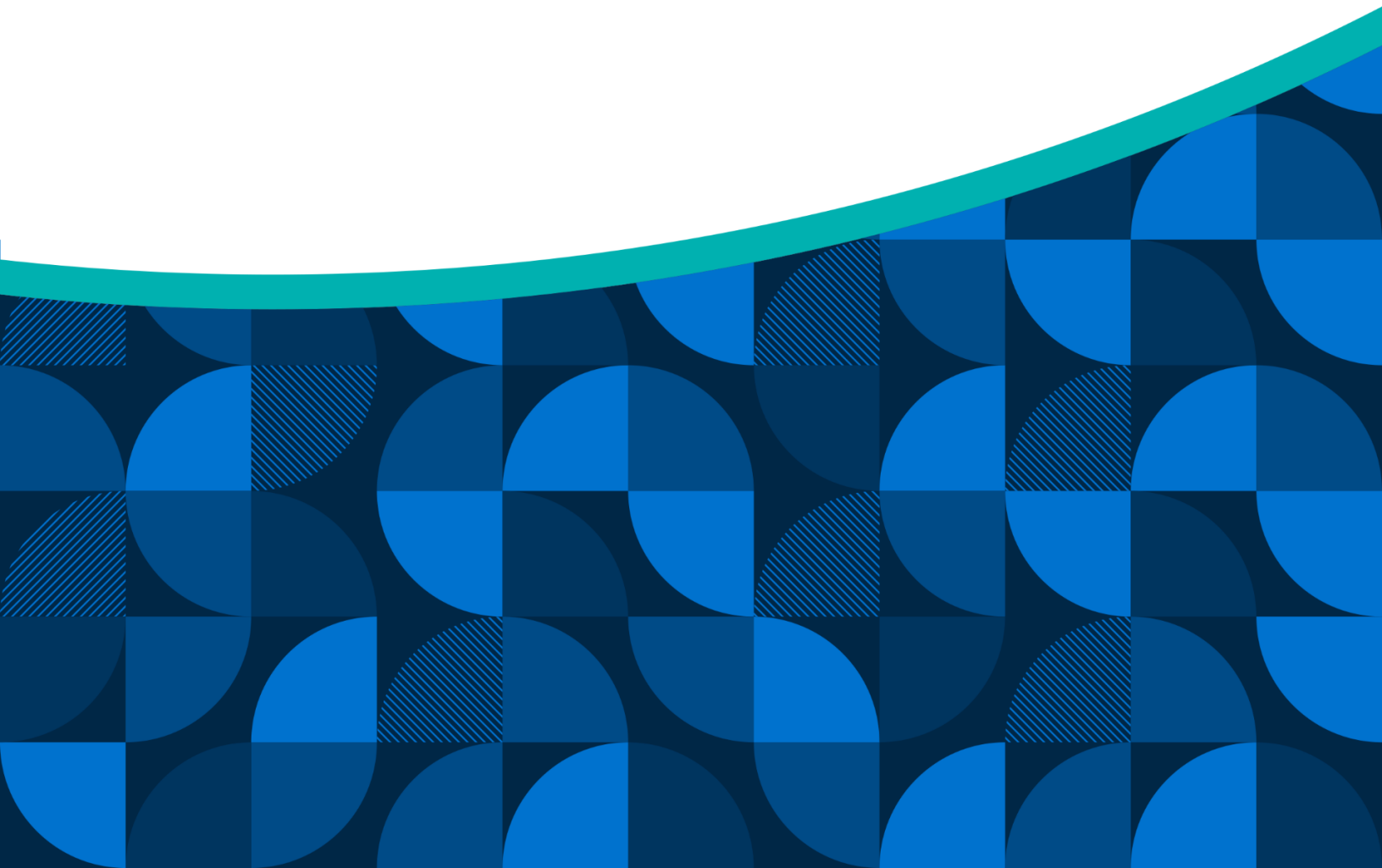




TOOLKIT

Advising Career Ladder Compendium



Advising Career Ladder Compendium

A Guide to This Resource



Resource in Brief

Purpose: This resource offers multiple examples of advisor career ladders. When your institution is developing a standard career ladder, leaders should reference these examples to understand how duties and responsibilities, experience and credentials required, and/or compensation change as advisors advance on the career ladder.

The advising career ladder should be available and easy to access for both advising staff and their managers. It helps advisors prepare to advance along the career ladder in terms of both skills to develop and how their roles would change; and it helps advising managers recognize high-potential candidates for promotion.

Who should use this resource? This resource is designed for the head of the institution’s advising unit (e.g., Director/AVP of Advising) to use along with a representative from institutional HR.

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Examples #1-2: Texas A&M University, University of Utah

Texas A&M University

Career Level	Duties	Minimum Qualifications	Salary
<u>Academic Advisor I</u>	<ul style="list-style-type: none"> 65% advises students 15% delivers student success and retention strategies 20% training 	<ul style="list-style-type: none"> Bachelor's degree 	Starting at \$45,000.00
<u>Academic Advisor II</u>	<ul style="list-style-type: none"> 65% advises students 20% delivers student success and retention strategies 5% team building and support 10% training and development 	<ul style="list-style-type: none"> Bachelor's degree 2 years of advising or related experience 	Starting at \$49,500.00
<u>Academic Advisor III</u>	<ul style="list-style-type: none"> 50% advises students 20% delivers student success and retention strategies 20% collaborative leadership 10% training and development 	<ul style="list-style-type: none"> Bachelor's degree 4 years of advising experience 	Starting at \$54,450.00
<u>Academic Advisor IV</u>	<ul style="list-style-type: none"> 45% advises students 20% delivers student success and retention strategies 25% advising or programmatic leadership 10% training and development 	<ul style="list-style-type: none"> Bachelor's degree 6 years of advising experience 	Starting at \$59,895.00

University of Utah

Career Level	Minimum Qualifications	Professional Community Participation	Student Programming	% of time Advising vs. Coordination
<u>Academic Advisor I</u>	Bachelor's or equivalency	Attends meetings as a participant	Participates in programs	Higher % advising
<u>Academic Advisor II</u>	Bachelor's or equivalency + 2 years direct advising experience	Participates in sub-committees	Mentors existing programs	Higher % advising
<u>Senior Academic Advisor</u>	Bachelor's or equivalency + 4 years direct advising experience	Holds leadership roles	Oversees and facilitates new program activities	Higher % advising
<u>Academic Advising Coordinator</u>	Bachelor's or equivalency + 4 years direct advising experience	Holds leadership roles	Oversees and facilitates new program activities	Higher % coordination

Source: [Texas A&M University Academic Advising Career Ladder](#) (retrieved May 22, 2024); [University of Utah Advising Career Progressions](#) (retrieved May 22, 2024).

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Example #3: University of Arizona

University of Arizona

Career Level	Academic Advisor I	Academic Advisor II	Senior Academic Advisor I	Senior Academic Advisor II
Distinguishing Characteristics	<p>This first level Academic Advisor provides developmental academic advising services to students to develop their academic plans and refers students to appropriate campus resources for assistance as needed.</p> <ul style="list-style-type: none"> • Main task is advising and serving students. • Will consult with senior academic advisors on more difficult or unusual cases. • Basic knowledge and operation of University systems advisor tools. • May participate with senior advisors on projects and tasks. 	<p>This level is distinguished from prior levels in that Academic Advisor II is responsible for more complex issues.</p> <ul style="list-style-type: none"> • Capable of building and presenting academic program information with senior academic advisors • Has higher level proficiency with University systems advisor tools • Has the ability to mentor and share knowledge with junior advisors • Works under limited or minimal supervision and consults senior academic advisors with highly unusual or complex situations • Has the ability to provide input regarding student data (such as enrollment and retention information) 	<p>This level is distinguished from prior levels in that Senior Academic Advisor I is responsible for the development of a special advising program. Academic Advisor III are subject matter experts but do not have supervisor responsibilities.</p> <ul style="list-style-type: none"> • Coordinates a special program (including but not limited to academic success, peer advising, mentoring, career placement, ambassadors, internships or college honors programs, etc.) • Has the knowledge and experience required to work with specialized groups of the student body • Utilizes University systems advisor tools with excellent proficiency (advanced analytics and reviewing data) • Serves as program liaison with campus and community partners including faculty • Provides input on materials and/or curriculum in collaboration with faculty • Has knowledge of and experience with other colleges and the University as a whole • Routinely provides input regarding student data (such as enrollment and retention information) 	<p>This level is distinguished from prior levels in that Senior Academic Advisor II will have a predominant role and lead responsibility.</p> <ul style="list-style-type: none"> • Acts as team leader for professional and/or support staff; may oversee others as needed. • Provides guidance and oversight to junior advisors. • Represents unit on university committees to initiate change and to resolve issues related to academic issues as a subject expert. • Possesses a full range and depth of professional knowledge and experience which allows them to work independently while leading other advisors. • Utilizes University systems advisor tools with excellent proficiency (advanced analytics and interpretation of data including building dashboards and agents) • Develops a special program (including but not limited to academic success, peer advising, mentoring, career placement, ambassadors, internships or college honors programs, etc.) • May provide input to management for performance assessments for junior advisors. • Works closely and collaboratively with management to fully understand policies and procedures to provide guidance to all advisors. May make recommendations for improvement to management. • Builds and delivers training.

Source: [University of Arizona Academic Advisor Career Ladder and Compensation Structure](#) (retrieved May 22, 2024).

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Example #3: University of Arizona (cont.)

University of Arizona

Career Level	Academic Advisor I	Academic Advisor II	Senior Academic Advisor I	Senior Academic Advisor II
Knowledge	Limited use and/or application of basic principles, theories and concepts. Limited knowledge of job functions, industry practices and standards.	General knowledge of principles, theories and concepts. Is competent in all job functions and has general understanding of the industry practices, techniques and standards.	Extensive knowledge and application of principles, theories and concepts. Complete knowledge of all job functions and the broad industry best practices, techniques and standards.	Expert knowledge of industry best practices and job functions. Is considered a subject matter expert within their function in the organization and contributes to the development of new concepts, techniques and standards. May serve as a resource to cross functional teams outside of own discipline.
Complexity of Work	Solves routine problems and works on projects with limited scope and complexity following established policies and procedures.	Develops solutions to a wide variety of problems and works on projects of moderate complexity. Refers to policies and practices for guidance but determines best course of action to achieve results.	Develops solutions to complex problems where analysis of situations or data requires in-depth evaluation of variables. Determines best method to achieve results and may make suggestions to improve policies and procedures.	Develops solutions to complex and challenging problems and takes a broad perspective to identify solutions. Assignments require extensive evaluation of alternatives and intangible variables. Is expected to recommend improvements to policies and procedures.
Operational Latitude	Normally receives detailed instructions to perform work. Work is reviewed closely for accuracy.	Work is performed independently except for new assignments. Work is reviewed for soundness of judgment and overall adequacy and accuracy.	Work is performed without appreciable direction. Exercises considerable latitude in determining objectives and approaches to assignments. Work may be reviewed at a high level.	Works independently toward long-range goals and objectives with guidance in only the most complex situations. Assignments are often self-initiated. Might supervise junior colleagues or support staff.
Interpersonal Contacts	Interacts mostly with immediate management and other professionals within the department or function.	Interacts with management and professionals within department and other parts of the organization. May represent department externally on projects or with customers.	Represents organization as a prime contact on projects or contracts. Interacts frequently with senior professionals and management and often has to coordinate the work between departments or organizations.	Serves as consultant to management on major initiatives related to policy, plans and long-range objectives.

Source: [University of Arizona Academic Advisor Career Ladder and Compensation Structure](#) (retrieved May 22, 2024).

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Example #3: University of Arizona (cont.)

University of Arizona

Career Level	Academic Advisor I	Academic Advisor II	Senior Academic Advisor I	Senior Academic Advisor II
Impact of Actions/ Decisions	Actions mostly affect own work assignments but erroneous decisions or failure to accomplish work may require some assistance or resources from within the department to remedy.	Actions impact the success of the overall department and sometimes the organization. Failure to accomplish work or erroneous decisions will result in delays to projects, loss of revenue or allocation of additional resources to remedy.	Actions impact the organization. Failure to accomplish work or erroneous decisions will result in the inability to reach crucial organizational goals and may have a prolonged effect, as well as result in the expenditure of substantial resources.	Actions impact the organization and its reputation. Effects of erroneous decisions are long-lasting, influence the future course of the organization and require the expenditure of extensive additional resources.
Education	Bachelor's degree or equivalent experience	Bachelor's degree or equivalent experience	Bachelor's degree or equivalent experience	Master's degree or equivalent experience
Relevant Experience	Less than 2 years with bachelor's or equivalent. Experience may be partially substituted for a relevant advanced degree.	2 or more years with bachelor's or equivalent. Experience may be partially substituted for a relevant advanced degree.	4 years or more with bachelor's or equivalent. Experience may be partially substituted for a relevant advanced degree.	5 years or more with master's or equivalent. Experience may be partially substituted for a relevant advanced degree.

Source: [University of Arizona Academic Advisor Career Ladder and Compensation Structure](#) (retrieved May 22, 2024).



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