



Mekelle University

The Learning-Teaching Directive

1. INTRODUCTION

The Learning-Teaching Directive is intended to guide the learning-teaching activities of the University in such a way that the practice leads to the attainment of the objectives set in the corporate level strategic plan. The directive enables the University to implement its strategic priorities of providing relevant and high quality academic programs at the graduate and undergraduate levels.

The directive is also meant to systematically guide the process of instruction and obtain valid and reliable evidence of the quality of teaching and learning, i.e., gain institutional knowledge of performance. Colleges and departments will be able to have sound institutional knowledge and awareness of how effectively they are performing and what they need to do to address issues that should be improved. The University will then be able to effectively communicate to stakeholders and customers the quality of its performance. The directive will also help the University to monitor the various processes and provide support when required.

Although there is a difference across disciplines, some attributes are common to all graduates. Firstly, our students should be actively engaged in the process of shaping their own intellectual and personal growth. They should become increasingly creative, critical and analytical as they engage in the process of learning. Secondly, students should be encouraged to work independently, with the guidance and encouragement of their instructors and fellow students. Most importantly, student learning is a shared undertaking between instructors and students and among students themselves.

To this end, the University will give utmost priority to providing the required academic leadership that gives emphasis to the professional development of the teaching staff and gives recognition to academic excellence as a means to ensure quality. Emphasis will also be given to enhancing students' learning experiences by continually monitoring,



reviewing and improving what we do as well as identifying and sharing effective teaching and learning practice within the University.

The directive addresses five different but interrelated thematic areas believed to determine the quality of teaching and the learning experience of students: the University's learning-teaching principles; the nature of assessment and feedback; the development and evaluation of course modules, the evaluation of teaching; and academic advising.

NB: The Learning-Teaching Directive is drafted by taking the experiences at selected universities in Europe, Australia, and Africa: The University of Liverpool, The University of Queen Mary, The University of Botswana, and The University of Pretoria.

2. THE UNIVERSITY'S LEARNING-TEACHING PRINCIPLES

The learning and teaching at the University is supported by a philosophy that encourage active learning, the achievement of learning outcomes and the development of self-directed, independent learners who have learned how to learn. The emphasis is on what students perform as course requirements. Thus, the quality of teaching and learning will be determined by the academic demands or rigor expected of students, expressed in terms of the types of questions instructors ask, the nature of term papers or other written exercises, and the types of exam questions. The emphasis of the learning-teaching directive will, therefore, be on examining what students accomplish or *how they are engaged in the process of learning*. Assessment is an integral part of the learning process and must encourage learning, by engaging students appropriately in the assessment process and by offering them feedback that enables them to improve their work further.

The practice of teaching and learning at the University is, therefore, guided by the following principles:

Student focus: *achieving a beneficial impact on students' learning should be a principal concern in all decisions related to teaching and assessment.*

Inquiry: *learning experience is characterized by processes of learning through active inquiry, in which students and staff members are engaged.*



Partnership: *enabling learning is a shared endeavor, in which students are both challenged and supported, benefiting from positive relationships and productive discussion between and among staff and students.*

Responsibility: *the students should assume increasing responsibility for and autonomy in their own learning.*

Assessment for learning: *assessment should be fair, transparent, and one that support learning.*

The emphasis will be on implementing strategies that enable students to show continuous progress toward the achievement of the intended learning outcomes. Thus, the University makes regular review of learning by creating a positive learning environment and by delivering effective educational practices that help students learn to integrate and apply their learning, become lifelong learners and acquire appropriate graduate attributes.

The Learning-Teaching directive is designed to fulfill the University's Vision, Mission and Values and will provide the basis for:

- ensuring the relevance of learning and teaching so that students are prepared for life, work and citizenship;
- making the learning experience a positive, rewarding and satisfying one for students;
- evaluating and continually improving the quality of learning and teaching;
- directing and supporting the enhancement of learning and teaching excellence;
- promoting the scholarship of learning and teaching; and
- rewarding academic staff for excellence in teaching

The Learning-Teaching Directive is intended to make the learning environment support students to:

- become active learners, meeting their academic aims and developing their skills for life, work and citizenship
- become independent learners and acquire the skills for lifelong learning, including information literacy
- improve their effective written and oral communication skills
- learn how to apply knowledge to the solution of real-world problems
- acquire international skills, cross-cultural perspectives, respect for different values and other skills useful in a diverse global environment
- develop entrepreneurship and employability skills



- participate in living and learning communities that encourage and support reflective learning and the development of life-skills
- benefit from a learner-centered approach and engage in reflective and critical thinking supported by ongoing scholarship and learning

3. THE NATURE OF ASSESSMENT AND FEEDBACK

Assessment is meant to provide students with timely, detailed and quality feedback on their work in ways that promote learning and facilitate improvement and growth. Students should, therefore, be assessed in formative and summative ways that are appropriate, fair, transparent and equitable, using a wide range of assessment modes to help them demonstrate their achievement of learning outcomes.

3.1 Developing Individual and Group Assessments

- Departments should put in place a means of checking whether the assessments designed (group or individual) enable students to master the learning outcomes indicated in the course module.
- The course teams at departments should evaluate the appropriateness of any type of assessment to the attainment of the learning outcomes indicated. Only after consultations at the course team level should exams or other forms of assessment be given to students.
- It is mandatory for all programs at the University to use group work as one of the main strategies to assess changes in learner performance. Group works are meant to assist students compare ideas and recognize different perspectives, test their own understanding, and stimulate creativity in problem-solving.
- It is important that students understand why they are being asked to work in a group for a specified task or tasks. Not all students will have worked in a group environment before and so depending on the purpose and duration of the group-work activity, may need briefing/advice on how to set the group up, how a group works, and the different kinds of contributions which members can make.

3.2 Monitoring the group's progress

- It is important that students have a process for monitor their progress, but also that they know how to recognize the signs of a group that is not functioning well

and what to do about this. Strategies might include explicit opportunities to discuss how all group members are feeling about the 'project' in terms of achievement of task and the group-work process, at meetings of the group.

- b. Another means could be to use supporting materials such as checklists and questionnaires that can be completed by individual group members, and with results being shared amongst the group (see Appendix 1).
- c. There can be many reasons for groups becoming dysfunctional. It may be due to individual students displaying certain characteristics and/or it may be a lack of focus on the task (and resulting assessment pressures) and/or lack of focus on the group process i.e. how the individuals in that group are feeling towards each other as well as towards the task.
- d. Students should be made aware that if they feel the group is not functioning well for whatever reason, one or more members of that group should inform the coordinator at the earliest opportunity.

3.3 Assessment of Group Work

- a. Students should be informed about the contribution of the group assignment to the final mark, the nature of the assignment and the assessment criteria to be used, and the process by which the single group mark will be adjusted to reflect individual contribution e.g. by peer moderation of contribution or individual presentations, etc.
- b. If a student in any particular group has a declared disability, the module coordinator will monitor the peer moderation process to ensure that the particular student has not been treated unfairly as a result of his/her disability;
- c. Students should be informed that all members of the group need to ensure, as far as possible, that if the assignment is a single group product, the final piece of work is academically sound, without elements of plagiarism or other features of poor practice.
- d. All members of a group are responsible for monitoring the group's progress and should be prepared to access support from the instructor if the group is not functioning effectively.

3.4 Feedback on Assessment

- a. An instructor should provide feedback on assessment that is timely, constructive and developmental. The University recognizes the diversity and range of learning, teaching and assessment practices across the Colleges and Department, and this directive aims to allow these diverse practices to be taken into account.
- b. Feedback in this document is used to refer to comments (whether written or oral) given by assessors to students on an assessment task. Assessment refers to a set of processes that measure the outcomes of students' learning in terms of knowledge acquired, understanding developed and skills gained.
- c. It should be mandatory for instructors to inform students how feedback will be given. Feedback on the assignment must be given to all students within the group and not solely to an individual representative of the group.
- d. Feedback can be provided following both formative and summative types of assessment, the definitions of which are provided below:

Formative Assessment: is designed to provide learners with feedback on progress and inform development.

Summative Assessment: provides a measure of achievement or failure in respect of a learner's performance in relation to the intended learning outcomes of the program of study.

3.5 Principles of Feedback

- a. Underpinning this directive are the principles that feedback must be closely related to the intended learning outcomes and assessment criteria, be provided in a format which is appropriate to the type of assessment, and commend student's achievement and clearly identify areas for improvement.
- b. Feedback should be provided within an appropriate timescale to enable students to review and act on in order to enhance their performance in subsequent assessments.

- c. Details of the assessment criteria and learning outcomes for the module/course and information on how feedback will be related to these criteria and outcomes must also be clearly communicated, preferably on course outlines or syllabus.

3.6 Timeliness and Content of Feedback

- a. Formative assessment is an integral part of the teaching and learning experience and providing formative feedback is essential to enable students to evaluate their progress and improve on their performance.
- b. Departments are therefore highly recommended to provide the opportunity for students to gain formative feedback on their learning to help prepare for summative assessment.
- c. Examples of ways in which formative feedback might be achieved include written feedback, oral feedback in class, online assessment exercises, peer feedback, and self-assessment.
- d. Feedback on assessment should contain enough detail to enable students to evaluate and improve their performance. When returning written work, it should be annotated containing comments relating directly to the relevant assessment criteria to enable students to identify areas for improvement based on their performance in relation to the expected standards described in the criteria.
- e. Written feedback should be legible and students should be given the opportunity to seek further advice if any comments or the mark obtained are not clear. To ensure a consistent standard of feedback across a Department, a feedback pro-forma, where appropriate, will be used when providing written feedback.
- f. Students are entitled to request details of their exam papers. Staff may show examination scripts to students in a controlled setting as part of feedback.
- g. Instructors should provide generic group feedback to students on their performance in examinations which should include a general commentary of students' performance including identifying common strengths and weaknesses.
- h. The feedback should also highlight those examination questions on which students' performance could be improved and suggest strategies for improving performance in those questions.

- i. Instructors should provide opportunities for students to receive individual feedback on their performance in examinations. But when it is not possible to provide feedback for each and every one of the students, the instructor may choose one or a combination of the following:

-presenting model answers: he/she presents ideal answers to the project or former students' best example.

-preparing assignment return sheet: these are cover sheets for assignments that provide the marking criteria or rubric used.

-whole-class assignment/exam report: Report to the whole class that reflect areas that majority of the students did/did not do well

-show best student works: You may ask students who performed well on individual or group work to briefly report to class.

3.7 Arrangements for Disabled Students

- a. The University aims to ensure that all students have equal opportunity to demonstrate the achievement of learning outcomes in assessments. If reasonable adjustments are required for students with disabilities (visible or otherwise), the Department will make adjustments to examination arrangements as appropriate for individual disabled students.
- b. **Additional time allowances:** The extent of additional time allowances will depend on the needs of the individual student and recommendations made by the instructor. However, the minimum additional time allowed in written examinations is set at 15 minutes per hour.
- c. Supervised rest breaks may be recommended in addition to additional time allowances. During a rest break students must stop writing. The timing of the examination should be stopped and restarted for the recommended period of time, with the maximum rest break permitted being 15 minutes per hour except in circumstances agreed with the examiner.
- d. **Reader:** Students who find the standard format of print disabling or students who utilize auditory information may require a reader. Additional time can be allowed due to the extra demands involved. A student using a reader will also be allocated a separate room.

- e. **Scribe:** Disabled students who require an alternative format to handwriting/typing may require a scribe. Students can request the opportunity to practice with the scribe before an examination and should contact the Department. Additional time will be allocated for examinations dictated to a scribe and a separate room will also be provided.
- f. **Sign Language Interpreter:** Students whose can only communicate using Sign Language may require a sign language interpreter to sign instructions and questions to students taking written papers.
- g. **Room allocation:** Students may require specific room allocations for their examinations. Such arrangements will be provided whenever it is reasonable to do so for standard written examinations. The practicalities of laboratory and/ or computer based assessments mean that it is unlikely to be reasonable to provide alternative venues for such assessments.
- h. An alternative assessment to a written examination may be any valid form of assessing the student's ability to meet the learning outcomes of the examination. The aim of an alternative assessment is to ensure that the student is assessed appropriately and on equal terms to other candidates.
- i. Recommendations for an alternative form of assessment will be evaluated according to the needs of each individual student and the need to maintain academic standards.
- j. **Alternative Question/Answer Paper:** It is essential that sufficient notice is provided by the student to enable examination questions to be provided in a Braille format.
- k. Enlarged papers are intended for students who have a visual impairment and will be provided in the font/size as indicated by the student's assessment. Pictures and certain diagrams may need to be removed prior to enlargement.

4. THE DEVELOPMENT AND EVALUATION OF COURSE MODULES/READERS

- a. A teacher should realize that being experienced and professional in the knowledge of the teaching material is not enough. To be an effective teacher means much more than becoming a skillful and knowledgeable classroom practitioner. It means learning how to develop and adapt course materials, to

plan and evaluate courses, to adapt teaching to students' needs, and to function within an institutional setting.

- b. Effective teaching is dependent on understanding the needs of learners, the careful planning of courses and materials, as well as the monitoring of teaching and learning.
- c. The teaching materials are the realization of the ideal things that the program wants to achieve, or what mastery the learners should have. All programs that lead to the attainment of a degree should have modules for the courses or programs they teach.
- d. The purpose of the course module is to introduce students to the specific content in a given discipline, to assist instructors to have 'easy to use' reader for their students, and to increase students' interest and engagement in the program. However, in no way should a course module be considered as the sole source of reference about a given course. A course module is just one of the various learning material used by the teacher or students.
- e. A course module should be appropriate to be a self-study material, with clearly stated objectives and learning outcomes for the various subunits that helps the learners to measure their mastery and get feedback on their progress.
- f. Other than the feedback obtained from colleagues and team members, students should also evaluate the appropriateness of the course modules they have taken.

4.1 Course Module Evaluation

- a. Course modules are designed to contribute to students' development of the Graduate Attributes. Hence they should demonstrate sound design principles that align learning outcomes, learning and teaching activities and assessment tasks. They should also embed opportunities for work-integrated learning.
- b. The University reviews its programs and its departments and colleges regularly. Course review is undertaken at department level, where academic staff members look at the way a course was taught to decide on any improvements or changes to be made.

- c. The purpose of course module evaluation is to support the enhancement of future provision. Students should have a clear understanding of the evaluation processes and the confidence that their evaluation will be treated with respect and valued, that their comments will be acted upon where possible, and that they will receive a collective response.
- d. All course modules should be evaluated every time they are delivered, unless decided otherwise by the team or department responsible. Course module evaluations should normally be completed at the end of the course, after all learning, teaching and assessments have been completed but before the results have been published, in order for students to assess and appraise the module.
- e. Departments should decide the format of their questionnaires. The format used should encourage the maximum number of students to complete the questionnaire, but the choice of format must not exclude any student from completing it. Questionnaires should be designed to protect student anonymity and the method for returning completed forms must maintain anonymity (see Appendix 2).
- f. In addition to the data obtained from student questionnaires, information about the quality of course modules as well as programs has to be obtained from alumni surveys, culminating assignments or capstone exercise, course based exams, employer surveys, performance assessment, exit interviews, as well as pre and post training assessments.

4.2 Conducting Student Course Module Evaluation

- a. When a questionnaire is sent out or made available to students it should include clear instructions about how students access it, and the date by which they should complete it.
- b. The Colleges should communicate to students the timescale by which course module evaluations should be completed by students. The College may delegate authority to set the deadlines for completing course module evaluations to the level they think most appropriate (i.e. Department or Team).
- c. The instruction should include confirmation that students will complete the questionnaire anonymously and that this anonymity will be preserved throughout the evaluation process.



- d. The method of returning completed questionnaires should ensure the students' anonymity is preserved. Questionnaires should include information about how and when the results will be made available and what will be done in light of the results.

4.3 Results of Students' Course Module Evaluations

- a. The team leader should communicate the results from the core evaluative statements, including the associated comments, to their Head of the Department or other designated person.
- b. The Head of Department should make arrangements for the core evaluative statement results, including text comments, to be made available to the relevant body in a form and style such that offensive or inappropriate comments are removed whilst also keeping the overall balance of student feedback.
- c. The core evaluative statement results from each module evaluation should be submitted by the Department head to the appropriate body, together with a response and action plan for promoting any good practice identified and for addressing any issues raised.

4.4 Use of results in Annual Subject Review

- a. The full results from all questionnaires from each academic session should be available for reference for producing the Annual Subject Review report for the reporting unit responsible for the module. Similarly, questionnaire results should be available for reference and scrutiny within the Periodic Review process.
- b. The timescale for completing student evaluations of course modules will be indicated in the annual calendar of the University. The Colleges may set a timescale by which student evaluations must be provided to students, completed and returned.

5. PEER OBSERVATION OF TEACHING

- a. Excellent learning and teaching practices in the University are characterized and sustained by students who are challenged through discipline theories and contexts and encouraged to be critical thinkers, independent learners and



effective communicators. These students should be assisted to see links between their studies and the workplace.

- b. Instructors should take a scholarly approach to their teaching, display expert knowledge of and enthusiasm for their discipline, and plan, design, manage, deliver, reflect upon and improve their teaching and curricula to enhance student learning.
- c. Instructors should engage with current research and creative outputs to inform their teaching in such a way that they can provide advice to students regarding their academic work and academic choices.
- d. The effectiveness of teaching will be evaluated in terms of whether teachers engage students, foster their curiosity, and facilitate their learning. Effective teaching, among other things, recognizes students' existing knowledge and experience and enables students to become independent and life-long learners;

5.1 The Need for peer observation of teaching

The aims of the University's Peer Observation of teaching process are:

- To promote a culture in which good teaching is valued and to enhance teaching quality at the point of delivery by encouraging reflection on practice.
- To provide a supportive and constructive framework for the University's teaching staff to monitor, reflect upon and improve the quality of their teaching.
- To enhance the quality of teaching by providing an effective framework for the identification and dissemination of good teaching practice.
- To enhance the quality of teaching by the identification of staff development needs and to inform the University in addressing those needs.

5.2 Procedures for conducting peer evaluation of teaching

- a. The University continues to take a uniform approach to Peer Observation in order to meet internal and external teaching expectations. The University also needs to ensure that all members of staff undergoing Peer Observation of Teaching are treated in a fair and consistent manner.

- b. The Department Head should establish who wishes to be a Peer Observer. The Head would not normally be a Peer Observer. The Department Head should identify the Peer Observers who will form the Peer Observation Group.
- c. The Group will be responsible for all aspects of the administration of the Peer Observation Procedure. This will include the collection of the Summary Form following the completion of each observation and the analysis of data collected from these forms.
- d. Every member of staff should normally be observed at least once every two years. Newly recruited staff should have the benefit of being able to be peer observed annually as a requirement for their promotion. In cases where staff development needs have been identified, the Peer Observer and Observee may agree to carry out a further observation session.
- e. Where a member of staff is undertaking a Higher Diploma Program training (HDP), or any other Post Graduate Certificate in Learning and Teaching in Higher Education, the observations that are required for assessment of these qualifications will be deemed to be sufficient for the peer observation for that year.
- f. Peer observation is primarily concerned with teaching delivery rather than teaching content. However Peer Observers may wish to bear in mind the extent to which an observed session contributes to successful delivery of the learning outcomes specified for the course in question. It is acknowledged that since the Peer Observer is working in the same (or related) discipline they may be able to comment on the level at which material is being taught.
- g. The Department Head or the Peer Observation Group is responsible for pairing teaching staff with Peer Observers. The Head will consult with individual members of staff at the end of the previous academic year to establish who their Peer Observer might be.
- h. The Department Head or the Peer Observation Group may want to consider involving all teaching staff (when trained to do so) to act as Peer Observers without implied hierarchies relating to the roles assumed. This has the potential to improve teaching across the school through mutual discussions and reflection on teaching related methods or processes.

- i. A Peer Observer should also see this role as a personal learning opportunity through which he/she can reflect on observed practice as a way of informing his/her teaching.
- j. The Peer Observer should contact the member of staff to be observed at least two weeks before the observation takes place, in order to agree the arrangements for the observation.
- k. For new staff, Peer Observers will need to take care to explain the observation process and the documentation including forms that need to be completed and retained or submitted to the school.
- l. Observees will need to discuss in advance with their Peer Observer any issues considered relevant to the observed session, including such issues as student feedback. Any particular issues that the Observee would like feedback on should be discussed at this meeting.
- m. As soon as possible after the session, the Peer Observer should meet with the Observee to discuss the session and provide feedback. The feedback should consist of constructive helpful comments and observations, and should be preceded by the Observee commenting on their own perceptions of the session.
- n. The Peer Observer and Observee should complete the Summary Form which will be forwarded to the corresponding Department's Peer Observation Group for appropriate action (see Appendix 3), related to pedagogical training.
- o. Immediately following the conclusion of the peer observation of teaching exercise for the year, the Peer Observation Group should meet to discuss the strategic issues raised in respect of learning and teaching development and identify opportunities to support the staff.
- p. Wherever possible confidentiality of the individual should be maintained. There should then be wider circulation within the School of the matters raised by the Peer Observation Group.
- q. Good practice identified during peer observation may be referred by the Head of Department or the Peer Observation Group to the College level Quality Assurance Head for wider dissemination.



5.3 Linking Peer Evaluation of Teaching to Professional Development

The University aims to:

- Ensure training and development opportunities for staff in order to further improve academic performance in the area of learning and teaching.
- Maintain quality assurance teams at Department and College/Institute levels, under the leadership of senior academics, to assist in the development of programs and to explore ways of implementing appropriate learning and teaching strategies to achieve the University's Vision, Mission and Values
- Implement an appointment, promotion and review procedure that takes into account and recognizes contributions to learning and teaching
- Implement procedures within the Performance Management System for the continuous improvement of academic performance
- Support the sharing and learning from best practices across the University, as well as from national and international networks and forums, in order to improve performance in learning and teaching
- Foster a community that encourages and supports reflective and critical learning for students, staff and the University
- Recognize excellence in teaching in processes of staff recruitment, promotion and reward
- Evaluate the quality of teaching performance through a process involving learner evaluation, peer-evaluation, self-evaluation and evaluation by the Head of Department

6. ACADEMIC ADVISING

Mekelle University regards the role of the Academic Advisor as a fundamental component of the relationship between academic teaching staff and students. It is a key contributor to a positive student experience. For students, time spent at University brings opportunity not only for disciplinary academic growth but also for effective and guided personal development.

- a. Academic Advisors should aim to foster partnerships with students to promote their development as independent and scholarly learners. Academic Advising, by promoting both formal and informal contact between academic staff and students, fosters a sense of an academic community.



- b. The system is intended to contribute to the academic success of students by focusing on their individual development and ensuring their academic work is monitored and supported by their advisors.
- c. The advisor-student relationship should also ensure that academic progress is not obstructed by issues which may well be resolved by timely advice from the advisor or other support/professional services staff.
- d. The Academic Advisor should also develop a relationship with a student that is supportive in encouraging students to develop their skills for self-management and employment. This will best be realized through the experience of a well-designed and delivered program of learning, teaching and assessment, as well as through opportunities provided outside the formal curriculum.

6.1 The Roles and responsibilities of Academic Advisor

The Academic Advisor will:

- Meet with the student at the beginning of their studies and at the start of each new academic year. For new undergraduates, the initial meeting should normally take place during welcome week. This could be a group meeting where the Academic Advisor meets with all newly assigned students.
 - Ensure that the students are made aware of the additional support offered within the Department and across the institution.
 - Ensure that the students are aware that they can contact/meet with the Academic Advisor at other times during the year. i.e. Academic Advisors should provide details of their office hours.
 - Arrange a second meeting to take place within the first 4-8 weeks of the 1st semester. At this meeting the Academic Advisor may help the student to review their experience so far, highlight the stated learning outcomes of the program of study and discuss opportunities and a strategy for personal development.
 - Arrange a further meeting (feedback tutorial) in the 2nd semester during which overall progress can be discussed.
- a. Keep a record of student attendance at these meetings, in cases where a student complaint is made.
 - b. The monitoring of student engagement by reviewing attendance at recordable activities will form part of the Department's overall monitoring of students' academic progress and their support for their wellbeing.



- c. Where a student is showing poor engagement by intermittent attendance, the normal processes for exploring the reasons for this with the student and providing support should take place, normally with the academic advisor.
- d. All students will be assigned an Academic Advisor. Departments will be responsible for allocating Academic Advisors and for administration of the system.
- e. Where possible Academic Advisors should be allocated to students who are studying within programs they are associated with. Departments will be responsible for ensuring that Academic Advisors are provided with the necessary information, training and support to carry out the role.
- f. Academic Advisors should arrange appropriate student support if they are likely to be absent from the University for a substantial period of time e.g. study leave, prolonged research leave.
- g. It may be appropriate in some areas that the undergraduate dissertation/project supervisor takes the role of Academic Advisor in the final year of study.

6.2. Guidance for Academic Advisors

- a. The Academic Advisor Policy expects that formal meetings between Academic Advisors and their Advisees will occur at least twice every semester – preferably during the beginning and mid semester.
- b. Below are *suggestions* for topics of initial discussions with students.

Welcome week: Main purposes are:

- to introduce students to the academic advisor role, what it is and what it is not;
- to explore students' motivations, initial expectations and any concerns.

Mid semester: main purposes are:

- to encourage the student to think about his or her progress, identify strengths and areas of weakness and start to take responsibility for addressing them.
- to enable the student create an action plan to tackle areas that have been identified as areas for development.