



Council for the Advancement of Standards in Higher Education

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We are pleased you are interested in the Standards and Guidelines developed by the Council for the Advancement of Standards in Higher Education (CAS). This CAS member association has permission to post a link to this standard on their website. Standards are developed through a consensus model of member associations and other experts, including the association on whose page this link is found. You are invited to use the attached CAS statement in the design and assessment of your programs and for your staff training and development. *This statement may not be duplicated for other purposes without permission from CAS.*

This standard and all other standards are available along with information on self-assessment procedures in the most recent edition of the *CAS Professional Standards for Higher Education* book. You are particularly encouraged to examine the learning and developmental outcomes (see www.cas.edu and in the standards book) in the design and assessment of your programs.

This standard has a Self Assessment Guide (SAG) available for purchase from www.cas.edu for use in program evaluation.

CAS MISSION STATEMENT

The mission of the Council for the Advancement of Standards in Higher Education (CAS) is to promote the improvement of programs and services to enhance the quality of student learning and development. CAS is a consortium of professional associations who work collaboratively to develop and promulgate standards and guidelines and to encourage self-assessment.

CAS STANDARDS AND GUIDELINES

Each CAS standard contains 12 common criteria categories (referred to as “general standards”) that have relevance for each and every functional area, no matter what its primary focus. In addition to the general standards, all functional area standards are comprised of both specialty standards and guidelines. All standards use the auxiliary verbs “**must**” and “**shall**” and appear in **bold print** so that users can quickly identify them. Guidelines are designed to provide suggestions and illustrations that can assist in establishing programs and services that more fully address the needs of students than those mandated by a standard. CAS guidelines appear in regular font and use the auxiliary verbs “should” and “may.”

OVER THIRTY YEARS OF PROFESSIONAL SERVICES

The Council for the Advancement of Standards in Higher Education (CAS) has been the pre-eminent force for promoting standards in student affairs, student services, and student development programs since its inception in 1979. For the ultimate purpose of fostering and enhancing student learning, development, and achievement and in general to promote good citizenship, CAS continues to create and deliver a dynamic and credible Book of Professional Standards and Guidelines and Self-Assessment Guides that are designed to lead to a host of quality-controlled programs and services. These standards respond to real-time student needs, the requirements of sound pedagogy, and the effective management of 43 functional areas, consistent with institutional missions. Individuals and institutions from nearly 40 CAS member organizations comprise a professional constituency of over 100,000 professionals.

DISCLAIMER

The standards and guidelines published in “The Book of Professional Standards for Higher Education” by the Council for the Advancement of Standards in Higher Education (CAS) and referred to in each of the “CAS Self-Assessment Guides” (SAGs) are developed through the voluntary efforts of leaders of professional associations in higher education. The purpose of the standards and guidelines is to identify criteria and principles by which institutions may choose to assess and enhance various areas of their academic, administrative, or student affairs programs and services. CAS specifically disclaims any liability or responsibility for any perceived or actual shortcomings inherent in the text or application of the standards. Further, CAS does not certify individuals nor accredit programs. No institution, whether it has met some or all of the CAS standards, is authorized to indicate that it is “approved, endorsed, certified, or otherwise sanctioned by CAS.” Institutions that have conducted a self-assessment of one or more functional areas addressed by CAS Standards and Guidelines using the appropriate CAS Self-Assessment Guide (SAG) may, where that self-assessment provides evidence that an institution meets these standards, are free to make accurate representations to the effect that the designated program or service meets the CAS Standards.

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202-862-1400, (email contact: Marybeth Drechsler Sharp, Interim Executive Director, www.cas.edu)

The Role of Academic Advising Programs

CAS Standards Contextual Statement

Academic advising is an essential element in the success and persistence of postsecondary students. "Through academic advising, students learn to become members of their higher education community, to think critically about their roles and responsibilities as students, and to prepare to be educated citizens of a democratic society and a global community. Academic advising engages students beyond their own worldviews, while acknowledging their individual characteristics, values, and motivations as they enter, move through, and exit the institution. Regardless of the diversity of our institutions, our students, our advisors, and our organizational structures, academic advising has three components: curriculum (what advising deals with), pedagogy (how advising does what it does), and student learning outcomes (the result of academic advising)" (NACADA, 2006a, ¶ 7).

Advising evolves from an institution's culture, values, and practices and is delivered in accordance with these factors. Advising practice draws from various theories and strategies in the social sciences, humanities, and education. "Good academic advising also provides perhaps the only opportunity for all students to develop a personal, consistent relationship with someone in the institution who cares about them" (Drake, 2011, p. 10). "In fact, the developmental advisor makes the establishment of the relationship the first order of business with the student" (Crookston, 1994, p. 8). As higher education curricula become increasingly complex and constituents intensify their demands for accountability, pressure to make students' academic experience more meaningful has increased. Higher education, in turn, has responded with renewed attention to the need for high-quality academic advising.

"Once almost exclusively a faculty function, today academic advising has come forward as a specialization within the higher education community. Although remaining a role that faculty members play, academic advising has emerged as an area of expertise in and of itself" (NACADA, 2006b, p. 3) and "this fact is a source of its tremendous potential" (p. 4). Faculty, professionals, graduate students, and peers now engage students in academic advising.

The establishment of the National Academic Advising Association (NACADA) followed the first national conference on advising in 1977. The creation of NACADA marked a significant turning point in according recognition to higher education academic advisors who consider their work to be purposeful and unique. Today NACADA flourishes with more than 10,000 members in over 20 countries, making NACADA truly the global community for academic advising. Each year NACADA conferences, institutes, and webcasts attract more than 14,000 participants from around the globe (NACADA, 2011). The NACADA Statement of Core Values (2005) provides the ethical principles that guide advising practice. The Core Values, along with the NACADA Concept of Academic Advising (2006) and the CAS Standards, serve as a framework all academic advisors can use to examine their professional interactions.

Academic advising became a significant category within professional literature during the 1980s and is still studied with great interest for its role in student retention and graduation. NACADA promotes research in the discipline through its research agenda, funding of research grants, and publication of the *NACADA Journal*, the juried research journal in the field. The *NACADA Journal* as well as *Academic Advising Today*, the association's electronic quarterly, feature articles that unite research, theory, and practice within the field. Rich and varied professional

development resources include books, monographs, CDs, DVDs, and webcasts that examine various aspects of advising. Some of the most referenced resources in the profession include *Academic Advising: A Comprehensive Handbook* (2nd ed., 2008), *The New Advisor Guidebook: Mastering the Art of Advising through the First Year and Beyond* (2007), *Scholarly Inquiry in Academic Advising* (2010), *Guide to Assessment in Academic Advising* (2nd ed., 2010), and the resources found in the web-based *NACADA Clearinghouse of Academic Advising Resources*. Information about NACADA's resources can be located at www.nacada.ksu.edu/. Lowenstein (2006) declared that "an excellent advisor does for students' entire education what the excellent teacher does for a course: helps them order the pieces, put them together to make a coherent whole, so that the student experiences the curriculum not as a checklist of discrete, isolated pieces but instead as a unity, a composition of interrelated parts with multiple connections and relationships" (§ 5). Thus, many within the field define academic advising as a teaching and learning process focused on the achievement of student learning outcomes. As NACADA's *Concept of Academic Advising* (NACADA, 2006a) delineated, these outcomes differ among institutions, with each institution establishing its own learning outcomes based upon its mission, goals, curriculum, co-curriculum, and assessment methods (White, 2000). The *Concept* does, however, suggest as a representative sample of learning outcomes for advising that students will

- craft a coherent educational plan based on assessment of abilities, aspirations, interests, and values
- use complex information from various sources to set goals, reach decisions, and achieve those goals
- assume responsibility for meeting academic program requirements
- articulate the meaning of higher education and the intent of the institution's curriculum
- cultivate the intellectual habits that lead to a lifetime of learning
- behave as citizens who engage in the wider world around them (NACADA, 2006, § 10).

Academic advising is a crucial component of all students' experiences in higher education. Through advising, students can find meaning in their lives, make significant decisions about their futures, and access all that higher education has to offer. When practiced with competence and dedication, academic advising is integral to student success, persistence, and retention. In an age often characterized by impersonal detachment, academic advising provides a vital personal connection students need in order to persist and succeed.

References, Readings, and Resources

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ACADEMIC ADVISING PROGRAMS

CAS STANDARDS and GUIDELINES

Part 1. MISSION

The primary purpose of Academic Advising Programs (AAP) is to assist students in the development of meaningful educational plans.

AAP must develop, disseminate, implement, and regularly review their missions. The mission must be consistent with the mission of the institution and with professional standards. The mission must be appropriate for the institution's student populations and community settings. Mission statements must reference student learning and development.

The institution must have a clearly written mission statement pertaining to academic advising that must include program goals and expectations of advisors and advisees.

Part 2. PROGRAM

The formal education of students, consisting of the curriculum and the co-curriculum, must promote student learning and development outcomes that are purposeful, contribute to students' realization of their potential, and prepare students for satisfying and productive lives.

Academic Advising Programs (AAP) must collaborate with colleagues and departments across the institution to promote student learning and development, persistence, and success.

Consistent with the institutional mission, AAP must identify relevant and desirable student learning and development outcomes from among the six domains and related dimensions:

Domain: knowledge acquisition, integration, construction, and application

- **Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life**

Domain: cognitive complexity

- **Dimensions: critical thinking, reflective thinking, effective reasoning, and creativity**

Domain: intrapersonal development

- **Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness**

Domain: interpersonal competence

- **Dimensions: meaningful relationships, interdependence, collaboration, and effective leadership.**

Domain: humanitarianism and civic engagement

- **Dimensions: understanding and appreciation of cultural and human differences, social responsibility, global perspective, and sense of civic responsibility**

Domain: practical competence

- **Dimensions: pursuing goals, communicating effectively, technical competence, managing personal affairs, managing career development, demonstrating professionalism, maintaining health and wellness, and living a purposeful and satisfying life**

[LD Outcomes: See *The Council for the Advancement of Standards Learning and Developmental Outcomes* statement for examples of outcomes related to these domains and dimensions.]

AAP must

- **assess relevant and desirable student learning and development**
- **provide evidence of impact on outcomes**
- **articulate contributions to or support of student learning and development in the domains not specifically assessed**
- **articulate contributions to or support of student persistence and success**
- **use evidence gathered through this process to create strategies for improvement of programs and services**

AAP must be

- **intentionally designed**
- **guided by theories and knowledge of learning and development**
- **integrated into the life of the institution**
- **reflective of developmental and demographic profiles of the student population**
- **responsive to needs of individuals, populations with distinct needs, and relevant constituencies**
- **delivered using multiple formats, strategies, and contexts**

Where institutions provide distance education, AAP must assist distance learners to achieve their educational goals by providing access to information about programs and services, to staff members who can address questions and concerns, and to counseling, advising, or other forms of assistance.

Both students and advisors must assume shared responsibility in the advising process. AAP must assist students to make the best academic decisions possible by encouraging identification and assessment of alternatives and consideration of the consequences of their decisions.

The ultimate responsibility for making decisions about educational plans and life goals should rest with the individual student.

AAP must be guided by a set of written goals and objectives that are directly related to its stated mission.

AAP must

- **promote student growth and development**
- **assist students in assessing their interests and abilities, examining their educational goals, making decisions and developing short-term and long-term plans to meet their objectives**
- **discuss and clarify educational, career, and life goals**
- **provide accurate and timely information and interpret institutional, general education, and major requirements**
- **assist students to understand the educational context within which they are enrolled**
- **advise on the selection of appropriate courses and other educational experiences**
- **clarify institutional policies and procedures**
- **evaluate and monitor student academic progress and the impact on achievement of goals**
- **reinforce student self-direction and self-sufficiency**
- **direct students with educational, career, or personal concerns, or skill/learning deficiencies, to other resources and programs on the campus when necessary**
- **make students aware of and refer to educational, institutional, and community resources and services (e.g., internship, study abroad, honors, service-learning, research opportunities)**
- **collect and distribute relevant data about student needs, preferences, and performance for use in institutional decisions and policy**

AAP should provide information about student experiences and concerns regarding their academic program to appropriate decision makers.

AAP should make available to academic advisors all pertinent research (e.g., about students, the academic advising program, and perceptions of the institution).

The academic advisor must review and use available data about students' academic and educational needs, performance, and aspirations.

AAP must identify environmental conditions that may positively or negatively influence student academic achievement and propose interventions that may neutralize negative conditions.

AAP must provide current and accurate advising information to students and academic advisors.

AAP should employ the latest technologies for delivery of advising information.

Academic advising conferences must be available to students each academic term.

Academic advisors should offer conferences in a format that is convenient to the student, i.e., in person, by telephone, or online. Advising conferences may be carried out individually or in groups.

Academic advising caseloads must be consistent with the time required for the effective performance of this activity.

The academic status of the student being advised should be taken into consideration when determining caseloads. For example, first year, undecided, under-prepared, and honors students may require more advising time than upper-division students who have declared their majors.

Academic advisors should allow an appropriate amount of time for students to discuss plans, programs, courses, academic progress, and other subjects related to their educational programs.

When determining workloads it should be recognized that advisors may work with students not officially assigned to them and that contacts regarding advising may extend beyond direct contact with the student.

Part 3. ORGANIZATION AND LEADERSHIP

To achieve student and program outcomes, Academic Advising Programs (AAP) must be structured purposefully and organized effectively. AAP must have

- **clearly stated goals**
- **current and accessible policies and procedures**
- **written performance expectations for employees**
- **functional work flow graphics or organizational charts demonstrating clear channels of authority**

Leaders with organizational authority for the programs and services must provide strategic planning, supervision, and management; advance the organization; and maintain integrity through the following functions:

Strategic Planning

- **articulate a vision and mission that drive short- and long-term planning**

- **set goals and objectives based on the needs of the population served and desired student learning or development and program outcomes**
- **facilitate continuous development, implementation, and assessment of goal attainment congruent with institutional mission and strategic plans**
- **promote environments that provide meaningful opportunities for student learning, development, and engagement**
- **develop and continuously improve programs and services in response to the changing needs of students served and evolving institutional priorities**
- **intentionally include diverse perspectives to inform decision making**

Supervising

- **manage human resource processes including recruitment, selection, development, supervision, performance planning, evaluation, recognition, and reward**
- **influence others to contribute to the effectiveness and success of the unit**
- **empower professional, support, and student staff to accept leadership opportunities**
- **offer appropriate feedback to colleagues and students on skills needed to become more effective leaders**
- **encourage and support professional development, collaboration with colleagues and departments across the institution, and scholarly contribution to the profession**

Managing

- **identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement**
- **plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources**
- **use current and valid evidence to inform decisions**
- **incorporate sustainability practices in the management and design of programs, services, and facilities**
- **understand appropriate technologies and integrate them into programs and services**
- **be knowledgeable about codes and laws relevant to programs and services and ensure that staff members understand their responsibilities through appropriate training**
- **assess potential risks and take action to mitigate them**

Advancing the Organization

- **communicate effectively in writing, speaking, and electronic venues**
- **advocate for programs and services**
- **advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels**
- **initiate collaborative interactions with internal and external stakeholders who have legitimate concerns about and interests in the functional area**
- **facilitate processes to reach consensus where wide support is needed**
- **inform other areas within the institution about issues affecting practice**

Maintaining Integrity

- **model ethical behavior and institutional citizenship**
- **share data used to inform key decisions in transparent and accessible ways**
- **monitor media used for distributing information about programs and services to ensure the content is current, accurate, appropriately referenced, and accessible**

The design of AAP must be compatible with the institution's organizational structure and its students' needs. Specific advisor responsibilities must be clearly delineated, published, and disseminated to both advisors and advisees.

Students, faculty advisors, and professional staff must be informed of their respective advising responsibilities.

AAP may be a centralized or decentralized function within an institution, with a variety of people throughout the institution assuming responsibilities.

AAP must provide the same services to distance learners as it does to students on campus. The distance education advising must provide for appropriate real time or delayed interaction between advisors and students.

Part 4. HUMAN RESOURCES

Academic Advising Programs (AAP) must be staffed adequately by individuals qualified to accomplish mission and goals.

Within institutional guidelines, AAP must

- **establish procedures for staff recruitment and selection, training, performance planning, and evaluation**
- **set expectations for supervision and performance**
- **assess the performance of employees individually and as a team**
- **provide access to continuing and advanced education and appropriate professional development opportunities to improve the leadership ability, competence, and skills of all employees.**

AAP must maintain position descriptions for all staff members.

To create a diverse staff, AAP must institute recruitment and hiring strategies that encourage individuals from under-represented populations to apply for positions.

AAP must develop promotion practices that are fair, inclusive, proactive, and non-discriminatory.

To further the recruitment and retention of staff, AAP must consider work life initiatives, such as compressed work schedules, flextime, job sharing, remote work, or telework.

AAP professional staff members must hold an earned graduate or professional degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.

Academic advising personnel may be full-time or part-time professionals who have advising as their primary function or may be faculty whose responsibilities include academic advising. Paraprofessionals (e.g., graduate students, interns, or assistants) or peer advisors may also assist advisors.

AAP professional staff members must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and developments that affect their programs and services.

Academic advisors should have an understanding of student development, student learning, career development, and other relevant theories in education, social sciences, and humanities.

Academic advisors should have a comprehensive knowledge of the institution's programs, academic requirements, policies and procedures, majors, minors, and support services.

Academic advisors should demonstrate an interest and effectiveness in working with and assisting students and a willingness to participate in professional activities.

Sufficient personnel must be available to address students' advising needs without unreasonable delay.

AAP must have technical and support staff members adequate to accomplish their mission. All members of the staff must be technologically proficient and qualified to perform their job functions, be knowledgeable about ethical and legal uses of technology, and have access to training and resources to support the performance of their assigned responsibilities.

Degree- or credential-seeking interns or graduate assistants must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision. Supervisors must be cognizant of the roles of interns and graduate assistants as both student and employee and closely adhere to all parameters of their job descriptions, work hours, and schedules. Supervisors and the interns or graduate assistants must agree to compensatory time or other appropriate compensation if circumstances necessitate additional hours.

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be educated on how and when to refer those in need of additional assistance to qualified staff members and must have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear job descriptions, pre-service training based on assessed needs, and continuing development.

All AAP staff members, including student employees and volunteers, must receive specific training on institutional policies pertaining to functions or activities they support and to privacy and confidentiality policies and laws regarding access to student records and other sensitive institutional information.

All AAP staff members must receive training on policies and procedures related to the use of technology to store or access student records and institutional data.

Support personnel should maintain student records, organize resource materials, receive students, make appointments, and handle correspondence and other operational needs. Technical staff may be used in research, data collection, systems development, and special projects.

AAP must ensure that staff members are knowledgeable about and trained in emergency procedures, crisis response, and prevention efforts. Prevention efforts must address identification of threatening conduct or behavior of students, faculty and staff members, and others and must incorporate a system for responding and reporting.

AAP must ensure that staff members are knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.

AAP must strive to improve the professional competence and skills of all personnel it employs.

Continued professional development should include areas such as the following and how they relate to academic advising:

- theories of student development, student learning, career development, and other relevant theories in education, social sciences, and humanities
- academic policies and procedures, including institutional transfer policies and curricular changes
- legal issues including U.S. Family Education and Records Privacy Act (FERPA)/Canadian Freedom Of Information and Protection of Privacy (FOIPP) and other privacy laws and policies
- technology and software training (e.g., degree audit, web registration)
- institutional resources (e.g., research opportunities, career services, internship opportunities, counseling and health services, tutorial services)
- ADA (disability-related accommodations) compliance issues

Part 5. ETHICS

Academic Advising Programs (AAP) must review relevant professional ethical standards and must adopt or develop and implement appropriate statements of ethical practice.

Advisors must uphold policies, procedures, and values of their departments and institutions.

AAP must publish and adhere to statements of ethical practice and ensure their periodic review by relevant constituencies.

AAP must orient new staff members to relevant ethical standards and statements of ethical practice and related institutional policies.

Statements of ethical standards must specify that staff members respect privacy and maintain confidentiality in all communications and records to the extent that such communications and records are protected under relevant privacy laws.

Statements of ethical standards must specify limits on disclosure of information contained in students' educational records as well as requirements to disclose to appropriate authorities.

Statements of ethical standards must address personal and economic conflicts of interest, or appearance thereof, by staff members in the performance of their work.

Statements of ethical standards must reflect the responsibility of staff members to be fair, objective, and impartial in their interactions with others.

Statements of ethical standards must reference management of institutional funds.

Statements of ethical standards must reference appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, and students' rights and responsibilities.

Statements of ethical standards must include the expectation that AAP staff members confront and hold accountable other staff members who exhibit unethical behavior.

Statements of ethical standards must address issues surrounding scholarly integrity.

As appropriate, AAP staff members must inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements.

AAP staff members must recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.

AAP staff members must perform their duties within the limits of their position, training, expertise, and competence.

When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

Promotional and descriptive information must be accurate and free of deception.

AAP must adhere to institutional policies regarding ethical and legal use of software and technology.

Part 6. LAW, POLICY, AND GOVERNANCE

Academic Advising Programs (AAP) must be in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole. Examples include constitutional, statutory, regulatory, and case law; relevant law and orders emanating from codes and laws; and the institution's policies.

AAP must inform staff members, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.

AAP must have written policies on all relevant operations, transactions, or tasks that have legal implications.

AAP must regularly review policies. The revision and creation of policies must be informed by best practices, available evidence, and policy issues in higher education.

AAP staff members must use reasonable and informed practices to limit the liability exposure of the institution and its officers, employees, and agents. AAP staff members must be informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and must be referred to external sources if the institution does not provide coverage.

The institution must provide access to legal advice for staff members as needed to carry out assigned responsibilities.

AAP must have procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations. Systems and procedures must be in place to disseminate timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.

AAP staff members must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

AAP must obtain permission to use copyrighted materials and instruments. AAP must purchase the materials and instruments from legally compliant sources or seek alternative permission from the publisher or owner. References to copyrighted materials and instruments must include appropriate citations.

AAP staff members must be knowledgeable about internal and external governance systems that affect programs and services.

Part 7. DIVERSITY, EQUITY, AND ACCESS

Within the context of each institution's unique mission and in accordance with institutional policies and all applicable codes and laws, Academic Advising Programs (AAP) must create and maintain educational and work environments that are

- **welcoming, accessible, and inclusive to persons of diverse backgrounds**
- **equitable and non-discriminatory**
- **free from harassment**

AAP must not discriminate on the basis of ability; age; cultural identity; ethnicity; family educational history (e.g., first generation to attend college); gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; or any other basis included in institutional policies and codes and laws.

AAP must

- **advocate for greater sensitivity to multicultural and social justice concerns by the institution and its personnel**
- **modify or remove policies, practices, facilities, structures, systems, and technologies that limit access, discriminate, or produce inequities**
- **include diversity, equity, and access initiatives within their strategic plans**
- **foster communication that deepens understanding of identity, culture, self-expression, and heritage**
- **promote respect about commonalities and differences among people within their historical and cultural contexts**
- **address the characteristics and needs of a diverse population when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices**
- **provide staff members with access to multicultural training and hold staff members accountable for integrating the training into their work**
- **respond to the needs of all students and other populations served when establishing hours of operation and developing methods of delivering programs, services, and resources**
- **ensure physical, program, and resource access for persons with disabilities**
- **recognize the needs of distance learning students by providing appropriate and accessible services and resources or by assisting them in gaining access to other appropriate services and resources in their geographic region**

Part 8. INSTITUTIONAL AND EXTERNAL RELATIONS

Academic Advising Programs (AAP) must reach out to relevant individuals, groups, communities, and organizations internal and external to the institution to

- **establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services**
- **garner support and resources for programs and services as defined by the mission statement**

- **disseminate information about the programs and services**
- **collaborate, where appropriate, to assist in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes**
- **engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents**

AAP must have procedures and guidelines consistent with institutional policy for

- **communicating with the media**
- **contracting with external organizations for delivery of programs and services**
- **cultivating, soliciting, and managing gifts**
- **applying to and managing funds from grants**

Academic advising is integral to the educational process and depends upon close working relationships with other institutional agencies and the administration. AAP should be fully integrated into other processes of the institution. Academic advisors should be consulted when there are modifications to or closures of academic programs.

For referral purposes, AAP should provide academic advisors a comprehensive list of relevant external agencies, campus offices, and opportunities.

Part 9. FINANCIAL RESOURCES

Academic Advising Programs (AAP) must have funding to accomplish the mission and goals. In establishing funding priorities and making significant changes, a comprehensive analysis must be conducted to determine the following elements: unmet needs of the unit, relevant expenditures, external and internal resources, and impact on students and the institution.

AAP must demonstrate efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.

Special consideration should be given to providing funding for the professional development of advisors.

Financial resources should be sufficient to provide high-quality print and web-based information for students and training materials for advisors. Sufficient financial resources should be provided to promote the academic advising program.

Part 10. TECHNOLOGY

Academic Advising Programs (AAP) must have adequate technology to support the achievement of their mission and goals. The technology and its use must comply with institutional policies and procedures and be evaluated for compliance with relevant codes and laws.

AAP must use current technology to provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and designated clients.

AAP must explore the use of technology to enhance delivery of programs and services, especially for students at a distance or external constituencies.

When technology is used to facilitate student learning and development, AAP must select technology that reflects intended outcomes.

AAP must

- **maintain policies and procedures that address the security, confidentiality, and backup of data, as well as compliance with privacy laws**
- **have clearly articulated plans in place for protecting confidentiality and security of information when using Internet-based technologies**
- **develop plans for replacing and updating existing hardware and software as well as plans for integrating new technically-based or supported programs, including systems developed internally by the institution, systems available through professional associations, or private vendor-based systems**

Technology, as well as workstations or computer labs maintained by programs and services for student use, must be accessible to all designated clients and must meet established technology standards for delivery to persons with disabilities.

When providing student access to technology, AAP must

- **have policies on the use of technology that are clear, easy to understand, and available to all students**
- **provide assistance, information, or referral to appropriate support services to those needing help accessing or using technology**
- **provide instruction or training on how to use the technology**
- **inform students on the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy, and social networks**

Student violations of technology policies must follow established institutional student disciplinary procedures.

Students who experience negative emotional or psychological consequences from the use of technology must be referred to support services provided by the institution.

AAP must ensure that on-line and technology-assisted advising includes appropriate mechanisms for obtaining approvals, consultations, and referrals.

Part 11. FACILITIES AND EQUIPMENT

Academic Advising Programs (AAP) must have adequate, accessible, and suitably located facilities and equipment to support the mission and goals. If acquiring capital equipment as defined by the institution, AAP must take into account

expenses related to regular maintenance and life cycle costs. Facilities and equipment must be evaluated on an established cycle, including consideration of sustainability, and be in compliance with codes and laws to provide for access, health, safety, and security.

AAP staff members must have workspace that is well equipped, adequate in size, and designed to support their work and responsibilities. For conversations requiring privacy, staff members must have access to a private space.

AAP staff members who share workspace must be able to secure their own work.

The design of the facilities must guarantee the security and privacy of records and ensure the confidentiality of sensitive information.

The location and layout of the facilities must be sensitive to the needs of persons with disabilities as well as the needs of other constituencies.

Privacy and freedom from visual and auditory distractions must be considered in designing appropriate facilities.

Part 12. ASSESSMENT and EVALUATION

Academic Advising Programs (AAP) must have a clearly articulated assessment plan to document achievement of stated goals and learning outcomes, demonstrate accountability, provide evidence of improvement, and describe resulting changes in programs and services.

AAP must have adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

Assessments must include direct and indirect evaluation and use qualitative and quantitative methodologies and existing evidence, as appropriate, to determine whether and to what degree the stated mission, goals, and intended outcomes are being met as effectively and efficiently as possible. The process must employ sufficient and sound measures to ensure comprehensiveness. Data collected must include responses from students and other constituencies, and aggregated results must be shared with those groups. Results of assessments must be shared appropriately with multiple constituents.

Results of assessments and evaluations must be used to identify needs and interests in revising and improving programs and services, recognizing staff performance, maximizing resource efficiency and effectiveness, improving student achievement of learning and development outcomes, and improving student persistence and success. Changes resulting from the use of assessments and evaluation must be shared with stakeholders.

*General Standards revised in 2011;
AAP content developed/revised in 1986, 1997, & 2005*