



Texas A&M University Academic Advisor III P11

Job Summary:

The Academic Advisor III independently drives engagement and empowers students to achieve their academic and career goals. This position will play a vital role in maximizing undergraduate student retention by building relationships with students and clarifying procedures and academic requirements for specific programs or majors. Assists in the analysis of the effectiveness of functional policies and programs. Additionally, acts as a mentor and trainer to other Academic Advisors and the campus community.

The following list provides examples of the most typical duties for this level position. Individual positions may not include all of the examples listed, nor does the list include all of the work that may be assigned to this position.

Essential Duties and Responsibilities:

50% Advises Students

- Collaborates with students to understand and develop realistic and attainable educational and academic goals and provides input on related majors, minors, future education and career options that best align with goals.
- Educates students about and prepares and assists them with full array of academic processes (e.g., registration, add/drop, Q drops, withdrawals, change of curriculum submissions, etc.) by sharing university and college policies, program requirements, transfer credit decisions, etc.
- Reviews student's academic record and counsel students regarding core and degree course selection and implication of selected courses and/or exception requests.
- Provides input on probationary decisions.
- Creates and maintains updated relevant records and notes (e.g., student contact, advisor notes).

20% Delivers Student Success and Retention Strategies

- Consistently engages student population utilizing various outreach methods (e.g., in-person and online) to cultivate a professional relationship to keep students informed of critical and relevant personal, academic and professional deadlines, updates, information and events.
- Proactively shares with students available academic, professional, and health and wellness resources (e.g., Academic Success Center, Career Center, Student Organizations, Counseling & Psychological Services, Disability Resources, etc.) May refer students with identified needs as appropriate.



- Actively monitors students' progress through the program by reviewing and assessing academic records to determine status of progression, completion of degree requirements as well as identifying and referring those students in which additional intervention and guidance may be recommended to reaching academic goals.
- Oversees the planning and/or delivery of various department related advising, student success, retention events and academic campaigns (e.g., New Student Conference, 1st semester advising, inquiries from prospective students).
- Assist in providing reports and data analysis of advising initiatives and special populations.
- Assesses individual students' stage of academic development and promotes their growth by determining suitable developmental tasks.

20% Collaborative Leadership

- Collaborates with members of the campus community in student retention initiatives.
- Conducts research on topics within the field of academic advising and organizes activities for professional development.
- Develops and delivers training for faculty and staff on advising tools and strategies, campus resources and relevant updates.
- May supervise student employees to assist with administrative advising duties and programming.
- Serves as a resource for Academic Advisor I and II with the college/school.
- Discusses and refers students to appropriate campus resources for mental health issues.

10% Training and Development

- Up to 10% training and development per year to complete in-class and on-the-job training programs, which may include shadowing, departmental/college/school trainings, university training, university, state, and national advisor meetings, regular staff and supervisory meetings, and other activities approved by the supervisor. Trainings must include:
 - Advisor Onboarding Training (new to TAMU hires)
 - Becoming an Academic Advising Leader
- Note: Time reserved for training and development may be adjusted based on employee performance and supervisor discretion.

Required Education and Experience:

Bachelor's degree and 4 years of academic advising experience.

Required Licenses and Certifications: None

Required Knowledge, Skills, and Abilities:

Knowledge of:

- NACADA's Core Values of Academic Advising:



- Theories relevant to academic advising.
- Academic Advising models, approaches, and strategies.
- Professional standards and ethical guidelines for academic advising.
- Legal guidelines of advising practice, including privacy regulations and confidentiality.
- Expected student learning outcomes of academic advising.
- Expected student success outcomes of academic advising.
- The characteristics, needs, and experiences of major and emerging student populations.
- How welcoming environments are created and maintained in advising interactions for major and emerging student populations.
- Resources and effective, appropriate responses to address mental health issues that may affect the well-being of students.
- Curriculum, degree programs, and other academic requirements and options, to include changes and revisions over time.
- Critical partners for academic advisors and their role in the advising process.
- Campus and community resources that support student success.
- Information technology applicable to relevant advising roles.
- Methods and techniques for managing and/or supervising others.
- Project management principles and processes.
- Professional standards and ethical guidelines for coaching, coaching models, and methods and techniques to evaluate the effectiveness of coaching.
- Training methods and techniques for planning, designing, developing and delivering instructional content that is engaging, effective, relevant, and applicable to achieve desired learning outcomes.

Skill in:

Proficiency level of **advanced beginner** in the following skills, using the novice to expert model (i.e., novice, advanced beginner, competent, proficient, expert):

- Coaching and mentoring all academic advisors within the program area.
- Conducting research and developing and delivering training, to include:
 - Topics within the field of academic advising, including organizing activities for professional development.
 - Advising tools and strategies, campus resources, and relevant updates for faculty and staff.
- Supervising student employees to assist with administrative advising duties and programming.

Proficiency level of **competent** in the following skills, using the novice to expert model (i.e., novice, advanced beginner, competent, proficient, expert):

- Articulating a personal philosophy of academic advising in alignment with NACADA models, strategies, and approaches.
- Discussing and referring students to appropriate campus resources for mental health issues.
- Promoting student understanding of the purpose and underlying rationale of the curriculum to set expectations for student learning.
- Identifying high-risk indicators, as reported by faculty, to ensure student success.



- Engaging in ongoing assessment and development of self and the advising practice
- Planning and/or delivering various department related advising, student success, retention events and academic campaigns.

Proficiency level of **proficient** in the following skills, using the novice to expert model (i.e., novice, advanced beginner, competent, proficient, expert):

- Creating rapport and building academic advising relationships, to include:
 - Guiding, coaching, and/or mentoring students.
 - Collaborating with critical partners.
- Communicating in a respectful, and confidential manner using various communication approaches and modalities.
- Planning and conducting advising interactions to achieve student learning and student success outcomes, operating within your scope of authority, and connecting students to resources.
- Demonstrating high ethical standards in advising.
- Facilitating problem-solving, decision-making, and meaning-making for students through the advising process.
- Facilitating planning and goal setting, both short-term and long-term, to achieve individual learning targets and enable future readiness for students through the advising process.
- Evaluating the impact of academic advising on student learning outcomes through data analysis.
- Using appropriate academic advising technologies to support students, including providing reports for advising initiatives and special populations.

Preferred Knowledge, Skills, and Abilities:

Knowledge of:

- Texas A&M University's history, mission, vision, values, and culture.
- The history and role of academic advising in higher education and at Texas A&M University.
- Texas A&M University policies, procedures, rules, and regulations relevant to academic advising.