



香港中文大學
The Chinese University of Hong Kong

Academic Advisory System Faculty of Engineering

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The background

- ✍ 3-3-4
- ✍ Broad-based admission
- ✍ Declining intake quality



Student mixing in 2012 admission

✍ 3-year curriculum:

Programme-based admission

JUPAS (HKALE): 332

Other local: 118

Non-local: 16

✍ 4-year curriculum

Broad-based admission

JUPAS(DSE): 485

Other local: 5

Mainland: 58

Other non-local: 9



Broad-based admission

- ✍ One admission line for all programmes
- ✍ Foundation year in 4-year curriculum
- ✍ No “potential major”
- ✍ Major selection at the end of foundation year
- ✍ Soft quota
- ✍ Better academic performance → higher priority in major selection



Declining intake quality

- ✍ Clearly seen from admission statistics
- ✍ Similar trend in other institutions
- ✍ 58 transferring-out cases in 2012
- ✍ Problems:
 - Students are academically less capable and not motivated
 - But, workload is heavy



Academic advisory system

- ✍ For foundation-year students
 - Faculty-level advisors team
- ✍ For students with confirmed major
 - Advisors from respective departments



Current practice

- ✍ Department based
- ✍ Implementation 1: EE, CSE,
All faculty members serve as advisors
Level 1 and 2 integrated
- ✍ Implementation 2: IE, MAE, SE
All faculty members serve as level 1 advisors
A small number of level 2 advisors
- ✍ No specific action taken for “marginal” students (GPA 1.5 – 2.0)



Faculty advisors team

- ✍ For foundation-year students under broad-based admission
- ✍ Currently 31 members from the five departments
- ✍ Many join the team voluntarily (vs. assigned by the HoD)
- ✍ A re-treat organized in June 2012 for experience and info sharing



Advisee-advisor matching

- ✍ 31 advisors for 550 students
- ✍ 1 : 18
- ✍ Considerations in the matching:
 - College affiliation
 - Mixing of different backgrounds
 - Language proficiency of advisor
 - Experience of advisor



Advisee-advisor interaction

- ✍ First group meeting in September
 - Arranged centrally by the Faculty
 - To break the communication barrier
- ✍ Subsequent activities to be initiated by individual advisors/advisees
- ✍ Date of meeting recorded and kept centrally at Faculty



Support to advisors

- ✍ Social activities: \$150 per student per year
- ✍ Administrative support on meeting arrangement and record keeping
- ✍ Information and experience sharing

Intranet

Frequent email communication

Social gathering for advisors



Faculty Committee on Academic Advising

- ✍ AD (Student Affairs) + AD (Education)
+ Dept. Representatives
- ✍ For foundation-year students:
 - Coordinating the work of faculty level-1 advisors
 - Serving as level-2 advisors
- ✍ On department-level advising:
 - Make sure a system is in place and properly implemented



Other venues of academic advising

- ✍ “Engineering Design” courses
 - Newly created for foundation-year students
 - Lectures + lab work + group work
 - Professors act as mentors
- ✍ Summer research internship
- ✍ Student team for external competition
- ✍ Final-year project



Academic advising for postgraduate students

- ✍ Taken care of by individual departments or programmes
- ✍ For research postgraduates, thesis supervisors are de facto the level-1 advisors
- ✍ For students with academic problems, the respective graduate divisions would take the responsibilities



Personal views

- ✍ We need a **SYSTEM**
- ✍ But **PEOPLE** are the key
- ✍ Students love to communicate with professors, not simply listen to them
- ✍ Despite heavy workload, many colleagues really commit themselves to interact with students
- ✍ Students grow, and so do their professors



Thank you!

- end -

