

THE CHINESE UNIVERSITY OF HONG KONG

Handbook on the Implementation of the Academic Advisory System

Introduction

After a review of the academic advisory system for students, a proposal on an enhanced advisory system for undergraduate and postgraduate students was approved by the Senate in December 2011. Since then, a sharing session has been organized annually to monitor the progress of implementation. Faculties contribute data prior to the sharing session while the Chairpersons of the Faculty Committees on Academic Advising and relevant parties share their experiences and exchange good practices during the sharing session. With the concerted efforts of the University, the comprehensive academic advisory system that “provides a multi-tiered means of identifying and supporting at risk students to help them progress” is highlighted by the Quality Assurance Council as a feature of good practice in the *Report of the Quality Audit of The Chinese University of Hong Kong* in June 2024. This handbook seeks to provide essential information for the reference of the academic advisors and other relevant parties.

An Enhanced Academic Advisory System

It is affirmed that the University’s philosophy and mission are to develop all-rounded students with a solid disciplinary understanding and whole-person development to meet their long-term needs and prepare them for future challenges. The Programme/Department-level advisory system, which primarily focuses on academic advising, is essential in supporting students’ academic development and in overcoming academic problems. An integration of the academic advisory system into the whole student support and pastoral care system has been undertaken. Academic advisors, apart from giving advice on academic matters, have become resource persons and provide information on other whole-person development opportunities to the students.

Beyond the departmental academic advisors, Colleges and other professional units also provide student support services in the pastoral care system. Relevant resources and a system of support for students are presented in [Annex 1](#) and [Annex 2](#). The general implementation schedules for undergraduate students and postgraduate students are outlined in [Annex 3](#) and [Annex 4](#) respectively.

Respect Privacy and Consent for the Release of Personal Information

Academic advisors are authorized to access student data, including but not limited to student names, student identification numbers (SID), contact information, academic records, and any relevant background information, in the process of academic advising. Academic advisors are expected to respect and take robust measures to protect student data and should bear in mind that student data should only be used for the purpose of academic advising, enhancing students’ formal and informal learning, and assisting students to make informed decisions, or in cases of risks to student health and well-being.

Collaborative case management (CCM) was introduced by the Office of Student Affairs (OSA) to provide coordinated, timely and appropriate support to students in need when they are facing severe conditions that affect their physical or mental well-being.

When there are student cases that academic advisors decide to refer to the Learning and Cultural Enhancement Section (LCES) or the Wellness and Counselling Centre (WACC) of OSA for professional support, academic advisors are required to fill out the LCES online form¹ for LCES services. For referral to WACC, academic advisors are required to fill out the online² “Referral Form for Psychological Counselling Service”.

Both Learning Enhancement Officers (LEOs) in LCES and Counsellors in WACC of OSA play important and supporting roles to academic advisors in the process of academic advising. For student cases that warrant the attention of LCES or WACC, academic advisors may refer the students concerned to either or both sections for professional support. The roles and responsibilities of LEOs are outlined in Annex 5.

Inputs in the Academic Advisory System

Under the implementation plan approved by the Senate, every student (both undergraduate and postgraduate) is assigned an academic advisor (Level I Advisor) by the Major department. Departments are requested to nominate designated academic advisors (Level II Advisor) for students who need further support. Departments/ Programmes have the flexibility to decide on the details of the appointment of Levels I and II Advisors, such as whether Levels I and II Advisors are the same person for a particular student, and the number of academic advisors for the Department, etc. so as to suit the different needs of Departments/ Programmes.

The roles and responsibilities of the academic advisors and other relevant parties are summarized in Annex 6, and the operational procedures for meeting with students are summarized in Annex 7.

Moreover, faculty-based Committees on Academic Advising are set up in faculties, chaired by the Associate/ Assistant Deans concerned, for monitoring the implementation of the advisory system in the faculties. The Terms of Reference of the Faculty Committee on Academic Advising is in Annex 8.

Administering the Academic Advisory System

The implementation details of the academic advisory system are as follows:

A. Providing General Support to Students – Level I Advisors

- i. Every student is assigned an academic advisor (Level I Advisor), who meets with the students at least once a year for purposes of general supervision such as course selection, guided study, adaptation to University learning modes and disciplinary fundamentals, etc.

¹ https://cuhk.qualtrics.com/jfe/form/SV_0W0uH3M2pEGqNam

² Academic advisors can access the online referral form for psychological counselling service via <https://cloud.itsc.cuhk.edu.hk/webform/view.php?id=13672282>.

- ii. Some potential questions for academic advisors' meetings with students are suggested at Annex 9.

B. Helping Students with Academic Problems – Level II Advisors

- i. Departments/ Programmes are requested to nominate designated academic advisors (Level II Advisors) for students with academic problems. For these students who are placed on academic probation and extended probation, Level II Advisors have to pay greater attention to and meet with them more regularly to track their progress, which may include helping the students to:
 - better understand their academic strengths and weaknesses;
 - plan course schedules;
 - set goals; and
 - use resources and support services at the University, etc.
- ii. A warning system is implemented whereby marginal students with GPA below a certain threshold are assigned a Level II Advisor. Faculties have the flexibility in determining the minimum GPA threshold within the range of 1.5 and 2.0. Marginal students have to meet with the designated Level II Advisor at least more than once during that particular year. This serves to:
 - alert the Department/ Programme about those students who need special attention before they are placed on academic probation; and
 - provide additional academic support to the students concerned and hopefully to help avert potential academic problems.
- iii. During a specified period, students on probation or extended probation are required to obtain the endorsement of the designated academic advisors in order to enrol in appropriate courses in the next term.
- iv. Depending on individual needs and circumstances, Level II Advisors may refer problem cases to Colleges, LCES or WACC or the health service on a case-by-case basis. A Level II Advisor may decide whether he/ she will continue to meet with the student or transfer the case to a Level I Advisor after the student's probation has been lifted/ improvement is seen in the student's GPA.
- v. For students who present very serious problems, the Associate/ Assistant Dean concerned plays the role of a case manager responsible for coordinating all appropriate efforts within the University in helping the student.

C. Record Keeping

- i. Departments/ Programmes are required to keep records of the meeting dates of

students (or scheduled meeting dates if the students default appointment) with Level I Advisors.

- ii. For marginal students who are put on the warning system (Term GPA between 1.5 and 2.0) and for students on academic probation or extended probation, the Level II Advisor concerned is required to fill out a meeting report (a sample is shown in Annex 10 for reference). A record has to be kept even if the student defaults appointment.
- iii. Academic advisors can record the details of their meetings with students in the reports, which must be kept strictly confidential.
- iv. If necessary, such meeting records may be used as background documents in support of waiver cases to the Senate Academic Planning Committee (Senate APC).

D. CUSIS

- i. The existing CUSIS functionalities enable students to access the information of their pre-assigned Level I Advisor, and the academic advisors can view the particulars of their advisees with links to contact information, GPA, outstanding graduation requirements, and course enrolment, etc.
- ii. A notification box is provided on CUSIS, which allows academic advisors to contact and communicate with students via the platform.

E. Faculty Committee on Academic Advising

- i. A Committee on Academic Advising is established in each Faculty, and chaired by the Associate/ Assistant Dean concerned, who can be the Associate/ Assistant Dean (Student Affairs) or Associate/ Assistant Dean (Education), as deemed appropriate by individual Faculty. The membership of the Faculty Committee may include all Level II Advisors and other existing academic advisors as assigned by Departments/ Programmes for students with special needs, e.g. non-JUPAS local, second year entry, mainland, international, etc.
- ii. The Committee should meet at least twice in each academic year to give advice on all aspects of academic advising, including recommendations on student waiver cases before they are put to the respective Faculty Board and subsequently the Senate APC for approval.
- iii. Level II Advisors can refer academic problem cases to and seek assistance from the Associate/ Assistant Dean concerned.

- iv. It is also important for Faculties to provide adequate incentives and support to their teaching staff in implementing the academic advisory system, such as provision of resources.

F. Other Whole-person Development Issues

Apart from providing academic advice, academic advisors can become resource persons in their department/ programme/ division and provide information on other whole-person development opportunities to students. Under this whole-person student support approach, academic advisors may also refer students to suitable units (Annex 1 and 2), if necessary, e.g.

- Offices of College Deans of Students
- Graduate School Office
- Office of Student Affairs
- Office of Admissions and Financial Aid
- Office of Academic Links
- University Medical Service Office

G. Support for Academic Advisors

- i. Briefing/ sharing sessions are organized by the OSA in collaboration with the Centre for Learning Enhancement And Research (CLEAR) and other University units. Level II Advisors, especially new recruits, are strongly encouraged to attend.
- ii. General information in academic/ personal counselling is disseminated via pamphlet/ booklet for Level I Advisors.
- iii. Information given to academic advisors includes other whole-person development opportunities to students, including:
 - student activities
 - local students' learning enhancement support
 - non-local students' support
 - career advisory and guidance services
 - student finance matters
 - student exchange matters

H. Academic Advisors for Postgraduate Students

- i. A similar academic advisory system is adopted for postgraduate (Pg) students. Every full-time Pg student is assigned a Level I Advisor. For each Division, a Level II Advisor should be appointed by the Division Head to handle problem

cases.

- ii. In principle, the Level I Advisor can be the thesis supervisor in the case of Research Postgraduate (RPg) students, and the Programme Director in the case of Taught Postgraduate (TPg) students. However, to cater for their different needs, Divisions have the flexibility to decide on the details of the appointment of Levels I and II Advisors, such as whether the Level I Advisor and the thesis supervisor are the same person for an RPg student, whether to assign a teaching staff other than the Programme Director to serve as the Level I Advisor of a TPg student, etc.
- iii. Similarly, Divisions may decide whether the same pool of Level II Advisors should be shared by both undergraduate and postgraduate students or additional Level II Advisors should be nominated for Pg students as appropriate.
- iv. Owing to the diversified nature of TPg programmes, it may be more desirable for Programme Directors of individual programmes to design their own advisory systems. In such cases, the Programme Directors concerned may propose the adoption of an alternative scheme and submit their plans to the Faculty Committee for endorsement. For RPg programmes, a research student who has been placed on probation should be assigned a Level II Advisor.
- v. Unlike undergraduate students, there is no requirement on the frequency of meetings between the academic advisor and Pg student. As a more mature community, Pg students are expected to take an active role in seeking advice from their academic advisors whenever they feel the need.
- vi. In order to ensure that the Faculty Committee is able to give advice on matters concerning Pg students, Faculties are encouraged to nominate at least one member with experience in handling Pg student matters to serve in the Faculty Committee.
- vii. The same meeting report ([Annex 10](#)) can be used by academic advisors to record details of their meetings with Pg students.

I. Further Enhancement of the Academic Advisory System

- i. The feasibility of implementing an early detection mechanism of identifying student(s) with potential problem was discussed at the Sharing Session on the Implementation of Academic Advisory System held in the first term of 2018-19.
- ii. Two possible indicators are identified for potential problem cases: (i) constant/continued absence from several classes across several courses; and (ii) a substantial drop in GPA compared with the previous term.

- iii. For early identification of students who may have problems, course teachers need to fill out a proforma for reporting to the course-offering-units if students are found continuously absent from classes or repeatedly failing to submit assignments etc. A sample of the proforma designed for course teachers (including University Core Courses) is shown in Annex 11. The course offering unit(s) will then report the case to the student's affiliated Programme/ Faculty.
- iv. For students with substantial drop in GPA, the Registration and Examinations Section of the Registry will send a report to faculties on a termly basis for students whose GPA has dropped by more than 1.0 when compared with the previous academic term for appropriate follow up action by Programmes/ Departments concerned.
- v. These enhanced measures will assist academic advisors to detect potential academic and/ or non-academic problems of their advisees at an early stage so that appropriate support and help can be provided.

May 2025

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Resources and Information Available to Academic Advisors

College Social Fund/ Teachers and Postgraduate Students Interaction Scheme

Some Colleges/ Faculties provide funding for their teachers on educational and social gatherings between teachers and students in each academic year. Details can be checked with the College/ Faculty concerned.

Academic and support units

Faculties

Faculty of Arts

Tel: 3943 7107

Email: arts@cuhk.edu.hk

Website: www.arts.cuhk.edu.hk

Faculty of Business Administration

Tel: 3943 7785

Email: bafac@cuhk.edu.hk

Website: www.bschoo1.cuhk.edu.hk

Faculty of Education

Tel: 3943 6937

Email: edu@fed.cuhk.edu.hk

Website: www.fed.cuhk.edu.hk

Faculty of Engineering

Tel: 3943 8446

Email: facultyoffice@erg.cuhk.edu.hk

Website: www.erg.cuhk.edu.hk

Faculty of Law

Tel: 3943 4399/ 3943 4423

Email: law@cuhk.edu.hk

Website: www.law.cuhk.edu.hk/app/

Faculty of Medicine

Tel: 3943 6891/ 3943 9243

Email: faculty@med.cuhk.edu.hk

Website: www.med.cuhk.edu.hk/

Faculty of Science

Tel: 3943 6327/ 3943 6250

Email: sfo@cuhk.edu.hk

Website: www.sci.cuhk.edu.hk

Faculty of Social Science

Tel: 3943 4096

Email: fssc05@cuhk.edu.hk

Website: socsc.cuhk.edu.hk

Independence Learning Centre

Tel: 3943 8733 / 3943 8764

Email: ilc-counsel@cuhk.edu.hk

Website: www.ilc.cuhk.edu.hk

University Library System

Website: www.lib.cuhk.edu.hk

University Library

Tel: 3943 7306

Chung Chi College Elisabeth Luce Moore Library

Tel: 3943 6969

New Asia College Ch'ien Mu Library

Tel: 3943 7655

United College Wu Chung Library

Tel: 3943 7564

Architecture Library

Tel: 3943 6599

Li Ping Medical Library

Tel: 3505 2459

Lee Quo Wei Law Library

Tel: 3943 8641 (LAW)/ 3943 0927 (LRC)

Finance and health

Scholarships and Financial Aid

Office of Admissions and Financial Aid

Tel: 3943 1737/ 3943 7204 (scholarships)/ 3943 1898 (financial aid)

Website: www.oafa.cuhk.edu.hk

Email: sfas@cuhk.edu.hk

Physical Health Service

University Medical Service Office

Tel: 3943 6422 (enquiries)/ 3943 6439 (appointments)

Website: www.umso.cuhk.edu.hk/hk/

Email: umso-outpatient@cuhk.edu.hk

Chinese Medicine Specialty Clinic cum Clinical Teaching and Research Centre

Tel: 3943 9933 (clinic enquiries and booking)

Website: clinic.scm.cuhk.edu.hk/

Email: scmclinic@cuhk.edu.hk

Student support

Office of Student Affairs

Administration and Amenities Section

Tel: 3943 3733

Website: www.osa.cuhk.edu.hk

Email: aaas@cuhk.edu.hk

Career Planning and Development Centre

Tel: 3943 7202

Website: job.cpd.cuhk.edu.hk

Learning and Cultural Enhancement Section

General Enquiry: 3943 7945

Website: lces.osa.cuhk.edu.hk

Learning Enhancement Officers: 3943 1533

Email: lces@cuhk.edu.hk

Student Experience and Development Section

Tel: 3943 7323

Website: <https://seds.osa.cuhk.edu.hk/>

Email: seds@cuhk.edu.hk

I-CARE Programme: 3943 8621

Website: <https://www.osa.cuhk.edu.hk/programmes/i-care-programmes/>

Email: icare@cuhk.edu.hk

Wellness and Counselling Centre
Tel: 3943 7208
Email: wacc@cuhk.edu.hk

Website: www.wacc.osa.cuhk.edu.hk

Special Educational Needs (SEN) Service
Tel: 3943 5441/ 3943 0338
Website: <https://www.osa.cuhk.edu.hk/services/special-educational-needs-sen-support/>
Email: sens@cuhk.edu.hk

Pastoral care and whole person education

Colleges

Chung Chi College
Tel: 3943 6451
Email: ccc@cuhk.edu.hk

Website: www.ccc.cuhk.edu.hk

New Asia College
Tel: 3943 7609
Email: nac@cuhk.edu.hk

Website: www.na.cuhk.edu.hk

United College
Tel: 3943 7575
Email: unitedcollege@cuhk.edu.hk

Website: www.uc.cuhk.edu.hk

Shaw College
Tel: 3943 7363
Email: shaw-college@cuhk.edu.hk

Website: www.shaw.cuhk.edu.hk

Morningside College
Tel: 3943 1406
Email: morningside@cuhk.edu.hk

Website: www.morningside.cuhk.edu.hk

S.H. Ho College
Tel: 3943 1441
Email: shho-college@cuhk.edu.hk

Website: www.shho.cuhk.edu.hk

C.W. Chu College
Tel: 3943 1801
Email: info.cwchu@cuhk.edu.hk

Website: www.cwchu.cuhk.edu.hk

Wu Yee Sun College
Tel: 3943 3941
Email: info.wys@cuhk.edu.hk

Website: www.wys.cuhk.edu.hk

Lee Woo Sing College
Tel: 3943 1504
Email: wscollege@cuhk.edu.hk

Website: www.ws.cuhk.edu.hk

Student exchange

Office of Academic Links

Tel: 3943 7597

Email: iasp@cuhk.edu.hk

Website: www.oal.cuhk.edu.hk

Teaching and learning arrangements

Graduate School

Postgraduate Student Handbook

Website: www.gs.cuhk.edu.hk/page/PostgraduateStudentHandbook

Code of Practice

Website: www.gs.cuhk.edu.hk/page/CodeofPracticeTPg (Taught Postgraduate Studies)

www.gs.cuhk.edu.hk/page/CodeofPracticeRPg (Research Postgraduate Studies)

Online Enquiry: www.gradsch.cuhk.edu.hk/helpdesk/enquiry_form.aspx

Registry

Academic and Quality Section

Website: <https://www.aqs.cuhk.edu.hk/>

Undergraduate Student Handbook

Website: http://rgsntl.rgs.cuhk.edu.hk/aqs_prd_applx

Honesty in Academic Work

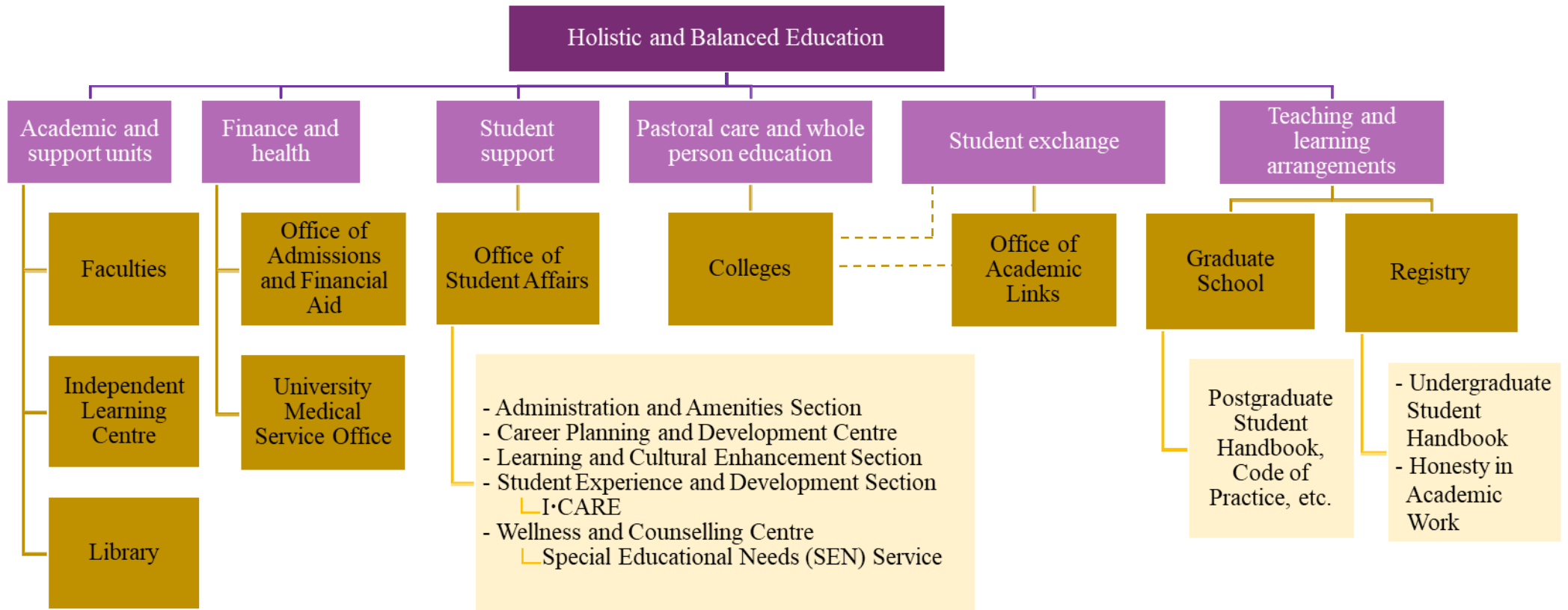
Website: www.cuhk.edu.hk/policy/academichonesty

Registration and Examinations Section

Website: www.res.cuhk.edu.hk/en-gb

Email: ugadmin@cuhk.edu.hk

Overview of a Holistic System of Support to Students



Implementation Schedule of Academic Advisory System in an Academic Year
(Undergraduate Students)

<i>Date</i>	<i>Action</i>	<i>Responsible Parties</i>
August	<ul style="list-style-type: none"> To appoint Level I and Level II Advisors 	Programmes/ Departments
September	<ul style="list-style-type: none"> To inform students of the Academic Advisory System and their academic advisors 	Orientation units
	<ul style="list-style-type: none"> To disseminate general information on academic/ personal counselling for Level I and Level II Advisors 	OSA
	<ul style="list-style-type: none"> To organize optional briefing sessions and training workshops for academic advisors (particularly Level II Advisors) 	OSA and other relevant units
Recurrent	<ul style="list-style-type: none"> Academic advisors to meet with advisees and/or students with potential problems 	Programmes/ Departments
January	<ul style="list-style-type: none"> To generate lists of students with academic problems and with Term GPA below a certain threshold for Programmes/ Departments 	Registration and Examinations Section
Mid-January onward	<ul style="list-style-type: none"> Level II Advisors to meet with marginal students and students on academic probation or extended probation 	Programmes/ Departments
June	<ul style="list-style-type: none"> To generate lists of students with academic problems and with Term GPA below a certain threshold for Programmes/ Departments 	Registration and Examinations Section
Mid-June onward	<ul style="list-style-type: none"> Level II Advisors to meet with marginal students and students on academic probation or extended probation 	Programmes/ Departments

Remark: The Faculty Committee on Academic Advising meets at least twice at appropriate times during an academic year.

Implementation Schedule of Academic Advisory System in an Academic Year
(Postgraduate Students)

<i>Date</i>	<i>Action</i>	<i>Responsible Parties</i>
August	<ul style="list-style-type: none"> • Programme Directors of TPg Programmes to submit a brief plan of their proposed Academic Advisory System to the Faculty Committee on Academic Advising, if any 	Programmes/ Departments
	<ul style="list-style-type: none"> • To appoint Level II Advisors • To inform students of the Academic Advisory System and their academic advisors 	Orientation units
September	<ul style="list-style-type: none"> • To disseminate general information on academic/ personal counselling for Level I and Level II Advisors 	OSA
	<ul style="list-style-type: none"> • To organize optional briefing sessions and training workshops for academic advisors (particularly Level II Advisors) 	OSA and other relevant units
Recurrent	<ul style="list-style-type: none"> • Academic advisors to meet with advisees 	Programmes/ Departments

Remark: The Faculty Committee on Academic Advising meets at least twice at appropriate times during an academic year

Roles and Responsibilities of Learning Enhancement Officers (LEOs)

Learning Enhancement Officer

- To facilitate students' adjustment and adaptation to the new learning environment by offering a first-year transition programme.
- To provide individual guidance and consultation services to students to discuss university life planning or any study related matters.
- To act as a resource person advising students on devising their overall university life plan based on their unique aspirational goals and study progress.
- To advise students on procedures of study-related applications.
- To act as a resource person to provide information on whole-person development opportunities to students in order to enhance their learning experience.
- To collaborate with academic advisor I/II and WACC counsellors for better support to students by providing learning enhancement services as stated above.

Remarks

- LEOs will develop a reporting mechanism between academic advisor I/II and WACC counsellors to strengthen collaborative efforts.
- LEOs would like to receive updates on cases referred to WACC counsellors and provide necessary follow-up to students.

Roles and Responsibilities of Academic Advisors

Level I Advisor

- To meet with students at least once a year for purpose of providing general advice on issues such as course selection, guided study, adaptation to University learning modes.
- To become a resource person in his/ her department/ programme/ division and provide information on other whole-person development opportunities to students or refer students to suitable units, if necessary.
- To advise on students' application for suspension of studies, if necessary.

Level II Advisor

- To meet with marginal students with GPA below a certain threshold at least more than once during a particular year, so as to provide additional academic support to the students concerned and hopefully to help avert potential academic problems.
- To meet with students with academic problems (especially those placed on academic probation or extended probation) more regularly to provide advice and guidance.
- To endorse students on probation or extended probation for enrollment into appropriate courses in the next term.
- To refer problem cases to the appropriate units for other suitable assistance, e.g. Colleges, counselling service, health service. If necessary, the case should be referred to the Associate/ Assistant Dean concerned.
- After improvement is seen in the student's studies, to decide whether he/ she will continue to meet with the student or transfer the case to a Level I Advisor.
- To advise on students' application for suspension of studies, if necessary.

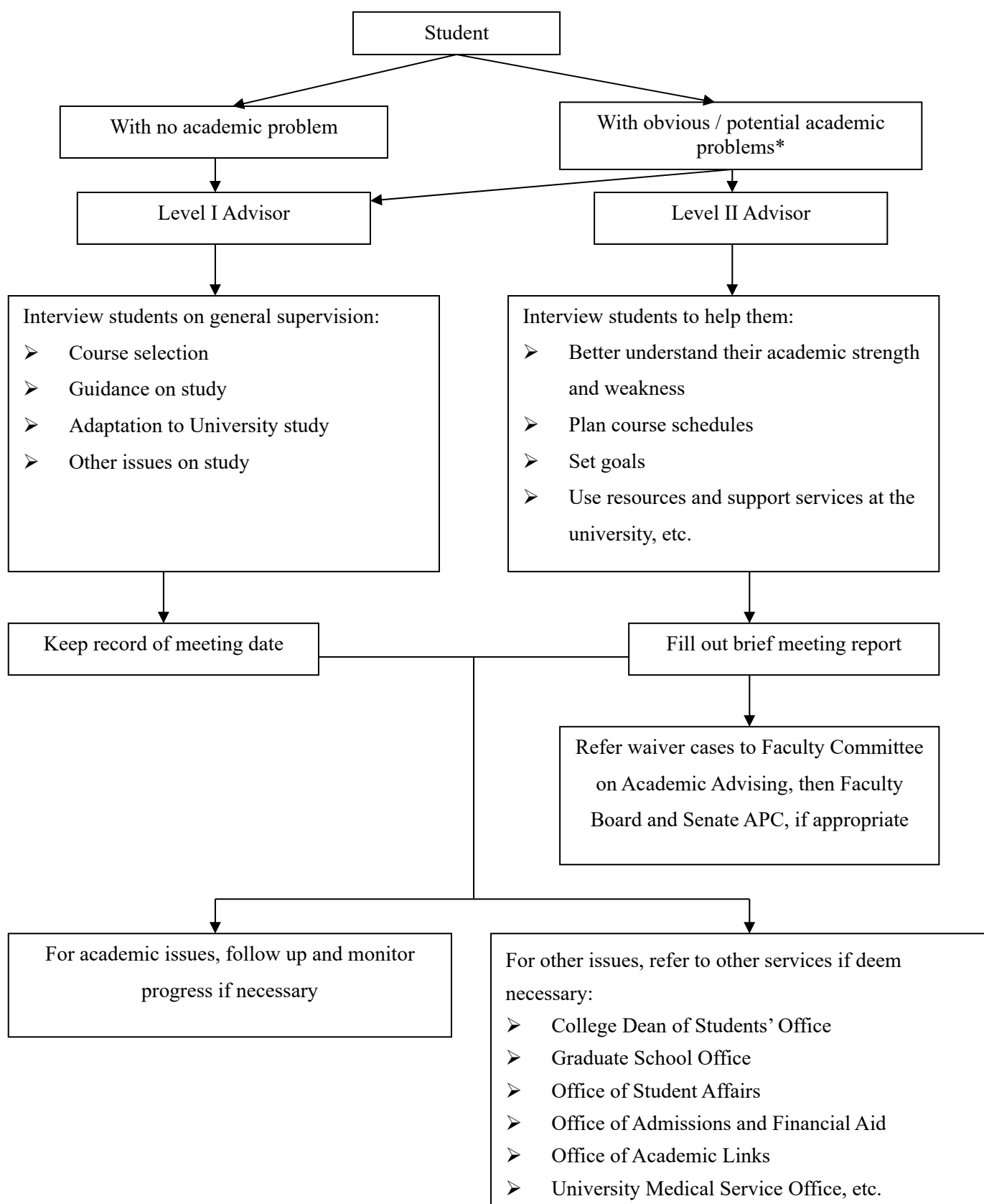
Associate/ Assistant Dean

- To give advice to academic advisors for the effective implementation of academic advising in the faculty.
- To play the role of case manager for students who present very serious problems and coordinate all appropriate efforts within the University in helping the students.
- To chair a Faculty-based Committee on Academic Advising which meets at least twice in each academic year and monitor the implementation of academic advising, including recommendations on student waiver cases before they are put to the respective Faculty Board for consideration.

Faculty Secretary

- To assist in monitoring the implementation of academic advising at the Department/ Programme/ Division level.
- To remind Departments/ Programmes/ Divisions to assign academic advisors for their students and input the records in the Academic Advisement System under CUSIS.
- To coordinate with Departments/ Programmes/ Divisions in disseminating information for academic advisors, e.g. details of sharing/ training sessions, handbook for academic advisors, etc.
- To serve as the Secretary of the Faculty Committee on Academic Advising.

Operational Procedures of Academic Advisors



* (i) constant / continued absence from several classes across several courses; (ii) a substantial drop in GPA compared with the previous term; (iii) students being placed on academic probation, or extended probation, or with GPA below a certain threshold. Faculties have the flexibility to determine the minimum GPA threshold within the range of 1.5 and 2.0.

**Faculty Committee on Academic Advising
Terms of Reference**

Composition

Chairperson: An Associate/ Assistant Dean of Faculty designated by the Faculty Dean

Members: All Level II Advisors of Departments/ Programmes/ Divisions in the faculty
Academic advisors for students with special needs, e.g. non-JUPAS, second year entry, mainland, international, etc. as deemed necessary
One or more representative(s) from among the Graduate Divisions in the faculty, if considered necessary

Secretary: Faculty Secretary or his/ her representative

Responsibilities

1. To meet at least twice in each academic year to give advice on all aspects of academic advising.
2. To monitor the implementation of academic advising in the faculty.
3. To make recommendations on student waiver cases before they are put to the Faculty Board/ Senate APC for approval, if deemed appropriate.
4. To undertake other related duties as may be referred by the Faculty Dean from time to time.

Potential Questions to ask an Advisee

Applicable to all academic advisors

1. Why did you choose to come to CUHK?
2. Why did you choose to study in HK? (mainly for non-local/ non-JUPAS students)
3. Place of birth? (mainly for non-local/ non-JUPAS students)
4. Place lived/ studied? (mainly for non-local/ non-JUPAS students)
5. Present residence (on or off-campus)?
6. Intended major? Why? (for broad based admitted/ mainland students)
7. Intended minor? Why?
8. Intended career? Why?
9. What academic disciplines (apart from major) seem to interest you the most?
10. What questions do you have about CUHK, your major, graduation requirement?
11. What would you say have been your most enjoyable learning experiences?
12. What would you say have been your least enjoyable learning experiences?
13. Do you have concerns about adjusting to the University?
14. What are you most excited about now?
15. Are you aware of the university resources/ student services available to you?
16. What are your hobbies? What do you do for fun/ leisure?
17. What kinds of student societies/ associations/ activities have you joined?
18. When you hear the word “advising”, what is the first thing that comes to mind?
19. How can I as your academic advisor help you most?
20. Is there anything else about yourself that you’d like to share or that you think I should be aware of, which might help me get to know you better or enable me to be a more effective academic advisor to you?

Specifically for Level II Advisors

1. In general, what are the ways CUHK is meeting or not meeting your expectations?
2. What experiences at CUHK have been most rewarding?
3. What experiences at CUHK have been most frustrating?
4. Which study strategies have you found to be most useful?
5. Which study strategies have you found to be least effective?
6. How do you anticipate approaching the rest of the academic year? (Plan and goal?)
7. Which university resources do you plan to use?
8. How confident do you feel about being successful here?

Source:

1. National Academic Advising Association
2. The Pennsylvania State University, USA
3. Marymount College, USA
4. Lawrence University, USA

STRICTLY CONFIDENTIAL

THE CHINESE UNIVERSITY OF HONG KONG

Department/ Programme/ Division of _____

Report on Meeting with Student

Student Name: _____ Student ID: _____

Student*: Undergraduate/ Postgraduate

Type*: Local/ Mainland (Homeland: _____)

International (Origin: _____ / Place of Study: _____)

Others: _____

Year of study: _____

Appointment Date & Time: _____ Appointment Venue: _____

1. Issue(s) Discussed:

- | | | | |
|--|------------------------------------|---|-----------------------------------|
| <input type="checkbox"/> Study | <input type="checkbox"/> Financial | <input type="checkbox"/> Family | <input type="checkbox"/> Physical |
| <input type="checkbox"/> Interpersonal | <input type="checkbox"/> Emotional | <input type="checkbox"/> Others (please specify): _____ | |

2. Actions and Recommendations:

- ☐ Refer to psychological counselling
- ☐ Refer to Learning Enhancement Officers
- ☐ Seek emergency grant/ loan from college or university
- ☐ Others (please specify): _____

3. Necessity for Follow-up Appointment:

☐ No ☐ Yes. Suggested date/ month: _____

Student has been informed of the referral/ follow-up action ☐ Yes ☐ No

4. Other comments: _____

* Please circle as appropriate

Name of academic advisor: _____

Position: _____ Date: _____

Remarks: 1. *This form should be seen by designated personnel only.*
2. *A copy of this form should be given to the student upon request.*

STRICTLY CONFIDENTIAL

THE CHINESE UNIVERSITY OF HONG KONG
Proforma on Early Detection of Student with Potential Problem

For early identification of students in need, course teachers are encouraged to report to the course offering units if students are found continuously absent from classes or repeatedly failing to submit assignments etc.

To: ☐ Associate / Assistant Dean / Chairperson of the Faculty Committee on Academic Advising*,
 Faculty of _____
☐ Head / Director*, Department / School / Programme* of _____

From: ☐ Department of Chinese Language & Literature
☐ English Learning Teaching Unit
☐ Office of University / College General Education
☐ Office of the IT Foundation Course
☐ Physical Education Unit
☐ Department / School / Programme* of _____

To be completed by the course teacher

Course Information:

Academic Term: 20__ - 20__ Term 1 / 2* Course Code: _____

Student Information:

Student Name: _____ Student ID: _____

Nature of Problem:

- ☐ Absence in lectures / tutorials* with formal / non-formal* record: approximately _____ out of _____ lectures / tutorials* in total (_____ % of course assessment)
☐ Absence in quizzes / mid-term test: _____ % of course assessment
☐ Failure in submitting assignments / completing project* work: _____ out of _____ assignments / projects* in total (_____ % of course assessment)
☐ Others (please specify): _____

Referred by the course teacher to the course offering unit:

Name: _____ Phone Number: _____

Signature: _____ Date: _____

* Please circle as appropriate

☐ Please tick (✓) as appropriate

Reported by the course offering unit for forwarding to the student's affiliated programme or Faculty:

Name: _____ Position: _____

Signature: _____ Date: _____