August 19, 2022

MEMORANDUM

TO: M. Katherine Banks, Ph.D.
            President

FROM: Timothy P. Scott, Interim Provost and Chief Academic Officer
            Working Group Chair

SUBJECT: Implementation Memo – Working Group #2 Academic Advising

Recommendation to be Implemented:

The Path Forward identified four recommendations related to academic advising:
1. Move colleges without college-centralized advising to a unified administrative advising reporting structure
2. Ensure that all colleges follow unified guidelines, reporting, and processes
3. Convene the college advising leaders often to confirm that advising across the university is of the highest quality
4. Adopt a campus-wide common advising platform and software to improve student service, particularly for those who transfer between colleges

Based on guidance from President Banks, our work group focused exclusively on undergraduate academic advising.

Strategic Considerations:

To address the four academic advising recommendations, we used the following strategies and considerations:
1. **College-centralized structure**: Two colleges, Science and Engineering, previously used a non-centralized reporting structure for undergraduate advisors. As our discussions commenced, we learned that the Galveston campus was also non-centralized. Because efforts to adopt a centralized reporting structure needed to engage broad representation from within each college/campus, Engineering and Galveston each established an ad-hoc committee to develop their new advising structure. The AAWG co-convener served as a resource to theses ad-hoc committees. Because Science will become part of the College of Arts and Sciences, it will adopt the centralized reporting structure proposed by an advising-focused sub-committee of Working Group #9 – Formation of College of Arts and Sciences.

2. **Unified guidelines and processes**: We believe that development, implementation, and maintenance of unified advising policies, guidelines, processes, resources, assessment, and reporting will require an ongoing effort. To facilitate quick progress toward initial unified policies and guidelines, we established a list of advising needs and formed four subgroups to develop draft recommendations for broad areas from that list: a) advising guiding principles, b) advisor training and professional development, c) strategies for faculty and staff advisors, and d) helping students who don't know where to go.
3. **Convene advising leaders**: Existing university committees and organizations, particularly the Academic Operations Committee, the Academic Advising Administrators, the Student Success Operations Committee, and the University Advisors and Counselors, frequently address advising issues. While some of these groups focus largely on advising processes and procedures, no individual committee or organization currently includes broad representation from all groups impacted by advising policy and guidelines. To facilitate broad representation in discussions regarding undergraduate advising, we discussed the charge and membership of a new university-level committee. The roles that academic advising administrators, Academic Operations Committee, the Office for Student Success, and University Advisors and Counselors play in advising undergraduate students need to be clarified to reduce confusion, redundancy, and capture efficiencies where possible.
4. **Campus-wide advising platform**: Because it is already widely adopted by both advisors and students, we focused our discussions regarding a campus-wide advising platform on Navigate. We reviewed recent data regarding platform adoption and use to consider strategies for both increasing adoption of the platform and wider use of its capabilities and features.

Logistical Issues Addressed:

1. **College-centralized structure**: Ad-hoc committees in the College of Engineering and TAMU-Galveston are working toward adoption of a matrix reporting structure for staff advisors. Both Engineering and Galveston will implement a clustered advising structure to facilitate advisor cross training and back-up support. High-level organizational charts for the centralized advising structure in Engineering (also including a list of advising-related duties) and Galveston are included in Attachments A and B respectively. As previously noted, a subgroup of Working Group #9 – Formation of College of Arts and Sciences has proposed two potential centralized advising structures that include programs currently housed in the College of Science (Attachment C).
2. **Unified guidelines and processes**: Recommendations from our four subgroups are briefly summarized below:
   a) Advising guiding principles: We drafted guiding principles for undergraduate academic advising across Texas A&M using the Aggie Core Values as a framework in addition to incorporating NACADA core values (Attachment D).
   b) Advisor training and professional development: We support implementation of a draft plan (Attachment E) that provides meaningful training and professional development activities for academic advisors; promotes proficiency, professionalism, and continuous development of academic advising practice, and promotes advising supervisor leadership and development. The draft plan outlines training opportunities at all levels of professional advising experience—from onboarding and mentoring for new advisors, through knowledge enhancement and mastery programs for mid-career advisors, to leadership and supervisory

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development for advising administrators. We recommend providing a professional development bursary to those advisors who successfully complete a defined program of annual training. In addition, we recommend tasking primary responsibility for the coordination and implementation of advising training and professional development to the Office of Student Success

c) <u>Strategies for faculty and staff advisors</u>: We recognize and respect the important role faculty advisors play in students' success and professional preparation. However, because of their faculty status, we recommend that solid-line reporting remain within the faculty advisor's departmental home and that they have dotted-line reporting within the college-centralized structure. To ensure that faculty advisors receive training necessary to effectively serve their students, we recommend their access to many Compass functions be contingent on completion of related training. In addition, we recommend that, as needed, each college identify a single primary authorizing agent for Compass access to ensure that adequate training and accountability is taking place.

d) <u>Helping students who don't know where to go</u>: Our discussions about helping students who don't know where to go led to two recommendations. First, we recommend development of a single, easily navigated web resource that provides clear information about the diverse advising and student support services available across campus. While much of the information to be included in this web resource is already available, it is often disaggregated and/or not student friendly. Second, we recommend charging the Office of Student Success with development and promotion of an academic triage system. This system would provide students experiencing academic issues/needs with a single point of contact, personalized support and referrals to provide needed care, and a case management structure to ensure all necessary follow-up.

3. **Convene advising leaders**: We recommend implementation of a standing university-level Academic Advising Coordination Committee (AACC) focused on undergraduate advising that features broad representation of campus stakeholders. The AACC will recommend unified policies, procedures, and practices based on input from other campus groups that deal with undergraduate advising. A draft of the committee's charge and membership is included in Attachment F.

4. **Campus-wide advising platform**: The Office of Student Success recently conducted a review of nine available advising platforms and concluded that Navigate was the best fit for Texas A&M. System support from Navigate's third party vendor is strong, and they have provided some customization unique to our needs. Also, as previously noted, Navigate has been widely adopted across campus. To date, over 50,000 individual students and 675 advisors and other staff have accessed the platform. Navigate is most often used as a scheduling tool, however, and relatively few users take full advantage of its rich features such as app-based push notifications, individualized to-dos for students, and targeted communications based on student needs. We recommend that the AACC work with the Office of Student Success and other on-campus advising groups to develop strategies to encourage and enable broader and deeper use of Navigate.

Major Challenges Encountered and Resolutions:

- Right-sizing advising staff: Administrative reorganization and future growth of the undergraduate population will likely require hiring additional academic advisors to maintain an appropriate student-to-advisor ratio. Colleges and schools may require central funding to offset these costs.
- Orphan duties: Some academic advisors in the currently decentralized colleges and campuses have been assigned additional duties not related to student support (e.g., business processes, website maintenance, etc.). These colleges/campuses must identify strategies to handle these orphan duties.
- Training costs: Full development of the academic advisor training and professional development proposal will require additional resources. We recommend a total annual budget of $600,000: two staff members to develop content (total salary and fringe: $160,000) plus $440,000 for professional development bursaries and training-related expenses (speaker honoraria, space fees, refreshments, etc.).
- Additional Navigate staff support: Navigate is presently supported by two FTE in the Office for Student Success. We recommend increasing staff dedicated to Navigate training, onboarding, and full utilization by one FTE (total salary and fringe: $80,000).
- Potential overlap with existing committees/groups: The specific role of the AACC and other committees/groups in establishing and implementing academic advising policy, procedures, and practices must be clearly defined. We recommend the AACC facilitate the development of these roles in collaboration with the other committees and groups.

Key Logistical Issues to be Completed and Timeline:

1. **College-centralized structure**: College-centralized reporting structures will be implemented in the Colleges of Engineering, College of Arts and Sciences, and TAMU-Galveston by 1 September 2022
2. **Unified guidelines and processes**: Ongoing starting 1 September 2022
3. **Convene advising leaders**: The AACC will be seated by 1 September 2022 and regular meetings will commence in the fall 2022 term
4. **Campus-wide advising platform**: Navigate is already in place; broadening and deepening use of Navigate ongoing starting 1 September 2022.

Approved:

M. K. Banks   September 18, 2022

_____   _____
M. Katherine Banks, Ph.D.   Date
President

*Each college must have a clear centralized academic advising reporting structure. All advisors must have a solid line to the advising lead in the college, with a potential dotted line to the department head if so desired. The advising lead in the college must have a dotted line to the advising lead at the university, with a solid line to each Dean. Organizational charts reflecting this centralization should be developed during the fall 2022 semester.

* Approved with an understanding that costs and advisor career ladder, job descriptions, and professional development and Navigate position should be revisited with the Academic Operations Committee, Chief Financial Officer, HROE, and the Office of the Provost.

Attachment A. College of Engineering Advising Structure and Duties

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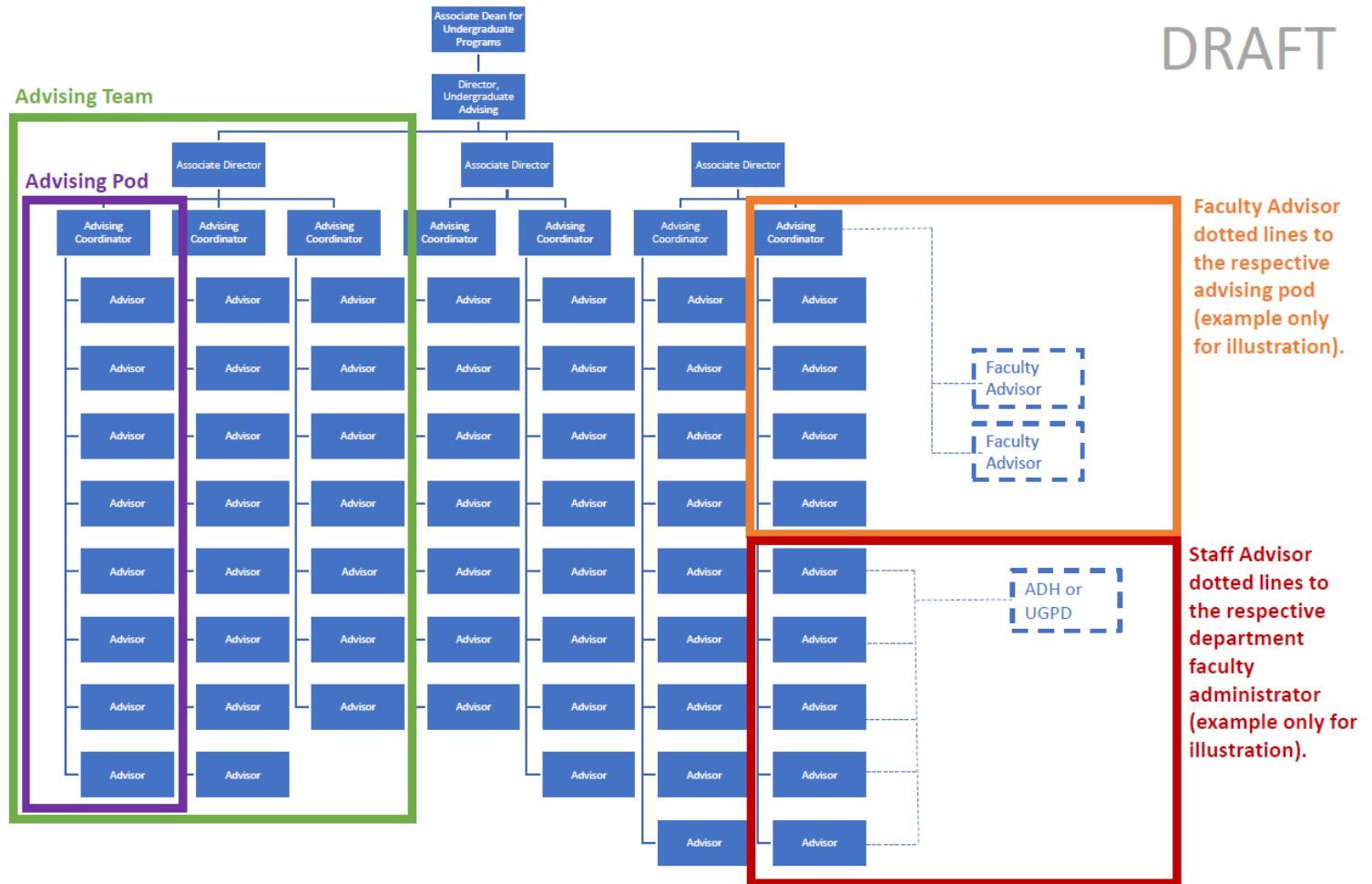
Attachment A. College of Engineering Advising Structure and Duties

Functions of College of Engineering Academic Advisors in Undergraduate Programs

<mark>*The information, items, and lists below are specified as of June 2022 but subject to future revision as may be needed.*</mark>

I.   **Functions of College Academic Advisors in Undergraduate Student Advising**
- Advise students on courses required for student's degree plan(s), minors, and/or certificates. Assist with the course registration process as needed. Register students for variable credit as requested by faculty; courses include 291, 491, 285, 385, 485, 289, 489, 399, etc.
- Assist students with forms and processes required by the Office of the Registrar.
- Manage course enrollment limits in Compass/Howdy.
- Refer students to corresponding faculty track coordinators for engineering honors advising.
- Process and manage force requests for departmental courses.
- Provide proactive advising for all students, include the College's target demographic groups: women, underrepresented minority students, and first-generation students.
- Track student progress toward a degree using reports generated by the university.
- Submit course adjustments, curricular exceptions, degree audit exceptions, and curriculum updates through the University Adjustment System (UAS) under the direction of the program director or faculty administrator for the department.
- Review degree candidates to ensure requirements have been met and/or submit requests through the UAS as appropriate.
- Review and approve student degree plans in Howdy.
- Work with department leadership and/or undergraduate program director for policy regarding scholastic probation and dismissal
- Maintain communication with department faculty and staff regarding students in the program.
- Provide students with information about resources for student crises, grievances, mental health issues, and academic misconduct
- Advise students about the scholarships and award application process
- Maintain a listserv or platform for communicating with undergraduate students
- Meet with and advise prospective change of major, and minor or certificate as applicable, students about requirements and the application process
- Participate in pre-scheduled University or College-level recruiting activities for prospective students.
- Serve as a non-voting member on department curriculum committee and/or scholarship/award committee if requested by the department. No more than one advisor per committee.
- Attend special events and programs if requested by the department.

II. **Allowable Extracurricular Functions:** *Not Expected but allowed if the activity does not negatively impact advising duties*

- Advising recognized student organizations
- Teaching a single section of certified Hullabaloo U first year experience course like CLEN 181 or FYEX 101 per semester

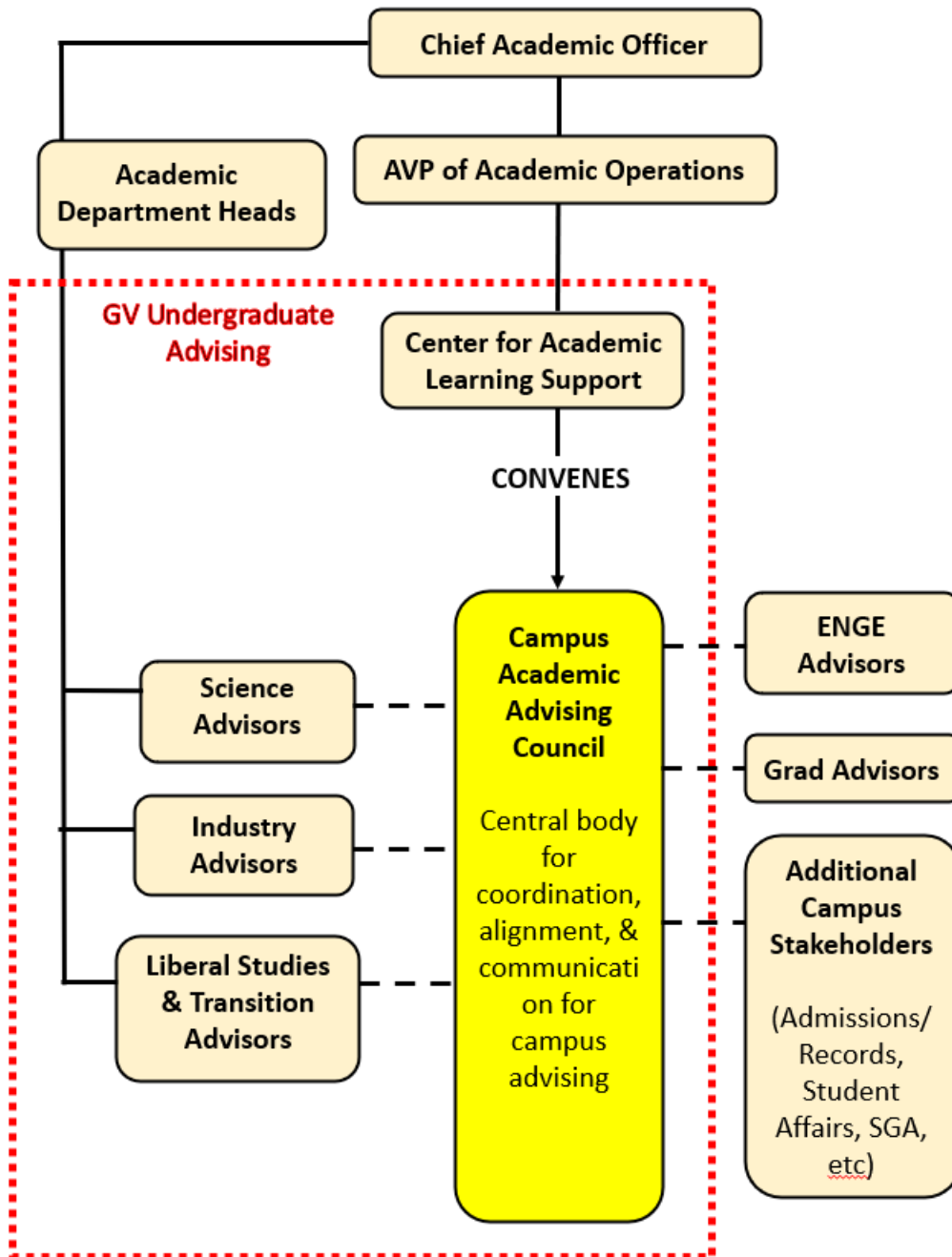# Attachment A. College of Engineering Advising Structure and Duties

III.   **Allowable Functions as assigned by AOC Dean with consultation with Department Heads, reviewed on annual basis**
- Academic scheduling
- Submission of catalog and curriculum updates in CARS
- Booking rooms for student activities or departmental events through scheduling
- Other duties, including a maximum of 10% departmental service

IV.   **Functions College Academic Advisors will not be responsible for/participate in, unless assigned as per previous section (except for those marked *; these should never be included as "other duties"). This list is subject to change and will be finalized during implementation.**
- Off-campus recruiting events
- Direct communication with admitted students prior to New Student Conferences
- Program Assessment/Evaluation, including student assessment/evaluation (for example, ABET and AEFIS)
- Preparation of department reports/surveys, including the faculty workload compliance report
- Oversight of the department's teaching program and operations such as textbook orders, and teaching evaluations.
- Coordinating, teaching, and/or grading undergraduate student internships, co-ops, and ENGR^x, and other courses other than Hullabaloo U single courses*
- Supervising GATS, GARS, student workers not in advising
- Serving as instructor of record or grader of high impact experience course or other department courses, other than Hullabaloo U single sections*
- Department financial and budget administration*
- Selecting scholarship recipients*
- Planning and implementing special events and logistical arrangements to include itineraries for events like career fairs, recruiting events, graduation, symposia, banquets, advisory council meetings, and other faculty, department, or student related functions.
- Planning/booking travel*
- Tracking, collecting, and analyzing data related to exit interviews and/or surveys for graduating seniors
- Tracking, collecting, and analyzing data related to alumni and/or maintaining an alumni database
- Managing departmental website and corresponding updates*
- Coordinating summer camps and other camps/programs for minors

Attachment B. Galveston Advising Structure

Chief Academic Officer

Academic Department Heads

AVP of Academic Operations

GV Undergraduate Advising

Center for Academic Learning Support

CONVENES

Science Advisors

Industry Advisors

Liberal Studies & Transition Advisors

Campus Academic Advising Council

Central body for coordination, alignment, & communication for campus advising

ENGE Advisors

Grad Advisors

Additional Campus Stakeholders
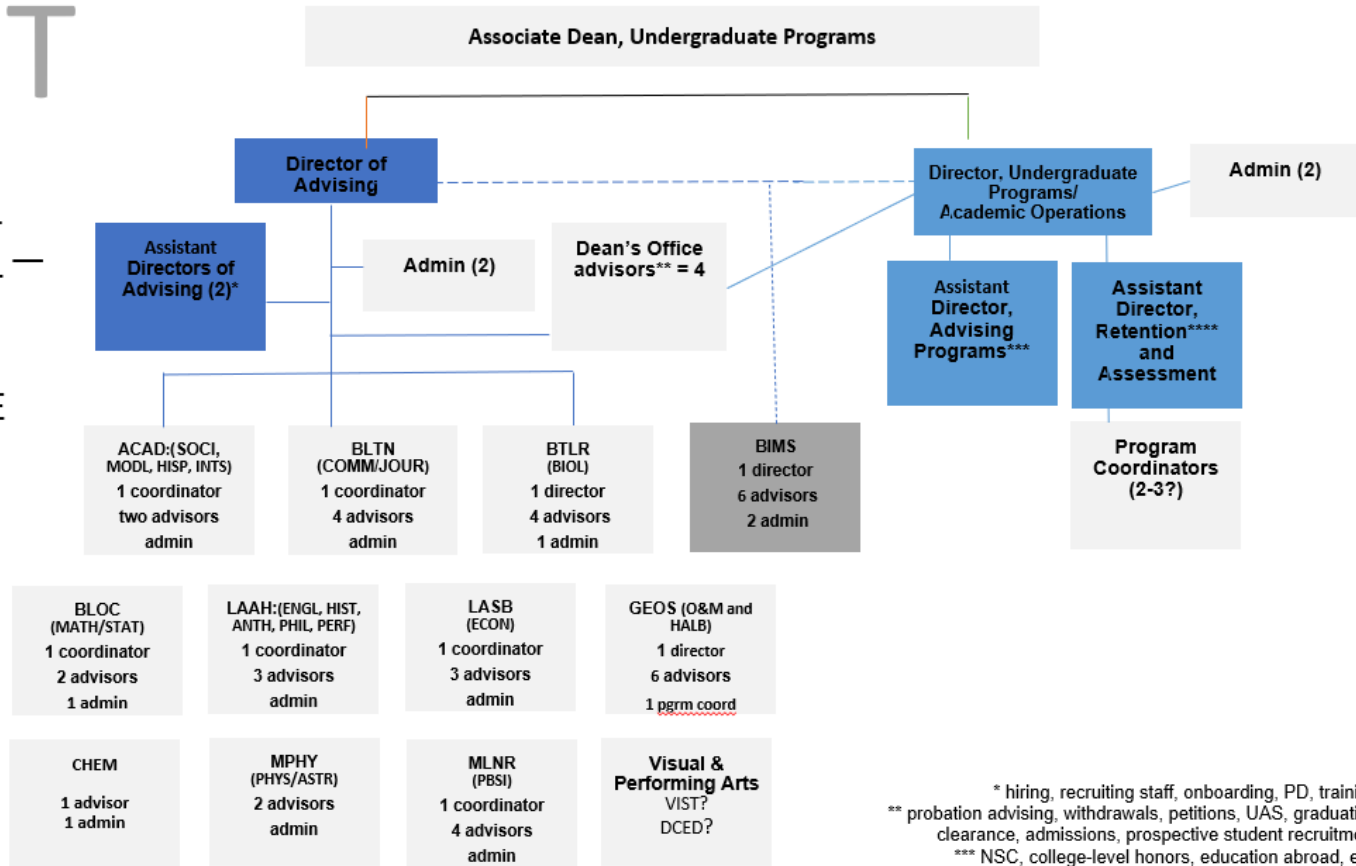
(Admissions/ Records, Student Affairs, SGA, etc)

Attachment C. College of Arts and Sciences Proposed Advising Structures

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ORGANIZATIONAL CHART PROPOSAL — OFFICE FOR UNDERGRADUATE PROGRAMS

Associate Dean, Undergraduate Programs

Director of Advising

Director, Undergraduate Programs/ Academic Operations

Admin (2)

Assistant Directors of Advising (2)*

Admin (2)

Dean's Office advisors** = 4

Assistant Director, Advising Programs***

Assistant Director, Retention** and Assessment**

ACAD:(SOCI, MODL, HISP, INTS)
1 coordinator
two advisors
admin

BLTN (COMM/JOUR)
1 coordinator
4 advisors
admin

BTLR (BIOL)
1 director
4 advisors
1 admin

BIMS
1 director
6 advisors
2 admin

Program Coordinators (2-3?)

BLOC (MATH/STAT)
1 coordinator
2 advisors
1 admin

LAAH:(ENGL, HIST, ANTH, PHIL, PERF)
1 coordinator
3 advisors
admin

LASB (ECON)
1 coordinator
3 advisors
admin

GEOS (O&M and HALB)
1 director
6 advisors
1 pgrm coord

CHEM
1 advisor
1 admin

MPHY (PHYS/ASTR)
2 advisors
admin

MLNR (PBSI)
1 coordinator
4 advisors
admin

Visual & Performing Arts
VIST?
DCED?

BLOC: Headcount requires two full time advisors, currently have part time faculty advisors
CHEM: Headcount requires one full time advisor, currently has two part time faculty advisors
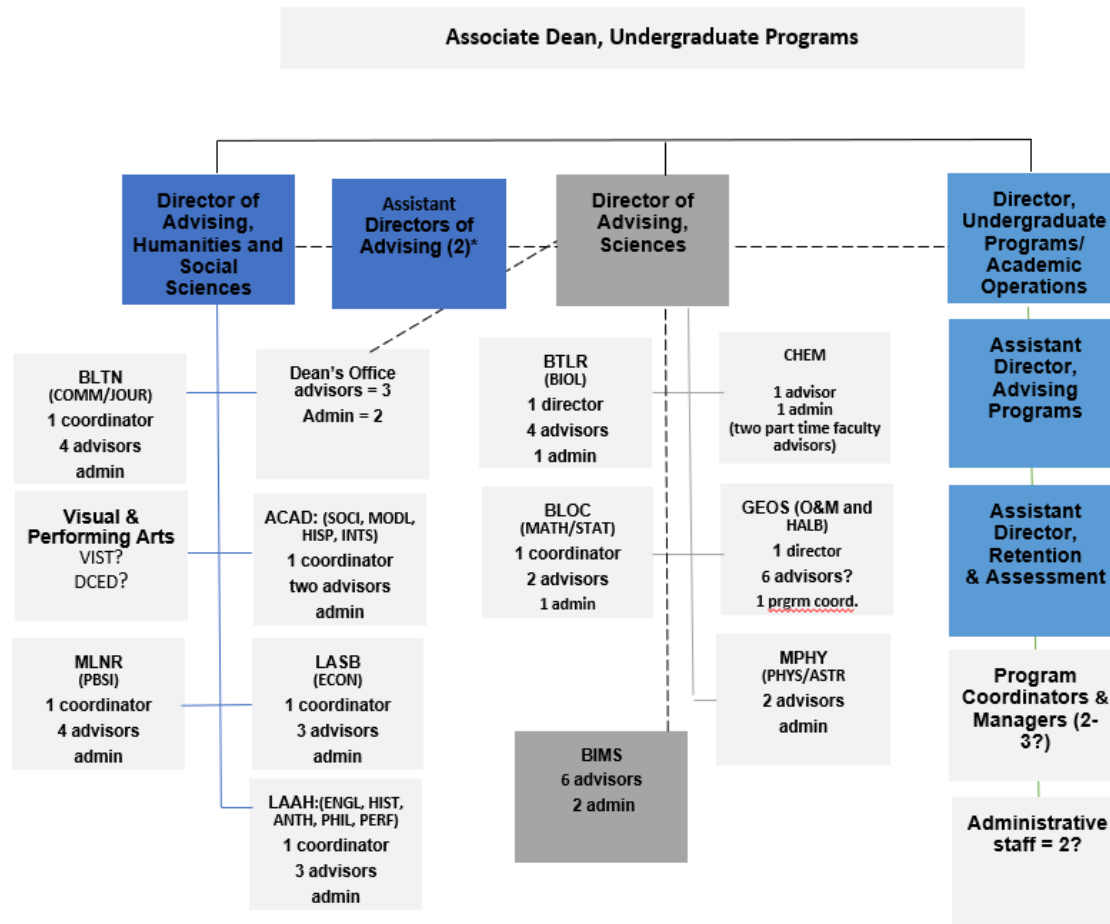
* hiring, recruiting staff, onboarding, PD, training
** probation advising, withdrawals, petitions, UAS, graduation clearance, admissions, prospective student recruitment
*** NSC, college-level honors, education abroad, etc.
**** FYE, first-gen initiatives, End of Term, Early Alert, etc.

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ORGANIZATIONAL
CHART PROPOSAL —

OFFICE FOR
UNDERGRADUATE
PROGRAMS

Associate Dean, Undergraduate Programs

| Director of Advising, Humanities and Social Sciences | Assistant Directors of Advising (2)* | Director of Advising, Sciences | Director, Undergraduate Programs/ Academic Operations |

BLTN
(COMM/JOUR)
1 coordinator
4 advisors
admin

Visual & Performing Arts
VIST?
DCED?

MLNR
(PBSI)
1 coordinator
4 advisors
admin

Dean's Office
advisors = 3
Admin = 2

ACAD: (SOCI, MODL, HISP, INTS)
1 coordinator
two advisors
admin

LASB
(ECON)
1 coordinator
3 advisors
admin

LAAH:(ENGL, HIST, ANTH, PHIL, PERF)
1 coordinator
3 advisors
admin

BTLR
(BIOL)
1 director
4 advisors
1 admin

BLOC
(MATH/STAT)
1 coordinator
2 advisors
1 admin

BIMS
6 advisors
2 admin

CHEM
1 advisor
1 admin
(two part time faculty advisors)

GEOS (O&M and HALB)
1 director
6 advisors?
1 prgrm coord.

MPHY
(PHYS/ASTR
2 advisors
admin

Assistant Director, Advising Programs

Assistant Director, Retention & Assessment

Program Coordinators & Managers (2-3?)

Administrative staff = 2?

BLOC: Headcount requires two full time advisors, currently have part time faculty advisors
CHEM: Headcount requires one full time advisor, currently has two part time faculty advisors

Attachment D. Aggie Academic Advising Guiding Principles

Academic advising at Texas A&M University is vital to student learning and contributes to the success of all students. Because the Aggie Core Values underlie the purpose and actions of all who are associated with Texas A&M—faculty, staff, and students—they serve as the foundation for these guiding principles. The advising core values established by NACADA (bolded font) represent the professional commitment of those who provide academic advising and are also embedded into these Aggie guiding principles.

Respect
Academic Advisors are curious and collaborative. They honor the potential and perspectives of their students and colleagues. Advisors embody a **caring**, **inclusive**, supportive, and empathetic spirit.

Excellence
Academic Advisors are **committed** to excellence in all dimensions of student success. Advisors seek out opportunities to develop personally and professionally and exemplify the profession's values through service, advocacy, and practice.

Leadership
Academic Advisors challenge and support students as lifelong learners by **empowering** them to assume responsibility for and ownership of their education. Advisors lead by example and foster **caring** and **inclusive** environments that provide opportunities for diverse populations to thrive.

Loyalty
Academic Advisors support student success by creating a sense of community. Advisors work collaboratively with students and campus partners to support teaching and learning through **respect**, acceptance, and equity.

Integrity
Academic Advisors are dedicated to the equitable, respectful, and compassionate treatment of students and colleagues. Accordingly, advisors act with ethical and **professional** behavior developed through reflective practice.

Selfless Service

Academic Advisors recognize the individual needs of their students to foster awareness of campus resources and services that support student achievement and the success of the Texas A&M community.

Learn more:
- Texas A&M Core Values: https://www.tamu.edu/about/coreValues.html
- NACADA (The Global Community for Academic Advising) Core Values: https://nacada.ksu.edu/Resources/Pillars/CoreValues.aspx

Texas A&M University
Academic Advising Working Group (AAWG)
Advisor Training & Professional Development

Objective

To provide an opportunity for standardizing academic advisor training and professional development in the form of an annual certified evaluation program. Completion of this annual program will:

- Enhance academic advising through identification and completion of meaningful training and professional development activities
- Demonstrate proficiency in higher education and academic advising profession
- Continue one's commitment to excellence through the development of academic advising practices
- Promote supervisor responsibilities to their employees

Target Audience

Academic advisors and those in the academic advising community serving the undergraduate student population at Texas A&M University.

Benefits of Participation

- Identify and address academic advising related training needs
- Become better prepared for addressing the needs of students
- Increase employee morale and performance
- Increase supervisor engagement in the planning and development process
- Receive recognition for professional training and commitment to learning
- Completion of training units will earn certification recognition and professional development funding

NACADA Core Competencies Model
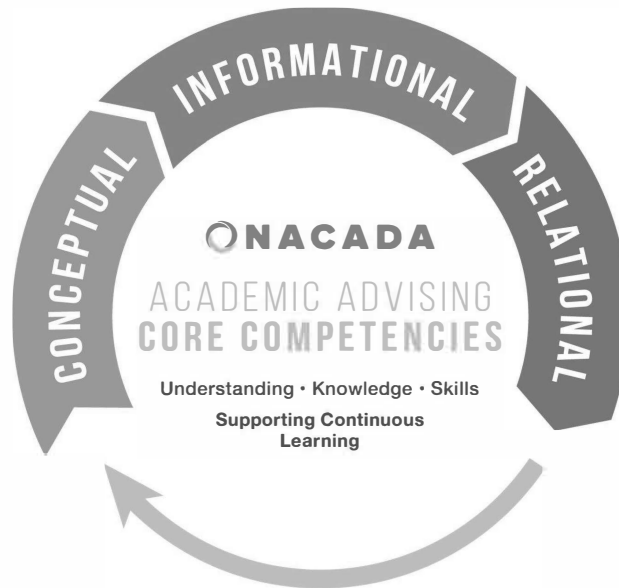
NACADA: The Global Community for Academic Advising (NACADA), Academic Advising Core Competencies Guide serves as a framework for exceptional academic advising. The following guide was written using the Academic Advising Core Competencies Guide as the framework.

The NACADA Core Competencies has three components: the conceptual, informational, and relational components.

The conceptual component covers theories (i.e. academic advising theories, student development theories), ideas, and concepts advisors must understand to effectively advise their students. This includes the following:
● C1: The history and role of academic advising in higher education.
● C2: NACADA's Core Values of Academic Advising.
● C3: Theory relevant to academic advising.
● C4: Academic advising approaches and strategies.
● C5: Expected outcomes of academic advising.
● C6: How equitable and inclusive environments are created and maintained.

The informational component addresses what advisors need to know to guide their students. This includes the following:

- I1: Institution specific history, mission, vision, values, and culture.
- I2: Curriculum, degree programs, and other academic requirements and options.
- I3: Institution specific policies, procedures, rules, and regulations.
- I4: Legal guidelines of advising practice, including privacy regulations and confidentiality.
- I5: The characteristics, needs, and experiences of major and emerging student populations.
- I6: Campus and community resources that support student success.
- I7: Information technology applicable to relevant advising roles.

The relational addresses what skills advisors need and demonstrate when working with students. This includes the following:

- R1: Articulate a personal philosophy of academic advising.
- R2: Create rapport and build academic advising relationships.
- R3: Communicate in an inclusive and respectful manner.
- R4: Plan and conduct successful advising interactions.
- R5: Promote student understanding of the logic and purpose of the curriculum.
- R6: Facilitate problem solving, decision making, meaning-making, planning, and goal setting.
- R7: Engage in ongoing assessment and development of self and the advising practice.

To learn more about the NACADA Core Competencies, click here

History of Project

Academic advising is an institutional priority at Texas A&M University. In response to the 2021 MGT Consulting Report, President Banks tasked college leaders with making "advising across the university is of the highest quality." As a result, the Academic Advising Working Group, co-chaired by Interim Vice Provost for Undergraduate Studies, Dr. Ann Kenimer, established a sub-unit to study how the institution and academic advising community could establish an advisor training and professional development program. This document is the result of that work.

Institutional Priority

The Path Forward (2021) includes the need for developing standardized training and professional development for the academic advising community.

The MGT Academic Advising Working Group (2022) continued the request by emphasizing the need for a standardized model of training and professional development with a minimum list of content required by all current and newly hired advisors.

Statement on Academic Advising

Academic advising is a collaboration between a student and an academic advisor. Through teaching and learning experiences, the student sets goals, acquires information and services, and makes decisions consistent with interests, goals, abilities and degree requirements.

Academic advising at Texas A&M University is an important component of student learning, contributing to the success of all students through:

- Supporting student achievement of the University Learning Outcomes and commitment to learning for a lifetime
- Being responsible to and respectful of the individual student
- Encouraging commitment to lifetime learning by directing students toward opportunities to interpret, reflect upon, and apply their classroom experiences in ways relevant to their careers and their lives
- Interpreting and conveying Texas A&M University's mission to students
- Supporting the educational policies, procedures and values of the department, college and university; likewise, academic advising relies on the support and resources of the university, college and department
- Involving other university programs, services and individuals, when appropriate in the academic advising process
- Being responsible for professional academic advising, training, development and practices

The TAMU academic advising system includes professional staff advisors, faculty advisors and administrators working together to ensure the total educational development of students by meeting intellectual, academic, personal and career needs.   (UAC Advisor Handbook, 4)

Concepts of Academic Advising - From NACADA

Academic advising, based in the teaching and learning mission of higher education, is a series of intentional interactions with a curriculum, a pedagogy, and a set of student learning outcomes. Academic advising synthesizes and contextualizes students' educational experiences within the frameworks of their aspirations, abilities and lives to extend learning beyond campus boundaries and timeframes.

Definitions

Academic Advising Community - The academic advising community at Texas A&M consists of professional staff academic advisors (primary-role advisor), academic advising administrators, and faculty advisors. All members of the academic advising community play an important role in the success of our students at Texas A&M.

Advisor Training - Trainings that focus on the knowledge/skills necessary to perform current advisor job duties. The "what, when, how" of academic advising related to the topic will be addressed. Topics should align with the training course curriculum and may include policy/procedure information and updates, Texas state core, academic advising technology, academic advising special student populations, support services and referral process, etc. Advisor training opportunities will need to have measurable learning outcomes that are assessed.

Professional Development - Opportunities that enhance the advisor's growth as a professional and prepares them for future roles and goals. Topics may include academic advising best practices, theoretical concepts, current academic advising trends, article/book discussions, advisor presentations related to conference attendance, etc.

Roles and Responsibilities of Academic Advising

Academic Advising

- Academic Planning
- Understanding the Curriculum and Degree Requirements
- General Education Requirements
- Student Petitions
- Options when students face academic difficulties
- Know your Students Academically
- Use of Technology
- Preparing Students for Registration
- Approve Choices Knowledgeably
- Clarify institutional policies, regulations, programs, and procedures
- Availability to students
- Discussion of academic performance and implications
- Mentoring relationship

Faculty Advisors (may include some or all responsibilities from above)

- Career Goals and Planning
- Choice of Major
- Field of Specialization

Advisor Training Justification

The training levels identified below would be made available as a hybrid online and/or in-person sessions providing everyone in the academic advising community an opportunity to gain knowledge and skills needed to effectively support and guide students to degree completion.

Training Levels:

- *Advisor Onboarding* - Training sessions geared for newest members of the academic advising community
- *Mentoring Program* - A structured mentorship program for first-year advisors
- *Enhancing Advisor Knowledge Programs*
  - *Becoming an Academic Advisor* - Content for first year advisors
  - *Becoming a Master Academic Advisor* - Content for advisors with at least three years of academic advising experience
  - *Becoming an Academic Advising Leader* - For academic advising administrators who oversee academic advising operations in their unit

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Required Training for Access to Academic Advising Technologies (Howdy, CAPP, EAB Navigate)
- All newly hired academic advisors must request a Compass account from their primary authorizing agent (PAA) before requesting access to academic advising technologies. This includes the following Traintraq courses and Duo Two-Factor Authentication:
    - Introductory Compass Navigation (TrainTraq # 2123434)
    - FERPA (TrainTraq # 11012)
    - Duo Two-Factor Authentication (https://gateway.tamu.edu/settings/)

Advisor Onboarding
All newly hired advisors are instructed to complete components from the *Advisor Onboarding Guide* during their first month of employment as an academic advisor.

These 3 foundational components should be completed during the advisors on-boarding process. Upon completion, the advisor will be assigned a mentor to work with over the next six months.

Essential Components:
- Annual Academic Advising and Registration Cycles
    - Academic Advising at Texas A&M University, Annual Advisement & Registration Timeline, Academic Standards, Generating and Reviewing Degree Plans, Course Withdrawal, Semester Withdrawal, State Requirements, Grading, Repeats, and No-grade, Course Numbering & Credits, and FERPA
- Academic Programs and Requirements
    - Texas A&M Core Curriculum, Adjustments and Curricular Exceptions, Program for System Admission (PSA), Entering Texas A&M with Course Credit, Math Placement Exam, Foreign Language Placement Exam, Course Program of Study (CPOS)
- Academic Advising Profession and Practice
    - Professional Organizations, Available Resources at Texas A&M, NACADA Core Competencies Model

Sources:
UAC Advisor Handbook
NACADA's Core Competencies Guide

Mentoring Program

A Mentoring Program, sponsored by the Office for Student Success, would provide funding and the framework for connecting new advisors to the profession with seasoned advisors at Texas A&M University. The program will be made available to anyone in the academic advising community interested in building a community of professional networks, receiving support in their new academic advising role, sharing experiences, gaining insight into the issues facing higher education, and learning more about available resources at Texas A&M. The program framework, which includes scheduled meeting dates and times that are conducive for all participants, would require learning outcomes for both the mentor and mentee, including a bursary/stipend for program completion, and support for mentor assignments.

Sources:

Academic Advising Approaches: Strategies That Teach Students to Make the Most of College
Pitt Mentoring and Advising Community Circles (PMACC) https://www.personaled.pitt.edu/pmacc

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Enhancing Advisor Knowledge Programs

The Enhancing Advisor Knowledge Programs provide a deeper review of academic advising components grounded by NACADA and NACADA's Core Competencies. These optional programs for the academic advising community...

Becoming an Advisor/Becoming a Master Advisor

The *Becoming an Advisor* program aims at enriching the academic advising profession at Texas A&M University beyond the onboarding components. New advisors will receive standard guidance and practices they can use as they develop into their academic advising roles.

The *Becoming a Master Advisor* program will enrich the advisor's understanding of these components. Participants are expected to have 3+ years of experience to complete the *Becoming a Master Advisor* program.

Conceptual Component: Participants will learn more about the history of the academic advising profession, advisor roles and responsibilities, ethical issues in academic advising, academic advising theories, and developing an academic advising philosophy.

Informational Component: Participants will build on the required onboarding training components by reviewing the internal and external knowledge required for academic advising, understanding student needs, self-knowledge, academic advising tools and resources, managing information.

Relational Component: Participants will learn the communication skills and academic advising approaches necessary when working with students.

> **Delivering Academic Advising:** Participants will learn the different ways for delivering academic advising, why documentation is necessary, making referrals and when, plus handling difficult students and student situations.
> **Sources:**
> Becoming an Advisor - *The New Advisor Guidebook: Mastering the Art of Academic Advising*
> Becoming a Master Advisor - *Beyond Foundations: Developing as a Master Academic Advisor*

> **Becoming an Advising Leader Program**
> Advocating for academic advising and student success should be at the forefront of all academic advising leaders in higher education. This program will help master advisors and institutional leaders further develop their understanding of how academic advising plays a critical role in student success and how to develop their leadership skills with the academic advising community at Texas A&M University.
>
> Program content would begin with an overview of the academic advising foundations covered in Becoming an Academic Advisor and Becoming a Master Advisor programs. Remaining content would look at student diversity and student needs in higher education, organizing and delivering academic advising services, the need for continued training, assessment, recognition and rewards for academic advising, and finally best practices found in the academic advising profession.
> **Sources:**
> *Academic Advising: A Comprehensive Handbook* (2nd Edition)
> *Academic Advising Approaches: Strategies That Teach Students to Make the Most of College*

Role of Supervisor and Academic Leadership
The role of supervisors and academic leadership in each academic unit is especially important to the development of advisors within the academic advising community. By committing to the above outline of training and professional development opportunities, the employee will become better at their profession but only if there is an opportunity for application in the workspace. We encourage all supervisors and academic leaders to make an intentional effort to be a part of your employee's growth and development.

Content Development
The content for the programs will be grounded in the source information as referenced for each program. Utilizing our academic advising community, the Office for Student Success will coordinate content development and work to make components for each program available for in-person or online

instruction. Changes in content must be approved by a consortium of identified representatives serving from the academic advising community.

Addressing Academic Advising Core Competencies

Texas A&M University is committed to the success of all students enrolled at our institution. The Academic *Advising Onboarding*, Mentoring Program, *Enhancing Advisor Knowledge Programs*, and *Becoming an Academic Advising Leader Program*, establishes academic advising standards and a level of service students should expect to receive from the academic advising community at Texas A&M. These expectations can be met by utilizing NACADA's Core Competencies as the foundational component of advisor training. The Core Competencies model "identifies the understanding, knowledge, and skills that support academic advising, guides professional development, and promotes the contributions of academic advising to student success." (NACADA Core Competencies, 2017). By utilizing the Core Competencies as a foundation for building both training programs, our intention is to elevate the academic advising standards of our academic advising community and help lead to higher student persistence and graduation outcomes.

Professional Development

Professional development opportunities enhance an advisor's growth as a professional and prepares the advisor for future roles and goals. Professional development includes, but is not limited to, presenting at a symposium or monthly programs, attending a conference or symposium, journal publications, presenting or researching a topic, conducting student success projects in your college, mentoring, or attending speaker engagements.

To promote a campus-wide involvement in professional development, the Office for Student Success will coordinate with University Advisors and Counselors (UAC) and the academic advising community to develop a program each fall and spring semesters that promotes informative guest speakers from within the campus community or from other institutions. These speakers will address current trends in the academic advising profession and higher education, and support the vision and mission of Texas A&M University. All members of the academic advising community are encouraged to attend these events at no additional costs. Those unable to attend these events will have the option of viewing content in a virtual format or recordings. The Office for Student Success is responsible for making sure campus-wide professional development programs are offered throughout the academic year and made available for members of the academic advising community. A report of these programs will be made available on an annual basis.

TrainTraq Record

All components will be made available for registration in TrainTraq. Completion of training will also be documented in TrainTraq for end of year reporting needs. Any training offered that is not recorded in TrainTraq will require documentation from the advisor's supervisor. The Office for Student Success is responsible for making sure all training components offered for each program are listed and maintained in TrainTraq on an annual basis.

Available Funding

In recognition of completion for each program, attendees will receive up to $2,000 in professional development funds in the form of a bursary for the following fiscal year. These funds will not be transferable to another individual or to future years. Unspent allocations will not carry forward into the next fiscal year. All remaining unencumbered balances will automatically revert back to a centrally held account in the Office for Student Success.

Proposed Budget

Advisor Training and Professional Development will need a sustained budget dedicated for staffing, content materials, and for professional development. A review of salaries and position descriptions will aid in constructing a budget for full-time employees that will be dedicated to developing and delivering content. Content materials such as referenced guides and books, would cost an estimated $10,000 per year. In addition, a budget of $10,000 per fiscal year would cover professional development speakers or programs for each semester. Finally, a dedicated professional development funding for those that complete the training and mentoring programs. Given the size and complexity of the academic advising community, the initial estimate is $400,000, but further analysis is suggested. The total budget for both advisor training and professional development would be approximately $600,000, which includes salary and benefits of the two full-time positions.

Content Development and Timelines

Developing content and making edits for these programs will require a dedicated full-time staff. The initial evaluation includes at least a project manager or coordinator and a content developer. After hiring and initial onboarding, a review of project needs, including both software and hardware, could see initial phases of planning starting in the fall semester. Focus groups and content development, specifically in the advisor onboarding portion, would begin in late fall (2022) or early spring semester (2023). Additional programs would be part of the next phase.

Advisor Toolbox

In order to assist the academic advising community with information items most commonly used by advisors, the Office for Student Success will continue developing an Advisor Toolbox that is available to anyone in the profession. The toolbox will include information for training and professional development events, academic advising technologies, common forms, and major maps.

Examples of advisor toolbox at other institutions:

- https://advisingmatters.berkeley.edu/academic-advising-toolbox
- https://sc.edu/about/offices_and_divisions/advising/advisor_toolbox/index.php
- https://las.illinois.edu/faculty/advising
- https://www.umass.edu/studentsuccess/toolbox

National Best Practices for Advisor Training

- NACADA (National Academic Advisor Association) identifies core competencies for academic advising and serving as the foundational elements for effective advisor training programs.
- CAS (Council for the Advancement of Standards in Higher Education) Standards for Academic Advising Programs includes training of academic advisors and access to professional development opportunities as a requirement.

Resources for Academic Advisors

The Office for Student Success will continue to create and update materials for the academic advising community. Most resources and information will remain available at the Advisor Toolbox.

Advising Syllabus: Use the academic advising syllabus to combine your academic advising programs and objectives into one document to share with your students.

TrainTraq: Texas A&M University System provides a record system for all employees to help in recording training sessions and events as an employee of the system. Supervisors should encourage the use of the system when developing training content. Employees should consider recording their completed sessions in the system for their annual evaluation process.

Campus Resources

- The Office for Student Success
- University Advisors and Counselors
- Advisor Onboarding Document

- [Howdy Portal](#)
- [Texas A&M University Department of Multicultural Services](#)
- [Texas A&M University LGBTQ+ Pride Center](#)
- [Texas A&M University Office for Student Success Routh First Gen Center](#)
- [Texas A&M University Department of Disability Resources](#)
- [Texas A&M University Student Activities - Search](#)
- [Texas A&M University Student Rules](#)

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Attachment F. Academic Advising Coordination Committee

The Academic Advising Coordination Committee develops and recommends university-wide policies and practices related to undergraduate academic advising. The AACC reports to and is convened by the Office of the Provost. The committee consists of voting representatives from units and groups that provide undergraduate academic advising across the university and non-voting resource representatives from academic support and student service offices. Initially, AACC tasks will include, but are not limited to:

- Facilitating common advising processes (timing, student communications, coding, etc.)
- Facilitating cross-college communication and best practice sharing
- Fostering broader and fuller implementation of Navigate, supporting coordinated outreach campaigns
- Recommending content for central advising information resources
- Identifying and providing input on advisor training needs
- Assessing and as needed, addressing advising quality
- Establishing and maintaining an advisor career ladder including minimum and desired qualifications, training needs, and related compensation
- Addressing emerging issues related to undergraduate academic advising

The AACC will need to coordinate closely with existing committees and groups that address issues related to undergraduate academic advising, including the Academic Operations Committee deans, the Academic Advising Administrators, and University Advisors and Counselors. Input from these groups will be critical to the successful implementation of any policies or processes recommended by AACC. It will be equally important to clearly delineate the role and responsibilities of each committee or group to avoid duplication of effort.

As the AACC is implemented and initiates its work, it will be essential for the committee to develop and sustain a strong level of trust with campus partners. To facilitate consideration of difficult issues without raising wariness or defensiveness, the AACC must:

- Respect college/department decisions regarding individual students and their needs, the college-centralized advising structure, and college/department defined student achievement standards/thresholds
- Respect faculty oversight of curricular programs
- Respect the role of campus support offices and the programs and services they offer

Committee Membership and Member Responsibilities

Voting representatives will be responsible for facilitating communication between the AACC and the individual's respective unit or group. In particular, voting representatives will be

expected to solicit feedback on proposed policies and processes prior to implementation. Voting representatives will include:

- Staff advisors – 3
- University Advisors and Counsellors – 2
- Faculty advisors – 1
- Undergraduate students – 1
- Advising administrators – 2
- Academic Operations Committee deans – 2
- Branch campuses – 1 each, preferably staff advisors
- Interdisciplinary programs – 1, preferably a staff advisor
- Faculty Senate – 1
- Office of Student Success – 1

Non-voting resource representatives will participate in AACC discussions on an as-needed basis to provide data and knowledge to support AACC discussions and activities. Non-voting resource representatives will include one individual from the following offices:

- Provost's Office (non-voting convener)
- Admissions
- Athletics
- One Stop Shop
- Registrar
- Student Affairs

Additional resource representatives may be added as needed to support ongoing work of the committee.

Voting representatives will serve three-year terms on a staggered rotation such that approximately one third of the voting members are replaced each year. Every spring, the Provost's Office will solicit nominations to fill open seats for voting representatives. Selection of voting representatives from among nominees will be based on:

- Demonstration of experience and engagement as an academic advisor, a broad outlook on needs and opportunities across academic advising, and an ability to adequately, comfortably, and responsibly represent their respective group
- Representation across colleges/schools
- Promotion of a range of perspectives and backgrounds across the committee

Non-voting resource representatives and the Provost's Office convener are not term limited. Committee membership including the number and role of voting and non-voting representatives will be reviewed periodically to ensure adequate and fair representation for all interested units and groups.