Proposal for Standardized Career Pathways in University Academic Advising

July 2025

Authors:
Breann Mann, Director CECI Undergraduate Advising Center
Melanie Rabine-Johnson, Academic Resources and Retention Specialist

Contributors:
Mike Saldana, Director College of Health Professions Student Services Office
LAAN Training and Development Committee: Trenton Beamon, Kailee McDonough, Brenda Tooley, & Emily Zeliasko
Daniella Kimera, Compensation Analyst

Table of Contents

Proposal for Standardized Career Pathways in University Academic Advising....0
Table of Contents....1
Introduction....2
Executive Summary....2
Background....2
Committee Assumptions....3
Proposal....3
Lines....3
Pathway to Promotion....3
Compensation Brackets....8
Monitoring....9
Tracking Professional Development Plan....9
Career Path Eligibility....9
Process for Promotion Approval....10
Standardized Training and Development....11
University Standardized Core Competencies....11
NACADA Core Values for Academic Advisors....11
NACADA Academic Advising Core Competencies Model (2017)....12
GVSU Academic Advising Standardized Objectives....12
Academic Advising Centralized Training and Development....13
Standardized Job Descriptions and Postings....15
Advisor I (Academic Advisor)....15
Advisor II (Senior Academic Advisor)....16
Advisor III (Principal Academic Advisor)....17
Specialist I (Specialist)....20
Specialist II (Senior Specialist)....20
Specialist III (Advanced Specialist)....22
Conclusion....24
References....25
Appendix A....26
GVSU Core Competencies Detailed....26
NACADA Core Values Detailed....28
Appendix B....30
Appendix C....38
Summary for Presentation....38
Purpose of Proposal:....38
Highlights from the Proposal:....38

Introduction

Executive Summary

Grand Valley State University highly values the complex impact of professional academic advising centers. Their work directly relates to the experiences students have navigating college, developing personal and professional goals, and feeling purposeful in their academic endeavors. Academic Advising professionals become better at supporting students the longer they work for their respective office or for the institution writ large; experience and continuous knowledge hone one's advising craft. Retaining and developing academic advising center professionals, therefore, is an important task for the university.

Retaining academic advising professionals involves articulating and demystifying the career pathway and professional development opportunities in these offices. The more inclusive and equitable the process, the more likely it is that diverse, qualified, and exciting candidates join and stay with our community. The following proposal, therefore, outlines the specific qualities of each title/salary and the steps necessary for development within one's line or out toward more advanced positions as proposed by the LAAN Training and Development Committee.

Background

The LAAN Training and Development committee was charged by the Vice Provost for Advising and Student Success to develop a pathway to career development and/or advancement for all AP professionals in academic advising. The project purpose is to develop a career pathway for professional academic advisors that allows for on-boarding, training, and professional development for the purpose of quality academic advising and equitable promotion process. According to Human Resources Professionals with GVSU, our university has experienced the following related to advisor retention and turnover:

- Within the past 10 years, 18 academic advisors have left GVSU out of 39 total
- 8 of those 18 left with 3 years or less of service
- 11 of those 18 left within the last 4 years
- KCON experiences the highest turnover rate with 5 of the 18
- Currently, there are 54 senior/reg academic advisors employed (after hiring 15 in Fall 2024)
- Over the past 5 years, 46% of academic advisors have turned over
- 100% of the 18 terminations were voluntary

According to NACADA Today, "studies have found that 50-60% of student affairs professionals leave the field in the first five years (Marshall et al., 2016). On average, advisors stay only three years (Brantley & Shomaker, 2021). Student affairs professionals quit for multiple reasons, including long hours, low pay, lack of flexibility, few opportunities for advancement, and poor morale in the workplace (Bichsel et al., 2022); Marshall et., 2016)" (Ewing-Cooper et al., 2024). Furthermore, when investigating what could be done to avoid turnover, one survey indicated that participants were more likely to stay in that position if

they were offered more money (most popular solution at 69.45%) or if there was a path to professional advancement, including title promotions (at 28.57%) (Ewing-Cooper et al., 2024).

Committee Assumptions

The LAAN Training and Development committee is working under the following assumptions when developing this proposal:

1. Students benefit from competent, diverse, and dedicated professional academic advisors and specialists
2. Students benefit from trained and developed professional academic advisors and specialists
3. GVSU benefits from competent, diverse, and dedicated professional academic advisors and specialists
4. Competent, diverse, and dedicated candidates are attracted to internal equity, inclusivity, and dependable development
5. Explicit pay scales, career pathways, and development opportunities are acts of equity and inclusivity

The committee, made of members from 6 different advising centers, used the following work and resources to develop a plan for GVSU professionals:

- The NACADA Advising Career Pathway
- The 8 Core Competencies for GVSU employees
- On-boarding materials developed in Summer 2024 for new hires to GVSU Academic Advising
- Other Examples of Standards
    - University of South Carolina
    - Indiana University Bloomington
    - University of Georgia

Proposal

Lines

This proposal includes pathways to promotion and/or mastery within position for the following AP lines:

- **Academic Advisors** – individuals responsible for supporting students in academic advising related activities such as degree planning, academic success, policy and procedure navigation, career planning, and campus community & resource connecting.
- **Specialists** – individuals responsible for supporting student success initiatives within the Academic Advising Center and/or greater advising community.

Pathway to Promotion

Academic Advisors and Advising Specialists are privy to the promotion pathway below through a series of developmental achievements, supervised by an Administrative Professional, and presented to their prospective Dean in their College. The pathway is described as 1. Accumulated years of experience in the

field and 2. Diverse training and development achievements related to the field. This is a three-tier promotion pathway that provides opportunity for deep quality development, validation and reward for years of experience, and a position of "mastery" within the field of Academic Advising (with a terminal third tier title). See the entry level criteria described below that details the requirements for each tier.

Advisor I (Academic Advisor)	Specialist I (Specialist)
Entry Level Criteria Include: ❖ Master's degree required, or documentation the degree is attainable within one academic term of employment ❖ Demonstrated ability to uphold and/or develop the 8 Core Competencies for all GVSU employees ❖ Experience working in an academic advising, mentoring, academic coaching and/or teaching role within higher education ❖ Competent in applying academic advising and/or other student academic support knowledge and skills ❖ Willingness to establish a professional development agenda that will result in new knowledge, advising expertise, and best practice implementation ❖ The ability to relate effectively to a diverse university community (students, faculty, staff, alumni and parents), strong written and oral communication skills; appropriate computer and IT skills; demonstrated organizational skills, and ability to handle simultaneous projects.	**Entry Level Criteria Include:** ❖ Bachelor's degree ❖ Demonstrated ability to uphold and/or develop the 8 Core Competencies for all GVSU employees ❖ Must be student-oriented and have a background in student instruction, mentoring, tutoring, assessment, and conflict resolution. ❖ Must have experience working with adult-learners and at-risk student populations. ❖ Teaching or program/event planning background preferred. ❖ Must be able to work in a fast-paced work environment and manage multiple tasks. ❖ Competent use and understanding of technology and data analysis skills.

Advisor II (Senior Academic Advisor)	Specialist II (Advanced Specialist)
❖ Master's degree required ❖ Three or more years of professional experience working full-time in an academic advising position/or related position in a college or university with a	❖ Master's degree required ❖ Three or more years of professional experience working full-time in an academic advising setting in a college or university with a demonstrated

demonstrated consistent– ➢ Ability to uphold and/or develop the 8 Core Competencies for all GVSU employees ➢ Ability to relate effectively to a diverse university community (students, faculty, staff, alumni and parents), strong written and oral communication skills; appropriate computer and IT skills; demonstrated organizational skills, and ability to handle simultaneous projects. ➢ Competence in applying academic advising and/or other student academic support knowledge and skills ❖ Maintain an active membership in LAAN or other related professional associations (e.g. serve on committee, collaborate on or propose program initiatives across centers) ❖ Successful completion of on-boarding curriculum. ❖ **Demonstrate/Completed Workplace Professionalism:** Develop professional skills (e.g. conflict resolution training, tools and systems training, communication skills straining, committee participation, change management training). ❖ **Demonstrate/Completed Culture, Inclusivity, and Student Belonging:** Develop skills related to working with students (e.g. student development theory training, DEI training, inclusive practices training, Trauma-informed approach to advising training, Accessibility training). ❖ **Demonstrate/Completed Student Success Program/Project Development:**	consistent– ➢ Ability to uphold and/or develop the 8 Core Competencies for all GVSU employees ➢ Ability to support a diverse university community (students, faculty, staff, alumni and parents), strong written and oral communication skills; appropriate computer and IT skills, demonstrated organizational skills, and ability to handle simultaneous projects. ➢ Competence in applying student academic support knowledge and skills ❖ Maintain an active membership in LAAN or other related professional associations (e.g. serve on committee, collaborate on or propose program initiatives) ❖ Demonstrated ability to uphold and support existing student success initiatives within the context of academic advising (i.e. communication, mentorship, student academic support, advising special populations, etc.). ❖ **Demonstrate/Completed Workplace Professionalism training:** Develop professional skills (e.g. conflict resolution training, tools and systems training, communication skills straining, committee participation, change management training). ❖ **Demonstrate/Completed Culture, Inclusivity, and Student Belonging Training:** Develop skills related to working with students (e.g. student development theory training, DEI training, inclusive practices training, Trauma-informed approach to advising training, Accessibility training).

Develop knowledge of academic advising theory and best practices (e.g. attend regional or national conference(s), present on research/experiences at regional or national conference(s), student development theory training, DEI training, inclusive practices training)	❖ **Demonstrate/Completed Student Success Program/Project Development Training:** Develop knowledge of academic advising theory and best practices (e.g. attend regional or national conference(s), present on research/experiences at regional or national conference(s), student development theory training, DEI training, inclusive practices training).

Advisor III (Principal Academic Advisor)	Specialist III (Senior Specialist)
Entry Level Criteria Include: ❖ **Education Level Option 1:** Master's Degree required in addition to the required professional development trainings listed below: ➢ [1]**Completed Leadership skills Training:** Develop skills related to leadership (change management training, inclusive leadership training, mentorship training, experience supervising others) ➢ [2]**Completed Program Development and Assessment skills Training:** Develop skills related to program development and assessment (research and development training, design and implementation of program/initiative within office, assessment training, data-driven decision making training) ❖ **Education Level Option 2:** Master's Degree required in addition to Education	❖ **Education Level Option 1:** Master's Degree required in addition to the required professional development trainings listed below: ➢ [3]**Completed Leadership Skills Training:** Develop skills related to leadership (change management training, inclusive leadership training, mentorship training, experience supervising others) ➢ [4]**Completed Program Development and Assessment Skills Training:** Develop skills related to program development and assessment (research and development training, design and implementation of program/initiative within office, assessment training, data-driven decision making training) ❖ **Education Level Option 2:** Master's Degree required in addition to Education Specialist in Leadership or Ed.D/PhD in

[1] Achieved through the completion of the Education Specialist in Leadership degree at GVSU
[2] Achieved through the completion of the Education Specialist in Leadership degree at GVSU
[3] Achieved through the completion of the Education Specialist in Leadership degree at GVSU
[4] Achieved through the completion of the Education Specialist in Leadership degree at GVSU

Specialist in Leadership or Ed.D/PhD in Education degree, or documentation the degree is attainable within one academic term of employment ❖ 8 or more years of professional experience working full-time in an academic advising II or related position in higher education with a demonstrated consistent– ➢ Ability to uphold and/or develop the 8 Core Competencies for all GVSU employees ➢ Ability to relate effectively to a diverse university community (students, faculty, staff, alumni and parents), strong written and oral communication skills; appropriate computer and IT skills; demonstrated organizational skills, and ability to handle simultaneous projects. ➢ Competence in applying academic advising and/or other student academic support knowledge and skills ❖ Engage in leadership roles in LAAN or other related professional association, including conference presentations/publications ❖ Serve on departmental, college, and campus-wide committees in leadership roles ❖ Demonstrate ability to create, implement, coordinate and evaluate exemplary advising practices within an advising unit or academic department ❖ Developed a professional development portfolio and continued education plan, including opportunities such as doctoral studies, development of expertise in targeted academic advising initiatives,	Education degree, or documentation the degree is attainable within one academic term of employment ❖ 8 or more years of professional experience working full-time in a student success/retention II role or related position in higher education with a demonstrated consistent– ➢ Ability to uphold and/or develop the 8 Core Competencies for all GVSU employees ➢ Ability to relate effectively to a diverse university community (students, faculty, staff, alumni and parents), strong written and oral communication skills; appropriate computer and IT skills; demonstrated organizational skills, and ability to handle simultaneous projects. ➢ Competence in applying academic advising and/or other student academic support knowledge and skills ❖ Engage in leadership roles in LAAN or other related professional association, including conference presentations/publications ❖ Serve on departmental, college, and campus-wide committees in leadership roles ❖ Demonstrate ability to create, implement, coordinate and evaluate exemplary advising practices within an advising unit or academic department ❖ Developed a professional development portfolio and continued education plan, including opportunities such as doctoral studies, development of expertise in targeted academic advising initiatives, in-depth knowledge of advising

in-depth knowledge of advising approaches and best practices, specializing in one or more of the following areas: ➢ Academic Advising Practices and Theory ➢ Advising Special Populations ➢ Inclusive Advising Practices ➢ Technology and Advising ➢ Retention Programs and Initiatives ➢ Mentorship and Training ➢ Student Development ➢ DEI and Social Justice ➢ University Policy and Procedure ➢ Career Advising and Planning ➢ Curriculum Design and Faculty Collaboration	approaches and best practices, specializing in one or more of the following areas: ➢ Academic Advising Practices and Theory ➢ Advising Special Populations ➢ Inclusive Advising Practices ➢ Graduate Advising ➢ Technology and Advising ➢ Retention Programs and Initiatives ➢ Mentorship and Training ➢ Student Development ➢ DEI and Social Justice ➢ University Policy and Procedure ➢ Career Advising and Planning ➢ Curriculum Design and Faculty Collaboration

Compensation Brackets

The committee proposes three salary and title brackets for Academic Advisors and AP Specialists. See table below:

AP Advisor Line	Starting Salary Bracket	AP Specialist LIne	Starting Salary Bracket
Advisor I (Academic Advisor)	50,00-55,000	Specialist I (Specialist)	49,000-54,000
Advisor II (Senior Academic Advisor)	2-4% increase	Specialist II (Advanced Specialist)	2-4% increase
Advisor III (Principal Academic Advisor)	2-4% increase	Specialist III (Senior Specialist)	2-4% increase

**positions are awarded merit pay yearly based on professional review by supervisor (up to approximately 3% salary increase)*

These salary and title brackets connote promotion opportunities within each AP line through the demonstration of measurable accumulated years of experience and acquired professional development as well as consistent commitment to university, college, and department mission, vision, values; to the 8 Core Competencies for all GVSU personnel; and to quality service and job performance as designated by each Center.

Note: ***Proposal does not outline career pathway specific to Administrators*** *– individuals responsible for managing personnel, programs, logistics, and college/university relations for Academic Advising Center; however, those who advance within the Advisor and Specialist lines might aim to develop toward administrative lines.*

Monitoring

The monitoring process of a single promotion includes the following individuals/participants

Step	Deadline
Advisor or Specialist: the Administrative Professional is responsible for accurately designing and describing their professional development plan and achievement.	Application due: December 1st
Supervisor: the assigned direct Supervisor is responsible for collaborating on the employee professional development plan design, for approving/denying the development instances, and for pushing the promotion proposal forward within their respective administrative lines toward the Dean of the College.	Deadline: End of Fall Semester
Dean of College: approves or denies instances of promotion; pushes for next step.	Deadline: Late January
Provost: ultimately approves or denies instances of promotion.	Deadline: February 15th
Human Resources: responsible for assessing promotion proposals against documented processes approved by the University; furthermore, responsible for offering objective insight when an employee calls for review due to a claim of unfair/biased process.	Deadline: Early March

Tracking Professional Development Plan

All academic advisors and specialist administrative professionals have access to tools that host, connect, or track progress regarding training and professional development. These tools are listed below:

- Blackboard
- Workday
- Sprout
- Academic Impressions

Supervisors can use the tracking features within those tools to support the AP advisor or specialist when monitoring their progress toward master of craft and/or promotion within their field.

Supervisors can approve external training and development instances by comparing them to available internal opportunities if an advisor or specialist includes these in tracking their developmental achievements.

Career Path Eligibility

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

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

(See Appendix B for Supervisor Checklist materials for approving promotion).

Process for Promotion Approval

Academic Advisors and/or Specialists can propose a promotion by following these steps:

1. Achieve minimum years of experience within the same role
2. Achieve minimum instances of professional development, training, or educational achievement through internal or external offerings
3. Gain approval from Direct Supervisor

Direct Supervisors can push a promotion along by following these steps:

1. Monitor Advisor or Specialist achievement using the approved Supervisor Checklist
2. Approve minimum requirements for seeking promotion
3. Present promotion proposal to Dean of College within the appropriate window of time (cannot overlap with Merit Pay review season)

Standardized Training and Development

University Standardized Core Competencies

All GVSU employees are responsible for upholding and/or developing the following 8 Core Competencies, which are used to justify initial hiring, continued employment at GVSU, up to 3% yearly merit pay increase, or promotion (Grand Valley State University, 2024).. (See Appendix A for examples of how professionals demonstrate competency in these areas).

- Empowering
- Fosters Inclusive & Equitable Community
- Acts with Integrity
- Emotionally Intelligent
- Well-being Oriented
- Asset Mindset
- Collaborative Teamwork
- Innovator Mentality

Continued employment or promotion at the university depends on one's continued commitment to and demonstration of upholding and developing these eight core competencies.

NACADA Core Values for Academic Advisors

At Grand Valley, the LAAN community promotes and supports the adherence to and understanding of the NACADA core values as a demonstration of best practices in academic advising. These values are key to the on-boarding process and embedded in our existing training and expectations for all academic advisors and advising specialists.

According to NACADA, "the **NACADA Statement of Core Values** reflects the many cultural and educational contexts in which academic advising is practiced globally. A diverse, globally represented task force in conjunction with the input of NACADA members contributed to the creation of the statement. By virtue of this process, the following represents the Core Values of the academic advising profession as a whole. These values apply to all who perform academic advising by any role, title, or position as educators at their institutions" (NACADA: Core Values, 2017).

- Caring
- Commitment
- Empowerment
- Inclusivity
- Integrity
- Professionalism
- Respect

NACADA Academic Advising Core Competencies Model (2017)

To achieve excellence in their work, regardless of the specifics of their individual colleges' advising mission, all advisors must understand the three NACADA components and be able to synthesize and apply them as needed in advising interactions.

Specifically, "the purpose of the [NACADA Core Competencies] model is to identify the broad range of understanding, knowledge, and skills that support academic advising, to guide professional development, and to promote the contributions of advising to student development, progress, and success" (NACADA: Core Competencies, 2017).

An understanding of these three major areas provides advisors the knowledge and skills to be effective guides for their students.

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

GVSU Academic Advising Standardized Objectives

All Academic Advising professionals are responsible for the following objectives:

To Students: AS YOUR ACADEMIC ADVISOR, I WILL…

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

Continued employment or promotion at the university depends on one's continued commitment to and demonstration of upholding and developing these academic advising objectives.

Academic Advising Centralized Training and Development

All Academic Advising and Specialist professionals are **responsible for completing the GVSU Academic Advising On-boarding** modules

- **Module 1: Introduction to Academic Advising**
    - Role of an Academic Advisor and Key Responsibilities
    - Coordinated Care and Referrals
    - Understanding University Policies and Procedures
    - Effective COmmunication Skills for Advisors
- **Module 2: Understanding Student Needs and Development**
    - Intersectionality, Identity, and YOU
    - Diversity and Inclusion in Academic Advising
    - Theories of Student Development
    - Advising Special Populations
    - Cultivating Empathy and Cultural Competency
- **Module 3: Academic Programs and Curriculum**
    - Overview of University Academic Programs and Majors
    - Degree Requirements and Curriculum Structures
    - General Education and Core Curriculum
- **Module 4: Advising Techniques and Strategies**
    - Required Advising
    - Active Listening and Questioning Techniques
    - Goal Setting and Action Planning
    - Problem-Solving and Decision-Making Strategies
    - Time Management for Advisors
- **Module 5: Ethical and Legal Considerations in Advising**
    - Ethical Principles in Academic Advising
    - Legal Considerations and Confidentiality Requirements
    - FERPA (Family Educational Rights and Privacy Act) Compliance
    - Professional Boundaries and Self-Care for Advisors
- **Module 6: Technology in Academic Advising**
    - Overview of University Advising Systems and Platforms
    - Using Student Information Systems for Advising
    - Best Practices for Virtual Advising
- **Module 7: Professional Development and Continuous Improvement**
    - Importance of Professional Development in Academic Advising
    - Networking and Professional Organizations
    - Seeking Mentorship and Peer Support
    - Reflective Practice and Feedback Mechanisms

All Academic Advising and Specialist professionals have **access to the following developmental curriculum** that allows for mastery of craft and promotion within the career pathway.

- **Workplace Professionalism:** Develop professional skills (e.g. conflict resolution training, tools and systems training, communication skills straining, committee participation, change management training).
- **Culture, Inclusivity, and Student Belonging:** Develop skills related to working with students (e.g. student development theory training, DEI training, inclusive practices training, Trauma-informed approach to advising training, Accessibility training).
- **Student Success Program/Project Development:** Develop knowledge of academic advising theory and best practices (e.g. attend regional or national conference(s), present on research/experiences at regional or national conference(s), student development theory training, DEI training, inclusive practices training)
- [5]**Leadership Skills Training:** Develop skills related to leadership (change management training, inclusive leadership training, mentorship training, experience supervising others)
- [6]**Program Development and Assessment Skills Training:** Develop skills related to program development and assessment (research and development training, design and implementation of program/initiative within office, assessment training, data-driven decision making training)
- Education Specialist in Leadership (Ed.S)

[5] Achieved through the completion of the Education Specialist in Leadership degree at GVSU
[6] Achieved through the completion of the Education Specialist in Leadership degree at GVSU

Standardized Job Descriptions and Postings

The following career path is adapted from the NACADA Academic Advisor Career Pathways document, within which positions are detailed and the pathways to promotion are described (University of Tennessee, 2017).

Advisor I (Academic Advisor)

An entry level advising position

Entry Level Criteria Include:

- ❖ Master's degree required, or documentation the degree is attainable within one academic term of employment
- ❖ Demonstrated ability to uphold and/or develop the 8 Core Competencies for all GVSU employees
- ❖ Experience working in an academic advising, mentoring, academic coaching and/or teaching role within higher education
- ❖ Competent in applying academic advising and/or other student academic support knowledge and skills
- ❖ Willingness to establish a professional development agenda that will result in new knowledge, advising expertise, and best practice implementation
- ❖ The ability to relate effectively to a diverse university community (students, faculty, staff, alumni and parents), strong written and oral communication skills; appropriate computer and IT skills; demonstrated organizational skills, and ability to handle simultaneous projects.

Under direct supervision, the advisor will…
● Be engaged in academic advising activities that support his/her unit and college in the delivery of academic advising. ● The position will have an emphasis on gaining the knowledge, skills, abilities, and credentials for promotion to Senior Academic Advisor II.
Responsibilities include but are not limited to the following: ● Uphold the 8 Core Competencies for all GVSU employees ● Complete on-boarding training curriculum ● Provide successful academic advising support to diverse student community as well as all assessment and student monitoring activities necessary for effective student support ○ Assess students' academic needs, assist them in setting goals, connect them to appropriate resources, and prove ongoing support as needed. ○ Provide targeted outreach to students who are identified as being at-risk. ○ Monitor student academic records and progress using student records, early alert systems and grade review process ○ Maintain electronic student files and student databases.

- Understand and be able to clearly communicate academic information, including possible programs of study, resources available to students, and be knowledgeable of academic policies and administrative practices.
- Communicate with the Academic Advising Team and Directors regarding concerns about individual students as necessary.
- Keep up with upcoming academic dates and deadlines.
- Assist with academic advising and course scheduling as needed.

- Participate in New Student Orientation Events at the direction of your supervisor
- Participate in training and/or continuing education opportunities as needed.
- Attend staff meetings/team meetings regularly

Advisor II (Senior Academic Advisor)

Is beyond entry level

Entry Level Criteria Include:

- Master's degree required
- Three or more years of professional experience working full-time in an academic advising position/or related position in a college or university with a demonstrated consistent–
  - Ability to uphold and/or develop the 8 Core Competencies for all GVSU employees
  - Ability to relate effectively to a diverse university community (students, faculty, staff, alumni and parents), strong written and oral communication skills; appropriate computer and IT skills; demonstrated organizational skills, and ability to handle simultaneous projects.
  - Competence in applying academic advising and/or other student academic support knowledge and skills
- Maintain an active membership in LAAN or other related professional associations (e.g. serve on committee, collaborate on or propose program initiatives across centers)
- Successful completion of on-boarding curriculum.
- **Demonstrate/Completed Workplace Professionalism:** Develop professional skills (e.g. conflict resolution training, tools and systems training, communication skills straining, committee participation, change management training).
- **Demonstrate/Completed Culture, Inclusivity, and Student Belonging:** Develop skills related to working with students (e.g. student development theory training, DEI training, inclusive practices training, Trauma-informed approach to advising training, Accessibility training).
- **Demonstrate/Completed Student Success Program/Project Development:** Develop knowledge of academic advising theory and best practices (e.g. attend regional or national conference(s), present on research/experiences at regional or national conference(s), student development theory training, DEI training, inclusive practices training)

- ❖ Establish professional development agenda, including opportunities to develop expertise in targeted academic advising initiatives, in-depth knowledge of advising approaches and best practices.

Under direct supervision, the advisor will…
● The advisor brings full-time professional advising experience and a Master's degree along with knowledge of a conceptual and theoretical base for academic advising ● The Academic Advisor II is involved in the advising programs both on campus and in professional associations.
Responsibilities include but are not limited to the following: ● Uphold and/or develop the 8 Core Competencies for all GVSU employees ● Relate effectively to a diverse university community (students, faculty, staff, alumni and parents), strong written and oral communication skills; appropriate computer and IT skills; demonstrated organizational skills, and ability to handle simultaneous projects. ● Provide successful academic advising support to diverse student community as well as all assessment and student monitoring activities necessary for effective student support ● Participate in New Student Orientation Events at the direction of your supervisor ● Participate in training and/or continuing education opportunities as needed. ● Attend staff meetings/team meetings regularly ● **Actively engage in LAAN or other related professional associations (e.g. serve on committee, collaborate on or propose program initiatives)** ● **Teach the US 102 course or engage in an equivalent student-facing experience** ● **Develop and implement academic advising/student support initiatives within the department, college and/or campus** ● **Establish professional development agenda, including opportunities to develop expertise in targeted academic advising initiatives, in-depth knowledge of advising approaches and best practices.**

Advisor III (Principal Academic Advisor)

Is an advanced and terminal position for Academic Advisors: mastery of craft

Entry Level Criteria Include:

- ❖ **Education Level Option 1:** Master's Degree required in addition to the required professional development trainings listed below:

- ➢ [7]**Completed Leadership skills Training:** Develop skills related to leadership (change management training, inclusive leadership training, mentorship training, experience supervising others)
- ➢ [8]**Completed Program Development and Assessment skills Training:** Develop skills related to program development and assessment (research and development training, design and implementation of program/initiative within office, assessment training, data-driven decision making training)

- ❖ **Education Level Option 2:** Master's Degree required in addition to Education Specialist in Leadership or Ed.D/PhD in Education degree, or documentation the degree is attainable within one academic term of employment
- ❖ 8 or more years of professional experience working full-time in an academic advising or related position in higher education with a demonstrated consistent–
  - ➢ Ability to uphold and/or develop the 8 Core Competencies for all GVSU employees
  - ➢ Ability to relate effectively to a diverse university community (students, faculty, staff, alumni and parents), strong written and oral communication skills; appropriate computer and IT skills; demonstrated organizational skills, and ability to handle simultaneous projects.
  - ➢ Competence in applying academic advising and/or other student academic support knowledge and skills
- ❖ Engage in leadership roles in LAAN or other related professional association, including conference presentations/publications
- ❖ Serve on departmental, college, and campus-wide committees in leadership roles
- ❖ Demonstrate ability to create, implement, coordinate and evaluate exemplary advising practices within an advising unit or academic department
- ❖ Developed a professional development portfolio and continued education plan, including opportunities such as doctoral studies, development of expertise in targeted academic advising initiatives, in-depth knowledge of advising approaches and best practices, specializing in one or more of the following areas:
  - ➢ Academic Advising Practices and Theory
  - ➢ Advising Special Populations
  - ➢ Inclusive Advising Practices
  - ➢ Technology and Advising
  - ➢ Retention Programs and Initiatives
  - ➢ Mentorship and Training
  - ➢ Student Development
  - ➢ DEI and Social Justice
  - ➢ University Policy and Procedure
  - ➢ Career Advising and Planning
  - ➢ Curriculum Design and Faculty Collaboration

[7] Achieved through the completion of the Education Specialist in Leadership degree at GVSU
[8] Achieved through the completion of the Education Specialist in Leadership degree at GVSU

Certain position responsibilities involve a level of independent decision making and programming not present in Advisor I or Advisor II positions
● Is involved with the development, implementation, coordination and assessment of advising programs within the specific unit, college and/or across the university. ● The Advisor III practices within the context of national research, literature and best practices in academic advising and undergraduate student success.
Responsibilities include but are not limited to the following: ● Uphold and/or develop the 8 Core Competencies for all GVSU employees ● Relate effectively to a diverse university community (students, faculty, staff, alumni and parents), strong written and oral communication skills; appropriate computer and IT skills; demonstrated organizational skills, and ability to handle simultaneous projects. ● Provide successful academic advising support to diverse student community as well as all assessment and student monitoring activities necessary for effective student support ● Participate in New Student Orientation Events at the needs of your division ● Teach the US 102 course or engage in an equivalent student-facing experience ● Develop and implement academic advising/student support initiatives within the department, college and/or campus ● **Maintain a professional development agenda, including opportunities such as doctoral studies, development of expertise in targeted academic advising initiatives, in-depth knowledge of advising approaches and best practices** ● **Establish professional development agenda, including opportunities such as Human Resource leadership training/supervisor training, campus advisor development programs, advanced degree in a related discipline** ● **Engage in leadership roles in LAAN or other related professional association, including conference presentations/publications** ● **Serve on departmental, college, and campus-wide committees in leadership roles** ● **Create, implement, coordinate and evaluate exemplary advising practices/student success initiatives within an advising unit or academic department**

Specialist I (Specialist)

An entry level student success position

Entry Level Criteria Include:

- ❖ Bachelor's degree
- ❖ Demonstrated ability to uphold and/or develop the 8 Core Competencies for all GVSU employees
- ❖ Must be student-oriented and have a background in student instruction, mentoring, tutoring, assessment, and conflict resolution.
- ❖ Must have experience working with adult-learners and at-risk student populations.
- ❖ Teaching or program/event planning background preferred.
- ❖ Must be able to work in a fast-paced work environment and manage multiple tasks.
- ❖ Competent use and understanding of technology and data analysis skills.

Under direct supervision, the specialist will…
● Be engaged in student success initiatives that support his/her unit and college in the delivery of support programs. ● The position will have an emphasis on gaining the knowledge, skills, abilities, and credentials for promotion to Senior Specialist II.
Responsibilities Include but are not limited to the following: ● Uphold and/or develop the 8 Core Competencies for all GVSU employees ● Support existing student success initiatives within the context of academic advising (i.e. communication, mentorship, student academic support, advising special populations, etc.). ● Support a diverse university community (students, faculty, staff, alumni and parents), strong written and oral communication skills; appropriate computer and IT skills, demonstrated organizational skills, and ability to handle simultaneous projects. ● Participate in New Student Orientation Events at the direction of your supervisor ● Collaborate across academic advising and other student support entities on campus ● Apply student academic support knowledge and skills

Specialist II (Advanced Specialist)

Is beyond entry level

Entry Level Criteria Include:

- ❖ Master's degree required
- ❖ Three or more years of professional experience working full-time in an academic advising setting in a college or university with a demonstrated consistent–
    - ➢ Ability to uphold and/or develop the 8 Core Competencies for all GVSU employees

- ➢ Ability to support a diverse university community (students, faculty, staff, alumni and parents), strong written and oral communication skills; appropriate computer and IT skills, demonstrated organizational skills, and ability to handle simultaneous projects.
- ➢ Competence in applying student academic support knowledge and skills

- ❖ Maintain an active membership in LAAN or other related professional associations (e.g. serve on committee, collaborate on or propose program initiatives)
- ❖ Demonstrated ability to uphold and support existing student success initiatives within the context of academic advising (i.e. communication, mentorship, student academic support, advising special populations, etc.).
- ❖ **Completed Workplace Professionalism training:** Develop professional skills (e.g. conflict resolution training, tools and systems training, communication skills straining, committee participation, change management training).
- ❖ **Completed Culture, Inclusivity, and Student Belonging Training:** Develop skills related to working with students (e.g. student development theory training, DEI training, inclusive practices training, Trauma-informed approach to advising training, Accessibility training).
- ❖ **Completed Student Success Program/Project Development Training:** Develop knowledge of academic advising theory and best practices (e.g. attend regional or national conference(s), present on research/experiences at regional or national conference(s), student development theory training, DEI training, inclusive practices training).

Under direct supervision, the specialist will…
● The Specialist II brings full-time professional student success experience and a Master's degree along with knowledge of a conceptual and theoretical base for holistic support and retention efforts. ● The Specialist II is involved in the student success programs both on campus and in professional associations.
Responsibilities include but are not limited to the following: ● Uphold and/or develop the 8 Core Competencies for all GVSU employees ● Support existing student success initiatives within the context of academic advising (i.e. communication, mentorship, student academic support, advising special populations, etc.). ● Support a diverse university community (students, faculty, staff, alumni and parents), strong written and oral communication skills; appropriate computer and IT skills, demonstrated organizational skills, and ability to handle simultaneous projects. ● Participate in New Student Orientation Events at the direction of your supervisor ● Collaborate across academic advising and other student support entities on campus ● Apply student academic support knowledge and skills ● **Design and implement student success initiatives within the department, college and/or campus (i.e. communication, mentorship, student academic support, advising special populations, etc.).**

- **Teach US 102 course or engage in an equivalent student-facing experience**
- **Expand student success initiatives to other retention-related endeavors across campus (i.e. admissions, teaching and learning, graduate study, orientation of new students, etc.)**
- **Support a diverse university community (students, faculty, staff, alumni and parents), strong written and oral communication skills; appropriate computer and IT skills, demonstrated organizational skills, and ability to handle simultaneous projects.**
- **Apply student academic support knowledge and skills**
- **Establish professional development agenda, including opportunities such as Human Resource leadership training/supervisor training, campus advisor development programs, advanced degree in a related discipline**

Specialist III (Senior Specialist)

Is an advanced and terminal position for student success AP Specialist: mastery of craft

Entry Level Criteria Include:

- **Education Level Option 1:** Master's Degree required in addition to the required professional development trainings listed below:
  - [9]**Completed Leadership Skills Training:** Develop skills related to leadership (change management training, inclusive leadership training, mentorship training, experience supervising others)
  - [10]**Completed Program Development and Assessment Skills Training:** Develop skills related to program development and assessment (research and development training, design and implementation of program/initiative within office, assessment training, data-driven decision making training)
- **Education Level Option 2:** Master's Degree required in addition to Education Specialist in Leadership or Ed.D/PhD in Education degree, or documentation the degree is attainable within one academic term of employment
- 8 or more years of professional experience working full-time in a student success/retention role or related position in higher education with a demonstrated consistent–
  - Ability to uphold and/or develop the 8 Core Competencies for all GVSU employees
  - Ability to relate effectively to a diverse university community (students, faculty, staff, alumni and parents), strong written and oral communication skills; appropriate computer and IT skills; demonstrated organizational skills, and ability to handle simultaneous projects.
  - Competence in applying academic advising and/or other student academic support knowledge and skills
- **Deeper training or experience in one or more of the following areas:**

[9] Achieved through the completion of the Education Specialist in Leadership degree at GVSU
[10] Achieved through the completion of the Education Specialist in Leadership degree at GVSU

- ➢ Academic Advising Practices and Theory
- ➢ Advising Special Populations
- ➢ Inclusive Advising Practices
- ➢ Graduate Advising
- ➢ Technology and Advising
- ➢ Retention Programs and Initiatives
- ➢ Mentorship and Training
- ➢ Student Development
- ➢ DEI and Social Justice
- ➢ University Policy and Procedure
- ➢ Career Advising and Planning
- ➢ Curriculum Design and Faculty Collaboration

❖ Engage in leadership roles in LAAN or other related professional association, including conference presentations/publications

Certain position responsibilities involve a level of independent decision making and programming not present in Specialist I or Specialist II positions
● Is involved with the development, implementation, coordination and assessment of advising programs within the specific unit, college and/or across the university. ● The Specialist III practices within the context of national research, literature and best practices in academic advising and undergraduate student success.
Responsibilities include but are not limited to the following: ● Uphold and/or develop the 8 Core Competencies for all GVSU employees ● Support existing student success initiatives within the context of academic advising (i.e. communication, mentorship, student academic support, advising special populations, etc.). ● Support a diverse university community (students, faculty, staff, alumni and parents), strong written and oral communication skills; appropriate computer and IT skills, demonstrated organizational skills, and ability to handle simultaneous projects. ● Participate in New Student Orientation Events at the needs of your division ● Collaborate across academic advising and other student support entities on campus ● Apply student academic support knowledge and skills ● Design and implement student success initiatives within the department, college and/or campus (i.e. communication, mentorship, student academic support, advising special populations, etc.). ● Teach US 102 course or engage in an equivalent student-facing experience ● Expand student success initiatives to other retention-related endeavors across campus (i.e. admissions, teaching and learning, graduate study, orientation of new students, etc.)

- Support a diverse university community (students, faculty, staff, alumni and parents), strong written and oral communication skills; appropriate computer and IT skills, demonstrated organizational skills, and ability to handle simultaneous projects.
- Apply student academic support knowledge and skills
- **Engage in leadership roles in LAAN or other related professional association, including conference presentations/publications**
- **Serve on departmental, college, and campus-wide committees in leadership roles**
- **Create, implement, coordinate and evaluate exemplary advising practices/student success initiatives within an advising unit or academic department**
- **Maintain an established professional development agenda, including opportunities such as doctoral studies, development of expertise in targeted student success initiatives, in-depth knowledge of advising or retention approaches and best practices**
- **Establish professional development agenda, including opportunities such as Human Resource leadership training/supervisor training, campus advisor development programs, advanced degree in a related discipline**

Conclusion

Students at Grand Valley deserve quality, high-impact advising support programs and instances with Academic Advisors and/or Advising Specialists. Encouraging experience and training are best-practice ways to ensure professionals are best-prepared for supporting students. Further, professional development programs and a clear path to promotion supports retention of professionals, thus ensuring advising professionals gain necessary experience to support students. If advising professionals are A) supported via development programs, and B) rewarded with clear pathways to promotion, students are more likely to have access to high-quality, high-impact advising instances with satisfied, trained, and enthusiastic professionals.

References

Bichsel, J., Fuesting, M., Schneider, J., & Tubbs, D. (2022). The CUPA-HR 2022 higher education employee retention survey: Initial results. CUPA-HR. https://www.cupahr.org/surveys/research-briefs/higher-ed-employee-retention-survey-findings-july-2022

Ewing-Cooper, A., Merrifield, K.A., & Gallien, K.N. (2024). *Why do advisors leave the profession?* NACADA: The Global Community for Academic Advising. https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/articleType/ArticleView/articleId/15810/categoryId/475/Why-Do-Advisors-Leave-the-Profession.aspx

Grand Valley State University. (2024). *GVSU employee core competencies*. Human Resources. https://www.gvsu.edu/hro/gvsu-employee-core-competencies-1166.htm

Marshall, S. M., Gardner, M. M., Hughes, C., & Lowery, U. (2016). Attrition from student affairs: Perspectives from those who exited the profession. Journal of Student Affairs Research and Practice, 53(2), 146–159. https://doi.org/10.1080/19496591.2016.1147359

NACADA: The Global Community for Academic Advising. (2017). *Academic advising core competencies model*. https://nacada.ksu.edu/Resources/Pillars/CoreCompetencies.aspx

NACADA: The Global Community for Academic Advising. (2017). *Core values of academic advising*. https://nacada.ksu.edu/Resources/Pillars/CoreValues.aspx

University of Tennessee. (2017). *Academic advisor career path*. NACADA: The Global Community for Academic Advising. https://nacada.ksu.edu/Portals/0/Resources/Clearinghouse/Documents/AcadAdvCareerPathUT2017.pdf

Appendix A

GVSU Core Competencies Detailed

All GVSU employees are responsible for upholding and/or developing the following 8 Core Competencies:

- Empowering: Addressed along three dimensions: self-empowerment through individual action, mutual empowerment that is interpersonal, and social empowerment in the outcomes of our actions.
    - Builds relationships with teammates, so that coaching efforts are received in a positive, developmental manner.
    - Recognizes and validates the contributions of team members.
    - Manages up and down, within your sphere of influence.
    - Encourages colleagues to take initiative on a project that they have interest or expertise in.
    - Invites colleagues into conversations and/or to be a part of projects based on their strengths.
    - Provides coaching to others regardless of performance level and work relationship to ensure team success.
    - Manages performance of self by taking responsibility for one's own performance. Seeks feedback from manager and others with whom they interact on the job.
        - Sets specific and measurable goals with deadlines
- Fosters Inclusive & Equitable Community: Fosters a work environment that affirms and advances diversity, promotes inclusion, and is committed to equity. Individuals intentionally and actively work to identify and remove barriers for the full participation of historically underrepresented and minoritized individuals and communities.
    - Recognizes the contributions and lived experiences of all team members, particularly those from identity groups historically underrepresented in higher education.
    - Supports all in showing up as their authentic selves through our framework for inclusion and equity.
    - Displays self-awareness by understanding one's own identity and relationship to others.
    - Demonstrates a desire for continuous learning and seeks out experiences that motivate learning and cultural exchange (i.e., lectures, reading groups, art and music, and travel).
- Acts with Integrity: Drives us to be accountable to ourselves and others and follows through on words with actions.
    - Treats everyone with dignity and respect.
    - Takes responsibility for their own mistakes.
    - Is performance driven; holds oneself accountable for delivering on services.
    - Builds capacity by closing the gap between where you are and where you need to be to achieve strategic goals.
    - Is accountable for their work and commitments.

    - Truthful and transparent in their communications/actions, whether or not it is comfortable to do so.
    - Safeguards sensitive information and maintains appropriate boundaries.
    - Adheres to the same principles and values in all of their decision-making.
    - Listens to and encourages the input and opinions of others.
    - Avoids unprofessional behaviors, such as gossiping, monopolizing the discussion during meetings, or looking for others to blame for mistakes first.
    - Follows organization policies and procedures.
- Emotionally Intelligent: Ability to perceive, use, understand, manage, and handle emotions of oneself and others.
    - Perceives one's own emotions in the moment and understands their tendencies across situations.
    - Ability to hear critical feedback and a willingness to tolerate the discomfort of focusing on feelings that may be negative.
    - Responds to feedback by taking initiative in bettering oneself.
    - Recognizes one's own emotions and how they affect thoughts and behavior, responding to them in a healthy and constructive way.
    - Demonstrates active listening, understanding and learning from what others say.
- Well-being Oriented: Demonstrates a commitment to maintaining sound health.
    - Engages in university provided well-being activities, events, and resources.
    - Seeks to support colleagues in ways that are culturally specific to motivate self-care and retention.
    - Actively seeks to improve physical & mental health.
    - Uses available time-off including vacation time, sick time, salary continuation.
    - Has a basic understanding of the wellness resources and programs that are available to GVSU employees and household members.
    - Engages in personal and professional development opportunities, both on and off campus (occupational well-being).
- Asset Mindset: An asset-based approach focuses on strengths. It views diversity in thought, culture, and traits as positive assets. Faculty, staff, and students alike are valued for what they bring to GVSU.
    - Embraces the unique thoughts, ideas, and perspectives of others.
    - Looks at themselves and the world through the eyes of what is working, what strengths are present, and what the potentials are.
    - Recognizes and seeks to identify the strengths of oneself and colleagues.
    - Identifies opportunity in problems and moves possibilities to reality.
- Collaborative Teamwork: Promotes cooperation and commitment to achieve goals and deliverables.
    - Understands the mission and strategic goals of the university and how their department and individual work contributes to it.
    - Builds partnerships among different entities/persons throughout the organization to reduce silos and share expertise.

    - Outwardly recognizes the work of teammates and their contributions to a project/initiative and celebrates the achievements of teammates.
- Innovator Mentality: Forward-thinking approach, going beyond the obvious and seeking new solutions and ideas, while positively embracing change to accomplish goals.
    - Adapts to changing business needs, conditions, and work responsibilities.
    - Responds positively to change and embraces/uses new practices to accomplish goals and solve problems.
    - Naturally curious, always seeking to learn more about their specific work or industry; always looking for learning opportunities.
    - Takes initiative.
    - Looks beyond the obvious, thinks "outside the box", and doesn't stop with the first answer/solution.
    - Recovers quickly from setbacks and finds alternative ways to reach goals or targets.
    - Is tolerant of ambiguity, and is comfortable with uncertainty, unpredictability, conflicting directions, and multiple demands.
    - Asks questions and challenges assumptions.
    - Considers multiple options and perspectives.

NACADA Core Values Detailed

Caring: Academic advisors respond to and are accessible to others in ways that challenge, support, nurture, and teach. Advisors build relationships through empathetic listening and compassion for students, colleagues, and others.

Commitment: Academic advisors value and are dedicated to excellence in all dimensions of student success. Advisors are committed to students, colleagues, institutions, and the profession through assessment, scholarly inquiry, life-long learning, and professional development.

Empowerment: Academic advisors motivate, encourage, and support students and the greater educational community to recognize their potential, meet challenges, and respect individuality.

Inclusivity: Academic advisors respect, engage, and value a supportive culture for diverse populations. Advisors strive to create and support environments that consider the needs and perspectives of students, institutions, and colleagues through openness, acceptance, and equity.

Integrity: Academic advisors act intentionally in accordance with ethical and professional behavior developed through reflective practice. Advisors value honesty, transparency, and accountability to the student, institution, and the advising profession.

Professionalism: Academic advisors act in accordance with the values of the profession of advising for the greater good of students, colleagues, institutions, and higher education in general.

Respect: Academic advisors honor the inherent value of all students. Advisors build positive relationships by understanding and appreciating students' views and cultures, maintaining a student-centered approach and mindset, and treating students with sensitivity and fairness.

Appendix B

Advisor I → Advisor II Eligibility Checklist

Name: _____ GNumber_____

Position Title: _____ Start Date of Current Position: _____

Initial	Date	Task
		Three or more years of professional experience working full-time in an academic advising position/or related position in a college or university with a demonstrated consistent–
		Upheld job responsibilities (see list of job responsibilities below)
		• Ability to relate effectively to a diverse university community (students, faculty, staff, alumni and parents), strong written and oral communication skills; appropriate computer and IT skills; demonstrated organizational skills, and ability to handle simultaneous projects.
		• Competence in applying academic advising and/or other student academic support knowledge and skills
		Upheld GVSU 8 Core Competencies (see 8 Core Competencies)
		Successful **completion of on-boarding training curriculum**.
		Maintain an active membership in LAAN or other related professional associations (e.g. serve on committee, collaborate on or propose program initiatives across centers).
		Completed Workplace Professionalism Training* See Appendix C
		Completed Culture, Inclusivity, and Student Belonging Training* See Appendix C
		Completed Student Success Program/Project Development Training* See Appendix C

_____ _____

Advisor I Signature Date

_____ _____

Supervisor Signature Date

Advisor I Job Responsibilities

Responsibilities include but are not limited to the following:

- Uphold the 8 Core Competencies for all GVSU employees
- Complete on-boarding training curriculum
- Provide successful academic advising support to diverse student community as well as all assessment and student monitoring activities necessary for effective student support
    - Assess students' academic needs, assist them in setting goals, connect them to appropriate resources, and prove ongoing support as needed.
    - Provide targeted outreach to students who are identified as being at-risk.
    - Monitor student academic records and progress using student records, early alert systems and grade review process
    - Maintain electronic student files and student databases.
    - Understand and be able to clearly communicate academic information, including possible programs of study, resources available to students, and be knowledgeable of academic policies and administrative practices.
    - Communicate with the Academic Advising Team and Directors regarding concerns about individual students as necessary.
    - Keep up with upcoming academic dates and deadlines.
    - Assist with academic advising and course scheduling as needed.
- Participate in New Student Orientation Events at the direction of your supervisor
- Participate in training and/or continuing education opportunities as needed.
- Attend staff meetings/team meetings regularly

Advisor II → Advisor III Eligibility Checklist

Name: _____ GNumber_____

Position Title: _____ Start Date of Current Position: _____

Initial	Date	Task
		8 or more years of professional experience working full-time in an academic advising position/or related position in a college or university with a demonstrated consistent–
		Upheld job responsibilities (see list of job responsibilities below)
		• Ability to relate effectively to a diverse university community (students, faculty, staff, alumni and parents), strong written and oral communication skills; appropriate computer and IT skills; demonstrated organizational skills, and ability to handle simultaneous projects.
		• Competence in applying academic advising and/or other student academic support knowledge and skills
		Upheld GVSU 8 Core Competencies (see 8 Core Competencies)
		Maintain an active membership in LAAN or other related professional associations (e.g. serve on committee, collaborate on or propose program initiatives across centers).
		Completed Leadership Skills Training / Acquired Ed.S, PhD in Education, or D.Ed degree
		Completed Program Development and Assessment Skills Training / Acquired Ed.S, PhD in Education, or D.Ed degree
		Deeper training or experience in one or more of the following areas (see list of training topics below)

_____ _____

Advisor I Signature Date

_____ _____

Supervisor Signature Date

Advisor II Job Responsibilities

Responsibilities include but are not limited to the following:

- Uphold and/or develop the 8 Core Competencies for all GVSU employees
- Relate effectively to a diverse university community (students, faculty, staff, alumni and parents), strong written and oral communication skills; appropriate computer and IT skills; demonstrated organizational skills, and ability to handle simultaneous projects.
- Provide successful academic advising support to diverse student community as well as all assessment and student monitoring activities necessary for effective student support
- Participate in New Student Orientation Events at the direction of your supervisor
- Participate in training and/or continuing education opportunities as needed.
- Attend staff meetings/team meetings regularly
- **Actively engage in LAAN or other related professional associations (e.g. serve on committee, collaborate on or propose program initiatives)**
- **Teach the US 102 course or engage in an equivalent student-facing experience**
- **Develop and implement academic advising/student support initiatives within the department, college and/or campus**
- **Establish professional development agenda, including opportunities to develop expertise in targeted academic advising initiatives, in-depth knowledge of advising approaches and best practices.**

Topics for deeper training or experience (not limited to:)

Academic Advising Practices and Theory
Advising Special Populations
Inclusive Advising Practices (trauma-informed approach, neuro/physical accessibility practices, international student advising, etc.)
Graduate Advising
Technology and Advising
Retention Programs and Initiatives
Mentorship and Training
Student Development
DEI and Social Justice
University Policy and Procedure
Career Advising and Planning
Curriculum Design and Faculty Collaboration

Specialist I → Specialist II Eligibility Checklist

Name: _____ GNumber_____

Position Title: _____ Start Date of Current Position: _____

Initial	Date	Task
		Three or more years of professional experience working full-time in an academic advising position/or related position in a college or university with a demonstrated consistent–
		Upheld job responsibilities (see list of job responsibilities below)
		• Ability to relate effectively to a diverse university community (students, faculty, staff, alumni and parents), strong written and oral communication skills; appropriate computer and IT skills; demonstrated organizational skills, and ability to handle simultaneous projects.
		• Competence in applying academic advising and/or other student academic support knowledge and skills
		Upheld GVSU 8 Core Competencies (see 8 Core Competencies)
		Successful **completion of on-boarding training curriculum**.
		Maintain an active membership in LAAN or other related professional associations (e.g. serve on committee, collaborate on or propose program initiatives across centers).
		Completed Workplace Professionalism Training* See Appendix C
		Completed Culture, Inclusivity, and Student Belonging Training* See Appendix C
		Completed Student Success Program/Project Development Training* See Appendix C

_____ _____

Specialist I Signature Date

_____ _____

Supervisor Signature Date

Specialist I Job Responsibilities

Responsibilities Include but are not limited to the following:

- Uphold and/or develop the 8 Core Competencies for all GVSU employees
- Support existing student success initiatives within the context of academic advising (i.e. communication, mentorship, student academic support, advising special populations, etc.).
- Support a diverse university community (students, faculty, staff, alumni and parents), strong written and oral communication skills; appropriate computer and IT skills, demonstrated organizational skills, and ability to handle simultaneous projects.
- Participate in New Student Orientation Events at the direction of your supervisor
- Collaborate across academic advising and other student support entities on campus
- Apply student academic support knowledge and skills

Specialist II → Specialist III Eligibility Checklist

Name: _____ GNumber_____

Position Title: _____ Start Date of Current Position: _____

Initial	Date	Task
		8 or more years of professional experience working full-time in an academic advising position/or related position in a college or university with a demonstrated consistent–
		Upheld job responsibilities (see list of job responsibilities below)
		• Ability to relate effectively to a diverse university community (students, faculty, staff, alumni and parents), strong written and oral communication skills; appropriate computer and IT skills; demonstrated organizational skills, and ability to handle simultaneous projects.
		• Competence in applying academic advising and/or other student academic support knowledge and skills
		Upheld GVSU 8 Core Competencies (see 8 Core Competencies)
		Maintain an active membership in LAAN or other related professional associations (e.g. serve on committee, collaborate on or propose program initiatives across centers).
		Completed Leadership Skills Training / Acquired Ed.S, PhD in Education, or D.Ed degree
		Completed Program Development and Assessment Skills Training / Acquired Ed.S, PhD in Education, or D.Ed degree
		Deeper training or experience in one or more of the following areas (see list of training topics below)

_____ _____

Specialist I Signature Date

_____ _____

Supervisor Signature Date

Specialist II Job Responsibilities

Responsibilities include but are not limited to the following:

- Uphold and/or develop the 8 Core Competencies for all GVSU employees
- Support existing student success initiatives within the context of academic advising (i.e. communication, mentorship, student academic support, advising special populations, etc.).
- Support a diverse university community (students, faculty, staff, alumni and parents), strong written and oral communication skills; appropriate computer and IT skills, demonstrated organizational skills, and ability to handle simultaneous projects.
- Participate in New Student Orientation Events at the direction of your supervisor
- Collaborate across academic advising and other student support entities on campus
- Apply student academic support knowledge and skills
- **Design and implement student success initiatives within the department, college and/or campus (i.e. communication, mentorship, student academic support, advising special populations, etc.).**
- **Teach US 102 course or engage in an equivalent student-facing experience**
- **Expand student success initiatives to other retention-related endeavors across campus (i.e. admissions, teaching and learning, graduate study, orientation of new students, etc.)**
- **Support a diverse university community (students, faculty, staff, alumni and parents), strong written and oral communication skills; appropriate computer and IT skills, demonstrated organizational skills, and ability to handle simultaneous projects.**
- **Apply student academic support knowledge and skills**
- **Establish professional development agenda, including opportunities such as Human Resource leadership training/supervisor training, campus advisor development programs, advanced degree in a related discipline**

Topics for deeper training or experience (not limited to:)

Academic Advising Practices and Theory
Advising Special Populations
Inclusive Advising Practices (trauma-informed approach, neuro/physical accessibility practices, international student advising, etc.)
Graduate Advising
Technology and Advising
Retention Programs and Initiatives
Mentorship and Training
Student Development
DEI and Social Justice
University Policy and Procedure
Career Advising and Planning
Curriculum Design and Faculty Collaboration

Appendix C

Professional Development Opportunities Available to Advisors

Workplace Professionalism PD Examples:

- Respectfully and Confidently Engage in Difficult Conversations
    - Online course through Academic Impressions
- Strategies to Enhance Staff Well-being
    - Online recording through Academic Impressions
- Conflict Resolution
    - Online recording through Academic Impressions
- AP Committee- Exploring your CliftonStrengths
    - PD session through Workday Learning
- Communicate to Lead: Proactive Communication
    - PD session through Workday Learning

**There is an entire Workplace Culture "area of focus" that provides various delivery methods of PD on workplace professionalism through Academic Impressions

Culture, Inclusivity, and Student Belonging PD Examples:

- Cultural Competence for Advisors (Deepening Inclusion and Equity Mindsets & Practices)
    - Offered to all advisors by the Inclusion and Equity Institute
- Supporting Student Basic Needs in College: A Guide to Equity and Inclusion
    - Offered by the Inclusion and Equity Institute
- Interfaith Dimension of Campus Inclusion
    - Offered by the Inclusion and Equity Institute
- **Inclusion and Equity Institute free PD offerings
- Anti-Racism White Consciousness
    - Offered through Workday Learning/Inclusion and Equity Institute

Student Success Program / Project Development PD Examples:

- NACADA regional and national conferences
    - Opportunities to present
    - Daily conference sessions with a variety of topics
- Cultural Competency Training
    - Offered through the Provost's Office and the Inclusion and Equity Institute
- Minds that Matter
    - Offered through the Pew Faculty Teaching and Learning Center
- Student Success Series
    - Offered through the Division of Inclusion and Equity

Leadership Skills PD Examples:

- Leading Lakers
    - Offered through the Human Resources Department
- Academic Impressions free PD offerings
- Intergenerational Dynamics training
    - Offered through Workday Learning and the Inclusion and Equity Institute

Program Development and Assessment Skills

- NACADA regional and national conferences
- LAAN Assessment Committee

Appendix D

Summary for Presentation

Purpose of Proposal:

To provide a clear process for promotion through experience and development so as to retain and attract diverse, quality, and invested academic advisors for the purpose of ensuring effective and meaningful advising instances for all students at GVSU.

Highlights from the Proposal:

Assumptions

- A clear process is an equitable and inclusive practice (best practice)
- Advisors and Specialists deserve development and mastery within their respective fields without needing to pursue higher administrative roles
- Development should be equitably accessible regardless of each Center's individual funding
- Salaries should be standardized across Centers to create an advising community centered around equity and collaboration (decrease cross-center competition)

Salary Brackets and Levels of Advancement

The committee proposes three salary and title brackets for Academic Advisors and AP Specialists. See table below:

AP Advisor Line	Starting Salary Bracket	AP Specialist LIne	Starting Salary Bracket
Advisor I (Academic Advisor)	50,00-55,000	Specialist I (Specialist)	49,00-53,000
Advisor II (Senior Academic Advisor)	2-4% increase	Specialist II (Advanced Specialist)	2-4% increase
Advisor III (Principal Academic Advisor)	2-4% increase	Specialist III (Senior Specialist)	2-4% increase

**positions are awarded merit pay yearly based on professional review by supervisor (up to approximately 3% salary increase)*

Progress and Promotion Monitoring Process

- Each level of Advisor and Specialist is explicitly described as appropriate to the "experiences and development" obtained and follow a list of "eligibility" criteria.
- Progress is tracked by Advisor or Specialist along with their Supervisor.
- Development can be achieved *internally* or *externally.*
- Experience is marked in a 3-year increment and then a 5-year increment.
- Materials have been proposed that make monitoring more consistent and equitable across centers (all supervisors will use the same materials)