LECTURE DELIVERY AND SETTING OF QUESTIONS

A PAPER PRESENTED AT A TWO-DAY TRAINING WORKSHOP FOR SELECTED ACADEMIC STAFF OF SOES IN THE FEDERAL UNIVERSITY OF TECHNOLOGY, OWERRI FROM TUESDAY, APRIL 5 TO WEDNESDAY, APRIL 6, 2016.

Professor M. O. E. Iwuala

Fmr Director, Academic Planning & Development Unit

Federal University of Technology, Owerri

INTRODUCTION

Universities are established as higher Institutions for the training of tertiary level students. The essence is to train and produce the high level man-power needed for the achievement of better service delivery in various fields. For example, with specific reference to the Federal University of Technology Owerri (FUTO) we are involved in training people in the Pure and Applied Sciences, Agriculture, Engineering, Health Sciences, Environmental Sciences and Management Studies etc. Various other Institutions provide training in numerous fields of endeavour. Traditionally, in discharging their roles and responsibilities, each University is guided by a clearly defined legal Instrument and Mandate, specifying the Vision, Mission and Objectives of the University.

Operationally, the University System in its training process can be likened to an Industrial Enterprise, starting with the intake of raw materials at the beginning, followed by due and careful processing and purification to meet some set standards. Then comes the certification of the products as meeting approved standards, before the packaging and release of the finished products, for public consumption. This operational module applies in a practical sense to the training scheme in the University System which admits qualified and tested candidates; enrolls and trains them thoroughly in the different disciplines; following which it examines and certifies them as meeting required levels (and grades), prior to their graduation and discharge into the labour market.

As a rule, the training process involves specifically teaching and learning (inclusive of skills acquisition through Practicals for Manpower Development in the different fields) plus exposure to Research Methods and Techniques for practical application of knowledge gained to solving societal problems and addressing other forms of developmental challenges. The greatest emphasis in teaching and learning is placed on Lecture delivery, and Practical Exposure of students to Laboratory Methods and Techniques plus field and workshop practice.

LECTURE PLANNING AND PREPARATION

The teaching and learning process in each discipline is guided by an approved Training Curriculum leading to a particular Degree or Diploma qualification. Based on the curriculum, a standard course outline is developed that makes provision for a profile of courses to be covered on a semester by semester (and year by year) basis (from 100-Level to 500-Level etc). Normally the Courses are properly weighted in Credit Units and packaged into work loads which each student or trainee needs to cover per semester and for each session. For example a 3 Credit Unit course will require 3 hours of lecture per week for at least 12 weeks in a semester of not less than 15 weeks. Each course has a specific course code and addresses a subject title, with a particular credit weighting for a given semester (Harmattan/Rain) and Academic Year. Furthermore each course has a well-defined course description that spells-out the topics (and sub-topics) to be covered in teaching that particular course. The said course description is normally provided for in the Departmental Handbook, and it avails the Teacher and the Student the opportunity to know what the particular course covers.

As a rule each course has a course co-ordinator, whose duty it is to split down the topics into lecture titles and to estimate and specify the number of lectures to be covered during the semester, with indications of dates or week by week schedules. Based on the breakdown of subject titles/topics it is easy to distribute teaching loads to the respective Lecturers assigned to teach each particular course. And even where a single Lecturer is involved (or assigned the particular course), the course outline provides useful guidance for effective and sequential coverage of the particular course. With the detailed specification of topics, it becomes easy for the Lecturer to prepare his or her teaching material(s) to cover the particular subjects for each lecture period, and for successive weeks within the semester.

In preparing for each class the Lecturer, as a good teacher, is required to take pains to compile and organize his or her presentation to address properly the subject matter for the particular class, in keeping with the approved lecture schedule. Staff should also go through their Lecture Notes carefully in advance and as much as possible endeavour to up-date the Lecture Notes to be in tune with current knowledge. Here the importance of

regular or periodic use of the Library and useful Internet sources for the positive update of Lecture Notes and the Lecturer's knowledge and competence cannot be over-emphasized. In so doing the students are given the benefit of quality training and due exposure to contemporary and current knowledge on the respective subjects or topics taught in the University. It also equips the students well for future Research Work and meaningful value addition in their respective fields of endeavour. This is as it should be, if our Universities are to live up to their calling, and be effectively positioned to compete favourably on the global scene.

LECTURE DELIVERY: REQUIREMENTS, METHODS AND COVERAGE.

Effective lecture delivery requires such essential elements as punctuality, time management, good comportment, efficient and effective communication skills and the ability to carry the students along.

For punctuality we note that the time frame for each lecture is clearly defined in the Departmental/School Time-Table which normally specifies the time venue and duration of each Lecture. Basically, classes are billed on hourly basis, e.g. 10:30 – 11:30 am, or 1:30 – 3:30 pm for a 2-hour continuous class. As a rule the Lecturer is required to arrive on time to be able to start the lecture on schedule; and to finish his or her delivery at least 5 to 10 minutes before the end of the prescribed lecture period.

As for Time management, each Lecturer is required to weigh and assess carefully the subject coverage for each lecture period. The essence is to enable him or her to properly spread the teaching in such a way as to cover all that is required, while highlighting or stressing the necessary essentials for proper comprehension of the subject by the students. This is important to help forestall the chances of a Lecturer spending nearly half or more of the allotted period in addressing barely a small portion of the subject coverage, only to start rushing belatedly towards the end of the period to cover the remaining aspects of his or her topic in the last few minutes. In some cases the Lecturer finds him or herself stretching on till the end of the hour, or even encroaching into the next Lecture hour, at the expense of the students or other Lecturers.

For good appearance and comportment, this is often taken for granted by many Lecturers at University level and in other Tertiary Education Institutions. Yet it is of great essence if you are to win the attention, respect

and confidence of your students, and of course your colleagues too. The reason is because a shabby, carefree or reckless appearance is bound to distract and discourage your audience, and sometimes it may even demoralize or upset your students from paying serious attention to the message of the lecture. It is therefore important that each Lecturer, as a diligent teacher, should endeavour to be neat, well dressed, properly organized and well composed such as to command and retain the concerted attention of his or her students.

Efficient and effective communication skills are required to capture the attention of your class and to be sure that the teacher is actually communicating well with his or her students in the course of imparting knowledge on any particular subject or topic. As much as possible, the Lecturer should imbibe the habit of presenting his or her message in simple, lucid and self explanatory language, such that even the weakest or slowest of the students in the class will be able to follow. Even when the subject is very technical and practically complicated or challenging, the Lecturer should be ready to bend over backwards or go the extra mile in explaining well the concepts, theories and ideas; or as the case may be, the equation(s) and basis for statistical analysis and inferences, for the benefit of the students.

As for Lecture (or Teaching) methods, Lecturers should learn to present their subjects sequentially from well-prepared and up-dated Lecture Notes. As much as possible, the teacher must be sufficiently familiar with his or her subject matter, so as to be able to avoid the temptation of reading verbatim from the Lecture Notes in a boring and demoralizing fashion, without stopping at intervals to explain, clarify or expatiate on the subject theme or sub-themes for better understanding and the avoidance of doubt. Furthermore, effective teaching methods require that the good teacher should, as much as possible employ relevant examples and illustrations to drive home the message of the lecture to the trainees.

As you are aware, illustrations may be presented in form of drawings, graphs and bar charts, quantitative data, formulae and/or equations or practical deductions where relevant and applicable to bring home the message to each student. In addition, the use of Power Point Summaries and Illustrations in presenting a lecture may also be encouraged, where applicable, provided that this is not done at the entire expense of full-fledged lecture compilation and presentation as is generally accepted as the

standard module for the grooming and proper guidance of trainees at various levels, locally and else where.

As for lecture coverage, this should be essentially in keeping with the topics and subject themes (and sub-themes) as listed in the approved lecture schedule for each course, based on the Departmental Course Outline. As much as possible, each Lecturer should endeavour, through efficient time management, to cover the topic and subject matter for each lecture, within the time frame allotted. Where there is any lag or missed period (e.g. owing to Public Holidays or other unfore-seen circumstances), efforts should be made to make up for the lost time as soon as possible thereafter. The essence is to ensure that the subject coverage for each week and semester are fully satisfied, prior to the time allotted for Revision and Examination at the end of the semester. This is very important if we are to avoid the oft reported instances of short-changing the students and other trainees by subjecting them to Examinations in Courses that have been inadequately or poorly covered in terms of teaching and practical exposure of the students to required skills and techniques.

SETTING OF EXAMINATION QUESTIONS:

University Examinations are an essential aspect of the training package for students in the University System. The examinations afford Teachers and University Authorities the opportunity, at the end of each semester, to assess and score/grade the students on each subject, based on their performance(s). Prior to the Semester Examinations there are also some provisions for tests, practical assessments and other forms of Continuous Assessment exercise, as approved by National Universities Commission (NUC) training guidelines. Essentially, the various tests and drills and more specifically the Semester Examinations, aim at helping us appraise the students so as to determine how much of each course they have followed, and how well, based on their performance and relative ratings.

To that extent therefore, the Examination (and Tests) questions should be such as to cover, as much as possible the range of topics (themes and sub-themes) in the approved course content. Consequently, the questions set for each Examination should be pertinent to the topics covered, and should show adequate spread of at least 70 to 80% of the approved course contents for the particular course. It is infact based on this concept that the idea of collective moderation, vetting and approval of Examination questions

at Departmental/Unit level is normally done, as a standard practice in the University System. The practice also helps to guarantee that the Questions set for any particular Examinations are not just lopsided, and do not show undue bias or inadequacy of content or subject coverage.

One other essential element in setting Examination Questions relates to the clarity and conciseness of each question. To that extent, questions should as much as possible be framed in clear and simple language, devoid of any ambiguity, doubts or other forms of uncertainty, as to what the correct answer(s) should be, or precisely the main thrust of the question as framed or presented by the Examiner. A simpler and more exacting approach in recent years has been that of using Aptitude Tests and Multiple Choice questions for Examinations, or alternatively the use of Practical Schedules, Test kits or other Quantitative methods of testing candidates to determine their levels of knowledge and the degree of accuracy of their answers or responses to various forms of quiz.

Added to this is the fact that each question should be properly weighted, such that the scope of answers demanded and the time frame allotted for the respective questions are reasonably equitable. Also each Department should see to it that Standard Examination rubrics are duly followed in the composition of each Question Paper; taking account of the number of questions to be set and answered in relation to the number of Credit Units for each course. For example, for a standard three (3) Credit Units course, students may be required to answer four (4) questions out of six (6); or alternatively they may answer five (5) questions out of seven (7) for a 3-hour period. For a one (1) or two (2) Units Course the time frame and the number of questions (and choice range) may differ proportionally.

As much as possible, questions on the respective courses taught should only be set by the Lecturer(s) who taught the courses. The questions should be forwarded or submitted directly to the Head of Department or the Departmental Examinations Officer, preferably under sealed cover. The essence is to minimize and forestall the chances of any form of leakage (or abuse); and to be sure of proper apportionment of responsibility in the event of any mishap. Understandably, with the increasing impact of ICT usage in most University and other Official transactions these days there is the temptation to compile and forward Examination Questions through Electronic Mail to Heads of Departments or Examination Officers. This practice as

tempting as it may be, should be handled with care and a lot of caution, having in mind the serious risk element that it may entail; plus the rather far-reaching consequences of Examination Leakages and Malpractices in our Institutions today.

Another salient consideration in setting of Examination Questions is that of taking pains to prepare a valid Marking Scheme for each question paper. Here the Lecturer is required to articulate detailed guidelines for scoring and grading the answers for each question. The marking Scheme should be simple to follow, and should sequentially itemize the elements and full answers required from the student(s) and the specific marks or points allotted for each of the items or sub-heads in a given answer. Sometimes Examiners are even required to attempt compilation of full answers for the questions they set as a way of helping them assess the relative weighting of each question and the equitable time frame required for answering them, in all fairness to the students or other trainees, as the case may be.

Conclusion

In conclusion, it is pertinent to note that the crux of teaching and learning in the University System rests essentially on the quality and content of Lectures offered to our students. Effective Lecture delivery involves the teacher's competence in the subject area, his or her level of preparation, adequate time management, and optimum coverage of Lecture themes and topics as prescribed by the particular course contents.

Examinations set for the taught courses should cover as much of the course contents as possible; and the questions should show adequate weighting and spread. Furthermore, the time allotted for each Examination and the choice range of questions to be answered should be equitable enough for a fair and balanced assessment of the students' performance.

The setting and submission of Examination questions should be handled with tact and adequate precaution. Each question paper should in addition be accompanied by a suitable Marking Scheme that can be readily applied for effective grading of the answer scripts.

Professor Moses .O.E. Iwuala

PREPARATION OF MARKING SCHEME

A PAPER PRESENTED AT A TWO-DAY TRAINING WORKSHOP FOR SELECTED ACADEMIC STAFF OF SOES IN THE FEDERAL UNIVERSITY OF TECHNOLOGY, OWERRI FROM TUESDAY, APRIL 5 TO WEDNESDAY, APRIL 6, 2016.

Professor E. N. I. Ejike

Director, CIEC

Federal University of Technology, Owerri

MARKING SCHEME

Assigning marks and reporting on student performance is a frustrating-but necessary-aspect-of a lecturer's instructional task. We shall remove some of the complexity by...describing current marking scheme and reporting practices...and providing guidelines for their effective use.

Instructional objectives must be clearly stated and thereafter be applied under defined patterns in performance terms. Evaluation procedures can be effectively applied, if clear objectives in performance terms are well defined. Then the task of reporting student progress will be greatly simplified. The process is a highly subjective one, for which there are relatively few helpful guidelines. This has led to the use of marks and progress reports which vary widely in composition and meaning. However, it is a difficult task to summarize the performance of a student by a single letter grade.

The greatest confusion arises when student progress is summarized as a single letter grade (e.g., A, B, C, D, F).

a. Should the assigned mark represent level of achievement, gain in achievement or some combination of the two?

b. Should effort be included, or should high achievers be given good marks regardless of effort?

c. Should students be marked according to their own potential learning ability or in relation to their classmates' achievement?

There are no simple answers to such questions. Practice varies from collage to collage, and frequently from lecturer to lecturer within the same collage system. Many collages have circumvented such problems by supplementing the single

letter grade with more elaborate marking and reporting systems. Such systems can be described as proposed below. What are the functions of marks and grades? Let us look at them under the following headings.

FUNCTIONS OF MARKS AND PROGRESS REPORTS

Collage marks and other reports of student progress serve a variety of functions in the collage. This can best be described considering three interactive role models.

1. Students and their sponsors,
2. Lectures and the academic departments,
3. Collage administrators.

TRADITIONAL MARKING SYSTEMS

The traditional method of reporting student progress, which is still in wide use today, is to assign a single letter grade (e.g., A, B, C, D, F) or a single number (e.g., 5, 4, 3, 2, 1) to represent a student's achievement in each subject. This system is concise and convenient, but is has several shortcomings: (1) The meaning of such marks is often unclear because they are a conglomerate of such diverse factor, and good behavior. (2) Even when it is possible to limited the mark to achievement only, interpretation is difficult. A mark of C may mean either average work in all areas or high performance in some areas and low performance in others. An overall summary appraisal in the form of a single mark tells us nothing about the student's relative success in achieving the various course objectives. (3) As typically used, letter grades have resulted in an undesirable emphasis on marks as ends in themselves. Many students view them as goals to be achieved, rather than as means for understanding and improving student learning. Although this is not entirely the fault of the marking system, the lack of information provided by a single letter grade probably contributes to this misuse.

Numerous attempts have been made to improve the traditional marking system by changing the number and meaning of the symbols used. One common procedure is to reduce the number of symbols to two or three. Typical reports of this type use letters such as H (honors), S (satisfactory), and U (unsatisfactory), or simply S and U. These variations have been generally unsatisfactory because they provide even less information concerning the student's learning progress.

DEVELOPING MULTIPLE MARKING SCHEME

1. The development of the marking scheme should be guided by the functions to be served.
2. The marking scheme should be developed cooperatively by a peer review process,
3. The marking scheme should be based on a clear statement of instructional objectives.
4. The marking scheme should be based on adequate evaluation of subjects objectives
5. The marking scheme should be detailed enough to be diagnostic and yet compact enough to be practical.
6. The marking scheme should provide for subsequent interactions between the students and the college authority as needed.

A typical marking scheme in a department is presented below for scrutiny.

FEDERAL UNIVERSITY OF TECHNOLOGY, OWERRI
DEPARTMENT OF CHEMISTRY
HARMATTAN SEMESTER EXAMINATIONS
COURSE TITLE: RADIATION CHEMISTRY ICH 511

Time: 2hours   14th May, 2014

ANSWERS TO BE WRITTEN IN THE SPACES PROVIDED ON THE QUESTION PAPER.

1. If Marie Curie isolated 0.25g of radium from 1 tonne of pitchblende residue, what was the percentage of radium in the residue? $\frac{2.5 \times 10^{-4}}{1000} \times 100\% = 2.5 \times 10^{-5}\%$ ✳

2. Marie Curie used to work with 20kg portions of residue at a time. What mass of radium would be present in each 20kg load? $0.25 \times 20kg / 1000 = 0.005g$ ✳

3. Lord Rutherford and H.A Geiger showed that 1g of radium emits 3.6×10^{10} alpha particle per second. The speed of alpha-particles is 10^7 ms^{-1} and the mass is 6.6×10^{-27}kg. If kinetic energy is given as $\frac{1}{2}mv^2$ what is the total kinetic energy of the alpha-particles emitted from 1g of radium in 1s....
$3.3 \times 10^{-13} J; \; 3.3 \times 10^{-13} J \times 3.6 \times 10^{10} = 0.0119 J$

4. $^{65}_{28}Ni$ is a β-emitter. What nuclide is made in this transition? $^{65}_{29}Cu$

5. $^{32}_{15}P$ is also a β-emitter. What nuclide is made in the decay? $^{32}_{16}S$

Write out the following changes in full

6. $^{27}_{13}Al + \alpha \rightarrow ^{30}_{14}Si + ?$ $^{27}_{13}Al + ^{4}_{2}He \longrightarrow ^{30}_{14}Si + ^{1}_{1}P$

7. $^{12}_{6}C + \gamma \rightarrow ^{8}_{2}Be + ?$ $^{12}_{6}C + \gamma \longrightarrow ^{8}_{4}Be + ^{4}_{2}He$

8. $^{7}_{3}Li + ? \rightarrow ^{4}_{2}He + ^{4}_{2}He$ $^{7}_{3}Li + ^{1}_{1}P \longrightarrow ^{4}_{2}He + ^{4}_{2}He$

9. $^{63}_{29}Cu + ^{1}_{1}P \rightarrow ^{24}_{11}Na + ? + ^{1}_{0}n$ $^{63}_{29}Cu + ^{1}_{1}P \longrightarrow ^{24}_{11}Na + ^{39}_{19}K + ^{1}_{0}n$

10. Strontium – 90 is a radioactive by – product of nuclear reactions that behaves biologically like calcium. When mammals injest ^{90}Sr it is found in their milk and eventually in the bones of those who drink the milk. ^{90}Sr has an activity of 1.2×10^{12} disintegration s^{-1} (d/s). What is the fraction of nuclei that have decayed after 59yr if the half-life is 29yr. Fraction decayed 0.76

11. Sodium - 24 has a half-life of 15h and is used to study blood circulation. When a patient is injected with a $^{24}NaCl$ solution whose activity is 2.5×10^9 disintegration s^{-1} how much of the activity is present in the patient's blood and excreted fluids after 4.0 days? $\ln A_t = kt + \ln A_0 = -\frac{\ln 2}{15h} \times 40 days \times \frac{24h}{1day}$
$+ \ln(2.5 \times 10^9) = 17.20 \quad A_t = 3.0 \times 10^7 d/s$

12. What is a primordial radionuclide? Associated with formation of the earth

13. What is a cosmogenic radioisotope? Produced continuously as a result of nuclear reactions in the environment

14. Name the two methods into which nuclear analytical methods can be divided:
(a) Direct
(b) Indirect

RESULT COMPILATION AND COMPUTATION

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Professor G. A. Anyanwu

Department of Animal Science & Technology

Federal University of Technology, Owerri

INTRODUCTION

The National Universities Commission (NUC) is the regulatory agency that ensures academic standards in the tertiary institutions. They work in collaboration with the Universities, Directorate for Academic Planning on the approval of the Senate to prescribe a body of knowledge organized in the course system for any degree or academic programme leading to the award of an academic degree in that programme. To this effect each programme or department has a series of prescribed courses which the students must undertake and successfully complete before they are qualified to be awarded a degree in that department. These courses are usually organized through theoretical lectures, practicals and tutorials to expose students to the curricula and/or body knowledge that equips them to be knowledgeable in the area. To accomplish this, the academic programme is organized in semesters and sessions leading to the completion of the programme.

In the Federal University of Technology an academic programme lasts for a minimum of five sessions or ten semesters for those that are admitted through the UTME of JAMB or 3-4 session (6 or 8 semester) for those admitted by Direct Entry. Each semester has a list of prescribed courses which the student in that level of study must register for, participate in, and take examinations at the end of the semester. It is expected that before students present themselves for examination in any course(s), they must have attended lectures and practicals/ tutorials for at least 75% of the time and have carried out all continuous assessment exercise stipulated by the lecturer(s).

RESULT COMPILATION

Examination results are organized in a grading system which is uniform throughout the university. According to sections 21 and 27 of the Federal University of Technology Owerri's Handbook on Academic Regulations (1991-1996) Students performance on a course shall be recorded in letter grades (after due conversion from percentage scores) as follows:

Percentage score	Grade	Grade Point	Grade Equivalent
70 – 100	A	5	Excellent
60 – 69	B	4	Very Good
50 – 59	C	3	Good

45 – 49	D	2	Pass
40 – 44	E	1	Poor Pass
0 – 39	F	0	Fail

Each of the Letters is assumed as the equivalent of the grade points as indicated above where weight is given to work done during each semester, this must be based on formal examination written, oral or practical, or on the assessment of work approved by the Board of Examiners and not on mere attendance to lecture or assessment by lecturer(s) without examination.

For courses without Laboratory, the weighting shall be examination 70% and test 30%. For courses with Laboratories the weighting shall be examination 60%, lab 20% and Test 20%.

At the end of each semester, examinations are held in each of the courses prescribed for that semester. Result compilation begins after all the lecturer(s) that handled those courses have marked or graded their various sections of the examination. Usually each course has a coordinator who oversees both the teaching and marking/grading of the students scripts after examination. It is the duty of the coordinator to ensure that time lines/deadlines is agreed upon for effective marking and prompt release of the result. A very important aspect of result compilation is effective supervision/ invigilation of exams to ensure strict compliance with laid down rules of examination invigilation. The students must sign-in and sign-out in the attendance sheets to ensure that accurate record of the candidates involved in the examination is kept. Invigilators must as of necessity crosscheck the script to ensure it tallies with the number of candidates in each exam hall/venue. As soon as the examination is concluded, the chief invigilator must ensure the security or safe keeping of the examination scripts and attendance lists or registers. It is pertinent to point out here that it is safer and more reliable to list the names of candidates involved in each examination from the attendance register to the official grade report sheet than from the examination scripts.

Result compilation is the act of transferring raw scores of candidates from live examination scripts to the official grade report (OGR) Sheets (shown in Fig 1). The OGR is the summary sheet of the student's performance in each examination. Care should be taken to protect the integrity of the examination result by safe keeping of the OGR. As a matter of fact, the HOD/Chief Examiner

of Each academic unit or the departmental examination officer has the responsibility of securing the OGR once it has been submitted by the Lecturer(s) who handled the course. It is advisable that if other units/ department are involved in the examination, the Department housing that course should retain the original copies while certified photocopies should be properly dispatched to these other departmen

RESULT COMPUTATION

Result computation is a very vital aspect of the processes involved in the course system as prescribed by the senate and the regulatory institution (NUC). As has been noted already, each academic/degree awarding unit has a set of prescribed courses organized in semesters and sessions ranging from 100 level – 500 level in FUTO since most undergraduate courses run for five years although some professional courses run for six years or more. At the end of each semester, a student is expected to write examinations in all the registered courses during that semester. Result Computation for each level of study is actually carried out by the class adviser of each level of study.

During the foundation or 100 level year, most courses are university-wide based courses which are uniform for all the 100level students irrespective of the department they belong. As the department receive the OGR of different courses, a spreadsheet which contains, the name, reg. no., courses and units for each student in each level is prepared (See fig.2).

The number or grade point of each course completed by the student is computed by multiplying the number of units for the course by the grade point equivalent he obtained in the course. When the grade point for all course units on each level of courses has been assembled, each student's cumulative grade point average (CGPA) is worked out by dividing the total number of his grade points (TGP) by the total number of units (TNU) taken. This is worked out progressively until the end of the degree programme.

All the degree courses (Required, restricted, elective and general studies) taken by a student as well as the successful completion of his industrial attachment and/or field schools shall count towards the evaluation of his degree.

The classes of degree awarded are as follows:

CLASS OF DEGREES   CUMMULATIVE GRADE POINT

First Class Honours	4.5 - 5.0
Second Class Honours (Upper Division)	4.5 – 5.0
Second Class Honours (Lower Division)	2.4 – 3.49
Third Class	1.5 – 2.39
Pass	1.0 – 1.49
Fail	0.00 – 0.99

In result computation, the class adviser or examination officer in particular and every academic staff in general must be conversant with the following terminologies for effective and accurate result computation:

a. **Current result**: This is the total result of courses registered in the current semester under consideration. It maybe rain or harmattan semester.

b. **Previous result:** This is the summary of up to date result prior to the current semester under consideration.

c. **Cumulative result:** This is the sum total of current and previous result of the candidate. Except for the result of the first semester of a hundred level student where the current result and cumulative results are the same because the student has no previous result, the subsequent results from that time onwards must comprise of current, previous and cumulative result.

d. **Total Number of Units (TNU):** This is the total number of credit units a student has registered so far since admission. There are three categories of TNU which are; the TNU current, TNU previous and TNU cumulative.

e. **Total Grade Point (TGP):** This is the total grade point the student has obtained since his/her admission. It is also in three categories; TGP previous, TGP current and TGP cumulative.

f. **Grade point average (GPA):** This is the average grade point a candidate has obtained from admission to date. It has 3 categories as well; GPA current, GPA previous, GPA cumulative or Cumulative Grade Point (CGPA).

g. **Omitted result:** This is a result which could not be processed during the current semester of a number of students or a particular student which must be computed and presented in a subsequent semester or session. The

reasons for result omission may be for students whose registration numbers were delayed and as such their results could not be processed alongside others. In this case the reason for the omission must be clearly stated.

h. **Result correction:** This happens when an error of significant magnitude is discovered in a previously approved result which if not corrected may affect the final degree classification of the candidate(s). There are several reasons for result correction; it may be due to error in computation or result amendment of a particular course. For example, a candidate may score "F" in a course because the practical score was missing. If the practical score is eventually traced, a new pass grade may be re-issued in favour of the candidate. This will necessitate result correction if the previous grade "F" has been used to compute the candidates result.

i. **Result update:** Result update always follows if a candidate's result has been corrected some semesters before the current semester under consideration. This usually affects only the previous and cumulative of those semesters but not their current.

j. **Summary sheet of result:** This is the total summary of the student's yearly performance preparatory to the determination of the final degree classification. In this case a year by year summary of TNU and TGP are obtained for each session and the cumulative TGP gives the final cumulative GPA which ultimately determines the candidate's final degree classification.

FEDERAL UNIVERSITY OF TECHNOLOGY, OWERRI

OFFICIAL GRADE REPORT

School of Student...

Department...

Title of Course...

School Offering Course.......................................

Semester..

Session..

Course Code Units...

Date...

S/No.	Candidates Names	Reg. No	Programme of Study	Tests %	Lab %	Exam. %	Total %	Grade	Remarks
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
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36									
37									
38									
39									
40									

_____
Examiner(s)

_____
Head of Department

_____
Dean of School Offering Course

Grading System		
70% and above A	50% - 59% C	40% - 44% E
60% - 69% B	45% - 49% D	Below 40% F

YEAR FIVE

SESSION: 2008/2009

SEMESTER: HARMATTAN

S/N	REG NO	NAME	COURSES AND UNITS														CURRENT			PREVIOUS			CUMULATIVE			REMARKS
																	TGP	TNU	GPA	TGP	TNU	GPA	TGP	TNU	GPA	

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UNIVERSITY LAWS, RULES AND REGULATIONS AS THEY AFFECT THE ADMINISTRATION OF AN ACADEMIC DEPARTMENT

A PAPER PRESENTED AT A TWO-DAY TRAINING WORKSHOP FOR SELECTED ACADEMIC STAFF OF SOES IN THE FEDERAL UNIVERSITY OF TECHNOLOGY, OWERRI FROM TUESDAY, APRIL 5 TO WEDNESDAY, APRIL 6, 2016.

Barr. H. O. Mezieobi

Deputy Registrar/Co-ordinator, Legal Matters Unit

Federal University of Technology, Owerri

UNIVERSITY LAWS, RULES AND REGULATIONS AS IT AFFECTS THE ADMINISTRATION OF AN ACADEMIC DEPARTMENT

BY

H. O. MEZIEOBI, Esq.

*A paper presented at a workshop for Selected Academic Staff of the School of Environmental Sciences (SOES) at the Federal University of Technology, Owerri held on April 6, 2016 with the theme, "**Examination Management Systems**"*

The University is a highly complex and regimented organizational entity. Without prejudice to classical definitions of a University, all modern Universities are creations of the law. This implies that it derives its legitimacy, authority and powers primarily from the enabling instrument of its creation, made by the legislature. If it is a federal government owned institution, the establishment is by an Act of Parliament (the National Assembly) and where it is a state owned University, the enabling instrument is made by the State House of Assembly. Private Universities derive legitimacy by operation of law, through licensing by the appropriate statutory agency of the government, the National Universities Commission (NUC). All other Universities otherwise established are characterized as fake.

In effect, the University system by operation of law encapsulates the concept of supremacy of laws. This implies that all authorities and persons within the system are subject and bound by the prescriptions and dictates of the laws, rules and regulations. The law prescribes the structure of governance in the University, establishes the major organs of governance (the Council and Senate), including a definition of their composition, powers, responsibilities and scope of authority. On the other hand, the rules and regulations variously made by the Council or Senate define the procedures, processes and modalities for executing policies and

implementation of administrative actions; in the pursuit of University goals and objectives.

It is pertinent to state that the whole essence of the law, rules, regulations and policies is to create a structure that will drive effective administration of the departments. Notwithstanding the plethora of laws and regulations however, a systemic review of the performance index still reveals a lot of performance deficit and ineffectiveness. This is evident in a number of vices prevalent in the departments, tardiness in the grading of students scripts, poor teaching and research quality, missing results and answer scripts, sexual harassment, unauthorized sale of handouts and books, admission and examination racketeering, "sorting" (compromising the integrity and credibility of examination results) and alteration of grades, to mention but a few.

Against this background, it is imperative to re-evaluate the application of University laws and regulations by identifying the missing links with a view to entrenchment of best practices that will guarantee effective management of academic departments in the University system.

In the light of the observations above and the topic of the discourse, this paper shall attempt to X-ray certain legal imperatives that are critical to effective management of academic departments in the University system; understanding the academic departments as a statutory creation and a sub system within the University system, identification of the relevant laws and regulations (tools) for the effective administration of academic departments and assessment of some critical aspects of the Regulations with direct bearing on the administration of academic departments.

This, in a nutshell is the major thrust of this paper

APPLICATION OF THE LAWS AND REGULATIONS: MISSING LINKS

Application of laws and regulations focuses on the implementation phase in the administrative process. This relates to strategies, procedures and processes that are in place to drive observance, compliance and enforcement of established organizational standards. The objective is to

ensure the achievement of desired and intended impressive result and invariably promote efficiency and effectiveness. This can hardly be achieved where the rules and regulations are dormant and un-utilized.

Poor implementation or total relegation of the committee system at the departmental level is a major source of ineffectiveness. The committee system is an age long University best practice and tradition enshrined in the University laws and regulations.

In practice, some Heads of department operate as Sole Administrators in defiance of the Regulations. In such a scenario, it is impossible to achieve collaboration and support of their colleagues, compliance is hardly achieved, thereby undermining organizational efficiency and effectiveness.

The adoption of a more inclusive and integrative approach is critical to effective administration. There is every need to revamp and re-invigorate the committee system approach. The departmental board meetings should be scheduled more regularly with a robust agenda. This will promote information flow, bridge communication gaps, ensure greater input and more informed decision making, critical to effectiveness.

Another major challenge in the application of laws and regulations is a lack of understanding of the dynamics of the system by the operators, including, with due respect, the HODs. Some are having a stint for the first time with administration on their first appointment as HOD, having been earlier pre-occupied with teaching and research. It is possible that such a Head may not appreciate the organizational structure, how the various segments of the system inter-connect, the channels of communication, the role expectations and who does what in the system. This should not be taken for granted, adequate orientation on first appointment is recommended to stem the tide of deviation from established procedures.

THE ACADEMIC DEPARTMENT AS A SUB SYSTEM WITHIN THE UNIVERSITY SYSTEM

The University system apart from being a legal creation established by law. It is also a highly complex organizational entity comprising diverse

constituent parts with some measure of autonomy, but with a lot of interconnectivity in their operations. A review of the organizational structure of the University shows that in the pursuit of University objectives, responsibilities and activities are shared between Administrative departments and service units on the one hand and Academic Units/Centers, (providing academic support services and infrastructural facilities for research and the application of real life problems) on the other hand. At the apex in the hierarchy of command in the Academic structure is the University Senate. The University Senate is supreme over and above all other organs of governance in the University regarding academic matters. The Vice Chancellor as the Chief Academic Officer is the Chairman of Senate and presides over its meetings.

Although Senate is statutorily charged with the general responsibility of organization and control of teaching in the University, the admission of students, discipline of students, promotion of research, the establishment, organization and control of campuses, colleges, schools, institutes and other teaching and research units of the University and the allocation of responsibility for different branches of learning, to mention but a few; the basic operating unit of the University's academic objectives, organization and planning is the school and by extension the Academic departments.

The Federal Universities of Technology Act, Cap F. 23, Laws of the Federal Republic of Nigeria, 2004 defines a school as "a unit of closely related academic programmes" and provides further that each school shall be divided into such number of branches as may be prescribed. (See Article 6 of the Third Schedule to the Act).A department is defined as a teaching or research sub-unit within a school or any other administrative or service sub-unit providing a clearly defined function and with a measure of responsibility to the Vice Chancellor (see section 3.2 of the Handbook of Admin. Procedures, FUTO).

FRAMEWORK FOR GOVERNANCE IN THE ACADEMIC DEPARTMENTS

The Academic departments represent the hub of academic activities in the University, including teaching and research and other ancillary activities, such as admission and registration of students, registration of courses, examinations and processing of results etc. In the light of the enormity of these responsibilities, effective management can only be sustained where a good governance framework is put in place, defining who does what and how? The University Regulations instituted a governance structure for the Academic departments that empowers the Head of Department (HOD) appointed by the Vice Chancellor, for a specified tenure, to exercise general superintendence over the academic and administrative affairs of the Department. The HOD by virtue of his office is the chairman of the Departmental Board of studies and other departmental committees. The HOD is responsible to the Vice Chancellor through the Dean of his school for the day to day operations of his department. The HOD is assisted by the Academic staff in the areas of teaching and research and by a compliment of other non teaching staff, including the Departmental Administrative Officer. All the workers are subject to the day to day direction of the Head of department. Above all, the HOD is the normal channel for all official communications outside his department.

TOOLS FOR THE EFFECTIVE ADMINISTRATION OF ACADEMIC DEPARTMENTS

There are certain laws, regulations and policy directives critical to driving effective administration of Academic departments in the University system. These include the various codified collections of approved procedures, guidelines, methods and rules for carrying out administrative and academic responsibilities in the University. This is in addition to the policy directives of the Senate, Vice Chancellor, School Board of Studies, departmental Board/Committee and other relevant agencies in the University, to the academic departments. The totality of all these may be referred to as tools

for the effective administration of the departments. These tools serve as operational guidelines and reference materials to guide administrative and academic activities within the departments.

The essence is to provide a framework for the actualization of University objectives in a systematic manner, in order to promote orderliness, objectivity, transparency, due process, equity, efficiency, effectiveness and to eliminate arbitrariness from the scheme of things in the University system.

The quest for effective administration of academic departments makes it imperative for the operators/managers of the system (from HOD to the least staff) to be conversant and versed with the right governance tools, mechanism and processes involved in its implementation/application. It is against this background that efficient and effective service delivery can be guaranteed Oyebade (2011), a former Registrar argued that

> **"effectiveness is concerned with the extent to which a Manager/Administrator achieves the output requirements of his/her position; producing the desired, wanted, intended or impressive results".**

It is therefore pertinent to identify the major governance tools and these include, the Academic Regulations for Undergraduate Students, Regulations governing conditions of Appointment (Senior and Junior Staff) respectively, the Handbook of Administrative Procedures, the scheme of service, Federal Universities of Technology Act (University Act and Statute), Circular on policy directives from Senate, School Board of Studies and other University agencies. Staff should regularly be updated and communicated with new policy thrust with respect to academic matters. The essence is to achieve their buy in or support and in turn facilitate implementation and compliance.

Furthermore, scheduled responsibilities of all categories of staff should be properly articulated and given to members of staff. This will help to put members of staff in a proper perspective of their role expectations. In addition, timeline for the disposal of certain official responsibilities must be clearly stated and monitored for compliance. This will facilitate timely disposal of responsibilities and promote efficiency and effectiveness. For example, minutes of meetings must be ready for vetting within 48 hours after the meeting, marking of scripts and submission of Official Grade Report (OGR) must be completed within a designated period.

Proper records of students are also basic tools for effectiveness in the departments. As a result, proper records must be kept for ease of access and information retrieval. Class lists of students should always be maintained and utilized to monitor student's attendance to lectures, participation in workshop practice and laboratories. It may also help to minimize the "non academic students" syndrome that perpetrate a lot of vices in the academic departments.

Given the critical role accreditation plays in the life of every department, the NUC/Professional bodies approved guidelines and benchmark for accreditation exercises in the respective departments may constitute basic tools for effectiveness. Departments should take proactive steps to acquaint itself with the provisions, preparatory to facing accreditation.

REVIEW OF SOME ASPECTS OF THE REGULATIONS VIS A VIS THE ACADEMIC DEPARTMENTS

The general principle is that the University regulations apply with equal force to all categories of staff that it pertains irrespective of the department of the University where they work. However, the issue may arise occasionally with respect to the unified cadre staff (Administrative, Secretarial, Accounting, Clerical etc) deployed in the Academic departments as to who approves their leave, appraisals etc., Is it the HOD or the Registrar? The Regulations provide that since these categories of staff are subject to the day to day direction of the HOD, he should exercise such

responsibilities. In respect of issues that are centrally determined such as confirmation of appointment, promotion, study leave, study fellowship, staff training and discipline, the higher approval authorities would rely on the report and recommendations of the HOD (See Para. 3.2 of HAP).

ADMINISTRATION OF DISCIPLINE

With respect to the administration of discipline, the HOD is responsible to the Vice Chancellor for the maintenance of the day to day discipline of the staff assigned to his department in all matters relating to his department. In event of a misconduct, the disciplinary process is initiated at the departmental level with the issuance of a query and depending on the gravity of the offence, the matter may be processed further to the Registrar through the Dean of the School for further investigation as the case may be (See Section 13.1 of the Senior Staff Regulations).

Misconduct is categorized into three in the Regulations; Minor Misconduct, Major Misconduct and Gross Misconduct. Minor Misconduct includes: absence from duty without permission, lateness to work, and early departure from work, loitering, truancy, trading during office hours ad quarrelling.

While Major Misconduct includes: Insubordination, fighting in the office, negligence of duty, drunkenness while on duty, loss/willful damage of University property, insolence, using official position to intimidate or bargain for sexual favour and false claim against the University. Finally Gross Misconduct includes: Gross Insubordination, falsification of Accounts/Records, conviction for a criminal offence, stealing, corruption and dishonesty, aiding and abetting examination malpractice or leaking examination questions and results, abandonment of duty, forgery, sabotage against the University, disclosure of official secrets, engagement in full time studies while employed in the University as a full time payroll and acting as Attorney against the University on a full time or part time capacity.

The disciplinary measures that may be involved against a person found liable include, dismissal, retirement from service, termination of appointment and reduction in rank among others.

TRANSITION MANAGEMENT

It is important to indicate that adequate provision is made in the Regulations for proper handing over in event of vacation of office or redeployment as the case may be. In such a circumstance, staff is expected to handover their appointment to a successor in writing in a manner sufficiently detailed to enable the successor to be conversant with any development, progress, matters approved, awaiting approval, issues planned for execution, outstandings, including the inventory of equipment and materials at the staff disposal. The handover notes should be made in three copies and distributed to the file, the staff taking over and the Head of Department. This process should be carried out promptly in order not to impair smooth operations and undermine efficiency and effectiveness.

CONCLUSION

Adequate provision is made in extant regulations to drive effective and efficient administration of the academic departments. The operators should however take proactive steps to rediscover the rules, familiarize with the prescriptions and apply same systematically. By so doing the right environment for academic excellence to thrive will be created, efficiency and effectiveness will become the order of the day in the Academic departments.

ACADEMIC ADVISING AND GENERAL STUDENTS' COUNSELING

A PAPER PRESENTED AT A TWO-DAY TRAINING WORKSHOP FOR SELECTED ACADEMIC STAFF OF SOES IN THE FEDERAL UNIVERSITY OF TECHNOLOGY, OWERRI FROM TUESDAY, APRIL 5 TO WEDNESDAY, APRIL 6, 2016.

Professor O. T. Ebiringa

Department of Project Management Technology

Federal University of Technology, Owerri

1.0   Introduction

Federal University of Technology, Owerri (FUTO)is the academic home for over 30,000 students each semester. Each of these students brings unique potentials which can be enhanced through a cordial relationship with an academic advisor. Each student also brings family and community perceptions, responsibilities, careers and academic expectations which usually add up to more than 100% of available time, energy and resources (Lee University, 2015).

Guideline for performance appraisal and promotions for academic staff globally, clearly states that lecturers are evaluated on three criteria; (1) teaching effectiveness and professional responsibilities fulfillments, (2) continuous growth scholarship, and (3) community service activities: contribution to the growth of the University and/or community (Cheyney University of Pennsylvania, 2013).

The quality of students' advising and counselling by lecturers as a matter of fact ought to provide a baseline data for evaluatingacademic staff performances as student advising and counselling encompasses teaching, delivery of professional services to the community.The success of all students depends on their involvement in the learning and academic process. Academic advising is a vital part of this process.FUTO may not have been able to implement an ideal model of students' guidance and counseling due to structural constraints, as the tools currently used to address these issues have so far had a limited impact on students' ability to succeed in their academic pursuit.

However, nearly without exception, the happiest and academically most successful undergraduates…have at least one intense relationship built around academic work with other people (ACT, 2011).

1.1 Current state of academic advising and general student counselling

Evidence of quality students' advising and counselling is either frequently overlooked or underreported in the face of poor academic performances of most students. In all situations students are held 100% responsible for their poor performance. Evidences abound suggesting that though students have the primary responsibility of being successful in their academic pursuit but much of the reasons for their academic problems may not be far from lack of quality advising and counseling by academic advisers. Cases such as non-course registrations, late examinations result collation and computations, missing examination results, non-publication of officially approved examination results, extortion, intimidation and harassment, delayed graduationetc are reoccurring issues affecting outcomes of students' university education in Nigerian universities.

It is instructive to note that a significant percentage of students that do well in their academics may not have received any form of advising or counseling from their staff advisers, while a reasonable percentage of those not doing well attribute much of their problems to lack of qualityadvising and counseling from their academic advisers.They oftensay that their staff advisers are either inaccessible or lack adequate knowledge of university's academic regulations, policies and procedures.

Students advising and counseling is an integral teaching and career molding processof producing quality graduates in a time and cost effective manner as opposed to being a reactionary management effort aimed at finding solutions tostudents'academic problems in a time and cost ineffective manner.In the opinion of Bettinger, & Baker, (2011) good academic advising and counseling may be the single most underestimated characteristic of a successful university experience...

1.2   Objective of the paper

This paper aims to provide students' academic advisers with greater information and awareness that will enable themexecute this all-importantresponsibilities and duties of students'academic advising and counseling with confidence, professionalism and passion. In to realize the above aim the paper, set to provide information on global best practices and strategies of students' academic advising and counseling; regulations, policies and procedures governingstudents' academic advising in Federal University of Technology, Owerri (FUTO) as objectives.

The ultimate goal is improve the qualityof students' academic advising and counseling in line with the mission and vision of the FUTOto produce graduates worthy in character and learning that contributes to global technology knowledge and nation building.Because of this, in your role as an academic advisor, youhave unique opportunities to assist students in meeting their academic demands, challenges, stresses and opportunities constructively and creatively (Booth, et al; 2013).

2.0   Academic regulations, a tool for effective academic advising

Academic regulations as revised and approved from time to time by the university Senate and published by the Registrar remains the primary instrument that must academic advisers in carrying out their functions. To this extent, academic advisors must be adequately informed and knowledgeable about the provisionsof the academic regulations in order to render appropriate advice and guidance to students. The Federal University of Technology, Owerri academic regulations 2014-2019 (8th edition) has a total of twenty eight (28) sections (FUTO, 2014). Issues coveredin the regulations include:

- Registration and matriculation
- Adding and dropping of courses
- Indebtedness to the University
- Class periods and attendance
- Withdrawal from the University
- Class periods and attendance
- Withdrawal from the University
- Inter University transfer
- Change of department
- Academic programmes
- Examinations
- Appointment of examiners
- Preparation of examination question papers
- Examination time-table
- Examination accommodation
- Admission of students to examinations
- Departmental examination officers

- Examination invigilation
- Instructions to candidates
- Examination offences
- Absence from examination
- Examination results
- Notification of examination result
- Examination fees and transcripts
- Review of academic progress
- Procedure for review of scripts of aggrieved students
- Discipline of students
- Award of degrees/diplomas
- Review of academic regulations.

It must be noted that from the 2014/2015 academic session the least level of academic performance for students' graduationat the Federal University of Technology, Owerri,became third class, while the minimum pass mark for a course is now 45% (D).

3.0   Role and responsibilities of academic Advisor

Williams-Crockett (1995) summarized the role and responsibilities of academic advisers and counselors as helping students define and develop realistic educational career plans through:

- Assisting students in planning a program consistent with their strengths, abilities, goals, and interests.
- Monitoring progress toward educational/career goals.
- Discussing and reinforcing linkages and relationships between instructional program and occupation/career.

- Interpreting and providing rationale for instructional policies, procedures, and requirements.
- Approving designated educational transactions (e.g., drops and adds, withdrawals, waivers, graduation requirements, etc.).
- Maintaining an advising file for each advisee.
- Referring students when academic, attitudinal, attendance, or other personal problems require intervention by other professionals.
- Informing students of the nature of the advisor/advisee relationship.
- Requesting re-assignment of advisee to another advisor, if necessary.
- Assisting advisees in identifying career opportunities.
- Developing a caring relationship with advisees.
- Informing students of special services available to them for remediation, academic assistance, and other needs.

3.1 Roles and responsibilities of students (Advisee)

Most times students may not even know their responsibilities in ensuring effective academic advising and counseling (Kramer, 2003). Academic advisers are encouraged as part of ensuring that they do their job well educates their students on their own responsibilities which includes but not limited to:

- Clarifying their personal values, abilities, interests, and goals.
- Contacting and make an appointment with the advisor when required or when in need of assistance. If the student finds it impossible to keep the appointment, the student will notify the advisor.
- Becoming knowledgeable and adhere to institutional policies, procedures, and requirements.

- Preparing for advising sessions and bring appropriate resources or materials.
- Following through on actions identified during each advising session.
- Evaluating the advising system, when requested, in order to strengthen the advising process.
- Requesting re-assignment of a different advisor if necessary.
- Accept final responsibility for all decisions.

4.0   Benefits of students' academicadvising and Counselling

Academic advising is an on-going and engaging process, based on a high level of quality customer service. It is a key link to student satisfaction, success, and retention (Campbell & Nutt, 2008). The purpose of advising is not merely to impart information to students but rather to facilitate a process by which students are aided in learning about themselves, their goals, and how to attain them (Melinda, 2013). Students benefit from academic advising process in the following ways:

- Research course descriptions about classes
- Understand the University's requirements and regulations
- Plan balanced course loads
- Timely registration of courses
- Know when to add or drop a course
- Choose or change programmes if need arises effectively
- Be successful and graduate in a timely manner
- Plan for graduation, career opportunities and graduate school.

Students' counseling as well is critical to ensure academic success of university students. Young students experiencing the stress of their transition into adulthood and re-entry students balancing the burdens of work, family and academics are both certain to face times of conflict and confusion where their goals are undermined by their personal conflicts (California Community Colleges Student Success Task Force, 2012).

Counseling involves short-term mental health and psychological orientation ofstudents under confidentiality (Melinda, 2013). Issues commonly addressed include (but are not limited to):

> - depression
> - anxiety
> - experience(s) of abuse
> - sexual trauma
> - self-esteem and identity
> - relational and social concerns
> - eating disorders
> - family of origin concerns
> - spirituality
> - sexuality
> - pre-marital and other couples counseling.

Effective advising will enhance the likelihood of:

> - Student programme/career exploration and selection consistent with the student's values, goals, strengths, and abilities
> - Student satisfaction with their academic program, advising, and the University

➤ Student/faculty advisor relationship that is positive

➤ Student persistence in academic programs (retention)

➤ Student success after graduation from the University

Faculty members are required to meet with their advisees at least twice a semester to ensure that all of their advisees continuously meet the requirements for graduation successfully and in a timely fashion.

5.0   Developmental advising and effects on students' academic performance

Notably, the developmental approach requires sustained interaction and multiple meetings between counselor and student. In nearly all theories of guidance and counselling, the advisor is viewed as a partner in a multiphase process that includes guided exploration of the self; structured investigation into various career options; and the melding of interests, goals, and strengths into a coherent plan for academic and career progress (Hodara, et al. 2012; . In essence, developmental theories implicitlysupport "pedagogy" of counseling and advising—a set of activities and orientations that lead to *teaching* students how to develop self-awareness, identify options, weigh information, set goals, and make realistic plans (Melinda, 2013).

The quality of academic advising has the potential to determine whether a student follows an efficient, goal-directed program of study. Although following the programs outlined in the University catalog is ultimately the student's responsibility, problems in scheduling and even delays in graduation could often be prevented by good advising from academic advisers who are thoroughly familiar with and up-to-date concerning University policies and curricula. And

beyond the traditional – and very important – role of the advisor in assisting in program development, the advisor in today's University must serve as a resource person in a broad variety of ways.

After teaching, advising is the most important responsibility of the faculty. Done well, it results in students' utilizing campus resources to formulate sound educational, career, and life goal plans. In addition, studies show that advising is the cornerstone of retention. Effective advisors enjoy working with students, are good listeners, and are knowledgeable about campus resources and services. Satisfied and successful students are the products of good advising.

Goomas(2012) suggested that quality student advising is distinguished from poor advising by the asking of hard and personally meaningful questions. Graduating seniors in an assessment study reported that the kind of advising critical for their success was the result of advisors asking unexpected questions that helped them connect their personal, academic, and career interests. These three concepts of shared responsibility – aligning institutional and student goals, helping students increase their capacity to take charge of their educational career, and showing concern for students by asking questions that help them make connections – sum up the basis of developmental advising.

6.0   Students' Advising and Counselling, a mentor- mentee relationship

The academic advising relationshipis a vehicle that a teacher can use to share his/her knowledge and experience in a more personal way than is possible in the more formal class atmosphere with students. Good academic advising andCounselling can help the student bridge the gaps between personal, academic

and career requirements. Supported by good advising and Counselling, students will clarify their thoughts and plans, implement and monitor a program of study consistent with their values, goals, interests and strengths. This will, hopefully, lead to success and satisfaction in their personal, academic and career lives.

Quality Students' Advising and Counselling can only be an outcome a mentor-mentee relationships existing between the student and the lecturer. To this extent the students' adviser must be seen by the students' as having the requisite qualities of a good parent/guardian. Such qualities of course includes but not limited to being accessible, knowledgeable, professionally skilled, well informed, focused, empathy, having good communication skills, passion for hard work and above all being of sound character and morals (Center for Community College Student Engagement, 2012; Cho & Karp, 2013).

When students meet with their academic advisors,they come with varying needs and expectations (Jenkins & Cho, 2012; Orozco, et al. 2010). Generally, students want the following from an advisor:

1. **Accessibility** an advisor who is reasonably available for advising appointments and who conveys an attitude that says "advising is an important educational task;"

2. **Accurate information** an advisor who knows the current information regarding requirements, policies, procedures, or *where to find* the information; an advisor who knows when to refer to another person or office;

3. **Advice** an advisor who is willing to challenge, recommend, encourage, **without imposing his/her preferences**; and

4. **Relationship** an advisor who is willing to sit face-to-face and **care** about the educational and career plans of the student.

The elemental core of good academic advising, as in good classroom teaching, is the care and competence that advisors, bring to the relationship with students to help them develop their unique potentials (Crockett, 1988; Rutschow, et al. 2012).

7.0   Referral

An academic advisor may not have solution to a particular issue a student may be having. However in performing his responsibility to the student in an honest and professional manner, he must have to refer such a student to a more knowledgeable and informed person (Cheyney University of Pennsylvania, 2013; Kramer, 2003). In doing this, advisor need to do the following:

1. **Referral Decision** -- ability to determine whether a referral should be made.
   A. Determination of problem(s)
   B. Determination of whether or not you can help and/or are qualified to offer the assistance needed.
   C. Determination of possible agencies or persons to whom the student may be referred.

2. **Referral Process** -- ability to professionally refer the student to the proper person or agency for help.
   A. Explain in a clear and open manner why you feel it desirable or necessary to refer.
   ➢ Take into account the student's emotional and psychological reaction to the referral.

> Get the student to discuss his/her problem(s), consider reasons for referral, evaluate possible sources of help, and assist in the selection of the specific person or agency.

B. Explain fully the services which can be obtained from the resource person or agency you are recommending.

C. Reassure student about capability and qualifications of resource to help meet the particular need expressed.

D. Attempt to personalize the experience by giving the student the name of a contact person to ask for or help by calling for an appointment for the student. Give directions to the office if necessary.

E. Discuss with the student any need for transfer of data and obtain consent and approval for the transfer.

F. Assist the student in formulating questions to ask or approaches to take.

G. Transmit to the person or agency who will assist the student all the information essential for helping the student.

3. **Follow Up** -- ability to evaluate the appropriateness and effectiveness of the referral.

   A. Determine if the student kept the appointment.

   B. Discuss with the student his/her evaluation of the help received from the agency or person.

   C. Determine whether you selected the appropriate source of help for the student.

8.0 Hints for Successful Advising

> Appreciate the emotion behind your advisee's words (voice intonation and body language).

- Constantly try to check your understanding of what you hear (not hear what you want to).
- Fight off external distractions (iPhone, iPad, etc.)
- Establish good eye contact.
- Use affirmative head nods and appropriate facial expressions.
- Ask clarifying or continuing questions (it demonstrates to your advisees that you are involved in what they are saying). Do not ask questions that could be potentially embarrassing.
- Recognize verbal behavior of advisee. Be an active listener and listen for feelings and content behind the words. This will enable you to respond accurately and effectively to the advisee in full perspective.
- Engage in self-disclosure which can support the student's experience. Example: "I remember how nervous I was the first time I went in to see an advisor."
- Ask the students "what" or "how" questions to steer them away from giving simple "yes", "no," or "I don't know" answers.
- Empathize with the advisee. Try to put yourself in his/her place to better understand what the advisee is thinking.
- Try to push your worries, fears and problems outside the meeting room. They may prevent you from listening well.
- Try to hide your emotions if you are irritated or frustrated with the advisee.
- Do not make hasty judgments. Wait until all of the facts are in before making a judgment.

The overall benefit of successful students' academic pursuit is a win-win situation for all stakeholders.

Students will:

> ➢ Be made aware of the services, resources, and activities at their university
>
> ➢ Understand and apply concepts, strategies, assessment results, etc. to diversity issues, time management, stress management, learning styles, and personality inventories as needed to succeed in university
>
> ➢ Achieve the ability to use problem-solving and decision-making strategies
>
> ➢ Use technology as a resource
>
> ➢ Explore career options as needed;

University teachers will:

> ➢ practically demonstrate their intellectual and professional competencies
>
> ➢ will enhance their productivity through publication of researches based on observed impacts;
>
> ➢ students will see their academic advisors as role models;

Universities will:

> ➢ Will produce world-class graduates adequately equipped in character and learning to compete in the global space of knowledge based economy,
>
> ➢ International visibility of the university will be enhanced;

9.0   Conclusion and Recommendations

We will conclude this all important discussion with the following thoughts of my, which you may equally share:

How can you, as a students' academic advisor, make a difference in the lives of the students whose lives you touch?

I believe that in behalf of the students who depend on you for academic guidance and direction, the theme of your efforts must be to improve the quality of your students' academic advising and counseling in order to create meaningful community of global citizens and positive change agents out of mere connections with students. The framework for student academic advising and counselling as teaching is one practical and faculty-relevant way to add value and purpose to student-faculty contact.

However, management should ensure that conducive office environment is provided to academic advisors with adequate office facilities such as computers, filling cabinets, internet connectivity. This will ensure that students interact with their advisor offline and online on real-time-on-line basis. Above all the university website can be made more interactive in this regard.

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