

Portfolio Assessment Rubric Guidance

The Academic Advisor Career Ladder Portfolio Assessment Rubric provides a consistent framework for evaluating whether an advisor has demonstrated the expectations of the Career Ladder tier for which they are applying. Reviewers should evaluate the portfolio holistically, considering the advisor's narrative statement and supporting documentation together.

The narrative statement should explain how the advisor has achieved each advancement criterion and how their experiences and contributions align with the expectations of the Career Ladder tier being reviewed. Supporting evidence should substantiate the narrative by demonstrating the quality, scope, and impact of the advisor's work. Evidence may include examples of work, documentation, assessment results, data, letters of recommendation, products developed, presentations, participation records, or other relevant artifacts. Advancement reflects not only increased expertise, but also an expanding sphere of contribution and influence as advisors progress from individual advising practice to broader contributions that strengthen advising programs, colleagues, institutional initiatives, and the advising profession.

Expectations by Career Ladder Tier

Tier II (Academic Advisor 2)

Achievement is demonstrated through evidence of continued growth as an effective academic advisor, expanded advising knowledge and responsibilities, and application of advising skills that support student success within the advisor's assigned population, department, college, or advising unit. Portfolio evidence should demonstrate how the advisor applies advising knowledge, responds to student needs, reflects on and improves advising practice, contributes to student success efforts, and engages in continued professional development.

Tier III (Academic Advisor 3)

Achievement is demonstrated through evidence of expanded influence through advanced advising practice, collaboration, mentoring, and contributions that strengthen advising practice and student success beyond the advisor's individual caseload. Evidence may demonstrate influence within the department, college, advising unit, or university advising community through developing colleagues, improving practices, and contributing to advising initiatives.

Tier IV (Senior Advisor)

Achievement is demonstrated through evidence of sustained leadership, institutional influence, and contributions that advance advising practice beyond the advisor's individual role or home unit. Portfolio evidence should demonstrate how the advisor has strengthened advising capacity, advanced advising practices through collaboration, assessment, professional learning, or innovation, influenced institutional understanding of advising, and contributed to sustainable improvements across the university advising community and, where appropriate, contributes to the broader academic advising profession through professional engagement, scholarship, leadership, or service.

Rating Scale

A candidate must receive a score of **2 (Meets Expectations)** or higher in every evaluation category to be recommended for advancement.

3 – Exceeds Expectations

The advisor demonstrates achievement beyond the expectations of the specified tier through a clear narrative explanation and strong supporting evidence. Evidence demonstrates a higher level of contribution, impact, or effectiveness than typically expected at that tier, which may include sustained contributions, measurable outcomes, documented improvements, innovation, leadership, broader influence appropriate to the tier, or other evidence of exceptional performance.

2 – Meets Expectations

The advisor demonstrates achievement of the expectations of the specified tier through a clear narrative explanation and supporting evidence. Evidence demonstrates fulfillment of the responsibilities and expectations associated with the specified tier, which may include examples of work, documentation, assessment information, data, products developed, presentations, participation records, letters of recommendation, or other relevant artifacts that substantiate the advisor's narrative.

1 – Does Not Meet Expectations

The advisor does not meet expectations for the specified tier or does not provide sufficient evidence to demonstrate achievement. The narrative may describe activities, responsibilities, or intended efforts; however, described achievements are not adequately substantiated through supporting evidence, or the evidence provided does not demonstrate achievement at the expected level for the tier.

Portfolio Assessment Rubric – Advancement to Tier II (Academic Advisor 2)

Minimum Experience and Education Requirements

The following minimum experience and education qualifications must be met for an advisor to be eligible for consideration for advancement from Tier I (Academic Advisor 1) to Tier II (Academic Advisor 2):

Eligibility Requirement	Requirement Met (Y/N)
The advisor has earned a minimum of a bachelor's degree.	
The advisor has demonstrated a minimum of two years of experience at Tier I as an Academic Advisor 1 at ETSU <i>*Or three to four years of academic advising experience at another institution, at the discretion of the college at the time of hire.</i>	

Evaluation of Competencies, Advisor Responsibilities, and Service

A candidate must be assigned a score of **2 or above in each category** to be recommended for advancement.

3—Exceeds expectations: The advisor demonstrates achievement beyond the expectations of the specified tier through a clear narrative explanation and strong supporting evidence. Evidence demonstrates expanded impact, sustained contributions, innovation, leadership, measurable outcomes, or influence beyond typical responsibilities.

2—Meets expectations: The advisor demonstrates achievement of the expectations of the specified tier through a clear narrative explanation and supporting evidence. Evidence demonstrates fulfillment of the responsibilities and contributions expected at this level.

1—Does not meet expectations: The advisor does not demonstrate achievement of the specified tier criterion. The narrative and/or supporting evidence are insufficient to demonstrate the expected level of performance, contribution, or impact.

Tier II: Academic Advisor 2	Criterion	Score	Comments
NACADA Competencies			
Conceptual Component	Demonstrates development and articulation of an individual advising philosophy that informs advising approach, decision-making, and interactions with students.		
	Demonstrates understanding of how institutional, advising unit, and departmental missions, values, and goals shape and inform advising practice.		

Tier II: Academic Advisor 2	Criterion	Score	Comments
	Demonstrates knowledge of and adherence to ethical principles and professional responsibilities outlined by ETSU and NACADA.		
Informational Component	Demonstrates comprehensive knowledge of curriculum, academic policies, procedures, institutional requirements, and university resources necessary to effectively advise students.		
	Applies knowledge of academic and career pathways to support students in exploring goals, making informed decisions, and developing appropriate educational plans.		
Relational Component	Applies advising approaches that promote student learning, understanding of curriculum pathways, decision-making, goal attainment, and academic progression.		
	Provides holistic advising by integrating academic guidance with appropriate referrals and connections to campus resources.		
	Supports students in understanding curriculum pathways, academic decisions, and the purpose and requirements of their educational plans.		
ETSU Advisor Responsibilities			
Advising Best Practices	Demonstrates continued growth from the previous Career Ladder tier by expanding advising expertise, responsibilities, and contributions to advising practices within the department, college, or advising community.		
	Evaluates complex student situations, develops appropriate options or recommendations, and supports students in resolving academic challenges through appropriate consultation with supervisors, advising leaders, faculty, or campus partners when needed.		
	Uses advising experiences and available information to identify barriers or challenges affecting students and communicates concerns or observations to appropriate departmental, college, or advising unit stakeholders.		
	Uses student feedback, assessment results, and reflection on advising experiences to identify opportunities for improvement and adjust individual advising practice.		
Retention Initiatives	Implements and participates in institutional student success and retention efforts, including proactive outreach, academic alerts, re-enrollment efforts, and other coordinated advising activities.		
	Provides feedback and recommendations based on advising experiences and student interactions to inform the refinement of retention initiatives and outreach strategies.		
Professional Development/ Advising Training	Engages in ongoing professional development activities, including advising trainings, workshops, seminars, conferences, courses, webinars, or other learning opportunities that expand advising knowledge, skills, and effectiveness.		

Tier II: Academic Advisor 2	Criterion	Score	Comments
	Reflects on and applies learning from professional development opportunities to improve advising practice.		
ETSU Service			
Service to the College/ Department	Participates in department-, college-, or advising unit initiatives, events, recruitment and transition activities, committees, collaborative efforts, or other service activities that strengthen unit operations, advising effectiveness, curriculum/program goals, and the student experience.		
Service to the University	Engages in ongoing, short-term, or special-event university service opportunities, including events, committees, workgroups, advising communities, or collaborative efforts that contribute to the broader university community.		

Portfolio Assessment Rubric – Advancement to Tier III (Academic Advisor 3)

Minimum Experience and Education Requirements

The following minimum experience and education qualifications must be met for an advisor to be eligible for consideration for advancement from Tier II (Academic Advisor 2) to Tier III (Academic Advisor 3):

Eligibility Requirement	Requirement Met (Y/N)
The advisor has earned a minimum of a bachelor's degree (master's degree preferred).	
The advisor has demonstrated a minimum of three years of experience at Tier II as an Academic Advisor 2 at ETSU.	

Evaluation of Competencies, Advisor Responsibilities, and Service

A candidate must be assigned a score of **2 or above in each category** to be recommended for advancement.

3—Exceeds expectations: The advisor demonstrates achievement beyond the expectations of the specified tier through a clear narrative explanation and strong supporting evidence. Evidence demonstrates expanded impact, sustained contributions, innovation, leadership, measurable outcomes, or influence beyond typical responsibilities.

2—Meets expectations: The advisor demonstrates achievement of the expectations of the specified tier through a clear narrative explanation and supporting evidence. Evidence demonstrates fulfillment of the responsibilities and contributions expected at this level.

1—Does not meet expectations: The advisor does not demonstrate achievement of the specified tier criterion. The narrative and/or supporting evidence are insufficient to demonstrate the expected level of performance, contribution, or impact.

Tier III: Academic Advisor 3	Criterion	Score	Comments
NACADA Competency Areas			
Conceptual Component	Demonstrates an evolving understanding of advising practice and continued development and refinement of an individual advising philosophy through reflection on advising experiences and professional learning.		

Tier III: Academic Advisor 3	Criterion	Score	Comments
	Demonstrates integration of institutional, advising, and departmental missions, values, and goals into advising practice and contributes to efforts that strengthen advising approaches and practices.		
	Demonstrates application of ethical principles and professional responsibilities outlined by ETSU and NACADA in advising decisions and professional interactions.		
Informational Component	Demonstrates development and utilization of a broad network of cross-campus relationships and institutional resources to collaborate with colleagues and connect students with appropriate expertise.		
	Shares institutional knowledge and supports the development of advisors and colleagues through consultation, training, and resource sharing related to curricula, policies, procedures, and university resources.		
	Collaborates with campus partners to develop, communicate, or implement advising resources, programs, or initiatives that enhance advising practice.		
Relational Component	Demonstrates flexibility in applying multiple advising approaches and strategies to address individual student needs, goals, and circumstances.		
	Builds collaborative relationships with advisors, campus partners, and support services to address complex student situations and facilitate effective student support.		
ETSU Advisor Responsibilities			
Advising Best Practices	Demonstrates continued growth from the previous Career Ladder tier by expanding advising expertise, responsibilities, and contributions to advising effectiveness within the department, college, or advising community.		
	Uses knowledge of curriculum, academic requirements, student progression pathways, and advising processes to identify trends and recommend improvements to curricula, policies, processes, or advising practices.		
	Applies advanced advising knowledge and collaborative problem-solving strategies to address complex student situations by coordinating with campus partners, integrating appropriate resources, and facilitating effective solutions.		
	Uses assessment, feedback, and reflective practice to evaluate advising practices, services, and processes and contribute to improvements within the department, college, or advising community.		
Retention Initiatives	Uses advising data and student success information to identify trends, develop targeted		

Tier III: Academic Advisor 3	Criterion	Score	Comments
	outreach strategies, and improve student progression and retention efforts.		
	Uses advising data, student success information, and advising insights to identify trends within assigned student populations and designs, implements, and assesses targeted interventions and outreach strategies in collaboration with departmental, college, or advising unit stakeholders.		
Professional Development / Advising Training	Identifies professional learning needs among self, colleagues, advisors, or advising stakeholders and contributes recommendations, resources, or connections that inform professional development opportunities.		
	Recognizes areas of personal expertise and contributes to the development or delivery of professional learning opportunities through presentations, workshops, professional organizations, resource development, discussions, or other professional learning activities.		
ETSU Service			
Service to the College/ Department	Contributes expertise, leadership, and collaboration within departmental, college, or advising unit initiatives, committees, workgroups, events, or service activities that advance unit goals and improve advising practices, programs, or the student experience.		
Service to the University	Contributes expertise, leadership, and collaboration through university committees, workgroups, professional communities, or cross-unit initiatives that strengthen connections across advising units and advance institutional priorities.		

Portfolio Assessment Rubric – Advancement to Tier IV (Senior Advisor)

Minimum Experience and Education Requirements

The following minimum experience and education qualifications must be met for an advisor to be eligible for consideration for advancement from Tier III (Academic Advisor 3) to Tier IV (Senior Advisor):

Eligibility Requirement	Requirement Met (Y/N)
The advisor has earned a minimum of a master's degree in any discipline.	
The advisor has demonstrated a minimum of three years of experience at Tier III as an Academic Advisor 3 at ETSU.	

Evaluation of Competencies, Advisor Responsibilities, and Service

A candidate must be assigned a score of 2 or above in each category to be recommended for advancement.

3—Exceeds expectations: The advisor demonstrates achievement beyond the expectations of the specified tier through a clear narrative explanation and strong supporting evidence. Evidence demonstrates expanded impact, sustained contributions, innovation, leadership, measurable outcomes, or influence beyond typical responsibilities.

2—Meets expectations: The advisor demonstrates achievement of the expectations of the specified tier through a clear narrative explanation and supporting evidence. Evidence demonstrates fulfillment of the responsibilities and contributions expected at this level.

1—Does not meet expectations: The advisor does not demonstrate achievement of the specified tier criterion. The narrative and/or supporting evidence are insufficient to demonstrate the expected level of performance, contribution, or impact.

Tier IV: Senior Advisor	Criterion	Score	Comments
NACADA Competency Areas			
Conceptual Component	Demonstrates continued refinement and articulation of an individual advising philosophy that reflects advanced advising expertise, institutional priorities, assessment-informed practice, and an evolving understanding of advising as an essential institutional function.		
	Serves as a resource and advocate for effective advising practices by articulating the role and value of advising, promoting professional standards, and contributing to the continued development and sustainability of advising within the department, college, university, and broader advising community.		
Informational Component	Provides leadership and expertise in the development, refinement, documentation, and communication of advising procedures, resources, and information-sharing practices that improve consistency, accessibility, and sustainability across advising units.		
	Applies advanced knowledge of institutional policies, curriculum, student progression pathways, and advising practices to inform decision-making, advise colleagues and campus partners, and advance effective advising practices across the university.		
	Uses advising data, institutional information, assessment findings, and collaborative relationships to evaluate advising effectiveness, identify institutional opportunities for improvement, and contribute to recommendations, initiatives, and practices that strengthen advising and student outcomes.		
Relational Component	Models advanced advising practice and develops the capacity of advisors, colleagues, and campus partners through mentorship, consultation, collaboration, and professional engagement.		
	Cultivates collaborative relationships across departments, colleges, and advising communities and represents advising perspectives to advance shared understanding, institutional priorities, and effective advising practices.		

Tier IV: Senior Advisor	Criterion	Score	Comments
	Represents and advocates for the needs, perspectives, and goals of their advising unit through institutional collaboration and engagement.		
ETSU Advisor Responsibilities			
Advising Best Practices	Demonstrates continued growth from previous tiers by advancing advising effectiveness through leadership, expertise, and contributions that extend beyond individual advising responsibilities.		
	Mentors, trains, and serves as a resource for advisors within the broader advising community and advising partners by supporting advisor development and contributing to collaborative advising practice.		
	Uses assessment practices and advising data to evaluate advising effectiveness, identify opportunities for improvement, and collaborate with colleagues and institutional partners to develop recommendations, proposals, or initiatives.		
	Demonstrates leadership through the development, implementation, evaluation, and continuous improvement of advising programs, services, resources, or initiatives that strengthen advising effectiveness and support student progression toward degree completion.		
	Advances the sustainability and continuous improvement of advising practices, processes, resources, and communication strategies through collaboration, documentation, evaluation, and knowledge sharing.		
Retention Initiatives	Uses institutional data, advising insights, student success trends, and assessment findings to evaluate retention initiatives, identify opportunities for improvement, and contribute recommendations that strengthen persistence and degree completion efforts.		
	Applies advanced advising expertise to identify systemic barriers affecting student persistence and collaborates with institutional partners to develop, refine, evaluate, or scale retention strategies that improve student progression and degree completion.		
Professional Development/ Advising Training	Provides leadership in professional learning and the advising profession through presentations, professional organizations, scholarship, mentoring, or the development of learning opportunities that strengthen advising practice.		
	Creates, supports, or advances advising community learning opportunities in collaboration with the Office of the Executive Director of Academic Advisement and advising partners across the university.		
ETSU Service			

Tier IV: Senior Advisor	Criterion	Score	Comments
Service to the College/Department	Provides experienced leadership, mentorship, and collaboration within the department, college, or advising unit by advancing initiatives, programs, committees, and service activities that strengthen advising effectiveness, develop unit capacity, and support sustained achievement of unit goals.		
	Leads, coordinates, or provides significant contributions to department-, college-, or advising unit-level initiatives, programs, committees, or collaborative efforts that advance advising practices, strengthen operational effectiveness, and improve the student experience.		
Service to the University	Provides expertise, recommendations, and collaborative leadership through university committees, task forces, advising communities, and cross-unit initiatives that inform institutional priorities, strengthen advising practices, and advance the role of advising across the university.		
	Develops, supports, or implements sustainable university-level advising opportunities, professional learning initiatives, resources, or collaborative efforts that strengthen the broader advising community and promote continuous improvement of advising practice.		