UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

MOSHI CO-OPERATIVE UNIVERSITY (MoCU)
CHUO KIKUU CHA USHIRIKA MOSHI

STUDENTS' ACADEMIC ADVISORY GUIDELINES

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FOREWORD

Moshi Co-operative University (MoCU), like any other higher learning institution in the country and around the world, admits, registers, and accommodates students with diverse socio-economic, political, cultural, and educational backgrounds. MoCU recognises the benefits of multicultural interactions and backgrounds for contemporary and future development. However, such backgrounds need to be harmonised with the university environment to enable students to focus on their studies and achieve their academic goals while embracing the university's image in academic performance and achievements as per the national and international education philosophy and ethics.

The guidelines in this document were designed to enable students to access the necessary academic and other related advisory services that support their academic success and growth. Therefore, academic advisory activity should be a collaborative process between students and academic advisors. By working together, students can achieve their academic goals and career development in their chosen fields. Hence, it is essential to note that academic advisory activity is an important task that any staff at MoCU has to perform in helping and guiding students in navigating their academic journeys. Furthermore, the university community (staff and students) are obliged to implement these guidelines to achieve the set goals and promote a good image of the university.

This document serves as a tool for the correct delivery of advisory services to registered students at the university. In other words, the guidelines in this document serve as a point of reference and roadmap for the effective delivery of advisory services to students at all levels. Therefore, this document is a framework to guide academic advisors in planning, implementing, and evaluating academic advisory activity. We believe that these guidelines will be a valuable resource for academic advisors at MoCU and that they will contribute to the ongoing improvements of the university's academic advisory activity. Therefore, it is worth noting that this document should not be read as directives, but rather as a roadmap for the implementation of the aims and activities stipulated in this document as per the realities on the ground. Similarly, this document should not be read in isolation from other university policies and guidelines, including the University Examination Rules and Guidelines, Special Needs Policy and Guidelines, and Gender Policy.

Prof. Alfred S. Sife
VICE CHANCELLOR

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ABBREVIATIONS AND ACRONYMS

DUS	:	Director of Undergraduate Studies
DSS	:	Director of Students' Services
DVC	:	Deputy Vice Chancellor
GN		Government Notice
MoCU	:	Moshi Co-operative University
MUCCoBS	:	Moshi University College of Co-operative and Business Studies
MUSARIS		Moshi University Students Academic Records and Information System
TCU	:	Tanzania Commission for Universities
HLIs	:	Higher Learning Institutions
ICT	:	Information and Communication Technology
PhD.	:	Philosophy Degree

INTERPRETATION OF KEY TERMS IN THIS CONTEXT

Academic advisory: an activity of providing personal recommendations to an advisee or student in a manner that a person performing it is having power to make recommendations but not to take action in enforcing them.

Academic advisory activities: series of programs in which the academic advisor gives insight or direction to a student about an academic, social, or personal matters.

Academic advisor: a University staff with more and deeper knowledge in a specific area of study. Such staff should teach students on how to make the most of their University and study experiences. Academic adviser's role is that of a mentor or guide, and differs categorically from that of a task-specific consultant.

Advisor's allocation: the act of distributing advisees to the advisors by allotting or apportioning according to the acceptable distribution plan and ratio.

Allocation criteria: the basis for comparison and reference point against which other allocation of advisors is being done.

Obligations and roles: the force that binds parties to the courses of advisement demanded by these guidelines as activities assigned to each person in the programme.

Advisee/student: a person who is advised.

University: Moshi Cooperative University (MoCU)

PART I
STUDENTS' ACADEMIC ADVISORY

1.1 Introduction

Moshi Co-operative University (MoCU) is a fast-growing academic institution in Tanzania committed to providing its students with the best possible education and support services. As the number of enrolled students at MoCU continues to increase, it is important to ensure that the university environment caters to students from diverse backgrounds and cultures, providing a habitable academic environment for all. Therefore, the university recognises that academic advisory is an essential component for shaping the experiences of all students as they navigate their academic journey at MoCU.

While academic staff at the university have been offering academic advisory services to students, there has not been a written guiding instrument to ensure its smooth operation. This has sometimes resulted in academic advisory being done in lecture halls without a conducive environment, making it difficult for students to internalise and cope with the university's learning environment. In response to this, MoCU has developed these guidelines for students' academic advisory activity, providing a framework for academic advisors to follow when working with students, ensuring that they receive consistent and high-quality support throughout their academic journey. This guiding instrument shall guide all staff in academic advisory activities on the planning, implementation, and evaluation of the academic advisory activities program.

The harmonisation of the University and students' objectives is a top priority in academic advisory activities, and several initiatives have been taken to ensure that students' backgrounds are harmonised to the university environment. These initiatives include conducting students' orientation at the beginning of each academic year, assigning students to academic advisors in their respective departments, establishing the Office of Dean of Students Services (DSS) to deal with counselling and guidance, and reminding academic staff to provide academic advisory during seminar and lecture hours for at least five minutes. However, some university students still misbehave, mistreat other colleagues, and are accused of examination irregularities. Such behaviours are sometimes due to the improper use of emerging technologies, limited skills and capacity of staff to conduct advisory services, and the lack of written guidelines for academic

advisory. Subsequently, such behaviours have led to the discontinuation of some students from their studies, which is contrary to the purpose and aim of this university. It is the aim of MoCU that students acquire international standards education and graduate with international ethics, allowing them to work and live in multicultural societies.

This guidelines document covers a range of topics, including the role of academic advisors, communication with students, and the use of technology to enhance academic advisory activities services. The guidelines are designed to be flexible and adaptable to the specific needs of each academic advisory activities program and individual student, providing a framework that can be customized to meet the unique needs of each student. MoCU is committed to providing its students with the best possible academic advisory, and these guidelines are an important step in achieving this goal. By providing a framework for academic advisors to follow, the university can ensure that students receive consistent and high-quality support throughout their academic journey at MoCU.

1.2 Rationale and Justification for the Guidelines

The University recognises that many incoming and ongoing students may not be familiar with their career development or the factors that could affect their academic performance while studying at the University. Additionally, the multicultural nature and background diversification among both staff and students can have a significant impact on the academic achievement and development of the University and its students. MoCU is committed to promoting and maintaining a diverse environment where staff and students from various backgrounds can thrive.

In recognition of the fact that academic advisory activities are an essential component in supporting students' academic journey, specifically in making informed decisions regarding their academic programs, academic development skills, and strategies for successfully completing their degree requirements, effective academic advisory is of paramount importance.

Therefore, the purpose of these guidelines for academic advisory are to:
  (i) ensure that academic advisory activities are consistently conducted with high quality across all academic programs, levels of study, and departments at the University. This is done purposefully to help students focus on their studies while setting proper and achievable academic goals.

(ii) improve the quality and effectiveness of academic advisory activities provided to students.

(iii) enable students to cope with various academic and day-to-day life challenges that are likely to influence their academic and career growth and development.

(iv) nhance student satisfaction and retention. Effective academic advisory activities can help students feel more connected to their academic environment and programs, increase their motivation and engagement, and improve their overall academic performance.

(v) help students achieve their full potential and succeed in their academic and professional careers.

(vi) help students make informed decisions about their academic programs, study skills, and successful completion of academic goals and professional careers.

The MoCU guidelines for academic advisory reflect the University's commitment to providing its students with the best possible academic experiences. It is therefore important to note that MoCU is not against diversity and multiculturalism among staff and students. On the contrary, the University recognises that such backgrounds and interactions are crucial for contemporary and future developments. However, the University is aware that if such situations are not well-managed, they may tarnish the University's image, academic rigor, and achievements of both students and staff members. Therefore, to maintain the University's good reputation while promoting the best performance of students in their academic and career development, MoCU observed the need to have this document in place. This document shall be an important working tool guiding academic advisors in planning and conducting effective advisory service sessions and evaluating such advisement sessions.

1.3 Scope of the Guidelines

These guidelines apply to all parties involved in academic advisory activities, programs, and university departments. The guidelines provide a comprehensive set of best practices that academic advisors should follow when working with students, regardless of the student's background, program and level of study. The guidelines cover a range of focal areas on academic advisory activities, including the role of academic advisors, communication strategies, and the use of technology to enhance advisory activity.

The guidelines provide a flexible framework that can be adapted to the unique needs and requirements of each academic program and individual student. By adhering to these guidelines, academic advisors will be able to provide students with high-quality and effective advisory services that will help them achieve their academic and career goals.

1.4 Applicability of the Guidelines

These guidelines apply to all academic advisory activities provided by the University. All parties involved in the academic advisory process, including advisors and students, must strictly adhere to the requirements outlined in this document. Each party must understand their role in ensuring that students navigate their academic journey successfully. Similarly, the guidelines apply to all members of MoCU staff. The principles, rules, and procedures outlined in these guidelines are applicable to all academic advisory services required to help students succeed and achieve their academic goals. The guidelines also apply to all aspects of academic advisory, including career exploration, academic progress monitoring, and graduation requirements.

While the guidelines provide a comprehensive framework for academic advisory activity, they do not replace the need for academic advisors to use their professional judgment and expertise when working with students. Academic advisors should always consider the unique needs and requirements of each individual student when providing advisory services and tailor their approach accordingly.

The guidelines also apply to the use of technology in the delivery of academic advisory services. Academic advisors should use technology to enhance advisory services, such as scheduling appointments and sending reminders to students, while also ensuring that the use of technology does not replace the need for personal interaction and support.

It is important to note that these guidelines apply to all students at the University. However, postgraduate students will not be assigned to academic advisors. Instead, their supervisors will take on that responsibility as per the requirements outlined in this document.

1.5 Objectives of the Academic Advisory Services

The academic advisory program aims to identify and address personal, physical, and educational issues that may impede students' progress. Advisors should identify environmental factors that may negatively impact students' welfare and propose interventions to mitigate such conditions.

Students should have access to individual academic advisory meetings at least once per semester. Advisors should review available data on students' academic needs, performance, aspirations, and challenges while maintaining the confidentiality of individual student records. The ultimate responsibility for making decisions about life goals and educational plans rests with the student. However, academic advisors can help by identifying and exploring alternatives and consequences of decisions. The broad goals and objectives of academic advisory activities at the University are:

(a) Providing timely academic advice to students.

(b) Facilitating student learning.

(c) Increasing student satisfaction and retention.

(d) Helping students make informed decisions to achieve their academic and professional goals.

(e) Supporting the overall mission of the University.

(f) Assisting students in developing meaningful educational plans that align with their life goals and strengths.

(g) Clarifying career and life goals.

(h) Guiding students in exploring short- and long-term consequences of decisions and fostering personal responsibility for choices.

(i) Enhancing student awareness of educational resources available, such as internships, study abroad programs, and learning assistance programs.

(j) Evaluating student progress toward established goals.

(k) Reinforcing student self-direction, self-awareness, and self-evaluation to encourage a sense of personal identity.

(l) Collecting and distributing data regarding student needs and preferences.

1.6 Focal areas of the guidelines

The guidelines in this document cover a range of important focal areas for academic advisors to consider when working with students. By adhering to these guidelines, academic advisors can provide effective and consistent support to students, helping them achieve their academic goals and

succeed in their academic and professional careers. The document provides guidelines on the following focal areas:

(i) Student orientation to the academic environment: When students first begin their academic journey, they may feel nervous and uncertain. Providing orientation services can help ease their concerns and make them feel more comfortable in the academic environment. The objective of student orientation is to provide a comprehensive overview of the university learning experience and to outline the expectations and responsibilities of students during their time at the university. This can help students better understand their role in the academic community and improve their chances of success.

(ii) Academic advisory skills and activity: Academic advisors must possess essential skills for effective advising services. These skills include group advising, organising, leadership, listening, empathy, problem-solving, decision-making, planning, and time management. Advisors use these skills to provide guidance and support to students on educational, social, vocational, health, age, and behavioural challenges. These challenges may include stress and anxiety management, procrastination, self-confidence building, expressing opinions and feelings, depression, family and relationship difficulties, study skills, and avoiding cheating and plagiarism. Advisors help students acquire more effective and efficient study skills and encourage them to maintain academic integrity.

(iii) Training for advisors: It is crucial to equip advisors with the skills and knowledge required to provide effective support to students. Advisors should receive at least one training session at the beginning of each academic year, covering topics such as:

    (i) University policies, rules, and regulations

    (ii) Developing study plans based on student goals

    (iii) Identifying resources for additional information and support

    (iv) Facilitating student decision-making without imposing personal preferences

    (v) International best practices for academic advisory activities

    (vi) Providing regular intensive advising support

    (vii) Practicing empathy and a helping attitude

    (viii) Tailoring advise to students from diverse backgrounds

    (ix) Staying up-to-date with changes in relevant information."

(iv) Allocation of academic advisors: Students are assigned an academic advisor upon admission to the University, and throughout their study period. The allocation process is carried out by

the Heads of academic departments in Faculties, Directorates, and Institutes where the student is registered. The office of the Dean of Undergraduate Studies (DUS) is consulted on the registered students in each department to ensure appropriate allocation.

(v) Academic advisory procedures: Clear procedures and processes for academic advisory are crucial for effective support. These procedures include scheduling appointments, determining the frequency of meetings, and establishing expectations for both students and advisors throughout the advisory process.

(vi) Roles and responsibilities of each party in academic advisory activities: Effective academic advisory is a collaborative effort between the student, academic advisor, and institution. Each party plays a critical role in ensuring the success of the student's academic journey. This guideline defines the roles and responsibilities of academic advisors, including their duties and expectations when working with students. Advisors must provide accurate and up-to-date information, track student progress, and offer support and guidance as needed. Students, in turn, are expected to actively participate in the advisement process and take responsibility for their academic decisions. The institution provides resources and support to both parties. In summary, all parties involved in the advisement programme must fulfill their obligations and responsibilities to ensure the effectiveness of the academic advisory service.

(vii) Ethical and legal considerations in academic advisory activities: This guideline emphasizes the importance of ethical and legal considerations in academic advisory activities. All individuals involved in providing advisory services to students must maintain the highest standards of ethical behaviour and comply with all requirements of Human Rights and Privacy. Advisors should respect the advisee's privacy and confidentiality, understand and comply with privacy laws, and adhere to ethical principles and best practices. It's crucial that advisors recognise the limits of their training, expertise, and competence and refer students in need of further expertise to qualified professionals. Therefore, advisors and students must abide by acceptable ethical standards.

PART II

FRAMEWORK OF THE GUIDELINES FOCAL AREAS

2.1 Guidelines on Student's Orientations to the Academic Environment

The following guidelines shall guide student's orientation to the academic environment in the context of academic advisory activities:

(i) Conduct a University-wide orientation coordinated by the office of the Directorate of Student Services (DSS) involving all students or a particular program and department. Communicate the date, time, and venue for the orientation in advance via email, text message, or posting on the University website and notice boards. Provide guidance information and hyperlinks if the orientation is virtual. Divide students into manageable groups if their numbers are large.

(ii) Design the orientation carefully to ensure it is engaging, time-efficient with breaks, provides adequate time for questions and answers, and students receive an information package. Identify and prepare individuals (faculty or staff) who will facilitate the orientation.

(iii) Conduct individualised orientation involving students and their advisor. Find multiple resources required for orientation services by the advisor, ask a colleague for a little help with starting to offer orientation services, or attend training for advisors every time when offered.

2.2 Guidelines on Academic Advisory Skills and Activity

Academic advisory should involve:

(i) Building a rapport with students by demonstrating empathy, understanding, and genuine interest in their academic and personal goals.

(ii) Being knowledgeable about academic programmes, including their requirements, course offerings, prerequisites, and policies, and stay up-to-date with any changes or updates.

(iii) Providing accurate and timely information about academic policies, procedures, deadlines, and resources.

(iv) Helping students set academic and personal goals, identify strengths and weaknesses, explore interests, and develop a plan to achieve their goals.

(v) Monitor students' academic progress by regularly reviewing their academic performance, including their scores and grades, to ensure they meet programme requirements and make

satisfactory progress.

(vi) Providing referrals to academic resources and services such as tutoring, study groups, academic coaching, health and guidance services.

(vii) Respecting and maintaining confidentiality to ensure student records are kept secure and private.

(viii) Encouraging students to get involved in campus activities such as clubs, organisations, and volunteering opportunities.

(ix) Seeking professional development opportunities to stay up-to-date on the latest advising best practices, attend conferences, workshops, and training sessions to continue developing advising skills and knowledge.

2.3 Guidelines on Capacity Building of Advisors

The office of the organising unit should train advisors on the following:

(i) Providing comprehensive orientation on the university's academic policies, procedures, and requirements to ensure that they have a solid understanding of the academic environment and can provide accurate guidance to students.

(ii) Providing ongoing professional development opportunities such as workshops, seminars, or conferences to keep advisors up-to-date with changes in academic policies and best practices in advising.

(iii) Training on communication skills to enable advisors to effectively communicate with students, faculty, and staff from diverse backgrounds. This training should cover active listening, effective questioning, and building rapport.

(iv) Training on academic planning to equip advisors with academic planning skills such as degree requirements, course sequencing, and credit transfers.

(v) Training on diversity and cultural competency to ensure that advisors can work effectively with students from diverse backgrounds. This training should cover cultural sensitivity, implicit bias, and intercultural communication.

(vi) Training on confidentiality and Acts related to family educational rights and privacy to ensure that they understand how to protect student privacy and handle student records appropriately.

(vii) Mentoring and coaching by experienced advisors or supervisors to provide guidance and feedback to help new advisors develop their skills and confidence.

2.4 Guidelines on Allocation of Academic Advisors

The following criteria shall be used in allocating students to academic advisors:

(i) Heads of academic departments should consider the number of students and the workload of advisors to determine the appropriate ratio of students to academic advisors.

(ii) Students should be allocated academic advisors within six weeks after completing the registration process.

(iii)Advisors should be assigned advisee based on their expertise and knowledge of the program to provide accurate and effective academic advisory and support.

(iv)Departments may assign academic advisors based on specializations or interests, such as career guidance or study abroad programs.

(v) Academic departments where the students are registered should monitor the workload of academic advisors to ensure they are not overwhelmed and can provide quality advisement to their assigned students, considering the number of advisees, advising appointments, and other administrative duties.

2.5 Guidelines on Academic Advisory Procedures

The following procedures shall be carried out by the academic advisor:

(i) Keep an updated folder for each student, including documents such as the student's schedule plan, course list and grades, progress reports, forms, warning letters, academic staff letters, reports, notes, and schedules for advising sessions.

(ii) Maintain accurate records of each advisement session, including notes on the student's progress and any action items.

(iii)Offer multiple modalities for academic advisory activity, including in-person meetings, phone appointments, email correspondence, and online advisement.

(iv)Encourage students to take an active role in their academic planning and progress.

(v) Monitor the student's progress and provide support and resources as necessary, including monitoring grades, attendance, and participation in academic support programs.

2.6 Guidelines on Roles and Responsibilities of Each Party in the Academic Advisory

It is important to note that academic advisory service is a collaborative effort between the student, academic advisor, and institution. Each party has a critical role to play in ensuring the success of

the student's academic journey. Therefore, this guidelines document focuses on defining the roles and responsibilities of academic advisor, advisee and the institution. Thus, all parties in the advisement programme shall be required to perform the following roles as the means of fulfilling the the advisory services obligations and or responsibilities:

2.6.1 Guidelines on the roles and responsibilities of the advisor

The advisors in the academic advisory activities are expected to:

(i) Meet regularly with advisees to provide accessible advising services, scheduling and maintaining regular office hours throughout the semester.

(ii) Assist students in making informed decisions about their major and elective choices, offering advice on course selection and registration in collaboration with the DUS office.

(iii) Educate and advise students about program requirements and assist them in developing course schedules.

(iv) Refer students at risk of health (mental) problems to the appropriate university office for assistance.

(v) Maintain full records of advisory activities.

(vi) Introduce students to the various University resources available to them.

(vii) Provide current information on academic procedures, policies, and requirements.

(viii) Encourage students to develop a study plan and take advantage of academic, labour, service, leadership, and other opportunities.

(ix) Review advisee's academic progress and monitor their progress regularly.

(x) Assist students in adjusting to University life and developing independence and maturity.

(xi) Help students overcome barriers that may prevent them from completing their educational plans.

(xii) Maintain confidentiality of students' information and academic records.

(xiii) Encourage advisee's involvement in campus events and activities.

(xiv) Monitor students' academic progress and provide support and referrals as necessary.

(xv) Be knowledgeable about the academic program requirements and policies.

2.6.2 Guidelines on the role and responsibilities of advisee/student

While advisement shall be mandatory for students on probation, transfer students, and international students, students in the academic advisory program are expected to:

(i) Keep scheduled appointments with their academic advisor at least three times per semester to maintain regular contact and communication.

(ii) Find the office, contacts, and meet with their advisor for academic matters and formal arrangement of meeting days/weeks.

(iii) Get appointments for individual or group advisory meetings and provide evidence or a report of the advisory service provided at the end of each semester.

(iv) Know the requirements of their chosen academic department.

(v) Develop a comprehensive plan with their advisor early in their undergraduate career to help with major selection and declaration and to take advantage of important learning opportunities.

(vi) Formulate comprehensive goals to clarify career choices and take full advantage of university education.

(vii) Become acquainted with resources available for study and career development.

(viii) Familiarise themselves with academic policies, procedures, and requirements, including graduation requirements for their program and deadlines.

(ix) Maintain accurate and current academic records.

(x) Know their advisor's office, office hours, extension, and cell phone number.

(xi) If a student wishes to change their advisor, they should apply to the Director/Faculty Dean's Office and record the reasons for the decision in writing.

(xii) Discuss important information that affects their academic performance with their advisor.

(xiii) Provide true and accurate information to their academic advisor, including informing them about significant changes in their academic schedule that may affect their performance.

(xiv) Must take responsibility for their academic progress and decisions.

(xv) Seek clarification and ask questions about academic policies and requirements.

2.6.3 Guidelines on the institution's role and responsibilities

The University shall:

(i) Provide academic policies, program requirements, and academic support services.

(ii) Offer professional development opportunities for academic advisors.

(iii) Ensure that academic advisors are trained, knowledgeable, and accessible to students.

(iv) Maintain accurate academic records and ensure the privacy and confidentiality of student information.

(v) Establish and maintain a positive and supportive learning environment for students.

2.7 Guidelines on Academic Advisory Ethics and Legal Issues

Advisors must:

(i) Maintain confidentiality and not share any student's academic progress or personal information without the student's consent.

(ii) Avoid conflicts of interest that may arise from personal relationships or financial gain.

(iii) Provide accurate information about course requirements, academic policies, and university procedures.

(iv) Avoid discrimination based on personal characteristics.

(v) Respect students' autonomy and encourage them to make their own decisions.

(vi) Refer students to appropriate resources when necessary.

(vii) Avoid giving legal advice unless qualified to do so and refer students with legal issues to legal professionals. Maintain appropriate boundaries with students.

PART III

GUIDELINES IMPLEMENTATION, MONITORING AND EVALUATION

3.1 Implementation Framework

To implement the guidelines in this document, the University has in place all the necessary infrastructure including the Office Directorate of Undergraduate Studies (DUS) which shall be responsible for overseeing the implementation of this guidelines. The DUS shall also have the obligation and responsibility of coordinating and establishing the support structures to ensure implementation of the guidelines. While the DUS shall be responsible to overseeing the implementation of the guidelines there shall be a committee namely, Academic Advisory Committee (AAC). The Academic Advisory Committee (AAC), shall consist of heads of academic departments and student representatives from faculties, directorates, and institutes to provide oversight and support for the implementation of the guidelines.

3.1.1 The Academic Advisory Committee

The Academic Advisory Committee is responsible for ensuring the implementation of the academic advisory guidelines at the University. The Committee shall be headed by the DUS, who oversees students' academic matters at the University. The Committee's responsibilities through the heads of academic departments shall be to:

(i) Make sure that the University policies and procedures are accessible to students,

(ii) Inform advisors of their assigned students,

(iii) Ensure advisors' availability and accessibility to students, welcoming new students and helping them adjust to the University environment,

(iv) Collect advisory reports from academic advisors,

(v) Distribute advising materials to advisors, and

(vi) Create a plan to demonstrate accountability and continuous improvement.

(vii) Welcome new students and familiarise them with University rules and policies,

(viii) Promote a positive environment for social adjustment and healthy relationships.

3.1.2 Office of the Directorate of Undergraduate Studies

The **Office of DUS** among others shall be responsible for:

(a) Coordinating capacity building of advisors,

(b) Providing overall administrative support and resources required for provision of advisory services to all students from the time of admission to the time of graduation.

(c) Providing access to resources such as tutoring services, career guidance, and academic support programs. Advisors should be knowledgeable about these resources and refer students to them as necessary.

(d) Ensuring that advisor have access to advisee's academic records for an overview of the advisee information.

3.1.3 Deans and Directors of academic faculties, directorates and institutes

The **Deans/Directors** of the academic faculties, directorates and institutes shall be responsible for:

(a) Ensuring that all registered students in their respective departments are allocated with the academic advisors as per the requirement of these guidelines.

(b) The advisors are provided with necessary tools and resources required for advisory services.

(c) Ensuring that academic advisors provide specific and accurate information and keep accurate students' records.

(d) Assigning every student to faculty advisors, and specifically the DUS organise advisors' training for effective academic advisory activities.

(e) Managing schedules for advisory services by collecting paperwork schedules and ensure that advisors meet with students regularly.

(f) Regularly soliciting advisee's feedback on the advising experiences for the purpose of identifying areas for improvement and ensure that the advisory services meet student needs.

(g) Establishing an anonymous system of student's feedback on the academic advisory activities by the advisors,

(h) Ensuring that departments organise a brief annual refresher for advisors and explain what has been transpired from student's feedback,

(i) Maintaining complete records on the performance of advisors.

(j) Preparing a special form that will be circulated to academic advisors (to be used as a guide) with the necessary information such as advisee names, programs, contacts, etc.

3.1.4 The Directorate of Students' Services (DSS)

The Directorate of Students' Services (DSS) will be responsible for handling social matters with social nature that arise from academic advisory activities. Advisors should refer students to the

DSS for further assistance or action if necessary.

3.1.5 Advisors

Advisors shall be responsible for:

    (a) Providing high quality advisory services that meets the required standards

    (b) Supporting students on their academic journeys by providing guidance, development of generic study skills, learning skills, and career advise.

    (c) Access to advisee records and information to provide accurate and comprehensive advisory services.

    (d) Working closely with students (assigned as the advisees) to help them plan their academic schedules and make progress towards their degree requirements.

    (e) Communicating clearly and regularly with the advisees to ensure that they have the information and guidance they need to make informed decisions about their academic plans.

    (f) Monitoring advisees' progress and address any concerns or challenges they may be facing. This may involve scheduling regular meetings or offering drop-in advising hours.

    (g) Individualising the advisement process because each student has unique academic goals and needs. Therefore, the advisor should tailor the process to each individual student by considering each student's interests, strengths, and weaknesses.

3.2 Monitoring and Evaluation

The Monitoring and Evaluation process in the implementation framework for the University's students' academic advisory guidelines is an ongoing activity carried out by the DUS and academic departments. Its purpose is to evaluate the strengths and weaknesses in the implementation of the guidelines. Academic advisors will develop and use appropriate methods to evaluate the effectiveness of advisory services and ensure compliance with the guidelines. The process involves tracking and reviewing advisory activities to identify areas for improvement and analysing the effectiveness of advisory activities by collecting data on student outcomes and gathering feedback from students and advisors. Based on the results of the evaluation, the guidelines may be revised or updated to better align with the needs of students and the university's goals.

The University shall conduct ongoing monitoring and evaluation of academic advisory activities to assess their effectiveness in meeting the guidelines. The purpose is to identify areas of strength and weakness and to develop appropriate measures to enhance the advisory experience. The Office of the DUS and the AAC shall collaborate in the annual assessment and evaluation of the applicability of the guidelines to the advisory process. The monitoring and evaluation process shall involve ongoing tracking and review of advising activities to ensure alignment with the guidelines, as well as in-depth analysis of the effectiveness of advisory activities, including gathering feedback from students and academic advisors. Based on the results of monitoring and evaluation, the guidelines may be revised or updated to better meet the needs of students and the goals of the university.

3.2.1 Conflict of interest

Staff responsible for academic advisory should avoid conflicts of interest when carrying out their duties. If a staff member has a conflict of interest, they must declare it to their department head and refrain from participating in advisory processes with the person involved in the conflict.

3.2.2 Guidelines review

The University management recognises the dynamic nature of challenges and the scholarly environment and will facilitate the review of these academic advisory guidelines as needed to ensure they remain relevant and address the evolving needs of the university community, as well as the changing nature of science and technology.