

The Advancement Checklist is used by the advisor and supervisor to assess progress toward the next Career Ladder tier. Completion of the checklist documents the college's support for the advisor to submit an application for advancement and confirms that the advisor has demonstrated a level of development that warrants review by the Career Ladder Advancement Committee.

Advancement to Tier II (Academic Advisor 2) Checklist

Advisor Initials	Supervisor Initials	Criterion	
NACADA Competencies			
Conceptual Component			
		Develops and articulates an individual advising philosophy that informs advising practice and student interactions.	
		Demonstrates understanding of how institutional, advising unit, and departmental missions, values, and goals inform advising practice.	
		Demonstrates understanding of ethical principles and professional responsibilities outlined by ETSU and NACADA.	
Informational Component			
		Demonstrates comprehensive knowledge of curricula, policies, procedures, institutional requirements, and university resources.	
		Supports students in exploring academic, career, and educational pathways appropriate to their goals.	
Relational Component			
		Applies advising approaches that promote student learning, understanding of the curriculum, problem-solving, decision-making, meaning making, and goal attainment.	
		Provides holistic advising by integrating academic guidance with appropriate referrals to campus resources and support services.	
ETSU Advisor Responsibilities			
Advising Best Practices			
		Consistently demonstrates the responsibilities and professional expectations of Academic Advisor I while expanding advising knowledge and practice.	
		Applies proactive advising strategies that support timely intervention, student engagement, and academic progression.	
		Uses feedback, assessment information, and reflective practice to identify opportunities for improving the individual advising practice.	
		Uses available information to proactively identifies issues that may affect student progression and communicates observations to appropriate stakeholders.	
Retention Initiatives			

Advisor Initials	Supervisor Initials	Criterion
		Consistently implements university-wide student success and retention initiatives, including proactive outreach, academic alerts, re-enrollment efforts, and other coordinated advising activities.
		Identifies barriers affecting student success through advising practice and contributes recommendations that strengthen student persistence, retention, and progression.
Professional Development / Advising Training		
		Engages in ongoing reflection and continuous improvement of advising practice.
		Demonstrates ongoing professional development that strengthens advising knowledge, skills, and effectiveness.
ETSU Service		
Service to the College		
		Participates in department- or college-level events, student success initiatives, recruitment and transition activities, and other service opportunities that support students, strengthen engagement with the department or college, and contribute to unit goals.
		Contributes to departmental, college, or advising unit initiatives, collaborative efforts, committee or workgroups, or service activities that support student success, advising effectiveness, curriculum/program goals, and unit operations.
Service to the University		
		Contributes to ongoing university initiatives, governance activities, policy improvement efforts, committees, workgroups, task forces, and cross-unit collaborations that strengthen institutional effectiveness, advising practice, and student success and retention.
		Participates in university events, student success initiatives, campus activities, advising initiatives, and other service opportunities that support the student experience, contribute to the broader university community, and strengthen connections across advising units.
College/Department-Specific Expectations		
Additional criteria may be included below to reflect college or department-specific advising responsibilities, initiatives, and contributions.		

Advancement to Tier III (Academic Advisor 3) Checklist

Advisor Initials	Supervisor Initials	Criterion	
NACADA Competencies			
Conceptual Component			
		Demonstrates continued development and refinement of an individual advising philosophy informed by advising experience and professional learning.	
		Demonstrates understanding of how institutional, advising unit, and departmental missions, values, and goals inform advising practice and contribute to effective advising approaches.	
		Applies ethical principles and professional responsibilities outlined by ETSU and NACADA in advising practice and professional interactions.	
Informational Component			
		Develops and utilizes a broad network of collaborative relationships across campus to connect students, advisors, and programs with appropriate resources, expertise, and support.	
		Shares institutional knowledge and supports the development of advisors and colleagues through training, consultation, and resource sharing related to curricula, policies, procedures, and student support resources.	
		Collaborates with campus partners to develop, communicate, and implement advising resources, programs, or initiatives that support student success.	
Relational Component			
		Demonstrates flexibility in applying multiple advising approaches and strategies to support unique and individual student needs and circumstances.	
		Builds collaborative partnerships with advisors, campus partners, and support services to address complex student needs and improve student outcomes.	
ETSU Advisor Responsibilities			
Advising Best Practices			
		Demonstrates continued growth from previous Career Ladder tier by expanding advising expertise, responsibilities, and contributions to advising effectiveness.	
		Uses advising experiences, student feedback, and available information to identify trends and recommend improvements to curricula, policies, processes, or student support practices.	

Advisor Initials	Supervisor Initials	Criterion
		Applies advanced advising knowledge and collaborative problem-solving strategies to address complex student situations and connect students with appropriate resources and support.
		Uses assessment, feedback, and reflective practice to evaluate and improve advising practices, services, and student support strategies.
Retention Initiatives		
		Uses data and advising insights to identify opportunities for improvement and contributes to the development, implementation, and assessment of retention initiatives, outreach strategies, and student success efforts that support progression and persistence.
		Uses advising data, student success information, and advising insights to identify trends within assigned student populations and designs targeted interventions within the department, college, or advising unit.
Professional Development / Advising Training		
		Identifies professional learning needs and contributes recommendations for training, resources, or development opportunities for advisors, colleagues, advising stakeholders, or campus partners.
		Develops and leads professional learning opportunities by sharing advising knowledge and expertise through presentations, discussions, resource development, or other learning activities.
ETSU Service		
Service to the College		
		Leads, coordinates, or provides significant contributions to department-, college-, or advising unit initiatives, student success efforts, recruitment and transition activities, and other service opportunities that enhance the student experience and advance unit goals.
		Provides leadership, expertise, and collaboration within departmental, college, or advising unit initiatives, committees, workgroups, and professional communities that improve advising effectiveness, curriculum/program outcomes, student success, and operational practices.
Service to the University		
		Provides leadership, expertise, or significant contributions to university advising initiatives through advising groups, committees, workgroups, professional learning communities, or collaborative efforts that advance advising practice and strengthen connections across advising units.
		Provides leadership or meaningful contributions to university-level committees, governance activities, task forces, policy initiatives, or cross-unit collaborations that advance institutional priorities and student success.

Advisor Initials	Supervisor Initials	Criterion
College/Department-Specific Expectations		
<i>Additional criteria may be included below to reflect college or department-specific advising responsibilities, initiatives, and contributions.</i>		

Advancement to Tier IV (Senior Advisor) Checklist

Advisor Initials	Supervisor Initials	Criterion	
NACADA Competencies			
Conceptual Component			
		Articulates and applies an advising philosophy that reflects institutional priorities, informs advising practice, and demonstrates continued growth as an advising professional.	
		Serves as a resource and advocate for advancing advising philosophy, professional standards, and understanding of the role and value of advising within the department, college, university, and broader advising community.	
Informational Component			
		Contributes expertise, recommendations, and collaborative solutions to the development, refinement, documentation, and communication of procedures, resources, and advising information practices.	
		Uses advanced knowledge of institutional policies, curriculum, student progression, and advising practices to inform decision-making, support colleagues, and strengthen advising effectiveness across advising units.	
Relational Component			
		Models advanced advising practice, develops others' advising capacity, and promotes effective advising approaches across departments, colleges, and advising communities.	
		Cultivates collaborative advising relationships, shares expertise, and represents advising perspectives to strengthen advising practice across departments, colleges, and advising communities.	
		Represents advising perspectives, needs, and goals through institutional collaboration and engagement that strengthens understanding of advising's role and contribution to student success.	
ETSU Advisor Responsibilities			
Advising Best Practices			
		Maintains responsibilities and demonstrates continued growth and improvement from previous tiers while advancing advising effectiveness within the department, college, or university.	
		Mentors, trains, and serves as a resource for advisors within the department, college, and broader university advising community by supporting advisor development, sharing advising expertise, and contributing to a culture of collaborative advising practice.	

Advisor Initials	Supervisor Initials	Criterion
		Uses assessment practices and advising data to analyze effectiveness, identify opportunities for improvement, and collaborate with colleagues and institutional partners to develop and communicate recommendations, proposals, or initiatives that strengthen advising effectiveness, services, and student success outcomes across advising units.
		Demonstrates leadership through contributions to the development, implementation, and evaluation of advising programs, services, and initiatives that improve student success, advising effectiveness, and progression toward degree completion.
		Contributes to the sustainability and continuous improvement of advising practices, processes, resources, and communication strategies through collaboration, documentation, knowledge sharing, and efforts that enhance student success and the student experience.
Retention Initiatives		
		Uses institutional data, advising insights, and student success trends to identify opportunities for improvement and contributes to the evaluation and refinement of retention initiatives, outreach strategies, and student success efforts that support persistence and degree completion.
		Applies advising expertise and institutional insights to identify barriers to student success, recommend strategies for improvement, and contribute to retention efforts that strengthen persistence and degree completion across student populations.
Professional Development / Advising Training		
		Leads or facilitates professional development opportunities, workshops, seminars, presentations, or other learning experiences that strengthen advising knowledge and practice across the advising community.
		Creates, supports, or advances sustainable advising community learning opportunities in collaboration with the Office of the Executive Director of Academic Advisement, advising partners, and campus stakeholders.
ETSU Service		
Service to the College		
		Provides experienced leadership within the department, college, or advising unit through mentorship, collaboration, planning, and initiatives that strengthen advising effectiveness, unit capacity, and operational practices.
		Leads or coordinates department-, college-, or advising unit-level initiatives, programs, committees, or collaborative efforts that advance unit goals and improve student experiences.

Advisor Initials	Supervisor Initials	Criterion
Service to the University		
		Contributes expertise, recommendations, and collaborative leadership through university committees, task forces, advising communities, and cross-unit efforts that strengthen advising practice and institutional priorities.
		Develops, supports, or implements sustainable university-level advising opportunities, professional learning initiatives, resources, or collaborative efforts that strengthen the broader advising community.
College/Department-Specific Expectations		
Additional criteria may be included below to reflect college or department-specific advising responsibilities, initiatives, and contributions.		