



A HANDBOOK FOR ACADEMIC ADVISING

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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MESSAGE FROM THE DEAN, FACULTY OF MEDICINE

الإرشاد الأكاديمي (الرعاية الطلابية)

يعد الإرشاد والتوجيه الأكاديمي (الرعاية الطلابية) من العمليات التربوية بالغة الأهمية وذات التأثير الفاعل والمباشر على التحصيل العلمي والأكاديمي للطلاب حيث يتم الاعتماد عليها بقوة لتمكين الطلاب من التكيف النفسي والأكاديمي وتعزيز الانتماء الإجتماعي للحياة الجامعية، ونظراً للخصوصية التي تتمتع بها كلية الطب حيث تختلف نوعية الدراسة فيها كلياً عما اعتاده الطلاب في المراحل الدراسية السابقة فإن التوجيه والإرشاد مطلب وضرورة ملحة. وتكمن أهمية التوجيه والإرشاد الأكاديمي في حاجة الطلاب الماسة للمعلومات الكافية والتوجيهات السليمة عن متطلبات الدراسة الجامعية وعن طرق الاستذكار ومصادر الحصول على المعلومات وايضاً في حل وتذليل الصعوبات الأكاديمية والاجتماعية والنفسية التي يمكن أن تواجه الطلاب أثناء مسيرتهم الأكاديمية، وهنا يكمن دور المرشد الأكاديمي إذ أنه مصدر المعلومة وأساس حل الصعوبات التي قد تواجه الطلاب خلال مسيرتهم العلمية في الكلية.

وإذ تسعى الكلية من خلال وحدة الإرشاد الأكاديمي (الرعاية الطلابية) إلى تحقيق الأهداف التالية:

- تهيئة الطلاب المستجدين للحياة الجامعية من خلال أسبوع تمهيدي وبرامج توجيهية إرشادية للتعريف بالكلية وأقسامها وكيفية الحصول على الخدمات الطلابية فيها.
- زيادة وعي الطلاب برؤية ورسالة وأهداف الكلية والجامعة وأهمية تبنيها والاستفادة من ما تظمنه لهم من دعم علمي ومادي ومعنوي كونهم مدار الاهتمام في العملية التعليمية.
- رفع مستوى الوعي داخل الكلية بما توفره الجامعة من موارد وخدمات لتحسين مستوى الطلبة.
- نشر الوعي باللوائح الأكاديمية وسط الطلاب وكيفية تطبيقها وما يترتب على الإخلال بها.
- توفير الدعم والرعاية والمتابعة الأكاديمية والنفسية اللازمة للطلاب لمساعدتهم على إنجاز دراستهم بكفاءة ومساعدتهم في التغلب على العقبات التي يمكن ان تواجههم.
- تزويد الطلاب بالخبرة والرأي العلمي حول تنظيم أوقاتهم وحسن استثمارها للحصول على أفضل الأساليب في الدراسة والتحصيل الجيد.
- اكتشاف المواهب العلمية والعملية الضاهرة أو الخفية والعمل على رعايتها وتنميتها بتقديم الدعم والإرشاد والدورات التخصصية لتعزيزها وصلها.
- متابعة الطلاب المتفوقين دراسياً وتوجيههم نحو استثمار قدراتهم وإمكاناتهم في المجالات التي تناسب ميولهم واهتماماتهم العلمية.
- توجيه الطلاب المتعثرين دراسياً وإرشادهم والاهتمام بهم ومتابعتهم لرفع مستواهم العلمي ومساعدتهم في التغلب على ما يواجهونه من عقبات.
- مساعدة الطلاب على بناء علاقات اجتماعية إيجابية مع زملائهم وأعضاء هيئة التدريس ومنسوبي الجامعة.
- مساعدة الطلاب على اختيار التخصصات الطبية المناسبة وفقاً لإمكاناتهم واهتماماتهم العلمية واحتياجات سوق العمل.
- توعية الطالب بالمخاطر الفكرية والظواهر والسلوكيات السلبية التي قد تؤثر على مسيرته العلمية، واقتراح الحلول المناسبة لتجنبها وعلاجها.

من هذا المنطلق فإن الكلية وعميدها وكافة أساتذتها ومنسوبيها وإذ يسرهم تقديم هذه الخدمات ويسعون لتحقيق هذه الأهداف ليستحثون أبناءهم وبناتهم طلاب وطالبات الكلية على الاستفادة من خدمات الرعاية والتوجيه والإرشاد الأكاديمي سائلين الله لهم علماً نافعاً وعملاً متقبلاً ومزيداً من التوفيق والتفوق.

Dr. Marai M Alamri

Dean of Medicine

Faculty of Medicine- University of Tabuk

MESSAGE FROM THE VICE DEAN OF ACADEMIC AFFAIRS, FACULTY OF MEDICINE

Academic advising is crucial for students' personal and professional development. It is the process of giving insight or direction about academic, personal and social issues through counselling, coaching or mentoring. It is second most important role of the faculty members besides conventional teaching. Moreover, there is plethora of evidence suggesting that academic advising is the most effective intervention that increase students' success rate. Furthermore, the advisor can be a role model where he can inspire students and influence their attitude especially in environment where a dedicated teaching hospital is lacking. Finally, academic advising is a student- centered strategy and should be viewed as educational opportunity for the students and the advisor should be proactive and be able to identify students' needs before they surface.

This handbook serves as a simple guidance for academic advising process and does not replace your conventional wisdom as a faculty member when dealing with students needs.

Dr. Abdullah Swilaem AlHewiti

Vice Dean of Academic Affairs

Faculty of Medicine- University of Tabuk

MESSAGE FROM THE VICE DEAN OF QUALITY AND DEVELOPMENT, FACULTY OF MEDICINE

Education has been for many centuries dependent on knowledge seekers surrounding an educator, a mentor who sets by example the core of his or her teaching. Nowadays, educational institutions are crowded with students competing for the attention of the mentors, but for some students the distance to the teacher attention seems to long and they rely on circumstances that may lead them to success, like self-directed learning, or peer to peer learning , and some students lose their way to succeed and become lost .

It is a part of the educator identity to guide and direct, and in such busy schedule of teaching and working and organizing, some educators keep this part of their identity active and seek students to be in contact and give feedback and keep his door open for counseling, but some depend on circumstances of teaching and depend on students themselves to seek his counsel and advice, and may drift away from his counselor figure with time as is keenness weathers away. And unsuccessful teachers are those who deny their students of this mentoring attention and fail to arrive with their students to their full potential.

So it is quite clear that student counseling is a process that takes two sides for it to be fruitful and beneficial, and as a part of our duties as educators to explain this concept to both sides and reinforce this message.

Dr. Abdullah Alatawi

Vice Dean for Quality and Development
Faculty of Medicine- University of Tabuk

MESSAGE FROM THE VICE DEAN OF FEMALE SECTION, FACULTY OF MEDICINE

The academic advisor process is indeed a key role in the educational pathway for the undergraduate students. Academic advisers facilitate a unique link between students and the institution and therefore this highly qualified relationship has a great impact on the students' persistence in their studies.

Importantly, in health professional education i.e. faculty of medicine, the advisory counselling extends beyond the well-known model of prescriptive advising in which the adviser decides what is the best for the student and prescribes the solutions for course planning but provides an ongoing support and developmental advising in which the students actively contribute to the decision making process.

The primary role of an advisor is to be a mentor and facilitator of self-improvement. This is accomplished by regular meeting with the advisee and close follow up that build an advisor/advisee relationship and ultimately promote student satisfaction.

Dr. Laila Ahmed AlBishi

Vice Dean for Female Section

Faculty of Medicine- University of Tabuk

DISCLAIMER

Several things are important to keep in mind about this handbook. This handbook is designed as a communication tool that should answer all your general questions about Academic Advising at the Faculty of Medicine, University of Tabuk. It is not an absolute replacement of the Academic Advise Guide available in the website of the University. For that, reason if you have any questions you are kindly requested to refer to the Academic Advising Guideline available at the University website. However, if you have any questions about the handbook, please contact the Department of Medical Education or Vice Deanship of Academic Affairs at the Faculty of Medicine.

CONTACT LIST

Responsible Person for Academic Advising (Male):

Dr. Ra'ed Albalawi

Academic Advising Supervisor (Male)

Tel: 0590099208

Email: raidjb@hotmail.com

Responsible Person for Academic Advising (Female):

Dr. Sabah Hussien El-Ghaiesh

Assistant Professor of Pharmacology (Female)

Tel: 0593138459

Office Ext: 4059

Email: selghaiesh@ut.edu.sa

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Vice Dean for Academic Affairs

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BACKGROUND

“Help Us, Help You!”

The Faculty of Medicine, University of Tabuk is committed to assist its' students in achieving their full potential. Excellent academic programs cannot accomplish their desired goals if the students are not properly guided and counseled. With this goal in mind, the Faculty of Medicine has the “Academic Advising” program. The Vice Deanship of Academic Affairs and The Department of Medical Education facilitates the Academic Advising program.

The primary goal of Academic Advising is to assist the students in identifying and achieving their educational, personal, and career goals. It will help them develop as a self-directed learner, explore resources, and assist in getting the most during their stay at University of Tabuk.

Academic Advising is a continuous and consistent process. The success of this program is based on a good working relationship between the Advisor (Faculty) and Advisee (Student). This requires frequent, accumulated personal contacts between advisor and advisee. Both the advisor and the student share the responsibility of actively participating in the process of academic advisement.

In Academic Advising at the Faculty of Medicine, University of Tabuk, the **Advisee** is the student and the **Advisor** is a teaching faculty. Both Advisor and Advisee have a great opportunity to benefit immensely from Academic Advising. Academic advising can help the student meet their academic and career goals while advisors obtain a sense of accomplishment from Advising. The relationship between an Advisor and the Advisee can take many forms. The student has the chance to make this relationship very fruitful. In fact, students who meet their advisors frequently and go well prepared gain more.

THE ADVISOR

- The Advisor is a **Faculty** at the Faculty of Medicine, University of Tabuk
- An Advisor will be **designated** by the Academic Advising office and The Vice Deanship of Academic Affairs
- Male Advisors will be responsible for male Advisees, likewise female Advisors for female Advisees
- Provide contact details to the Advisee
- The **Advisee must contact** the Advisor to schedule the Advising session
- Understand University of Tabuk policies
- Maintain confidentiality and respect privacy
- Be an accessible and responsive listener
- Be respectful of local customs
- Help students explore their interests, goals and abilities, and relate them to academic majors
- Monitor progress toward educational/career goals
- Consult regularly with faculty colleagues in order to have up-to-date information
- Inform and, if necessary, refer students to other institutional resources when academic, attitudinal, attendance, or other personal problems require intervention by other professionals.
- Try to make informal out-of-class/office contacts to underscore personal interest in the student as an individual.
- Maintain an up-to-date **Academic Advising Portfolio**

THE ADVISEE

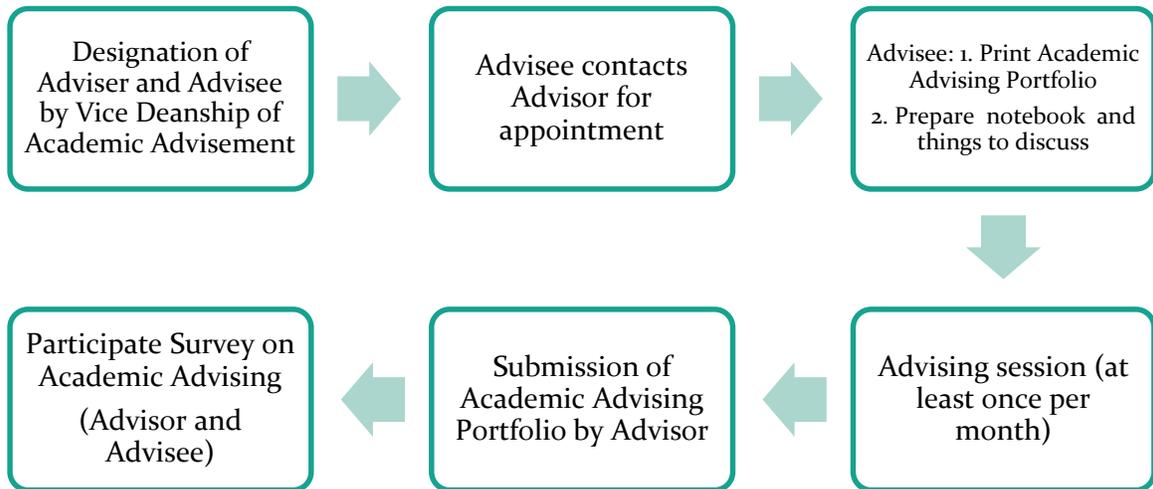
- The Advisee is a **student** (Male or Female) of the Faculty of Medicine, University of Tabuk
- It is the responsibility of the **Advisee to contact** the Advisor for scheduling appointments
- Provide your **contact details** (e-mail, telephone) to your Advisor
- Be **respectful and cooperative** towards the Faculty
- **Come prepared** for their appointment – course ideas, question, transcripts, etc.
- Before the session the Advisee must **print the Academic Advising Portfolio** and bring it with them to the session
- Maintain a **notebook**. Write down questions, suggestions and other advising-related material
- Prepare a list of questions and topics to discuss with their advisor each time they meet
- Read advising e-mails sent to you throughout the semester.
- They should inform the Advisor about their academic issues and challenges.
- Make sure their Advisor knows your academic and personal goals
- Should not hesitate to **ask questions or seek guidance**. Take the initiative to discuss.

THE ADVISING SESSIONS

- The **Advisee should contact** well in advance to schedule the Advising sessions
- Choose a **mutually convenient time**
- Each session should be of at least **30 minutes**
- There must be at least **one session per month** with **each** Advisee
- There can be more than one session if both Advisor and Advisee think it is necessary
- Rescheduling of an appointment must be done with the consent of both Advisor and Advisee
- If there is not at least one Advising Session per month, please inform the Office of Academic Advising
- If the Advisee fails to attend at least one Advising session per month, his/her **results will be withheld**
- If the Advisee does not attend any of the scheduled monthly appointments without any reason, the Advisor is to inform the Department of Medical Education
- The Advisor is to **send a follow-up report** to the Department of Medical Education (attached form) at the end of each semester
- It has been documented that social media and other technology play a positive role in Academic Advising such as email, facebook etc

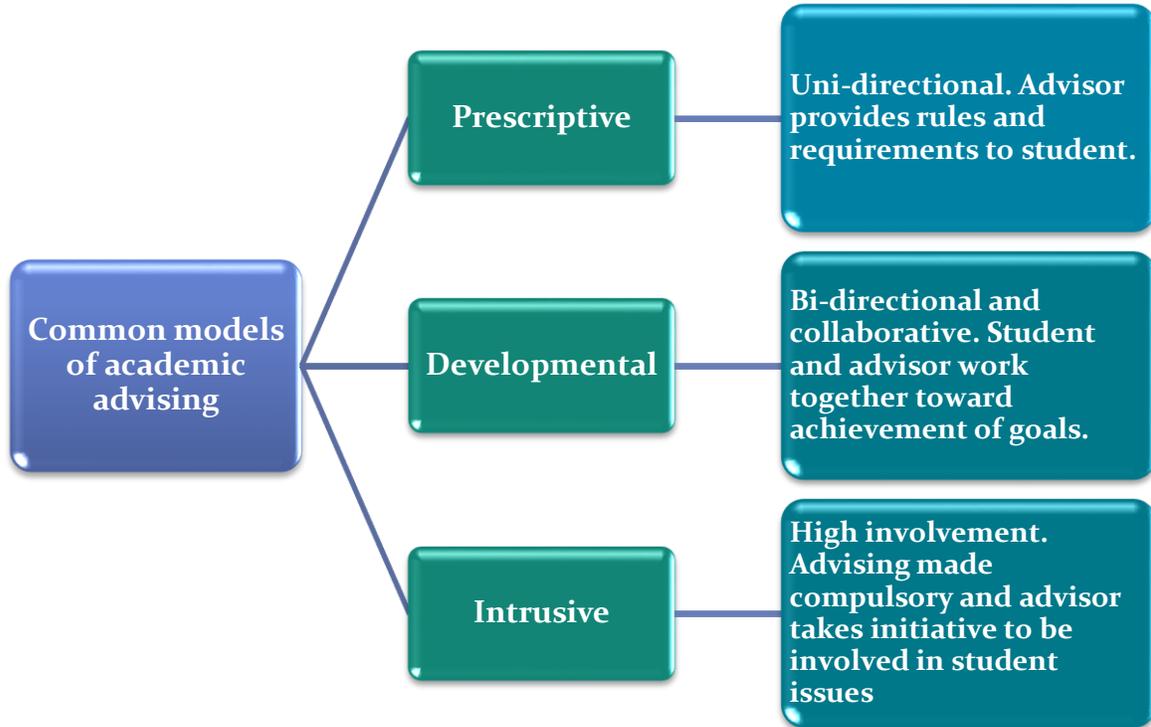
“Advising is a partnership between students and their advisors “

FLOW CHART



MODELS OF ADVISING

The benefits of Academic Advising in improving medical student academic performance is well accepted. There are a number of approaches to academic advising.



FREQUENTLY ASKED QUESTIONS?

1. What if the Advisor has to reschedule the session?

The Advisor has to inform the Advisee about the rescheduling and fix a mutually convenient date with the advisee within the month.

1. What if the Advisee does not contact the Advisor for a session?

The Advisor should inform the office of Academic Advisement. Please send a copy of the email to the Department of Medical Education

2. What if the Advisee does not contact the Advisor for a session?

The Advisee should to inform the office of Academic Advisement. Please send a copy of the email to the Department of Medical Education

3. What if the Advisor cannot address the issue?

The Advisor is to refer the student to the relevant person/office. However, the Advisor should follow up on the progress with the Advisee

4. What if the Advisor does not know who to refer?

The Advisor is advised to ask the office of Academic Advisement.

FORMS

All forms are available online. Here they are given for reference only. Links will be provided by e-mail.

1. ACADEMIC ADVISING PORTFOLIO

To be submitted to the Academic Advising Office after each advising Session by the Advisor

2. STUDENT PETITION FORM

To be submitted by e-mail

3. PROGRAM EVALUATION FORM- ADVISOR SURVEY

A request will be sent via email to fill this form

4. PROGRAM EVALUATION FORM- ADVISEE SURVEY

A request will be sent via email to fill this form

ACADEMIC ADVISING PORTFOLIO



Vice Deanship of Academic Affairs and Department of Medical Education
Faculty of Medicine, University of Tabuk

Student (Advisee) Name			
Student ID		Academic Year	
Cumulative GPA		Last GPA	
Attendance			
Advisor Name			

Advising Visit Number		Date of Last Visit	
Date and Day		Start and End Time	

Current Module	
Previous module failure	
Module Drop	
Academic warning	

Student Performance since last advising session

Academic Activity	
Research Activity	
Extracurricular Activity	
Follow up of prior issue	
Summary of meeting	

Student Name:

Signature:

Advisor Name:

Signature:

.....To be filled by Advisor only.....

Additional Comments	
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STUDENT PETITION FORM

Student Petition Form

Student Name:	<input type="text"/>
Student ID:	<input type="text"/>
Academic Year:	<input type="radio"/> 1st Year <input type="radio"/> 2nd Year <input type="radio"/> 3rd Year <input type="radio"/> 4th Year <input type="radio"/> 5th Year <input type="radio"/> 6th Year
Mobile No.	<input type="text"/>
Date	<input type="text"/>

Describe your Petition

Academic Advisor Comments:

Referred to:

- Initial Processing of your petition may take 5 working days.

SURVEY ON ACADEMIC ADVISING

Objective

Academic Advising relationship is an important part of student learning and success. It is in the best interest of medical education in University of Tabuk to improve the quality of academic advisement. There are indications that students may not be satisfied with their advising experience. Furthermore, students are often not enthusiastic to participate in Advising sessions. For this reason, the Department of Medical Education wants to explore the satisfaction of students and find ways to improve academic advising.

This survey will provide information on the status of Academic Advising. Data from this survey will be used to improve Academic Advising at the Faculty of Medicine, University of Tabuk.

No known risks or benefits to individuals participating in this survey have been identified. All survey responses will be treated confidentially and name of the respondents will not be connected to their survey responses in any way. Participation is voluntary.

Any questions about this survey may be addressed to Dr. Tanveer Raza, Head, Department of Medical Education, Faculty of Medicine, University of Tabuk. Email: traza@ut.edu.sa or 0537251324

Program Evaluation Form- Advisor Survey

Gender	0 Male 0 Female
Department of
My rank	0 Lecturer 0 Assistant Professor 0 Associate Professor 0 Professor
Did you find the handbook useful? Comments	0 Yes 0 No
Do you suggest any changes for this handbook? If yes, please mention	0 Yes 0 No
Number of students advising	
Please rate the following 1- Disagree strongly, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree	
I have a positive experience about academic advising	① ② ③ ④ ⑤
Students are enthusiastic about advising	① ② ③ ④ ⑤
The sessions are well planned and scheduled in advance	① ② ③ ④ ⑤
The Advisees were well prepared for the sessions	① ② ③ ④ ⑤
The Advisees were respectful and cooperative	① ② ③ ④ ⑤
The Advisees participated enthusiastically	① ② ③ ④ ⑤
The Advisees were willingness to talk about their research	① ② ③ ④ ⑤
The Advisees were willing to talk about extracurricular activities	① ② ③ ④ ⑤
Please comment	
Most rewarding aspect of Academic Advising	
Most dissatisfying aspect of Academic Advising	
How could Academic Advising be improved	

Program Evaluation Form- Advisee Survey

Gender	0 Male 0 Female
Year	① ② ③ ④ ⑤ ⑥
My GPA	
Did you find the handbook useful? Comments	0 Yes 0 No
Do you suggest any changes for this handbook? If yes, please mention	0 Yes 0 No
I met my advisor at least once per month	0 Yes 0 No
Please rate the following	
1- Disagree strongly, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree	
My academic advisor is friendly	① ② ③ ④ ⑤
My advisor is readily available to meet with me.	① ② ③ ④ ⑤
My academic advisor is helpful	① ② ③ ④ ⑤
My academic advisor is knowledgeable about the programs at University of Tabuk	① ② ③ ④ ⑤
My academic advisor is a good listener	① ② ③ ④ ⑤
My advisor is able to accurately answer my questions,	① ② ③ ④ ⑤
When my advisor does not have an answer to my questions, he/she refers me to an appropriate resource/ offices/ person	① ② ③ ④ ⑤
My Advisor encourages me to do research	① ② ③ ④ ⑤
My Advisor takes interest in my extracurricular activities	① ② ③ ④ ⑤
Please comment	
Most rewarding aspect of Academic Advising	
Most dissatisfying aspect of Academic Advising	
How could Academic Advising be improved	

THE END