



Advisory Handbook,

Faculty of Engineering Sciences,
GIK Institute

Prepared by: Dr. Asad Mahmood

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1. Background:

Research has shown that academic advising has the highest impact on student/adviser success [1]. It also has a positive impact on retention and success [5- 7]. Furthermore, it is a highly rewarding role for academic advisors if it is working well [8]. The role of the academic advisor is to help engage students in thoughtful, proactive academic planning, decision making, goal setting, and problem resolution. Anticipating students' needs is a critical component of effective academic advising. By providing answers to unasked questions and offering support and direction even when the student does not perceive a need, advisors can maximize their effectiveness and add value to the role of academic advisor [10].

2. Definition and outcomes for student advising

Student advising has many dimensions and hence can be defined in several ways. One good definition is as follows [4]:

“Student advising is a dynamic relationship between a student and advisor. At its center is a shared responsibility for a coherent education plan that incorporates personal, social, academic, and career considerations. Advising focuses on helping students identify life goals, acquire skills and attitudes that promote intellectual growth, and become academically successful.”

In another place [11], advising has been defined as:

“... Academic advising synthesizes and contextualizes students' educational experiences within the frameworks of their aspirations, abilities, and lives to extend learning beyond campus boundaries and timeframes”

The learning outcomes for students out of the advising process include [4]:

1. Understanding and taking responsibility for their role in the advising relationship
2. Having the ability to read and understand their degree course/credit requirements
3. Understanding how policies and requirements affect their plans
4. Understanding and articulating their specialization and career options based on their interests, skills and abilities
5. Being able to make effective decisions related to both personal life and career.

The learning outcomes for advisors include:

1. Understanding and applying student development and learning theory
2. Using feedback to understand students' needs and to improve their advising practices
3. Staying current on curricula, department, and institute policies



3. Introduction to FES Student Advisory Framework:

The Faculty of Engineering Sciences (FES) at GIK Institute has a students' advisory program in place to help and guide the students in all matters related to their academic progression and personal growth at the institute. A number of faculty members from FES are made available to the students for discussions related to both academic and non-academic matters. All the students are thus advised to meet with their advisors regularly and discuss matters of interest and importance to them.

All of the FES students have an advising network that includes:

- A. Batch/Academic advisors and coordinators
- B. Prep- program advisors (Only for freshmen)
- C. Head of Advisory Unit
- D. Dean, FES

A. Batch/Academic Advisor and Batch Coordinator

Two faculty members are assigned to each batch/year of students who will be primarily responsible to look after the advisory needs of the students of a particular year/batch. These are designation and roles are described below:

1. Batch Advisor

- 1. Generally, a relatively more senior/experienced person from the faculty.
- 2. Responsible to provide guidance to students on matters related to their academic progression, personal growth, and all related aspects as identified in section 4 of this handbook
- 3. Responsible to approve courses registration for individual students on CMS
- 4. Responsible to conduct batch advisor meetings in an effective manner, take corresponding actions, and give feedback to students.

2. Batch Coordinator

- 1. Responsible to provide guidance to students on matters related to their academic progression, personal growth and all related aspects as identified in section 4 of this handbook
- 2. Responsible to conduct batch advisor meetings in an effective manner, take corresponding actions, and give feedback to students.

Batch/academic advisor and coordinators for the different batches are given in appendix A.

B. Prep program advisors (only for freshmen)

FES has initiated a special advisory program, known as the 'Prep Program', to help the first-year students settle down in the university. For more details regarding this program please refer to 'Prep program advisory handbook' available in the faculty.



C. Advisory Unit Head

The advisory services offered at FES are headed by the head of the advisory unit at FES. The students can inquire about advisory unit head contact details from their batch advisor or coordinator and are also given below. You may contact the head of the advisory unit in case you are facing any issue regarding the advisory services offered at the faculty. Contact details of the advisory unit head are provided in appendix A.

D. Dean of Faculty of Engineering Sciences

The Faculty of Engineering Sciences is headed by a Dean. The students can discuss any issue of importance with the Dean as well, however, it is recommended that they first discuss the issue with their batch advisor, or the head of the advisory unit, before walking up to the Dean's office. The contact details of Dean FES are given in appendix A.

4. Scope and nature of student advising

The success of a student advisory program requires clear definition for the nature and scope of the student advising which is understood and agreed upon by all the stakeholders. Advising practices should support the aimed learning outcomes for the students and should be adapted to better meet the learning outcomes. Student advising at FES, GIKI has following dimensions:

A. Cohort/collective batch advising

- done via the batch advisor meetings conducted twice a semester

B. Personalized/One-to-one student advising

- done via one-to-one meetings between the advisor/coordinator and the student/advisee. These meetings should cover the following points:
 1. **Aims and Purposes of Higher Education** – includes advice and consultation regarding the aims of the university, the meaning of higher education, the essence of disciplinary and interdisciplinary study, the reasons for academic requirements, the expected standards of achievement, and the spirit and satisfaction of scholarly work [3].
 2. **Guidance related to curriculum and degree planning** – includes advice related to degree completion requirements, course load and registration policies, pre-requisites/co-requisites, specialization offered and selection, associated administrative procedures etc. Specialization selection should be situated in the broader context of exploration, self-knowledge, goal setting, decision making, and planning for a career, and lifelong learning [4].
 3. **Student Development** - Includes interest in the student's goals and problems, establishment of rapport, development of the student's self-awareness via use of active



listening. Promote decision making and independent thinking by assisting students in their exploration of personal, academic and career goals.

4. **Student Career Planning and Life goals** – advice related to student's career opportunities after degree completion including exploration of life goals, values, abilities, interests, limitations.
5. **General wellness counseling** – The batch advisors/coordinators will also act as student mentors, and hence try to understand the issues being faced by the student which may be hindering his/her academic progress. These issues may be related directly to academics or, at times, may be personal in nature but impact both his/her wellness as well as academic progress. Whereas the advisor will do his/her best to guide, it is important that both the advisors and the students recognize that the advisor cannot possibly meet all student needs, especially those which need specialized attention, e.g., mental wellness etc. For such needs, the advisor should refer the student to such specialized services which are offered at the institute, e.g., Students' wellness counselor, hospital etc.

5. Major Activities to be conducted by Batch Advisors/Coordinators

A. Student courses selection and registration

- **When**

- In the first couple of weeks of each semester

- **How**

- The students should meet with their academic advisor in the start of the semester to discuss their academic progress and selection of courses accordingly for that semester. The meeting can be initiated by either the student or the academic/batch advisor.
- The purpose of the meeting is to discuss issues related to the academic and personal growth of the student in a friendly environment. The students struggling with academics need the most attention and care from their advisors.
- Students/advisees should be encouraged to take ownership of their academic progress and personal growth at the university, set targets, and follow-up on the achievement of the targets. Tips and advice which may help the students should be provided, but the students should be allowed to take their own decisions, e.g., regarding course selections within the prescribed limits, and take responsibility of those decisions. This is part of the learning process for the students.
- The academic advisor/coordinators would also play the role of mentors and provide a safe environment for the student to discuss other issues which may be hampering their academic progress. However, the advisors should acknowledge that they are not professional counselors and hence should refer



to professional resources which may be present in the campus for the wellness of student mental health.

- The advisors/coordinators and the students should understand well the scheme of study and the pre-requisite courses requirements. Please refer to the prospectus for the concerned batch in this regard.
- Advisors/Coordinators should check by the end of registration time that all the students have registered for their courses as per the registration policy provided by the A&E department.
- CMS coordinator for the faculty should be contacted for issues related to course registration on the CMS. His contact details are given in the appendix A.
- Sometimes the CMS does not automatically enforce the pre-req/co-req requirements and thus it is better to manually check the student's transcript and the prospectus before approving his/her courses on the CMS.
- **Applications to be forwarded for special cases:** At times, it is required to forward student applications to the Dean and/or A&E office to get special permissions, e.g., extra load, pre-req waiver etc. It is important that the application be sent in a formal manner using a standard application letter format [13,14], which should be typewritten using A4 pages, and duly signed by the applicant as well as the advisor/coordinator.

B. Batch Advisor meetings

- **When**
 - Twice a semester, once before and once after the mid-term
- **How**
 - **Inform the students about the importance of this meeting** and their feedback (e.g., used by school, institute and PEC etc.), **confidentiality of information** and their responsibility to **take the process seriously** and provide useful feedback
 - **Provide feedback to the students** regarding actions taken against the issues raised by them in the previous batch advisor meeting.
 - **Take feedback from the students on their courses in a 1-by-1 manner.** The goal being to **seek positive and constructive feedback** to improve the delivery of the courses
 - **Discussion on points specific to the year being advised**, e.g., 1st years (adjustment to university life), 2nd years (selection of streams), 3rd years (internship and FYP selection), 4th years (FYP and career/graduate study options)
 - **Discussion to improve students' understanding of CLOs, PLOs and OBE system**, its importance e.g., degree recognized internationally etc., and the importance of attainment of PLOs and repercussions if not attained.
 - Discussion on **other issues faced by the students (hostel life etc.)**
 - **Encourage students to meet in office** in case someone hesitant to discuss matters in public



- **Frank discussions and confidentiality of provided information** such that students do not be afraid of repercussions
- Make sure by giving some time to all the students to **fill in the forms for feedback**
- **Information obtained should not be shared** with anyone else
- **Meeting minutes**
 - **In-meeting discussions + written feedback from the students both should be consulted** in writing minutes
 - Personal/abusive remarks should not be included
 - **Emphasis should be on the common remarks** coming from a reasonable number of students
 - Share the meeting minutes with the dean, and have in-person discussion with the dean if need be
- **Action plan for corrective measures (CQI loop)**
 - **Make and execute an action plan to solve the issues raised by the students and provide feedback** regarding action taken against their concerns to the students in the next batch advisor meeting

6. Student – Batch Advisor/Coordinator relationship and responsibilities.

The key to successful academic advisement depends on the ability of the advisor and of the advisee/student to enter a relationship which recognizes the nature of the academic advising process, and stresses that both the advisor and the advisee/student carry responsibilities in the advising process [3,11].

A. Advisor responsibilities:

1. Articulate a personal philosophy of academic advising.
2. Create rapport and build academic advising relationships.
3. Communicate in an inclusive and respectful manner.
4. Plan and conduct successful advising interactions.
5. Promote student understanding of the logic and purpose of the curriculum.
6. Facilitate problem solving, decision-making, meaning making, planning, and goal setting.
7. Engage in on-going assessment and development of the advising practice

B. Student Responsibilities:

1. Check emails regularly and respond in a prompt manner
2. Make himself/herself available for meetings with the advisor/coordinator



3. Discuss matters of academic progress, career development and personal development with his/her advisor in a frank manner.
4. Take ownership of his/her academic progress and personal development and make his/her own decisions along with their action plan and regular assessment considering advice received from the advisors.

In any academic advising program, some students propose actions with which the academic advisor cannot agree. In some cases, advisors are responsible for informing students of the appropriate course of action. Nevertheless, final decisions relative to course scheduling and program planning are made by the students, and they must assume primary responsibility for such decisions, particularly when these are inconsistent with the requirements of the faculty/institute.

7. How to be an effective Batch advisor/coordinator?

You can be an effective student advisor/coordinator if you develop the following characteristics: [8]:

1. Well-prepared

- a. Check the program/degree prospectus along with the Advisory handbook to know the expectations of your role as an Academic Advisor.
- b. Update yourself on the latest regulations relating to your advisee's course of study.
- c. Ensure you know the structures of the program your advisee is taking, including compulsory modules and prerequisites.
- d. Have good knowledge about the current status and progress of the students you are advising
- e. Keep yourself abreast about latest academic and other policies of the institute. Meeting minutes of the important councils of the institutes should also be read carefully.

2. Pro-active

- a. It is important to establish connections with all of your advisees/students from early on. The two touchpoints per year should be seen as a minimum engagement with you. You should encourage advisees to see you in your open office hours (maybe via Google Hangouts).
- b. Check and follow up with advisees who don't reply to your emails, and monitor their attendance.
- c. Check students' records after results are issued and write a personalized email.
- d. Offer extra coaching if you see an advisee is struggling.

3. Available



- a. Availability here means being in your office when you say that you will be there. Students report their frustration when they go to seek guidance or require a signature and their Academic Advisor is unavailable and there is no evident way to reach them. You can improve this situation by letting your advisees know when and how to contact you.
- b. Be available to the students via multiple channels, e.g., office hours, email, phone etc.
- c. Never to make a student feel rushed. If they want to talk, take the time to listen and guide them if you can. If you run out of time, ask them to come back on another day to finish that conversation.

4. Caring

- a. The relationship you have with your advisee is based upon the series of regular interactions planned into the semester timetable, whether one-to-one or in group settings. These regular interactions help to deliver the supportive learning environment that encourages persistence at university and improves engagement. Also highly significant is the level of attention and care you pay to what your advisee says in meetings, or in other forms of communication
- b. When meeting in your office, always turn the phone off/ignore it/blank the screen when your advisee is with you.
- c. Listen carefully to what your advisee says, i.e., give them time to talk and ask questions that show you know them.
- d. Follow up on issues they raise, including contacting the relevant authority/personnel.
- e. Keep the continuity going, and maintain contact even if you, or your advisee, is away or absent for any reason

5. Student-centered

- a. Your concern with the advisee is one that considers their academic progress on a degree program and supports them in making sound academic decisions. Whilst you know elements of that degree program because you may be directly involved in delivering part of it, you need to ensure that your advice is impartial, and based on your knowledge of the whole degree program.

6. Self-reflective

- a. You need to be aware of your own strengths and limitations in the role. As with teaching, you can develop greater awareness of your performance through monitoring advisee progress, gathering feedback from your advisees, and personal reflection on this using any of the recognized models. The intended 'outcomes' from your advising role is that your advisees become independent learners with a set of effective problem-solving strategies, so how far have your advisees travelled along this route
- b. You are a significant influence on your advisees and therefore need to pay particular attention to the words of advice and guidance that you give. This applies in a number of ways. The program/courses advice you give must be



accurate, because of the implications for your advisee's degree plan, including when they are able to graduate. Therefore, you must check the rules and regulations before guiding students in this regard.

7. Go beyond information already available in prospectus/student handbook [10]

- a. If advisors limit their answers to what can be found in a catalog or student handbook, they are no more valuable than the resource itself. They've reduced their value to that of an information center representative who simply points people in the right direction or hands out brochures. Advisors are invaluable in supporting students by anticipating their needs and addressing issues of which the student may not even be aware.
- Read up on 'how to become an effective mentor'. Some references given below
 - <https://www.brookes.ac.uk/staff/academic/academic-advising/about-academic-advising/what-does-good-academic-advising-look-like/#wellprepared>
 - https://sfp.caltech.edu/mentors/mentoring_tips
 - <http://college.ku.edu/sites/clas.ku.edu/files/docs/COGA/Mentoring%20Guide%20for%20Students.pdf>
- Read up on relevant material (policies, registration rules, credit hour/ pre-req requirements, faculty/university policies, resources for health, sports, wellness, co-curricular activities etc.) before meeting/communication with the students.
- Core values of the advisors, as identified by NACADA (National Academic Advising Association) [12], include the virtues of respect, inclusivity, professionalism, integrity, caring, empowerment, and commitment.

8. How the students should contact/meet with their advisors

The students should note that the faculty members (whether academic advisor, prep-program advisor, head advisory unit, or Dean) may have lots of other commitments e.g., teaching, research etc. Thus, the students must consult him/her for setting up time for the meetings. If a meeting call has been sent to the students to their email addresses, they must come for the meeting at the time and venue as prescribed in the email. They can ask their advisor to change the meeting time if it is inconvenient for the students.

If the students want to meet with any of their advisors outside of a prescribed meeting time, it is advisable that they first seek an appointment from the advisor. Meeting time appointments can be sought either directly going to the advisor's room and asking him/her for a suitable day/time to meet, or to send him/her an email for an appointment. Students can always inform their advisor if there is something which needs urgent attention.

It is advisable that the students follow the following hierarchy to discuss any matter/ seek solution to any problem.



1. Prep-program advisor / Academic advisor
2. Head of Advisory Unit
3. Dean FES

9. Useful Tips:

- i. Students want you to know them and their current situation so you're able to deliver support that fits their needs. Understanding which specific resources and programs will be most effective for your students is more important than connecting with them in a traditional meeting setting [1].
- ii. Many students don't expect to set an appointment with an advisor every time they need support. Instead, they want to access advisors through a variety of channels. A study found that most students prefer online and digital coaching like email, text, or video conferencing [1].
- iii. The students who regularly set appointments might be the students who need the least amount of support. It's often the students who aren't engaging with you that need your attention most [1].
- iv. It's okay to admit you don't have all the answers, but you should be able to point your students in the direction of someone who does. Academic advisors must be aware of campus and community resources that support student success and should be able to make effective referrals [9].
- v. If a student's name crosses your desk or pops into your head when you haven't seen them in a while, shoot them an email to check in... It's those little things that prove advisors to be trustworthy allies. Those are the things that enhance the student experience and positively impact things like retention [9].
- vi. Students often confuse advising with registration issues such as course availability or how well the online registration system works. Therefore, we need to continue to educate them about the purpose and practice of advising as a teaching/learning experience rather than a simple task (e.g., registering for classes).

10. Useful Information:

- **Important Numbers** (save in mobile, and place on room wall)
 - Academic advisors/coordinators at FES → See appendix A of this handbook
 - GIK Exchange / Helpline (external callers: +92 938 281026, Internal callers: 9)
 - Medical Center (+92 938 281026, Ext. 2434 and 2634)
 - Dean FES → See appendix A of this handbook
 - Head Advisory Unit → See appendix A of this handbook
 - Student Wellness Counselor (sumira@giki.edu.pk, +92 938 281026, Ext. 2511)
 - Dean Student Affairs (+92-938-271858, Ext: 2543)



11. Conclusion/ Punchline!

No one said academic advising is easy, but if you work at it, you can make a positive influence on the lives of your students. Dig in; own it. Get to know your resources around campus, **have real conversations with your students about their aspirations, invest in their success, learn from other successful advisors around you, and keep developing your advising skills. It only stands to benefit you, your school, and your students** [9].

For any information related to the advisory matters for the students (queries, suggestions, complaints, commendations etc.), please contact the head of the advisory unit at FES (asad.mahmood@giki.edu.pk)

References:

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Appendix A

Batch advisors and Coordinators for the FES Students

- **Freshmen / 1st year students:**
 1. Prof. Dr. Sirajul Haq - Freshmen Batch Advisor (siraj@giki.edu.pk)
 2. Mr. Shahid Ahmad - Freshmen Batch Coordinator (shahid.ahmad@giki.edu.pk)
- **Sophomores / 2nd year students:**
 1. Dr. Asad Mahmood – Sophomores Batch Advisor (asad.mahmood@giki.edu.pk)
 2. Engr. Sheharyar - Sophomores Batch Coordinator (sheharyar.gik@giki.edu.pk)
- **Juniors / 3rd year students:**
 1. Dr. Tehseen Qasuria– Juniors Batch Advisor (gasuria@giki.edu.pk)
 2. Lecturer Engr. Saqib - Juniors Batch Coordinator (muhammad.saqib@gik.edu.pk)
- **Seniors / 4th year students:**
 1. Dr. Zahir Iqbal– Seniors Batch Advisor (zahir@giki.edu.pk)
 2. Lecturer Engr. Fahad - Seniors Batch Coordinator (fahad.zulfiqar@gik.edu.pk)

Advisory Unit Head:

Dr. Asad Mahmood
asad.mahmood@giki.edu.pk, Phone Ext: 2285 (Office G-9, FES Faculty Area)

Dean FES:

Dean FES
Dr. Naveed Razzaq Butt,
naveed.butt@giki.edu.pk, Phone Ext: 2535 (Dean's office, FES faculty area)

CMS Coordinator for the Faculty:

Lecturer Engr. Fahad (fahad.zulfiqar@gik.edu.pk)



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1. Background:

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4. Understanding and articulating their specialization and career options based on their interests, skills and abilities
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The learning outcomes for advisors include:

1. Understanding and applying student development and learning theory
2. Using feedback to understand students’ needs and to improve their advising practices
3. Staying current on curricula, department, and institute policies

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- C. Head of Advisory Unit
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Two faculty members are assigned to each batch/year of students who will be primarily responsible to look after the advisory needs of the students of a particular year/batch. These are designation and roles are described below:

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1. Generally, a relatively more senior/experienced person from the faculty.
2. Responsible to provide guidance to students on matters related to their academic progression, personal growth, and all related aspects as identified in section 4 of this handbook
3. Responsible to approve courses registration for individual students on CMS
4. Responsible to conduct batch advisor meetings in an effective manner, take corresponding actions, and give feedback to students.

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1. Responsible to provide guidance to students on matters related to their academic progression, personal growth and all related aspects as identified in section 4 of this handbook
2. Responsible to conduct batch advisor meetings in an effective manner, take corresponding actions, and give feedback to students.

Batch/academic advisor and coordinators for the different batches are given in appendix A.

B. Prep program advisors (only for freshmen)

FES has initiated a special advisory program, known as the 'Prep Program', to help the first-year students settle down in the university. For more details regarding this program please refer to 'Prep program advisory handbook' available in the faculty.

C. Advisory Unit Head

The advisory services offered at FES are headed by the head of the advisory unit at FES. The students can inquire about advisory unit head contact details from their batch advisor or coordinator and are also given below. You may contact the head of the advisory unit in case you are facing any issue regarding the advisory services offered at the faculty. Contact details of the head of the advisory unit are given in Appendix A.



D. Dean of Faculty of Engineering Sciences

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4. Scope and nature of student advising

The success of a student advisory program requires clear definition for the nature and scope of the student advising which is understood and agreed upon by all the stakeholders. Advising practices should support the aimed learning outcomes for the students and should be adapted to better meet the learning outcomes. Student advising at FES, GIKI has following dimensions:

A. Cohort/collective batch advising

- done via the batch advisor meetings conducted twice a semester

B. Personalized/One-to-one student advising

- done via one-to-one meetings between the advisor/coordinator and the student/advisee. These meetings should cover the following points:
 1. **Aims and Purposes of Higher Education** – includes advice and consultation regarding the aims of the university, the meaning of higher education, the essence of disciplinary and interdisciplinary study, the reasons for academic requirements, the expected standards of achievement, and the spirit and satisfaction of scholarly work [3].
 2. **Guidance related to curriculum and degree planning** – includes advice related to degree completion requirements, course load and registration policies, pre-requisites/co-requisites, specialization offered and selection, associated administrative procedures etc. Specialization selection should be situated in the broader context of exploration, self-knowledge, goal setting, decision making, and planning for a career, and lifelong learning [4].
 3. **Student Development** - Includes interest in the student's goals and problems, establishment of rapport, development of the student's self-awareness via use of active listening. Promote decision making and independent thinking by assisting students in their exploration of personal, academic and career goals.
 4. **Student Career Planning and Life goals** – advice related to student's career opportunities after degree completion including exploration of life goals, values, abilities, interests, limitations.
 5. **General wellness counseling** – The batch advisors/coordinators will also act as student mentors, and hence try to understand the issues being faced by the student



which may be hindering his/her academic progress. These issues may be related directly to academics or, at times, may be personal in nature but impact both his/her wellness as well as academic progress. Whereas the advisor will do his/her best to guide, it is important that both the advisors and the students recognize that the advisor cannot possibly meet all student needs, especially those which need specialized attention, e.g., mental wellness etc. For such needs, the advisor should refer the student to such specialized services which are offered at the institute, e.g., Students' wellness counselor, hospital etc.

5. Major Activities to be conducted by Batch Advisors/Coordinators

A. Student courses selection and registration

- **When**
 - In the first couple of weeks of each semester
- **How**
 - The students should meet with their academic advisor in the start of the semester to discuss their academic progress and selection of courses accordingly for that semester. The meeting can be initiated by either the student or the academic/batch advisor.
 - The purpose of the meeting is to discuss issues related to the academic and personal growth of the student in a friendly environment. The students struggling with academics need the most attention and care from their advisors.
 - Students/advisees should be encouraged to take ownership of their academic progress and personal growth at the university, set targets, and follow-up on the achievement of the targets. Tips and advice which may help the students should be provided, but the students should be allowed to take their own decisions, e.g., regarding course selections within the prescribed limits, and take responsibility of those decisions. This is part of the learning process for the students.
 - The academic advisor/coordinators would also play the role of mentors and provide a safe environment for the student to discuss other issues which may be hampering their academic progress. However, the advisors should acknowledge that they are not professional counselors and hence should refer to professional resources which may be present in the campus for the wellness of student mental health.
 - The advisors/coordinators and the students should understand well the scheme of study and the pre-requisite courses requirements. Please refer to the prospectus for the concerned batch in this regard.



- Advisors/Coordinators should check by the end of registration time that all the students have registered for their courses as per the registration policy provided by the A&E department.
- CMS coordinator for the faculty should be contacted for issues related to course registration on the CMS. His contact details are given in the appendix A.
- **Applications to be forwarded for special cases:** At times, it is required to forward student applications to the Dean and/or A&E office to get special permissions, e.g., extra load, pre-req waiver etc. **It is important that the application be sent in a formal manner using a standard application letter format [13,14], which should be typewritten using A4 pages, and duly signed by the applicant as well as the advisor/coordinator.**
-

B. Batch Advisor meetings

- **When**
 - Twice a semester, once before and once after the mid-term
- **How**
 - **Inform the students about the importance of this meeting** and their feedback (e.g., used by school, institute and PEC etc.), **confidentiality of information** and their responsibility to **take the process seriously** and provide useful feedback
 - **Provide feedback to the students** regarding actions taken against the issues raised by them in the previous batch advisor meeting.
 - **Take feedback from the students on their courses in a 1-by-1 manner.** The goal being to **seek positive and constructive feedback** to improve the delivery of the courses
 - **Discussion on points specific to the year being advised**, e.g., 1st years (adjustment to university life), 2nd years (selection of streams), 3rd years (internship and FYP selection), 4th years (FYP and career/graduate study options)
 - **Discussion to improve students' understanding of CLOs, PLOs and OBE system**, its importance e.g., degree recognized internationally etc., and the importance of attainment of PLOs and repercussions if not attained.
 - Discussion on **other issues faced by the students (hostel life etc.)**
 - **Encourage students to meet in office** in case someone hesitant to discuss matters in public
 - **Frank discussions and confidentiality of provided information** such that students do not be afraid of repercussions
 - Make sure by giving some time to all the students to **fill in the forms for feedback**
 - **Information obtained should not be shared** with anyone else
 - **Meeting minutes**



- **In-meeting discussions + written feedback from the students both should be consulted** in writing minutes
- Personal/abusive remarks should not be included
- **Emphasis should be on the common remarks** coming from a reasonable number of students
- Share the meeting minutes with the dean, and have in-person discussion with the dean if need be
- **Action plan for corrective measures (CQI loop)**
 - **Make and execute an action plan to solve the issues raised by the students and provide feedback** regarding action taken against their concerns to the students in the next batch advisor meeting

6. Student – Batch Advisor/Coordinator relationship and responsibilities.

The key to successful academic advisement depends on the ability of the advisor and of the advisee/student to enter a relationship which recognizes the nature of the academic advising process, and stresses that both the advisor and the advisee/student carry responsibilities in the advising process [3,11].

A. Advisor responsibilities:

1. Articulate a personal philosophy of academic advising.
2. Create rapport and build academic advising relationships.
3. Communicate in an inclusive and respectful manner.
4. Plan and conduct successful advising interactions.
5. Promote student understanding of the logic and purpose of the curriculum.
6. Facilitate problem solving, decision-making, meaning making, planning, and goal setting.
7. Engage in on-going assessment and development of the advising practice

B. Student Responsibilities:

1. Check emails regularly and respond in a prompt manner
2. Make himself/herself available for meetings with the advisor/coordinator
3. Discuss matters of academic progress, career development and personal development with his/her advisor in a frank manner.
4. Take ownership of his/her academic progress and personal development and make his/her own decisions along with their action plan and regular assessment considering advice received from the advisors.



In any academic advising program, some students propose actions with which the academic advisor cannot agree. In some cases, advisors are responsible for informing students of the appropriate course of action. Nevertheless, final decisions relative to course scheduling and program planning are made by the students, and they must assume primary responsibility for such decisions, particularly when these are inconsistent with the requirements of the faculty/institute.

7. How the students should contact/meet with their advisors

The students should note that the faculty members (whether academic advisor, prep-program advisor, head advisory unit, or Dean) may have lots of other commitments e.g., teaching, research etc. Thus, the students must consult him/her for setting up time for the meetings. If a meeting call has been sent to the students to their email addresses, they must come for the meeting at the time and venue as prescribed in the email. They can ask their advisor to change the meeting time if it is inconvenient for the students.

If the students want to meet with any of their advisors outside of a prescribed meeting time, it is advisable that they first seek an appointment from the advisor. Meeting time appointments can be sought either directly going to the advisor's room and asking him/her for a suitable day/time to meet, or to send him/her an email for an appointment. Students can always inform their advisor if there is something which needs urgent attention.

It is advisable that the students follow the following hierarchy to discuss any matter/ seek solution to any problem.

1. Prep-program advisor (freshmen only) or batch/Academic advisor/coordinator
2. Head of Advisory Unit
3. Dean FES

8. Useful Information:

- **Important Numbers** (save in mobile, and place on room wall)
 - Academic advisors/coordinators at FES → See appendix A of this handbook
 - GIK Exchange / Helpline (external callers: +92 938 281026, Internal callers: 9)
 - Medical Center (+92 938 281026, Ext. 2434 and 2634)
 - Dean FES - → See appendix A of this handbook
 - Head Advisory Unit → See appendix A of this handbook
 - Student Wellness Counselor (sumira@giki.edu.pk, +92 938 281026, Ext. 2511)
 - Dean Student Affairs (+92-938-271858, Ext: 2543)



For any information related to the advisory matters for the students (queries, suggestions, complaints, commendations etc.), please contact the head of the advisory unit at FES (asad.mahmood@giki.edu.pk)

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Appendix A

Batch advisors and Coordinators for the FES Students

- **Freshmen / 1st year students:**
 1. Prof. Dr. Sirajul Haq - Freshmen Batch Advisor (siraj@giki.edu.pk)
 2. Mr. Shahid Ahmad - Freshmen Batch Coordinator (shahid.ahmad@giki.edu.pk)
- **Sophomores / 2nd year students:**
 1. Dr. Asad Mahmood – Sophomores Batch Advisor (asad.mahmood@giki.edu.pk)
 2. Engr. Sheharyar - Sophomores Batch Coordinator (sheharyar.gik@giki.edu.pk)
- **Juniors / 3rd year students:**
 1. Dr. Tehseen Qasuria– Juniors Batch Advisor (gasuria@giki.edu.pk)
 2. Lecturer Engr. Saqib - Juniors Batch Coordinator (muhammad.saqib@gik.edu.pk)
- **Seniors / 4th year students:**
 1. Dr. Zahir Iqbal– Seniors Batch Advisor (zahir@giki.edu.pk)
 2. Lecturer Engr. Fahad - Seniors Batch Coordinator (fahad.zulfiqar@gik.edu.pk)

Advisory Unit Head:

Dr. Asad Mahmood
asad.mahmood@giki.edu.pk, Phone Ext: 2285 (Office G-9, FES Faculty Area)

Dean FES:

Dean FES
Dr. Naveed Razzaq Butt,
naveed.butt@giki.edu.pk, Phone Ext: 2535 (Dean's office, FES faculty area)

CMS Coordinator for the Faculty:

Lecturer Engr. Fahad (fahad.zulfiqar@gik.edu.pk)



Ghulam Ishaq Khan Institute of Engineering Sciences and Technology (GIKI)

Faculty of Engineering Sciences (FES)

ES Mentorship Program – Alumni Mentors’ Handbook

What is the ES Mentorship Program?

We all know that the uncertainty of what lies next adds another dimension to the stress of final year of university. Some students may want to apply for graduate schools to pursue higher degrees. Others may want to apply for jobs. Yet others may be split between whether to pursue a higher degree or directly join the industry. Professional guidance at this stage will help them make this decision and greatly enhance their chances for successful applications, whether for graduate schools or for companies.

The main aim of ES Mentorship Program is to provide a platform that connects an ES Alumnus (mentor) with an ES final-year student (mentee) in order to guide and support them through their final year and help them transition into the real world.

Who Will Be My Mentee?

Our goal will be to assign you a mentee whose aspirations best match your profile. Ideally, you will mentor the same student for the whole year. This is a voluntary non-binding relationship and you and your mentee can terminate this relationship at any time. We do however request a timely notice in case it is terminated from your side. If your mentee is unwilling to continue the relationship with you, please let us know so we can assign you another mentee and your mentee another mentor.

How Often Do I Have to Communicate with My Mentee?

Together with your mentee, you can decide the mode of communication and set the schedule and pace of your sessions.

What Will Be My Roles and Responsibilities?

Your primary role is to guide, advise and support your mentee during the final year. At different points in the relationship, you will take on some or all of the following roles.

The Guidance Counselor: This is one of your most important roles. Will you have a solution to all your mentees problems? Probably not. Will you be able to guide and provide them a different perspective? Yes. The best advice is not just what worked for you, but what you think can work for them.

Since it is their final year, your mentee will have to figure out their next move. Help your mentee realize what they would like to do after they graduate. If your mentee is inclined towards pursuing graduate studies, then discuss with them the possible degree options and universities. Guide them with regards to the standardized tests they would require, how to write effective cover letters and personal statements and offer to review them. If there is a specific country or university your mentee would like to target, connect them with people you know in that region. You can always reach out to us and we will help you find a GIKI Alumnus from that region or university.

If your mentee would like to get into industry, then discuss with them the most suited companies and countries based on their interests. They would need your guidance in preparing good CVs and giving interviews. Guide them on how to give good interviews. You can connect them with people in the relevant field who might better answer specific questions your mentee might have.

The Advisor: Being an ES Alumnus, you are in an ideal position to advise your mentee on what electives to consider during their final year. In addition, if possible, you can give advice regarding final year project.

The Shaper: Help your mentee realize their potentials and weaknesses. For example, if their career preferences require certain skills that they lack in, help them acquire those skills, be it writing, presenting or analytical skills. You can refer them to several online courses or prepare exercises yourself. Inspire confidence in them and constantly motivate them.

The Friend: Trust is integral towards this relationship. Be the person your mentee is comfortable in sharing their concerns about their final year. Try to talk to them about their experiences, share your own experiences from your time in GIKI and after. Invest in establishing trust in the first few sessions. Sometimes, just moral support from your side is all that they will need.

What's in It for Me?

Being a mentor in itself has several rewards with the biggest being that you are going to help shape someone's future which will in turn have a direct impact on them and their families. In addition, you will gain skills that will help you in your practical life. For example, you will have to come up with strategies, define targets, tackle different problems, explore creativity, and much more.

Apart from enhancing your own skills and abilities, as an ES Mentor you will have the advantage to not only shape the student of ES, but also shape GIKI's ES program. You are the main driving

force of this program and hence are valuable to us. Given your knowledge about the problems and concerns of current ES students, you are in an ideal position to provide valuable feedback on how to improve the ES Program. This will be done through regular meetings with the ES Trainings Unit.

You will also be part of the ES Mentorship Community which will allow you to connect with other mentors. There you can share your mentoring experiences, brainstorm on common problems, and most importantly keep each other motivated!

We are grateful for your valuable support to the FES in the form of mentoring our students. If there is something more we can offer you in return, please let us know.

Qualities of A Good Mentor

An effective and successful mentor-mentee relationship requires effort and commitment, from both side. A good mentor is: non-judgmental, able to provide constructive feedback, able to listen to your mentee's problems, willing to share skills and knowledge, takes a proactive approach, respectful of their mentee's opinions. While this may seem like a long list of qualities, we do hope that with time and experience you will become an effective mentor.

What Do We Expect from ES Mentors?

Through your valuable commitment of time, you are directly impacting the life of your mentee and improving FES. We are very thankful and glad that you have chosen to be a part of this initiative. The most valuable thing we expect from our mentors is their time, commitment and motivation towards reforming the future of our youth. We will request all our mentors to fill out short online reports periodically. The purpose of these reports will be: to gather heuristics for the wider public to attract more people towards this program; to gather heuristics to continuously improve the ES Mentorship Program; to give you an opportunity to self-reflect on your mentoring strategy; and finally it will give you a chance to evaluate your mentee's progress.

The Do's and The Dont's

With great power, comes great responsibility.

As your mentee looks to you for guidance and support, it is vital that your behavior as a mentor is reflective of an exemplary character that espouses the shared values of our institute and the community at large. Throughout the mentorship, you will face circumstances that are unique, and require you to exercise your best judgement. As a minimum, mandatory actions are outlined below to provide necessary safeguards to safety and health of the mentee:

- Respect the mentee's privacy by not divulging personal or sensitive information confided by the mentee in private. However, if there are concerns that you need to raise to someone, please approach the FES to collectively discuss how to address it.

- We do not discriminate between genders, religion, caste or creed. Therefore, our shared values and conversations should be reflective of this.
- Should the mentee approach you with a sensitive problem like medical or domestic issues, please reach out to the FES for advice on how to proceed. It might be that we discuss the matter with the GIKI Student Counsellor's office.
- You are not obliged to assist your mentee financially. However, if this is among their concerns, you may try your best to guide them towards relevant scholarship options, including but not limited to, GIKI Alumni Association Scholarships and GIKI Financial Assistance.

Remember, the list is not exhaustive, and when faced with circumstances that you require help with, please reach out to the FES. While each interaction is unique, it is always recommended to exercise best judgement based on the guiding question "How will my actions impact the safety or health of my mentee?"

Feedback

The mentorship program and all its elements, including this handbook, are constantly evolving. We welcome your suggestions, questions, and ideas on how to improve it. For this, you can always approach the FES.

What Now?

We will soon provide you with your mentee's email address. It would be best to send them an introductory email, discuss the mode of communication that works best and set up the first meeting.

In your first couple of sessions, you can share your experiences with them and listen to their experiences in order to build trust. Once a basic level of trust is established, try to understand what they expect from you and convey what you expect from them. The first few sessions will give you an idea of their baseline, their interests, and what they hope to do once they graduate. Use this information to guide them during the following sessions.

Since each mentor-mentee relationship will be different, we will not set any standard mentoring approach and trust your judgment on how to proceed best. FES and the ES Mentorship Community are here to help and guide you in fulfilling your role.

It's time to get into action and we wish you good luck, success and a wonderful experience!

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