

East Tennessee State University Academic Advisor Career Ladder

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About this Manual

This manual serves as a guide for submitting a portfolio for consideration for advancement within the Academic Advisor Career Ladder at East Tennessee State University (ETSU). The four-tier career ladder, developed by the Academic Advisor Career Ladder Work Group, provides clearly defined roles, expectations, and criteria for promotion, aligned with the National Academic Advising Association (NACADA) core competencies (Appendix B). Advisors seeking advancement will demonstrate their professional growth, expertise, and contributions through a comprehensive advising portfolio. This process not only ensures fair recognition of advisor achievements but also supports ETSU's broader goal of fostering professional development, enhancing the advising community, and improving the overall quality of student support and success.

Academic Advisement Framework at ETSU

Overview

Academic advisement at ETSU is a continuous interactive process between an advisor and student that facilitates the development and achievement of the student's overall goals. Advisement is a distinct part of a student's educational experience, provided by ETSU as a service. A successful relationship between an advisor and student depends upon shared responsibility. Advisors and others at ETSU provide mentoring, advice, referrals, and information to help students make wise, informed decisions. The relationship students develop with their advisors is important to their success at ETSU. Students should consult with their advisor each semester before making decisions that may affect their academic progress and success. Discussions with the advisor may include understanding degree requirements, dropping a class, withdrawing from ETSU, selecting courses, and exploring career options. Students are ultimately responsible for their academic decisions, including course selection, meeting prerequisites, and adhering to ETSU policies, procedures, and deadlines.

Academic Advisement Mission, Vision, and Values

Academic advisement at ETSU is grounded in a shared mission, vision, and set of core values that guide our approach to supporting students.

The mission of academic advisement at ETSU is to provide an inclusive and equitable student experience that promotes intellectual inquiry. Academic advisement involves collaborative partnerships among students, advisors, faculty, family, and the university community. These supportive and relationship-based partnerships empower students to think critically and take ownership of their educational and personal goals. Advisors guide students toward undergraduate degree completion through transparent dialogue about exploring major and career

choices, connecting to campus and community resources, and developing sustainable skills that prepare them for a life of learning in a diverse and global society.

The vision of academic advisement at ETSU is to provide a comprehensive, holistic academic advisement process that guides and supports students through their undergraduate education.

The values guiding our work include inclusivity, equity, transparency, integrity, empowerment, active listening, and establishing effective and meaningful working relationships with students and our institutional and community partners.

Academic Advisement Best Practices

The academic advisement best practices were proposed as institutional standards at ETSU in Fall 2022 (see Appendix A for detailed examples).

1. Maintain regular contact with all advisees
2. Develop intervention strategies for at-risk and underrepresented student populations
3. Establish professional, trusting, and consistent relationships with all advisees
4. Provide accurate and timely information about the University and its programs
5. Adopt a developmental approach to help advisees become independent learners and self-reliant problem solvers
6. Engage in personal and professional growth and development

Academic Advisement Career Ladder Overview

The sections that follow outline the structure, criteria, and process for advancement through the Career Ladder, including eligibility, application requirements, and committee review procedures.

The Academic Advisor Career Ladder at East Tennessee State University (ETSU) is designed to recognize, reward, and promote excellence in academic advising. Developed by the Academic Advisor Career Ladder Work Group, the four-tier structure establishes clear pathways for professional growth based on demonstrated experience, performance, and commitment to student success.

Each tier of the career ladder outlines distinct expectations, responsibilities, and qualifications, providing advisors with transparent criteria for advancement. The model integrates the National Academic Advising Association (NACADA) Core Competencies (Appendix B) to ensure consistency with national standards of excellence in advising.

Through the career ladder, ETSU affirms the essential role of academic advisors in supporting student learning, retention, and achievement. By creating a structured

process for advancement, the University fosters a culture of professional development, encourages engagement in continuous learning, and acknowledges the vital contributions advisors make to the academic community.

Career Ladder Structure and Criteria

Position Classifications

There are four tiers in the academic advisor career ladder. The estimated ranges below are based on Market Range 6 for Student Services Professional 1.

Table 1. Academic Advisor Career Ladder Tier Structure and Salary Ranges

Tier	Salary	Student Services Professional 1 Market Range 6
Tier 1: Academic Advisor 1	\$47,002.36	Base, Minimum Salary
Tier 2: Academic Advisor 2	\$51,115.07	25 th Percentile
Tier 3: Academic Advisor 3	\$55,227.78	Midpoint
Tier 4: Senior Advisor	\$59,340.48	75 th Percentile

The career ladder does not guarantee an applicant will be promoted, but it does provide an opportunity for an academic advisor to advance, provided they meet or exceed the criteria for each position. Additionally, the required education and years of experience for each Tier are outlined in the detailed criteria and within the job descriptions (see Appendix C).

Criteria

The criteria for advancement in the Academic Advisor Career Ladder integrate both qualitative and quantitative components that reflect the professional expectations and growth trajectory of academic advisors at ETSU.

The qualitative components are reflected in the NACADA Core Competency Areas (Appendix B), which serve as the foundation for evaluating advisors' conceptual, informational, and relational development. These areas emphasize an advisor's understanding of advising theory and ethics, depth of institutional knowledge, and ability to engage and communicate effectively with diverse student populations.

The quantitative elements are outlined in the Career Ladder Criteria Matrix (Appendix I). This matrix details the specific requirements for advancement within each tier, including education, years of experience, job responsibilities, advising best practices, participation in

retention initiatives, professional development and training, and service to the University and the College/Department.

The service section of the criteria consists of both general university-wide requirements and college- or department-specific requirements. These local requirements are developed by each college or department to reflect their unique advising structures, curricula, and student populations. Academic advisors seeking advancement must complete both the general and the unit-specific requirements applicable to their current and desired tier.

Together, the competency areas (Appendix B) and tier-specific criteria (Appendix I) establish a comprehensive framework for evaluating professional growth, ensuring that recognition and advancement are based on demonstrated excellence, sustained contribution, and alignment with ETSU's mission and the NACADA standards of advising practice.

Advisor Eligibility for Advancement

Full-time professional academic advisors at the undergraduate level are eligible to be promoted in the career ladder. In most cases, academic advisors are located in the colleges that house undergraduate majors at ETSU. The UAC also has academic advisors who are eligible for advancement. Athletics, honors, faculty, graduate, international, medical professions, transfer, and TRiO advisors are not eligible for advancement. Additionally, other academic advising administrative positions, such as coordinators and directors of advising centers, are not part of the career ladder.

An advisor is eligible to pursue advancement if they have:

1. Served at least 2 years as an Academic Advisor 1 to promote to Tier 2 – Academic Advisor 2
2. Met the required education and years of experience criteria for Tier 3 – Academic Advisor 3 and Tier 4 – Senior Advisor, if applying for advancement to upper-tiers
3. Secured supervisor's and dean's (or dean designee's) permission to pursue advancement and portfolio submission before each application for promotion

Career Ladder Application Process

Application Components

Academic advisors wishing to be considered for career advancement must gain approval from their supervisor and dean (or dean designee) before submitting an application. To gain approval, an advisor needs to complete the ETSU Academic Advisor Career Ladder Checklist (see Appendix

D) with their supervisor and obtain the required signatures. Once an advisor has completed the checklist, they can submit their Application for Advancement (see Appendix E). The application will include an advising portfolio that documents the expertise and professional activities required for the specific Tier. One application component includes a narrative statement from the advisor outlining how they meet the criteria for promotion in the NACADA competency areas, advising best practices, professional development, and service categories. A sample Narrative Statement Guide for Advisors can be found in Appendix F.

Application and Review Calendar

The opportunity to advance begins after an academic advisor meets the eligibility requirements. **The final eligibility deadline for advancement is February 28th of any given year. A candidate must have completed two full years of employment as an academic advisor by February 28th.** Advisors with a start date following February 28th will be required to wait until the next advancement annual cycle for eligibility. Advisors seeking promotion beyond Tier 2 will be notified regarding their next advancement cycle upon the notification of approved advanced title from the Tier before.

First Year Implementation Calendar

November 2025	Candidate discusses advancement with supervisor and secures approval from supervisor and dean (or dean designee). The final eligibility date for two years of employment is February 28th 2026.
November 2025 – January 2026	Candidates prepare portfolio
January 2026	Review committees appointed by the Executive Director of Academic Advisement and Candidate's Supervisor
January 20, 2026	Completed portfolio submitted by candidate
Late January 2026	Review packets compiled for committee review
Late January – Early February 2026	Review committees meet to determine advancement
Late February 2026	Executive Director of Academic Advisement submits the committee's recommendation for advancement to the College Dean and Provost or Vice President of Student Life & Enrollment (for the UAC)
Early March 2026	Advanced title and salary change approved by College/Unit and processed by Human Resources
Late March 2026	Candidate notified of approved advanced title and salary change with effect date in the new 2026 fiscal year (July 1)

Future Years Implementation Calendar

August	Candidate discusses advancement with supervisor and secures approval from supervisor and dean (or dean designee). The final eligibility date for two years of employment is February 28th 2025.
August – mid-February	Candidates prepare portfolio
Mid-January	Review committees appointed by the Executive Director of Academic Advisement and Candidate's Supervisor
Late February	Completed portfolio submitted by candidate
Mid – Late March	Review committees meet to determine advancement
Early April	Executive Director of Academic Advisement submits the committee's recommendation for advancement to the College Dean and Provost or Vice President of Student Life & Enrollment (for the UAC)
Mid-June	Advanced title and salary change approved by College/Unit and processed by Human Resources
Early July	Candidate notified of approved advanced title and salary change with effect date in the new 2026 fiscal year (July 1)

First Year of Implementation Exception

An exception will occur in the first year of implementation to recognize contributions by current employees with several years of experience as an academic advisor at ETSU. In this year only, current employees with more than 5 years of experience as full-time professional academic advisors at ETSU may apply for the upper-Tiers. Applications by these candidates must provide evidence of achievement of all criteria for the upper-Tier they are seeking promotion. Advancement beyond Tier 2 in the first year of implementation must still be approved by the supervisor and dean (or dean designee) in November 2025 before an advisor prepares their portfolio.

Credit for Prior Service

At the discretion of the Colleges or the Division of Student Life and Enrollment for the UAC, the 2 years of experience as an academic advisor at ETSU requirement to be promoted to Tier 2 – Academic Advisor 2 can be substituted for prior academic advisement experience at other institutions. Upon hire, if a newly hired academic advisor has 3 or more years of experience in

academic advisement at another institution, they can be eligible to be hired on at Tier 2 by the hiring manager.

Committee Composition and Review Process

A committee will be convened by the Executive Director of Academic Advisement to evaluate the candidates to determine whether they meet or exceed the minimum qualifications needed for advancement for each Tier. The advisor's immediate supervisor (i.e., the Director and/or Administrator) of the College Advising Unit or the UAC will chair the committee.

Committee Composition

The committee will be comprised of the following voting members:

- Executive Director of Academic Advisement (Convener)
- Director and/or Administrator (i.e., Supervisor) of the College Advising Unit or the University Advisement Center (UAC) for the candidate's college/unit (Chair)
- One Director/Administrator (i.e., College Advising Leader) from other College Advising Centers or the UAC

A Human Resource representative will be consulted in an ex officio capacity.

Review Process

The committee(s) will convene once a year to review all completed application packets during March. Salary adjustments and promotions will be effective July 1 of the following fiscal year. The Executive Director of Academic Advisement will appoint and coordinate the committee meetings and provide access to the Career Ladder application materials prior to the review. Committee membership may vary depending on the applicant being reviewed to ensure appropriate representation from relevant advising units. The advisor's immediate supervisor (i.e., the Director and/or Administrator of the College Advising Unit or the University Advisement Center) will serve as the committee chair. The chair will present the candidate and portfolio to the committee, answer any related questions, and guide the evaluation discussion. A Portfolio Assessment Rubric (see Appendix G) will be used by all committee members to evaluate each candidate's qualifications and determine whether the advisor meets or exceeds the established criteria for advancement.

Following the review, the Executive Director of Academic Advisement will compile and submit the committee's recommendation for advancement to the College Dean and Provost (for Colleges) or to the Vice President of Student Life and Enrollment (for the UAC).

Record Keeping and Reporting

The convener will maintain the records of the career ladder committee and submit the request for promotion to the College Dean and Provost for the Colleges or the Vice President of Student Life and Enrollment for the UAC. The advisor's immediate supervisor (i.e., the Director and/or Administrator) of the College Advising Unit or the UAC will present the candidate and portfolio and answer any questions. The committee members must be knowledgeable of the positions that will be reviewed. The portfolio assessment rubric used to evaluate candidates can be found in Appendix G.

Appendix A: Best Practices

Academic Advisement Best Practices

The following academic advisement best practices have been proposed as institutional standards at East Tennessee State University (ETSU) for phased adoption beginning in the Fall 2022 semester. The bullet points below each numbered “best practice” exemplify how advisors carry out that practice.

The vision for academic advisement is to provide a comprehensive, holistic academic advisement process that guides and supports students through their undergraduate education. There will be a push to move from prescriptive towards proactive advising. The main objective will be to intervene early and often with students to help them transition to and remain at our institution. Academic advisors will be considered retention agents on our campus, and as such, they will implement new innovative retention strategies in the future.

1. Maintain regular contact with all advisees

Examples of methods:

- Implement a staggered and targeted approach to caseload management (e.g., group advisement for high-achieving or similar population students, intensive advisement for at-risk or underrepresented student populations, self-directed student scheduling for upper-level students).
- Email, call, or text their specific populations with pertinent information (e.g., texting is the preferred method).
- Contact and/or meet with advisees during intentional times each semester (e.g., onboarding at orientation, at-risk outreach at the beginning of the term, academic alerts, early semester progress reports/midterm, registration, academic standing, and re-enrollment efforts).
- Develop 4-year plans with all students in declared majors.
- Make advising information available for their college or unit websites and social media pages.
- Seek engagement opportunities with first-year students through entry-level courses and other academic experiences.

2. Develop intervention strategies for at-risk and underrepresented student populations

Examples of methods:

- Contact and create success plans for current students who are at-risk from the previous term (e.g., below a 2.6 GPA, one or multiple D, F, or W grades) or at-risk incoming students (e.g., low high school GPA or test score) at the beginning of each term.
- Utilize the EAB Navigate platform to identify and reach out to students who are more susceptible to dropping out university-wide (e.g., males, students of color, and low academic

preparedness) or within specific degrees or programs (e.g., low grade in critical undergraduate course(s) or off sequence on degree path).

- Track students who withdraw or stop-out and ‘near-finishers’ to garner additional insights on how to catch them before they leave, encourage/facilitate their return, or support them upon their return.
- Assist students who are reconsidering their current major of choice in discerning which of the majors offered at ETSU are the best fit for their personal and academic long-term goals.
- Seek opportunities to provide intervention services to meet the needs of specific student populations and colleges/units (e.g., peer-to-peer programs, student success workshops, etc.).

3. Establish professional, trusting, and consistent relationships with all advisees

Examples of methods:

- Call advisees by their preferred names.
- Educate students about advisor and advisee roles and responsibilities.
- Maintain up-to-date advising notes in EAB Navigate.
- Demonstrate respect and appreciation for advisees’ diverse backgrounds.
- Plan successful advising interactions by preparing for meetings with advisees (e.g., determining the content to cover, setting collaborative goals, and documenting afterward).
- Show a personal interest in advisees’ lives through active listening and transparent dialogue.

4. Provide accurate and timely information about the University and its programs

Examples of methods:

- Know applicable local, state, and national laws and customs, specifically those on confidentiality and documentation.
- Know the University’s history, mission, vision, values, goals, and culture.
- Know the Academic Advisement mission, vision, values, and diversity statements.
- Know the requirements and policies for their specialty area, program, major, or college.
- Know other degree programs and student support services to provide referrals.
- Know University deadlines, policies, and procedures (e.g., adding, dropping, auditing, and repeating classes, academic integrity and misconduct, appeals, general education, graduation, retention standards, and other relevant ones).
- Know about and be able to refer students to appropriate websites for specialized information.
- Recommend students take advantage of the University’s co-curricular activities (e.g., student clubs, leadership, service learning, and study abroad).
- Find credible and researched answers to student questions by knowing where to find vetted sources (e.g., websites, handouts, or other official notifications).

5. Adopt a developmental approach to help advisees become independent learners and self-reliant problem solvers

Examples of methods:

- Foster development of advisees' decision-making skills.
- Guide advisees on appropriate ways and steps necessary to advocate for themselves and take ownership of their educational and personal goals.
- Promote advisee understanding of the logic and purpose of the curriculum.
- Promote advisee understanding of the logic and purpose of institutional policies and procedures by explaining nuances, making needed connections, and outlining potential ramifications of student actions.

6. Engage in personal and professional growth and development

Examples of methods:

- Be aware of theory relevant to advising and remain current on newly developing advising-related theories.
- Stay abreast on technology platforms such as Banner, Degree Works, and EAB Navigate and use data to inform practices.
- Attend training and professional development activities sponsored by the Office of the Executive Director of Academic Advisement and their college or unit advising office.
- Participate in professionally relevant training and professional development at the University.
- Take advantage of opportunities for professional growth through the National Academic Advising Association (NACADA) and other related professional associations.
- Employ ongoing assessment and development of advising practices and services.

Appendix B: NACADA 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.



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

Appendix C: Job Descriptions

Tier 1: Academic Advisor 1 Job Description

Job Title: Academic Advisor 1

Job Family Level: Student Services Professional 1

FTE: 1

Pay Grade: Market Range 6, Minimum

Job Summary:

The Advisor provides appropriate academic guidance and support for undergraduate students. Advisor provides guidance and assistance to support students in completion of the Undergraduate Degree Requirements, including but not limited to General Education Requirements, and Graduation Requirements. They recommend course sequencing and assist students with planning schedules. Advisor tracks student academic progression and determines necessary support and intervention, as needed. They are also responsible for maintaining academic advisement files, participating in recruiting activities, participating in orientation events, developing graduation plans, and performing other related duties as assigned.

Knowledge, Skills, Abilities:

- Understanding of core values and theories relevant to academic advising
- Understanding of various approaches and methods in academic advising
- Understanding of various outcomes of academic advising
- Basic understanding and adherence to ethical guidelines outlined by university and NACADA
- Have knowledge of unit's curricula, policies, procedures, mission and vision
- Have knowledge and adherence to legal guidelines of advising, including privacy regulations and confidentiality (i.e. FERPA)
- Ability to refer students to other resources when necessary
- Have knowledge of other programs on campus
- Create rapport and maintain relationships with basic level of ability
- Communicate in an inclusive and competent manner
- Facilitate student appointments In Person and Virtually
- Continue to develop both oral and written communication skills

Desired Required Qualifications:

- Bachelor's degree

Desired Preferred Qualifications:

- Experience in Higher Education and/or Academic Advising preferred

Job Duties/Responsibilities:

- Intentional planning and implementation of advising services to advisees
- Office hours and appointment availability
- Use of University software to identify, track, and create notes for advisees
- Timely response to email correspondence to advisees and other areas on campus
- Locate, recommend, and direct advisees to University resources
- Basic knowledge of university catalog requirements
- Basic understanding of graduation requirements
- Develop knowledge of transfer requirements
- Participate in University-wide Advising Best Practices as directed by the Office of the Executive Director of Academic Advisement
- Participating in proactive outreach initiatives to advisees
- Facilitate University level outreach as indicated by the Office of the Executive Director of Academic Advisement
- Participate in assigned training as laid out by the University, College, and Department
- Work with supervisor and other advisors to identify appropriate trainings, such as mental health, trauma-informed, safe zone training, advising technology, etc.
- Maintain a level of professionalism as a representative of the University when performing job duties and attending sponsored events.
- Attend and participate in Academic Advisement Council Meetings and other Advising related University opportunities, such as NACADA webinars

Job description is a baseline for this role. College/Department will incorporate additional unit specific job duties/responsibilities into the existing template as needed. Advancement progression is contingent on application and review by the Academic Advisor Career Ladder Advancement Committee.

Tier 2: Academic Advisor 2 Job Description

Job Title: Academic Advisor 2

Job Family Level: Student Services Professional 1

FTE: 1

Pay Grade: Market Range 6, 25th Percentile

Job Summary:

The Advisor provides appropriate academic guidance and support for undergraduate students. Advisor provides guidance and assistance to support students in completion of the Undergraduate Degree Requirements, including but not limited to General Education Requirements, and Graduation Requirements. They recommend course sequencing and assist students with planning schedules. Advisor tracks student academic progression and determines necessary support and intervention, as needed. They are also responsible for maintaining academic advisement files, participating in recruiting activities, participating in orientation events, developing graduation plans, and performing other related duties as assigned. The Academic Advisor 2 has additional responsibilities which include but are not limited to attainment of in-depth knowledge of curricula, policies and procedures, development and implementation of a personal advising philosophy, and utilization of advance developmental/intrusive advising styles.

Knowledge, Skills, Abilities:

- Development and implementation of personal advising philosophy
- Understanding how advising philosophy connects to and supports the office vision and mission
- Firm understanding and adherence to ethical guidelines outlined by university and NACADA
- Ability to discuss basic career advising (i.e., career paths, appropriate majors, etc.)
- In depth knowledge of curricula, policies and procedures
- Knowledge and affinity to university's mission and vision
- Provide holistic approach to advising with multiple support resources
- Utilize advanced developmental/intrusive advising styles
- Promote student understanding of logic and purpose of curricula
- Facilitate problem solving, decision-making, meaning-making, goal setting
- Engage in ongoing individual assessment and development of self and the advising practice

Desired Required Qualifications:

- Bachelor's degree
- 2 years of experience as an Academic Advisor 1 at ETSU

Desired Preferred Qualifications:**Job Duties/Responsibilities:**

- Maintain Responsibilities/Expectations and Show Continuous Growth/Improvement from Previous Tier (Tier 1 Academic Advisor)
- Monitor available courses and sections to proactively identify current enrollment and notify supervisor when space is limited
- Ability to evaluate complex educational plans for students and work with students to develop meaningful options
- Provide feedback on retention efforts and make recommendations on best practices for current advisees
- Attend other training opportunities (relevant courses, seminars, conferences, etc.)
- Join and participate in University advising groups, such as Advisor Appreciation Committee, Career Ladder Workgroup, Leadership Team, Resource Manual Development Team, serve on hiring search committee, etc.

Job description is a baseline for this role. College/Department will incorporate additional unit specific job duties/responsibilities into the existing template as needed. Advancement progression is contingent on application and review by the Academic Advisor Career Ladder Advancement Committee.

Tier 3: Academic Advisor 3 Job Description

Job Title: Academic Advisor 3

Job Family Level: Student Services Professional 1

FTE: 1

Pay Grade: Market Range 6, Midpoint

Job Summary:

The Advisor provides appropriate academic guidance and support for undergraduate students. The Advisor provides guidance and assistance to support students in completion of the undergraduate degree requirements, including but not limited to general education requirements, and graduation requirements. They recommend course sequencing and assist students with planning schedules. The Advisor tracks student academic progression and determines necessary support and intervention, as needed. They are also responsible for maintaining academic advisement files, participating in recruiting activities, participating in orientation events, developing graduation plans, and performing other related duties as assigned.

The Academic Advisor 3 has additional responsibilities which include but are not limited to attainment of in-depth knowledge of curricula, policies and procedures, development and implementation of a personal advising philosophy, and utilization of advance developmental/intrusive advising styles.

Knowledge, Skills, Abilities:

- Mastery of lower-level conceptual competencies
- Connect individual advising philosophy to university vision and mission
- Advanced network of cross-campus relationships and resources
- Ability to assist in training Tier 1 advisors and staff on college and university curricula, policies and procedures
- Collaborate with other university offices in developing, disseminating and delivering content as appropriate.
- Utilization of multiple advising techniques and styles
- Ability to adjust advising techniques and styles to meet individual student needs
- Collaborate with other advisors and/or offices as needed
- Engage in ongoing individual assessment and development of self and the advising practice

Desired Required Qualifications:

- Bachelor's degree (Master's degree preferred)
- 3 years' experience as Academic Advisor 2 at ETSU

Desired Preferred Qualifications:**Job Duties/Responsibilities:**

- Maintain Responsibilities/Expectations and Show Continuous Growth/Improvement from Previous Tier
- Mentor, train, and be a resource to new Advisors in college
- Identify and make recommendations to University, College, and/or Department on areas advisees struggle with (curriculum, prerequisites, courses, etc.)
- Demonstrates ability to successfully manage complex and multifaceted issues related to student advising. Ability to collaborate with relevant services and resources to assist the student in problem resolution.
- Use available data to identify and design outreach for advisees
- Propose additional training ideas for advisors in your area and the University.
- Demonstrate skill in presenting information or ideas to colleagues
- Continue to participate in or provide leadership for University advising groups
- Provide information and/or join a University level committee or workgroup (i.e., Staff Senate)

Job description is a baseline for this role. College/Department will incorporate additional unit specific job duties/responsibilities into the existing template as needed. Advancement progression is contingent on application and review by the Academic Advisor Career Ladder Advancement Committee.

Tier 4: Senior Advisor Job Description

Job Title: Senior Advisor

Job Family Level: Student Services Professional 1

FTE: 1

Pay Grade: Market Range 6, 75th Percentile

Job Summary:

The Advisor provides appropriate academic guidance and support for undergraduate students. The Advisor provides guidance and assistance to support students in completion of undergraduate degree requirements, including but not limited to general education requirements, and graduation requirements. They recommend course sequencing and assist students with planning schedules. The Advisor tracks student academic progression and determines necessary support and intervention, as needed. They are also responsible for maintaining academic advisement files, participating in recruiting activities, participating in orientation events, developing graduation plans, and performing other related duties as assigned.

The Senior Advisor has additional responsibilities which include but are not limited to attainment of in-depth knowledge of curricula, policies and procedures, development and implementation of a personal advising philosophy, and utilization of advance developmental/intrusive advising styles.

Knowledge, Skills, Abilities:

- Continue refining individual advising philosophy
- Serve as departmental/unit resource.
- Develop, enhance and/or refine procedures and methods of disseminating and communicating information.
- Ability to oversee/mentor advisors.
- Assist and lead in data collection projects and graduation trends.
- Lead training for Tier 1 advisors
- Share advising styles to advisors across campus.
- Develop advising and departmental/unit programming.
- Be an advocate and voice for department/unit at the university level.

Desired Required Qualifications:

- Master's degree (any discipline)
- 3 years' experience as Academic Advisor 3 at ETSU

Desired Preferred Qualifications:**Job Duties/Responsibilities:**

- Maintain Responsibilities/Expectations and Show Continuous Growth/Improvement from Previous Tier
- Mentor, train, and be a resource to new Advisors in college and across university
- Assists in the promotion and understanding of the university's commitment to student success and role advisors play in promoting success and progression to degree completion
- Maintain Responsibilities of Previous Tiers
- Use data to identify and understand retention and graduation issues at the university and design and conduct outreach initiatives to advisees
- Lead or facilitate a professional development activity, seminar, or present at conferences.
- Suggest, create, and implement other advising opportunities in consultation with the Office of the Executive Director of Academic Advisement for the University, such as "brown bag" sessions to the advising community, facilitating a reading group based on a current issue in academic advising, etc.

Job description is a baseline for this role. College/Department will incorporate additional unit specific job duties/responsibilities into the existing template as needed. Advancement progression is contingent on application and review by the Academic Advisor Career Ladder Advancement Committee.

Appendix D: Academic Advisor Career Ladder Checklist

Advancement to Academic Advisor 2 (Tier II) Checklist

This checklist will be used as a guide by the advisor and supervisor to evaluate progress toward advancement on the Career Ladder.

*Submit completed checklist with portfolio.

Name: _____ **E#:** _____

Position Number: _____ **Position Title:** _____

Start date of current position: _____

Advisor Initials	Supervisor Initials	Date	Task
			Develops and implements a personal advising philosophy
			Has a firm understanding of ethical guidelines outlined by the university and NACADA
			Engages in discussions around basic career advising (i.e., career paths, appropriate majors, etc.)
			Demonstrates in depth knowledge of curricula, policies, procedures, and the university's mission and vision
			Knowledgeable of the university's resources and is able to direct students to them as needed
			Utilizes advanced developmental/ intrusive advising styles
			Facilitates problem-solving, decision-making, meaning making, goal setting
			Engages in ongoing individual assessment and development of self and the advising practice
			Monitors available courses and sections to proactively identify current enrollment and notify supervisor when space is limited.

			Ability to evaluate complex educational plans for students and work with students to develop meaningful options
			Provides feedback on retention efforts and makes recommendations on best practices for current advisees
			Attends training opportunities (relevant courses, seminars, conferences, etc.)
			Join and participate in University service, such as the Advisor Appreciation Committee, Career Ladder Workgroup, Leadership Team, Resource Manual Development Team, search committees, etc.
			Serves the particular college in which they are affiliated. <i>Blank spaces below to include college/unit specific tasks.</i>

 Employee's Signature

 Date

 Supervisor's Signature

 Date

 Dean or Dean Designee's Signature

 Date

Advancement to Academic Advisor 3 (Tier III) Checklist

This checklist will be used as a guide by the advisor and supervisor to evaluate progress toward advancement on the Career Ladder.

*Submit completed checklist with portfolio.

Name: _____

E#: _____

Position Number: _____ **Position Title:** _____

Start date of current position: _____

Advisor Initials	Supervisor Initials	Date	Task
			Demonstrates mastery of lower-level conceptual competencies
			Connects individual advising philosophy to the university's vision and mission
			Has an advanced network of cross-campus relationships and resources
			Able to assist in training Tier 1 advisors and staff on college and university curricula, policies and procedures
			Collaborates across the university in developing, disseminating, and delivering content as appropriate
			Able to adjust advising techniques and style to meet individual student needs
			Engages in ongoing departmental/unit assessment and development of the advising practice
			Identifies and makes recommendations to the university, college, and/or department on areas advisees struggle with (curriculum, prerequisites, courses, etc.)
			Demonstrates ability to successfully manage complex and multifaceted issues related to student advising, and is able to collaborate with student

			support services to assist the student in problem resolution
			Uses available data to identify and design outreach for advisees
			Proposes training ideas for advisors within individual colleges and the university
			Demonstrates skills in presenting information to colleagues
			Continues to participate in or provide leadership for university advising groups
			Joins a university-level committee or workgroup (i.e., Staff Senate)
			Serves the particular college they are affiliated with, including some leadership in planning activities and/or trainings. <i>Blank spaces below to include college/unit specific tasks.</i>

Employee's Signature

Date

Supervisor's Signature

Date

Dean or Dean Designee's Signature

Date

Advancement to Senior Advisor (Tier IV) Checklist

This checklist can be used as a guide by the advisor and supervisor to evaluate progress toward advancement on the Career Ladder.

*Submit completed checklist with portfolio.

Name: _____

E#: _____

Position Number: _____ **Position Title:** _____

Start date of current position: _____

Advisor Initials	Supervisor Initials	Date	Task
			Demonstrates continuous refinement of individual advising philosophy
			Serves as a resource to their department, college, and constituents
			Develops, enhances and/or refines procedures and methods of disseminating and communicating information
			Ability to oversee/mentor other advisors
			Assists and leads in data collection projects and graduation trends
			Leads training for Tier 1 advisors
			Shares advising styles to advisors across campus
			Develops advising and departmental/unit programming
			Acts as an advocate and voice for department/unit at the university level
			Mentors, trains, and acts as a resource to new Tier 3 Advisors in the college and the university
			Assists in the promotion and understanding of the university's commitment to student success and the role advisors play in promoting success and progression to degree completion

			Uses data to identify and understand retention and graduation issues across the college and university, and designs and conducts outreach initiatives to advisees
			Leads or facilitates professional development activities, seminars, or conference presentations
			Suggests, creates, and implements advising opportunities in consultation with the Office of the Executive Director of Academic Advisement for the university, such as “brown bag”
			sessions, reading groups based on current issues in academic advising, etc.
			Serves the particular college they are affiliated with, including full leadership in planning activities and/or trainings.
			<i>Blank spaces below to include college/unit specific tasks.</i>

Employee's Signature

Date

Supervisor's Signature

Date

Dean or Dean Designee's Signature

Date

Appendix E: Application for Advancement

Application for Advancement

The information submitted via D2L will be used to determine the applicant's eligibility for promotion. The application must be completed in full by the announced date in late February. Failure to complete any requirements by the announced deadline will void the application.

The application requires the following:

1. Completed Application on D2L
2. Completed checklist (see Appendix D), signed by advisor, supervisor, and dean or dean designee
3. Most recent annual performance evaluation
4. A narrative statement from the advisor outlining how they meet the criteria for promotion in the NACADA competency areas, advising best practices, professional development, and service categories (no more than 5 pages)
**For the first year exception, advisors can provide a comprehensive narrative statement that reflects the tenure of their advisement experience at ETSU. This can include experience predicated by their current supervisor (if applicable) for consideration for the review committee.*

5. Three letters of recommendation
 - a. Recommendation letters for advancement to Tier 2: Academic Advisor 2 can be from within the college/department
 - b. Recommendation letters for advancement to Tier 3: Academic Advisor 3 and Tier 4: Senior Advisor must have at least one letter from outside the departments for which they advise
6. Resume/CV

Applicants are encouraged to include any additional documentation or supplemental materials supporting their application, such as an advising philosophy, college or unit-distributed advisor satisfaction survey results, data on the efficacy of retention initiatives, etc.

Appendix F: Narrative Statement

Narrative Statement Guide for Advisors

This guide is intended to help advisors develop their narrative statements on how they meet the criteria for promotion in the NACADA competency areas, advising best practices, professional development, and service categories. This guide was fashioned after the promotion criteria documents that faculty receive at ETSU.

A. Conceptual, Informational, and Relational Component

The candidate must demonstrate understanding and use of the NACADA Competency Areas: Conceptual Component, Informational Component, and Relational Component. These components provide advisors guidelines and responsibilities for advising best practices in accordance with NACADA. As candidates advance in advisor position tiers, advisors will gain mastery in the components.

1. For promotion to the rank of academic advisor 2

Conceptual Component

The candidate should demonstrate an understanding of the following areas: core values and theories relevant to academic advising, various approaches and methods in academic advising, various outcomes of academic advising. Candidates should also have a firm understanding and adherence to the ethical guidelines as outlined by the University and NACADA. Candidates should have developed and implemented a personal advising philosophy and understand how that advising philosophy connects to and supports the office's vision and mission.

Informational Component

Candidates should have an in-depth knowledge of the unit's curricula, policies, and procedures as well as a knowledge of other programs on campus. Candidates should be able to refer students to other resources when necessary and discuss basic career advising including, but not limited to, career paths and appropriate majors. Candidates should have knowledge of and adhere to the legal guidelines of advising, including privacy regulations and confidentiality (i.e. FERPA). Candidates should have knowledge of and affinity for the University's mission and vision.

Relational Component

Under the relational component, candidates should provide a holistic approach to advising with multiple support resources and utilize advanced development and intrusive advising styles. Candidates should promote student understanding of the logic and purpose of curricula and facilitate problem-solving, decision-making, meaning-making, and goal-setting with students. Candidates should communicate in an

inclusive and competent manner, create rapport and maintain relationships with a basic level of ability, and facilitate appointments in person and virtually. Candidates should engage in ongoing individual assessment and development of self and the advising practice and continue to develop oral and written communication skills.

2. For promotion to the rank of academic advisor 3

Conceptual Component

In addition to the responsibilities above, the candidate should have a mastery of lower-level conceptual competencies and connect their individual advising philosophy to the University's vision and mission.

Informational Component

Candidates should continue to demonstrate all the responsibilities of an academic advisor 2 as well as have an advanced network of cross-campus relationships and resources. Candidates should have the ability to train Tier 1 advisors and staff on college and university curricula, policies, and procedures. Candidates should also be collaborating with other University offices in developing, disseminating, and delivering content as appropriate.

Relational Component

Candidates should demonstrate all the relational component competencies as highlighted above as well as advance to utilizing multiple advising techniques and styles, and be able to adjust advising techniques and styles to meet individual student needs. Candidates should collaborate with other advisors and/or offices as needed and engage in ongoing departmental/unit assessment and development of the advising practice.

3. For promotion to the rank of senior advisor

Conceptual Component

Candidate should maintain all conceptual components as previously described as well as continue refining their individual advising philosophy and serve as a departmental/unit resource.

Informational Component

Candidates should be able to develop, enhance, and/or refine procedures and methods of disseminating and communicating information. Candidates should have the ability to oversee/mentor advisors and lead training for Tier 1 advisors. Candidates should also be able to assist and lead in data collection projects and graduation trends.

Relational Component

Candidates should be sharing advising styles to advisors across campus and develop advising and departmental/unit programming. Candidates should also be an advocate and voice for department/unit at the University level.

B. Advising

The candidate must demonstrate advising best practices and retention initiatives that align with the university and department. Advisors should plan and implement advising services to advisees based on best practices and training with the OEDAA. Advisors should also participate in proactive outreach initiatives to advisees.

1. For promotion to the rank of academic advisor 2

Advising Best Practices

The candidate should share office hours and appointment availability with students and use University software to identify, track, and create notes for advisees. Candidates should have a basic knowledge of University catalog and graduation requirements. Candidates should respond to advisees and other University offices on campus in a timely manner and be able to locate and direct students to University resources.

Candidates should proactively identify enrollment and notify the department when space is limited by monitoring available courses and sections. Candidates should also be able to evaluate complex educational plans for students and work with students to develop meaningful options.

Retention Initiatives

Candidates should facilitate university-level outreach as indicated by OEDAA, provide feedback on retention efforts, and make recommendations on best practices for current advisees.

2. For promotion to the rank of academic advisor 3

Advising Best Practices

In addition to all categories and descriptions above, candidates work with the University, College, and/or Department to identify and make recommendations on areas in which students struggle. At the level of academic advisor 3, candidates should be able to navigate complex student issues and collaborate with relevant services and resources to assist students in problem resolution. Candidates will also serve as a mentor to new advisors within their unit, department, or college.

Retention Initiatives

Candidates should facilitate outreach, provide feedback on retention efforts and make recommendations, and identify and design outreach for advisees based on best practices, feedback from students, and available data.

3. For promotion to the rank of senior advisor

Advising Best Practices

Promotion to senior advisor will encompass all activities and responsibilities outlined in previous ranks as well as mentor, train, and be a resource for advisors within their unit and the university. Assisting in the promotion and commitment to advising and student success and support across the university will also be measured.

Retention

In addition to the responsibilities described in the above tiers, candidates applying for the rank of senior advisor should also use data to identify and understand retention and graduation issues at the university and design and conduct outreach initiatives to advisees.

C. Professional Development

The candidate must demonstrate continued professional development and advising training. Professional development and advising training may be offered through the candidate's department/unit, University, NACADA, or other regional or national organization focused on advising, student services, and/or the candidate's advising field (see Appendix I for professional development suggestions).

1. Promotion to the rank of academic advisor 2:

The candidate should demonstrate participation in assigned training as laid out by the University, College, and Department as well as work with their supervisor and other advisors to identify appropriate trainings, such as mental health, trauma-informed, Safe Zone training, and advising technology. Advisors will continue to attend other training opportunities, including relevant courses, seminars, and conferences.

2. Promotion to the rank of academic advisor 3:

Candidates should continue to engage in professional development and advising training. Candidates should also propose additional training ideas for advisors in their area and the University and demonstrate skill in presenting information or ideas to colleagues.

3. Promotion to the rank of senior advisor:

Candidates should demonstrate ability to lead or facilitate a professional development activity, seminar, or present at conferences.

D. Service

The candidate must present a service record that should include participation in organizations and on committees, although more significance will be attached to leadership roles therein and through service activities to the department, college, and university. Candidates are expected to participate in service to the university, college, and department, as well as participate in college/departmental service activities.

1. Promotion to the rank of academic advisor 2:

The candidate should demonstrate continued activity in service at the departmental, college, and university level. Such service activity will be improved with the demonstration of leadership. Additionally, service to the profession will be demonstrated through designated basic service activities and some advanced as appropriate.

2. Promotion to the rank of academic advisor 3:

The candidate will demonstrate a record of continued leadership in institutional service activities through basic and advanced service activities as deemed appropriate by the department/college as well as provide feedback on University initiatives and how they affect students.

3. Promotion to the rank of senior advisor:

The candidate will continue demonstrated record of leadership and service to the department, college, and university through designated basic and advanced service activities. In addition, candidates will suggest, create, and implement other advising opportunities in consultation with the OEDAA for the University.

4. Service activities to be included but not limited to:

Attend curriculum committee to learn more about major(s); track course enrollment and notify college/department when courses are near full; participate in a committee; provide curriculum committee feedback on recommended changes; review materials for each major and verify information is correct; visit FYE courses or major courses; assigned role within college/department; create and maintain new student-facing materials for college/department/major; recruitment activities;

collaborate with new faculty mentors/advisors; review existing catalog and suggest changes based on experience and student feedback; lead student seminar; plan/lead student social events; plan/lead student leadership program; serve on hiring search committee for the College/Department.

5. College/Departments will define Advisor student advisee numbers in advance in accordance with national best practices. NACADA recommends a 1:300 or less advisor to student caseload. When an Advisor is above these established advisee numbers, there will be a need to lessen the number of additional activities. Activities can resume when advisee numbers decrease below the established numbers. Roles and responsibilities for each tier are not prescriptive. Advisors may take on/move toward roles and responsibilities within higher tiers as they develop professionally and prepare to apply for the next step of the advisement career ladder.

Appendix G: Portfolio Assessment Rubric

Advancement to Tier 2 (Advisor II)

Portfolio Assessment Rubric

Minimum Experience and Education Qualifications

The following experience and education qualifications must be met for the advisor to be considered for advancement from Tier 1 (Academic Advisor) to Tier 2 (Associate Advisor):

Criteria	Criteria Met?
The advisor has a minimum of a Bachelor's degree	
The advisor has a minimum of 2 year's experience as Academic Advisor at ETSU (Or 3-4 years of experience in academic advisement at another institution. College discretion.)	

Evaluation of Competencies, Advisor Responsibilities, and Service

A candidate must be assigned a score of 2 or above in each category to be recommended for advancement.

3—Exceeds expectations. The advisor exceeds expectations of the specified criteria for Tier 2 (Associate Advisor) as evidenced by portfolio, narrative, and letters of recommendation. Evidence of exceeding the criteria is clearly stated and supported by examples and/or data. (Example: Achieved an 85% freshman to sophomore retention rate in advisement caseload.)

2—Meets expectations. The advisor meets the specified criteria for Tier 2 (Associate Advisor) as evidenced by portfolio, narrative, and letters of recommendation. Evidence of meeting the criteria is clearly stated. (Example: List of professional development events attended is outlined clearly.)

1—Does not meet expectations. The advisor does not meet or does not provide adequate evidence of meeting the specified criteria for Tier 2 (Associate Advisor). Evidence of meeting the criteria is vague or absent from the portfolio, narrative, and letters of recommendation.

NACADA Competency Areas	Tier 2: Associate Advisor	Score	Comments
Conceptual Component	<ul style="list-style-type: none"> *Development and implementation of personal advising philosophy *Understanding how Advising Philosophy connects to and supports the office vision and mission *Firm understanding and adherence to ethical guidelines outlined by university and NACADA 		
Informational Component	<ul style="list-style-type: none"> *Ability to discuss basic career advising (i.e., career paths, appropriate majors, etc.) *In depth knowledge of curricula, policies and procedures *Knowledge and affinity to university's mission and vision 		

Relational Component	<ul style="list-style-type: none"> *Provide holistic approach to advising with multiple support resources *Utilize advanced developmental/intrusive advising styles *Promote student understanding of logic and purpose of curricula *Facilitate problem solving, decision-making, meaning-making, goal setting *Engage in ongoing individual assessment and development of self and the advising practice 		
ETSU Advisor Responsibilities	Tier 2: Associate Advisor	Score	Comments
Advising Best Practices	<ul style="list-style-type: none"> *Maintain Responsibilities/Expectations and Show Continuous Growth/Improvement from Previous Tier *Monitor available courses and sections to proactively identify current enrollment and notify supervisor when space is limited *Ability to evaluate complex educational plans for students and work with students to develop meaningful options 		
Retention Initiatives	<ul style="list-style-type: none"> *Maintain Responsibilities of Previous Tier *Provide feedback on retention efforts and make recommendations on best practices for current advisees 		
Professional Development/ Advising Training	<ul style="list-style-type: none"> *Attend other training opportunities (relevant courses, seminars, conferences, etc.) 		
Service to the University	<ul style="list-style-type: none"> *Join and participate in University advising groups, such as Advisor Appreciation Committee, Career Ladder Workgroup, Leadership Team, Resource Manual Development Team, serve on hiring search committee, etc. 		
Service to the College/Department	<p>Examples of possible college/department level services are outlined in the criteria table. Committee members will fill in this section while reviewing an advisor's service section of their narrative.</p>		

Advancement to Tier 3 (Advisor III)

Portfolio Assessment Rubric

Minimum Experience and Education Qualifications

The following experience and education qualifications must be met for the advisor to be considered for advancement from Tier 2 (Associate Advisor) to Tier 3 (Senior Advisor):

Criteria	Criteria Met?
Bachelor's degree (Master's degree preferred)	
3 year's experience as Associate Advisor at ETSU	

Evaluation of Competencies, Advisor Responsibilities, and Service

A candidate must be assigned a score of 2 or above in each category to be recommended for advancement.

3—Exceeds expectations. The advisor exceeds expectations of the specified criteria for Tier 3 (Senior Advisor) as evidenced by portfolio, narrative, and letters of recommendation. Evidence of exceeding the criteria is clearly stated and supported by examples and/or data. (Example: Achieved an 85% freshman to sophomore retention rate in advisement caseload.)

2—Meets expectations. The advisor meets the specified criteria for Tier 3 (Senior Advisor) as evidenced by portfolio, narrative, and letters of recommendation. Evidence of meeting the criteria is clearly stated. (Example: List of professional development events attended is outlined clearly.)

1—Does not meet expectations. The advisor does not meet or does not provide adequate evidence of meeting the specified criteria for Tier 3 (Senior Advisor). Evidence of meeting the criteria is vague or absent from the portfolio, narrative, and letters of recommendation.

NACADA Competency Areas	Tier 3: Senior Advisor	Score	Comments
Conceptual Component	<ul style="list-style-type: none"> *Mastery of lower level conceptual competencies *Connect individual advising philosophy to university vision and mission 		
Informational Component	<ul style="list-style-type: none"> *Advanced network of cross-campus relationships and resources *Ability to assist in training Tier 1 advisors and staff on college and university curricula, policies and procedures *Collaborate with other university offices in developing, disseminating and delivering content as appropriate 		

Relational Component	*Utilization of multiple advising techniques and styles *Ability to adjust advising techniques and style to meet individual student needs *Collaborate with other advisors and/or offices as needed *Engage in ongoing departmental/unit assessment and development of the advising practice		
ETSU Advisor Responsibilities	Tier 3: Senior Advisor	Score	Comments
Advising Best Practices	*Maintain Responsibilities/Expectations and Show Continuous Growth/Improvement from Previous Tier *Identify and make recommendations to University, College, and/or Department on areas advisees struggle with (curriculum, prerequisites, courses, etc.) *Demonstrates ability to successfully manage complex and multifaceted issues related to student advising. Ability to collaborate with relevant services and resources to assist the student in problem resolution.		
Retention Initiatives	*Maintain Responsibilities of Previous Tiers *Use available data to identify and design outreach for advisees		
Professional Development/ Advising Training	*Propose additional training ideas for advisors in your area and the University *Demonstrate skill in presenting information or ideas to colleagues		
ETSU Service Areas	Tier 3: Senior Advisor	Score	Comments
Service to the University	*Continue to participate in or provide leadership for University advising groups *Provide information and/or join a University level committee or workgroup (i.e. Staff Senate)		

Service to the College/Department	Examples of possible college/department level services are outlined in the criteria table. Committee members will fill in this section while reviewing an advisor's service section of their narrative.		
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Advancement to Tier 4 (Senior Advisor)

Portfolio Assessment Rubric

Minimum Experience and Education Qualifications

The following experience and education qualifications must be met for the advisor to be considered for advancement from Tier 3 (Senior Advisor) to Tier 4 (Expert Advisor):

Criteria	Criteria Met?
Master's degree (any discipline)	
3 year's experience as Senior Advisor at ETSU	

Evaluation of Competencies, Advisor Responsibilities, and Service

A candidate must be assigned a score of 2 or above in each category to be recommended for advancement.

3—Exceeds expectations. The advisor exceeds expectations of the specified criteria for Tier 4 (Expert Advisor) as evidenced by portfolio, narrative, and letters of recommendation. Evidence of exceeding the criteria is clearly stated and supported by examples and/or data. (Example: Achieved an 85% freshman to sophomore retention rate in advisement caseload.)

2—Meets expectations. The advisor meets the specified criteria for Tier 4 (Expert Advisor) as evidenced by portfolio, narrative, and letters of recommendation. Evidence of meeting the criteria is clearly stated. (Example: List of professional development events attended is outlined clearly.)

1—Does not meet expectations. The advisor does not meet or does not provide adequate evidence of meeting the specified criteria for Tier 4 (Expert Advisor). Evidence of meeting the criteria is vague or absent from the portfolio, narrative, and letters of recommendation.

NACADA Core Competencies	Tier 4: Expert Advisor	Score	Comments
Conceptual Component	<ul style="list-style-type: none"> *Continue refining individual advising philosophy *Serve as departmental/unit resource 		
Informational Component	<ul style="list-style-type: none"> *Develop, enhance and/or refine procedures and methods of disseminating and communicating information *Ability to oversee/mentor advisors *Assist and lead in data collection projects and graduation trends *Lead training for Tier 1 advisors 		
Relational Component	<ul style="list-style-type: none"> *Share advising styles to advisors across campus *Develop advising and departmental/unit programming *Be an advocate and voice for department/unit at the university level 		
ETSU Advisor Responsibilities	Tier 4: Expert Advisor	Score	Comments

Advising Best Practices	Maintain Responsibilities/Expectations and Show Continuous Growth/Improvement from Previous Tier		
	*Mentor, train, and be a resource to new Advisors in college (Tier 3) *Mentor, train, and be a resource to new Advisors in college and across university (Tier 4) *Assists in the promotion and understanding of the university's commitment to student success and role advisors play in promoting success and progression to degree completion		
Retention Initiatives	*Maintain Responsibilities of Previous Tiers *Use data to identify and understand retention and graduation issues at the university and design and conduct outreach initiatives to advisees		
Professional Development/ Advising Training	*Lead or facilitate a professional development activity, seminar, or present at conferences		
ETSU Service Areas	Tier 4: Expert Advisor	Score	Comments
Service to the University	*Suggest, create, and implement other advising opportunities in consultation with the Office of the Executive Director of Academic Advisement for the University, such as "brown bag" sessions to the advising community, facilitating a reading group based on a current issue in academic advising, etc.		
Service to the College/Department	Examples of possible college/department level services are outlined in the criteria table. Committee members will fill in this section while reviewing an advisor's service section of their narrative.		

Appendix H: Professional Development Suggestions

Professional Associations and Organizations

Participate in professional associations such as NACADA or other associations correspondent to interest areas and access resources, forums, and conferences.

- Volunteer as a scholarship reviewer for a regional or national organization
- Serve on a committee for a national organization or [Advising Community](#) for NACADA
- Serve on a committee of a regional division for a national organization
- Serve on a board or steering committee for a regional or national association
- Serve on a board or steering committee for regional or national organization communities
- Submit an article for publication in a professional association zine or e-zine
- Participate in online discussion boards for regional or national organization communities

Conferences, Workshops, & Webinars

Attend academic advising conferences, workshops, webinars, and online training sessions to stay informed about the latest trends, best practices, and innovations in advising.

- Attend regional or national conferences ([NACADA Annual](#), [NACADA Regional](#), [NCORE](#), [ACPA](#), [NASPA](#), or others)
- Attend topic-specific workshops, summits, drive-in conferences, or institutes
- Attend an ETSU-hosted conference ([Equity & Inclusion](#), [Office of Professional Development](#), [Conference for High-Impact Instructional Practices](#), [Appalachian Collegiate Research Initiative](#), or others)
- Submit a proposal to present at an ETSU, regional, or national conference
- Present at ETSU, regional, or national conferences
- Volunteer at an ETSU, regional, or national conference
- Volunteer to review conference proposals for a regional or national conference
- Attend webinars specific to academic advising or higher education more generally
- Attend training sessions focusing on global awareness to better support a diverse student population
- Attend workshops and trainings to stay current with technology relevant to advising, such as student information systems, advising software, and communication platforms

ETSU Initiatives & Involvement

Stay involved at ETSU to keep informed about institutional changes and updates.

- Attend town hall meetings ([Staff Senate](#), task forces, working groups, etc.) to stay informed about institutional updates, changes in policies, and key initiatives
- Attend open sessions of [Board of Trustees](#) meetings, review agendas and meeting minutes
- Serve on university committees within academic affairs, diversity and inclusion, technology, or others
- Participate in on-campus workshops, seminars, and training sessions through ITS, [Academic Technology Services](#), or the [Center for Teaching Excellence](#)
- Attend faculty or staff forums organized by the university administration
- Attend research colloquia and seminars hosted by different departments
- Participate in institutional events, celebrations, and milestones
- Serve on [Staff Senate](#) as a member or on the board
- Review [Staff Senate](#) agendas and meeting minutes
- Review [Faculty Senate](#) agendas, meeting minutes, and/or attend virtual meetings
- Review [University Council](#) agendas and meeting minutes
- Join an ETSU faculty/staff association ([Black Faculty Staff Association](#), [LGBTQ+ Faculty Staff Association](#), PRISM)
- Attend or review past recordings of lunch and learn sessions offered by various departments and units ([Office of Equity & Inclusion](#), [Department of Women Gender & Sexuality Studies](#), [College of Graduate & Continuing Studies](#), or others)
- Attend student activities, events, or performances

Writing & Publication

Contribute articles, papers, or chapters to publications related to academic advising to share knowledge and experiences with a wider audience.

- Contribute to the ETSU academic advisement weekly updates newsletter (create a tech tip or other instructional guide, share advisor self-care resources or recommendations, etc.)
- Contribute to NACADA blogs or newsletters for an [Advising Community](#) or the [Academic Advising Today e-zine](#)
- Write a brief review or overview of a journal publication

- Review an episode of an academic advising or other higher education focused podcasts such as [Adventures in Advising](#), [NACADA Presents](#), [Advising 101](#), [Inside Higher Ed's The Key](#), or [others](#)
- Develop toolkits or resource guides to share with professional academic advisors, providing templates, checklists, and practical resources to enhance advising practices
- Write a guide or handbook on best practices on a particular topic of academic advising, including effective communication, goal setting, or utilizing technology in advising
- Write a reflective essay on your experiences as an academic advisor to share with other professional advisors, including personal insights, lessons learned, and how your advising philosophy has evolved over time
- Share detailed case studies highlighting unique advising scenarios, including the challenges faced, strategies employed, and outcomes achieved

Networking

Attend networking events within the academic advising community to build connections, share experiences, and gain insights from other professionals.

- Participate in ETSU advising community social outings or events
- Organize an ETSU advising community social outing or event
- Attend networking or [Advising Community](#) sessions at national or regional conferences
- Join one or more of NACADA's [Advising Communities](#)
- Participate in [Advising Community](#) forums or online discussions
- Attend meet-and-greet sessions with faculty and other staff organized by your department

Mentorship

Participate in mentorship programs where experienced advisors can mentor newer advisors, fostering knowledge transfer and skill development.

- Lead a book circle for other ETSU academic advisors
- Lead a brown bag discussion for other ETSU academic advisors
- Offer shadowing opportunities for other professional academic advisors
- Meet one-on-one on a regular basis with a new professional academic advisor to provide advice, guidance, support, feedback
- Collaborate on projects or initiatives with advisors in your college or across colleges

Peer Shadowing & Observation

Engage in peer shadowing or observation to learn from colleagues and share best practices.

- Shadow professional academic advisors within your college or other colleges as cross training
- Shadow professional academic advisors from other institutions
- Shadow career counselors, observing how they guide students in exploring career paths, internships, and post-graduate opportunities
- Offer shadowing opportunities for newly hired professional academic advisors within your college or other colleges
- Offer shadowing opportunities for seasoned professional academic advisors from within your college or other colleges
- Lead a group case study discussion in your college about a challenging case you've encountered to explore various approaches and solutions
- Create mock advising scenarios simulating academic or personal challenges for your team where advisors take turns playing the role of the student and advisor

Continuing Education, Certifications, Credentialing

Enroll in continuing education courses or pursue credentialing related to academic advising, counseling, or higher education administration to enhance skills and knowledge.

- Participate in [leadership development programs](#) to enhance leadership and management skills
- Take courses at ETSU through [Education Assistance Benefits for Employees](#) to expand your knowledge of education, counseling, leadership, human development, or other relevant area
- Take courses at ETSU through [Education Assistance Benefits for Employees](#) to better understand the program(s) you advise
- Earn a graduate certificate or degree in education, counseling, leadership, human development, or other relevant area ([NACADA Academic Advising Graduate Certificate](#), [ETSU graduate programs](#))
- Earn a credential or certificate from ETSU, a local or regional organization ([Mental Health First Aid](#), [Applied Suicide Intervention Skills Training](#), [trauma informed care](#), [Certified Educational Planner](#), or others)

Teaching & Public Speaking

Enhance teaching and public speaking skills, which are valuable for workshops, seminars, and classroom settings.

- Teach a section of a first-year experience course ([ETSU 1020/1011](#) or department specific)
- Facilitate a training or workshop on a topic for professional academic advisors at an AAC

Reading & Research

Stay updated with the latest research, academic journals, and publications related to student advising, higher education trends, and counseling techniques.

- Listen to academic advising or other higher education focused podcasts such as [Adventures in Advising](#), [NACADA Presents](#), [Advising 101](#), [Inside Higher Ed's The Key](#), or [others](#)
- Read articles, publications, and books about academic advising or higher education ([NACADA Journal](#), [NACADA Review](#), [Academic Advising Today](#), [recommended books and reviews](#), the [Chronicle of Higher Education](#), [Inside Higher Ed](#), or others)

Self-assessment & Feedback

Engage in self-assessment activities and seek feedback from colleagues or supervisors to identify areas for improvement.

- Engage in regular self-reflection activities, such as journaling or written reflections, to assess recent advising interactions
- Write, revisit, and update advising philosophy statements
- Use annual evaluations as an opportunity to self-assess and comment upon your reflections on your performance, adherence to institutional policies, and contributions to the overall success of the advising department or community
- During annual evaluations, set specific, measurable, achievable, relevant, and timebound (SMART) goals for your advising practices
- Set up check-ins and progress assessments with supervisors or mentors to track your goals and development and adjust as needed
- Participate in peer observation sessions to receive informal feedback from colleagues in your unit or others

- Design surveys or feedback forms to collect anonymous feedback from students on topics such as communication effectiveness, availability, and overall satisfaction with the advising experience
- Develop an advising portfolio that showcases your achievements, contributions, and reflections on advising practices
- Request 360° feedback from various stakeholders, including colleagues, supervisors, students, and even support staff

Appendix I: Criteria

Application Requirements				
Application	Tier 1: Academic Advisor 1	Tier 2: Academic Advisor 2	Tier 3: Academic Advisor 3	Tier 4: Senior Advisor
Required Education	Bachelor's degree	Bachelor's degree	Bachelor's degree (Master's degree preferred)	Master's degree (any discipline)
Experience	Experience in Higher Education and/or Academic Advising preferred	2 years experience as Academic Advisor 1 at ETSU	3 years experience as Academic Advisor 2 at ETSU	3 years experience as Academic Advisor 3 at ETSU
Job Responsibilities				
NACADA Competency Areas	Tier 1: Academic Advisor 1	Tier 2: Academic Advisor 2	Tier 3: Academic Advisor 3	Tier 4: Senior Advisor
Conceptual Component	<ul style="list-style-type: none"> *Understanding of core values and theories relevant to academic advising *Understanding of various approaches and methods in academic advising *Understanding of various outcomes of academic advising *Basic understanding and adherence to ethical guidelines outlined by university and NACADA 	<ul style="list-style-type: none"> * Development and implementation of personal advising philosophy * Understanding how Advising Philosophy connects to and supports the office vision and mission * Firm understanding and adherence to ethical guidelines outlined by university and NACADA 	<ul style="list-style-type: none"> *Mastery of lower level conceptual competencies *Connect individual advising philosophy to university vision and mission 	<ul style="list-style-type: none"> * Continue refining individual advising philosophy * Serve as departmental/unit resource

Informational Component	<ul style="list-style-type: none"> *Have knowledge of unit's curricula, policies, procedures, mission and vision *Have knowledge and adherence to legal guidelines of advising, including privacy regulations and confidentiality (i.e. FERPA) *Ability to refer students to other resources when necessary *Have knowledge of other programs on campus 	<ul style="list-style-type: none"> * Ability to discuss basic career advising (i.e., career paths, appropriate majors, etc.) * In depth knowledge of curricula, policies and procedures * Knowledge and affinity to university's mission and vision 	<ul style="list-style-type: none"> *Advanced network of cross-campus relationships and resources *Ability to assist in training Tier 1 advisors and staff on college and university curricula, policies and procedures *Collaborate with other university offices in developing, disseminating and delivering content as appropriate 	<ul style="list-style-type: none"> * Develop, enhance and/or refine procedures and methods of disseminating and communicating information * Ability to oversee/mentor advisors * Assist and lead in data collection projects and graduation trends * Lead training for Tier 1 advisors
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NACADA Competency Areas	Tier 1: Academic Advisor 1	Tier 2: Academic Advisor 2	Tier 3: Academic Advisor 3	Tier 4: Senior Advisor
Relational Component	<ul style="list-style-type: none"> *Create rapport and maintain relationships with basic level of ability *Communicate in a culturally inclusive and competent manner *Facilitate student appointments In Person and Virtually *Continue to develop both oral and written communication skills 	<ul style="list-style-type: none"> * Provide holistic approach to advising with multiple support resources * Utilize advanced developmental/intrusive advising styles * Promote student understanding of logic and purpose of curricula * Facilitate problem solving, decision-making, meaning-making, goal setting * Engage in ongoing individual assessment and development of self and the advising practice 	<ul style="list-style-type: none"> *Utilization of multiple advising techniques and styles *Ability to adjust advising techniques and style to meet individual student needs *Collaborate with other advisors and/or offices as needed *Engage in ongoing departmental/unit assessment and development of the advising practice 	<ul style="list-style-type: none"> * Share advising styles to advisors across campus * Develop advising and departmental/unit programming * Be an advocate and voice for department/unit at the university level

ETSU Advisor Responsibilities	Tier 1: Academic Advisor 1	Tier 2: Academic Advisor 2	Tier 3: Academic Advisor 3	Tier 4: Senior Advisor
	<p>Intentional planning and implementation of advising services to advisees</p>	<p>Maintain Responsibilities/Expectations and Show Continuous Growth/Improvement from Previous Tier</p>	<p>Maintain Responsibilities/Expectations and Show Continuous Growth/Improvement from Previous Tier</p>	<p>Maintain Responsibilities/Expectations and Show Continuous Growth/Improvement from Previous Tier</p>
Advising Best Practices	<p>*Office hours and appointment availability*Use of University software to identify, track, and create notes for advisees*Timely response to email correspondence to advisees and other areas on campus*Locate, recommend, and direct advisees to University resources* Basic knowledge of universitycatalog requirements*Basic understanding of graduationrequirements*Develop knowledge of transferrequirements*Participate in University-wide Advising Best Practices as directed by the Office of the Executive Director of Academic Advisement</p>	<p>*Monitor available courses and sections to proactively identify current enrollment and notify supervisor when space is limited* Ability to evaluate complex educational plans for students and work with students to develop meaningful options</p>	<p>*Mentor, train, and be a resource to new Advisors in college *Identify and make recommendations to University, College, and/or Department on areas advisees struggle with (curriculum, prerequisites, courses, etc.)*Demonstrates ability to successfully manage complex and multifaceted issues related to student advising. Ability to collaborate with relevant services and resources to assist the student in problemresolution.</p>	<p>* Mentor, train, and be a resource to new Advisors in college and across university *Assists in the promotion and understanding of the university's commitment to student success and role advisors play in promoting success and progression to degree completion</p>

ETSU Advisor Responsibilities	Tier 1: Academic Advisor 1	Tier 2: Academic Advisor 2	Tier 3: Academic Advisor 3	Tier 4: Senior Advisor
Retention Initiatives	Participating in proactive outreach initiatives to advisees	Maintain Responsibilities of Previous Tier	Maintain Responsibilities of Previous Tiers	Maintain Responsibilities of Previous Tiers
	*Facilitate University level outreach as indicated by the Office of the Executive Director of Academic Advisement	*Provide feedback on retention efforts and make recommendations on best practices for current advisees	*Use available data to identify and design outreach for advisees	*Use data to identify and understand retention and graduation issues at the university and design and conduct outreach initiatives to advisees
Professional Development/ Advising Training	*Participate in assigned training as laid out by the University, College, and Department *Work with supervisor and other advisors to identify appropriate trainings, such as mental health, trauma-informed, safe zone training, advising technology, etc.	*Attend other training opportunities (relevant courses, seminars, conferences, etc.)	*Propose additional training ideas for advisors in your area and the University *Demonstrate skill in presenting information or ideas to colleagues	*Lead or facilitate a professional development activity, seminar, or present at conferences

ETSU Service Areas	Tier 1: Academic Advisor 1	Tier 2: Academic Advisor 2	Tier 3: Academic Advisor 3	Tier 4: Senior Advisor
Service to the University	<ul style="list-style-type: none"> *Maintain a level of professionalism as a representative of the University when performing job duties and attending sponsored events. *Attend and participate in Academic Advisement Council Meetings and other Advising-related University opportunities, such as NACADA webinars 	<ul style="list-style-type: none"> * Join and participate in University advising groups, such as Advisor Appreciation Committee, Career Ladder Workgroup, Leadership Team, Resource Manual Development Team, serve on hiring search committee, etc. 	<ul style="list-style-type: none"> *Continue to participate in or provide leadership for University advising groups *Provide information and/or join a University level committee or workgroup (i.e. Staff Senate) 	<ul style="list-style-type: none"> *Suggest, create, and implement other advising opportunities in consultation with the Office of the Executive Director of Academic Advisement for the University, such as "brown bag" sessions to the advising community, facilitating a reading group based on a current issue in academic advising, etc.
Service to the College/Department	<ul style="list-style-type: none"> *Criteria established by each College/Department based on their student population and needs *Advisor will work with College/Department to determine which activities they can complete alongside their established advising duties. 	<ul style="list-style-type: none"> *Criteria established by each College/Department based on their student population and needs *Advisor will work with College/Department to determine which activities they can add in addition to their current activities. 	<ul style="list-style-type: none"> *Criteria established by each College/Department based on their student population and needs *Advisor will work with College/Department to determine which activities they can add in addition to their current activities. Advisors will move toward leading and/or planning activities. 	<ul style="list-style-type: none"> *Criteria established by each College/Department based on their student population and needs *Advisor will work with College/Department to determine which activities they can add in addition to their current activities. Advisors will lead and/or plan activities.

Examples of Possible College/Department Level Services**			
*Attend Curriculum Committee to learn more about major(s)	*Provide curriculum feedback on recommended changes	*Assigned Role within College/Department	*Collaborate and regularly communicate with faculty mentors/advisors
*Track course enrollment and notify College/Department when courses are near full	*Review materials for each major and verify information is correct	*Create and maintain new student facing materials for College/Department/Major	*Review existing catalogue and suggest changes based on experience and student feedback
*Participate in a Committee	*Visit FYE Courses or Major Courses	*Recruitment Activities	*Lead Student Seminar
*Manage student-facing social media accounts and/or websites	*Serve on hiring search committee for the College/Department	*Plan/lead student social events	*Plan/lead student leadership program (i.e. Student Ambassadors program)
<p><i>*College/Departments will define Advisor student advisee numbers in advance in accordance with national best practices. NACADA recommends a 1:300 or less advisor to student caseload. When an Advisor is above these established advisee numbers, there will be a need to lessen the number of additional activities. Activities can resume when advisee numbers decrease below the established numbers.</i></p> <p><i>**Roles and responsibilities for each tier are not prescriptive and could vary in each advising unit. Advisors may take on/move toward roles and responsibilities within higher tiers as they develop professionally and prepare to apply for the next step of the advisement career ladder.</i></p>			

Notes