Potential Career Ladder Models for Academic Advisors

February 3, 2015
Table of Contents
I. Overview .............................................................................3
II. Executive Summary ..........................................................4
III. Georgia State University (Three-Tier) .............................5
IV. Texas A&M University (Four-Tier) .................................9
V. Temple University (Five-Tier) ..........................................14
VI. Appendix ...........................................................................23
   a. GSU Position Review Form .......................................24
   b. GSU Interview Questions .........................................30
   c. GSU Reference Forms ..............................................33
   d. TAMU Advisement Syllabus ...................................37
   e. TU Flow Chart .........................................................40
Overview

Southern Illinois University Carbondale (SIUC) is considering offering a tier-system for academic advisors to have the potential to progress professionally in their academic advisement career. In other fields, such as tenure-track faculty, the employee is able to be rewarded for their years of dedication, experience, and development by proven professional and scholarly abilities. To establish this process there has been an analysis of how other institutions have created a tier-system, levels, or ladders to establish a professional development system for their academic advisement staff. Ultimately, three institutions were contacted to provide models of structures that create opportunity for individuals who are interested in advancing in the academic advisement occupation. Each institution provided a tier-system for review as SIUC considers establishing a tiered system. The three universities examined include Georgia State University (GSU), Texas A&M University (TAMU), and Temple University (TU).

The position details for each tier in the GSU academic advisement system were obtained from Jowanna C. Tillman, Division Human Resources Officer. She also provided the Position Review Form, Interview Questions, and specific traits of each academic advisement level. These additional documents can be found in the appendix of this report.

The information on the TAMU academic advisor positions were found by a University College graduate assistant by researching online.

Similar to GSU, all academic advisement positions at Temple University described in this document were provided by Dr. Peter R. Jones, Senior Vice Provost for Undergraduate Studies. Dr. Jones provided the positions and the flow chart that compares how the structure transformed after the decision to enhance the academic advisor tier-system at Temple University. The flow chart provided by Dr. Jones can be found in the appendix of this report.
Executive Summary

Compiled in this report are examples of tier-level academic advising from various institutions that display models of career ladders for academic advisors. To ensure that Southern Illinois University is following best practices according to the National Academic Advising Association (NACADA), these examples will be used as a guiding principle towards building a strong foundation for an increasingly important profession. Three examples of tier systems are given: three-tiers, four-tiers, and five-tiers.

Georgia State University’s academic advisor structure illustrates a three-tier model. The system is comprised of Academic Advisor I, Academic Advisor II, and Academic Advisor III. When holding the position of Academic Advisor I, the individual completes the general tasks of an academic advisor. As the individual advances to Academic Advisor II the individual is responsible for coordinating the work of Academic Advisor I, in addition to their advisement duties. Once the individual moves to the Academic Advisor III position the tasks include student orientation planning, maintaining the unit’s social media, mentoring and coordinating the work of Academic Advisor I and II, along with their advisement duties.

Texas A&M University’s academic advisor structure provides a four-tier model. Academic Advisor I, Academic Advisor II, Senior Academic Advisor I, and Senior Academic Advisor II comprise the university’s advisement tier-system. In the positions of Academic Advisor I and II the main focus is helping undergraduates with career goals and academic requirements. After advancing to the positions of Senior Academic Advisor I and II tasks include teaching a class and overseeing various projects.

The academic advisor structure at Temple University demonstrates a five-tier model. The tiers consist of Associate Advisor, Advisor I, Advisor II, Senior Advisor, and Principal Advisor. Every position requires a Master’s Degree with the exception of the Associate Advisor. It is preferred that the Associate Advisor work on an advanced degree while holding the position. The Associate Advisor assists with advising and scheduling students and assists with student orientation events. The Academic Advisor I and II regularly advise students throughout the year, along with representing Temple University at new/potential student orientation events. The Senior Advisor serves as a mentor to the Associate Advisor, Advisor I, and Advisor II. The Senior Advisor has the same tasks as the previous positions, in addition to staff coordination and additional leadership responsibilities. The Principle Advisor is distinguished from the previous positions with an additional responsibility of developing policies and addressing issues in academic affairs relevant to academic advisement.

The next sections of this report provide a brief summary of each university’s history to provide insight on the institution’s transformation, followed by a general description and qualifications for each level in the academic advisement career ladder. The addition of tiers in the academic advisement system allows for creative thinking and increased initiative from the advisors. Institutions have found lower turnover rates in the advisor positions coupled with improved relationships between the advisor and students. The creation of a tiered system for academic advisors campus-wide should provide the foundation for increased student success and retention.
BACKGROUND INFORMATION

GSU has been through an extensive alteration since its opening as a night school in 1913. Most recently, the university decided to implement their 2011 University Strategic Plan to accommodate their fast-paced growth. The plan contains five goals:

**Goal 1**
Become a national model for undergraduate education by demonstrating that students from all backgrounds can achieve academic and career success at high rates;

**Goal 2**
Significantly strengthen and grow the base of distinctive graduate and professional programs that assure development of the next generation of researches and societal leaders;

**Goal 3**
Become a leading public research university addressing the most challenging issues of the 21st century;

**Goal 4**
Be a leader in understanding the complex challenges of cities and developing effective solutions; and

**Goal 5**
Achieve distinction in globalizing the University.

The impact on academic advising is explained in greater detail in the four initiatives the university listed under Goal 1. More specifically, Goal 1’s second initiative states, “As part of its commitment to student success, the University will commit to lowering the student/advisor ratio to the national standard of 300 to 1 and will establish a new advisement program that will track each student’s academic progress and create mandatory points of advisement and interventions at key academic junctures.” To address their previous student to advisor ratio of 700 to 1, they hired 42 additional advisors while also establishing a common electronic record system, common training, and a campus-wide University Advising Council.

THREE TIERS

**Academic Advisor I**

**General Description**
Assists academic departments/units with verbal or written academic plans, advisement interpretation, and the implementation of University policies and procedures in the areas of student enrollment and evaluation.
Examples of Duties

- Advises prospective and current students on academic requirements and course selection.
- Disseminates information on University policies and procedures to faculty, parents and students.
- Maintains student files.
- Analyzes and processes requests for readmission from academic exclusion and financial aid reinstatements.
- Provides retention services for students who are part of the Academic Improvement Program.
- Audits student records for curriculum, major and graduation requirements.
- Evaluates and determines transfer credits.
- Compares transcripts with entrance and graduation requirements.
- Participates in mandatory advisement sessions.
- Evaluates student records for degree requirements.
- Determines award recipients based on academic performance.
- Reviews course adjustment forms and petitions for readmission of students.
- Processes applications for state certifications, etc.
- Monitors and tracks the retention, progression and graduation of students.
- Performs other duties as assigned.

Knowledge, Skills and Abilities

- Knowledge of advisement theories and practices to help students achieve success.
- Excellent communication, time management and organizational skills.
- Ability to make sound judgments, problem solve and identify solutions.
- Ability to work independently and in a team environment.
- Ability to meet deadlines and work in a fast paced work environment.
- Ability to develop and maintain professional relationships.

Minimum GSU Hiring Standards

Bachelor’s degree and one year of related experience; or a combination of education and related experience.

Academic Advisor II

General Description

Assists academic departments/units with verbal or written academic plans, advisement interpretation, and the implementation of University policies and procedures in areas of student enrollment and evaluation.

May coordinate work of entry level Academic Advisors.

---

1 Academic Improvement Plan exist to assist students with improving their academic performance.
Examples of Duties

- Advises prospective and current students on academic requirements and course selection.
- Disseminates information on University policies and procedures to faculty, parents and students.
- Maintains student files.
- Analyzes and processes requests for readmission from academic exclusion and financial aid reinstatements.
- Provides retention services for students who are part of the Academic Improvement Program.
- Audits student records for curriculum, major, and graduation requirements.
- Evaluates and determines transfer credits.
- Compares transcripts with entrance and graduation requirements.
- Participates in mandatory advisement sessions.
- Evaluates student records for degree requirements.
- Determines award recipients based on academic performance.
- Reviews course adjustment forms and petitions for readmission of students.
- Processes applications for state certifications, etc.
- Monitors and tracks the retention, progression and graduation of students.
- Participates in mandatory advisement sessions.
- Reviews course adjustment forms and petitions for readmission of students.
- Processes applications for state certifications, etc.
- Monitors and tracks the retention, progression and graduation of students.
- Teaches or co-teaches 2 GSU 1010 classes and conducts 3 Incept informational sessions.
- Serves as mentor for Academic Advisor I.
- Performs other duties as assigned.

Knowledge, Skills and Abilities

- Knowledge of advisement theories and practices to help students achieve success.
- Excellent communication, time management and organizational skills.
- Ability to make sound judgments, problem solve and identify solutions.
- Ability to work independently and in a team environment.
- Ability to meet deadlines and work in a fast paced work environment.
- Ability to develop and maintain professional relationships.

Required Education and Experience

Bachelor's degree and three years of related experience, or a combination of education and related experience.

Academic Advisor III

General Description

Performs advanced level academic advising functions, such as facilitating academic program development, advisement, interpretation and implementation of University policies and procedures.

---

2 GSU 1010 is a student academic success course promoting successful transitions to university life.
3 Incept is GSU’s New Student Orientation.
Examples of Duties

- Advises prospective and current students on academic requirements and course selection.
- Disseminates information on University policies and procedures to faculty, parents and students.
- Maintains student files.
- Analyzes and processes requests for readmission from academic exclusion and financial aid reinstatements.
- Provides retention services for students who are part of the Academic Improvement Program.
- Audits student records for curriculum, major and graduation requirements.
- Evaluates and determines transfer credits.
- Compares transcripts with entrance and graduation requirements.
- Evaluates student records for degree requirements.
- Monitors student registration activities and academic performance/progress.
- Coordinates communications with students regarding course scheduling, core and major Requirements, academic resources, etc.
- Serves as lead worker for programs that require coordination, such as Incept, social media, joint enrollment, etc.
- Evaluates and advises on academic programs and progress of students.
- Coordinates and communicates with faculty on academic program changes or updates.
- Assesses college compliance with Board of Regents degree requirements.
- Trains and supervises staff and/or student assistants.
- Provides and/or oversees graduation checkouts and audits the management of the college.
- Teaches or co-teaches GSU 1010 classes; conducts Incept informational sessions.
- Serves as mentor for Academic Advisors I and II.
- Performs other duties as assigned.

Knowledge, Skills and Abilities

- Knowledge of advisement theories and practices to help students achieve success.
- Excellent communication, time management and organizational skills.
- Ability to make sound judgments, problem solve and identify solutions.
- Ability to develop and maintain professional relationships.

Required Education and Experience

Bachelor’s degree and five years of related experience, or a combination of education and related experience.
Texas A&M University

BACKGROUND INFORMATION

TAMU is the state of Texas’ first public institution of higher education. It holds a population of more than 50,000 and grounds that consist of 5,200 acres. Because TAMU is among the nation’s largest universities it is not surprising that they have such an extensive tier-system for their academic advisors. One unique feature that the advisement department provides for their students is an actual syllabus that outlines the expectations of both the advisors and the students. An example of this is shown in the appendix.

FOUR TIERS

Academic Advisor I

General Description
Recruits and advises undergraduate students concerning their career goals and academic requirements; provides information on and refers students to University resources that can assist in meeting their needs or solving problems; may supervise projects.

Knowledge, Skills, and Abilities
- Provides academic advice to undergraduate students.
- Visits high schools to present and distribute information concerning University programs and opportunities.
- May advise or refer students and prospective students in areas concerning college admission and readmission, professional concerns, housing, financial aid, student services, degree programs, academic schedules, course schedules, course planning and selections, major options, and career and educational goals.
- Serves to facilitate the application and admission of students.
- Advises students with academic, probationary, and financial concerns.
- Reviews degree plans with students and processes add/drops, Q drops, withdrawals, and change of curriculums.
- Refers students on academic preparation, time management, test anxiety, and study skills to other University resources.
- Responds to inquiries from students and parents.
- Has knowledge of University and college policies and procedures.
- Monitors degree requirements.
- Interacts with college and other University offices regarding admissions, registration, advising and counseling.
- Provides input for development and revision of informational materials, handbooks, and newsletters for students and departments.
- Meets with prospective students.
- Meets with freshmen and transfer students during new student orientation conferences.
- Conducts various recruitment programs.
- May develop contacts with high school and community college teachers, counselors, and administrators as a mechanism for identifying students for recruitment fosters retention of identified groups of students through activities such as mentoring, monitoring of student grades, and other support programs.
• Implements projects to achieve specific activities or outcomes.
• Uses Compass for student registration, degree audit, course prerequisites, etc.
• Maintains records of student contacts.
• Performs other duties as required.

**Required Education and Experience**
Bachelor’s degree and knowledge of higher education. Prefer Bachelor’s degree and 9 months experience in advising, recruiting, teaching, coaching, student affairs or other related area.

**Academic Advisor II**

**General Description**
Recruits and advises undergraduate students concerning their career goals and academic requirements; provides information on and refers students to University resources that can assist in meeting their needs or solving problems; may supervise projects.

**Knowledge, Skills, and Abilities**
• Provides academic advice to undergraduate students.
• Visits high schools to present and distribute information concerning University programs and opportunities.
• Advises or refers students and prospective students in areas concerning college admission and readmission, professional concerns, housing, financial aid, student services, degree programs, academic schedules, course schedules, course planning and selections, major options, and career and educational goals.
• Serves to facilitate the application and admission of students.
• Advises students with academic, probationary, and financial concerns and determines possible courses of action.
• Reviews degree plans with students.
• Processes add/drops, Q drops, withdrawals, and change of curriculums and may process course substitutions and teacher certifications.
• Refers students on academic preparation, time management, test anxiety, and study skills to other University resources.
• Responds to inquiries from students and parents.
• Has knowledge of University and college policies and procedures.
• Monitors degree requirements.
• Interacts with college and other University offices regarding admissions, registration, advising and counseling.
• Develops and revises informational materials, handbooks, and newsletters for students and departments.
• Meets with prospective students.
• Meets with freshmen and transfer students during new student orientation conferences.
• Conducts various recruitment programs.
• Develops contacts with high school and community college teachers, counselors, and administrators as a mechanism for identifying students for recruitment.
• Fosters retention of identified groups of students through activities such as mentoring, monitoring of student grades, and other support programs.
• Implements projects to achieve specific activities or outcomes.

---

4 Compass is a student information system to maintain academic records for Texas A&M students.
• Uses Compass for student registration, degree audit, course prerequisites, etc.
• Maintains records of student contacts.
• Performs other duties as assigned.

**Required Education and Experience**

Bachelor’s degree with two years of experience in advising, recruiting, teaching, coaching, student affairs or other related area; or Master’s degree or above with no experience.

Prefer Master’s degree or above in education, counseling, or general subject area of placement and two years of experience in advising, recruiting, teaching, coaching, student affairs or other related area.

**Senior Academic Advisor I**

**General Description**

Serves as senior level position which may be required to teach courses, manage unit of professional and support personnel, and recruit and advise undergraduate and/or graduate students concerning their educational or career goals, academic requirements, and related personal concerns; provides information on and refers students to University resources that can assist them in meeting their needs or solving their problems; may develop or oversee projects.

**Knowledge, Skills, and Abilities**

• Coordinates specific functions, including the direction of professional and support personnel to accomplish those functions.
• Provides academic advice to undergraduate students.
• Advises students and prospective students in areas concerning college admission and readmission, inter-college transfer, professional concerns, housing, financial aid, student services, degree programs, academic schedules, course schedules, course planning and selections, major options, and career and educational goals.
• Designs and implements programs intended to facilitate the application, admission, and retention of students.
• Advises students with academic, probationary, financial concerns, related personal concerns and determines possible courses of action.
• Approves and signs degree plans, course substitutions, add/drops, Q drops, withdrawals, and change of curriculums.
• May approve and sign no grade drops, no record drops, and applications for readmission as authorized by Department Head.
• Approves, establishes, and monitors student probationary terms, as necessary.
• Advises students on academic preparation, time management, test anxiety, and study skills.
• Responds to inquiries from students and parents.
• Interprets University and college policies and procedures.
• Verifies completion of degree requirements.
• Prepares various academic and advising reports.
• Interacts with faculty to provide an exchange of information and to enhance the advisement of students.
• May provide liaison between college and other University offices regarding admissions, registration, degree audits, advising, and counseling.
• May assist in the development and revision of informational materials, handbooks, and newsletters for students, departments, and college.
• May assist in conducting new student orientation conferences for prospective, freshmen, and transfer students in the absence of the Department Head.
• Provides oversight of students during new student orientation conferences and registers new students.
• Develops and conducts high school, community college, and college recruitment programs.
• Develops and implements student support programs intended to enhance the retention of identified groups.
• Prepares various academic and advising reports.
• Assists in the development of systems for maintaining records of student contacts.
• Teaches courses as prescribed by the specific college or department to which assigned.
• Uses Compass for student registration, degree audit, course prerequisites, etc.
• Assists in the development of grant and funding proposals for enhancement programs for students.
• Serves as an ombudsperson to facilitate the application, admission, and retention of students.
• May exercise independent judgment for the adjustment of student records.
• Performs other duties as assigned.

Required Education and Experience
Bachelor’s degree with four years of experience in advising, recruiting, teaching, coaching, student affairs or other related area; or Master’s degree or above and two years of experience in advising, recruiting, teaching, coaching, student affairs or other related area.

Prefer Master’s degree or above in education, counseling, or general subject area of placement and four years of experience in advising, recruiting, teaching, coaching, student affairs or other related area.

Senior Academic Advisor II

General Description
Serves as senior level position which may be required to teach courses, manage unit of professional and support personnel, and recruit and advise undergraduate and/or graduate students concerning their educational or career goals, academic requirements, and related personal concerns; provides information on and refers students to University resources that can assist them in meeting their needs or solving their problems; may develop or oversee projects.

Knowledge, Skills, and Abilities
• Coordinates specific functions, including the direction of professional and support personnel to accomplish those functions.
• Provides academic advice to undergraduate students.
• May supervise or direct complete sections or functions of the office.
• Advises students and prospective students in areas concerning college admission and readmission, inter-college transfer, professional concerns, housing, financial aid, student services, degree programs, academic schedules, course schedules, course planning and selections, major options, and career and educational goals.
• Designs and implements programs intended to facilitate the application, admission, and retention of students.
• Advises students with academic, probationary, financial concerns, related personal concerns and determines possible courses of action.
• Approves and signs degree plans, course substitutions, add/drops, Q drops, withdrawals, and change of curriculums.
• Approves and signs no grade drops, no record drops, and transfer student and readmission applications in the absence of Department Head.
• Approves, establishes, and monitors student probationary terms, as necessary.
• Advises students on academic preparation, time management, test anxiety, and study skills.
• Responds to inquiries from students and parents.
• Interprets University and college policies and procedures.
• Verifies completion of degree requirements.
• Prepares various academic and advising reports.
• Interacts with faculty and serves as a resource person to provide an exchange of information and to enhance the advisement of students.
• Provides liaison between college and other University offices regarding admissions, registration, degree audits, advising, and counseling.
• Develops and revises informational materials, handbooks, and newsletters for students, departments, and college.
• Conducts new student orientation conferences for prospective, freshmen, and transfer students in the absence of the Department Head.
• Provides oversight of students during new student orientation conferences and registers new students.
• Develops and conducts high school, community college, and college recruitment programs.
• Develops and implements student support programs intended to enhance the retention of identified groups.
• Prepares various academic and advising reports.
• Develops and supervises systems for maintaining records of student contacts.
• Teaches courses as prescribed by the specific college or department to which assigned.
• Uses compass for student registration, degree audit, course prerequisites, etc.
• Assists in the development of grant and funding proposals for enhancement programs for students.
• Exercises independent judgment for the adjustment of student records.
• Serves as an ombudsperson to facilitate the application, admission, and retention of students.
• Performs other duties as assigned.

Required Education and Experience
Bachelor’s degree with six years of experience in advising, recruiting, teaching, coaching, student affairs or other related area; or Master’s degree or above and four years of experience in advising, recruiting, teaching, coaching, student affairs or other related area.

Prefer Master’s degree or above in education, counseling, or general subject area of placement and four years of experience in advising, recruiting, teaching, coaching, student affairs or other related area.
BACKGROUND INFORMATION

Starting in 2012, TU began a new advising structure in the Center for Undergraduate Advising. Before the change the tier system was set up with three levels which included Assistant Dean/ Director, Associate/Assistant Director, and Academic Advisor. According to Dr. Peter Jones, the Senior Vice Provost for Undergraduate Studies, the system needed a better structure due to high turnover rate of employed advisors and the increasing numbers of the student population. Once advisors felt they had done all they could do in the position they would seek out other advancing opportunities at other institutions or retire. Once the new system was put in place the competitive environment created substantial innovations from advisors who now had something to strive for.

FIVE LEVELS

**Associate Advisor**

**General Description**

Working under the regular guidance of more experienced advising staff, provides academic support by working with students and records. Helps to advise students concerning schedules, majors, hours, probation and/or suspension. Helps disseminate information regarding curriculum requirements, academic policy, and other related issues as they arise. Directs students to other appropriate advising staff, and may participate in meetings to discuss academic and professional goals. Helps prepare and present student orientation sessions, assists with course selections and registration activities.

The focus is on directing students to resources within the University that provide assistance in making career/academic major choices, as appropriate. Provides access to information and resources for the achievement of academic, career and personal goals. Acts as an advocate and referral source and provides consistent outreach and follow up services.

Occasionally represents College at various related internal and external meetings and events and helps to position Temple and advising as highly respected and proactive. Helps to facilitate communication of the Vision, Mission, policies and procedures and academic goals of the College and Temple University while assisting with their development and implementation.

Helps to coordinate advising with career planning.

**Required Education & Experience**

Bachelor’s degree and one year of experience in an academic setting in higher education or related field preferred. Advanced training and/or coursework towards advanced degree is preferred. A combination of education and experience may be considered.
Advisor I

General Description
Working under guidance of more experienced advising staff, advises students concerning schedules, majors, hours, probation and/or suspension. Helps disseminate information regarding curriculum requirements, academic policy, and other related issues as they arise. Meets regularly with assigned students to discuss academic and professional goals. Helps prepare and present student orientation sessions, assists with course selections and registration activities.

The focus is on academic advising and curriculum planning with students in an individual or group setting. This involves the development, coordination and implementation of educational counseling services geared to achieving, maintaining or improving student success and retention. The Advisor provides access to information and resources for the achievement of academic, career and personal goals. Acts as an advocate and referral source and provides consistent outreach and follow up services.

Represents College at various related internal and external meetings and events and helps to position advising at Temple as highly respected and proactive. Helps to facilitate communication of the vision, mission, policies and procedures, and academic goals of the college and Temple University while assisting with their development and implementation.

Helps to coordinate advising with career planning.

Knowledge, Skills, and Abilities
- Analytical - Uses intuition and experience to complement data.
- Problem Solving - Identifies and resolves problems in a timely manner.
- Project Management - Completes projects on time and budget.
- Technical Skills - Strives to continuously build knowledge and skills; Shares expertise with others.
- Customer Service - Manages difficult or emotional customer situations; Responds promptly to customer needs; Meets commitments.
- Interpersonal - Maintains confidentiality; Listens to others without interrupting; Remains open to others' ideas and tries new things.
- Oral Communication - Speaks clearly and persuasively in positive or negative situations; Participates in meetings.
- Team Work - Exhibits objectivity and openness to others' views.
- Written Communication - Writes clearly and informatively; Edits work for spelling and grammar; Quality Management - Demonstrates accuracy and thoroughness.
- Business Acumen - Understands business implications of decisions.
- Diversity - Shows respect and sensitivity for cultural differences.
- Ethics - Treats people with respect; Keeps commitments; Inspires the trust of others; Works with integrity and ethics; Upholds organizational values.
- Organizational Support - Follows policies and procedures; Completes administrative tasks correctly and on time; Supports organization's goals and values; Supports affirmative action and respects diversity.
- Strategic Thinking - Develops strategies to achieve organizational goals.
Adaptability - Adapts to changes in the work environment;

Attendance/Punctuality - Is consistently at work and on time; Ensures work responsibilities are covered when absent; Arrives at meetings and appointments on time.

Dependability - Follows instructions, responds to management direction; Takes responsibility for own actions; Keeps commitments; Completes tasks on time or notifies appropriate person with an alternate plan.

Initiative - Volunteers readily; Undertakes self-development activities; Seeks increased responsibilities; Takes independent actions and calculated risks; Looks for and takes advantage of opportunities; Asks for and offers help when needed.

Innovation - Displays original thinking and creativity; Meets challenges with resourcefulness; Generates suggestions for improving work; Develops innovative approaches and ideas; Presents ideas and information in a manner that gets others’ attention.

Judgment - Exhibits sound and accurate judgment.

Motivation - Sets and achieves challenging goals.

Planning/Organizing - Prioritizes and plans work activities; Uses time efficiently

Professionalism - Approaches others in a tactful manner; Treats others with respect and consideration regardless of their status or position; Follows through on commitments.

Quality - Demonstrates accuracy and thoroughness

Quantity - Meets productivity standards; Completes work in timely manner;

Safety and Security - Observes safety and security procedures.

**Required Education & Experience**

Master’s degree with six months or more of experience. Experience in an academic setting in higher education or related field preferred. A combination of education and experience may be considered.

**Advisor II**

**General Description**

Working under limited guidance advises students concerning an appropriate academic schedule, choice of major, number of hours that may be taken, probation, and/or suspension. Contact may be on individual or group basis. May provide direction guidance and project supervision to less experienced staff.

Works with faculty, staff and students to disseminate information regarding curriculum requirements, academic policy, and other related issues as they arise. Meets regularly with assigned students to discuss academic and professional goals. Prepares and presents student orientation sessions, assists with course selections and registration activities.

The focus is on academic advising and curriculum planning with students in an individual or group setting. This involves the development, coordination and implementation of educational counseling services geared to achieving, maintaining or improving student success and retention. The Advisor provides access to information and resources for the achievement of academic, career and personal goals. Acts as an advocate and referral source and provides consistent outreach and follow up services.

Periodically participates in cross functional student service initiatives.
Represents college at various related internal and external meetings and events and helps to position advising at Temple as highly respected and proactive. Helps to facilitate communication of the vision, mission, policies and procedures, and academic goals of the college and Temple University while assisting with their development and implementation.

Coordinates advising with career planning.

**Knowledge, Skills, and Abilities**

- Uses intuition and experience to complement data.
- Identifies and resolves problems in a timely manner; Gathers and analyzes information skillfully.
- Communicates changes and progress; Completes projects on time and budget.
- Strives to continuously build knowledge and skills; Shares expertise with others.
- Manages difficult or emotional customer situations; Responds promptly to customer needs; Responds to requests for service and assistance; Meets commitments.
- Focuses on solving conflict, not blaming; Maintains confidentiality; Listens to others without interrupting; Remains open to others' ideas and tries new things.
- Speaks clearly and persuasively in positive or negative situations; listens and gets clarification; Responds well to questions; Participates in meetings.
- Exhibits objectivity and openness to others' views.
- Writes clearly and informatively; Edits work for spelling and grammar; Varies writing style to meet needs; Presents numerical data effectively; Able to read and interpret written information.
- Demonstrates accuracy and thoroughness.
- Understands business implications of decisions.
- Shows respect and sensitivity for cultural differences.
- Treats people with respect; Keeps commitments; Inspires the trust of others; Works with integrity and ethics; Upholds organizational values.
- Follows policies and procedures; Completes administrative tasks correctly and on time; Supports organization's goals and values; Benefits organization through outside activities; Supports affirmative action and respects diversity.
- Develops strategies to achieve organizational goals.
- Adapts to changes in the work environment; Able to deal with frequent change, delays, or unexpected events.
- Is consistently at work and on time; Ensures work responsibilities are covered when absent; Arrives at meetings and appointments on time.
- Follows instructions; Responds to management direction; Takes responsibility for own actions; Keeps commitments; Commits to long hours of work when necessary to reach goals; Completes tasks on time or notifies appropriate person with an alternate plan.
- Volunteers readily; Undertakes self-development activities; Seeks increased responsibilities; Takes independent actions and calculated risks; Looks for and takes advantage of opportunities; Asks for and offers help when needed.
- Displays original thinking and creativity; Meets challenges with resourcefulness; Generates suggestions for improving work; Develops innovative approaches and ideas; Presents ideas and information in a manner that gets others' attention.
- Exhibits sound and accurate judgment.
- Sets and achieves challenging goals
- Uses time efficiently; Plans for additional resources; Sets goals and objectives.
- Professionalism - Approaches others in a tactful manner; Treats others with respect and consideration regardless of their status or position; Follows through on commitments.
- Demonstrates accuracy and thoroughness; Looks for ways to improve and promote quality; Applies feedback to improve performance; Monitors own work to ensure quality.
- Meets productivity standards; Completes work in timely manner; Strives to increase productivity; Works quickly.
- Safety and Security - Observes safety and security procedures.

**Required Education & Experience**

Master’s degree with one year and six months or more of experience and six months of advising experience in an academic setting in higher education. A combination of education and experience may be considered.

**Senior Advisor**

**General Description**

Serves as a senior and academic advisor with responsibility for staff coordination and comprehensive quality-control of academic advising and services. Provides periodic supervision and leadership to various advising staff functions and counseling activities, evaluation of advising staff training requirements and the design and implementation of academic advising protocol for students. Participates in the recruitment and evaluation of advising and support staff personnel. Charged to oversee the activities and services provided to students and departmental academic advising/counseling services and to mentor other advisors, counselors and other academic support positions to help assure students receive consistently positive and effective advising services.

Works collegially with faculty, staff and students to disseminate information regarding curriculum requirements, academic policy, and other related issues as they arise. Meets regularly with assigned students to discuss academic and professional goals. Prepares and presents student orientation sessions, assists with course selections and registration activities.

The position is involved with all aspects of advising and includes the development, coordination and implementation of educational counseling services geared to achieving, maintaining or improving student success and retention. Exercises considerable autonomy with coordinating and decision-making impacting a wide scope, affecting a larger student population resulting in great impact and exposure. Work is reviewed under administrative supervision and may include supervising others.

Acts as an advocate and referral source and provides consistent outreach and follow up services.

Helps initiate and implements cross functional student service initiatives.

Often represents college at various related internal and external meetings and events and helps to position advising at Temple as highly respected and proactive. Facilitates communication of the vision, mission, policies and procedures, and academic goals of the college and Temple University while assisting with their development and implementation.

Assures advising is integrated with career planning.
Knowledge, Skills, and Abilities

- Uses intuition and experience to complement data.
- Problem Solving - Identifies and resolves problems in a timely manner; Gathers and analyzes information skillfully; Develops alternative solutions; Uses reason even when dealing with emotional topics.
- Communicates changes and progress; Completes projects on time and budget.
- Strives to continuously build knowledge and skills; Shares expertise with others.
- Manages difficult or emotional customer situations; Responds promptly to customer needs; Solicits customer feedback to improve service; Responds to requests for service and assistance; Meets commitments.
- Focuses on solving conflict, not blaming; Maintains confidentiality; Listens to others without interrupting; Keeps emotions under control; Remains open to others' ideas and tries new things.
- Speaks clearly and persuasively in positive or negative situations; Listens and gets clarification; Responds well to questions; Demonstrates group presentation skills; Participates in meetings.
- Exhibits objectivity and openness to others' views.
- Writes clearly and informatively; Edits work for spelling and grammar; Varies writing style to meet needs; Presents numerical data effectively; Able to read and interpret written information.
- Demonstrates accuracy and thoroughness.
- Understands business implications of decisions.
- Shows respect and sensitivity for cultural differences.
- Treats people with respect; Keeps commitments; Inspires the trust of others; Works with integrity and ethics; Upholds organizational values.
- Follows policies and procedures; Completes administrative tasks correctly and on time; Supports organization's goals and values; Benefits organization through outside activities; Supports affirmative action and respects diversity.
- Develops strategies to achieve organizational goals.
- Adapts to changes in the work environment; Able to deal with frequent change, delays, or unexpected events.
- Is consistently at work and on time; Ensures work responsibilities are covered when absent; Arrives at meetings and appointments on time.
- Follows instructions, responds to management direction; Takes responsibility for own actions; Keeps commitments; Commits to long hours of work when necessary to reach goals; Completes tasks on time or notifies appropriate person with an alternate plan.
- Volunteers readily; Undertakes self-development activities; Seeks increased responsibilities; Takes independent actions and calculated risks; Looks for and takes advantage of opportunities; Asks for and offers help when needed.
- Displays original thinking and creativity; Meets challenges with resourcefulness; Generates suggestions for improving work; Develops innovative approaches and ideas; Presents ideas and information in a manner that gets others' attention.
- Exhibits sound and accurate judgment.
- Sets and achieves challenging goals.
- Prioritizes and plans work activities; Uses time efficiently; Plans for additional resources; Sets goals and objectives.
- Approaches others in a tactful manner; Treats others with respect and consideration regardless of their status or position; Follows through on commitments.
- Demonstrates accuracy and thoroughness; Looks for ways to improve and promote quality; Applies feedback to improve performance; Monitors own work to ensure quality.
• Meets productivity standards; Completes work in timely manner; Strives to increase productivity; Works quickly.

**Required Education & Experience**
Relevant Master's degree and three or more years required. At least 1.5 years advising experience in an academic setting in higher education; demonstrated leadership / project management experience; training design and / or delivery exposure. Comparable experience may be considered.

**Principle Advisor**

**General Description**
Provides consultation, guidance, and professional leadership in the development of advisement and recruitment programs, initiatives, and strategies for University academic departments. Serves as a consulting academic advisor for multiple schools with responsibility for advising program assessment, development of new programs and the dissemination of information concerning degree requirements. Performs needed assessments, evaluates and analyzes unit's effectiveness; develops recommendations, initiates appropriate action to ensure implementation.

Is distinguished from lower level positions in that is performed with a high degree of autonomy under general supervision of a director level or higher position, and has substantially more focus on instructing, training and advising program metrics to recommend improvements. Handles or provides consultation on complex individual issues related to degree matriculation. Has key role in the recruitment and evaluation of advising and support staff personnel.

Works closely with faculty and advising management staff to provide professional guidance, consultation, representation, and support to University and community constituencies on matters, trends, and issues pertaining to the advisement and/or retention and course design. Regularly develops and conducts informational seminars and workshops for students, faculty, advisors and career counselors. Develops research proposals, writes grants, and prepares presentations in the field of academic advising and student support services. Develops and maintains a network of collaborative relationships with other academic institutions and organizations, as well as with University colleagues with respect to academic advisement and student retention programs, initiatives, and issues. Researches, develops and applies technology to support advising programs and services researching literature on student retention, attending workshops, conferences, and seminars specifically addressing student advisement and retention.

Serves as a source of professional expertise on a wide array of academic affairs topics. Maintains and disseminates a current knowledge and understanding of relevant developments, trends, policies, and emerging issues within the community and the general higher education environment.

**Knowledge, Skills, and Abilities**
• Uses intuition and experience to complement data.
• Identifies and resolves problems in a timely manner; Gathers and analyzes information skillfully; Develops alternative solutions; Uses reason even when dealing with emotional topics.
Communicates changes and progress; Completes projects on time and budget.
Strives to continuously build knowledge and skills; Shares expertise with others.
Manages difficult or emotional customer situations; Responds promptly to customer needs; Solicits customer feedback to improve service; Responds to requests for service and assistance; Meets commitments.
Focuses on solving conflict, not blaming; Maintains confidentiality; Listens to others without interrupting; Keeps emotions under control; Remains open to others' ideas and tries new things.
 Speaks clearly and persuasively in positive or negative situations; Listens and gets clarification; Responds well to questions; Demonstrates group presentation skills; Participates in meetings.
Exhibits objectivity and openness to others' views.
Writes clearly and informatively; Edits work for spelling and grammar; Varies writing style to meet needs; Presents numerical data effectively; Able to read and interpret written information.
Demonstrates accuracy and thoroughness.
Understands business implications of decisions.
Shows respect and sensitivity for cultural differences.
Treats people with respect; Keeps commitments; Inspires the trust of others; Works with integrity and ethics; Upholds organizational values.
Follows policies and procedures; Completes administrative tasks correctly and on time; supports organization's goals and values; Benefits organization through outside activities; Supports affirmative action and respects diversity.
Develops strategies to achieve organizational goals.
Adapts to changes in the work environment; Able to deal with frequent change, delays, or unexpected events.
Is consistently at work and on time; Ensures work responsibilities are covered when absent; Arrives at meetings and appointments on time.
Follows instructions, responds to management direction; Takes responsibility for own actions; Keeps commitments; Commits to long hours of work when necessary to reach goals; Completes tasks on time or notifies appropriate person with an alternate plan.
Volunteers readily; Undertakes self-development activities; Seeks increased responsibilities; Takes independent actions and calculated risks; Looks for and takes advantage of opportunities; Asks for and offers help when needed.
Displays original thinking and creativity; Meets challenges with resourcefulness; Generates suggestions for improving work; Develops innovative approaches and ideas; Presents ideas and information in a manner that gets others' attention.
Exhibits sound and accurate judgment.
Sets and achieves challenging goals.
Prioritizes and plans work activities; Uses time efficiently; Plans for additional resources; Sets goals and objectives.
Approaches others in a tactful manner; Treats others with respect and consideration regardless of their status or position; Follows through on commitments.
Demonstrates accuracy and thoroughness; Looks for ways to improve and promote quality; Applies feedback to improve performance; Monitors own work to ensure quality.
Meets productivity standards; Completes work in timely manner; Strives to increase productivity; Works quickly.
Observes safety and security procedures.
**Required Education & Experience**
Relevant Master's degree and three or more years required. At least 2 years advising experience in an academic setting in higher education; demonstrated leadership / project management experience; training design and / or delivery exposure. One year teaching, instructing or training experience. Academic affairs research experience preferred. Closely comparable experience may be considered.
Appendix
The following documents were kept for the reference of potential academic advisor positions:

GSU Position Review Form................................................................. 24
GSU Interview Questions ................................................................. 30
GSU Reference Forms ................................................................. 33
TAMU Advisement Syllabus......................................................... 37
TU Flow Chart.............................................................................. 40
Position Review Form

<table>
<thead>
<tr>
<th>College or Division: Associate Provost for Academic Programs</th>
<th>HR Position #: (Leave blank if new position)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department/Unit Name: Enrollment Services</td>
<td></td>
</tr>
<tr>
<td>FLSA: Exempt</td>
<td></td>
</tr>
<tr>
<td>Exempt</td>
<td></td>
</tr>
<tr>
<td>Dept Budget #: 419310000</td>
<td></td>
</tr>
<tr>
<td>Budget Speedtype: ENSVC</td>
<td></td>
</tr>
<tr>
<td>Funding Source: State Funds</td>
<td></td>
</tr>
<tr>
<td>(Please “x” one)</td>
<td></td>
</tr>
<tr>
<td>Grant/Sponsored Funds</td>
<td></td>
</tr>
</tbody>
</table>

**POSITION ACTION REQUESTED (Please “x”)**

- Classify a new position please create 15 positions

| Review a vacant position. Name & Job Title of Last Incumbent: |
| Review a position with an incumbent. Name & Job Title of Incumbent: |
| Other (e.g. Update Only, FLSA Review, Demotion, Market Analysis, etc.) Please describe: |

**DEPARTMENT RECOMMENDATION (optional):**

<table>
<thead>
<tr>
<th>Title &amp; BCAT</th>
<th>Academic Advisor II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paygrade or Band/Zone:</td>
<td>13</td>
</tr>
<tr>
<td>Salary Range</td>
<td>Non-Exempt</td>
</tr>
<tr>
<td>FLSA Status</td>
<td>Non-Exempt</td>
</tr>
<tr>
<td>Effective Date If Implemented</td>
<td>Mo 07 Day 01 Year 2012</td>
</tr>
<tr>
<td>Earliest Effective Date:</td>
<td>Mo Day Year</td>
</tr>
</tbody>
</table>

**For HR Use Only**

| Classification and Compensation Reviewer: | Date: |

**APPROVALS**

<table>
<thead>
<tr>
<th>Primary Contact Person</th>
<th>Jowanna Tillman</th>
<th>Phone</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authorizing Official</td>
<td>Wanda Taylor</td>
<td>2587</td>
<td></td>
</tr>
<tr>
<td>HRAC Rep or Organization Rep</td>
<td>Tim Renick</td>
<td>2579</td>
<td></td>
</tr>
<tr>
<td>Vice President/Dean</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Organization Chart for the Position

Please submit the following:

Attached is an organization chart for the position. Peer comparisons are indicated below.

Place of this position in the organization is described below in the organization chart.

II. Position Summary (for New Position) or Summary of Change (for Existing Position)

Describe specifically why you want to create this position or how the duties of this position have changed in terms of job responsibilities (e.g., supervisory responsibility, level of decision-making, exercising judgment and degree of independence).

GSU has been tasked with increasing student retention which will lead to higher graduation rates. Creating the three levels of academic advisement will help the university meet this strategic goal.

The Academic Advisor II assists academic departments/units with verbal or written academic plan, advisement interpretation and implementation of university policies and procedures in the areas of student enrollment and evaluation. Provides information to, and advises both enrolled and prospective students regarding the academic programs offered by the University or a specific department, including requirements for admission and retention through graduation; may coordinate the work of entry level academic advisors.

An Academic Advisor II should be familiar with Microsoft Word, Excel, Banner and have experiences with programs similar to crystal reports, degree works, CAPP, etc.
III. Essential Duties/Responsibilities

List the essential duties performed as a regular part of the job. Group related duties together in a sentence or paragraph. After listing specific duties, estimate the percentage of time required to perform each in the right column. The total percentage of time required to perform all of duties listed should equal 100%.

<table>
<thead>
<tr>
<th>Essential Functions/Responsibilities</th>
<th>% Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advises prospective and current students about academic requirements and selection of courses. Disseminates information on university policies and procedures to faculty, parents, students, etc. Maintains students' files updated throughout their academic careers and makes changes to records as necessary. Analyzes and processes requests for readmission from academic exclusion, and financial aid reinstatements; provides retention services for students who are part of the Academic Improvement Program. Audits student records for curriculum, major and graduation requirements. Evaluates and determines transfer credits; researches course descriptions to determine transferability. Compares transcripts with entrance and graduation requirements, and advises students on appropriate actions. Participates in mandatory advisement sessions.</td>
<td>40%</td>
</tr>
<tr>
<td>Evaluates and maintains student records for degree requirements using academic evaluation system. Monitors student registration activities and academic performance/progress. Coordinates communications to students regarding course scheduling, core and major requirements, academic resources, etc. Determines award recipients based on academic performance. Reviews course adjustment forms and petitions for readmission of students. Processes applications for state certifications, etc.</td>
<td>25%</td>
</tr>
<tr>
<td>Monitors and tracks the retention, progression and graduation of all students within assigned population. Assists in the preparation of special reports relating to enrollment and related matters.</td>
<td>20%</td>
</tr>
<tr>
<td>Teaches or co-teaches GSU 1010 classes. Conducts Incept informational sessions. Serves as a mentor for Academic Advisor I.</td>
<td>15%</td>
</tr>
</tbody>
</table>
### IV. Contacts and Communications

<table>
<thead>
<tr>
<th>CHECK (X) IF POSITION HAS CONTACT</th>
<th>TYPE OF CONTACT</th>
<th>FREQUENCY OF CONTACT</th>
<th>TYPICAL EXAMPLES OF CONTACT IF MORE THAN OCCASIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Public / General Callers / Campus Visitors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prospective Students / Their Parents</td>
<td></td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Enrolled Students / Their Parents</td>
<td></td>
<td>H</td>
<td></td>
</tr>
<tr>
<td>Alumni/Current or Potential Donors</td>
<td></td>
<td>O</td>
<td></td>
</tr>
<tr>
<td>Governor / USG Regents / State Legislators</td>
<td></td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>GSU President / Provost / Vice Presidents</td>
<td></td>
<td>O</td>
<td></td>
</tr>
<tr>
<td>GSU Deans / AVPs / Dept. Chairs / Division Directors</td>
<td></td>
<td>O</td>
<td></td>
</tr>
<tr>
<td>GSU Campus Faculty</td>
<td></td>
<td>O</td>
<td></td>
</tr>
<tr>
<td>GSU Campus Managers / Professional Staff</td>
<td></td>
<td>O</td>
<td></td>
</tr>
<tr>
<td>GSU Campus Support Staff</td>
<td></td>
<td>O</td>
<td></td>
</tr>
<tr>
<td>University / Divisional / College Committees</td>
<td></td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Ad hoc Cross Functional Project Teams</td>
<td></td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>BOR Central Office / Other USG System Campuses</td>
<td></td>
<td>O</td>
<td></td>
</tr>
<tr>
<td>Outside Vendors / Contractors</td>
<td></td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Outside Professional Organizations</td>
<td></td>
<td>O</td>
<td></td>
</tr>
<tr>
<td>Outside Media</td>
<td></td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Gov’t Agencies / Regulators / Accrediting Agencies</td>
<td></td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Research / Grant Funding Agencies</td>
<td></td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
V. Supervisory Responsibilities
Check the item below that best describes the position’s level of supervisory responsibilities.

| Provide direct independent supervision (e.g., hiring, firing, training, conducting performance evaluations, and taking disciplinary actions). |
| Serve as a lead worker (e.g., coordinates the assignment or performance of tasks by other peers and/or team members). |
| Not Applicable |
| Other (Please Specify): |

VI. Independent Action/Judgment
To what extent is independent action or judgment typically required in this position? Check the item below that best describes the position’s level of responsibility.

| This position requires following written or oral procedures or practices. |
| Activities and decisions are somewhat routine, requiring occasional independent action and judgment. |
| Activities and decisions are varied in nature, requiring independent action and judgment in solving common problems. Unusual cases or questionable matters are resolved by this position’s manager/supervisor. |
| Activities and decisions are varied in nature. Requires solving both common and unusual problems. The position’s manager/supervisor is consulted for clarification of policies only where needed. |
| Activities and decisions are highly complex. Significant independent action and judgment are required subject to university-wide policies. |

VII. Budget Responsibilities
Check the item(s) below which best describe this position’s budgetary responsibilities.

| □ Planning | □ Maintaining | □ Preparation | □ Monitoring |
| Does the position have signature authority? | □ Yes | xx□ No |
| If yes, what is the dollar amount? | $ |
| Total department operating budget: | $ |
| Grant(s) budget: | $ |
| What is the total budget amount for which this position has responsibility? | $ |
| Please indicate the number of employees in the department. | Staff: | Faculty: |

VIII. Consequence of Errors
Describe the consequence of errors or the risks involved from decisions made or action taken by this position.

It is critical that advisement information be disseminated properly and shared with all students in a consistent and accurate manner. Errors in advisement could lead to misinformation and this could lead to a delay in a student's progress toward degree and graduation. In addition, errors in both advisement and articulation would adversely affect the reputation of the office and University.
IX. Confidential/Sensitive Information
Does this position have responsibility of dealing with information that would ordinarily be considered sensitive, privileged, or confidential?
☐ No
☒ Yes (Please describe below)

This position handles academic records of all students within the colleges of articulation and within the assigned population for advisement. In addition, many prospective student files are also seen by this position.

X. Working Environment
Check the one box that best describes this position’s work environment

- Work environment involves minimal physical risks.
- Work environment involves some physical risks that require following basic safety precautions.
- Work environment involves exposure to potentially dangerous chemicals or materials and situations that require following extensive safety precautions, including the use of protective gear.

XI. Work Experience/Educational Background
Please complete Section A or Section B. Published MHSs can be found at the following link:
http://www2.gsu.edu/~wwwhre/class&comp/mhsgeneralinfo.htm

A. ☒ Use Published Minimum Hiring Standards on file for Job Title

Or

B. Use information below to develop Minimum Hiring Standards for Job Title

Indicate below the level of work experience you think may be required for this position. This information will be used to develop the MHS for this position.

<table>
<thead>
<tr>
<th>Experience Level</th>
<th>1 year</th>
<th>2 years</th>
<th>3 years</th>
<th>4 years</th>
</tr>
</thead>
</table>
| High school diploma or equivalent
| Post high school trade or technical
| Some college, or associate’s degree
| Bachelor’s degree
| Master’s degree
| Doctoral degree
| A combination of work experience, including training and education, may be substituted for degree

Indicate below the level of education you think may be required for this position. This information will be used to develop the MHS for this position.

<table>
<thead>
<tr>
<th>Field</th>
</tr>
</thead>
</table>

Specify any areas of training, content expertise, and/or licensure/certification ordinarily expected of a competitive candidate.

XII. Additional Information
If this is a reclassification request for an incumbent, please complete the “Position Review Form Supplement” (PRFS). The supplement is to be submitted with this PRF.
Interview Questions – Academic Advisor I

1. Why are you interested in this position?

2. What qualities do you think an Academic Advisor should have?

3. As an Academic Advisor, what do you foresee your job responsibilities being on a daily basis?

4. Describe a time when you were faced with problems or stresses at work that tested your coping skills. What did you do?

5. Tell us about a time when you had to deal with a disgruntled individual in a work situation.

6. Advisors at times must deliver “bad news” about majors, petitions, etc. Describe a time you had to deliver bad news and how it was received by the person.

7. What is an example of an ethical situation you faced at work and how did you resolve it?

8. Please provide your specific experiences in giving presentations to large and small groups? What is your most successful experience in speech making?

9. Describe the most creative work-related project you have completed.

10. Give us an example where you turned a failure into a positive.

11. What student information system have you used? How did you learn to use it?

12. If you had a preference, which academic areas do you have the most interest?

13. Do you have any questions for the committee?

You will have 15 minutes to draft a response.

One of the goals of the University Advisement Center is to increase the number of students who receive advisement at Georgia State. At the beginning of each semester, every advisor is expected to send an individual email to each student in his or her population. The purpose of the email is to introduce the advisor to the students and to encourage the students to sign up for an advisement session.

Please type the email that you would send.
Interview Questions – Academic Advisor II and III

1. Why are you interested in this position?

2. What are the top three traits/skills an academic advisor needs to be an effective advisor?

3. What are three examples of the differences in support needed for students who are the first in their families to go to college compared to peers with traditions of college attendance?

4. What is the role of academic advising in student retention?

5. How do you determine or evaluate your success as an advisor?

6. How do you share disappointing counseling news with students?

7. What have been your experiences in working with diverse student body and how do they inform your work as an academic advisor?

8. Tell us about a time when you had to deal with a disgruntled individual in a work situation.

9. What role do advisors play in getting students involved in co-curricular opportunities?

10. How could you help a student who resisted all of your advice?

11. What is an example of an ethical situation you faced at work and how did you resolve it?

12. Please provide your specific experiences in giving presentations to large and small groups? What is your most successful experience in speech making?

13. What student information system have you used? How did you learn to use it?

14. If you had a preference, which academic areas do you have the most interest?

15. Do you have any questions for the committee?
Please craft an email to this student that details your advisement concerns based on the information indicated below. Please add your name in the subject line and email document to #####.

At a given university, students are allowed to withdraw from a class with a grade of “W” a maximum of 6 times during their undergraduate careers. A grade of “W” allows a student to withdraw from a course without penalty. However, if a student withdraws a 7th time, they will receive a grade of “WF”. A grade of “WF” indicates withdrawal while failing. When a student receives a “WF” no credit toward graduation is given for the course and a zero is added to the student’s grade point average. At the beginning of the fall 2012 semester, you observe that one of the students in your population has 5 withdrawals. This student has dropped a course nearly every semester of enrollment. Below is her academic information:

Name: Georgia Stating
Cohort: 2010
Hours Earned: 52
GPA: 2.9
Major: Biology
Scholarship Status: Hope Recipient
Hours Registered Fall 2012: 16

After reviewing the progress markers for the biology major you notice that this student is not registered to take Principles of Biology, (BIO 2108) this term. The progression markers of the department indicate that this class must be completed in the sophomore year to remain on track for the biology major. She earned a C+ in Biology 2107. Your notes from an advisement session with the student last year indicate that she wants to go to medical school.
# Telephone Reference Check Form for Academic Advisor I

## Applicant Information

<table>
<thead>
<tr>
<th>Applicant Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last</td>
<td>First</td>
</tr>
</tbody>
</table>

PositionApplied for: ____________________________________________________________

Recruiter Name: ________________________________________________________________

## Contact Information

Name of Contact w/ business relationship: __________________________________________

Title: ___________________________ Phone: (________) ___________________________

Company: _________________________________________________________________

Address: _________________________________________________________________

<table>
<thead>
<tr>
<th>Street Address</th>
<th>Suite #</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td>State</td>
</tr>
</tbody>
</table>

## Reference Comments

Was this person an employee of your company?  YES  NO

When?  DATE: __________  END DATE: __________

What was the person’s position on the last day of employment? ________________________________

Read overview of position. How does the work this person did for you translate to what I am looking for?

What do you anticipate I will find to be this person’s real strength, and what areas would benefit from constructive coaching or mentoring?

This person will interact with students, parents, faculty and staff. How has the person affected your organization's bottom line through customer service?

How would you characterize the applicant’s problem-solving skills?
How would you characterize the person’s technical skills?

Did the person work on multiple projects at once? If so, how did he/she handle it?

Please describe a time when the person had a conflict with a co-worker. How did he/she handle it?

What was the applicant’s reason for leaving your employ?

Would you rehire this applicant?    YES    NO

Is there anything else you would like to add?
## Telephone Reference Check Form for Advisor II and III

### Applicant Information

<table>
<thead>
<tr>
<th>Applicant Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last</td>
<td>First</td>
</tr>
<tr>
<td>Position Applied for:</td>
<td></td>
</tr>
<tr>
<td>Recruiter Name:</td>
<td></td>
</tr>
</tbody>
</table>

### Contact Information

<table>
<thead>
<tr>
<th>Name of Contact w/ business relationship:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Phone:</td>
</tr>
<tr>
<td>Company:</td>
<td></td>
</tr>
<tr>
<td>Address:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Street Address</th>
<th>Suite #</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td>State</td>
</tr>
</tbody>
</table>

### Reference Comments

- Was this person an employee of your company?  
  - YES  
  - NO
- When?  
  - START DATE:  
  - END DATE: 
- What was the person’s position on the last day of employment?  
  - Read overview of position. How does the work this person did for you translate to what I am looking for?
- What do you anticipate I will find to be this person’s real strength, and what areas would benefit from constructive coaching or mentoring?
- This person will interact with students, parents, faculty and staff. How has the person affected your organization’s bottom line through customer service?
- How would you characterize the applicant’s problem-solving skills?
How would you characterize the person’s technical skills? How has the person utilized data to inform their work?

Did the person work on multiple projects at once? If so, how did he/she handle it?

What types of tasks did this person handle well on their own, and what things required structured supervision?

Please describe a time when the person had a conflict with a co-worker. How did he/she handle it?

What was the applicant’s reason for leaving your employ?

Would you rehire this applicant?  

YES ☐  NO ☐

Is there anything else you would like to add?
Transition Academic Programs Advising Syllabus

Location: Hotard Hall, 3rd Floor
Phone: 979-845-5916
E-mail: gap-gest@tamu.edu
Hours: Advising Hours may vary:
Please call prior to coming to the office as a walk-in.
Walk-ins: 8:15 - 11:30 am. Monday – Friday
Appointments: 1:15 - 4:30 pm. Monday – Friday

Phone lines are open from 8am-5pm, Monday through Friday, except holidays.

<table>
<thead>
<tr>
<th>Advising Staff</th>
<th>Executive Director:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amy Connolly</td>
<td>Dr. Kriss Boyd</td>
</tr>
<tr>
<td>Adrian Garza*</td>
<td>Director, Programs:</td>
</tr>
<tr>
<td>Andy Gibson*</td>
<td>Dr. Russ Graves</td>
</tr>
<tr>
<td>Neva Hughes*</td>
<td>Director, Academic Advising:</td>
</tr>
<tr>
<td></td>
<td>Dr. Karl Mooney</td>
</tr>
<tr>
<td>Allison Madera</td>
<td>Director, Aggie Access:</td>
</tr>
<tr>
<td>Latoya Sutton</td>
<td>Dr. Laura Wimberley</td>
</tr>
</tbody>
</table>

Career Advisor: Michael Shehane

*Students in the FOCUS Learning Communities are encouraged to meet with one of these four Advisors.

Required Materials and Resources:
Texas A&M University Catalog: http://catalog.tamu.edu
TAP website: http://tap.tamu.edu
Texas A&M University homepage: http://www.tamu.edu
Academic Calendar: http://registrar.tamu.edu/general/calendar.aspx
Final Exam Schedule: http://registrar.tamu.edu/general/finalschedule.aspx
Student Rules: http://student-rules.tamu.edu/

Personal Calendar/Date book/Planner

Syllabi from all courses

University Identification Number (UIN) and Texas A&M University Student ID card
Please note: To ensure proper and accurate academic advising, it is critical that you have all transfer work sent via official transcripts to the Texas A&M University Registrar’s Office as soon as grades are posted. This includes any courses taken for “dual credit” or “co-enrollment” while in high school, International Baccalaureate credits, and credit by exam (i.e., CLEP, Advanced Placement, etc.).

Statement on Academic Advising: The primary purpose of academic advising at Texas A&M University is to assist students in their development of meaningful educational plans that are compatible with their personal abilities and goals. The ultimate responsibility for making decisions about personal goals and educational plans rests with the individual student.

Transition Academic Programs Vision Statement: Our vision is that all students will find that our advocacy contributes to a supportive environment at Texas A&M University. Most students experience the uncertainties of the transition into a complex university. Our students will identify new goals and objectives for their university experience, make progress toward personal, academic, intellectual, and professional aspirations, and become capable of moving into society as responsible citizens who understand the importance of lifelong learning in the development of character and ethical leadership. (TAP website)

What Students Can Expect from Academic Advisors - Advisors are:
Knowledgeable about degree programs at Texas A&M University;
TAP Advising Syllabus / 02142011

Familiar with rules and regulations;

Experienced with designing balanced course loads;

Here to listen to students’ concerns and respect individual student values and choices;

Experts in helping students create educational and professional objectives that suit the students’ demonstrated abilities and interests.

Advisors will:
Encourage and guide students as they define and develop realistic goals;

Assist students in understanding the purposes and goals of higher education, General Studies, Core Curriculum, and the Common Body of Knowledge requirements, and the effects on the students’ lives and personal goals;

Monitor and accurately document students’ progress toward meeting their goals;

Assist students in gaining decision-making skills;

Maintain confidentiality;

Provide accurate information about General Studies requirements and change of major requirements;

Refer students to specialized campus services and resources;

Only send notices to and only respond to correspondence from a student’s NEO/TAMU e-mail address;

Assist with course selection and registration;

Process Q-drops and Withdrawals.
What Academic Advisors Expect From Students - Students are expected to:
Plan ahead and schedule an advising appointment each semester;
Come in early – when first experiencing difficulty;
Access and read one’s NEO/TAMU e-mail daily;
Be open and willing to consider advice from faculty, academic advisors, and other mentors;
Be respectful of the advisor’s time and call ahead to cancel or reschedule an appointment;
Silence any electronic devices while waiting to see an advisor and during the advising appointment;
Take notes during the advising meetings and keep written record of the sessions (bring pen and paper!);
Be prepared with questions and ideas for possible future coursework, internships, study abroad, etc.;
Research possible majors and degree requirements and understand the process of declaring a major;
Accept responsibility for one’s decisions and actions;
Live according to the Aggie Honor Code: “An Aggie does not lie, cheat, or steal, or tolerate those who do.”

What Students Can Learn From Academic Advising:
• How one’s interests can connect to academic majors
• How to interact with faculty and administrators
• The art of setting one’s priorities
• That the University provides numerous opportunities to become involved
• That doing things on time and ahead of schedule makes life easier

Americans with Disabilities Act (ADA) Policy –
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Aggie Code of Honor – An Aggie does not lie, cheat, or steal or tolerate those who do.

Family Educational Rights and Privacy Act (FERPA)
FERPA stands for Family Educational Rights and Privacy Act of 1974, as Amended. It is commonly known as FERPA, the Privacy Act or the Buckley Amendment. It is a federal law designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. For further and current information about FERPA, please click on the following hyperlink http://registrar.tamu.edu/General/FERPA.aspx.

TAP Advising Syllabus / 02142011
Temple University Academic Advisement Structure

The way it was

Asst Dean/ Director
T27-T30

Associate/Assistant Director
T25- T27

Academic Advisor
T24/TAUP L13
The New Advising Structure

Temple University Academic Advisement Structure