

Recommended Adviser Position Descriptions
ISU University Academic Advising Committee
February, 2009

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White Paper on “Appropriate” Adviser Load

NACADA Information Regarding Adviser Load.

IOWA STATE UNIVERSITY

OF SCIENCE AND TECHNOLOGY

Interoffice Communication

Date: February 2, 2009

To: Cindy Frederickson & Tom Brumm
Co-Chairs, University Academic Advising Committee

From: Jane R. Jacobson
Director, LAS Student Academic Services
102 Catt Hall

Re: Final report from UAAC Task Force on Advising Positions

In 2008 the University Academic Advising Committee appointed a task force to work with the University's Human Resources Office to update the position descriptions for academic advisers across campus. Over the next twelve months the task force met with Human Resources and all of the undergraduate colleges, gathering information on Human Resource practices, advising responsibilities, professional profiles of recent hires, and trends in expectations and roles of academic advisers over the past 15 years. The task force also looked at models at other institutions and spoke with advising coordinators at peer institutions.

The task force concluded that the existing structure of advising positions needed to be expanded. The attached documents describe four levels of academic advising. They reflect a progression of responsibilities, experience, and educational credentialing. These four levels would be available to academic advising units and departments in all undergraduate colleges. The task force recognizes the need for a fifth level of adviser – Director of Academic Advising. This would be a college-level position, similar to existing college-level positions for Director of Career Services and Director of Recruitment. At present only three individuals hold positions that would qualify for this position. Hence, the task force focused its attention on the first four levels. Development of the Director position will be completed by the end of 2009.

The matrices describe the primary responsibilities for academic advisers across the campus. They are designed to show advisers and advising coordinators or department chairs the scope of advising responsibilities. Coordinators and department chairs will be encouraged to identify their needed advising tasks and the level of responsibility and then match it to the appropriate Advising Position level. This should promote more standardization of advising positions across the university and more equity of positions held by specific advisers. The matrices also represent a shopping list of advising tasks. Individual units and departments will select those that are most important to them in designing their unique advising position descriptions.

The task force also concluded that advising coordinators or department chairs lack a method to measure individual professional development. At present no such document exists for any professional and scientific classification at Iowa State. Therefore, the task force developed the attached "Professional Development Within Position" document. This identifies specific categories in which individual advisers may choose to grow within the profession. It also

recognizes contributions that advisers make on this campus and to their professional organizations. The chart allows supervisors to identify and measure contributions and provides evidence on which to base salary increases within positions. This document should address the concerns of advisers that they are trapped in the bottom-third of the pay matrix and the frustrations of supervisors who currently have no real basis for salary rewards. The document should also encourage advisers to continue to grow professionally.

The position descriptions and the Professional Development Within Position have been reviewed and approved by all of the undergraduate colleges. I ask that you present these to Associate Provost for Academic Programs David Holger and Associate Vice President for Human Resource Services Carla Espinoza.

The task force understands that if adopted, all advising positions on campus will need to be reviewed and reclassified. In preparing the documents the task force identified many P&S positions that do academic advising, but are classified as program coordinators or student services specialists. The task force recommends that any position where at least 50% of the functions are covered by the academic advising matrix be reclassified as an academic advising position. This will re-unify academic advising across the campus and position it well for future growth and development.

After much discussion, the task force chose not to address concerns about advisee load in the proposed position descriptions. The type of student (first-year, undecided, Honors, interdisciplinary) greatly influences the complexity of the individual advising assignment. Because all of these position descriptions were designed to be applied in all departments / advising units on campus it was not possible to make a statement about appropriate advisee load. The task force requests that UAAC include a statement addressing advisee loads in its presentation to the Associate Provost and the Associate Vice President.

It has been a pleasure and privilege to work with the other members of the task force – Brenda Kutz and Cindy Frederickson. We built on the work of a previous task force that included Deb Noll and Dana Schumacher. I am grateful for all of their contributions and for the collaboration of advisers across the campus.

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ADVISER 1

Job Summary: Entry level advising position. Primary responsibility is the direct advising of undergraduates. Advise students on course selection, degree program design, and career options based on student's academic skills, interests and abilities. Refer students to appropriate campus resources. Review individual students' academic probation plans and assist in developing academic recovery strategy. Meet with prospective students and families.

Number of advisees is balanced by the complexity of the advising required and the percentage of time required for administrative advising responsibilities.

Minimum Qualifications: Requires a Bachelor's degree and 2 years of professional experience.

Knowledge, Skills and Abilities:

- Knowledge of university policies and procedures and basic understanding of college and department units.
- Basic knowledge of courses and career options of the department and the requirements for the degree.
- Effective interpersonal skills and the ability to work with diverse people both within the university and with outside groups.
- Effective written and verbal communication skills for accurate summaries, reports and some teaching responsibilities.

Organizational Structure: reports to an Adviser III, higher level department administrator or to the department chair.

Sample Duties:

- 1) Interpret ISU academic policies and procedures for students
- 2) Assist students with course selection, scheduling, registration, monitor progress towards degree and accuracy of degree audit.
- 3) Discuss career opportunities, preparation for graduate or professional school, internship opportunities.
- 4) Refer students to university resources to enhance academic performance and educational success at ISU
- 5) Provide information to prospective students and families regarding academic opportunities and personal and professional experiences at ISU (recruitment/outreach).
- 6) Teach orientation classes as well as assist with orientation programs for new students
- 7) Facilitate learning community (e.g. assist with activities, organize social event)
- 8) Supervise peer mentors for learning community
- 9) Advise student organization related to major

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ADVISER 2

Job Summary: Requires a higher level of basic knowledge of advising and coordination. Main responsibilities are: to advise students on course selection, degree program design, and career options based on student's academic skills, interests and abilities. Refer students to appropriate campus resources. Review individual students' academic probation plans and assist students in developing academic recovery strategy. Meet with prospective students and families.

In addition to direct advising of undergraduates job assignment includes some administrative advising responsibilities. These responsibilities would encompass many of the following - supervising graduate assistant, managing budget for learning community, approval of requests for minor for department, developing recruitment/outreach materials for department or unit, and serving on departmental committees.

Number of advisees is balanced by the complexity of the advising required and the percentage of time required for administrative advising responsibilities.

Minimum Qualifications – requires a Master's degree and a minimum of 3 years of experience.

Organizational Structure -- typically reports to an Adviser 3, higher level department administrator or to the department chair.

Knowledge, Skills and Abilities

- Ability to analyze student data and develop reports
- Knowledge of university policies and procedures and basic understanding of college and department units.
- Knowledge of courses and career options of the department and requirements for a degree.
- Effective interpersonal skills and the ability to work with diverse students and staff within the university and with outside groups.
- Effective written and verbal communication skills for accurate summaries, reports and some teaching responsibilities.
- Development and organization skills to implement new activities and programs as needed.

Sample Duties: In addition to Adviser 1 responsibilities, an Adviser 2 may:

- 1) Approve substitutions or waivers for individual degree audits
- 2) Approve requests for minors offered by department
- 3) Advise non-major students seeking a minor in department
- 4) Supervise graduate assistant, work study, peer advisers or peer mentors
- 5) Coordinate departmental learning community (manages logistics, develops marketing plan, works with faculty on linked courses)
- 6) Develop recruitment/outreach materials for department/unit Serve on departmental/unit committees which focus on student services.

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ADVISER 3

Job Description: Advanced level advising position, serving as a lead adviser for a department / unit. Although responsibilities include direct undergraduate advising, administrative advising tasks are the main responsibility. Administrative responsibilities may include supervision of Adviser 1 and 2 positions, coordination of a departmental advising program, approval/denial of curriculum changes into a department, development of retention program for department/unit, representation of department/unit on college committees, assessment of advising outcomes for department/unit, provide on-going professional development and adviser training opportunities for department/unit.

Number of advisees is balanced by the complexity of the advising required and the percentage of time required for administrative advising responsibilities.

Minimum Qualifications: requires a Master's degree and a minimum of five years of experience. Must have experience managing people and/or projects.

Organizational Structure: reports to higher level department administrator or to the department chair.

Knowledge, Skills and Abilities

- Ability to lead, train and supervise others.
- Skill in problem-solving and conflict resolution (students, parents, faculty, and administrative staff).
- Knowledge of how to develop, implement, and analyze an assessment program
- Ability to analyze student data (retention, recruitment, etc.), develop and implement programs to respond to finding.
- Ability to represent department/unit effectively on college-level committees
- In depth knowledge and expertise regarding department and college operations as well as university policies and procedures.
- Thorough knowledge of course offerings, career options and degree requirements of the department.
- Excellent written and verbal communication skills.

Sample Duties: In addition to general advising responsibilities, an Adviser 3 may:

- 1) Supervise advisers at levels 1 and 2
- 2) Supervise support staff
- 3) Coordinate an advising program for a department or unit
- 4) Approve/deny undergraduate requests to make a curriculum change to the department/ unit
- 5) Participate in department and college-level meetings as a representative of their unit.
- 6) Develop recruitment/outreach and retention programs and materials for department/unit
- 7) Assess advising outcomes for department/unit and recommend and implement improvements.
- 8) Gather and analyze data for department summaries and reports related to undergraduate students and services
- 9) Coordinate and/or supervise interdisciplinary learning community
- 10) Provide on-going professional development/adviser training for department/unit.
- 11) Train/mentor new advisers

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ADVISER 4

Job Summary: Typically a college-level position, but may be housed in a department with interdisciplinary advising functions and responsibilities. Position focuses primarily on Administrative advising responsibilities rather than direct advising responsibilities. Administrative responsibilities may include supervision of Advisers 1, 2, and 3, coordination of a college-wide advising program or an interdisciplinary advising program housed in a department/unit, approval/denial of academic requests of the college, represent college or interdisciplinary department/unit on university level committees, development of retention program for college or for a group of departments or interdisciplinary units, development of advising assessment program for the college, manage learning communities for the college, manage and analyze student information data for the college.

Number of advisees is balanced by the complexity of the advising required and the percentage of time required for administrative advising responsibilities.

Minimum Qualifications -- requires a Master's degree and a minimum of six years of experience. Must have experience in managing people, projects and/or information.

Organizational Structure -- typically reports to higher level College administrator or to the College Dean or to higher level department administrator or to the department chair of an interdisciplinary department/unit.

Knowledge, Skills and Abilities

- Ability to manage a multi-person staff and unit budget
- Skill in leadership and development of professional staff
- Ability to coordinate a college-level or interdisciplinary advising program
- Ability to analyze data (e.g. recruitment, retention), design programs in response, recommend and implement changes on college-wide or multi-unit basis
- Ability to assess college-wide or multi-unit advising outcomes
- Extensive knowledge of university and college procedures, regulations, and operations.
- Skills in resolving complex issues and to initiate innovative solutions to problems.
- Effective interpersonal skills and the ability to work with faculty, staff, administrators within the College, university and outside campus groups.
- Effective written and verbal communication skills for higher level summaries, and reports needed within the College and university.

Sample Duties:

- 1) Manage multiple person staff including adviser levels 1, 2, and 3
- 2) Coordinate a college-wide or interdisciplinary advising program
- 3) Approve/deny requests for curriculum change and other academic petitions for the college
- 4) Oversee development of retention plan for a group of majors, interdisciplinary unit or a college
- 5) Assess advising outcomes for a group of majors, interdisciplinary unit or a college
- 6) Oversee learning communities for a college – review course requests for course availability impact, oversee early registration, convene college Learning Community coordinators and interface with Learning Community leadership.

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- 7) Manage student data for a group of majors, interdisciplinary unit or a college and prepare requests summaries and reports.
- 8) Enforce academic policies and procedures, authority to interpret policies and to render decisions in individual cases which may set policy precedence.
- 9) Represent the college/Dean on university committees
- 10) Serve as a resource to administrative units within and external to the University.

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Table 1. Professional Development Within A Position Classification.

Listed are criteria on which to base decisions about movement <u>within</u> a classification level, reflected in higher salary or other considerations. They are intended to encourage professional growth and development of the individual adviser and to recognize expanded participation or authority as a result of years of experience.		
Area	Sub-Area	Criteria for Consideration
Professional Involvement	Committee work	<ul style="list-style-type: none"> • Level - departmental, college, university, professional organization - state, regional, national. • Responsibility - committee member, committee chair.
	Professional conferences	<ul style="list-style-type: none"> • Involvement: attendance, presenter (single or co-presenter), conference planning committee, conference co-chair. • Level - local, state, regional, national.
	Office Holder	<ul style="list-style-type: none"> • Level - departmental, college, university, professional organization - state, regional, national. • Level of office - interest group chair, commission chair, state representative, regional chair, Board of Directors.
	Consultant	<ul style="list-style-type: none"> • Who contracted - campus, state, national. • Type of consultation.
	Awards	<ul style="list-style-type: none"> • Level of award - departmental, college, university, professional organization, state, regional or national.
Service	Involvement in activities beyond direct scope of academic advising	<ul style="list-style-type: none"> • Level - departmental, college, university, professional organization - state, regional, national. • Responsibility - committee member, committee chair. • Number of committee assignments held concurrently.
Research		<ul style="list-style-type: none"> • Level of research - collaborator, independent researcher. • Audience for research - department, college, campus, regional, disciplinary, national, international. • How research is disseminated - conference presentation (type of conference, type of conference session); publication.
Supervision / Independence of Action		<ul style="list-style-type: none"> • Level of authority over people or programs. • Level of authority for decision making - power to sign for department, college, etc.
Innovation		<ul style="list-style-type: none"> • Scope of innovation, benefits accrued, impact on advising. • What level of advising is impacted (departmental, college, university).

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Table 2. Rubric of Adviser Duties.

Responsibilities	Requirements	ADV 1	ADV 2	ADV 3	ADV 4
Knowledge / Experience (minimum)	Bachelor's degree, 2 years professional experience	X			
	Master's, 3 years experience		X		
	Master's, 5 years experience			X	
	Master's, 6 years experience				X
Advising responsibility (% of position)	Primary, few additional assignments	X	X		
	Primary, with some additional assignments		X		
	Secondary, at least half of responsibilities are not direct advising			X	
	Secondary, most responsibilities are not direct advising				X
Supervision (people, programs, budgets)	No supervision	X			
	Supervises Adv I, II			X	
	Supervises Adv I, II, III				X
	Supervises support staff			X	X
	Supervises Grad Assist		X	X	X
	Supervises undergraduates - work study, peer mentors, peer advisers	X	X	X	X
	Manages budget, e. g. advising, learning community		X	X	X
	Coordinates dept's advising program			X	X
	Coordinates college/ interdisciplinary advising program				X
Decision Making	approve substitutions or waivers for individual degree audits	X	X	X	X
	approve minors		X	X	X
	approve student making curriculum changes into department/program			X	X
	approve curriculum change to college				X
	approve withdrawal for college				X
	approve academic petitions for college				X
	approve degree audit changes for college				X
Recruitment	meet with prospective students/ families	X	X	X	
	develop recruitment materials for department		X	X	
	represent department on college recruitment committee			X	X
	represent college on university recruitment committee				X
Retention	meet with individual students about probation plans	X	X	X	X
	collect and analyze retention data for department		X	X	X
	analyze retention data for college				X
	develop retention programs for department			X	X
	develop retention programs for college				X

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Table 2. Rubric of Adviser Duties (continued).

Responsibilities	Requirements	ADV 1	ADV 2	ADV 3	ADV 4
Committee Service	serve on departmental committees		X	X	
	represent dept/ program on college committee			X	X
	represent college on university committee				X
Assessment	assess outcomes of academic advising for program			X	
	assess outcomes of academic advising for department			X	X
	assess outcomes of academic advising for college				X
Learning Communities	facilitate learning community	X	X	X	
	supervise peer mentors	X	X	X	
	coordinate learning community for dept/ program		X	X	
	coordinate interdisciplinary learning community for college or multiple departments			X	X
	Manage learning communities for college (e.g., course requests, registration, convene college LC coordinators)				X
Other Responsibilities (additional advising activities)	teaching (e.g., orientation classes, learning community seminars, professional development class)	X	X	X	
	outreach advising (e.g., APP)		X	X	
	student information management (e.g. dept reports, student data)		X	X	X
	student information management (e.g. college reports, student data)				X
	adviser to student organization	X	X	X	
	coordinate special events for student development (department)			X	
	provide on-going professional development / adviser training			X	X
	train / mentor new adviser(s)			X	X
	grant writing			X	X
	advising students preparing for secondary teacher licensure		X	X	
	advising minors	X	X	X	