# 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.

Direct your questions to the CAS Executive Office, One Dupont Circle NW Suite 300 Washington, DC 20036-1188, 202-862-1400, (email contact: Marybeth Drechsler Sharp, 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 (Klepfer & Hull, 2012). Although an institution's culture, values, and practices affect the organization and delivery of advising (Habley, 1997), practitioners directly influence personal, institutional, and societal success. Specifically, they help students "become members of their higher education community, think critically about their roles and responsibilities as students, and prepare to be educated citizens of a democratic society and a global community" (National Academic Advising Association [NACADA], 2006, para. 7); that is, regardless of the delivery mechanism, through academic advising, students learn to make the most of their college experience (Miller, para. 1). As higher education curricula grow increasingly complex and constituents demand accountability, stakeholders feel the pressure to make students' academic experience as meaningful as possible. Academic advising professionals must be ready to meet these challenges.

The growth of academic advising mirrors the growth and changes in higher education (Cook, 2009; Thelin & Hirschy, 2009). In the 1870s, electives introduced in the academic curriculum meant advisors needed "to guide students in the successful pursuit of their chosen paths" (Kuhn, 2008, p. 5). The 1970s ushered in a new era for academic advising with O'Banion's (1972/1994/2009) and Crookston's (1972/1994/2009) articles advocating a developmental academic-advising approach. Today, the advising community recognizes more than a dozen relational styles of academic advising (Drake, Jordan, & Miller, 2013). Each approach encourages professional, faculty, and peer advisors to help students delineate their academic, career, and life goals as they help students craft the educational plans necessary to complete their postsecondary objectives. These approaches are often customized to meet the diverse needs of today's college student (Drake, Jordan, & Miller, 2013).

In 1977, the National Academic Advising Association (NACADA) was formed to provide direction and purpose for practicing academic advisors (Grites & Gordon, 2009). Today, NACADA flourishes with more than 12,000 members in over 30 countries. The NACADA Statement of Core Values (NACADA, 2005) offers the ethical principles that guide advising practice. Along with the NACADA Concept of Academic Advising (NACADA, 2006) and the CAS Standards, the Core Values serve as a framework all academic advisors can use to examine their professional practice. Information on the NACADA resources, programs, and services can be found at www.nacada.ksu.edu.

As those in higher education, including academic advisors, respond to a changing postsecondary environment, they must structure exemplary practices, pay particular attention to key institutional learning outcomes, serve the distinctive needs of a range of student populations, and promote national agendas on degree completion (Drake, Jordan, & Miller, 2013). The strong emphasis on research in academic advising reflects today's focus on student retention and graduation. Klepfer and Hull (2012) noted "the strength of academic advising as a factor in persistence. College students who reported visiting with advisors frequently had a much greater likelihood of persisting than their peers who never did" (para. 17). As a result, assessment and research increasingly influence the practices and processes of the field.

Today, advisors utilize many theories and strategies from the social sciences, humanities, and education to inform practice. When applying these paradigms, they foster productive relationships with students in support of their higher education goals. In fact, academic advisors provide "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). Their adherence to CAS Standards advances the common goals of academic advising.

Lowenstein (2006) observed 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" (para. 5). Academic advisors meet these obligations through applying frameworks for good practice, including building partnerships with pivotal campus offices such as orientation, first-year student programs, and career services.

As the NACADA *Concept of Academic Advising* (NACADA, 2006) delineates, academic advising objectives differ among institutions based upon the particular mission, goals, curriculum, co-curriculum, and assessment methods established for the respective campus (White, 2000). However, a representative sample of learning outcomes for advising indicates 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; and
- behave as citizens who engage in the wider world around them (NACADA, 2006, para. 10).

The increasing public attention placed on college completion means increased visibility for academic advising. Reports such as *Guided Pathways to Success* (Complete College America, 2013) point to academic advising as vital to degree completion. As institutions seek to increase and diversify enrollments, academic advisors are vital to ensuring appropriate matriculation and transfer leading to degree completion for all students. The evolving manner by which students complete college degrees, including the blending of courses offered on a variety of campuses and online, places new challenges on academic advisors, who must possess the tools needed to meet the demands of students in virtual space and across multiple institutions (Compete College America, 2013).

A crucial component of the college experience, academic advising encourages students to cultivate meaning in their lives, make significant decisions about their futures, and access institutional resources. When practiced with competence and dedication, academic advising is integral to student success, persistence, retention, and completion. Therefore, academic advisors must develop the tools and skills necessary to address the many issues that influence student success and do so with respect to the increasing diversity on college and university campuses. The standards and guidelines in the Academic Advising Program Standards provide a framework for developing strong academic advising programs.

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**The mission of Academic Advising Programs (AAP) is to assist students as they define, plan, and achieve their educational goals. The AAP must advocate for student success and persistence.**

**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 specific model used for AAP should be consistent with the mission, structure, and resources of the institution.

**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 should determine which of the CAS learning and development domains and dimensions are most relevant to the advising functions on their campus and develop appropriate outcomes.

**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 constituencies**
- **delivered using multiple formats, strategies, and contexts [as appropriate to meet the goals of the program]**

**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.**

**AP must provide the same quality of academic advising and in the appropriate accessible forums to distance learners as it does to students on campus.**

**Advisors must engage students in the shared responsibility of academic advising.**

**Advisors must provide opportunities that help inform student choices and decisions about academic work and about educational, career, and life goals.**

Advisors should inform students that the ultimate responsibility for making decisions about educational plans and life goals rests with the individual student.

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

Academic advisors should offer advising sessions in a format that is private and safe. Sessions should be convenient and accessible to the student, employing the use of electronic and multimedia formats and traditional in-person or telephone interactions as appropriate. Advising information sessions may be carried out individually or in groups, depending on the needs of the student and always with the student's consent.

**Programs and materials associated with the AAP must**

- **promote student learning, development, and personal growth to encourage self-sufficiency**
- **support students, on an ongoing basis, as they establish and evaluate their educational, career, and life goals**
- **assist students in identifying the realistic timeframe to complete their educational goals and support their efforts**
- **provide current and accurate advising information**
- **raise awareness of institutional and community resources and services for students**
- **provide advisors with training and development for making effective referrals to both on- and off-campus services and agencies**
- **make advising available to students throughout their time at the institution**
- **proactively identify academically at-risk students and connect those students with appropriate resources to facilitate student success**
- **employ appropriate and accessible technology to support the delivery of advising information**
- **clarify institutional policies and procedures for students**
- **monitor academic progress and direct students to appropriate resources and programs**
- **advocate for appropriate resources to facilitate student success**
- **support learning and professional development for those involved in delivery of academic advising**
- **collect and distribute relevant data regarding student needs, preferences, and performance for use in institutional decisions and policy**

**AAP must provide adequate resources to ensure that academic advising caseloads are consistent with the institutional mission and stated goals.**

**When institutional policy or process interferes with students' learning and development, the AAP must advocate for change using appropriate institutional means.**

Factors that affect determination of advising caseloads include mode of delivery, advising approach used, additional advisor responsibilities, student needs, and time required for this activity.

The academic status of the student being advised should be taken into consideration when determining caseloads. Specific students groups (e.g., undecided students or students on academic probation) may require more advising time than upper-division students who have declared their majors.

Workloads should reflect that advisors may work with students not officially assigned to them and that advising related responsibilities may extend beyond direct contact with students.

## 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 campus community must be able to identify the individual or group coordinating academic advising.**

AAP may be a centralized or decentralized function with a variety of employees throughout the institution assuming responsibilities.

**Specific advisor responsibilities must be clearly delineated, published, and disseminated to the campus community.**

**Advisors must determine and articulate the need for administrative, technological, and executive support of advising.**

## 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.**

Continuing and regular professional development should address

- theories of student development, student learning, career development, and other relevant theories
- academic advising approaches and best practices
- research, assessment, and evaluation processes
- widely adopted purposes of academic advising and its relevance to student success at the institution
- strategies that contribute to achievement of student learning outcomes
- academic policies and procedures, including institutional transfer policies and curricular changes
- ethical and 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., to perform degree audits, web registrations)
- comprehensive knowledge of the institution's programs, academic requirements, policies and procedures, majors, minors, and certificate programs
- institutional and community resources and services (e.g., research opportunities, career services, internship opportunities, counseling and health services, tutorial services)
- non-discrimination and accommodations laws and directives (e.g., Americans with Disabilities Act (ADA)/Canadian Human Rights Act).
- strategies for building strong relationships and connections with students from diverse backgrounds through a variety of advising interactions

**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 for whom advising is a primary or secondary function; they also may be faculty members whose responsibilities include advising. Paraprofessionals (e.g., graduate students, interns, or assistants) and peer advisors may assist advisors.

**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.**

**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.**

Support personnel and technical staff may maintain student records, organize resource materials, receive students, make appointments, handle correspondence, and meet other operational needs, as well as assist with research, data collection, systems development, and special projects.

**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.**

**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.**

**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 priorities 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.**

**AAP personnel must recognize their responsibility to ensure the privileged, private, or confidential nature of advisors' interactions with students is not sacrificed.**

## 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.**

**Advisors must be knowledgeable about and sensitive to laws, regulations, policies, and procedures, particularly those governing harassment, use of technology, personal relationships with students, privacy of student information, non-discrimination, and equal opportunity policies.**

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

**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 polices 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**

For referral purposes, AAP should maintain strong working relationships with relevant external agencies and campus offices. AAP should then provide comprehensive referral information to all who advise.

## 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.**

Financial resources should be used to raise awareness of the academic advising program and its value to a range of stakeholders.

**Sufficient institutional and financial resources must be provided to assist professional development of academic advisors.**

## 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.**

**AAP must employ technologies that facilitate interaction with students in the advising process.**

**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 AAP provide student access to technology, they 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 online and technology-assisted advising includes appropriate processes 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.**

Approaches to managing facilities and equipment should emphasize sustainable practices.

**AAP must be hosted in accessible facilities and emphasize universal design.**

**AAP must provide work space that is private and free from visual and auditory distractions.**

**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, and 2013*