Academic Support Advisors

The Academic Support Advisor (ASA) role is new to Batchelor Institute of Indigenous Tertiary Education (BIITE). The main role of the ASA is to assist and counsel students and lecturers to make informed decisions with respect to students reaching their educational goals. The role focuses on consulting with staff and students about difficulties with academic skills and practices and negotiating suitable responses to those needs. The role will also connect students to a range of other resources for special assistances including Library, ITAS, Disability Services and other avenues for student counselling as required. The aim of the role is to improve the academic progress of all BIITE students through this consultancy, with an emphasis on case managing students experiencing barriers to their academic success. This is a confidential service and students should feel free to approach an ASA to discuss any issue which may be affecting their studies. In some instances, students will be referred to an ASA if they are identified as being “at risk”. For example, if a student is issued with a “show cause” notice they would be asked to speak with an ASA in an effort to assist their performance.

ASA Direct Support
This is where the ASA would support the student or staff member directly.

ASA group seminar
Occasionally a group presentation to a whole class may be appropriate and the ASA will deliver directly to the class during workshop time. These would not be content offerings, rather generic academic offerings like referencing, academic reading &/or writing, assessment tips and tricks or time management.
How to access the ASA’s

**STUDENTS** can contact the ASA at any time for any reason that may be affecting their studies. They will enter into a confidential discussion about their issues, which will result in advice, assistance, strategies and referrals to other departments. The ASA will track the progress of the student and will seek feedback on the students’ efforts from any other departments involved in their case. Ultimately, the goal is for students to have access to a coordinated support network that assists them in their learning journey.

**LECTURERS referring students** need to approach an ASA, start the discussion and then follow up on the progress of the student. For example, lecturers who have identified a student who is struggling with their studies should approach them in a professional and sensitive way and suggest they access the ASA. In situations where students have been asked to “show cause” by the Institute, they should be automatically referred by their lecturer or senior lecturer to the ASA. This referral is compulsory. BIITE has a commitment to providing support for students and a student who is asked to show cause is certainly in a position of risk.

**LECTURERS seeking advice** should approach an ASA, start the discussion and see if there is something the ASA can help them with. For example, the ASA may be able to provide advice, resources, ready-made documents and the like that assist the lecturer with their unit delivery. As more and more items are generated, they become a stockpile of useful resources that may assist other lecturers in the future.
There are currently two Academic Support Advisor positions at BIITE

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