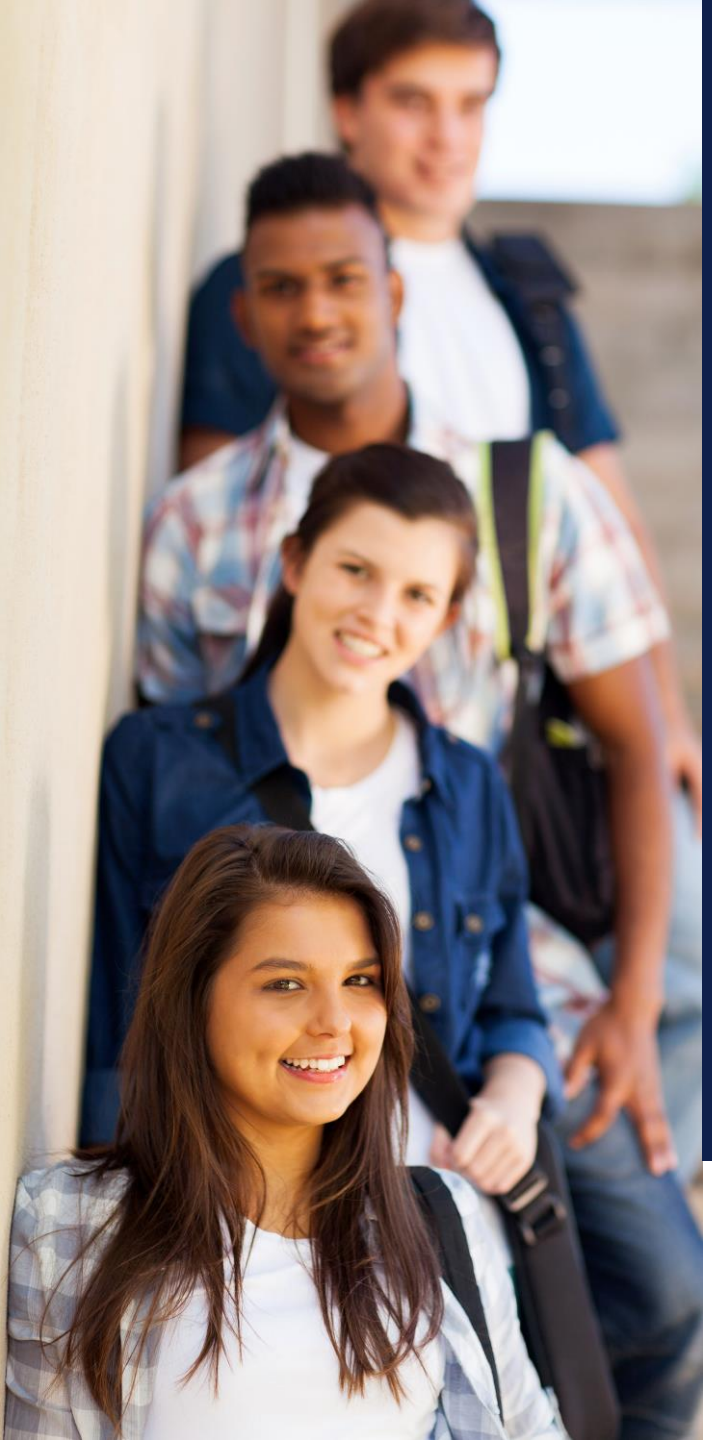
http://elearningindustry.com/10-netiquette-tips-online-discussions

Netiquette…Tips for online discussions

- Do not dominate the discussion. Give your students the opportunity to join in the discussion (especially during collaborate and Q&A sessions).
- Popular emoticons such as can be helpful to convey your tone, but be cautious not to overdo or overuse.
- Think and edit before you push the “Send” button. Use correct spelling and grammar.
- When in doubt, always ask for clarification from your coordinator or lecturers. Do not hesitate to let your students know you will get back to them with more informed responses/feedback.
- Never criticise your student’s ability to read or write.

Netiquette…Tips for online discussions

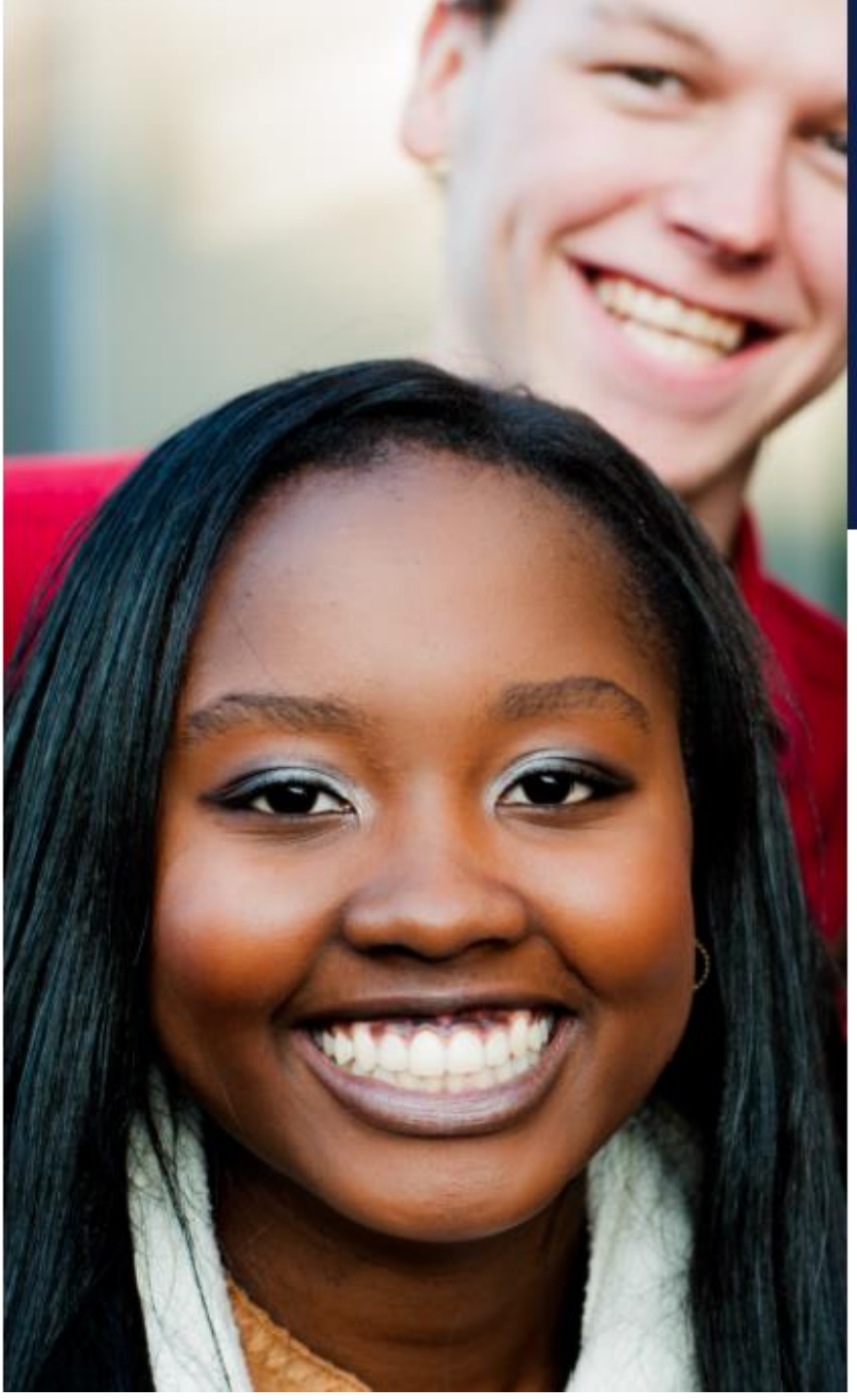
- Thank, acknowledge and support your students freely. Acknowledge before differing. Use ‘please and thank you’.
- Keep all messages concise not more than a screen full. Attach a document for longer discussion contributions/additional information/resources.
- Present ideas appropriately. For example, do not capitalise all letters since it may suggest shouting.
- The principles are the same as for any conversation but with a little more emphasis on coming to shared understandings.



Growing as a peer advisor

Learning Outcomes:

1. Identify skills, knowledge, and attitudes associated with peer advising
2. Develop a growth mindset as a peer advisor
3. Display cultural competence as a peer advisor (resources provided online)
4. Practice self-care (content presented on online platform)



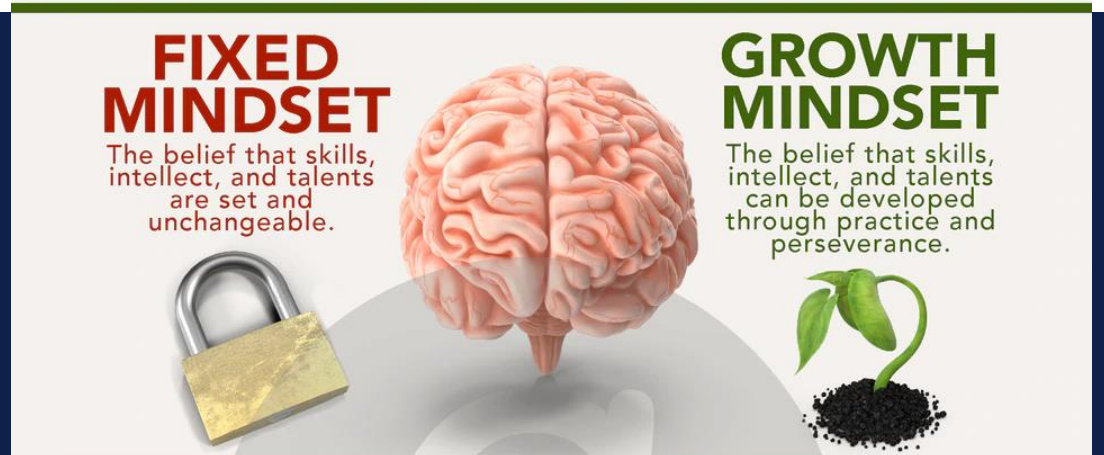
Activity

Group Exercise

What Tutors should know about advising?

Skills:	Knowledge:	Attitudes:

MINDSETS



FIXED MINDSET		GROWTH MINDSET
The belief that skills, intellect, and talents are set and unchangeable.		The belief that skills, intellect, and talents can be developed through practice and perseverance.
I'll stick to what I know. Either I'm good at it or not.	DESIRES	I want to learn new things. I am eager to take risks.
It's fine the way it is. There is nothing to change.	SKILLS	Is this really my best work? What else can I improve?
This is a waste of time; there's a lot to figure out.	EFFORT	I know this will help me even though it is difficult.
It's easier to give up. I'm really not smart.	SETBACKS	I'll use another strategy; my mistakes help me learn.
This work is boring. No one likes to do it.	FEEDBACK	I recognize my weakness, and I know what to fix.
It's easy for him or her. They were born smart.	TALENTED PEERS	I wonder how they did it. Let me try to figure it out.

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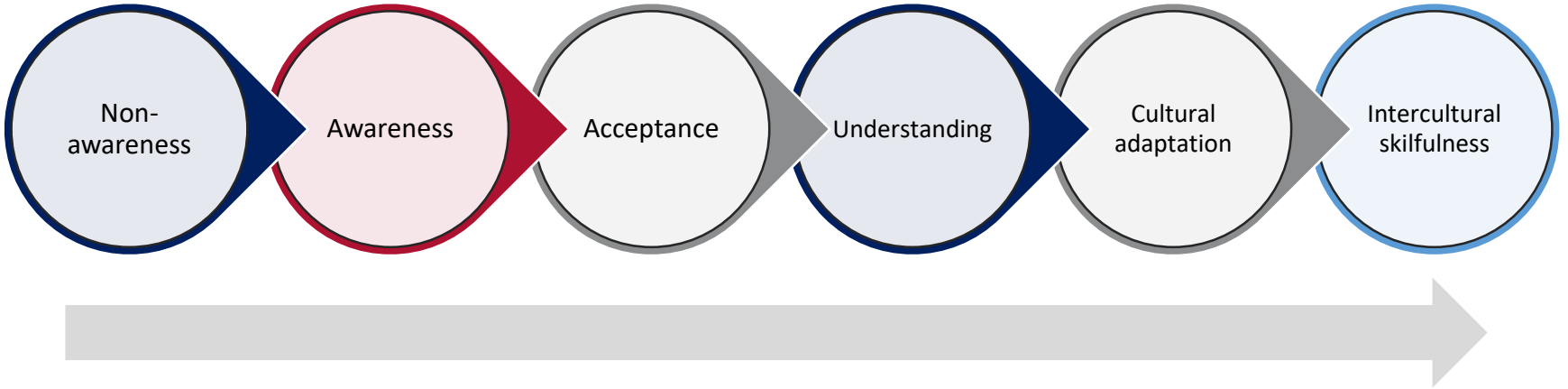
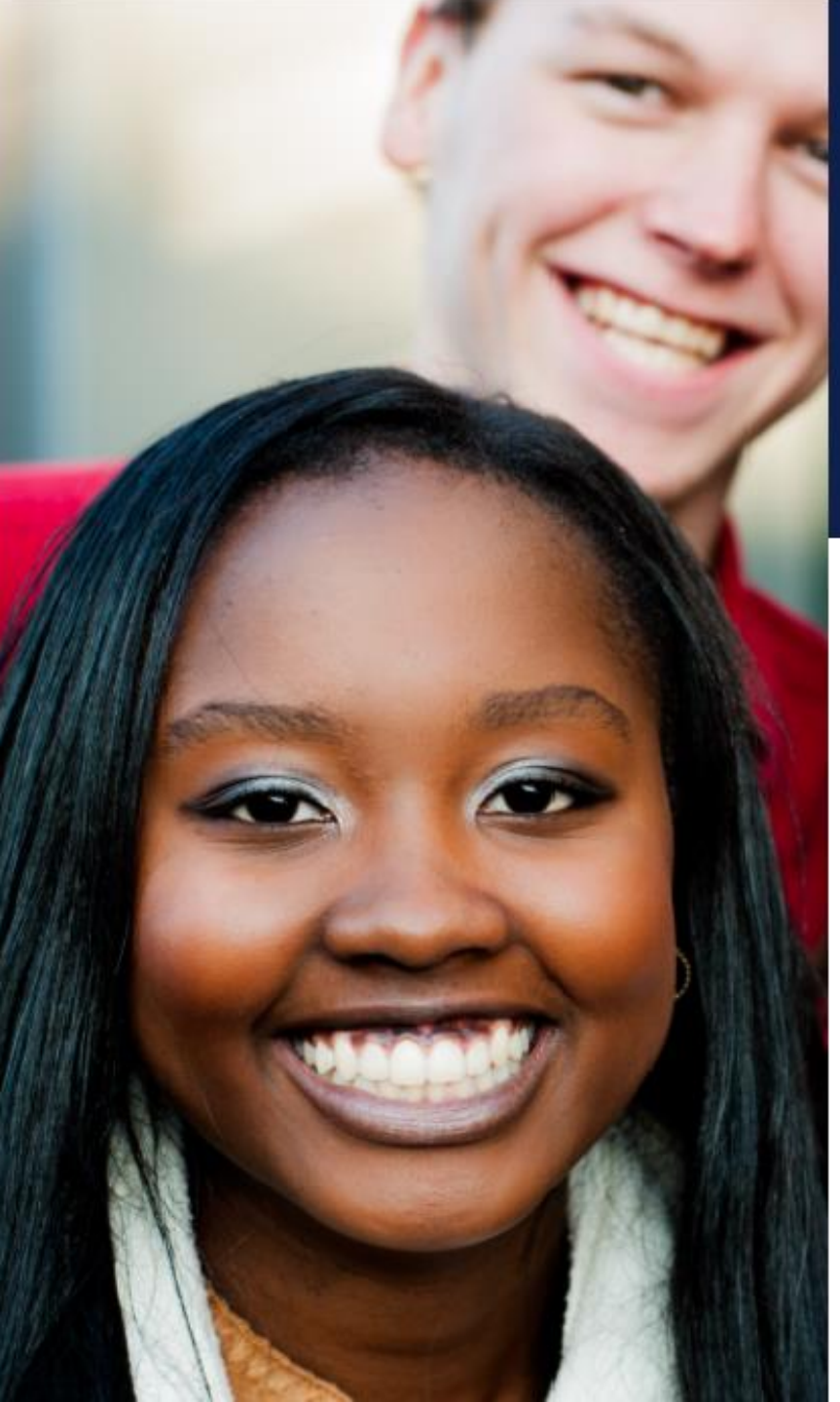
UFS

Cultural Competence

The aim is to create “…a place where the sacredness of each person is honoured and where diversity is aggressively pursued.” – Boyer (1990)

Cultural Awareness

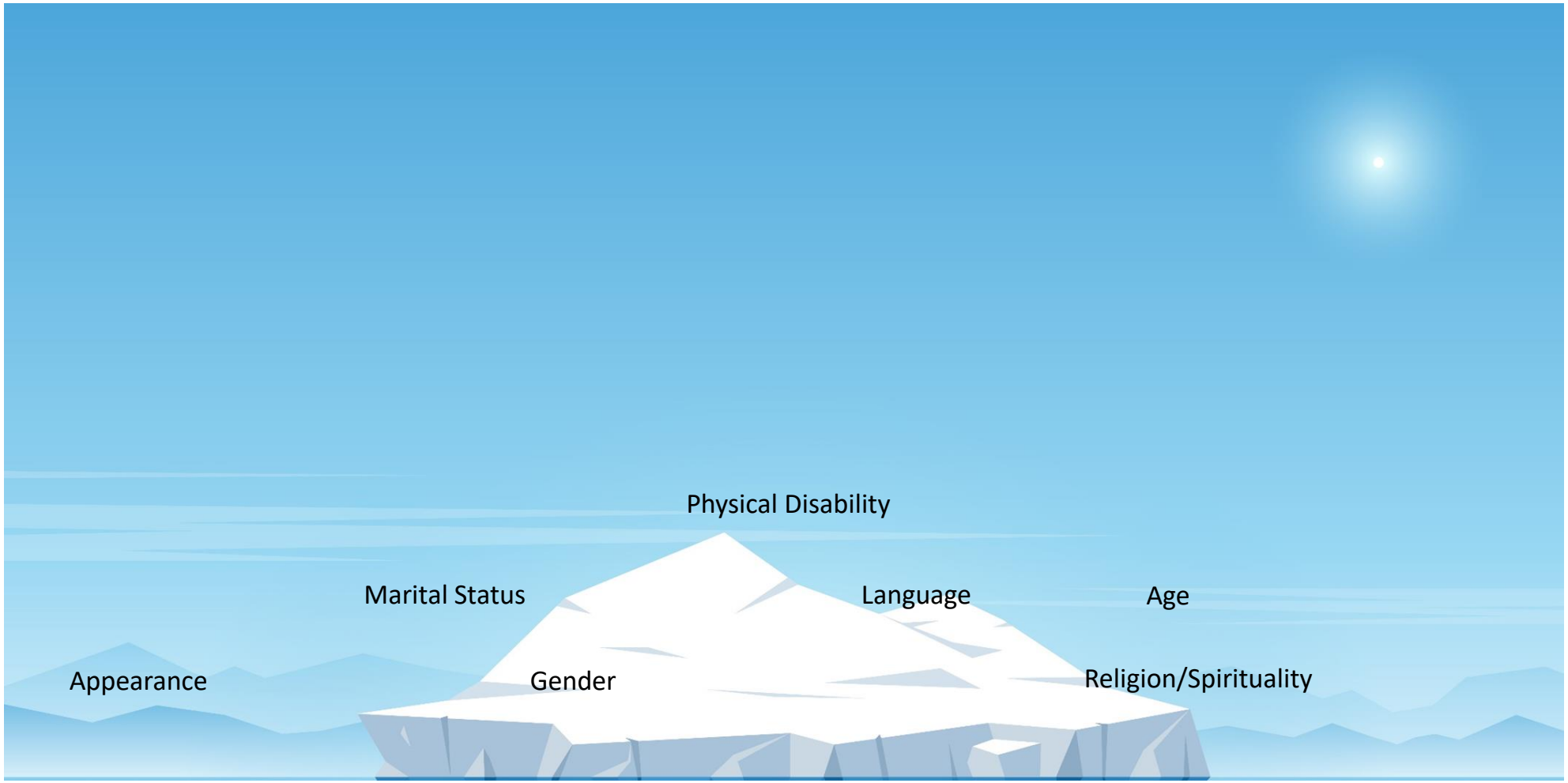


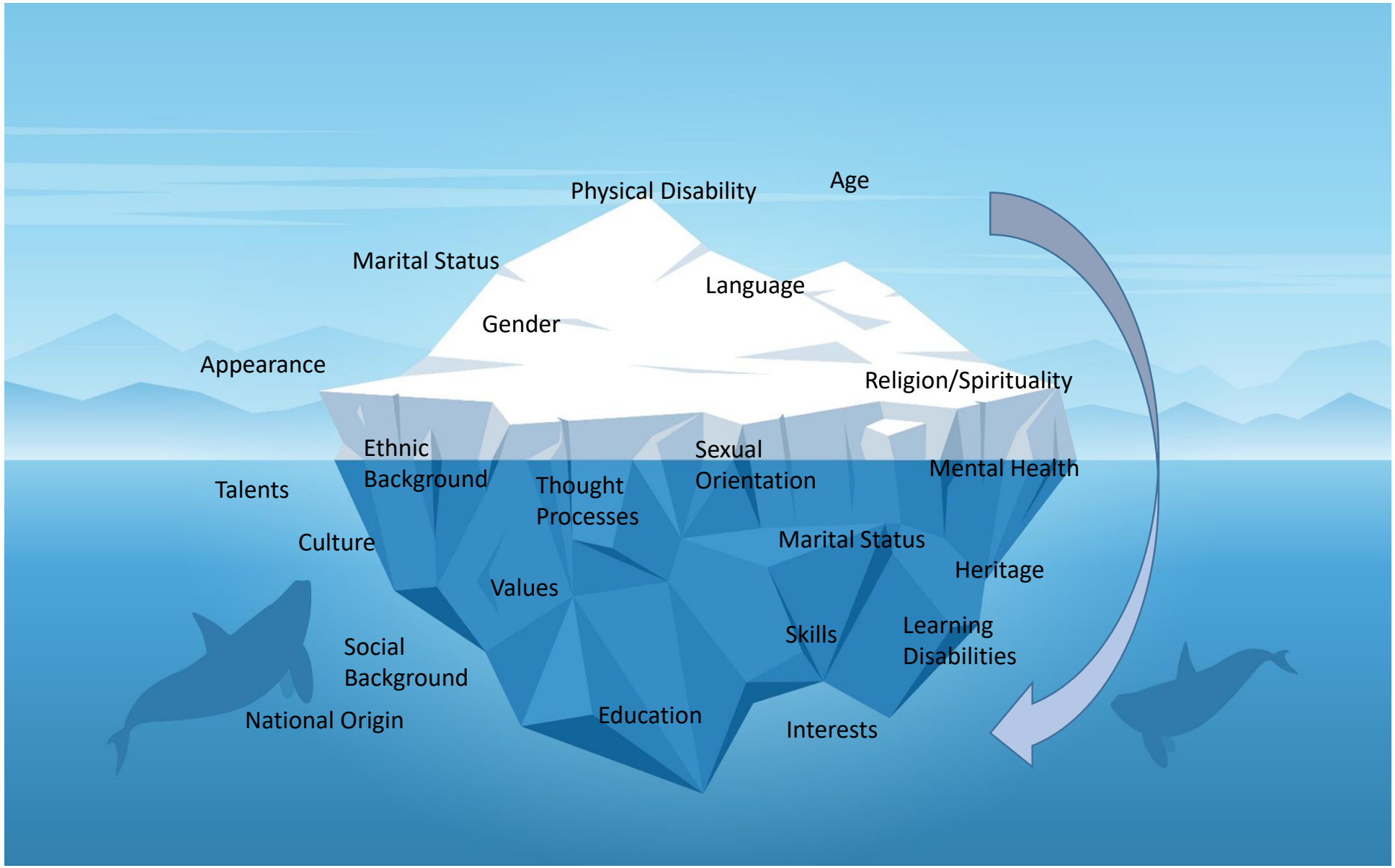


Diversity exercise: Poll

1. Have you ever had your heart broken?
2. Do you believe in Abortion?
3. Have you have failed a module
4. Have you ever visited an academic advisor to help you cope with your studies?
5. Lost a family member

Dimensions of Diversity



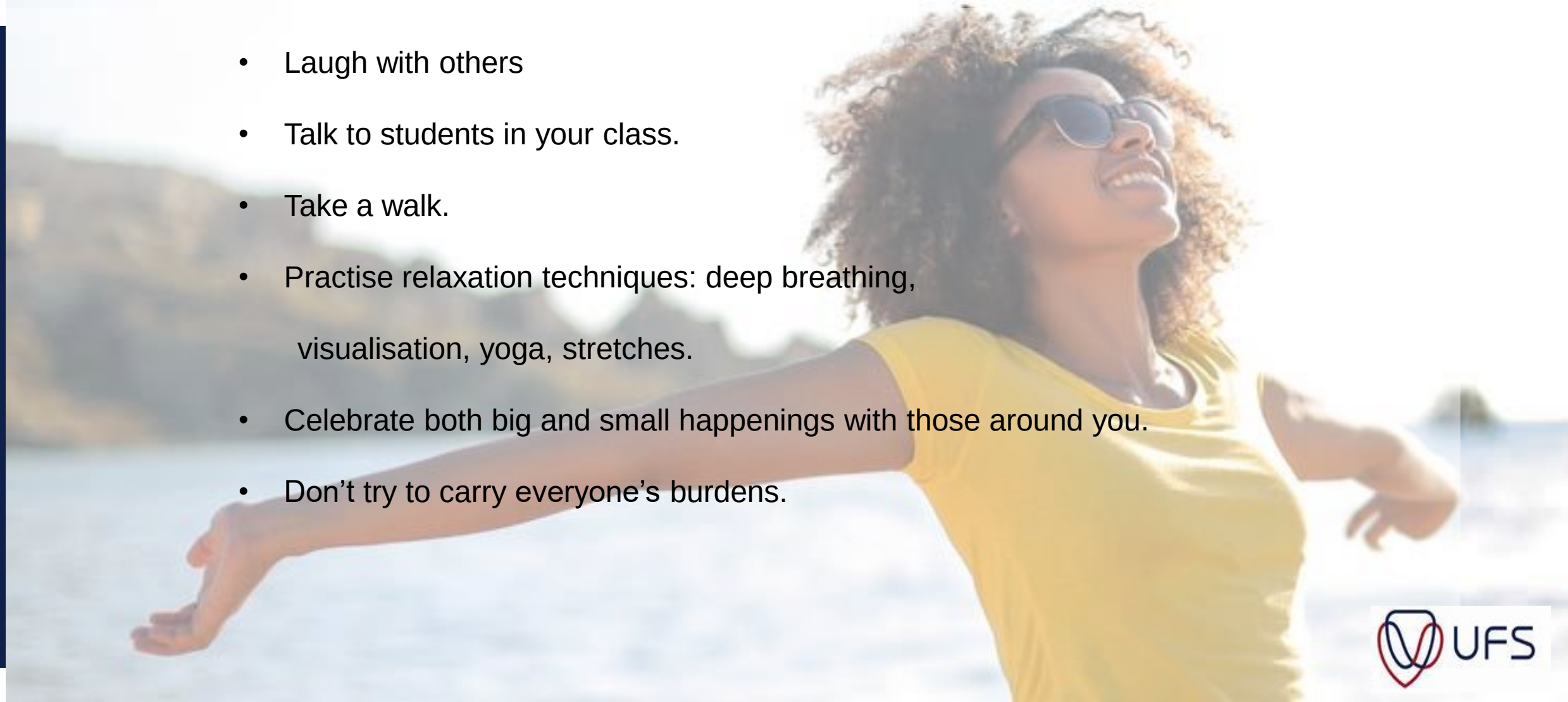

Physical Disability
Age
Marital Status
Language
Gender
Appearance
Religion/Spirituality
Ethnic Background
Sexual Orientation
Mental Health
Talents
Thought Processes
Culture
Marital Status
Heritage
Values
Skills
Learning Disabilities
Social Background
National Origin
Education
Interests

Managing stress

Tips to help peer advisors deal with stress

- Engage in physical activity, for example walking or aerobics
- Creative or artistic activity, such as poetry or drawing
- Spend time with friends and seek social support
- Engage in hobbies you enjoy
- Look for practical, realistic ways to solve problems leading to stress
- Relaxation techniques and meditation
- Seek help

Managing stress



- Laugh with others
- Talk to students in your class.
- Take a walk.
- Practise relaxation techniques: deep breathing, visualisation, yoga, stretches.
- Celebrate both big and small happenings with those around you.
- Don’t try to carry everyone’s burdens.

Managing stress

- Take some time during the day to unwind
- Keep organised.
- Have a realistic perspective of your job and yourself: no one can be everything to everybody.

Follow up Webinars

Skills, knowledge, and attitudes associated with Peer Advisors
- Done after training session

Growth Mindset talk – 20 April 2021

Cultural Competencies and Diversity – 26 April 2021

Self-Management and Self Care – 10 May 2021

POLL

What time of the day would you prefer your webinars?

1. Morning (between 09:00 and11:00)
2. Mid-day (between 12:00 and 14:00)
3. Afternoon (between 14:00 and 16:00)
4. Evening (After 18:00 in the evening)

Ensuring I succeed and
enhance student success
as a Tutor!

THANK YOU

Evaluation