

Dear NACADA Advisor Award Selection Committee:

[REDACTED] Academic Advisors would like to nominate [REDACTED] for the 2018 NACADA Academic Advising-Primary Role. [REDACTED] received Outstanding Academic Advisor Award in 2017 and was recognized by [REDACTED] Provost in April of that year. As the 2017 honoree, she was nominated by the University for both the [REDACTED] (September 2017) and [REDACTED] (February 2018) Advisor awards and received Certificates of Merit at both conferences.

[REDACTED] advises approximately 400 undergraduate students in the [REDACTED]. Her majors include Criminal Justice, Aviation, Social Work, Speech-Language Pathology, and Crisis and Disaster Management. Within these majors, many of her students are military or veteran, non-traditional, and online or distance learners. [REDACTED] has advised at [REDACTED] for six years, and before that she was an academic advisor at [REDACTED] for two years and [REDACTED] for seven years. As a veteran advisor, she often takes the lead on advising issues across [REDACTED] campus.

As a part of the [REDACTED] award, [REDACTED] wrote about how she fulfills the criteria of an excellent advisor. Below is a portion of what she wrote, as well as supporting words from faculty:

I was honored to be nominated by both a student, [REDACTED], and a colleague, [REDACTED] for the Advisor Award-Professional Advisor at the [REDACTED]. I have found the application process to be very rewarding--I asked [REDACTED] and other fellow students to write letters and it has made my heart sing to read them. I also asked my supervisor and chairs of the departments that I work with to provide me feedback and it is gratifying to see that others find value in my work.

The recognition of outstanding advising is very important to me. In 2015, two others and I created the Outstanding Academic Advising Awards at [REDACTED] with Provost Curtis' approval and I had the pleasure of organizing the awards the first two years. I was nominated in 2016, but was not able to apply because I was facilitating the process. Our award winners have gone on to be nationally and regionally recognized across the United States and I think that is a testament to the quality of advising at [REDACTED].

I very much appreciate your time in reviewing the applications for the awards. I value your dedication to this process. On the following page, you will find my responses to the criteria for this award.

Knowledge of campus information and resources, as well as use of that knowledge in helping students.

The undergraduate catalog is always my starting point. I almost always have the website ready to show students during appointments. It is the basis of all campus information. I familiarize myself with upcoming changes to requirements. I hold an advisory position on the college's curriculum committee and keep myself and my colleagues well-informed of proposed changes to the upcoming year's catalog. This is especially important when working with students because I can help them make the best decisions for their course work - with changes that happen year-to-year.

As an advisor, it is crucial to get to know the human resources on campus who can provide you with assistance. Making connections with other offices is key. I make it a habit to get to know the people I may need to call on to help me with a student. I maintain strong relationships with colleagues in the Admissions office, Counseling Center, Accessibility Services, Academic Enrichment and the Learning Commons, Student Financial Services, and Military and Veteran Services, just to name a few.

I work closely with the department chairs of the majors I manage. I think it is very important to build trust between the advisor and the chairs and coordinators of your programs. As part of the application process, I have asked them to give comments pertaining to my abilities as an advisor-you will see them sprinkled through this document.

"As a Department Chair, I value how [redacted] takes time to learn about our new and current offerings to ensure students get the right information at the right time. I am confident that when the department shares a flyer or information sheet [redacted] will pass it along to ensure students are aware of every academic opportunity Central has to offer." [redacted]
Chair of Criminal Justice.

It is important to have easy access to information to share with students. In my office, I keep postcards for Study Abroad, quick links to the updated online tutor schedule, graduate school information, and other flyers. For the particular majors I advise, I also keep items like police academy flyers and tips to get started flying at the airport.

Most importantly, I think it is helpful to demonstrate to students how to find campus resources online independently. In an appointment, I always start at the main [redacted] website and show the student the best methods to find information. Often, students will say, "I didn't know how to..." I think as an advisor, it is a teaching moment to say, "have you tried searching for it?" Then, I show them how to do so.

[redacted]

Also, I have made it a point to go to many of the offices on campus physically - even going on a campus visit tour to see what my new students see when they come to campus. I am very fortunate to have my office location close to both financial aid and admissions and often will hand carry a student's transcript to Admissions to be processed.

Demonstration of advising as a priority activity.

Academic advising is vital to the retention and persistence of students. I can remember my fourth year of advising very vividly. I worked at [redacted] at the time and I had advised at Freshman Orientation in 2003 and, in the Spring of 2007, I had my first "class" of graduating seniors that I had worked with from start to finish. It was an incredible feeling to watch those students grow from freshmen to graduates. I was hooked! Advising was my passion.

Below in my Personal Philosophy, you will find my approaches to advising. I think advising needs to be individualistic, recognizing that each student's needs are different. I use active listening and open-ended questions to understand the student's goals and abilities. One thing I have learned is that when asking students about their courses and they say they are "okay" or "fine", I dig in and ask them to define what "fine" means.

Below you will find some statements from department chairs I work with:

"I have worked with [redacted] as one of the three professional academic advisors in the [redacted] [redacted] proactively intervenes with students when there are issues or concerns and takes the initiative to seek out information so that she can be of greater assistance to students in our programs. [redacted] has worked with me to identify additional resources for struggling students to ensure that they get the assistance they need to be successful. She encourages students and seeks to identify what they want to achieve during their time in Central. She is positive and upbeat in her interactions with students and faculty; I've never seen her lose her sense of humor. [redacted] will engage with students a [redacted] by phone, FaceTime, email or in-person and this accessibility helps ensure that our students know they have an advisor who cares about them and their success." [redacted], Associate Professor and Chair of Communication Disorders and Social Work

[redacted] advocates for each and every student. She carefully reads over catalog descriptions to ensure transfer students are able to get all the credit they are entitled to and takes the time to listen and create a completion plan for all students. She is highly

[redacted]

skilled at helping students who have changed their mind or taken a different path and creates the plan that is truly right for them, not just the easy route." ██████████, Chair of Criminal Justice

██████████ is an expert advisor. Our area (Aviation) has a unique set of advising challenges ranging from academic requirements to federal (FAA) standards and protocols. ██████████ has always been on-target with her guidance to our students and has a depth of knowledge and understanding that allows her to head off potential pitfalls well before an issue arises. She does an outstanding job!" ██████████, Chair and Associate Professor of Aviation

Use of innovative advising techniques and/or development of advising materials or systems.

The ██████████ Advising office was still relying on paper files and we knew that we had to adapt to electronic files. This took some collaboration from our team and I spearheaded the efforts with our supervisor to purchase a scanner that would work for our needs. I trained the student staff in the process of organizing the files, and went to other advising offices to observe their methods and find a process that would work for ██████████ College. In identifying the needs of my advising colleagues, I created an Advising Snapshot [see attached]. This is a writable PDF that advisors can use to better advise their students, share the information with the student by email, keep an electronic copy and download to ██████████ to share campus wide.

Each year, when the new catalog is published, I work to create handy worksheets for each of my programs. For some programs, I created the worksheet from scratch--Criminal Justice and Aviation. While time consuming, students find these worksheets to be a nice checklist and complement their Central Degree audit.

I also utilize Google Docs heavily, and will often create a four-year plan and share it with the student so we can continue to modify it as needed each semester. I always save a PDF of the document to have a timestamp of what we agreed upon on a certain date.

In the summer of 2016, I worked to revamp our PowerPoint presentation for our Freshman Orientation sessions. I utilized an application called PollEverywhere to ask the audience--students and their families--different interactive questions. I also tried to use memes & gifs to keep the orientation lively and eye catching. There is a balance between fun and professional - but the most important is student retention of the information shared.

██████████

In December 2015, our office started a program called Academic Recovery (ARP) for students placed on probation. My colleagues and I developed email templates, a self-assessment tool, and a Recovery program contract. I was an integral part of the entire process, and specifically I worked on creating the self-assessment in Google Forms. I also took the show on the road and co-presented our program and its findings at the advising conference, winning "best in conference". In Spring 2016, 53.5% of the students who completed the program were saved from suspension compared to the 31.1% of those who did not participate.

I work with a lot of Air Force ROTC students in conjunction with the [REDACTED] and I endeavored to get the AFROTC students the same priority enrollment date that our [REDACTED] ROTC program uses. To do this, I work in conjunction with the Commander at MU and the office of the Registrar to place pins in Banner to allow the early enrollment. I have been leading this charge for 4 years now.

Reasonable accessibility to advisees and effective use of available time with advisees.

My personal goal is to respond to emails within one business day. If I don't yet have an answer, I work to give the student an idea when they can expect an answer. During enrollment, I utilize auto-reply to remind students how to make an appointment, or to include pertinent information in their emails so I can more rapidly respond to their query.

I encourage students to come in earlier in the semester and work to empower them in the enrollment process to reduce "transactional" appointments and leave more room for long term planning and goal setting. Early each semester, I send campaign emails to students encouraging them to make an appointment. This is especially important for my many athletes and ROTC/AFROTC cadets as they need long term planning for their respective areas. When progress reports come out, I invite these students to see me to discuss opportunities.

A sizable portion of my advising load includes students that are online or extended campus. I make myself available via Skype, Google chat, or phone. Often these students work the same hours that I do and I am always happy to adjust my "usual" business hours to fit their needs.

[REDACTED] is enthusiastic about meeting the advising needs of distant and on campus students, responds quickly to email questions. [REDACTED], Program Coordinator, BS Crisis and Disaster Management (online program)

To accommodate the Social Work students at our _____ campus, we work with the department and present an hour each fall to our incoming social work majors. This group advising often opens up opportunities for the students to later ask for individual assistance. This group tends to be primarily non-traditional and transfer students, and tends to benefit from more attention.

I try to keep my availability for appointments open as much as possible. I am careful with off campus appointments and vacations to make them at less hectic times. Academic advising is very cyclical and I find it important to pay attention to the school year when planning events.

Efforts to create positive relationships with students.

Every fall, I send a personal introduction email to my new incoming freshman and transfer students sharing some personal tidbits about my life and asking them to respond with their goals, where they are from, and their interests. I also invite them to share a selfie and set it as their email photo. I keep this in their advising notes to refer to in our appointments. One student was so excited that we shared a favorite tv show and we spend a few minutes each appointment catching up.

Utilizing _____, I like to leave myself notes of past conversations to remind me of a student's personal life that will help me relate the next time I see that student. I have one student who shares photos of her dog with me. I've noted his name in her file and I always ask about her pup. I can see the pleasure that my recall brings. Prior to getting students from the waiting area, I like to check Banner or my email to recall what the student looks like if my memory is rusty. This really helps me put a face to the name.

It is a small thing, but I like to walk my students back out to the front desk area. The office suite turns students around, even if they've been there multiple times. I like to take that last minute to walk the student out and wish them well on an upcoming test, a safe trip, or a good weekend.

I believe in creating an inviting space that can spark conversation. I give my office a "lived in" look while trying to keep it from being too busy. I keep a couple of family photos, plus some items that are conversation starters (travel items, movie paraphernalia, etc). I think this sets a tone for students to be comfortable.

Advising has used surveys to ask students how we are doing. In the most recent tabulations (Spring 2016), I received perfect 5's on all 30 responses "My advisor seems genuinely interested in me". In Fall 2015, I had an average of 4.93 on the same question. Students verbally thank me often. This February, I have been doing a lot of senior checks with my students and my students have been very positive about their advising experience. It is both rewarding and bittersweet to see them graduate.

It can be challenging to create positive relationships via email advising with my online students. If possible, I invite them to call me at least once so they hear my friendly voice. If that is not possible, then I do my best to impart that friendly, helpful tone in my email. I attended a session at a conference once about how to use Appreciative Advising via email and I have been working to incorporate that into my processes.

One fun role that I mastermind in our office is social media. At this time, I am using Facebook but have plans to utilize Twitter before freshman orientation. I use memes in both social media and emails to be memorable and catch our HCBPS students' eyes.

Support of advisor training and professional development programs available to improve advising techniques and services to students.

When training a new advisor, I explain to them that it can take well over a year before you understand all the facets of the position, and as an advisor you will always have to keep asking "How can I do it even better?" We have an opening in our office this semester and I attended a session at our regional advising conference that gave great advice on how to train a new advisor. Along with my colleague I am developing a timeline of concepts, resources, and other items that this advisor will need to learn.

I enjoy the opportunity of personal growth and accept all opportunities to attend conferences. I have presented twice at our Association and once at our regional advising conference. My co-presenter and I were honored to win "Best in Conference" at the state level. I have attended the conference annually, and three regional conferences in the last five years. I am hoping to go to the National conference this coming fall. Because it is so close to home, it will be more affordable for my college. I also have the privilege of going to Committee on Transfer and Articulation (COTA) the last five years. COTA has a range of attendees from all over the state that gives me insight to incoming programs for transfer students and future goals of the

As member of the Recognition Committee at [redacted] I led the charge in creating the Outstanding Academic Advisor Awards. The other two members and I started the process by seeking financial assistance from the Provost. Once we received her blessing, we used both NACADA and [redacted] awards as a guide, as well as visiting with my colleague and friend Kathy Davis about [redacted] Excellence in Advising award program. I created a manual with step by step instructions for how the award will be posted, nominees accepted, the formation of the selection committee, and a timeline. The manual also had a guideline for how to advertise, ask for award funding, and the logistics of an awards reception. In the process, I created google forms that allowed online entries for nominees. I think recognizing the work that advisors do exponentially promotes student success and builds morale. The reception that our committee created has become an annual event for advisors to shine.

Both NACADA and the Advisory Board (SSC) offer webinars from which I like to take advantage. I scan the Advisory Board's *EAB Daily Briefings* daily, reading articles pertaining to advising or student retention. I participate in campus lunch and learns to share concepts and ideas learned in different sessions. In 2013-2014, I chaired the all advisor group on campus and still attend the meetings when possible.

In 2016, I was honored to be chosen by the Vice Provost for Academic Programs and Services, [redacted] to go to the National Summer Institute on Learning Communities in Olympia, WA. In Fall 2017, we piloted themed learning communities, which will help to retain students and build their skills learned in general education.

[redacted] shows her commitment not only to students but to all advisors on campus through her service on multiple committees. Her leadership on the all Academic Advisors group shows she is dedicated to fostering not only student success but the success of her fellow Advisors by providing information, collaborating with other campus entities, and working as a campus wide team. [redacted] was also a key participant in the creation of [redacted]. Her insight into student habits, course quirks, and the realities of scheduling was crucial and she was an invaluable member of the planning team. [redacted], Chair of Criminal Justice

I have held many roles on campus to help further the voice of advisors at [redacted] I'm working with a team of faculty, advisors, and chairs to pilot [redacted]. I was chair of the all advisor group several years ago. In the past, I worked with the Office of Technology on a database committee to make sure Banner is utilizing advising functions to the best of its ability. Recently, I was appointed to be an advisor for the [redacted] College curriculum committee and have a real voice for changes to the majors

in our college. I think these committees are an important place for advisors to continue working for what's best for our students.

"When asked to provide comment regarding [redacted] nomination for [redacted] Outstanding Academic Advisor I went to Google on defining "Overachiever". It informed that that "overachievers are individuals who perform better or achieve more success than expected. The implicit presumption is that the overachiever is achieving superior results through excessive effort." That sums up [redacted] as an academic advisor for the HCBPS to a tee! You will see by her resume she is extremely involved on campus and on committees and they all tend to focus on student improvement and success. [redacted] co-spearheads a successful Academic Recovery Program for our college and recently presented her work at the 2010 [redacted] conference. This resulted in being awarded Best Presentation which won her and her colleague an automatic opportunity to present at the [redacted] conference in front of hundreds of her regional peers from six different states. Now her and her HCBPS peer advisors have potentially influenced the future success of an unknown number of college students from all around the six state region.

[redacted] is able to connect with students in order to be a difference maker. One student commented on an anonymous evaluation of [redacted], "Even though I have a pretty good grasp on everything, I enjoy meeting with [redacted] because she reassures it all for me. Thank you!" Another comment alludes to [redacted] caring nature; "She did great, I love that she's my advisor. She really does care and is helpful and open to questions." This student comment wraps up [redacted] very well, "She just has a heart to help students; that is what I love.

All of us here in the [redacted] of Business and Professional Studies appreciate [redacted] for her positive perspective, her go-getter attitude and selfless dedication to student success." [redacted] Associate Dean and [redacted] direct supervisor

Personal Philosophy of Advising

As an academic advisor, it is my goal to help students navigate the many hurdles and barriers that exist in higher education. I believe in a holistic advising approach that includes intrusive, prescriptive, and appreciative models.

Student Centered: First and foremost, it is the student that matters. I want to make a positive influence on my students' lives. I understand that each student is an individual, with their own story and future goals. It is important to realize that every student's needs are different.

Empowering: Advisors must provide the tools needed to be successful and help students develop problem solving and critical thinking skills. It is important to lead by example, keeping interactions a good balance of professional and personal. I work to empower students to make informed decisions.

Comfortable: I strive to provide a comfortable environment where students are free to ask any question, even if they feel it is "silly." I believe in creating an inviting space that can spark conversation. I keep a couple of family photos, plus some items that are conversation starters (travel items, movie paraphernalia, etc). I think this sets a tone for students to be comfortable. My students should feel safe in my space and free of judgement.

Active listening: I feel it is very important to ask students open-ended questions. I make an effort to not make assumptions of what a student needs and always ask "What can I do for you today?" When asking a student about their courses, and you get a "Fine" or "Okay" I will ask the student to define "Fine" to get them to say more.

Positivity: It is imperative that as an advisor we focus on what is going well for the student and not just the negative. If a student is struggling, we talk about what is working first. Why is it working? And then we address the "what is not working."

Strong Relationships: With large caseloads, it can be a challenge to build a strong relationship with each student. I strive to use memory devices on previous conversations with a student to help them realize I do care about their goals, their families, and their situations so they will open up to me.



Accessible: My personal goal is to respond to emails within one business day. If I don't yet have an answer, I work to give an idea when the student can expect an answer. During peak enrollment, I utilize auto-reply to remind students how to make an appointment or to include pertinent details so I can more rapidly respond to their query.

Knowledgeable: Advisors need to be aware of the university's resources, procedures, policies, and offices. It is critical that you can get the student the information they need. It is important to have easy access to information to share with students. I keep quick links to the updated online tutor schedule, graduate school information, and other flyers. For my particular majors, I also keep items like police academy flyers and tips to get started flying at the airport.

Academic Integrity: As an university official, I must uphold the standards and mission of the University. This often means having difficult conversations with my students explaining policies and procedures and why the policies matter.

Trust: Not only is it important to build trust in a relationship with your student, you also must build trust between the chairs and coordinators of the programs you support.

Resource Building: Advisors must keep positive working relationships with those on campus that can help a student resolve a hurdle, such as Admissions personnel, financial services, or the Registrar's office. I find that if someone actually knows you they will help you with a situation that much more effectively.

Innovative: Every semester I work to update how I communicate with students and push to be more proactive in my approaches. With ever changing technologies, I think it is critical to work on methods that reach students the most effectively.

Reflection: As I am working with students, I am always asking myself, "could I do this step in a different way to better help my students?" It is important to continuously improve as an advisor and advising as a whole at the university. When working on committees, I ask myself, "how will this change affect my students?"



WORK EXPERIENCE

More than fourteen years of academic advising for three different four-year public institutions.

Common duties include:

- Provide academic guidance to specific undergraduate majors, as well as undecided students
- Maintain advising loads of 300-600 students
- Assist undergraduates in making major and career decisions and developing effective educational plans, including timely graduation
- Travel to both national and state academic advising conferences (NACADA and MACADA)
- Collaborate with colleagues to improve persistence and retention through committee work
- Maintain a strong network of contacts across campuses and an up-to-date knowledge of resources
- Manage email communication in a professional and efficient manner
- Present information to students in group advising sessions via class visits
- Evaluate transcripts from a multitude of universities and colleges and review articulations
- Effectively communicate degree requirements using degree audits (Degree Works, DARS)
- Organize, present and facilitate Freshmen and Transfer orientations
- Maintain students' confidentiality in accordance to FERPA
- Work with a diverse population of students, including online-only, international, and non-traditional students
- Give students a safe and respectful environment
- Maintain accurate knowledge of current and past undergraduate policies and procedures
- Provide training to new advisors, graduate assistants and student employees

Academic Advisor, [REDACTED] of Business and Professional Studies May 2013 – Present

- Query student groups using ARGOS and filtering the data with Microsoft Excel
- Utilize Education Advisory Board-Student Success Collaborative (EAB-SSC) to create campaigns to determine student outreach
- Counsel the [REDACTED] Curriculum Committee on proposed changes and their effect on students
- Attended database committee to share information with the Office of Technology and Enrollment Management on Recruit Admin, Internet Native Banner (INB), Degree Works, Self Service Banner (SSB) My Central, and Argos
- Collaborate with advising colleagues
- Chaired All-Advisor meetings, 2013-2014; Co-Chaired, 2012-2013
- Served on Advisor Recognition Committee and coordinated the first ever Outstanding Academic Advisor Award; as well as nominated the recipients to the state level awards

Academic Advisor, then Transfer and Transition, nee Gateway Advising January 2012 – May 2013

- Specialized in new transfer advising, working with students to evaluate their transfer work and assist them with their first enrollment and provide orientation to campus
- Assisted students in creating proposals for General Studies major
- Utilized Software such as Recruit Admin, Xtender, MyCentral, DARS, transitioned to Degree Works
- Trained in Adobe Contribute software to maintain department website

Academic Advisor/Graduation Advisor, College of Arts and Sciences March 2010 – January 2012

- Confirmed the completion of requirements for graduating candidates in College of Arts and Sciences (last name A-L)
- Provided final authorization that degree requirements have been met and communicated degree awards to Office of the Registrar
- Conducted graduate checks early to provide proactive feedback to students with graduation deficiencies and contacted them accordingly
- Performed exceptions and substitutions to students' DARS degree audits
- Led committee to update and maintain Arts and Sciences advising website

Academic Advisor/Retention Specialist, designated as a Master Advisor March 2003 – March 2010

- Enforced prerequisite requirements for all core and upper division business courses utilizing Access
- Built Argos data blocks and reports to retrieve student information from the University's databases
- Completed expert training program in ARGOS
- Certified as a Master Advisor, an in depth two day training program with continuous recertification opportunities offered across campus

Instructor—Computers for Learning (CIS101) August – December 2007

- Taught basics in technology and competence in Microsoft Word, Excel and PowerPoint

Graduate Assistant for Entertainment Management Director June 2001 – August 2002

- Designed and implemented a database network of all entertainment contacts for student internship opportunities
- Conducted secondary research to prepare professor for refereed articles on organizational behavior
- Completed a competitor analysis to make strategic recommendations for a weight loss program

AWARD

Outstanding Academic Advisor - Award Recipient, Professional advisor category April 2017
University of Central Missouri

EDUCATION

Master of Business Administration, GPA 3.73 August 2002

Bachelor of Science in Marketing, cum laude in the Honors College, GPA 3.69 December 2005

Bachelor of Science in Management, cum laude in the Honors College, GPA 3.63 May 2001

- Honors included: Board of Governor's Scholar, Bright Flight, Hall Family Scholar, International Grant Recipient for [redacted] Program for study abroad Fall 2000.

Staff Position Description (Rev. 2/2016)

Read each section carefully before completing. Make statements clear and concise. Obtain employee input whenever possible. Send electronic copy to your HR Representative.

PART 1: GENERAL POSITION INFORMATION

Current Position Title: Current Position Classification:

Academic Advisor	
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Proposed New Position Title (if applicable): New Position Classification:

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Position Number: Bargaining Unit Position (Yes or No):

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Department Name (Include area within department, if applicable.):

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Supervisor's Title: Supervisor's Position Number:

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PART II: DESCRIPTION OF POSITION

Position Purpose: State briefly the principal purpose or focus of the position. Describe the primary function of the position (what the position must accomplish) and the major objective (why that function is performed). This information will be included on the job posting when this position is advertised.

1. Provide undergraduate academic advising for students who have chosen a major in the Harmon College of Business and Professional Studies.
2. Advise students concerning their scholastic programs and academic progress.
3. Provide information on and refer students to University resources that can help individuals meet their academic goals and resolve their concerns.

Our core behaviors all employees are expected to model.

During the annual review process, all employees will be rated on how well they model these behaviors.

- Engaging:** Immersive learning experience through purposeful involvement of employees and students.
Cumulative: Aggregating multiple points of learning to broaden and deepen education.
Passionate: Encouraging employees and students to find his or her sense of purpose.
Confident: Embracing change and the new opportunities and challenges of tomorrow.
Enterprising: Creating new ways for all students and employees to engage in their education and jobs.
Caring: Acting on the needs and welfare of our people and the community.

PART III: POSITION DUTIES

A. SPECIFIC DUTIES: Starting with the most important, list and describe the duties which make up the regular assignment. Use specific verbs of action, such as “operate,” “drill,” “weld,” “adjust,” “repair,” etc.; avoid “process,” “prepare,” “handle,” and “assist.” State the approximate percent of your total time spent on each duty based on a 1-year basis, and assign no duty or group of duties less than 5%. The total percentage must equal 100%. The form will insert page breaks and page numbering automatically.

Duties	Percentage
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Provide academic support, counseling and guidance to undergraduate students majoring in the of Business and Professional Studies to include:

75%

- Informing students of College and University policies, and advising on appropriate course loads, course selection and sequencing, pre-registration and preparation for graduation in accordance with their chosen degree program in the college.
- Provide general customer service to students, and other customers inside and outside the University.
- Serve as a primary academic resource for undergraduate HCBPS students, in collaboration with the departments.
- Assist students, faculty and department chairs in using student records to evaluate progress in degree programs and requirements.
- Utilize technology tools to enhance advising services (i.e., EAB-SSC, Central Degree, etc.).
- Coordinate evaluation and placement of transfer credits.
- Evaluate transcripts and interpret and preserve accuracy of degree audits.
- Calculate grade point averages for admission to programs, probation/suspension status, and repeat courses.
- Estimate graduation timeline for HCBPS students.
- Meet with new transfer students, evaluate transfer work, facilitate necessary substitutions, and conduct individual orientation sessions.
- Maintain accurate records and confidential notes on assigned caseload of students.
- Provide face-to-face and virtual academic advising support on and off campus.
- Provide intrusive advising and support services to students who are not making satisfactory academic progress.
- Determine appropriate general education substitutions for degree requirements.
- Maintain a high level of email correspondence, requests for information from students, prospective students, faculty and other stakeholders.
- Assist with specialized group enrollment and group advising.

- Prepare and provide individual freshman, and international student schedules according to planned placement.

25%

- Monitor program admission status.
- Instruct and assist students with online technology (i.e. Blackboard, MyCentral portal, Central Degree, Google email, and self-service Banner).
- Create, maintain, support and facilitate college social media specific to the academic advising function.
- Coordinate the HCBPS reinstatement process by reviewing petition, transfer work and academic background to determine recommendation for reinstatement.
- Collaborate with College and academic program outreach, recruitment and retention efforts -- Including attending hosted events off campus to strengthen university relations with feeder schools and university partners.
- Respond to telephone requests for information from students, prospective students, faculty and other stakeholders.
- Review, evaluate and determine refund requests for class withdrawals.
- Develop and disseminate advising materials to inform stakeholders about programs, policies and activities of HCBPS and University.
- Revise, prepare and present College policies and procedures at new student orientations and international student orientations.
- Develop and present on- and off-campus workshops and trainings designed to help students successfully transition to the University environment and chart their academic progress.
- Serve on College and University-wide committees as appointed by the Dean/Associate Dean.
- Research, analyze and prepare data for reports.
- Collaborate with departments in reviewing and updating four-year plans, catalogs and other online and printed materials.
- Review and revise transfer guides for HCBPS programs.
- Serve as an instructor for freshman seminar-type courses within the College.
- Assist in catalog upkeep by informing appropriate individual(s) of needed or suggested changes.

= 100%

This position may at times be requested to perform other duties or special projects which are in the best interest of the University.
