

ACADEMIC ADVISING: THE VOLUNTEER EXPERIENCE

Academic Advisor Career Path

**Dr. Ruth A. Darling, Academic Advising Professional Practice
(Consultant)**

rdarling@utk.edu



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

Career Path Topics

- Context
- Career Path Goals
- Career Path Outcomes
- Career Path Levels
 - Academic Advisor I
 - Senior Academic Advisor II
 - Master Advisor/Advising Coordinator II
- Eligibility
- Position Descriptions
- Salary Levels
- Checklists
- Professional Development
- Portfolio
- Advancement Committee
- Evaluation Rubric
- Recommendation for Promotion



ADVISING
The Volunteer Experience

ACADEMIC ADVISING: THE VOLUNTEER EXPERIENCE – KEY POINTS

Integrated Advising Model

- New advising model that integrates academic and career advising with self-exploration and experience learning; design a common base experience for all students

Professional Advisor/Engagement in the Discipline

- Professional advisor/engagement in the discipline approach for all students

Consistent Student-to- Advisor Ratios

- Numbers of professional advisors achieve consistent student-to-advisor ratios across colleges

Transition Advising

- Advising unit to support students in transition between colleges and new transfer students

Focused Retention Strategies

- Advisors as “front line” on focused retention strategies (examples - maintaining financial aid, high fail courses)

Advisor Effectiveness

- Increased advisor effectiveness through improved technology tools, reporting, processes, advisor development and assessment
-

ADVISING: The Volunteer Experience

A new academic advising model that integrates self exploration, career development, experience learning and engagement into an academic plan.

SELF EXPLORATION

Students reflect to develop an understanding of self to include strengths, interests, and values

CAREER EXPLORATION

Students begin with career exploration and continue into career preparation

ACADEMIC PLAN
Students select a major and develop an engaged academic plan that aligns with strengths, aspirations, and abilities

EXPERIENCE LEARNING
Students integrate co-curricular, experience learning, and leadership opportunities to support development (professional and academic) and engagement in the discipline



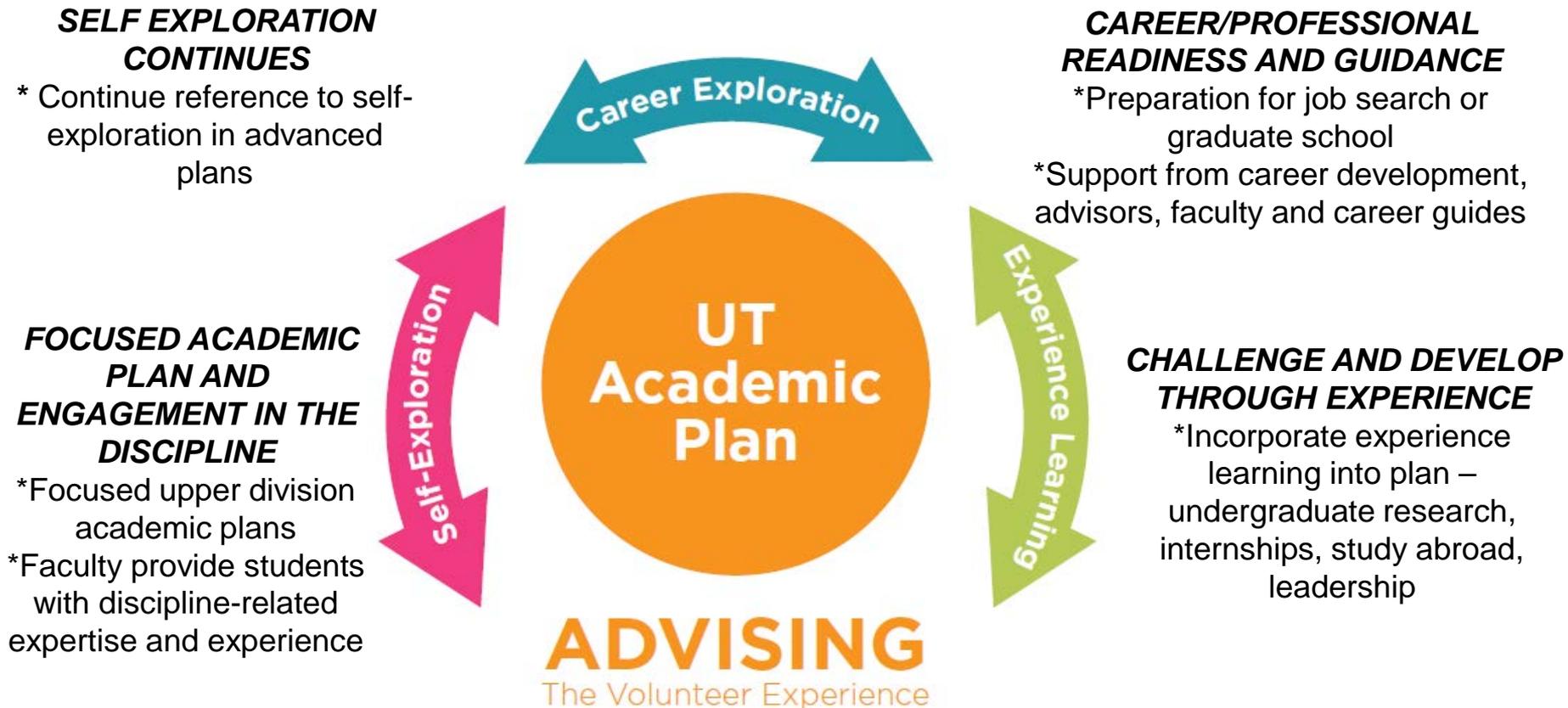
Lower Division Experience: Exploration

Begin with self and career/professional exploration for all students



Upper Division Experience: Engagement

Focus on advanced academic plans, career/professional guidance and growth through experience



Conceptual/Theoretical Framework

- NACADA Concept of Academic Advising, NACADA Core Values, NACADA Core Competencies, CAS Standards for Academic Advising and Career Development
- UT's Mission and VolVision Strategic Plan
- UT Advising Mission, Values, Goals and Outcomes
- Academic Advising: The Volunteer Experience (Self-Exploration, Career Exploration, Experience Learning, Engaged Academic Plan)
- Theoretical Frameworks:
 - Strength-Based Advising (Schreiner)
 - Self-Authorship Theory - LPM (Schulenberg, Baxter-Magolda)
 - Career Advising – 3-I (Gordon, Damming)

Career Path Goals

To ensure the professional academic advisors in all colleges continue to advance their knowledge and skills, a career path has been developed with the following goals and anticipated results:

- Integrate NACADA's Framework for Academic Advising Core Competencies (see Appendix)
- Recognize and reward excellence in academic advising, contributions to the UT community and beyond, and professional development
- Define job expectations and requirements
- Establish and articulate advancement opportunities
- Identify professional opportunities to enhance knowledge and skill development

Career Path Outcomes

- Improve the quality of academic advising at the University of Tennessee, Knoxville
- Enhance the undergraduate experience and contribute to transformational undergraduate learning
- Identify and deliver professional development opportunities for academic advisors
- Develop and better use current staff knowledge, skills and talents
- Create a culture of individual assessment and skill evaluation including self-reflection to identify areas for improvement
- Provide individual career development enabling advisors to identify a path to development and promotion
- Demonstrate institutional commitment to academic advising within the University community

Career Path Levels

The Academic Advising Career Path addresses the full-time professional advisor role and provides advancement opportunities within the scope and role of the Academic Advisor. The Academic Advisor Career Path includes the following academic advising position classifications:

Academic Advisor I
Pay Grade 39

Senior Academic Advisor II
Pay Grade 40

Master Advisor/Advising Coordinator
(Coordinator II)
Pay Grade 41

Advisor I

Academic Advisor I is an entry level advising position. Under direct supervision, the advisor will be engaged in academic advising activities that support his/her unit and college in the delivery of academic advising. The position will have an emphasis on gaining the knowledge, skills, abilities, and credentials for promotion to Senior Academic Advisor II.

Entry level criteria include:

- Master's degree required, or documentation the degree is attainable within one academic term of employment
- Experience working in an academic advising, mentoring, academic coaching and/or teaching role within higher education
- Competent in applying academic advising and/or other student academic support knowledge and skills
- Willingness to establish a professional development agenda that will result in new knowledge, advising expertise, and best practice implementation

Senior Advisor II

Senior Academic Advisor II is beyond entry level. The advisor brings full-time professional advising experience and a Master's degree along with knowledge of a conceptual and theoretical base for academic advising. The Senior Academic Advisor II is involved in the advising programs both on campus and in professional associations.

Entry level criteria include:

- Master's degree required
- Two or more years professional experience working full-time in an academic advising position/or related position in a college or university
- Maintain an active membership in NACADA or other related professional associations (e.g. serve on committee, submit conference program proposal, participate in association meetings)
- Teach a First-Year Studies course or engage in an equivalent experience
- Develop and implement academic advising/student support initiatives within the department, college and/or campus
- Establish professional development agenda, including opportunities such as Human Resource leadership training/supervisor training, campus advisor development programs, advanced degree in a related discipline

Master Advisor/Advising Coordinator II

The Master Advisor/Advising Coordinator is an advanced position, involved with the development, implementation, coordination and assessment of advising programs within the specific unit, college and/or across the university. The Master Advisor/Advising Coordinator practices within the context of national research, literature and best practices in academic advising and undergraduate student success. Certain position responsibilities involve a level of independent decision making and programming not present in Advisor I or Senior Advisor II positions. The two titles reflect the varying needs of the individual colleges in higher level advising positions. Both position titles require the candidate to meet the same general entry criteria listed below.

- Master's degree required
- Four or more years of professional experience working full-time in an academic advising or related position in higher education
- Engage in leadership roles in NACADA or other related professional association, including conference presentations/publications
- Serve on departmental, college, and campus-wide committees in leadership roles
- Demonstrate ability to create, implement, coordinate and evaluate exemplary advising practices within an advising unit or academic department
- Maintain an established professional development agenda, including opportunities such as doctoral studies, development of expertise in targeted academic advising initiatives, in-depth knowledge of advising approaches and best practices

Eligibility for Career Path

An advisor is eligible to pursue advancement on the Career Path if they have met the following criteria:

- Served at least two full calendar years in their current position,
- Developed a professional development plan in partnership with their supervisor and has achieved certain goals and outcomes, and
- Secured supervisor's permission to pursue advancement and portfolio submission.

Eligibility for Career Path

Career Path Calendar

The opportunity to advance begins the year following the two-year service date, e.g. advisor's *third year of employment in current position*. Following an advisor's two-year anniversary date, the advisor is eligible to submit their portfolio if the supervisor has approved the advancement request.

Sample Calendar

August	Candidate discusses advancement with supervisor and secures approval from supervisor and Dean
August – mid-February	Candidates prepare portfolio
Mid-December	Supervisor requests advancement review through the Associate Vice Provost for Student Success
Mid-January	Review committees appointed by the Associate Vice Provost
Late February	Completed portfolio submitted
Mid-late March	College review committees meet to determine advancement
Early April	Associate Vice Provost submits committee's recommendation for advancement to the Provost.
Early July	Candidate notified of approved advance title and salary change

Position Descriptions

(pp. 11-17)

All positions have the following in common:

Job Summary – specific to position. In addition -

Specific duties and responsibilities will be developed by each college unit based on the unique characteristics, curricula and needs of the college, the faculty and its students.

It is possible for a candidate to possess credentials required to teach in an academic/professional discipline. If credentialed, it is appropriate as part of their responsibilities, for an academic advisor to teach a course in a discipline as approved by the academic department - *as long as their primary role is academic advising*. The criteria to teach a course may be included under “desired qualifications” in a position description. This model is referred to as “**professional practice**.” The advisor teaches a course in the discipline as part of the position responsibilities.

Position Descriptions (continued)

- **Duties and Responsibilities** – specific to position
- **Other Duties**
- **Minimum Qualifications**
- **A successful candidate will demonstrate:**
 - Integrity and trustworthiness
 - Commitment to diversity
 - Respect
 - Commitment to the institutional mission and the advising mission
 - Ability to make good, consistent and fair decisions
 - Ability to work with cross-functional teams and to foster teamwork
 - Adapts to changes in work environment and meets challenges with creativity and resourcefulness

Salary Levels

Position Descriptions and Starting Salaries

The intent of these position descriptions is to provide a representative example of the types of duties and responsibilities that will be required of positions given these titles and shall not be construed as a declaration of the total specific duties and responsibilities of any particular position. **Specific duties and responsibilities will be developed by each college unit based on the unique characteristics, curricula and needs of the college, the faculty and its students.**

The starting salary for the Advisor I (39) will be equal to or greater than the established entrance salary for regular faculty. The minimum salary for Senior Advisor II (40) will be established 10% above the starting salary for Advisor I. The minimum salary for Master Advisor/Advising Coordinator (Coordinator II – 41)) will be established 10% above the starting salary for Senior Advisor II.

Based on this criteria, the minimum starting salary for Advisor I in 2017 - 2018 is \$37,334. The minimum starting salary for Senior Advisor II is \$41,067. The minimum starting salary for Master Advisor/Advising Coordinator is \$45,174. Fringe benefits must be added to determine full cost of the position. This salary scale was approved by the Interim Provost and Vice Chancellor and Vice Chancellor for Finance December, 2016.

Checklists

The Checklist can be used as a guide by the advisor and supervisor to evaluate progress towards advancement on the Career Path. See page 21, 22, and 23

- * Academic Advisor I seeking advancement to Senior Advisor II
- * Senior Academic Advisor II seeking advancement from Senior Advisor to Master Advisor/Advising Coordinator
- * Master advisor/Advising Coordinator II **competing** as a candidate in a national pool for an Assistant Director position.

Professional Development

Professional Development is required for advancement in the Academic Advising Career Path.

This section discusses some of the professional development opportunities and classes each advisor could participate in as part of creating his/her career path portfolio. Any questions or information about professional development opportunities and classes for each position should be discussed with the advisor's supervisor. The Associate Vice Provost for Student Success also serves as a resource.

Professional Development/Resources

- Human Resources Professional Development
- Nation and Regional Professional Associations and Conferences
- Academic Advising Graduate and Certificate on-Line Programs
- UT Graduate School Courses and Degrees
- Participation in University Teaching Opportunities
- Participation in the Advisor Professional Development offered through the Provost's Office
- TennACADA Programs
- Tennessee Teaching Learning Center
- FYS Instructor Seminars
- Other examples...

Portfolio

- Application cover: page 35
- Completed checklist, signed by advisor and supervisor
- Portfolio Introduction: A one page statement that summarizes readiness for advancement – written by the candidate
- Personal Statement: A statement on advising philosophy and the connection to the University's Academic Advising Model and to practice (No more than 2 pages)
- Professional Development: A summary of professional development activities (previous 2 – 3 years) with documentation and reflection for each activity listed (Reflection Statement Template in Appendix D of the Academic Advisor Career Path document)
- College Assessment:
 - Letter of support from director supervisor
 - Most recent performance evaluation
 - College Advisor assessment (if available)
- Portfolio Checklist
- Three letters of recommendation: Letters for advancement to Senior Advisor can be from within the college. Letters for advancement to Master Advisor/Advising Coordinator must have at least one letter from outside the college)
- Resume/Vitae

Advancement Committee

A committee will be appointed to evaluate the qualifications of the candidates to determine whether they meet or exceed the minimum qualifications established for advancement. The committee will be comprised of five voting members:

- Associate Vice Provost for Student Success (Chair)
- Director of College Advising Unit (candidate's college)
- Assistant/Associate Dean of College responsible for Undergraduate Programs in the candidate's college
- Two Directors of advising from other UT Colleges
- HR representative (ex officio)

The Committee's membership reflects the specific Associate Dean and Director of the candidate's college.

Evaluation Rubric

(pp. 38-42)

- 4 – Outstanding
- 3 – Good
- 2 – Average
- 1 – Not enough evidence
- A candidate must be assigned a score of 3 or above in each category in order to be recommended for advancement.

Evaluation Rubric

(pp. 38-42)

- Sample
Advisor I to
Senior Advisor II

Criteria	Content Considered	Score	Comments
Advising Knowledge and Experience	Clearly articulates a conceptual framework and the connection between philosophy and practice as documented in the personal statement, portfolio reflections, reference letters, and resume/vitae		
Professional Development	*Meets all Advisor I expectations as articulated in the PDQ, supervisor's letter of support, and performance evaluation *Meets minimum criteria for Advisor II *Documents professional development in resume/vitae and in portfolio reflections *Reference letters speak to professional development of candidate *Engages in professional development relevant to career goals		
Commitment to Student Learning	Operationalizes advising learning outcomes in the practice of academic advising as documented in supervisor's letter, intro statement, philosophy statement, performance evaluation, student evaluations and professional activities *documents understanding the student advising experience from entry through completion of degree *demonstrates ability to identify student needs and connect students to appropriate resources and programs *addresses needs of diverse student population		
College Assessment	Provides evidence of candidate's knowledge, skills, applied practice and professional development *Supervisor's letter of support *Performance evaluation *Student evaluations *Advising assessments (if available) *Letters of recommendation		

Recommendation for Promotion

- This program does not guarantee an individual will be promoted, but it does provide an opportunity for an employee to advance provided (s) he is willing to strive to meet the criteria.
- Movement from one level to the other requires the employee to satisfy the advancement criteria. This criteria includes meeting, or exceeding, the minimum qualifications for the position; demonstrating the ability that (s) he has the requisite knowledge, skills and abilities required for the position; completing two successful calendar years in his/her current position; and participating in any professional development needed. In addition, the employee's overall performance will be taken into account. All of the above are documented in an advancement portfolio and reviewed by a college specific advancement review committee.

Recommendation for Promotion

Official notification of advancement occurs after the Provost has approved the recommendations.

- The salary increase for promotion will be reviewed annually with Compensation in Human Resources. The Advisor I salary will be reviewed annually to confirm the starting salary level is equal to or greater than the starting salary of regular faculty.
- **For FY 2017 –2018 the raise amounts will be:**
 - Advisor to Senior Advisor II: \$3,733
 - Senior Advisor to Master Advisor/ \$4,107
 - Advising Coordinator
(Coordinator II)

Academic Advisor Career Path

Underpinning the core competencies for academic advising and serving as the foundational elements for effective advising practice are three content components – the conceptual, informational and relational. To achieve excellence in their work, regardless of the specifics of their individual campus' advising mission, all academic advisors must understand all three components and be able to synthesize and apply them as needed in academic advising interactions.

(NACADA Core Competencies Model, 2017)

QUESTIONS?

