

# Academic Advisor Career Path





**AS YOUR ACADEMIC ADVISOR, I WILL:**

- Serve as your guide. As we learn about each other, we will build a mutual rapport and trust.
- Help you explore your strengths, interests, and values to make the most out of your Volunteer experience.
- Introduce you to resources on campus that will allow you to explore career and major opportunities.
- Help you confirm your major and/or career choice and prepare for your future through experiential learning (i.e. internships, leadership opportunities, engagement in your academic discipline, service-learning, etc.).
- Encourage you to engage holistically in your college experience (academically, socially, culturally, and professionally) preparing you for a life of learning in a diverse and global society.
- Support you as you develop an academic plan that is consistent with your aspirations, interest, strengths, and values.
- Encourage you to celebrate your successes while challenging you not to be satisfied until you achieve your full potential.

**AS A UT STUDENT, I WILL:**

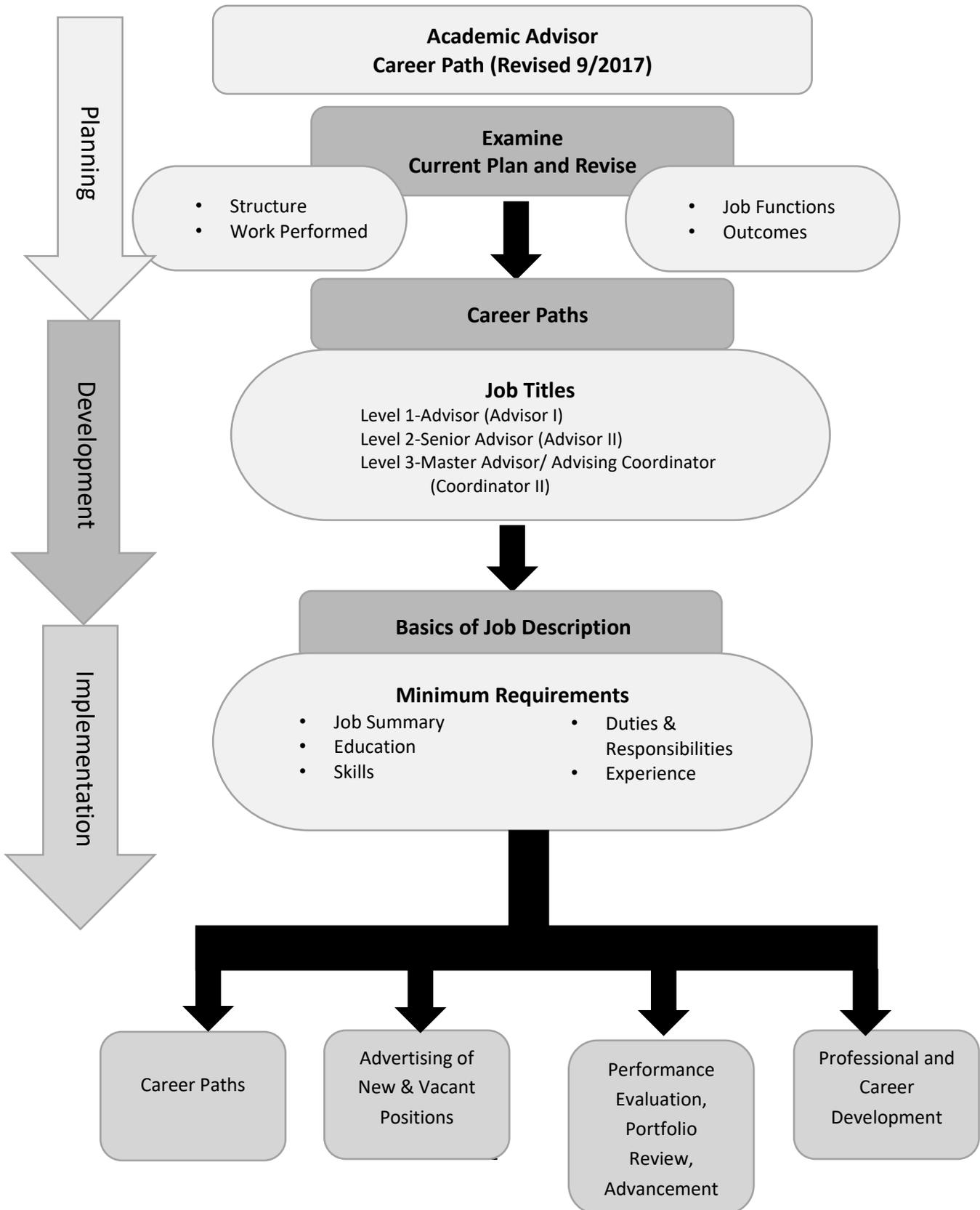
- Discuss my experience at UT with my advisor.
- Understand that advising is a shared responsibility with my advisor and that I am responsible for making academic decisions.
- Reflect on my strengths, interest, and values as I co-create my academic plan with my advisor.
- Use the tools my advisor provides me to prepare for each advising session and follow through on referrals made at subsequent appointments.
- Know curricular requirements, academic standards, and academic milestones related to my intended/chosen academic program in order to graduate in a timely fashion.
- Be deliberate in selecting General Education courses, choosing them for the knowledge and skills they help me develop and the opportunity they provide to further explore my academic and career interests.
- Utilize the career and professional development opportunities available as well as on-campus support for the identification and exploration of experience learning , leadership, and career paths.

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# UTK Academic Advisor Career Path Overview

Revision of the Academic Advisor Path to Integrate the New University Advising Model – Effective September 1, 2017



# UTK Academic Advisor Career Path Overview



## Overview

### Context

The University of Tennessee, Knoxville places academic advising within the teaching/learning mission of the institution and recognizes it to be a critical component of students' educational experience and undergraduate success. Faculty, professional academic advisors, and administrators promote academic advising as a shared responsibility with students. Academic advising serves to develop and enrich students' educational plans in ways that are consistent with their aspirations, interests, strengths, and values - preparing them for a life of learning in a global society. Academic advising is viewed by the institution as an educational activity that plays a critical role in the successful retention and graduation of undergraduate students.

Academic advisors advise and mentor students as an important component of the teaching/learning mission of the institution. By serving as academic advisors, professional staff members provide effective guidance so that students can maximize their educational opportunities and make critical decisions regarding education, career, and life goals. Advisors also mentor students to help them become responsible citizens of their profession and the global community. Successful academic advising depends on the ability of the advisor and advisee to recognize the nature of the academic advising process, address specific components of academic advising, and together be responsible in the advising process.

# UTK Academic Advisor Career Path Overview

The values that frame academic advising at the University of Tennessee are:

- RESPECT
- INCLUSIVITY
- COMMITMENT
- PROFESSIONALISM
- EMPOWERMENT
- INTEGRITY

(See Appendix A for the NACADA Academic Advising Core Values document)

To provide structure for advising and to provide a context for professional advisor responsibilities and development, there are specific advising goals, student learning outcomes and advising process outcomes.

## **The Concept and Goals of Advising**

Academic advising has three components: curriculum (what advising deals with), pedagogy (how advising does what it does), and student learning outcomes (the result of academic advising). The curriculum of advising ranges from the ideals of higher education; the meaning, value and interrelationship of the institution's curriculum and co-curriculum; the selection of degree plans and courses to the pragmatics of enrollment. Academic advising, as a teaching and learning activity, requires a pedagogy that incorporates the facilitation and assessment of advising interactions and is characterized by mutual respect, trust, and ethical behavior. The student learning outcomes of academic advising are guided by an institution's mission, goals, curriculum and co-curriculum. These outcomes define what a student will demonstrate, know, and do as a result of participating in academic advising. (NACADA: The Global Community for Academic Advising)

# UTK Academic Advisor Career Path Overview

## The campus-wide academic advising goals are:

- to foster a campus culture that supports academic advising as a shared responsibility essential to the educational experience and student success
- to assist students in self-exploration
- to assist in the development of educational plans that are consistent with students' aspirations, interests, strengths, and values
- to encourage holistic engagement with the college experience (academically, socially, culturally, and professionally) preparing students for a life of learning in a diverse and global society

## At the University of Tennessee, the following learning outcomes provide the framework for what advisors hope to accomplish through their advising and for what the students learn as a result of their advising experience:

Students will demonstrate that they *know*

- curricular requirements, academic standards, and academic milestones related to an intended/chosen academic program in order to graduate in a timely fashion
- university and college academic policies and procedures
- the career and professional development opportunities available as well as on-campus support for the identification and exploration of experience learning, leadership, and career paths
- campus resources, programs, and support systems that promote academic success

Students will demonstrate they *can*

- develop an academic plan and assess degree progress through graduation
- critically reflect upon academic and career goals
- develop skills and strategies for academic success that include using institutional resources, policies, and procedures
- take responsibility for making decisions regarding their academic success

## The following process outcomes provide guidelines for the implementation of the University's academic advising program:

- All students will have an assigned professional academic advisor
- All students will have the opportunity to schedule a substantive advising appointment during any semester requiring advising previous to their registration date
- Faculty, professional academic advisors, career development staff, and alumni will serve as undergraduate mentors
- All students will have the opportunity to participate in a university-wide advising assessment every year

## UTK Academic Advisor Career Path Overview

- All students will have the opportunity to participate in college-specific advising assessments every year
- All professional advisors and advising leadership will participate in a comprehensive professional development program.
- All professional academic advisors will utilize current university technology for academic planning, student data, advising notes, advising appointment campaigns, student communication and holistic case management (early alert, tutoring, referrals, etc.)
- Professional academic advisors will participate in a college/departmental evaluation/feedback process as part of their annual performance review.

### **The Organization of Advising**

High quality advising of undergraduate students is widely recognized as essential for student success, retention, and timely progress toward a degree. Undergraduate students at UT have several points-of- access to academic advising opportunities, including professional advisors in each college, transition coaches/advisors, and academic departmental faculty mentors. The university has adopted a model of academic advising where all students are assigned a professional advisor in their college for their entire UT experience. Students will engage with faculty in their majors through informal and formal mentoring and experience learning. In all but one college, there are advising centers staffed by advising administrators and professional advisors who direct and provide advising programs for both exploratory and pre-major students and students who have declared their major. These Colleges include: Architecture and Design; Arts and Sciences; Haslam College of Business; Communication and Information; Education, Health and Human Sciences; Tickle College of Engineering; Nursing; and Social Work The College of Agricultural Sciences and Natural Resources implements an advising model where students will be assigned a departmental professional advisor and a faculty mentor in their major. Students who are in transition between majors and colleges are assigned to a transition coach in First-Year Studies until they find a new disciplinary home. Students in the University Honors Program are also assigned to a professional advisor in that program.

### **Goals of the Academic Advising Career Path**

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 A)
- 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

# UTK Academic Advisor Career Path Overview

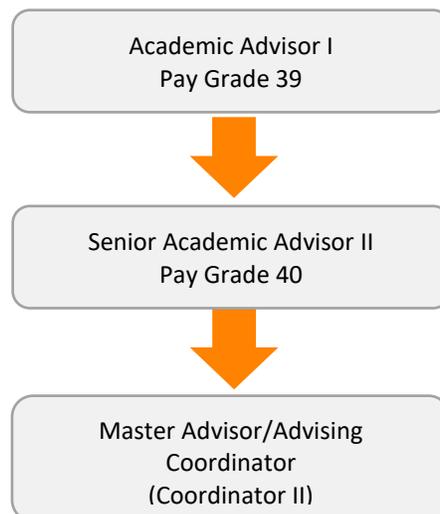
## Anticipated results

- Improve the quality of academic advising at the University of Tennessee, Knoxville
- Enhance the undergraduate experience and contribute to transformational 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

## Academic Advising Career Path Levels

In most cases, academic advising positions are situated with the context of the various colleges at UT. The Honors Program and First-Year Studies also have professional advisors eligible for the Career Path. Each career path consists of a general set of university –wide requirements and a set of specific requirements that are developed by each college. The specific requirements will reflect the unique learning outcomes, college advising models, curriculum, and student populations that exist in each college/unit. Academic advisors seeking advancement will be required to complete both the general and college/unit specific components of each level. *Academic advisors must be in a full-time advisor position for the minimum of two full calendar years before they are eligible to submit a portfolio for advancement.*

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:



## UTK Academic Advisor Career Path Overview

At the University of TN, there are academic advising administrative positions that are **not** a part of the career path. These positions vary across colleges and units in required experience, skills and responsibilities, and may not have actual student advising as a primary role. For vacant advising administrative positions, external searches are required. Full-time advisors are eligible to compete in a search as an applicant for advising administrative positions. Being in an Advisor position at UT does not guarantee promotion to an administrative level. See the chart below for advising administrative positions.



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.
- For vacant positions, the best qualified candidate will be selected for the position; internal candidates will not be given preferential treatment. However, internal candidates who have availed themselves of opportunities provided by the Academic Advising Career Path may be in a position to participate in the search as a candidate.
- A "lecturer" or "coordinator" who teaches as h/her primary role and advises undergraduate and/or graduate students (along with other departmental responsibilities) is not eligible for the career path. However, it is important that the lecturer/coordinator engages in advising as described in the University's model and participates in advisor professional development offered by the college and university. These positions report to the Department Chair but are "responsive" to the college Advising Director for undergraduates.
- A staff member who has "advisor" or "coordinator" in h/her title and advises only graduate students is not eligible for the Career Path.

# UTK Academic Advisor Career Path Overview

The position classifications are integrated with the current Human Resource compensation program at the University of Tennessee. This career path is based on clearly defined duties and responsibilities between each job's pay grade classification.

Changes and/or revisions to the Career Path will first be reviewed by the Academic Advising Leadership Group (AALG) Career Path Committee and then submitted for formal approval through Human Resources, the Vice Chancellor for Finance and the Senior Vice Chancellor and Provost.

## Position Levels and Skill Sets

### **Academic Advisor (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 Academic Advisor (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

## UTK Academic Advisor Career Path Overview

- 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 (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

## UTK Academic Advisor Career Path Overview

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

This salary scale was approved by the Interim Provost and Vice Chancellor and Vice Chancellor for Finance December, 2016.

# UTK Academic Advisor Career Path Overview

## Academic Advisor (Advisor I)/Pay Grade 39/Exempt

**Job Summary:** The Academic Advisor I position 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 Level II, Senior Academic Advisor.

**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.

### **Duties and Responsibilities**

The duties and responsibilities listed below generally represent what the entry level advisor accomplishes in the first two years of employment at UT. In order to advance to Senior Advisor (Advisor II), these duties and responsibilities must be *fully met and done well* as documented by the supervisor’s evaluation along with reference letters and with a successful portfolio review. The role of the professional advisor is to foster undergraduate student success and persistence to graduation by:

- Assisting students in self-exploration in order to develop educational plans that are consistent with students’ aspirations, interests, strengths, and values
- Encouraging students’ holistic engagement with college, university, and broader community experiences (academically, socially, culturally, and professionally)
- Developing a collaborative relationship with students which allows them to engage in self-authorship, make meaning of their experiences, and assume responsibility for their futures.
- Guiding students in critical reflection of academic and career goals
- Guiding students through career and professional development opportunities available as well as campus support for the identification and exploration of experience learning, leadership, and career paths

A professional advisor will:

- Assist students in the exploration of their goals, interests, strengths, values, and concerns through positive, open-ended questions and intentional advising strategies
- Educate students about curricular requirements, academic standards, and academic milestones related to an intended/chosen academic program
- Assist students throughout their undergraduate experience in developing academic plans that meet goals and future aspirations

## UTK Academic Advisor Career Path Overview

- Communicate effectively with assigned advisees
- Teach students how to assess their degree progress through graduation
- Refer students to campus resources, programs, and support systems that promote academic success, career development, experience learning, and engagement in a chosen discipline
- Explain University and college academic policies and procedures
- Facilitate the petitioning process for students pursuing curriculum exceptions
- Utilize technology that supports advising practice (such as DARS, Banner, GradesFirst, Career Guides/Alumni Data Base)
- Collaborate with faculty and guide students to opportunities that engage students with faculty in their chosen disciplines
- Conduct first- year and transfer student orientation advising sessions
- Participate in outreach activities such as speaking to classes, presenting programs in LLC's and residence halls, and supporting recruitment activities
- Participate in a comprehensive professional advisor development program leading to advancement on the Academic Advisor Career Path
- Participate in college and departmental evaluations as part of the annual review process

### Other Duties

- Meet regularly with Advising Director
- Attend scheduled staff meetings
- Attend university events and participate in committee assignments as delegated
- Co-create a personal and professional development plan with the supervisor

### Minimum Qualifications

Education: Master's degree or degree earned within one academic term of employment

Experience: Experience in working with a diverse group of students in a collegiate setting, experience in advising and/or student development. Examples: advising graduate assistant or practicum, mentoring and/or academic coaching.

Skills: The ability to relate effectively to a diverse university community (students, faculty, staff, alumni and parents), strong written and oral communication skills; appropriate computer and IT skills; demonstrated organizational skills, and ability to handle simultaneous projects.

A successful candidate for advancement to Senior Advisor 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

# UTK Academic Advisor Career Path Overview

## Senior Academic Advisor (Advisor II)/Pay Grade 40/Exempt

**Job Summary:** The Senior Academic Advisor II is an intermediate level position. The advisor brings full-time professional advising experience in a collegiate setting and a Master's degree along with knowledge of a conceptual and theoretical base for academic advising and student development. The Senior Advisor is involved in advising programs both on campus and in local and regional professional associations.

**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. A successful applicant will possess the knowledge and skills listed in the Advisor I position.**

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.

### Examples of Duties and Responsibilities for a Senior Advisor II

- Develop advanced expertise in advising certain student populations, e.g. exploratory, pre-professional, readmitted students, transfer students, a specific discipline/major
- Create topic based seminars for students that support the advising learning outcomes
- Mentor entry level advisors
- Create special programs that support Career Advising in the disciplines in partnership with faculty and the Career Development Center
- Serve as a special advisor to a specific group of students, e.g. College Ambassadors, Pre-Law Society, Future Teachers of America
- Collaborate with departmental faculty in connecting students with mentors and the disciplines (Examples: Undergraduate Research, Service Learning, Co-op/internships)
- Assist unit in advising assessment design and implementation

Examples of Special Projects for a Senior Advisor:

- Pursue opportunities to teach first- year courses such as FYS 101, BA 100, Education 100 or a course in the discipline (if credentialed and approved)
- Represent the academic unit at recruitment activities and fairs
- Represent the department in outreach activities on campus and off-campus. (Examples include visits in First-Year Studies courses, residence halls, community college information sessions, community colleges, high schools)
- Develop, implement, and assess professional development programs for advisees based upon their academic interests and career goals

## UTK Academic Advisor Career Path Overview

- Collaborate with departmental faculty to provide seminars and updates on curricular issues, university policies, mentoring resources and career/graduate school opportunities for students

### Other Duties as Assigned

- Meet regularly with Advising Director
- Attend scheduled staff meetings
- Attend university events and participate in committee assignments as delegated
- Co-create a personal and professional development plan with the supervisor

### Education

- Master's degree required

### Experience

- 2 years of professional experience working full time in an academic advising or related position at the college/university level
- Involvement in a professional association related to academic advising/student development
- Active engagement within a campus community

### Skills

- Ability to relate to a diverse university community (students, faculty, staff, alumni and parents)
- Proven written and verbal communication skills
- Ability to utilize IT related to advising (example: Banner, GradesFirst, DARS, other IT sources and internet programs related to advising)
- Demonstrated knowledge of academic advising and student development theories and approaches
- Proven best practice approach to academic advising

A successful candidate for advancement to Master Advisor/Advising Coordinator 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
- Leadership

# UTK Academic Advisor Career Path Overview

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

**Job Summary:** This is an advanced level position involved with the development, implementation, coordination, and assessment of advising programs in a specific academic unit or college. The Master Advisor/Advising Coordinator brings knowledge and experience in the advising profession within the context of national research, literature and best practices in academic advising and undergraduate student success.

The two titles reflect the varying needs of the individual colleges or units in higher level advisor positions. The Master Advisor position focuses on advanced expertise in advising and teaching. The Advising Coordinator position focuses on coordination of advising programs specific to the college and or academic department. Both positions have a varied level of responsibility for advising students. The Director of Advising for the college will determine which role is appropriate based on the staffing needs and advising demands of the college/ unit. If applicable, academic Department Heads will collaborate with the Advising Director to determine specific position responsibilities.

**Specific duties and responsibilities will be developed by each college unit based on the unique needs of the college, the curricula, the faculty, and its students. A successful applicant will possess the knowledge and skills listed in the Advisor I and Senior Advisor II positions.**

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.

Examples of duties and responsibilities include:

- Make decisions regarding petitions for a particular major and/or college
- Consider student appeals for uTrack tracking terms
- Admit transfer applicants to a major
- Coordinate recruitment programs for a particular academic unit
- Assess upper division students’ progress on degree requirements
- Collaborate with faculty in a given department/college in mentoring undergraduate students and engaging students in the discipline
- Compile academic progress data and reports for a college/department
- Attend academic departmental curriculum and faculty meetings
- Actively participate in professional associations as a member and in leadership roles
- Propose and present conference programs at local, regional and national meetings

## UTK Academic Advisor Career Path Overview

- Engage in “continued education,” e.g. HR leadership and departmental budgeting/strategic planning, doctoral studies, TN TLC seminars, TennACADA professional development as both a leader and participant, etc.

Examples of special projects include:

- Development and maintenance of a departmental advising web site
- Teach a course in a specific discipline (if approved)
- Coordinate events in partnership with the Career Development Center, Experience Learning, Undergraduate Research, Service Learning and other similar areas related to student development in the discipline
- Meet with prospective students and parents
- Serve on the university-wide advisor professional development work group

Other Duties

- Meet regularly with Advising Director
- Attend scheduled staff meetings
- Attend university events and participate in committee assignments as delegated
- Co-create a personal and professional development plan with the supervisor

### Minimum Qualifications

#### Education

- Master’s degree required (a specific educational background may be “desired”)

#### Experience

- 4+ years of professional experience working full time in an academic advising or related position at the college/university level

#### Skills

- Ability to relate to a diverse university community (students, faculty, staff, alumni, and parents)
- Proven written and verbal communication skills
- Ability to utilize IT related to advising (example: Banner, GradesFirst, DARS, other IT sources and internet programs related to advising)
- Demonstrated leadership skills in a department or college
- Ability to create, coordinate and assess advising related programs (example: student seminars, faculty mentor development, career events, departmental advising assessment)
- Established professional development agenda, e.g. active involvement in professional association, conference program presentations, publications, professional development facilitator

# UTK Academic Advisor Career Path Overview

## **Advancement Criteria**

- For advancement to administrative leadership positions in advising at UT, Knoxville, a Master Advisor/Advising Coordinator must apply for the vacant position through a regular search process and compete within the national pool of applicants.

# UTK Academic Advisor Career Path Overview

## Advancement Review Process

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 / student services from other UT Colleges
- HR representative (ex officio)

The committee will convene once a year to review any completed application packets during March. Salary adjustments and promotions will be effective July 1 of the next fiscal year. Academic advisors who wish to be considered for advancement through the career path must submit an application and an advising portfolio that documents the expertise and professional activities required for the specific level. The application and portfolio must be submitted to the Chair (Associate Vice Provost) who will convene the committee meeting. The Chair will provide access to the career path materials previous to the meeting. The Chair will maintain the records of the career path committee and submit the request for promotion to the Provost. The advisor's immediate supervisor or the Director of the College Advising Unit will present the candidate and portfolio and answer any questions. The committee members must be knowledgeable of the positions that will be reviewed.

Salary levels for vacant positions will be advertised as "Depends on Education, Experience and Qualifications." The education, experience, and qualifications of the successful candidate will determine the appropriate position title and pay grade.

### **Career Path Eligibility**

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

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

# UTK Academic Advisor Career Path Overview

## 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

## UTK Academic Advisor Career Path Overview

**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.

# UTK Academic Advisor Career Path Overview

## Academic Advisor I

### Seeking advancement to Senior Advisor II

#### Checklist

The check list can be used as a guide by the advisor and supervisor to evaluate progress towards advancement on the Career Path.

**Submit completed checklist with portfolio**

Name: \_\_\_\_\_ Personnel No: \_\_\_\_\_

Position number: \_\_\_\_\_ Position Title: \_\_\_\_\_

Start date of current position: \_\_\_\_\_

Initial	Date	Task
		Meets with students for advising (appointments/walk-ins)
		Evaluates student academic progress
		Assists in developing student desired goals
		Co-creates student academic plans
		Teaches college/university curricula, policies and processes
		Informs students of academic options and advises on best actions
		Makes appropriate, accurate and timely referrals to university resources and programs
		Fosters both personal and academic/professional development of students
		Demonstrates competency on all technology used in academic advising
		Conducts new student orientations
		Represents college advising on campus
		Utilizes advising best practices
		Engages in professional development and continuing education opportunities, e.g. TennACADA, NACADA, HR leadership/departmental management and develops professional development plan with goals
		Other tasks as defined by the specific college/unit

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

# UTK Academic Advisor Career Path Overview

## Senior Academic Advisor (Advisor II)

### Seeking advancement from Senior Advisor to Master Advisor/Advising Coordinator

#### Checklist

The check list can be used as a guide by the advisor and supervisor to evaluate progress towards advancement on the Career Path.

**Submit completed checklist with portfolio**

Name: \_\_\_\_\_

Position Title: \_\_\_\_\_

Start date of current position: \_\_\_\_\_

Initial	Date	Task
		Demonstrates and applies knowledge of advising best practices and student development/learning theory
		Successfully fulfills position responsibilities outlined for Advisor II
		Participates in professional associations related to academic advising, e.g. NACADA at local and regional levels and seeks involvement in leadership role as well as submits conference program proposals
		Participates in both college and campus advising initiatives
		Pursues opportunities to teach FYS courses (or similar course)
		Develop, implement and assess programs for advisees based on their academic interests and career goals
		Collaborate with college faculty to implement faculty mentor development – if applicable
		Attend university events and participate in committee assignments as directed e.g. search committees, task forces, collaborations/partnerships across campus
		Other tasks as defined by the specific college/unit

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

# UTK Academic Advisor Career Path Overview

## Master Advisor/Advising Coordinator (Coordinator II)

### Competing as a candidate in a national pool for an Assistant Director position

#### Checklist

The check list can be used as a guide by the advisor and supervisor to evaluate progress

Name: \_\_\_\_\_

Position Title: \_\_\_\_\_

Start date of current position: \_\_\_\_\_

Initial	Date	Task
		Serves as a leader in college’s advising unit
		Serves as a leader in college advising initiatives
		Serves as a leader in campus wide advising initiatives
		Creates student success/advising programs based on best practices
		Successfully implements advising programs
		Creates and implements assessment for individual programs as well as unit wide assessment
		Actively participates in related professional association on committees, task forces, conference committees, etc.
		Presents programs at local, regional and/or national conferences
		Engages in continuing education opportunities, e.g. HR leadership/departmental management, doctoral studies, TN TLC seminars, professional associations, e.g. NACADA
		Develops advising “expertise” in specific advising approaches, student populations, or other area that enhances the delivery of advising
		Other tasks as defined by the specific college/unit

\_\_\_\_\_  
Employee’s Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor’s Signature

\_\_\_\_\_

## UTK Academic Advisor Career Path Overview

### 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.

The following chart shows how professional development might be considered at each level of the Academic Advising Career Ladder:

	<b>Academic Advisor I</b>	<b>Senior Academic Advisor II</b>	<b>Master Advisor/Advising Coordinator (Coordinator II)</b>
<b>HR Training Resources</b>	Communication, Technology, Diversity	Leadership Development, Presentation Skills	Conducting Performance Evaluations, Running a Meeting, Leadership Development, Mentoring
<b>Campus Professional Development</b>	UT Advising Core Curriculum, UT Advising Conference, Professional development specific to college, TennACADA meetings, Academic Advising Planning Meetings, NACADA webinars	UT Advising Conference, Teach FYS 101 or similar course, lead a LOM discussion group, run for a TennACADA leadership position, NACADA webinars	UT Advising Conference, Participate in or provide leadership for university committees, create, implement and assess programs that exemplify best practices in advising at both the college and university levels, present programs for TennACADA
<b>Professional Associations</b>	Membership in NACADA and/or other associations	Submit program proposal to local, state, regional or national association, serve on association's committee or task force	Present at local/regional/national conferences, submit an article for publication, engage in a leadership role within an association
<b>Graduate Programs</b>	Graduate study at UT On-line graduate or NACADA courses	Graduate study at UT On-line graduate or NACADA courses	Graduate study at UT On-line graduate or NACADA courses

# UTK Academic Advisor Career Path Overview

## **The University of Tennessee Human Resources Training and Professional Development**

HR 128 is the Human Resources Policy that strongly encourages staff at the University of Tennessee to complete a minimum of 32 hours of job and career-related training per calendar year. HR 128 applies to exempt and non-exempt employees, regular, full and part-time. Supervisors will be evaluated through the performance review process on the professional growth and development of their employees. Selecting appropriate professional development seminars should be done in consultation with the supervisor and planned during the annual performance review. There is a wide spectrum of courses offered by HR that would address a number of areas associated with the professional development of academic advisors. Examples of courses include: communication, conflict management, leadership, and technology. Refer to the Employee and Organizational Development's Training Pages for professional development seminar topics and schedule. <http://humanresources.tennessee.edu/eod/publications.html>

## **National and Regional Professional Associations and Conferences**

Professional conferences are offered at various times throughout the year. Attending a conference requires approval of the supervisor first and attendance is dependent on the availability of funds. There are a number of professional associations that are appropriate for the professional development of academic advisors. Examples include:

NACADA: The Global Network for Academic Advising (NACADA)  
(national, regional, and state conferences are offered)

Tennessee Academic Advising Association: TennACADA (UT Knoxville advising association, campus)

The National Resource Center for First-Year Experience and Students in Transition (national annual meeting and conferences based on a specific topic, e.g. transfer students)

The National Association for the Advisors of Health Professions: NAAHP (national)

The Pre-Law Advisors National Council: PLANAC (national)

The National Association for Academic Advisors of Athletes: N4A (national and regional)

The American College Personnel Association: ACPA (national)

The National Association of Student Personnel Administrators: NASPA (national and regional)

# UTK Academic Advisor Career Path Overview

## **Academic Advising Graduate and Certificate On-line Programs**

NACADA, in partnership with Kansas State University (on-line graduate certificate)

<https://www.nacada.ksu.edu/Programs/Graduate-Programs.aspx>

Sam Houston State University (on-line graduate certificate)

<http://www.shsu.edu/programs/graduate-certificate-in-academic-advising/index.html>

## **UT Graduate School Courses and Degrees**

Advisors are encouraged to enroll in graduate level courses and advanced degree programs that enhance their knowledge, research skills and expertise in areas related to the profession of advising. The University of TN has numerous courses and degree programs that relate to a career in academic advising. Selection of courses and degree programs for career path purposes should be discussed with the supervisor and with the graduate coordinators in the academic units. The candidate for advancement should explain the relationship of graduate work to the advising profession / practice in his/her portfolio.

## **Participation in University Teaching Opportunities**

Academic advisors who have earned master's degrees and have the appropriate experiences are eligible to teach First-Year Studies 101 and other first-year seminars such as BA 100 and to facilitate a Life of the Mind discussion group. With a supervisor's approval, an advisor can apply to teach a FYS 101 section and/or facilitate the LOM discussion groups. Special training is required to do so. Some academic advisors have the credentials to teach in their own discipline. These opportunities must be discussed with the academic department and supervisor.

## **Participation in Advisor Training offered through the Provost's Office**

The Associate Vice Provost for Student Success offers various opportunities for advisor professional development that are appropriate for the career path program. Examples of these programs include:

- UT Academic Advising Core Curriculum
- UT Annual Advising Conference
- University-wide Academic Advising Planning Meetings: topics vary and usually address specific student success/retention issues
- CSRDE (Consortium for Student Retention and Data Exchange) Webinars: Five webinars sponsored by the CSRDE association are presented annually. All content is related to student success and retention as well as applying theory to practice and assessment
- NACADA Webinar Series: Advisor Development Webinar DVD's (sponsored by NACADA) are available for use and can be obtained through the Associate Vice Provost. The topics cover a variety of issues and current trends in academic advising and across higher education.

# UTK Academic Advisor Career Path Overview

## **Examples of other professional development**

- Create a conference folder on the TennACADA web site in partnership with TennACADA
- Create on-line training modules for professional advisors in partnership with the Advisor Professional Work Group.
- Create and implement a program for TennACADA (in consultation with TennACADA President)
- Design and implement an advisor development “brown bag” session on item of interest to the advising community
- Facilitate a reading group based on current issues in academic advising and in student learning
- Conduct practitioner research in advising and present results
- Write a grant using university and/or national resources
- Participate in QPR Training
- “Shadow” professionals in other areas of academic support/student life to learn about transferrable skills and career opportunities and write a reflection for the portfolio
- Attend and observe academic meetings that directly impact academic advising, e.g. college curriculum committee, Undergraduate Council, Faculty Senate, Enrollment Management Committee (with permission) and write a reflection for the portfolio

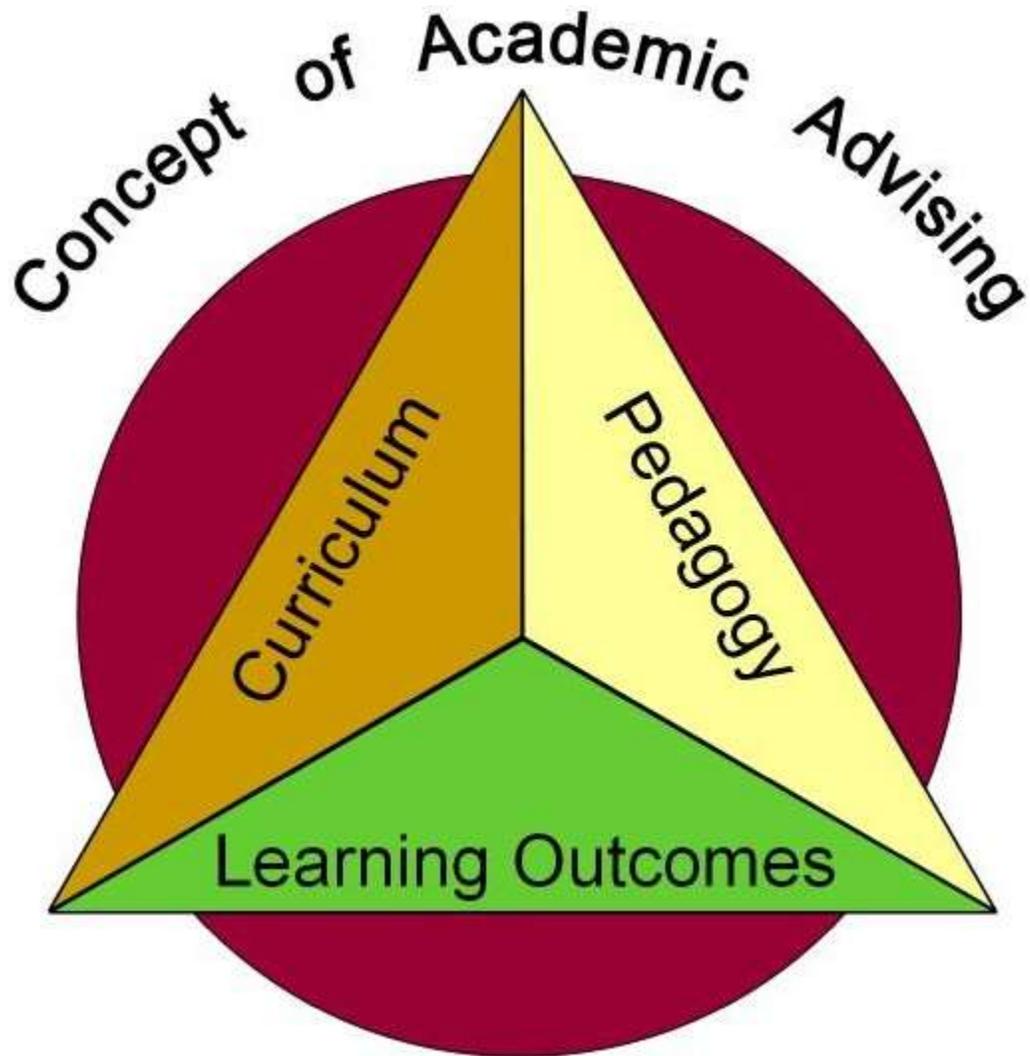
# UTK Academic Advisor Career Path Overview

## Appendix A

### National Standards for Academic Advising in Higher Education

#### Concept of Academic Advising

Categories: Pillars of Academic Advising



# UTK Academic Advisor Career Path Overview

NACADA: The Global Network for Academic Advising

## INTRODUCTION – Concept of Academic Advising

The NACADA Board of Directors endorses three documents that champion the educational role of academic advising in a diverse world.

The Three Pillars of academic advising are:

- [Concept of Academic Advising](#)
- [Statement of Core Values](#)
- [Council for the Advancement of Standards in Higher Education: Standards and Guidelines for Academic Advising](#)

These sets of guiding principles affirm the role of academic advising in higher education, thereby supporting institutional mission, while at the same time, anticipating the needs of 21st century students, academic advisors, and institutions.

They can be used for a variety of purposes including professional development of academic advisors and program assessment. They also can be used when implementing a new advising program or revising a current one.

Academic advising is carried out by a vast array of individuals, including faculty and staff members. These guiding principles are intended for use by all who advise.

These documents support all categories of institutions with every type of advising delivery system. Intentionally, they do not address every detail and nuance of academic advising. Rather they should be used as starting points and references for a discussion of academic advising, providing the framework for a coherent approach to implementing a well-functioning academic advising program that would meet any specified institutional goals.

## PREAMBLE

Academic advising is integral to fulfilling the teaching and learning mission of higher education. Through academic advising, students learn to become members of their higher education community, to think critically about their roles and responsibilities as students, and to prepare to be educated citizens of a democratic society and a global community. Academic advising engages students beyond their own world views, while acknowledging their individual characteristics, values, and motivations as they enter, move through, and exit the institution. Regardless of the diversity of our institutions, our students, our advisors, and our organizational structures, academic advising has three components: curriculum (what advising deals with), pedagogy (how advising does what it does), and student learning outcomes (the result of academic advising).

# UTK Academic Advisor Career Path Overview

## **THE CURRICULUM OF ACADEMIC ADVISING**

Academic advising draws primarily from theories in the social sciences, humanities, and education. The curriculum of academic advising ranges from the ideals of higher education to the pragmatics of enrollment. This curriculum includes, but is not limited to, the institution's mission, culture and expectations; the meaning, value, and interrelationship of the institution's curriculum and co-curriculum; modes of thinking, learning, and decision-making; the selection of academic programs and courses; the development of life and career goals; campus/community resources, policies, and procedures; and the transferability of skills and knowledge.

## **THE PEDAGOGY OF ACADEMIC ADVISING**

Academic advising, as a teaching and learning process, requires a pedagogy that incorporates the preparation, facilitation, documentation, and assessment of advising interactions. Although the specific methods, strategies, and techniques may vary, the relationship between advisors and students is fundamental and is characterized by mutual respect, trust, and ethical behavior.

## **STUDENT LEARNING OUTCOMES OF ACADEMIC ADVISING**

The student learning outcomes of academic advising are guided by an institution's mission, goals, curriculum and co-curriculum. These outcomes, defined in an advising curriculum, articulate what students will demonstrate, know, value, and do as a result of participating in academic advising. Each institution must develop its own set of student learning outcomes and the methods to assess them. The following is a representative sample. Students will:

- craft a coherent educational plan based on assessment of abilities, aspirations, interests, and values
- use complex information from various sources to set goals, reach decisions, and achieve those goals
- assume responsibility for meeting academic program requirements
- articulate the meaning of higher education and the intent of the institution's curriculum
- cultivate the intellectual habits that lead to a lifetime of learning
- behave as citizens who engage in the wider world around them

## **SUMMARY**

Academic advising, based in the teaching and learning mission of higher education, is a series of intentional interactions with a curriculum, pedagogy, and a set of student learning outcomes. Academic advising synthesizes and contextualizes students' educational experiences within the frameworks of their aspirations, abilities and lives to extend learning beyond campus boundaries and timeframes.

# UTK Academic Advisor Career Path Overview

## Advisor Core Competencies



At the request of the association's leadership, the **NACADA Academic Advising Core Competencies Model** (2017) was developed by the association's Professional Development Committee. The purpose of the model is to identify the broad range of understanding, knowledge, and skills that support academic advising, to guide professional development, and to promote the contributions of advising to student development, progress, and success. It is intended that the model may be used by:

- **Primary Role Advisors** for self-assessment and evaluation, and to guide learning, career development, and advancement.
- **Faculty Advisors and Advising Administrators** to clarify academic advising roles and responsibilities, and to highlight the contributions of academic advising to teaching and learning.
- **Advising Supervisors, Managers, and Mentors** to identify strengths and areas for staff development, and to guide hiring, training, and evaluation.
- **Learning Professionals, Trainers, and Researchers** to support curriculum development, establish learning priorities, and advance scholarship in the field.

## FRAMEWORK FOR ACADEMIC ADVISING CORE COMPETENCIES

Underpinning the core competencies for academic advising and serving as the foundational elements for effective advisor training programs and advising practice are three content components – the **conceptual**, **informational**, and **relational**. An understanding of these content areas provides advisors the knowledge and skills to be effective guides for their students.

- The **Conceptual** component provides the context for the delivery of academic advising. It covers the ideas and theories that advisors must understand to effectively advise their students.
- The **Informational** component provides the substance of academic advising. It covers the knowledge advisors must gain to be able to guide the students at their institution.
- The **Relational** component provides the skills that enable academic advisors to convey the concepts and information from the other two components to their advisees.

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.



# UTK Academic Advisor Career Path Overview

## CORE COMPETENCY AREAS FOR ACADEMIC ADVISING

### CONCEPTUAL

Core competencies in the **Conceptual component** (concepts academic advisors must understand) include **understanding of**:

1. The history and role of academic advising in higher education.
2. NACADA's Core Values of Academic Advising.
3. Theory relevant to academic advising.
4. Academic advising approaches and strategies.
5. Expected outcomes of academic advising.
6. How equitable and inclusive environments are created and maintained.

### INFORMATIONAL

Core competencies in the **Informational component** (knowledge academic advisors must master) include **knowledge of**:

1. Institution specific history, mission, vision, values, and culture.
2. Curriculum, degree programs, and other academic requirements and options.
3. Institution specific policies, procedures, rules, and regulations.
4. Legal guidelines of advising practice, including privacy regulations and confidentiality.
5. The characteristics, needs, and experiences of major and emerging student populations.
6. Campus and community resources that support student success.
7. Information technology applicable to relevant advising roles.

### RELATIONAL

Core Competencies in the **Relational component** (skills academic advisors must demonstrate) include the **ability to**:

1. Articulate a personal philosophy of academic advising.
2. Create rapport and build academic advising relationships.
3. Communicate in an inclusive and respectful manner.
4. Plan and conduct successful advising interactions.
5. Promote student understanding of the logic and purpose of the curriculum.
6. Facilitate problem solving, decision-making, meaning-making, planning, and goal setting.
7. Engage in ongoing assessment and development of self and the advising practice.

For more information about the **NACADA Academic Advising Core Competencies Model**, please visit [nacada.ksu.edu/resources/pillars/corecompetencies.aspx](http://nacada.ksu.edu/resources/pillars/corecompetencies.aspx)



# UTK Academic Advisor Career Path Overview

## Advising Core Values



The NACADA Statement of Core Values reflects the many cultural and educational contexts in which academic advising is practiced globally. A diverse, globally represented task force in conjunction with the input of NACADA members contributed to the creation of the statement. By virtue of this process, the following document represents the Core Values of the academic advising profession as a whole. These values apply to all who perform academic advising by any role, title, or position as educators at their institutions.

While nations, institutions, and students will offer unique circumstances, the Core Values provide guidance to academic advisors in their professional lives. Academic advisors are committed to the students they advise, their institutions, their professional practice, and the broader advising and educational community. There may be times when balancing all Core Values equally is not possible. In those instances, academic advisors are encouraged to reflect and engage other academic advising professionals in a dialogue to resolve any conflict to the best of their ability.

The Statement of Core Values is reviewed periodically to ensure its alignment with current professional practices, competencies, and philosophies. NACADA: The Global Community for Academic Advising encourages institutions to adopt the Statement of Core Values and support the work of those who provide academic advising.

# UTK Academic Advisor Career Path Overview

## Appendix B

### Application for Advancement

#### INSTRUCTIONS

The information submitted via the Career Path portfolio will be used to determine the applicant's eligibility for career path promotion. To be considered for advancement, the completed portfolio (application, resume or vitae, and all supporting documents) must be submitted by the announced date in **one PDF document** and in the following order:

1. Application cover: see next page
2. Completed checklist (see pages 21-23), signed by advisor and supervisor
3. Portfolio Introduction: A one page statement that summarizes readiness for advancement – written by the candidate
4. 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)
5. 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)
6. College Assessment:
  - a. Letter of support from director supervisor
  - b. Most recent performance evaluation
  - c. College Advisor assessment (if available)
  - d. Portfolio Checklist
7. 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)
8. Resume/Vitae

***Failure to successfully complete any of the requirements by the announced deadline will void the application.***

# UTK Academic Advisor Career Path Overview

## ADVANCEMENT APPLICATION COVER

(Submit with portfolio)

DATE \_\_\_\_\_

NAME \_\_\_\_\_ PERSONNEL # \_\_\_\_\_

POSITION # \_\_\_\_\_ PAYGRADE \_\_\_\_\_

POSITION TITLE \_\_\_\_\_

SUPERVISOR \_\_\_\_\_

**ADVANCEMENT REQUEST: Career Path for Academic Advisors**

ADVANCE TO POSITION TITLE \_\_\_\_\_

ADVANCE TO PAY GRADE \_\_\_\_\_

BEGINNING DATE OF EMPLOYMENT ***IN ADVISING*** \_\_\_\_\_

NUMBER OF YEARS OF FULL-TIME EMPLOYMENT IN ADVISING \_\_\_\_\_

**BY SIGNING BELOW, WE CERTIFY THAT THE ABOVE INFORMATION IS CORRECT**

EMPLOYEE'S SIGNATURE \_\_\_\_\_ Date \_\_\_\_\_

SUPERVISOR'S SIGNATURE \_\_\_\_\_ Date \_\_\_\_\_

# UTK Academic Advisor Career Path Overview

## Appendix C

### Academic Advising Career Path Pay Grades 39 – 41

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

Minimum salaries will be reviewed annually and as changes occur in the minimum salary for regular faculty. (Approved Zomchick and Cimino, 12/16)

Title	Pay Grade
Advisor (Advisor I)	39
Senior Advisor ( Advisor II)	40
Advising Coordinator (Coordinator II)	41

The salary increase for promotion will equal 10% of the minimum starting pay for the current position.

# UTK Academic Advisor Career Path Overview

## Appendix D

### Academic Advisor Career Path

#### Professional Development Reflection Template

An advisor seeking advancement on the Career Path will use this template as a guide for professional development reflection/ applying philosophy to practice and include it in the advancement portfolio. Limit reflections to one page.

1. Name
2. Current title
3. College
4. Professional Development Activity/Date
5. Brief Summary of professional development activity (attend conference session, present conference session, participation in HR staff development seminar, etc.)
6. Brief discussion and critical analysis
  - a. What did you learn?
  - b. How have you incorporated the content in your advising practice (or not)?
7. Summary of program assessment: include this if you were a program presenter, facilitated professional development session, etc.

# UTK Academic Advisor Career Path Overview

## Appendix E

### Academic Advisor Career Path

#### Advancement from Advisor (I) to Senior Advisor (II)

#### Portfolio Assessment Rubric

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.

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	<ul style="list-style-type: none"> <li>*Meets all Advisor I expectations as articulated in the PDQ, supervisor’s letter of support, and performance evaluation</li> <li>*Meets minimum criteria for Advisor II</li> <li>*Documents professional development in resume/vitae and in portfolio reflections</li> <li>*Reference letters speak to professional development of candidate</li> <li>*Engages in professional development relevant to career goals</li> </ul>		
Commitment to Student Learning	Operationalizes advising learning outcomes in the		

## UTK Academic Advisor Career Path Overview

Criteria	Content Considered	Score	Comments
	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		

# UTK Academic Advisor Career Path Overview

## Academic Advisor Career Path

### Advancement from Senior Advisor (II) to Master Advisor/Advising Coordinator (Coordinator II)

#### Portfolio Assessment Rubric

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.

Criteria	Content Considered	Score	Comments
Advising Knowledge and Experience	Clearly articulates a conceptual framework and the connection between personal advising philosophy and practice as documented in the personal statement, portfolio reflections, reference letters and resume/vitae *integrates advising literature, University's advising model, and research into reflections and personal statement *demonstrates knowledge of best practices as part of overall student success		
Professional Development	*Meets all Senior Advisor expectations as articulated in PDQ, supervisor's letter of support and performance evaluation *Meets all minimum criteria for Master Advisor/Advising Coordinator *Documents professional development and		

## UTK Academic Advisor Career Path Overview

Criteria	Content Considered	Score	Comments
	<p>leadership activities in resume/vitae and in portfolio reflections</p> <p>*Reference letters speak to professional development of candidate and involvement in leadership both on campus and in professional organizations</p> <p>*Engages in professional development relevant to career goals</p> <p>*Demonstrates ability to work with diverse audiences, e.g. students, faculty, committees, etc.</p> <p>*actively engages in professional organization at regional and/or national level</p> <p>*actively engages in TennACADA – presentation, leadership role</p>		
<p>Commitment to Student Learning</p>	<p>Operationalizes advising learning outcomes in the practice of academic advising as documented in supervisor’s letter, intro statement, philosophy statement, performance evaluation, professional activities</p> <p>*provides evidence of utilizing an advising best practice approaches</p> <p>*provides evidence of creating degree plans that incorporate advising model’s learning outcomes</p> <p>*demonstrates ability to identify student needs and connect students to appropriate resources and programs</p>		

## UTK Academic Advisor Career Path Overview

Criteria	Content Considered	Score	Comments
	<ul style="list-style-type: none"> <li>*addresses needs of diverse student populations</li> <li>*develops and implements departmental/ college advising programs</li> <li>*teaches first-year seminar, facilitates LOM discussion group, teaches discipline-based course ,facilitates other student learning activities</li> </ul>		
Leadership	Provides following evidence: <ul style="list-style-type: none"> <li>*represents college and advising unit across the university and/or off-campus</li> <li>*implements advisor/faculty mentor professional development at local, regional or national levels</li> <li>*participates in university-wide initiatives and partners with other university units on student success efforts, e.g. Career Development Center</li> <li>*participates in leadership roles in professional campus, regional or national organizations</li> </ul>		
College Assessment	Provides evidence of candidate’s knowledge, skills, applied practice and professional development <ul style="list-style-type: none"> <li>*Supervisor’s letter of support</li> <li>*Performance evaluation</li> <li>*Advising assessments</li> <li>*Letters of recommendation</li> </ul>		

# UTK Academic Advisor Career Path Overview

## Academic Advisor Career Path

### Appendix F

#### Application Submission Instructions

Candidate submit information via email to [SSADMIN@utk.edu](mailto:SSADMIN@utk.edu) subject line: career path portfolio.

Submitted files are held in a password protected private page and visible only to administrator (Admin Coordinator) and Career Path Advancement Committee.

All applications, documents and committee votes will be maintained in a secure network drive.