

GROUP ADVISING:

By Fatima Ahmed

Offices of: Accessibility & Inclusion | Academic Advising | Student Affairs

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Add:

- [\(PDF\) Effective Delivery of Academic Advising Programs](#)
- [There is Power in Numbers: Utilizing Group Advising to Promote Student Success](#)
- The New advisor guidebook: Mastering the art of advising through the first year and beyond. - get access (p 120)

SECTION 1: BENEFITS OF GROUP ADVISING

- A. DECIDING BETWEEN INDIVIDUAL VS GROUP ADVISING
- B. BENEFITS OF GROUP ADVISING
- C. SOME SPECIFIC STUDENT POPULATIONS THAT COULD BENEFIT FROM GROUP ADVISING

A. DECIDING BETWEEN INDIVIDUAL VS GROUP ADVISING

- **Individual sessions:** For advising sessions that require personalized interaction and discussion of confidential information -- understanding individual student backgrounds and tailoring advice accordingly. Such 1:1 sessions require advisers to go into greater detail when advising or discuss topics that affect students differently based on their backgrounds.
- **Group advising:** Suitable for when:
 - The number of students outweigh available advisors (advisors can't manage meeting students individually).
 - The group to be advised has time constraints and so they are advised together in one place.
 - Factual information needs to be shared with students (avoid repetition that would be done in individual sessions), including information to be referenced or followed-up on later (one-on-one).
 - Interaction amongst students can facilitate understanding -- group advising allows students to interact with each other and understand the situation they are all in, issues they are facing, etc. Generally the presence of other students aims to facilitate better understanding through the questions/comments made by others.

B. BENEFITS OF GROUP ADVISING

- Students learn together -- they can feel less alone, interacting with other students who are likely in a similar situation as them (e.g. same major, etc.) facing similar issues/thoughts/questions/etc. (King, 2000).
 - Group advising offers the chance of connecting “students to a peer group and a mentor. These connections are invaluable in establishing a student’s sense of belonging to the institution” Nutt (2000).
- Students who otherwise would have been too shy to talk to advisors individually may be more motivated to attend a group session.
- Students can feel more connected to the institution through interactions with advising groups ([King](#))
 - This then aids student retention
 - According to [NACADA](#), some examples of group advising that helps students from connections to the university include orientation programs, freshman seminars, capstone courses, learning communities, pre-enrollment meetings, and workshops.
- Group advising has been associated with student success (Ellis, 2016; Light, 2001, as cited by [Johns and Wilson, 2018](#))
- [NACADA](#) also claims that group advising facilitates the development of skills such as problem-solving, decision-making, meaning-making, planning, and goal setting with their students.
- Reduces/eases advisor load (rather than individual meetings repeating the same content, information is disseminated in one sitting, with specific/personalized issues addressed individually).

C. SOME SPECIFIC STUDENT POPULATIONS THAT COULD BENEFIT FROM GROUP ADVISING

(group advising is a good way of sharing information and giving similar students the opportunity to develop peer relations)

- Students on probation -- highlight common reasons for probation and strategies for success. Such sessions can help students build self-esteem, understand that they are not alone (others face similar challenges) set collective goals and hold each other accountable for meeting these.
- Honors students -- students can discuss course work and build connections with peers (camaraderie)
- Oversubscribed majors, undeclared students exploring majors or students who did not get into their major of choice (help them explore other options or plan out a path forward).

SECTION 2: CHARACTERISTICS OF EFFECTIVE GROUP ADVISORS

- Different group advising sessions will have different goals -- in some cases the presenter will need to play more of an instructional role (for topics that require factual information to be shared) while others would require them to play more of a facilitator role (for topics/discussions that require student engagement/involvement for success) ([Ryan, 2010](#)).
- Be aware of [LUMS support services](#)/resources to make appropriate referrals if needed (students may ask questions not related to the topic, etc.) -- if the presenter is unaware, other advisors should be present for this purpose.
- Awareness of LUMS policies.
- Good presentation skills -- ability to engage, motivate and encourage students, solicit questions/comments from them and ability to lead questions.
- Ability to create a climate of trust and respect with the students.
- Ability to provide 'guidance' (giving students the space to make decisions) rather than being directive.

Some tips for presenters

- Choose material that is concise, engaging, and will be helpful to the student.
- If presenting alongside others, communicate and coordinate with them to ensure there is no overlap with content. Also, ensure that you stick to your time limit (not taking time away from other presenters).
 - It could be useful to prepare with other presenters to ensure there is no overlap.
- Clearly identify your role and experience (related to the topic you are covering)
- Convey expectations of students during the session (e.g. the level of engagement you expect, etc.).

SECTION 3: PREPARATION BEFORE THE GROUP ADVISING SESSION

- A. CHOOSE A TOPIC
- B. DECIDE A GROUP SIZE
- C. DECIDE A TIME AND LOCATION
- D. PLAN THE AGENDA
- E. DESIGN A FEEDBACK SYSTEM
- F. DELEGATE TASKS IF NEEDED
- G. REACH OUT TO STUDENTS
- H. JUST BEFORE SESSION CHECKLIST

While organizing the session (or after), it can be useful to create a list of key steps, tips, etc. to follow or keep in mind next time. The following are some general guidelines (but additions/edits can be made based on the student body you are addressing, etc.).

A. CHOOSE A TOPIC

Sessions based on particular academic decisions or issues:

- Guidance regarding degree/major/program considerations
- Transitioning to LUMS and learning from first semester errors
- Assistance and advisement with selection of courses and registration.
- Overview of particular majors and course planning
- Study abroad
- Minors
- Tracking graduation requirements
- Senior projects info session
- Post-graduation queries and expectations

Sessions focused on particular skills:

- Time management
- Study-skills
- Scheduling
- Importance of experiential learning
- Goal setting

Other topics based on target group:

- Tips for students on probation
- Transfer student policies and tips
- Honors students?

Some Methods for Delivering Group Advising

- Orientation programs (most frequently used format for group advising).
- First-year seminar courses (curriculum mirror many of the goals of advising).
- Learning Communities or Freshman Interest Groups (FIG) usually include some group advising.
- Advising in Residence Halls

B. DECIDE A GROUP SIZE

- The group size will be determined by the nature of information to be disseminated and the nature of the organizer.
 - Small group sessions: peer/faculty adviser groups (where advisor initiates the session/s for their own group), for sessions targeting a small group of the student population, for sessions that require more interactivity amongst and/or with students.

- Large group sessions: department organized or merging groups of peer advisers/faculty -- when information to be conveyed is relevant for a larger student population or where interactivity amongst students and/or with the presenter is not essential for effective understanding.

Sequential Group Advising

In some cases, group advising sessions are done in phases:

- Phase 1: Large group advising session with all students in the target group (university-wide/department-wide, etc.).
- Phase 2: Small group advising sessions where students are clustered to allow more targeted information dissemination (e.g. major-specific, etc.).
- Then students can always engage advisors individually for more personalized information.
- Example of such phased group advising can be viewed [here](#) (University of Northern Iowa).

C. DECIDE A TIME AND LOCATION

- Select a central location large enough to hold the group as a whole and smaller group interactions for activities/etc., as needed.
- The timings of these sessions should be at times when classes have ended OR having 2-3 sessions at different timings to accommodate maximum students.
 - It can be useful to reach out to student event organizers (e.g. OSA, RO, etc., who have regular events) to find out what popular/effective times could be.
- Ensure that all speakers are available for the time slot decided.

D. PLAN THE AGENDA

- First you need to identify the goals and purpose of the session -- the presenters you choose and the agenda will then be shaped based on these. Consider whether the session must be informational or relational, where student engagement is very important through discussions, team builders, and hands on activities.
- Choose appropriate presenter/s for the topic/s to be covered (always have a list of back-up presenters).
 - Make sure presenters are aware about the topic they are covering and the time slot they have, alongside the topics and time slots of other presenters (to ensure no overlap in timing and content).
 - Ensuring that time amongst presenters is distributed equitably or appropriately (based on topic, etc.).
- Based on the topic, choose some learning/advising objectives you aim to achieve through this session. It can be useful to divide these according to significance; some aspects of the topic that need to be conveyed clearly and understood by students (require a longer Q&A, etc.), and others that are good to cover but not essential (can be covered if time allows it).
- Consider the structure of the session and develop a clear agenda for it.
- Consider the material to be covered and the amount of activities.
 - Incorporate some activities to help students feel comfortable in the group advising setting, such as icebreakers, introductions (more relevant for small groups), and problem-based learning experiences.
 - Additionally, to make sure students maximize the use of the advising session, spend a few minutes discussing the broader purpose of 'advising' (i.e. its aim of helping students develop appropriate and meaningful educational plans, etc.).
 - List activities (some examples in the table below)
- Prepare engaging materials that students can take with them to refer to later (e.g., worksheets, lists of important dates, and other informational handouts, etc.).

Activities that can be done during group advising sessions

Small group activities	Large group activities

- Decide if students should/can be given the opportunity to have one-on-one sessions or informal talk after the session is over.

E. DESIGN A FEEDBACK SYSTEM

- Reviewing feedback from past sessions to improve current sessions
- A person can be delegated the responsibility to analyse the data that is generated through feedback after these sessions
- Assessments must include feedback from the students in the advising groups, advisors, and administrators
- Adjustments and refinements in the program should be made as a result of the assessment
- Feedback should include asking students about what other topics they would like covered during such sessions (need assessment).

F. DELEGATE TASKS IF NEEDED

Some potential work/roles that can be delegated:

- Feedback coordinator/reviewer
- Session moderator/s
- Presenter coordinator
- Marketing/advertising coordinator
- For online sessions -- zoom host, recording session, managing chat, etc.

It can be useful to use peer advisors during the organization of the session -- some benefits of this include:

- Greater advising coverage (peer advisors can ensure their advisees attend, etc.)
- Create a larger pool of assistance for students (in addition to staff/faculty advisors) -- help staff/faculty advisors by responding to easily answered questions (e.g. regarding registration, etc.).

G. REACH OUT TO STUDENTS

- For students ease there should be an email for group advising that has:
 - A form to schedule an appointment
 - Documents/materials that they might need to bring to the session (for e.g., semester transcript to see if a student is eligible for major consideration, minor consideration, or on track to graduation).
 - Contact information in case students have any queries prior to the session
 - Advisors picture with a short introduction - this would help students familiarize with the advisor
 - Guidance how to find the set auditoriums or DR's (or join the online session).
- The information of this email can also be circulated in the form of a flyer that can be added to the notice boards in the academic block. Additionally, social media can also be used to spread information -- multiple means of communication will ensure better spread of information to students.
- Attendance is often limited to students who have scheduled an appointment for that session.
- Some ways to manage attendance:
 - Make it compulsory (students can't access Zambeel, register for classes, etc., unless they attend the session).
 - Refuse individual appointments unless students attend the session.
 - Convince students that the advising sessions are useful (outline benefits of attending the session in email/flyer, etc.).

- Sending students an email through student events with the link to the group advising web page/flyer with a brief introduction can be helpful in creating awareness

H. JUST BEFORE SESSION CHECKLIST

- Prepare if the student registration is lesser than expected: the presenters can shift the format of the session that is perhaps more engaging
 - Having a proper student introduction
 - Encouraging more questions
 - Some activities that can make the advisees interact with each other
- Reconfirming with presenters:
 - A text or an email can be sent out prior to the event listing the time and location
 - Checking if they would need any technical support for their session in advance
 - If LUMS is unable to provide the technical support then informing the presenters in advance so they can organise their content in a different way.

SECTION 4: DURING THE ADVISING SESSION

- A. AT THE START OF THE SESSION
- B. DURING THE CRUX OF THE SESSION
- C. TOWARDS THE END OF THE SESSION

A. AT THE START OF THE SESSION

- Presenter can start by introducing themselves
 - The presenter can consider mentioning that these sessions are recorded as per university policies
- Student introduction:
 - For a small group (10-15 people) the presenter can consider having a brief student introduction where students tell their name and majors - this activity would aid in building advisee-advisor rapport
 - For a large group the advisor can pass around paper to ask the advisees to have name tags - therefore, when people ask questions the presenter can refer to advisees with their names. Alternatively, during Q&As or discussions, students can first introduce themselves and then speak as a means of introduction (name tags may not be visible in a large auditorium).
 - The speaker can try and remember at least 2-3 names of the advisees and use them in the session for ensuring student engagement
- Handout relevant resources (e.g. any checklists, course suggestions/sample plans/degree plans that students can review or other supportive resources)
- Spend a few minutes discussing the importance of academic advising in general
- Highlights the purpose of the session or the topic that they will be discussing in the session

B. DURING THE CRUX OF THE SESSION

- Going over the crux of the session (i.e. the main information/topic).
 - This part of the session is preferred to be around 20-30 minutes of the entire session
- Encouraging questions after going over all the essential details or major topics discussed (i.e. before changing topic/type of information, give students the opportunity to ask questions). Fix a specific time for accepting questions and stick to this -- then at the end of the session, if there is time, dedicate the time to answer remaining questions.
 - In the circumstance that students have unanswered questions, students can write down questions on a sheet of paper or there can be a google doc (or other platform) where students post/write their questions -- relevant advisor/presenter can answer these (response can be sent to all students).
- Presenters should use the [tips mentioned above](#) about engaging presenting effectively during group advising sessions.
- Organizers/moderators should ensure that one presenter does not dominate the session.

C. TOWARDS THE END OF THE SESSION

- Assessment from the participants in the last five minutes about whether the session was helpful -- this can be done in person (where students are given a sheet/form to fill out anonymously) or online in the form of a short online poll that students can access through their phones. For the online poll:
 - The poll can give students the option whether they want to list their names or not
 - The poll questions need not be mandatory to ensure that students' input is not forced
 - The poll can include a question on positive takeaways of the session
 - If students have decided to leave positive feedback, it can be shared with the presenters
 - If students have decided to leave negative feedback, then they should be analysed right away so to ensure the following sessions are better received by students

- Inform advisees about support services available to them.
- Encourage students to reach out to their advisors (peer/faculty/staff) to follow up, get answers to specific questions, etc. (one-on-one or more personalized advice).
- Let students know about additional topics that are being covered in other/future sessions

SECTION 5: AFTER THE SESSION

- One-to-one advising is intended to be minimal in such sessions but students can be given the opportunity to interact with the presenters or other advisors present after the session.
- Following up with the registered students after the session by sending an email. This email could include:
 - A list of important takeaways from the session (this can be done through reviewing the video recording of the event)
 - A link to the video recording of the session.
 - Attaching the handouts, checklists, and other supporting documents given during the session.
 - Presentation slides - helpful for those who registered but could not participate.
 - Information about upcoming sessions.
- Allow chat room discussions for advising session attendees (more feasible for small group advising sessions) - students can interact with other students and advisors. Students can post questions (that they couldn't ask during the session or that they remember/think of later), other topics of interest, discuss highlights of the session, etc. This can give shy students (who do not feel comfortable speaking up during the session) a platform to speak up.
- Assess the group advising session -- get feedback from students (based on [feedback mechanism designed](#)) and from presenters/organizers (about issues they faced or things that could have gone better).
- Maintaining a folder with all session materials can be helpful that can be used for organizing future sessions
 - Session presentations/handouts
 - Emails or other forms of outreach used
 - Registration/feedback surveys used
 - List of key steps, tips, etc. of how the event was organized.
 - Log of student attendance (to find most popular times -- see if there are any trends and use later when planning sessions.)

SECTION 6: GROUP ADVISING SESSIONS FOR A REMOTE MODALITY

- A. CHOOSE A COMMUNICATION PLATFORM
- B. DELIVERING EFFECTIVE ONLINE GROUP ADVISING SESSIONS
- C. ETIQUETTE GUIDE FOR ONLINE SESSIONS

A. CHOOSE A COMMUNICATION PLATFORM

- Deciding what video conferencing application would accommodate 30-100 participants (Eg. Zoom)
 - For groups of all sizes zoom is recommended to be the best. However, with participants that are less than 30 google hangouts are recommended.
 - A brilliant comparison between all the video conferencing applications is available (<https://www.trustradius.com/buyer-blog/large-group-web-conferencing>)
- Inform students of the platform choice and ways to access the event a week in advance
- Make sure the platform allows the recording of sessions. Inform students that:
 - The session is recorded
 - How you plan to use the recording, including who will be able to see or hear it.
 - That students can turn off video and participate under an alias, if they choose.

B. DELIVERING EFFECTIVE ONLINE GROUP ADVISING SESSIONS:

- Ensuring that the content of the session is aligned with the questions students had sent through while registering
- Use polling to get many responses quickly
- A break room right after the event where students can interact with each other or the presenter in a casual setting

C. ETIQUETTE GUIDE FOR ONLINE SESSIONS

- Add all the participants that have registered prior to the event (or let it be an open link, where no adding is required).
 - Be mindful of students connectivity/access issues that may cause them to enter or leave the session
- Mute the participants while the presenter is delivering speaking (access can be given to chat features or hand-raising, etc.).
 - Students can be allowed to utilise the chat-box to put forward their questions or input to avoid people speaking over each other
- Use the screen sharing feature to go over things that may be hard to explain orally.
- Share etiquette you expect students to follow during the session ([examples here](#))

SECTION 7: RESOURCES

- A. BEST PRACTICE EXAMPLES
- B. RESOURCES FOR FURTHER READING
- C. RESOURCES CONSULTED FOR THIS MEMO

A. BEST PRACTICE EXAMPLES

- [Student Group Advising, Columbia](#)
- [Group Advising, Fullerton College](#)
- [Advising Resources for Students, Dartmouth](#)
- [Group and Individual Advising, Brown](#)

B. RESOURCES FOR FURTHER READING

C. RESOURCES CONSULTED FOR THIS MEMO

1. Benefits

- [Using Groups in Academic Advising](#)

2. Tips for planning

- https://counseling.fullcoll.edu/wp-content/uploads/sites/4/2020/06/Group-Advising-06_10_20.pdf
- <https://www.alamo.edu/nlc/academics/academic-resources/group-advising/>
- https://students.dartmouth.edu/ugar/sites/students_ugar.prod/files/undergraduate_advising_research/wysiwyg/groupadv_presentation_for_22s.pdf
- <https://nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Group-advising-model.aspx>
- https://students.dartmouth.edu/ugar/sites/students_ugar.prod/files/undergraduate_advising_research/wysiwyg/groupadv_presentation_for_22s.pdf
- <https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Integrating-Group-Advising-into-a-Comprehensive-Advising-Program.aspx>
- <https://www.nacada.ksu.edu/Portals/0/Events/SummerInst/2013/6S-T11-AZ-UsingGroups.pdf>
- https://advising.uoregon.edu/sites/advising2.uoregon.edu/files/group_advising_tips_2018_no_footer.pdf
- <https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/There-is-Power-in-Numbers-Utilizing-Group-Advising-to-Promote-Student-Success.aspx>
- https://books.google.com.pk/books?hl=en&lr=&id=Idm0kIDjCO8C&oi=fnd&pg=PR9&dq=Advising+delivery:+Group+strategies+king&ots=a9uuzQFiC9&sig=QUGjEC09Aav4RFt-ZeQMKP8aq20&redir_esc=y#v=onepage&q=Advising%20delivery%3A%20Group%20strategies%20king&f=false
- <https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Integrating-Group-Advising-into-a-Comprehensive-Advising-Program.aspx>

3. Tips for conducting

- <https://www.iup.edu/leadership/resources/organization-advisor-tips/benefits-and-responsibilities-of-advising/>
- <https://www.cpp.edu/ssep/eop/eop-group-advising-schedule.shtml>
- <https://www.winona.edu/english/groupadvisingsessions.asp>
- <https://www.winona.edu/admissions/undergraduate/visit.asp>
- <https://nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advising-Online-Students-Replicating-Best-Practices-of-Face-to-Face-Advising.aspx>
- <https://ctb.ku.edu/en/table-of-contents/leadership/group-facilitation/record-meeting/main>
- https://teachremotely.harvard.edu/best-practices#anchor3_1