



# Comprehensive Guide to University Advising at Taif University

University Advising Department  
University Vice Deanship for Academic Affairs and  
Development

2021-1443

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Development

Third Version

2021-1443

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## Introduction:

University advising in all its academic, psychological, vocational, and social fields is considered a strategic goal of university education, as it contributes to guiding students and helping them achieve the best results and adapting to the university environment, in addition to helping them solve their psychological and social problems, overcoming the difficulties they may face, and giving them appropriate professional advising with their specializations and labor market needs.

University advising also contributes to revitalizing students' abilities in their specializations, identifying problems that may hinder their academic achievement, providing assistance to them in solving them, increasing students' awareness of their academic responsibilities, and encouraging them to make more efforts in overcoming the psychological problems that prevent them from achieving educational goals, and working to provide them with skills and knowledge. Necessary to raise their level of achievement, develop their abilities, and invest their energies. University advising is not a series of isolated meetings between the advisor and the students, but rather a continuous and regular process that accompanies the students' journey until graduation, as it contributes to directing the students' journey in all academic, social, psychological, and professional fields through the advice and counsel it provides that benefits them and their country. Ensures progress and civilization for them.

Given Taif University's awareness of the importance of university advising for students within the university, the University Advising Department was established at Taif University with the aim of unifying all areas of advising under one umbrella that integrates with each other to achieve the university's goals and vision, improve its outcomes, and assist in personal development, cognitive growth, and academic achievement for students according to specific foundations and standards.

## A word from the University Advising Department:

Nations are what they know, so with knowledge we can be upright and upright, especially if science is linked to development, knowledge, and the use of the latest systems and programs, and this was certainly not absent from our wise leadership, which enlightened and launched for us the Royal Vision (2030), centered around three horizons: (a vibrant society, and a vibrant economy). A prosperous and ambitious homeland), and the vision behind it included the sources of creativity for all the nation's facilities, so the Council of Economic and Development Affairs launched the National Transformation Program (2020), so that the Ministry of Education would be a strategic partner in implementing its programs among the twenty-four entities participating in activating its programs and initiatives in its first year, and so that universities would be Saudi Arabia is a beacon of light and platforms of cognitive and behavioral wealth that shines for this stage, and as an extension of this light.

Out of a sense of moral and social responsibility, Taif University launched the programmatic transformation program under the wise care of His Excellency the University President, and constructive efforts from the University Vice Presidency for Academic Affairs and Development, which in turn set goals and prepared to achieve it, and began the investigation by establishing the University Advising Department. This administration has grown under the wise advising of His Excellency the University President and His Excellency the University Vice President for Academic Affairs and Development, out of their awareness of the importance of advising in all its aspects in the lives of our students, of whom we are proud and proud. We, in the University Advising Department, are honored by this assignment and honor from His Excellency; Let us promise ourselves and you to always be bouncing breasts; To embrace our students in all that is troubling them, hoping that our young administration will contribute to achieving its goals, relying on this and seeking the help of God, and enlightened by rational directives, solid foundations and regulations, and generous moral and financial support.

Likewise, as we keep our children isolated from everything that delays them from the educational process or even causes them some inconvenience of any kind, we create an aura of safety to get them through the years of school and launch them into an aware and qualified generation, armed with thought and reason, eager to serve its country and religion, and keeping pace with the royal vision. (2030).

## The nature of the University Advising Department at Taif University:

The University Advising Department is one of the departments of the University Vice Presidency for Academic Affairs and Development. It is the administration entrusted with the tasks of promoting mental health and the advising process in all its aspects and levels within Taif University. From it emerge advising units in all university colleges, and advising coordinators and coordinators at the department level, reaching the direct link with students. These include male and female advisors.

### Foundation:

Taif University believes in the importance of the role of advising in the life of the university student in particular and in the life of society in general, as advising is considered one of the most important inputs into the university education system. The University Advising Department was established based on the decision of His Excellency the President of Taif University, No. (79507), dated 12/16/1439 AH, and the appointment of His Excellency Prof. Khadija bint Dhaif Allah Al-Qurashi - Professor of Psychology - as its general supervisor.

## The first Chapter

### (Vision - Mission - Values - Goals)

#### Vision:

Excellence in providing advising services in various fields in accordance with international standards.

#### Mission:

Providing integrated advising services to achieve academic, psychological, professional, and social compatibility for university students using the latest advising methods and techniques.

#### Values:

The values of the University Advising Department are determined as follows:

- **Modernity and originality:**

The University Advising Department works in accordance with the requirements of the times and what the world has achieved in the field of the latest technologies used in the field of advising work, and on the other hand, it works to develop minds and strengthen them with all available scientific means.

- **Commitment and responsibility:**

The University Advising Department works to establish the principles of commitment and responsibility and to preserve the rights and duties of all parties to the advising process, in a way that achieves balance for them so that each of them realizes his rights, duties, and the nature of the responsibility that falls upon him.

- **Privacy:**

The advising process within the administration is characterized by respect for students' right to preserve their private information and personal data in a manner consistent with the professional and ethical standards of the advising process, and in a way that establishes mutual trust between guides and mentees.

- **Cooperation:**

The University Advising Department emphasizes the necessity of working in a spirit of cooperation with university agencies, deanships, colleges, and departments, as well as with the local community, in a way that enriches the advising process and achieves the maximum possible benefit for students.

- Inclusion and diversity:

The University Advising Department provides a range of diverse advising services that serve students within the university, and serve members of the local community to provide a safe and supportive environment characterized by honesty, inclusiveness, and respect.

## Goals :

The objectives of the University Advising Department are determined as follows:

- Achieving academic, psychological, professional and social compatibility for university students.
- Developing students' skills and achieving their academic distinction and excellence.
- Building a balanced personality and improving the personal, social and behavioral traits of university students.
- Attention to risk factors and students most vulnerable to disorders within the university environment and early detection and intervention programs for them.
- Improving the advising process and the quality of university life for students.
- Promoting mental health concepts among university students.



## Chapter Two

# Basic concepts in the field of university advising

### University Advising Department:

It is the administration that supervises the advising process within the university. It is a department affiliated with the University Vice Presidency for Academic Affairs and Development, and all advising units in the colleges emerge from it.

### College advising unit:

It is a representative unit of the University Advising Department within the college for the purpose of implementing the advising process within the college in an organized, scientific manner. This unit is formed by members from each department within the college, and this unit is directly linked to the dean of the college.

### Student advising:

It is the activity that the guide carries out towards his students. With the aim of helping them in all academic, psychological, social, professional and other aspects, whether directly or indirectly.

### Annual advising plan:

It is the plan that explains the general Advising goals that should be achieved during the academic year through college advising units distributed among the semesters according to the university's academic calendar. It specifies the time period necessary to achieve each goal and is presented at the beginning of the academic year.

### Quarterly advising plan:

It is the work plan that explains the advising activities within the college throughout the semester, and it specifies the goals for each event, the implementing party, the supervising party, and the time of implementation. This plan must be linked to the annual goals in the annual plan, and be presented at the beginning of each semester.

### Quarterly advising report:

It is the report that is prepared at the end of each semester and includes the extent to which the goals of the semester plan have been achieved, the strengths and weaknesses, and the improvement plan to avoid them.

### Annual advising report:

It is the report that is prepared at the end of the academic year and includes the extent to which the objectives of the annual plan have been achieved, the strengths and weaknesses, and the improvement plan to avoid them.

### First advising meeting:

It is a meeting of the college's advising unit during which the quarterly and annual advising work plan is prepared and is held well before the start of studies.

### Second advising meeting:

It is a meeting of the college's advising unit during which it is ensured that advising work is progressing according to the quarterly and annual plan set at the first meeting, and it is held in the middle of the semester.

### The third advising meeting:

It is the meeting during which the quarterly and annual reports are written according to previously established plans. It takes place at the end of each semester for quarterly reports and at the end of the academic year for the annual report.

### Nitaqat program:

It is a program through which the student's academic level can be identified, which enables the advisor to provide appropriate advice to him. Through this program, the student learns about the advantages that can be obtained as his academic level improves. The program includes (5) graded ranges that determine the student's academic level according to his cumulative average. (Excellence, Excellence, Diligence, Warning, Failure) The student moves to the higher or lower range according to the improvement or delay in his academic level. The student and his advisor are informed of his range through the advising system for each of them. The student's data page also takes the color that expresses his range (green, blue, orange, yellow). , red).

## Chapter Three

### Tasks and activities of the University

#### Advising Department

The tasks and activities of the University Advising Department are divided as follows:

#### Advising:

The advising mission is considered one of the basic tasks of the university advising department, and it includes:

- Providing consultations to students in all areas of university advising.
- Individual and group diagnosis and advising for cases referred from colleges.
- Providing awareness programs, preventive intervention, and enhancing mental health for university students.
- Providing academic, psychological, vocational and social advising services for university students.

#### Training and awareness:

It is done through

- Training courses and workshops:  
Providing training courses and workshops in all areas of university advising for students and faculty members.
- Advice doses and messages:  
The Advising Department sends Advising messages and doses on a weekly basis to students and faculty members via their official e-mail.
- Forums and Advising events:  
The University Counseling Department organizes many advising seminars and forums concerned with advising issues in all its fields, as well as activating international advising days and holding scientific forums and conferences in the field of advising, such as:
  - The quarterly advising forum for heads of college advising units.
  - World Mental Health Day

- World Stuttering Awareness Day.
  - World Talent Day.
  - International Day of Disabled Persons.
- Public awareness:  
It includes preparing Advising material in Advising videos, posters and brochures to raise awareness of aspects of Advising and promoting students' mental health and disseminating it through Taif University channels.

## Supervision and follow-up:

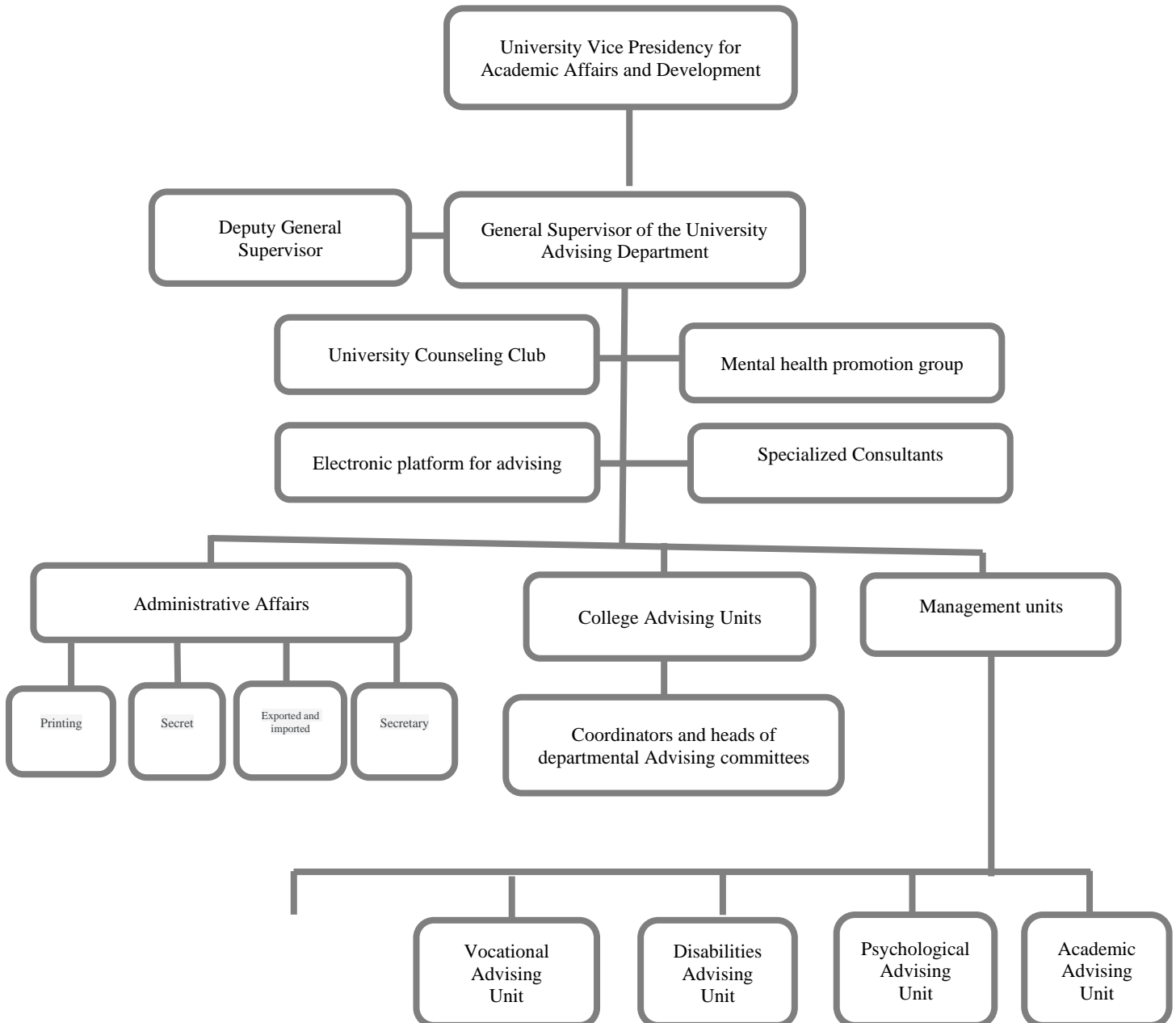
The Advising Department monitors and evaluates the performance of the advising units in the university's colleges and branches through many follow-up and evaluation activities, including:

- Advising meetings:  
The University Advising Department holds periodic meetings with the heads of college advising units to follow up the advising process within each college, learn about the nature of advising problems within colleges, and contribute to finding solutions to them.
- Field visits to colleges:  
The University Advising Department makes periodic visits to colleges within the university, in order to follow up on the advising process within the college on the ground, and to provide the support they need.
- Quarterly and annual plans and reports for Advising:  
The University Advising Department approves and follows up on the advising units' implementation of the quarterly Advising plans. The implementation of the Advising units in university colleges is also evaluated through the collected quarterly and annual advising reports.

## Chapter Four

### Organizational structure of the University

#### Advising Department



Awareness and  
Public Relations  
Unit

The administration is organizationally affiliated with the University Vice Presidency for Academic Affairs and Development and is managed by a general supervisor. The administrative organization of the University Advising Department consists of the following:

### 1- General Supervisor of the University Advising Department:

The general supervisor supervises the entire technical and administrative work of the administration, and cooperates horizontally with the deanships and departments affiliated with the agency, such as the Deanship of Student Affairs, the Deanship of Admission and Registration, the Academic Support Department, the Center for Measurement and Evaluation, and the university colleges represented by academic advising units, and vertically with the University Vice Deanship for Academic Affairs and Development.

### 2- Deputy General Supervisor of the University Advising Department:

He acts on behalf of the general supervisor in all the work he undertakes in terms of supervising the progress of administrative and technical work, and cooperating with the deanships, colleges and departments within the university. He also contributes to modernizing and developing the university's advising system in accordance with the latest scientific findings in the field of advising work.

### 3- Specialized Consultants:

They represent those with the necessary competence and qualifications in the various fields of advising, whether specialized faculty members, deans, deputies, or leaders. They work with them on a full-time or partial-time basis depending on the nature, quantity, and level of the work. They are selected according to the criteria of competence, specialization, and experience. The role of the specialized counselors is as follows:

- Participate in designing and updating specialized advising models used in the field of university advising.

- Participate in developing and creating specialized advising and treatment plans in the field of university advising.
- Participate in providing seminars, meetings, specialized training courses, and workshops presented to university employees, including advisors, coordinators, and faculty members, in a way that contributes to the advancement of the advising process.
- Participate in providing seminars, meetings, workshops, and specialized training courses offered to university students.
- Contributing to solving the psychological and behavioral problems that exist among university students and hinder their academic performance.
- Contributing to following up on the progress of the advising process within the colleges, evaluating it, and submitting reports thereon. • Contribute to discussing matters related to the advising process, whether in terms of awareness or consultation, searching for solutions, and exchanging visions and advice on academic issues.
- Providing proposals regarding transferring indicative cases, when necessary, to specialized hospitals to study the case and provide appropriate treatment.
- Providing specialized consultations to the university regarding the events that the administration intends to hold.
- Providing advising and development support to talented and creative people to lead them to original production.
- Contributing to helping people with special needs achieve their goals and develop their skills, in accordance with their capabilities and inclinations.
- Providing the necessary advice and consultation to develop university students' skills and nurture their creativity.
- Contributing to the preparation of specialized indicative standards needed by the administration.

#### 4- Mental Health Promotion Group:

Mental health promotion groups in universities are groups formed in universities in partnership with the National Center for Mental Health Promotion, which was established as a national committee by Saudi Council of Ministers Resolution No. (104) dated 4/3/1430 AH, and in July 2019 the committee was transformed into a center based on the decision of the Council of Ministers.

With the aim of working to enhance mental health among university employees. Taif University believes in the importance of the role of promoting mental health in the life of university students in

particular and in the life of society in general. A mental health promotion group was formed at Taif University, headed by the General Supervisor of the University Advising Department at the university.

### Objectives of the Mental Health Promotion Group:

The Mental Health Promotion Group at Taif University seeks to achieve the following goals:

- Introducing the mental health promotion group at Taif University.
- Demonstrating the efforts of Taif University in promoting students' mental health.
- Integration with the recommendations of the National Center for Mental Health Promotion.
- Promoting the mental health of students at Taif University by spreading a culture of awareness of mental disorders, their causes, and ways to deal with them.
- Helping male and female students obtain advising, treatment and rehabilitation services to reach a better psychological life.
- Stimulating the creativity and interests of employees of colleges and departments participating in the areas of mental health promotion and creating an information base for participants.

### The general framework of the work of the Mental Health Promotion Group at Taif University:

The National Center for Mental Health Promotion has determined the general framework for the work of mental health promotion groups in universities as follows:

- Building a balanced personality for a university student.
- Promoting mental health concepts among university students.
- Student Care Center (University Advising Department): Establishing advising and psychological support centers for students.
- Providing community initiatives in the field of mental health.
- Participation in scientific and research activity in the field of mental health.
- Attention to risk factors for exposure to psychological disorders within the university environment.

### 5- University Advising Club:

It is a student club concerned with activating the role of university students in university and community advising activities and services in order to bring them to a problem-free stage and make them more compatible with university life and beyond.

Club field of activity:



Providing advising services to male and female students through advising and counselling, in order to reach a stage free of the problems they face, which will make them more compatible with university life or after it.

#### Club idea:

Training and involving students in providing advising services and disseminating the culture of university advising in the university environment and the surrounding community

#### Club goals:

- Training students on advising skills and providing psychological first aid services to help their colleagues cope with the pressures and problems they face.
- Spreading the culture of peer advising and cooperative advising among students.
- Involving students in organizing advising programs and activating their role in preventive efforts for psychological and social problems in the university environment and the surrounding community.
- Increase students' awareness of their responsibilities and encourage them to make more efforts to overcome the psychological problems that prevent them from achieving educational goals.
- Exploiting male and female students' free time through university and community advising programs and events.
- Instilling the spirit of volunteerism and building a generation that is generous and supportive of others and capable of developing its abilities and skills.
- Activating the role of students in promoting positive behavior and confronting negative behaviors and phenomena in the university environment.
- Highlighting and enhancing teamwork among male and female students
- Organizing exhibitions, competitions and campaigns in the field of university advising.

#### 6- Administrative Affairs:

Administrative Affairs consists of administrative staff with experience and competence to carry out management tasks such as secretarial, confidential, incoming and outgoing, and printing. Their tasks are as follows:

- Coordination and follow-up with college advising units and between specialized advisors and administration.
- Working to achieve excellence, creativity, achieving goals and achievement, by following multiple means and methods such as meetings, bulletins, and seminars, in addition to investing in modern means of communication.

- Communicating with coordinators in colleges through clear and documented official and periodic channels, as well as with the relevant deanships of the university to achieve the goals of academic advising.
- Contributing to organizing and holding meetings with students at the beginning of the academic year and with new students and holding workshops.
- Periodically submitting a report on the progress of various types of advising work in colleges, and the levels of students in colleges, to the university advising department.
- Follow up and coordinate cases referred to the unit, counselors, or administration by the coordinators in the college advising units, and seek to resolve them or refer them to the concerned authority.
- Working to achieve cooperation with units in the administration on the one hand and the relevant authorities at the university and outside it. According to the unit's specialty and field of work.
- Any tasks assigned to him related to the work of his/her unit.

#### 7- Management units:

The administration units consist of five basic units: the academic advising unit, the psychological advising unit, the advising unit for people with disabilities, the vocational advising unit, and the awareness and public relations unit. The administration units will be discussed later in detail in Chapter Six of the guide.

## Chapter Five

### Electronic Advising Services

#### First: The internal system of the guide:

The university advisor can access the university's internal system through the employee's student number and password, in order to perform all academic advising operations, such as: the process of deleting a course, adding a course, transferring the student from one department to another...etc. Through this system, he can also print all records pertaining to the student, such as the advising record, academic record, student schedule, etc., and the department head and college dean can grant the university advisor the powers he needs



The permissions group screen on the internal system

#### Second: The external system of the guide:

The University Advising Department, in cooperation with Admission, Registration, and Information Technology, has updated the external system for the advisor, whereby the advisor can access the external system from anywhere, whether inside or outside the university. The advisor can also, through the external system, identify the complete data of the students he is advising, such as the phone number and phone number. Mobile phone, email, residential address, specialization, level, plan hours, study load, academic status, and the student's sensory status, whether he is normal or has special needs. Through this system, the advisor can also identify the student's previous average and current average, and communicate with the student directly. Write text messages to him, and the advisor can also view the student's academic schedule .

The screenshot displays the external guide system interface for Taif University. The header includes the university's name in Arabic and English, along with its logo. The main content area features a search bar and several filter buttons: 'ما يتعلق بالطلاب' (Related to students), 'شخصي' (Personal), and 'إلزامي' (Mandatory). A list of services is shown on the right, with 'المرشد الأكاديمي' (Academic Advisor) highlighted in a red box. Other services include 'التقييم' (Evaluation), 'تقديم الشعب' (Subject presentation), 'الإرشاد الأكاديمي' (Academic advising), 'طلب تعديل درجة' (Request for grade modification), 'قوائم الطلاب' (Student lists), 'رصد الدرجات' (Grade monitoring), 'تأجيل رخص الدرجات' (Grade deferral), 'إغلاق الحساب' (Account closure), 'تقديم عمود هيئة التدريس للجامعة والخدمات' (Faculty column presentation for university and services), 'شخصي' (Personal), 'إلزامي' (Mandatory), and 'طلبات خدمة الطلبة' (Student service requests).

The external appearance of the external guide system

Taif University  
Date : ٢٠٢٤-١١-٢٠  
Page : ١/٤

جامعة الطائف  
التاريخ : ٢٠٢٤-١١-٢٠  
الصفحة : ١/٤

بيانات عامة عن الطالب

| البيانات الشخصية |  |
|------------------|--|
| رقم الطالب       |  |
| اسم الطالب       |  |
| رقم الهوية       |  |
| رقم الهاتف       |  |
| رقم الجواز       |  |
| رقم الطوارئ      |  |
| الجنس            |  |
| تاريخ الميلاد    |  |
| الجنسية          |  |

| البيانات الأكاديمية |                         |
|---------------------|-------------------------|
| الكلية              | التربية والعلوم         |
| القسم               | التربية                 |
| المرحلة الدراسية    | البكالوريوس             |
| السنة               | الدراسي الأول ٢٠٢٣-٢٠٢٤ |
| التخصص              | التربية                 |
| المستوى             | المتقدم                 |
| الحصص الدراسي       | ١٠٠                     |
| ساعات المحاضرة      | ١٠                      |
| الساعات المختبرية   | ١٠                      |
| الساعات العملية     | ١٠                      |
| الحصص الفردي        | ١٠                      |
| الحصص الجماعي       | ١٠                      |
| الوضع الأكاديمي     | متفهم - غير متفهم       |
| سبب الانقطاع        |                         |

قرار رقم الطالب على الطالب

التفصيل

الحركات الأكاديمية

| الحركة | فصل البدء | فصل الانتهاء |
|--------|-----------|--------------|
|        |           |              |

The student's personal and academic data that is available on the external system

جامعة الطائف  
Taif University

الرئيسية الرئيسية شروح

اسم الطالب  
رقم الطالب

ما يتعلق بالطالب  
شخصي  
إداري  
طلبات الخدمة للكلية  
الإرشاد الأكاديمي

المؤهل الأكاديمي

- المؤهل الأكاديمي
- البيانات المكتبية
- التواصل مع الكلية

| اسم الطالب | المحل السابق | المحل الحالي | التخصص  | رسالة التثنية         |
|------------|--------------|--------------|---------|-----------------------|
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|            |              |              | التربية | رسالة على صفحة الطالب |
|            |              |              | التربية | رسالة على صفحة الطالب |

Text messaging service on the student page

### Third: Email messages for student domains:

The University Advising Department, in cooperation with Information Technology, Admissions and Registration, launched the Nitaqat Program, which is a program that shows students' levels according to the cumulative average, starting from the Distinction band and ending with the Failing band, where each student has a special color for his page according to the band he belongs to. Through the Nitaqat Program, the university advisor can identify... The student's academic level, which enables the advisor to provide appropriate advice to him. The following figure shows the student bands, the color of each band, as well as the advantages of each band.



An illustration showing the semantic ranges of cumulative GPAs and their most prominent advantages

In order for the University Advising Department to communicate electronically with the student and the university advisor regarding semantic domains, the University Advising Department launched an electronic messaging system where motivational messages and warning messages are sent to the student's mobile phone according to the domain to which he belongs. For example, if the student belongs to the excellence domain and his average is from (3.95) and above, a motivational message is sent to him, and if the student belongs to the excellence range and his average begins to approach the lower range, a warning message appears for him, and a warning and motivational message is also sent

regarding the student on the advice of the advisor, and the following table shows the messages that are sent to both the advisor and the student according to The student's domain.

Table (1) Advising messages sent to the student's mobile phone and the advisor's email regarding the students' semantic domains

| Semantic Domains                         | The target group of students | Message Type | Student  | Advisor  |
|--|------------------------------|--------------|--|--|
| Outstanding<br>(GPA from 3.75 and above) | (from 3.77 and above)        | Motivational | My son/daughter, the student<br>By maintaining your presence in the realm of excellence and reaching its peak; Pride for you, your family, and your country, which expects your giving and loyalty, and a guarantee of a bright future for you. So be careful of this; To achieve your ambition. | His Excellency the Advisor<br>Taif University appreciates your happiness in welcoming the student<br>To the top of the range of excellence, and we thank you for your effort in supporting him/her by maintaining his/her continued existence in this distinguished range, which reflects your sincere effort.                                   |
|  | (from 3,75 to 3.76)          | Alert        | My son/daughter, the student<br>You are about to fall from the range of excellence to below it; Be careful to maintain your excellence and do not waste your effort and waste your ambition by dropping your educational level to the lowest level of excellence.                                | His Excellency the Guide<br>Taif University appreciates your happiness in welcoming the student<br>To the scope of excellence; However, it was noted that the student<br>On the verge of falling from the range of excellence to the range of inferiority; We ask you to take whatever effort and advising you deem appropriate to prevent this. |
| Excellence<br>(GPA: 3.50 to 3.74)        | (from 3.73 to 3.74)          | Motivational | My son/daughter, the student<br>Reaching the top of the scale of excellence; Thank you for your effort. So make sure to put in more effort. So that  | His Excellency the Guide<br>Taif University appreciates your   |

|                     |              |   |  |   |
|---------------------|--------------|---|--|---|
|                     |              |   | <p>you gain entry into the domain of excellence, which is the pinnacle of domains, and is a source of pride for you, your family, and your country, which expects you to give and fulfill, and a guarantee of a bright future for you.</p>   | <p>happiness in welcoming the student<br/>To the top of the range of excellence, and I hope from Your Excellency more support and advising to reach the student<br/>To the scope of excellence that crowns your efforts with the distinction you are worthy of.</p> |
| (from 3,50 to 3.51) | Alert        | <p>My son, the student<br/>You are about to fall from the range of superiority to below it; So be careful to maintain your excellence and do not waste your effort and waste your ambition by dropping your educational level to the lowest level of excellence, especially since we hope that you will rise to the level of excellence, which is a guarantee of a bright future in the service of your country.</p>  | <p>His Excellency the Advisor<br/>Taif University appreciates your happiness in welcoming the student<br/>To the scope of excellence; However, it was noted that the student<br/>On the verge of falling from the range of superiority to the range of inferiority; We ask you to take whatever effort and advising you deem appropriate to prevent this</p> |   |
| (from 3,48 to 3.49) | Motivational | <p>My son/daughter, the student<br/>Reaching the top of the scale of diligence; Acceptable effort from you; So strive to put in more effort because of your ability and ambition.<br/>Until you gain entry into the realm of excellence and from there to excellence, which is the pinnacle of the realms, and is considered a source of pride for you, your family, and your country, which expects you to give and be loyal, with a bright future awaiting you.</p> | <p>His Excellency the Advisor<br/>Taif University appreciates your happiness in welcoming the student<br/>To the top of the scale of diligence, and I hope from Your Excellency more support, advising and effort to reach the student<br/>To the scope of excellence and from there to the scope of excellence that crowns your efforts</p>                 |   |



|                                     |                     |              |  |   |
|-------------------------------------|---------------------|--------------|--|---|
|                                     |                     |              |  | with what you are worthy of.  |
|                                     | (from 2,74 to 2.75) | Alert        | My son/daughter, the student You are about to fall from the range of diligence to below the range of warning that hinders your graduation and obtaining a job opportunity. We hope that you will exert more effort to rise to the level of excellence and then to the level of distinction, which is a guarantee of a bright future for you in the service of your country.  | His Excellency the Guide We hope that you will take the necessary action quickly Towards the student Because he is about to fall to the warning range, which could prevent him from graduating or enable him to get a job opportunity, and we all hope that he will rise to higher levels at your hands.  |
| Diligence (Range from 3.49 to 2.74) | (from 3,48 to 3.49) | Motivational | My son/daughter, the student Reaching the top of the scale of diligence; Acceptable effort from you; So strive to put in more effort because of your ability and ambition. Until you gain entry into the realm of excellence and from there to excellence, which is the pinnacle of the realms, and is considered a source of pride for you, your family, and your country, which expects you to give and be loyal, with a bright future awaiting you. | His Excellency the Advising Taif University appreciates your happiness in welcoming the student To the top of the scale of diligence, and I hope from Your Excellency more support, advising and effort to reach the student To the scope of excellence and from there to the scope of excellence that crowns your efforts with what you are worthy of. |
|                                     | (from 2,74 to 2.75) | Alert        | My son/daughter, the student You are about to fall from the range of diligence to below the range of warning that hinders your graduation and obtaining a job opportunity. We hope that you will exert more effort to rise to the level of excellence and then to the level of distinction, which is a guarantee of a bright future  | His Excellency the Advising We hope that you will take the necessary action quickly Towards the student Because he is about to fall to the warning range, which could prevent him from graduating or enable him to get a job  |

|   |                       |              |   |  |
|---|-----------------------|--------------|---|--|
|   |                       |              | for you in the service of your country.   | opportunity, and we all hope that he will rise to higher levels at your hands.   |
| Warning<br>(From the specified graduation rate to 2.74) | (from 2,73 to 2.74)   | Motivational | My son/daughter, the student<br>Your approach to rising to the scope of diligence;<br>Acceptable effort from you;<br>So make sure to put in more effort. Until you gain access to the range of diligence and then the range of excellence, which brings you closer to the range of excellence, which is the pinnacle of ranges, and is considered a source of pride for you, your family, and your country, which expects from you giving and loyalty, and a guarantee of a bright future awaiting you. | His Excellency the Advisor<br>We hope that you will intensify the effort Towards the student ; Because he is close to rising to the range of diligence and from there to the range of excellence, which brings him closer to the range of excellence, which is the pinnacle of ranges, with more support, effort and advising.                     |
|   | (from 1.75 to 2)      | Alert        | My son/daughter, the student<br>You are on the verge of falling into difficulty, which will hinder your graduation and obtaining a job opportunity. We hope that you will exert more effort to rise to the highest level and then to the level of excellence and then excellence, which is a guarantee of a bright future for you in the service of your country.   | His Excellency the Advisor<br>We hope that you will quickly take the necessary support and effort Towards the student Because he is on the verge of falling to the level of stumbling that will prevent him from graduating and will not enable him to obtain a job opportunity, and we all hope that he will rise to higher levels at your hands. |
| Stumbling<br>(less than the specified graduation rate)  | (from 1.74 and below) | Alert        | My son/daughter, the student<br>Your presence in the zone of failure hinders your graduation and does not enable you to obtain an equal job opportunity with your diligent, distinguished, distinguished peers. We hope that you will exert more effort to rise to the highest  | His Excellency the Advisor<br>We hope that you will quickly take the necessary support and effort Towards the student ; Because his presence in the faltering zone prevents him from   |

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|  |  |  | level and then to the level of excellence and then excellence, which is a guarantee of a bright future for you in the service of your country. | graduating, and does not enable him to obtain a job opportunity, and we all hope that he will rise to higher levels at your hands with more effort and advising. |
|--|--|--|--|--|

Table (2) The system of advising messages on the system

| Range                           | Advices for the student  | Advices for the advisors   |
|---------------------------------|--|--|
| Outstanding<br>(3.75) and above | <p>We congratulate you, dear student: you are in the realm of excellence, and you must maintain this distinction in order to obtain many advantages, including:</p> <ul style="list-style-type: none"> <li>-Possibility of recruitment as a teaching assistant.</li> <li>-There are strong opportunities for scholarship.</li> <li>-There are strong opportunities for excellence at the national level by nominating you to participate in national events for creative people.</li> <li>-The presence of almost guaranteed opportunities for employment in the labor market.</li> <li>-Honoring at the university level.</li> </ul>  | <p>Dear advisor, this student is in the range of excellence, and you must encourage him to maintain this excellence through:</p> <ul style="list-style-type: none"> <li>-Continuous communication with the student and motivating him to continue within the scope of excellence.</li> <li>-Communicate with the college administration to provide certificates of appreciation to this student for his excellence in academic subjects.</li> <li>-Placing the student's name on the college's honor roll, and continuing to have his name on the honor roll as long as he maintains the scope of excellence.</li> <li>-Communicate with the Deanship of Student Affairs to honor the student and give him additional incentives.</li> </ul> |
| Excellence<br>(3.5) (3.74) to   | <p>Dear student: You are in the realm of excellence, and now you have some advantages, including:</p> <ul style="list-style-type: none"> <li>-Possibility of recruitment as a teaching assistant.</li> <li>-Graduation at a high rate and increased employment opportunities.</li> </ul> <p>But you have to work harder in order to move to the scope of excellence, and obtain all the advantages that are in the scope of excellence, and in order for this to be achieved, you must do the following:</p> <ul style="list-style-type: none"> <li>-Make an extra effort to reach the upper range.</li> <li>-Pay attention to the creative aspects that stand out in you and develop them.</li> <li>-Communicate with the faculty members who taught you</li> </ul> | <p>Dear advisor, this student is in the range of excellence, and you must encourage the student to move to the range of excellence, through the following:</p> <ul style="list-style-type: none"> <li>-Clarifying the incentives that can be provided to the student if he moves to the scope of excellence.</li> <li>-Identifying the difficulties that hinder the student from reaching the scope of excellence, and helping him overcome these difficulties.</li> <li>-Encouraging and honoring the student to continue his excellence.</li> </ul>  |

|                                 |  |   |
|---------------------------------|--|---|
|                                 | -To identify the reasons that led to your lack of excellence in some academic subjects and to make sufficient effort to overcome these reasons in order to move to the scope of excellence.  |   |
| Diligence (2.75) to(3.49)       | Dear student, you are now in the diligence range and you can graduate at the appropriate time, but you have to work harder until you move to the higher range (excellence range), because if you continue in the diligence range, and do not move to the higher range, the following will happen:<br>You will have fewer employment opportunities.<br>Deprivation of the benefits of distinction and added values.   | Dear advisor, this student is in the diligence range, and he can graduate on time, but he has fewer employment opportunities, and he is deprived of the benefits of excellence and added values, and therefore you must take the following measures to help the student move to the higher range:<br>Create an academic advising form for the student.<br>Organizing periodic meetings with the student to learn about the level of progress achieved.<br>Organizing meetings between students and distinguished students to benefit from their experiences within the university.  |
| Warning (revised to 2.74)       | Dear student, you are now in the warning zone, which is a very critical stage. If you continue in this zone, you will face many difficulties, including:<br>Possibility of delayed graduation -<br>Difficulty in obtaining a job opportunity.<br>Deprivation of the benefits of distinction and added values.<br>Probability of default -<br>Therefore, you must make the appropriate effort to move to the higher range, and you can do this by:<br>Evaluate yourself to determine the reasons that led to your presence in this range, and work to address them.<br>Communicating with distinguished students and benefiting from their experiences. | Dear advisor, this student is in the warning zone, which is a very critical stage as the student faces the following difficulties:<br>Possibility of delayed graduation -<br>Difficulty in obtaining a job opportunity.<br>Deprivation of the benefits of distinction and added values.<br>Probability of default -<br>Therefore, you must work very seriously to help the student get out of this range and move to the higher range, and this can be done through:<br>Create an academic advising form for the student.<br>Conduct a case study for the student -<br>Organizing periodic meetings with the student to learn about the level of progress achieved. |
| Failure (below graduation rate) | Dear student, you are now in the zone of faltering, which is an extremely dangerous zone that severely threatens your academic future, as if you continue in this zone, you will face many difficulties, including:  | Dear advisor, this student is in the range Faltering is an extremely dangerous level that severely threatens his academic future, as if he continues on this level, he will face many difficulties, including:  |

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|--|---|--|
|  | <p>Failure to meet the requirements for -<br/>         .success<br/>         .Dismissal from the university -<br/>         .Scarcity of employment -<br/>         Therefore, you have to work hard to reach the top range, and you can do this by<br/>         Evaluate yourself to determine the -<br/>         reasons that led to your presence in this range, and work to address them<br/>         Communicating with distinguished -<br/>         students and benefiting from their experiences<br/>         Communicate with the guide and -<br/>         .listen to his advice<br/>         If you are unable to get rid of stumbling, you should seek to transfer to another department or college that is appropriate for your inclinations, trends, and abilities</p> | <p>Failure to meet the requirements for -<br/>         .success<br/>         .Dismissal from the university -<br/>         .Scarcity of employment -<br/>         Therefore, you must work seriously with the student to help him get out of his stumble, and this can be done through the following<br/>         Create a model for the student who is -<br/>         struggling academically, including the proposed remedial plan<br/>         Create an academic advising form for -<br/>         the student<br/>         .Conduct a case study for the student -<br/>         Communicating with parents to -<br/>         inform them of the seriousness of the student's situation<br/>         Organizing periodic meetings with -<br/>         the student to learn about the level of progress achieved<br/>         If the student continues to falter, he must be assisted to transfer to another department or college in accordance with the rules, regulations and regulating principles</p> |
|--|---|--|

#### Fourth: Virtual University Advising platform:

As part of the Virtual University Advising Initiative, the Virtual Advising Platform and its advising forums were launched on the Blackboard system, with a video presentation presenting how to use it in virtual advising for students, as it allows advisors to carry out all advising tasks remotely and communicate with their students.

#### Fifth: Electronic consultations:

The administration provides electronic advising services via Business WhatsApp and email to administer advising to students in all areas of advising.

#### Sixth: Virtual advising sessions:

The administration provides virtual advising session services for cases that require it if it is not possible to provide direct in-person sessions or to integrate with them.

## Chapter Six

### University Advising Management Units

#### Academic Advising Unit:

The Academic Advising Unit at the University Advising Department seeks to provide academic advising service to all students, especially students who have academic problems related to educational pressures, learning strategies, development of study skills, time organization, and teamwork skills. This is done through the academic advising units in colleges and in cooperation with the Deanship of Admissions and Registration.

#### Tasks of the Academic Advising Unit:

- Supervising the progress of the academic advising process in its colleges or departments according to approved mechanisms.
- Holding periodic meetings, or whenever necessary, with the heads of academic advising units in colleges to follow up on the progress of the advising process and submit reports thereon in a documented and clear manner.
- Holding annual periodic meetings with students to discuss matters related to the advising process, whether in terms of awareness or consultation, searching for solutions, and exchanging visions and advice on academic issues.
- Organizing a reception for new students to provide students with the necessary information about the college and the university stage, the study system and regulations, the necessity of cooperation with the academic advisor, instilling ambition and encouraging students towards achievement and excellence.
- Holding introductory meetings with heads of academic advising units to inform them of the study system and the academic advising mechanism.
- Coordination with subject teachers to overcome general problems facing students in studying courses or related to the conduct of the academic process.
- Spreading awareness of academic regulations and implementing academic procedures in cooperation with relevant authorities such as the Deanship of Admissions and Registration.

#### Psychological Counseling Unit:

The Psychological Advising Unit at the University Counseling Department seeks to provide advising and psychological and social services to male and female students at various levels and to contribute to finding solutions to the psychological and behavioral problems that hinder their academic performance and negatively affect their societal adaptation.

#### **Tasks of the psychological advising unit:**

- Discussing psychological problems in subunits and trying to find appropriate solutions.
- Coordinating with subunits on the transfer mechanism to the unit concerned with management if necessary.
- Receiving students individually and discussing the problem, its dimensions, and the extent of its impact on the academic status of each of them.
- Work to find the best ways to solve all the problems facing students according to the situation and evaluate them.
- Documenting all cases with records detailing the problem and the actions taken.
- Respect privacy and confidentiality in the information provided by students.
- Preparing a quarterly report on the work, including achievements and difficulties to improve and develop the work.
- Building a mechanism to transfer cases when necessary to specialized hospitals to study the case and provide appropriate treatment..

#### **Advising unit for people with disabilities:**

The Disability Advising Unit at the University Advising Department seeks to provide advising services that take care of all the issues and problems of university students with special needs, most notably helping them adapt to the university environment, and developing their abilities to communicate and deal with different categories of university employees and other students, with the aim of ensuring a safe life. One of the annoyances, full of human security in light of the benevolence and benevolence provided by the wise government to institutions of higher education.

#### **Tasks of the Advising Unit for People with Disabilities:**

- Helping people with disabilities achieve their goals and develop their skills, commensurate with their capabilities and inclinations, whether inside or outside the university.
- Overcoming the difficulties that hinder their development or limiting their academic performance, and providing innovative solutions to confront them.

- Providing various advising services in a way that is compatible with the characteristics of each group in order to achieve academic equity for them with ordinary university students.
- Providing specialized consultations to the university regarding the activities that the university intends to hold that deal in one way or another with the category of special needs, and providing all possible support and assistance.
- Providing the necessary advice and consultation to develop their skills, nurture their creativity, and coordinate with relevant authorities.
- Overcoming the difficulties that may stand in their way, strengthening them, and working to highlight their achievements at the university and Kingdom levels.
- Helping those who are struggling to overcome difficulties, achieve achievement and raise their academic level.
- Work to solve the academic, social and psychological problems that contribute to their stumbling.
- Providing advising services that include acceptable alternatives as part of the solution, in agreement with relevant parties such as parents, the university, and other institutions.

### Vocational Advising Unit:

The Vocational Advising Unit at the University Advising Department seeks to apply standards of vocational inclinations and help students determine their career orientations, provide the vocational advising services they need in coordination with the labor market and its requirements, discuss students' interests related to current and future vocational programs, and attempt to achieve the external efficiency of the university by aligning its outputs with the private labor market. And in general, through professional advising and providing advice on how to search for the appropriate job, and the assistance of national and private institutions is sought, each in the field of specialization, whether in the field of consultation, employment, feasibility and need studies, or tests and standards.

#### Tasks of the Vocational Advising Unit:

- Preparing and applying standards of professional inclinations.
- Guiding students and helping them determine their career directions.
- Coordinating with the labor market and its requirements and discussing students' interests related to current and future professional programs.
- Trying to reconcile university outcomes with the needs of the private and public labor market through vocational advising.
- Providing advice and advising and holding seminars related to professions.
- Holding a career day in conjunction with the students' graduation ceremony.



- Coordinating with the private and public sectors to market the university's outputs.

## Awareness and Public Relations Unit:

The Awareness and Public Relations Unit of the University Advising Department seeks to achieve communication between the University Advising Department and the university's departments, colleges and deanships, as well as achieving communication with the local community to overcome the problems that hinder the academic performance of students within the university, and to spread advising awareness within the university in particular and within society in general.

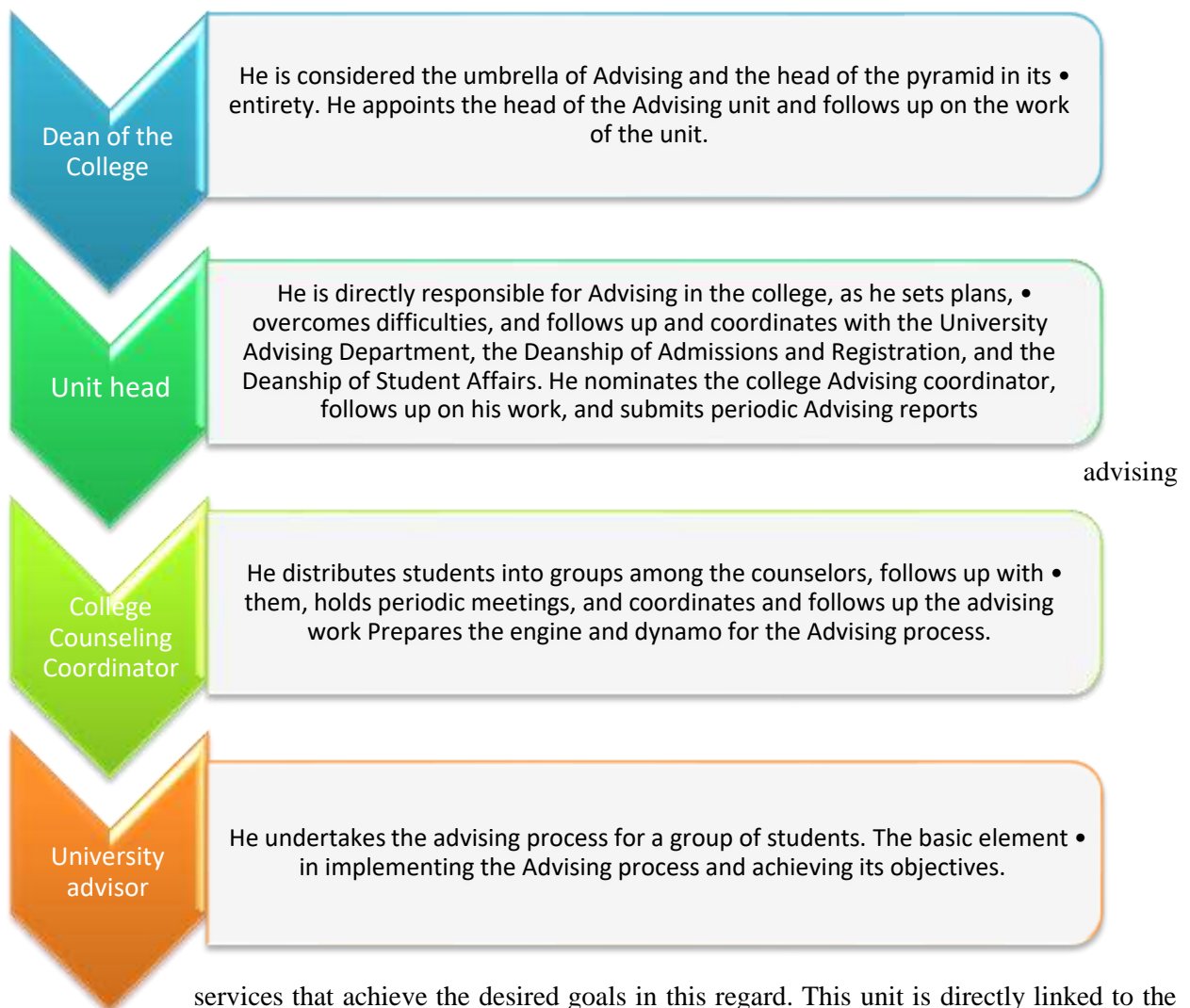
### Tasks of the Awareness and Public Relations Unit

- Preparing a documented media plan to spread the culture of advising in colleges
- Issuing information leaflets (brochures, posters, publications, ....).
- Conducting media awareness to spread the culture and concepts of advising in its context in colleges through seminars, workshops, meetings and sessions with faculty members and students.
- Updating the administration's website with new activities
- Any new tasks assigned to the unit

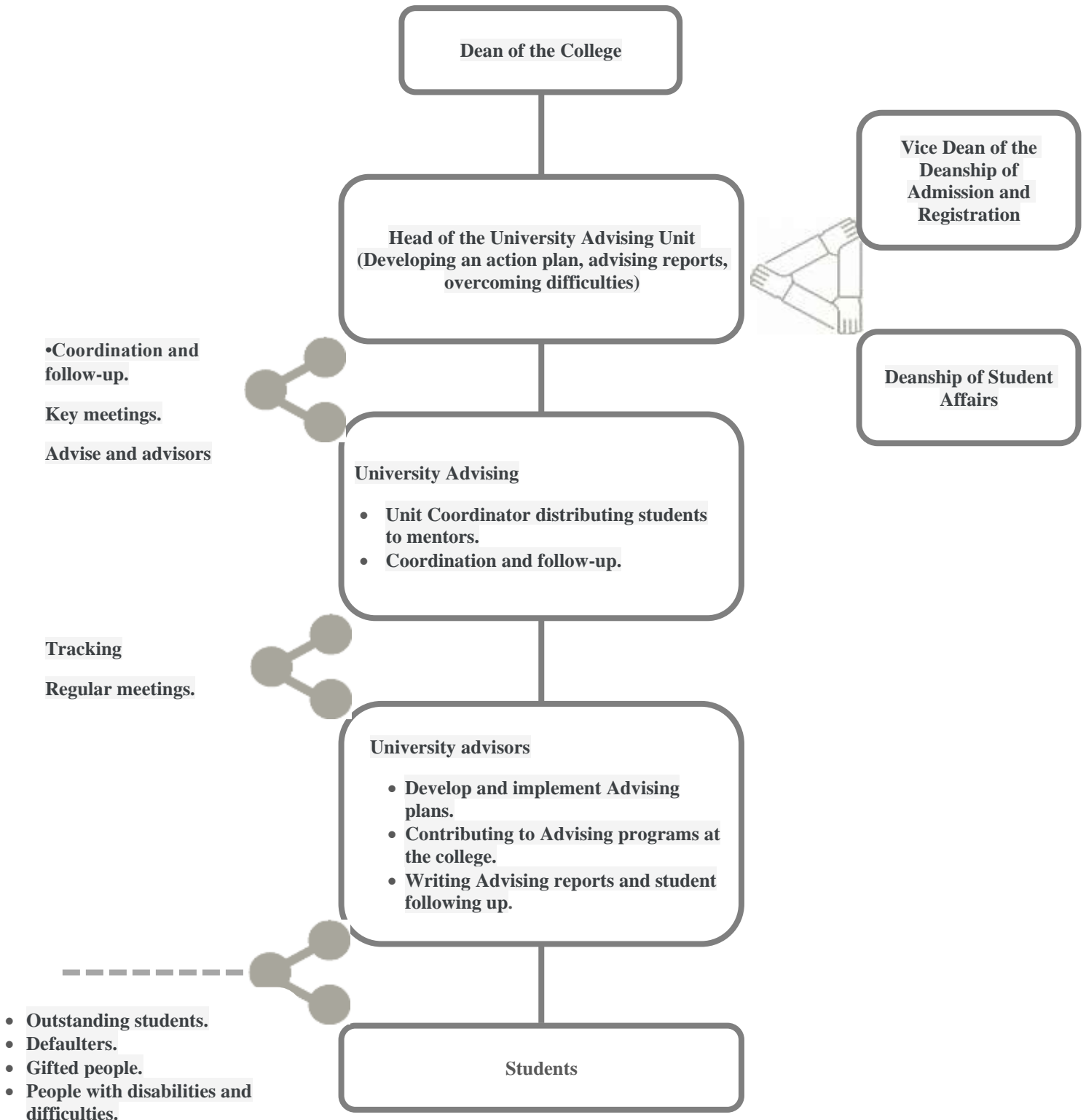
## Chapter Seven

### Mechanism for Activating Advising within Colleges

Given the importance of the advising process within colleges, the University Advising Department sought to form a advising unit within each college that would represent it. The advising unit would be established within colleges for the purpose of implementing the advising process in a scientific and organized manner. This unit is formed by members from each department within the college, who must be specialists to provide high-quality



dean of the college, and the advising process within the college's proceeds according to the following practical plan:



A figure showing the advising process within colleges

## Objectives of advising units within colleges:

The role of advising units in colleges and academic departments is based on providing the necessary advising to students of all categories during their studies at the university level, in an effort to achieve the following goals:

- Preparing new students for university life through advising and advising programs to introduce colleges and scientific departments and how the student can obtain the necessary services.
- Educating students about academic life and its variables and how to deal with them through multiple advising programs (introductory meetings, courses preparing for university life, courses preparing for final exams, courses determining the appropriate major, and university skills courses).
- Helping students choose the appropriate major according to their capabilities, academic interests, and labor market needs.
- Encouraging outstanding students to achieve further and directing them towards investing their abilities and potentials in fields that suit their scientific inclinations and interests.
- Follow up on students who are struggling academically and help them acquire the necessary skills to increase their academic achievement.
- Spreading awareness of academic regulations and implementing academic procedures in cooperation with relevant authorities such as the Deanship of Admissions and Registration.
- Identifying the behavioral and psychological problems among students that hinder their academic performance and seeking to solve them.
- Helping students with special needs within the college and overcoming problems that hinder their academic performance.

## Members of advising units within colleges:

The advising unit within the college is formed by the college dean as follows:

- Head of the college unit: He is chosen and appointed by the college dean based on the criteria of administrative, technical, and academic experience.
- Vice President of the College Advising Unit: He is a faculty member or someone of the same rank charged with coordinating the advising process and following up on the implementation of its mechanisms in the college. He represents the head of the unit in all his duties, taking into account that he is from the section (male and female students) different from the head of the unit.

- Member of the college's advising unit: The unit has one member from each academic department in the college, who is the advising coordinator in the same department.
- Unit Secretary: He may be either a faculty member or a member of the administrative body.

#### **Tasks of members of advising units within colleges:**

The tasks of the members of the advising units within the colleges are as follows:

##### 1. Head of the unit:

- Follow up on the progress of the unit's work,
- Holding the main meetings of the unit,
- Determine the quarterly and annual work plan,
- Preparing quarterly and annual reports,
- Working to overcome all difficulties facing the unit's work,
- Always being present during unit working hours in the designated place to assist students.

##### 2. Vice President of the College Advising Unit:

In conjunction with the departmental advising coordinators, he undertakes the following tasks:

- Assisting the head of the unit in continuing to supervise the progress of the college's advising process in accordance with the approved mechanisms.
- Receiving a list of new students' names from the college dean at the beginning of the semester and coordinating with the departments to distribute the students into groups for each academic advisor.
- Holding periodic meetings, or whenever necessary, with mentors to follow up on the progress of the advising process and submit reports thereon in a documented and clear manner.
- Holding annual periodic meetings with students to discuss matters related to the advising process, whether in terms of awareness or consultation, searching for solutions, and exchanging visions and advice on academic issues.
- Organizing a reception for new students to provide students with the necessary information about the college and university stage, the study system and regulations, the necessity of cooperation with the advisor, instilling ambition, and encouraging students towards achievement and excellence.
- Holding introductory meetings with new faculty members to inform them of the study system and the advising mechanism.
- Preparing quarterly reports covering the progress of the advising process in the college or its department and submitting them to the University Advising Department.
- Coordination with subject teachers to overcome general problems facing students in studying courses or related to the conduct of the academic process.

- Identifying the nature of behavioral problems among students that affect their academic performance and proposing solutions to them.
3. Committee Secretary:
- Writing minutes of meetings of the Advising and Coordination Unit for this purpose.

### The work of advising units within colleges:

The advising Unit within the college works seriously to achieve the goals and roles of the unit in a precise and clear manner. To ensure this, three unit meetings must be held during one semester. This is as follows:

- (First meeting): At the beginning of the semester, to develop a plan of action during one semester that includes workflow points and a schedule for implementing quarterly goals and linking them to the general annual advising goals.
- (Second meeting): During the middle of the semester, to follow up on the progress of the quarterly plan.
- (Third meeting): At the end of the semester to write the quarterly report, review the work plan, confirm the achievement of the goals set at the beginning of the semester, and mention the reasons and obstacles if they are not achieved. The reports of the three meetings are submitted to the direct supervisor (department head or college dean).

### College advising unit working hours:

The college's advising unit works throughout the semester, and its working hours must be clearly announced to students, in addition to the methods of communicating with unit members.

### Duties and responsibilities of the university

#### advisor:

1. Determine the places and means of communication with the student.
2. Establish a schedule that specifies dates for interviews and periodic meetings with the student.
3. Introducing the student to the domain to which he belongs.
4. Urge the student to reach the upper range and avoid falling to the lower range.
5. Familiarity with the registration, deletion, and addition dates announced by the Deanship of Admission and Registration, and implementing the academic procedures related to that.
6. Knowing the college's study plan and graduation requirements for students, and ensuring that the male or female student's schedule is consistent with the college's study plan.
7. Identify the students' performance in the past semester.
8. Urging and encouraging students to work harder and praising them if they excel in some courses.
9. Discuss the difficulties, if any, and search for appropriate solutions.

10. Providing assistance to the male or female student in the event of difficulty in recording or conflict in some subjects.
11. Close monitoring of the student's academic achievement in the subjects he or she is enrolled in, writing periodic reports and attaching them to the student's file.
12. Addressing faculty members if the student's level is low.
13. In the event of a student's lack of attendance or poor level of achievement, the advisor will intensify periodic meetings and discuss with the student in detail the reasons and try to solve them or submit them to the Academic advising Committee.
14. Helping students how to benefit from electronic university services.
15. Urging students to participate in academic and extracurricular activities.
16. Allocating office hours to meet students in his office to discuss the problems they face while studying.
17. Contributing to solving behavioral problems among students, such as: (smoking, bullying, aggression...)
18. The academic advisor must quickly notify the student via quick communication if any change occurs in his study program.

### University advisor skills:

A successful university advisor is one who is able to create effective communication between himself and his students, is able to identify their needs, is good at listening to them, understanding them and taking care of them. He does not mock them but rather motivates them, works with them, participates in the proper planning of their studies and is able to invest in their experiences. From here some skills can be identified. The skills that a university counselor seeks to have are:

#### 1) Leadership:

It consists of forming healthy, positive relationships with students to influence them and help them achieve their goals.

#### 2) Empathy:

It consists of sharing students' feelings, respecting their ideas, instilling the roots of trust, and forming good relationships that help them accept advising, advice, and direction.

#### 3) Planning:

It means helping students set goals, turning them into achievable actions, helping them choose the appropriate major to achieve long-term goals related to their academic and career futures, and helping them prepare a plan to raise their cumulative GPAs.

#### 4) Organization:

What is intended is to organize advising work and arrange it in a way that makes the most of it. This applies to arranging student files, registration work, deletion work, and other work.

#### 5) Listening:

It is important for the advisor to be a good listener to his students, to get to know their ideas, opinions, suggestions, and the problems they face, which enhances their self-confidence and strengthens the relationship between them.

#### 6) Decision making and problem solving:

The advisor needs this skill when he listens to his students' points of view and interviews them to learn about the problems they face. He teaches them how to identify problems, sets hypotheses to solve them, and helps them make the right decisions necessary to solve the problem.

#### 7) Group advising:

This skill is concerned with dealing with a group of students who share an issue, such as ignorance of the system or academic delay, etc., where they are dealt with collectively, in the form of groups, to discuss their problems, study their causes, and develop appropriate solutions to save time and achieve other goals, including: engaging Students solve problems and make decisions.

#### 8) Time management and investment skill:

A counselor who possesses this skill can schedule work, coordinate it, and determine a time plan for it. This includes setting dates for registration, deletion, and addition, and organizing instructional hours during which students can meet with the counselor.

### University Advising Privacy Policy:

Given the nature of university advising work and that it contains information related to several categories of students, the privacy of this information and non-disclosure of student secrets is a matter that comes on the list of priorities for advising work practitioners, and no party other than the parties concerned with the subject of the advising case can access any information related to this regard.

### Advising unit services within colleges:

The advising unit within the college provides a range of various advising services, the most important of which are:

- Introducing students to the Nitaqat program and urging students to advance to the highest level to reach the level of excellence.
- Identifying struggling students within the college, and helping them get rid of their stumbling.
- Familiarity with the registration, deletion, and addition dates announced by the Deanship of Admission and Registration, and following up on the implementation of academic procedures related to that.



- Knowing the college's study plan and graduation requirements for students, and ensuring that the male or female student's schedule is consistent with the college's study plan.
- Preparing and updating the academic advising record file for each male or female student, where the advisor opens a special file for each male or female student in the group that includes the registered subjects and the student's grade level in them, and includes the cumulative average as well as the minutes of periodic meetings between the advisor and the male or female student, in addition to any reports or Warnings issued by the subject's teacher, through which the student's level can be evaluated.
- Organizing periodic interviews at least once at the beginning of each semester with each male or female student he supervises, with the aim of identifying the students' performance in the past semester.
- Urging and encouraging the male or female student to work harder and praising him if he excels in some courses.
- Discuss the difficulties, if any, and search for appropriate solutions.
- Discussing the appropriate options for the male or female student in the next semester, registering or dropping courses, raising the grade, choosing a major, etc.
- Providing assistance to the male or female student in the event of difficulty in recording or conflict in some subjects.
- Closely monitoring the student's academic achievement in the subjects he or she is enrolled in, writing periodic reports and attaching them to the student's file.
- Addressing faculty members if the student's level is low.
- In the event of a student's lack of attendance or poor level of achievement, the advisor will intensify periodic meetings and discuss with the student in detail the reasons and try to solve them or submit them to the Academic advising Committee.
- Discovering students' talents and developing them.
- Helping students on how to make the most of the college's e-learning website. • Urging students to participate in academic and extracurricular activities.
- Building an academic friendship relationship between the advisor and the student or the advisor and the student to dissolve the differences between them.
- It is preferable that the role of the counselor be as a social and career advisor for the male or female student to know his or her social circumstances and help stabilize them or the student's career future and contribute to opening the horizons of job opportunities for him or her, training, or continuing graduate study.
- Allocating office hours to meet students in his office to discuss the problems they face while studying.
- Introducing students to the college's goals, mission, educational programs, academic departments, graduates' fields of work, and aspects of care and services it provides to its students. They are also informed and guided to choose the appropriate specializations that suit their abilities and potentials.
- Submitting a periodic report on advising to the college administration before the end of the semester.

- The report includes the academic performance of the male or female student, whether he or she has achieved or not achieved.
- Submitting a report on problems that require the intervention of the unit or the college administration.
- Urging and encouraging students to benefit from the library and manage time effectively.
- Encouraging students to study as groups and benefit from their peers.
- Identifying the nature of behavioral and psychological problems among students, such as (smoking problems, bullying, aggression, test anxiety...), and contributing to finding solutions to them.

## Chapter Eight

### University Advising Programs

There are several university advising programs offered by Taif University directly linked to the target groups, which are as follows:

#### 1. Programs for new students:

These are programs that are concerned with introducing students to university life, including introductory meetings about the university, its services, colleges, departments, supporting deanships, and various entities within it that work to make the experience of new students a different one and contribute to increasing their academic achievement and raising the efficiency of their academic performance.

#### 2. Programs for excellent students:

An outstanding student is one who has high academic abilities that enable him to achieve a high average of no less than excellence in his field of study.

- The top five in each program are selected according to average and honored with financial prizes and certificates of excellence.
- The responsibility for determining the names of outstanding students in the various programs lies with the Deanship of Admissions and Registration and the Deanship of the College.
- The value of financial awards is determined in coordination between the head of the academic advising unit, the college dean, and the student activity officer.
- In addition to the excellence reward paid to the student by the Deanship of Student Affairs, the outstanding student who obtains a high excellent grade during two consecutive semesters is granted a material or cash award.
- The outstanding student is given a congratulatory document in the name of the college dean, which is delivered to him at an honoring ceremony that his guardian is invited to attend.
- The names of the outstanding students are announced on a college honor board that contains the names and photos of the outstanding first students.

- Personal photos of top students in study programs are published in the University Sada magazine and on the college website.
- A celebration is held in the first or second week of each semester to honor distinguished students in each study program and award them with certificates of appreciation and in-kind or material prizes.
- Priority will be given to the top five outstanding students in attending the training programs held by the Deanship of Development and Quality and the Deanship of Student Affairs, which are related to developing the skills of university students.
- Sending an invitation to the top five students in each study program to attend lectures and scientific seminars.
- Inviting outstanding students to attend training courses and attend some conferences and forums that suit their interests.

### 3. Programs for talented students:

A gifted or creative student is a student who has superior mental abilities or outstanding performance that exceeds his peers in one of the activities or fields supported by the college or university. The faculty member, the university advisor, does the following to support this type of gifted and creative students:

- At the beginning of each semester, the student activity officer prepares a semester program for various extracurricular activities, including cultural, sports, and social activities that will be held during the semester.
- Each advisor encourages students to participate in college activities and encourages them to highlight their talents.
- The Student Activity Officer discovers talented and creative people in various fields and submits their names to the Director of the Academic Advising Unit.
- Talented and creative people are encouraged to participate in courses to develop their mental, creative and innovative abilities.
- The student activity officer, in coordination with the director of the college's academic advising unit and the college dean, determines the value and type of awards granted to gifted and creative students.
- Talented and creative students are honored in a quarterly ceremony within the college.
- The names of the creators are announced on the creativity board, in the university newspaper, and on the college website.

### 4. Programs for struggling students:

The struggling student includes: the student who was unable to achieve the completion rate for one or more courses, the student who failed more than once in one level of study, and the student who transferred from more than one program. Accordingly, the following measures are taken in this regard:

- The academic advisor is responsible for identifying struggling students, who is every faculty member responsible for the academic advising processes for students.
- Each academic advisor prepares a report on cases of failure in the group he is advising, and identifies the reasons for failure.
- The faltering reports are studied by the academic advising coordinators in the programs and the director of the college advising unit and the needs of the faltering students are determined.
- The head of the college's academic advising unit coordinates with the college dean to identify and hold appropriate courses to address the causes of stumbling, especially in developing the self-abilities of struggling students.
- The program is informed of the necessity of holding strengthening courses in courses in which failure is common, at the end of the semester, with two lectures for each course presented by the subject's professor.
- Every academic advisor, upon announcing the exam results, follows up on the improvement in the level of achievement of these students and submits a report thereon to the advising unit.
- Students who have overcome their stumbles are honored.

##### **5. Programs for students with disabilities:**

They are advising and advising programs that take care of all the issues and problems of university students with disabilities, foremost among which are issues of helping them adapt to the different university environment, and developing their abilities to communicate and deal with different groups of university employees and other students, with the aim of ensuring a life safe from hardships and full of human security in the light of goodness and the contribution made by the wise government to higher education institutions.

## Chapter Nine

### How does a student benefit from university advising services?

In order for the student to benefit from the advising services provided by the University Advising Department at Taif University, he can take the following steps:

#### Steps to benefit from advising services:

1. Enter the website of the University Advising Department at Taif University to learn about the nature of the advising services provided by the University Advising Department.  
[https://www.tu.edu.sa/Ar/Departments/238/University-Advising-Administration.](https://www.tu.edu.sa/Ar/Departments/238/University-Advising-Administration)
2. Entering the student's university system to get to know the advisor responsible for him throughout his years of study.
3. Go to the department to which he belongs to learn about the advising hours that the advisor allocates to his students.
4. Review his academic record and identify all ambiguous points that need explanation from the advisor.
5. Write what he needs on an external piece of paper to avoid forgetting.
6. Go to the guide to determine the type of service he needs.
7. Listen carefully to the guide and benefit from the advice he gives.
8. Implement the guide's instructions well and do not deviate from them or underestimate them.

#### Mentor Interview Requirements:

- The student must bring his academic file and all the questions he wishes to inquire about
- The student sets an approximate graduation date to be discussed with the advisor.
- Work on developing an executive study schedule with the assistance of the advisor.
- The student, with the help of the advisor, develops a future plan to study all required courses.
- The student must inform the advisor of any academic, psychological, or social problems he faces within the university so that the advisor can provide him with the support he needs .

### Controls for mentor interviews:

- Attending all meetings held by the mentor.
- Follow and implement everything the guide recommends.
- Continuous communication with the advisor via the advisor's email, mobile number, or through the university system in anticipation of any emergency.
- The student prepares a special advising file in which he records all his questions and the advisor's answers, and keeps all the papers and documents related to his advising.
- The student bears responsibility for his academic progress, and is always keen to consult his advisor.

## Chapter Ten

### University Advising Forms

#### (1) Academic Advising form:

| Student academic data                |                   | Student personal data        |                             |
|--------------------------------------|-------------------|------------------------------|-----------------------------|
| University number:                   | Enrollment Year : | Student Name:                |                             |
| College:                             | Specialization:   | Mobile Number:               |                             |
|                                      |                   | E-Mail:                      |                             |
| Hours passed:                        | Hours remaining:  | Parent's mobile number:      |                             |
| Cumulative GPA:                      | Academic Status:  | Emergency phone number:      |                             |
| Student address:                     |                   |                              |                             |
| Does the student have special needs? |                   | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| If yes, what type of need?           |                   |                              |                             |

Student's name:..... Signature ..... Date .....

Name of advisor:..... Signature.....Date .....

Head of the Advising Unit: ..... Signature .....the date .....

## (2) Add/Delete Template

| Student academic data  |                   | Student personal data                                    |  |
|--|-------------------|--|--|
| University number:   | Enrollment Year : | Student Name:  |  |
| College:   | Specialization:   | Mobile Number:   |  |
| Hours passed:  | Hours remaining:  | E-Mail:  |  |
| Cumulative GPA:  | Academic Status:  | Parent's mobile number:                                  |  |
| Student address:   |                   |  |  |
| Does the student have special needs?   |                   | Yes <input type="checkbox"/> No <input type="checkbox"/> |  |
| If yes, what type of need?   |                   |  |  |
| Behavioral or social problems that the student has that hinder his academic performance, if any: |                   |  |  |
| Solutions suggested by the counselor to deal with behavioral or social problems:                 |                   |  |  |
| The student's academic problems, if any:   |                   |  |  |
| Solutions implemented by the advisor to deal with academic problems:                             |                   |  |  |

| # | Course Name | Course # | Group # | Delete | Add |
|---|-------------|----------|---------|--------|-----|
| 1 |             |          |         |        |     |
| 2 |             |          |         |        |     |
| 3 |             |          |         |        |     |



|   |  |  |  |  |  |
|---|--|--|--|--|--|
| 4 |  |  |  |  |  |
| 5 |  |  |  |  |  |
| 6 |  |  |  |  |  |

توصيات المرشد:

.....  
 .....  
 .....  
 .....  
 .....  
 .....

Student's name:..... Signature ..... Date .....

Name of advisor:..... Signature.....Date.....

Head of the Advising Unit: ..... Signature ..... the date.....

(3) Form of the student who is struggling academically:

| Student academic data                |                   | Student personal data        |                             |
|--------------------------------------|-------------------|------------------------------|-----------------------------|
| University number:                   | Enrollment Year : | Student Name:                |                             |
| College:                             | Specialization:   | Mobile Number:               |                             |
|                                      |                   | E-Mail:                      |                             |
| Hours passed:                        | Hours remaining:  | Parent's mobile number:      |                             |
| Cumulative GPA:                      | Academic Status:  | Emergency phone number:      |                             |
| Student address:                     |                   |                              |                             |
| Does the student have special needs? |                   | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| If yes, what type of need?           |                   |                              |                             |

Student's name:..... Signature ..... Date.....

Name of advisor:..... Signature.....Date.....

Head of the Advising Unit: ..... Signature ..... the date.....

**Actions taken by the  
advisor to help the  
student**

**Advisor  
Recommendations**

**(4): Sample of the annual counseling plan at the College of.....  
..... For the academic year**

| General goals that should be achieved during the academic year | The time period of the semester | Time period |
|--|---------------------------------|-------------|
|  | First                           |             |
|  |                                 |             |
|  |                                 |             |
|  |                                 |             |
|  |                                 |             |
|  |                                 |             |
|  |                                 |             |
|  |                                 |             |
|  |                                 |             |
|  |                                 |             |

|  |               |  |
|--|---------------|--|
|  | <b>Second</b> |  |
|  |               |  |
|  |               |  |
|  | <b>Summer</b> |  |
|  |               |  |
|  |               |  |
|  |               |  |
|  |               |  |

Certify:

|   |
|---|
| <p><b>Head of the Advising Unit: ..... Signature ..... Date.....</b></p> <p><b>Dean of the College: ..... Signature ..... Date.....</b></p> |
|---|

(5) Sample semester plan for Advising at the College of.....  
For the semester .....For the academic year. ....

| #  | Effectiveness | Objectives | Executing Agency | Supervising Authority | Work Schedule |
|----|---------------|------------|------------------|-----------------------|---------------|
| 1  |               |            |                  |                       |               |
| 2  |               |            |                  |                       |               |
| 3  |               |            |                  |                       |               |
| 4  |               |            |                  |                       |               |
| 5  |               |            |                  |                       |               |
| 6  |               |            |                  |                       |               |
| 7  |               |            |                  |                       |               |
| 8  |               |            |                  |                       |               |
| 9  |               |            |                  |                       |               |
| 10 |               |            |                  |                       |               |
| 11 |               |            |                  |                       |               |

Evaluate the extent to which goals have been achieved

Proposed improvement plan

Head of the Advising Unit: ..... Signature ..... Date . . . . .

Dean of the College: ..... Signature ..... Date . . . .

يعتمد:

.....

(6): Request form for holding a special committee for student examinations

أسباب طلب عقد لجنة خاصة لاختبار الطالب:

| Student academic data                |                   | Student personal data        |                             |
|--------------------------------------|-------------------|------------------------------|-----------------------------|
| University number:                   | Enrollment Year : | Student Name:                |                             |
| College:                             | Specialization:   | Mobile Number:               | E-Mail:                     |
| Hours passed:                        | Hours remaining:  | Parent's mobile number:      |                             |
| Cumulative GPA:                      | Academic Status:  | Emergency phone number:      |                             |
| Student address:                     |                   |                              |                             |
| Does the student have special needs? |                   | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| If yes, what type of need?           |                   |                              |                             |

| Other reasons mentioned              | Is the student suspended (Imprisoned) Remember the situation | Does the student have special needs? (Indicates the type of need) | Is the student sick? (Indicates the type of disease) |
|--------------------------------------|--|---|--|
|                                      |  |   |  |
| The expected material cost if needed | The entity/s providing support                               | Description of the support required to be provided to the student |  |
|                                      |  |   |  |

المقررات المطلوب عقد لجنة خاصة بها:

| Exam Period | Exam Location | Exam Data | Group # | Course Code | Course Name | # |
|-------------|---------------|-----------|---------|-------------|-------------|---|
|             |               |           |         |             |             | 1 |
|             |               |           |         |             |             | 2 |

|  |  |  |  |  |  |   |
|--|--|--|--|--|--|---|
|  |  |  |  |  |  | 3 |
|  |  |  |  |  |  | 4 |
|  |  |  |  |  |  | 5 |
|  |  |  |  |  |  | 6 |
|  |  |  |  |  |  | 7 |

Head of the Advising Unit: ..... Signature ..... Date .....

Dean of the College: ..... Signature ..... Date .....

(7): An individual behavioral advising form

| Student academic data                |                   | Student personal data        |                             |
|--------------------------------------|-------------------|------------------------------|-----------------------------|
| University number:                   | Enrollment Year : | Student Name:                |                             |
| College:                             | Specialization:   | Mobile Number:               |                             |
| Hours passed:                        | Hours remaining:  | E-Mail:                      |                             |
| Cumulative GPA:                      | Academic Status:  | Parent's mobile number:      |                             |
| Student address:                     |                   |                              |                             |
| Does the student have special needs? |                   | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| If yes, what type of need?           |                   |                              |                             |

**Problem Presentation:**

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**A page for the guide only:**

**The advisor's analysis of the problem:**

**Suggested solutions:**

**Expected time period for implementing solutions:**

**Follow-up and evaluation if the student needs sessions: Title and objectives of the first session:**

**Date:**

**Procedures:**

**Title and objectives of the second session:**

**Date:**

**Procedures**

**Title and objectives of the third session:**

**Date:**

**Procedures**

**Name of the Advisor: ....., signature: ....., the date.....**

### 8): A form of collective behavioral advising

| Student academic data                |                   | Student personal data                                    |  |
|--------------------------------------|-------------------|--|--|
| University number:                   | Enrollment Year : | Student Name:  |  |
| College:                             | Specialization:   | Mobile Number:   |  |
| Hours passed:                        | Hours remaining:  | E-Mail:  |  |
| Cumulative GPA:                      | Academic Status:  | Parent's mobile number:                                  |  |
| Student address:                     |                   | Emergency phone number:                                  |  |
| Does the student have special needs? |                   | Yes <input type="checkbox"/> No <input type="checkbox"/> |  |
| If yes, what type of need?           |                   |  |  |

الجلسة الإرشادية:

عنوان الجلسة:

هدف الجلسة الرئيسي:

Talk Show

Collective Advising

:Activates and Procedures

Seminar

Courses

Lecture

Workshops

الحضور:

| Signature | Specialty | College | Academic # | Name | #  |
|-----------|-----------|---------|------------|------|----|
|           |           |         |            |      | .1 |
|           |           |         |            |      | .2 |
|           |           |         |            |      | .3 |
|           |           |         |            |      | .4 |
|           |           |         |            |      | .5 |
|           |           |         |            |      | .6 |
|           |           |         |            |      | .7 |
|           |           |         |            |      | .8 |

|                                   |
|-----------------------------------|
| <b>Tools:</b>                     |
|                                   |
| <b>Session Details:</b>           |
|                                   |
| <b>Suggested Recommendations:</b> |
|                                   |

Name of the Advisor: ....., signature: ....., the date.....

**(9): State conversion form**

| Student academic data                |                   | Student personal data                                    |
|--------------------------------------|-------------------|--|
| University number:                   | Enrollment Year : | Student Name:  |
| College:                             | Specialization:   | Mobile Number:   |
| Hours passed:                        | Hours remaining:  | E-Mail:  |
| Cumulative GPA:                      | Academic Status:  | Parent's mobile number:                                  |
| Student address:                     |                   | Emergency phone number:                                  |
| Does the student have special needs? |                   | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| If yes, what type of need?           |                   |  |

|                              |                   |              |
|------------------------------|-------------------|--------------|
| <b>Problem Presentation:</b> |                   |              |
| .....                        |                   |              |
| .....                        |                   |              |
| .....                        |                   |              |
| .....                        |                   |              |
| .....                        |                   |              |
| <b>Name:</b>                 | <b>Signature:</b> | <b>Date:</b> |

|   |
|---|
| <b>The advisor's analysis of the problem:</b> |
| .....   |
| .....   |
| .....   |
| .....   |
| .....   |
| <b>Action taken with the student:</b>         |



.....  
.....  
.....

**The recommended entity to transfer the student's case to:**  
.....  
.....  
.....

**Advisor:** ..... **Signature** ..... , **Date**.....  
**Head of the Advising Unit:** ..... , **signature** ..... , **Date** .....

**(10) College advising unit evaluation form**

College name \ semester \ academic year \

| Evaluation |                       |                          |   |                                   |                                      | Items  |
|------------|-----------------------|--------------------------|---|-----------------------------------|--------------------------------------|--|
| Notes      | Not achieved<br>(صفر) | Poor investigator<br>(1) | Intermediate level<br>investigator<br>(2) | High level<br>investigator<br>(3) | Distinguished<br>investigator<br>(4) |  |
|            |                       |                          |   |                                   |                                      | 1) There is a headquarters for the college's advising unit   |
|            |                       |                          |   |                                   |                                      | 2) There are information boards and an introduction to the unit for students   |
|            |                       |                          |   |                                   |                                      | 3) There is an administrative formation for the unit   |
|            |                       |                          |   |                                   |                                      | 4) There is a plan to deal with students with disabilities.  |
|            |                       |                          |   |                                   |                                      | 5) There is a plan to deal with outstanding students.  |
|            |                       |                          |   |                                   |                                      | 6) There are minutes of the unit's advising meetings   |
|            |                       |                          |   |                                   |                                      | 7) There is a plan to deal with struggling students  |
|            |                       |                          |   |                                   |                                      | 8) There is a plan for behaviorally disturbed students.  |
|            |                       |                          |   |                                   |                                      | 9) There is a plan for professional Advising for students  |
|            |                       |                          |   |                                   |                                      | 10) The Advising Unit makes the required preparations during field visits of the University Advising Department to colleges. |

| Evaluation   |                       |                          |   |                                   |                                      | Items  |
|--|-----------------------|--------------------------|---|-----------------------------------|--------------------------------------|--|
| Notes  | Not achieved<br>(صفر) | Poor investigator<br>(1) | Intermediate level<br>investigator<br>(2) | High level<br>investigator<br>(3) | Distinguished<br>investigator<br>(4) |  |
|  |                       |                          |   |                                   |                                      | 11) An appropriate number of faculty members attend during field visits of the University Advising Department to colleges. |
|  |                       |                          |   |                                   |                                      | 12) Faculty members are positive and interactive during field visits to colleges.  |
| Other negative points or Positive notes during the visit |                       |                          |   |                                   |                                      |  |