Reimagining Academic Advising at Texas State University: Aligning Structure, Strategy, and Support for the Future

Prepared by the
Academic Advising Task Force

Submitted to
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A New Chapter: The Formation of the Academic Advising Task Force at Texas State University

Following the comprehensive NACADA review of academic advising at Texas State University, a clear narrative began to emerge—one of reflection, challenge, and untapped possibility. The report illuminated a critical inflection point in the university's approach to advising: a moment to pause, reconsider, and reimagine how we support our students' academic journeys.

In response, the university's leadership turned vision into action.

On October 31, 2024, Provost and Executive Vice President for Academic Affairs, Dr. Pranesh B. Aswath, announced the creation of the Academic Advising Task Force. This multi-divisional, diverse and collaborative body was charged with a singular, ambitious goal: to conduct a holistic review of academic advising and registration processes for both new and continuing undergraduate students, and to identify redesign opportunities that meet the demands of a growing student population—projected to reach 9,000 first-year students in Fall 2025.

The provost's message was clear—academic advising is not merely an operational necessity, but a vital mechanism of academic success. It must be proactive, timely, and supportive in ways that meet students where they are, as they are, and guide them toward where they want to be. The task force was assembled to take a fresh, critical look at existing structures and envision an advising ecosystem that is responsive, integrated, and future-ready.

Led by Dr. Vedaraman Sriraman, Senior Vice Provost, the task force includes professionals from across the advising, academic, academic success, budget, and student success and experience realms. Members represent a spectrum of expertise—from college advising directors to provost office and Round Rock campus staff, from global and online program leadership to experiential learning advocates. This broad representation ensures the work is not conducted in silos but through a lens of shared responsibility, institutional collaboration, and one that anticipates the many unintended consequences of well-intended recommendations.

The work of the task force is not simply about solving for scale—it is about reimagining the student experience through the lens of advising. It is a design challenge rooted in empathy, efficiency, and evolving student needs. As they proceed toward their May 30, 2025 deadline, the task force has the opportunity to redefine what advising means at Texas State: not a one-time transaction, but an ongoing, relational, and transformational experience.

The Academic Advising Task Force included the following members:

- **Dr. Vedaraman Sriraman**, Senior Vice Provost (Chair)
- **Ms. Sara Boysen**, Director, College Academic Advising – Health Professions

- **Dr. Matt Brooks**, Associate Vice Provost, Academic Planning and Procedures
- **Mr. Charles Evers**, Director, College Academic Advising – Applied Arts
- **Mr. Kristopher Infante**, Director, First-Year Advising
- **Dr. Chris Murr**, Associate Vice President, Operations – TXST Global
- **Dr. Michael Preston**, Associate Vice President, Student Success
- **Mr. Rick Sand**, Coordinator, Online Student Success – Online & Extended Programs
- **Mr. Brendan Scott**, Director, Budgets – Office of the Provost
- **Mr. Nick Weimer**, Assistant Vice Provost, Experiential & Academic Initiatives
- **Mr. Craig Willie**, Director, New Student and Family Experiences
- **Ms. Danielle Franco-Denmon**, Academic Advisor – Round Rock Campus

The provost intentionally assembled this team to represent not only the advising community, but also the broader institutional systems and partnerships that intersect with advising—underscoring the belief that advising is not the responsibility of a single office or unit, but a shared endeavor across campus.

Over the course of their work, Academic Advising Task Force members engaged in data analysis, stakeholder conversations, structural mapping, and strategy development. Their final recommendations reflect months of thoughtful inquiry, cross-functional collaboration, and a shared vision: to build an advising system that is student-centered and is strategically aligned with Texas State's long-term aspirations.

The work of the Academic Advising Task Force now serves as a launching point for institutional transformation—one shaped by the voices of those closest to the advising experience and guided by a deep commitment to academic success.

As the Academic Advising Task Force concluded its comprehensive review and reflection, a shared vision came into clear focus—academic advising at Texas State University must evolve into a coordinated, holistic, and professionalized system, fully integrated with the university's strategic priorities and aspirations.

This vision positions academic advising not as a reactive service but as a central, proactive strategy for academic success. It affirms that advising must be structured, resourced, and sustained with the same intentionality as other critical institutional functions. Through the lens of this vision, academic advising becomes a transformative relationship—one that supports not only course selection, but identity formation, goal setting, and career readiness.

The Academic Advising Task Force embraced this vision and translated it into a robust set of goals and strategies designed to guide the university forward:

- **Goal One** focuses on building a consistent and unified advising infrastructure through centralization, efficient operations, and the integration of first-year and college advising efforts.

- **Goal Two** embraces a holistic advising framework—where advising supports students' academic, personal, and professional development, and is guided by intentional partnerships, data-informed interventions, and structured advising curricula.
- **Goal Three** leverages AI and smart technologies to expand advising capacity, provide more personalized support, and improve operational efficiency across campus.
- **Goal Four** aims to reduce administrative burdens on advisors, allowing them to prioritize meaningful student engagement by streamlining workflows, optimizing technology, and clarifying advisor roles.
- **Goal Five** commits to formally recognizing advising as a profession, establishing structures for career advancement, recognition, onboarding, development, and institutional leadership for academic advisors.

Goal One: Centralizing Academic Advising for a Consistent, Unified, and Sustainable Model

In moving toward a more cohesive and student-centered advising experience, the Academic Advising Task Force identified the need to establish a centralized academic advising structure—one that ensures consistency, promotes collaboration, and strengthens the support provided to all students. This first goal acknowledges that the current decentralized advising system, though rich in commitment and effort, has led to inconsistencies in student experiences, uneven workloads for advisors, and operational inefficiencies.

To address these challenges and position Texas State University to better serve a growing and diverse student body, the Academic Advising Task Force offers seven interconnected strategies under this goal. Together, they outline a comprehensive approach to reimagining the structure and delivery of academic advising.

Together, these strategies lay the structural groundwork for a consistent, high-quality, and sustainable advising experience at Texas State University. They respond directly to the needs identified in the NACADA review and reflect on the institution's readiness to elevate advising as a strategic priority and investment. This realignment is not a retreat from what has worked—it is a bold step forward, grounded in the recognition that a shared vision, supported by intentional design, is essential to serve students more optimally and effectively across the institution.

Goal One: Establish a Coordinated Advising Structure Across the Institution

Strategy	What We Learned	Proposed Solution
Realign the Academic Advising Structure Under Centralized Leadership	Advising is decentralized, with each college reporting to its own Dean. The model allows local responsiveness but creates inconsistent advising delivery and communication breakdowns. Lack of clear institutional authority has led to confusion and uneven onboarding, tools access, and expectations. The current structure is misaligned with growth and academic success priorities.	Shift reporting lines of college advising center directors to the Associate Vice Provost for Academic Advising and Transitions (AVPAAT). Maintain academic alignment through formal MOUs. Ensure consistent advising leadership, policy implementation, and equitable student support across all majors.
Scale Up First-Year Advising Practices into College Advising Centers	Students currently transition from First-Year Advisors to new college-based advisors after year one. While the First-Year Advising Center has improved retention, its impact is limited to the first year. Lack of continuity disrupts advisor-student relationships and advising consistency. Projected growth makes standalone models unsustainable.	Integrate First-Year Advisors into College Advising Centers. Assign students to the same advisor from enrollment through graduation. Embed first-year advising practices within all colleges. Strengthen long-term advisor-student relationships and improve academic continuity.
Develop a Centralized Administrative Advising Unit	Advisors are overwhelmed with administrative tasks (scheduling, policy updates, onboarding) that detract from student engagement. Each college duplicates operational functions, reducing efficiency. Lack of shared infrastructure limits innovation and consistency.	Establish a centralized unit under the AVPAAT in two phases: Phase 1: Reclassify five existing roles to manage operations, training, tech, and interventions (no additional funding). Phase 2: Reclassify two existing roles to Budget Specialist and Onboarding Coordinator as funding allows. Support system-wide operations, advisor development, communications, and training.
Expand the Advising Support Model Using Students and Technology	Advisors are managing routine inquiries and tasks that could be handled by trained student staff or technology. Institutions using tiered support models report better advisor retention and student service. Texas State's current system is manual, and delays reduce the time advisors spend on developmental advising.	Launch a centralized Advising Help Desk staffed by student employees and graduate assistants. Define support tiers: self-service tech (e.g., NavigateTXST), peer triage, GAs, professional advisors. Expand training protocols and digital tool use to maximize efficiency.
Invest in Additional Academic Advisor Positions to Reduce Advisor-to-Student Ratios	Average advisor-to-student ratio is 461:1, with some colleges over 700:1. Caseloads prevent proactive advising and reduce advisor satisfaction. As enrollment increases, existing staffing levels are unsustainable. Technology alone cannot meet advising demand.	Hire 5–6 new advisors per year from Fall 2025–2033, prioritizing overburdened colleges. Target and maintain a 450:1 ratio aligned with national standards. Improve student access and advisor retention with manageable caseloads. Evaluate advisor need annually based on enrollment and tech usage.
Invest in Physical Advising Spaces	Advising locations are scattered, hard to find, and vary in quality. Current spaces limit collaboration	Conduct a space analysis and begin phased renovations. Plan and develop a centralized advising facility

	and student access. NACADA recommends centralized, visible advising hubs. Space has not kept pace with advising growth.	housing all centers, staff, and services. Improve visibility, access, and working conditions. Maintain and enhance existing centers in the interim.
Coordinate Academic Advising	Academic advising also occurs in Round Rock, Online & Extended Programs, TSI, Transfer Center, Athletics, and among faculty and regional coordinators. These units lack consistent training and professional development. Students report uneven advising experiences across divisions.	Formalize coordination through cross-divisional training, professional development, and communication protocols. Ensure advising quality regardless of delivery format or student location. Recognize the shared role of multiple units in delivering academic advising.

Goal Two: Adopt a Holistic and Humanistic Academic Advising Framework for Undergraduate Success and Post-Graduation Outcomes

With the structural foundation of advising realigned under Goal One, the next phase of transformation calls for a fundamental redefinition of what academic advising is and what it can be. Goal Two advances a bold shift from transactional advising to a holistic and humanistic model—one that supports the whole student across their academic, personal, and professional development.

This approach recognizes that advising is not only about course selection and graduation requirements. It is also about helping students uncover their values, clarify their goals, and build the confidence to pursue meaningful futures. By adopting this framework, Texas State positions academic advisors as educators, coaches, and connectors—integral to shaping students' college journeys and their lives beyond.

To realize this vision, the Academic Advising Task Force recommends six complementary strategies designed to embed holistic advising practices across the student experience. Together, the strategies in Goal Two represent a transformative shift in advising philosophy. They reflect an understanding that academic success cannot be reduced to degree audits and registration windows. Instead, success is rooted in a student's ability to connect learning with life, to understand their place in the world, and to envision a path forward.

By adopting a holistic and humanistic advising framework, Texas State University affirms its commitment to students not just as learners—but as whole people. The university signals that advising is a core educational experience, a bridge between intention and outcome, and a powerful catalyst for lifelong success.

Goal Two: Adopt a Holistic and Humanistic Academic Advising Framework for Undergraduate Success and Post-Graduation Outcomes

Strategy	What We Learned	Proposed Solution
Implement a Holistic Advising Curriculum	Advising sessions are largely transactional, lacking developmental consistency. Advisors want tools and structure to guide students in reflection and goal setting. First-gen students especially benefit from holistic, intentional advising. No shared learning outcomes or advising pedagogy across units.	Create a holistic advising curriculum with learning outcomes, coaching strategies, and milestones. Train advisors to engage students as whole persons, integrating academic, personal, and professional development. Pilot in select centers; scale university-wide with continuous assessment.
Strengthen Partnerships with Career Services and EXC^{2}EL	Students struggle to connect academics with careers. Career advising and academic advising operate in silos. Advisors lack tools/training to support career conversations. Students are unaware of experiential learning opportunities.	Build formal partnerships between advising, Career Services, and the EXC^{2}EL Center. Host joint workshops and cross-train staff. Use experiential major maps to integrate academic and career advising. Track career milestones and readiness in advising systems.
Develop Proactive, Data-Informed Advising Interventions	Most advising is reactive and centered around registration. Advisors lack timely access to alerts or predictive analytics. At-risk students often fall behind without being flagged. Advisors want to intervene earlier, especially during transitions.	Establish proactive advising milestones (e.g., 30/60/90 credit checks, GPA drops). Train advisors on outreach strategies using NavigateTXST and predictive tools. Create an early alert system and pilot proactive advising models across units. Optimally allocate advisor time based on data informed student real time needs.
Establish the Academic Pathways Advising Center	Exploratory and pre-professional students lack consistent advising support. Faculty often fill advising gaps without training or centralized resources. No structured exploration process exists for undeclared students. Pre-professional advising is fragmented and confusing.	Launch the Academic Pathways Advising Center. Centralize advising for exploratory and pre-professional students. Provide foundational advising; partner with faculty for specialized mentorship. Align services with career exploration and timely decision-making.
Integrate Experiential Major Maps into Advising	Students need clearer connections between academics and applied learning. Many miss out on internships, research, or service-learning. Advisors want tools to encourage experiential learning. No consistent map exists to guide skill-building outside the classroom.	Embed Experiential Major Maps into advising sessions. Train advisors to use maps as planning and reflection tools. Guide students through intentional engagement in high-impact practices. Track student participation and outcomes tied to experiential pillars.
Strengthen Collaboration with New Student Orientation (NSO)	NSO emphasizes registration but lacks deeper academic engagement. Students leave unsure about major pathways and advising structures. Advisors feel underutilized in orientation programming. Missed opportunity to build identity and connection early.	Integrate college advising centers into NSO delivery. Include academic content, onboarding tools, and prescriptive advising before orientation. Cross-train orientation leaders and advisors. Use feedback and First Year Journey Task Force recs to inform NSO redesign.

Goal Three: Leverage Artificial Intelligence and Smart Technologies to Enhance and Extend Academic Advising

As Texas State University advances its commitment to academic success, modernizing the academic advising model is a critical priority. Artificial intelligence (AI) and smart technologies offer powerful opportunities to expand advising capacity, provide more personalized support, and improve operational efficiency across campus.

This goal recognizes AI not as a replacement for the essential human connection in advising, but as a strategic partner that enhances the profession. By automating repetitive and administrative tasks, surfacing timely data insights, and empowering students to access the right information at the right time, these technologies enable advisors to focus on meaningful, holistic engagement with their students.

AI can significantly enhance the quality and impact of advisor work by reducing time spent on routine processes, improving accuracy in degree planning, and enabling proactive, data-driven student support. This allows advisors to invest more energy into building relationships, mentoring students, and addressing complex academic and personal challenges.

The increasing complexity of academic pathways, growing student populations, and demand for individualized support require innovative solutions that scale efficiently. By thoughtfully integrating AI and smart tools, Texas State University not only improves advising effectiveness but also positions itself as a leader among higher education institutions embracing cutting-edge technologies to transform academic success efforts.

Some potential opportunities for AI application include:

- prioritizing student outreach lists,
- facilitating data-informed guidance,
- equipping advisors with better tools for student support,
- providing students with real-time academic advising support using AI-powered chatbots and virtual assistants, and
- addressing questions and offering advice on course selection 24/7

By embracing AI as a collaborative tool rather than a substitute, Texas State strengthens its advising culture—balancing human insight with technological innovation. This synergy deepens the university's commitment to student-centered advising and sets a new standard for excellence in academic support.

Through this goal, Texas State will build a robust, forward-thinking advising ecosystem that amplifies the impact of its professional advisors, enriches the student experience, and sustains long-term institutional success in a rapidly evolving educational landscape.

Goal Three: Leverage Artificial Intelligence and Smart Technologies to Enhance and Extend Academic Advising

Strategy	What We Learned	Solution
Implement Smart Plan to Automate Course Recommendations, Schedule Planning, and Graduation Tracking	Advisors spend significant time on prescriptive course planning and degree progress checks. Manual scheduling is time-consuming and prone to errors. Shifting routine tasks can free advisors to focus on personalized support.	Deploy Smart Plan or similar platforms (e.g., Stellic, DegreeSight) to automate schedule building and graduation tracking. Enable students to self-manage course planning within a dynamic tool. Reduce registration errors and redundant meetings. Advisors focus on holistic advising and decision-making.
Expand Use of Student-Centric AI Tools (e.g., Navigate360) for Proactive Outreach and Case Management	Advisors lack timely data and tools to proactively engage at-risk students. Manual outreach is labor-intensive and difficult to scale. Advisors want support prioritizing students needing most attention.	Use AI-powered platforms (EAB Navigate360, Civitas Inspire, Mainstay chatbot) to automate alerts and outreach. Prioritize advisor time for high-need students. Automate high-volume outreach and follow-up. Scale caseload management and intervention efforts effectively.
Pilot Generative AI Tools to Support Graduation Certification, Transfer Credit Evaluation, and Personalized Advising Support	Many advising tasks (graduation audits, transfer credit evaluation, note-taking) are repetitive but detail-intensive. These tasks consume significant advisor time, limiting focus on relationship-building. Quality and consistency can vary.	Pilot generative AI tools (AWARD, Civitas AI Notes, ChatGPT/custom GPTs) to automate draft reports, notes, and evaluations. Improve speed, quality, and consistency of documentation. Allow advisors to focus on interpretation and student engagement. Ensure human oversight and FERPA compliance.
Optimize Existing Advising Technologies and Explore Additional Solutions to Support Proactive AI Academic Planning	DegreeWorks is helpful for auditing but limited for planning. NavigateTXST supports communication, not planning. Advisors build manual plans; students lack clear paths.	Establish tech workgroup to enhance NavigateTXST and DegreeWorks. Explore adopting Ellucian Smart Plan. Improve integration across tools for dynamic, AI-powered planning. Shift advisor time from logistics to coaching.
Seize the opportunity to participate in Lamborn-Hughes Institute to further explore the opportunities of AI within Academic Advising	AI is new to the field of academic advising yet presents an opportunity to examine products to enhance the work of academic advisors.	Lamborn-Hughes Institute brings together Academic Success leadership and key campus partners to engage in a yearlong project to explore how AI may be operationalized to enhance academic advising at TXST.

Goal Four: Reduce Administrative Burdens to Elevate the Role of Academic Advising

As Texas State University reimagines academic advising through centralized structure and holistic and humanistic philosophy, another crucial piece of the puzzle comes into focus: the workload and responsibilities of academic advisors themselves. Through listening sessions, institutional data, and advisor feedback, the Advising Task Force found that advisors are frequently pulled away from their core mission—direct student support—by excessive administrative demands and unclear role expectations.

Goal Four addresses this challenge directly. It seeks to free advisors to focus on meaningful, student-centered engagement by reducing administrative burdens, optimizing workflows, and realigning responsibilities. In doing so, the university acknowledges that if advising is to be treated as a profession, advisors must be empowered to fully inhabit that role—with clarity, capacity, and institutional support.

Three targeted strategies are proposed to achieve this outcome.

Together, the strategies in Goal Four acknowledge a reality that advisors have long known: when their time is consumed by administrative tasks, their capacity to support students meaningfully is diminished. If academic advising is to serve as a strategic, human-centered force in academic success, it must be protected from operational overload.

This goal represents a structural commitment to restoring the advisor's purpose, aligning the institution's internal systems with its external mission. Texas State is signaling that advising is not a logistical necessity—it is a core educational function, and one that deserves the space and support to flourish.

Goal Four: Reducing Administrative Burdens to Elevate the Role of Academic Advising

Strategy	What We Learned	Proposed Solution
Clearly Define and Elevate the Primary Role of Academic Advisors	Advisors face unclear, inconsistent expectations across colleges. Current job descriptions emphasize administrative duties more than holistic advising. Advisors want to focus more on student relationships and guidance.	Define advisor as a academic success educator. Revise job descriptions and evaluations to reflect developmental advising. Incorporate into onboarding, evaluations, and training. Communicate roles university-wide.
Optimize Workflows through Automation and Redistribution	Advisors spend excessive time on manual/admin tasks (e.g., compliance, scheduling). Lack of centralized workflows or automation tools. Peer institutions use tech to automate high-volume tasks.	Audit current workflows to identify tasks for automation or redistribution. Invest in tools like NavigateTXST and Ellucian Smart Plan. Reassign routine duties to help desk or support roles. Free advisors for high-impact student interactions.
Strengthen Partnerships Between DegreeWorks Management and Academic Affairs	DegreeWorks is critical to advising but lacks advisor input. Misalignment between curriculum changes and audit updates. Advisors face technical issues and unclear audit interpretations.	Create DegreeWorks Oversight Committee (advisors, Registrar, IT). Establish structured advisor feedback process. Align DegreeWorks updates with curriculum timelines. Provide training and improve communication on DegreeWorks use.

Goal Five: Establishing Formal Structures to Recognize, Develop, and Sustain a Vibrant Community of Professional Academic Advisors

As Texas State University moves to centralize its advising operations, embrace a holistic student support model, and reduce administrative barriers, one final and essential need becomes clear: advising must be recognized and resourced as a professional field of practice and study.

Goal Five addresses this need by calling for the formal institutionalization of support systems, career pathways, recognition opportunities, and leadership structures that affirm academic advising as a respected and vital profession. It responds directly to concerns about advisor retention, pay parity, limited advancement opportunities, and inconsistent access to professional development.

Through five forward-thinking strategies, this goal offers a vision for cultivating a sustainable advising community—one where advisors are empowered to grow, lead, and thrive.

Through Goal Five, Texas State acknowledges that supporting students starts with supporting advisors. Advisors are the human connection between institutional resources and student aspirations. Their work is not only logistical—it is deeply relational, intellectual, and impactful.

By investing in advisors as professionals—offering them advancement, recognition, development, and leadership—Texas State affirms that academic advising is a career worthy of cultivation. The university signals that it is not just improving the structure of advising—it is building the culture to sustain it.

And in doing so, Texas State completes a full-circle reimagining advising as both a strategy and a calling—ready to support students today and for the years to come.

Goal Five: Establishing Formal Structures to Recognize, Develop, and Sustain a Vibrant Community of Professional Academic Advisors

Strategy	What We Learned	Solution
Establish Additional Advising Roles and Reclassify Supervisory Positions	Limited career advancement drives high advisor turnover (avg. 18-24 months). Supervisory roles carry high responsibility but lack recognition and equitable pay. No formal career progression compared to peer institutions. Turnover causes workload strain and impacts advising quality. High student satisfaction linked to quality advising relationships. NACADA recommends clear career paths and competitive salaries.	Create tiered advisor roles: Senior Academic Advisor, Associate Academic Advisor. Reclassify Advisor II roles to Assistant Director with updated salary bands. Adjust Director salaries to align with responsibilities. Formalize career progression and compensation. Promote retention and reduce turnover through recognition and growth pathways.
Institutionalize Formal Recognition and Reward Programs	Advisors feel their contributions go unrecognized and undervalued. Few existing awards or recognition programs. Peer institutions celebrate advisors via awards and communications. Lack of recognition lowers morale and professional pride.	Launch an annual advising awards and recognition program. Awards for innovation, student impact, and service. Recognize advisors at institutional events and communications. Develop transparent nomination criteria. Integrate awards into institutional culture. Boost morale and reinforce advising's institutional value.
Implement Comprehensive Onboarding and Professional Development	Inconsistent onboarding across units. Varied training leads to uneven advisor preparedness. Gaps in ongoing professional development. NACADA stresses the importance of sustained training.	Develop a centralized onboarding curriculum aligned with NACADA competencies. Provide ongoing workshops, learning communities, and refresher trainings. Assign oversight to Associate Director of Advisor Development. Improve advisor confidence, competence, and consistency in practice.
Create the Texas State Advising Network (TXSTAN)	Advisors often work in isolation without a formal community. Lack of cross-unit collaboration, communication, and resource sharing. Peer institutions with advising networks see better engagement and morale.	Establish TXSTAN as a university-wide advising professional community. Facilitate regular meetings, workshops, and resource-sharing. Assign leadership and governance for Network. Provide funding for events/workshops ($10K). Foster collaboration, consistency, and professional pride.
Redesign and Empower the Undergraduate Academic Advising Council (UAAC)	UAAC currently informal with limited authority and visibility. Advising leaders lack structured input into institutional decisions. Major advising changes often occur without timely feedback. NACADA recommends formal advising governance.	Redesign UAAC as a formal advisory body reporting to Provost. Include representatives from all advising units and partners. Engage council in advising strategy, policy review, planning. Provide UAAC with clear charter, authority, and visibility. Strengthen advising leadership voice and shared governance.

Establish Additional Advising Roles and Reclassify Supervisory Positions

Role	Specialization Focus
Peer Advisor	Generalist support rooted in lived experience. Offers guidance on student life, campus navigation, and basic university processes. Specialized in being relatable, accessible, and peer-informed.
Academic Advisor	Specializes in foundational academic advising: degree planning, registration, and introducing career conversations. Applies holistic advising principles and supports students' academic and personal decision-making.
Associate Advisor	Builds on academic advising by specializing in programming and developmental interventions (e.g., workshops, major exploration sessions). Begins to connect advising practice with learning outcomes.
Senior Advisor	Specializes in strategic, data-informed engagement. Coordinates proactive campaigns, monitors retention triggers, and supports advising assessment efforts. Also serves as a mentor for peers.
Assistant Director	Specializes in operational leadership—advisor training, resource coordination, and academic success interventions. Designs unit-wide systems and policies to ensure advising consistency and impact.
Director	Specializes in strategic visioning and institutional alignment. Shapes advising structure, staffing models, funding priorities, and long-term goals. Ensures advising serves university-wide academic success and equity missions.

Concluding Remarks - Looking Ahead: From Vision to Action

As Texas State University aspires to reach R1 status and deepen its commitment to academic success, the findings and recommendations of this report are both timely and essential. The Academic Advising Task Force offers not only a response to current challenges, but a blueprint for transformation—a model that elevates advising from a support function to a strategic institutional asset.

The proposed goals and strategies reframe academic advising as a relational, developmental, and professional practice—one that is central to a student's academic and personal journey. They call for action across structural, philosophical, and cultural dimensions: to unify fragmented systems, to infuse holistic principles into daily practice, to remove barriers that inhibit advisor effectiveness, and to build a professional community that is visible, valued, and vibrant.

But the recommendations alone are not enough. What lies ahead is the work of implementation: of turning strategies into systems, pilots into practices, and vision into sustained change. This work will require collaboration, leadership, and a shared belief that students deserve more than a checklist—they deserve guidance, mentorship, and a campus culture that sees advising as transformational.

In accepting this report, Texas State signals its readiness to lead. It declares that advising excellence is not just an aspiration—it is a priority. And through these efforts, the university positions itself not only to meet the moment, but to shape the future—for advisors, for students, and for the institution as a whole.