

East Tennessee State University Academic Advisor Career Ladder

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About the Career Ladder Manual

This manual serves as a guide for submitting a portfolio for consideration for advancement within the Academic Advisor Career Ladder at East Tennessee State University (ETSU). The four-tier career ladder, developed by the Academic Advisor Career Ladder Work Group, provides clearly defined roles, expectations, and criteria for advancement, aligned with the National Academic Advising Association's (NACADA) Academic Advising Core Competencies Model (Appendix A). Advisors seeking advancement will demonstrate their professional growth, expertise, and contributions through a comprehensive advising portfolio. This process ensures recognition of advisor achievements and supports ETSU's broader goal of fostering professional development, enhancing the advising community, and improving the overall quality of student support and success.

Through the career ladder, ETSU affirms the essential role of academic advisors in supporting student learning, retention, and achievement. By creating a structured process for advancement, the University fosters a culture of professional development, encourages engagement in continuous learning, and acknowledges the vital contributions advisors make to the academic community.

Academic Advisement Framework at ETSU

ETSU employs a decentralized advising model supported by centralized institutional leadership. While professional academic advisors within each academic college provide discipline-specific advising, the Office of the Executive Director of Academic Advisement (OEDAA) coordinates the establishment of university-wide standards, professional development opportunities, assessment practices, and advising technologies that promote consistency across campus. The University Advisement Center (UAC) serves as the entry point for undecided and exploratory students, while college-based advising offices provide ongoing academic guidance after students declare their majors. This structure allows advisors to deliver personalized, relationship-centered support while maintaining a shared institutional commitment to student success, persistence, and timely graduation.

Academic Advisement Mission, Vision, and Values

Academic advisement at ETSU is grounded in a shared mission, vision, and set of core values that guide our approach to supporting students.

Mission

The mission of academic advisement at ETSU is to provide an inclusive and equitable student experience that promotes intellectual inquiry. Academic advisement involves collaborative

partnerships among students, advisors, faculty, family, and the university community. These supportive and relationship-based partnerships empower students to think critically and take ownership of their educational and personal goals. Advisors guide students toward undergraduate degree completion through transparent dialogue about exploring major and career choices, connecting to campus and community resources, and developing sustainable skills that prepare them for a life of learning in a diverse and global society.

Vision

The vision of academic advisement at ETSU is to provide a comprehensive, holistic academic advisement process that guides and supports students through their undergraduate education.

Values

The values guiding our work include inclusivity, equity, transparency, integrity, empowerment, active listening, and establishing effective and meaningful working relationships with students and our institutional and community partners.

Academic Advisement Best Practices

The following academic advisement best practices represent institutional expectations for academic advising at ETSU. These practices provide a foundation for effective, proactive, and student-centered advising and reflect the University's commitment to supporting student success, retention, and degree completion. Advisors demonstrate these practices through intentional engagement with students, accurate and timely guidance, developmental advising approaches, and ongoing professional growth (see Appendix B for detailed examples).

1. Maintain regular contact with all advisees
2. Develop intervention strategies for at-risk and underrepresented student populations
3. Establish professional, trusting, and consistent relationships with all advisees
4. Provide accurate and timely information about the University and its programs
5. Adopt a developmental approach to help advisees become independent learners and self-reliant problem solvers
6. Engage in personal and professional growth and development

Academic Advisement Career Ladder Overview

The Career Ladder recognizes that academic advising is a complex profession requiring continual growth in advising expertise, institutional knowledge, leadership capacity, and contributions to student success.

The four-tier structure reflects increasing levels of professional responsibility and impact. Advancement requires advisors to demonstrate increasing depth and breadth of advising expertise while expanding their sphere of influence. Advisors move from developing an effective individual advising practice to strengthening advising within their department, college, university, and the advising profession.

Career Ladder Progression in the Advising Practice

The Career Ladder reflects a developmental progression in which advisors expand both the scope of their expertise and the impact of their work. Early in the Career Ladder, advisors focus on developing an effective individual advising practice through mastery of advising theory, institutional knowledge, and student-centered advising skills. As advisors advance, they begin contributing to the effectiveness of their advising unit and college by mentoring colleagues, collaborating across campus, using assessment to improve practice, and supporting institutional student success initiatives. At the highest level, Senior Advisors provide leadership that extends across the university by developing other advisors, leading initiatives, and advancing advising practice within the institution and the profession.

The progression through the Career Ladder can be understood as an expansion of focus in the practice of advising:

- **Tier I (Academic Advisor 1): Building the Foundation of Advising Practice**
 Academic Advisors establish an effective advising practice by developing their advising identity, building expertise in advising theory, institutional policies, and student support, and providing high-quality advising to students within their assigned department or college.
 Primary focus: *Who am I as an advisor, and how do I effectively support students?*
- **Tier II (Academic Advisor 2): Strengthening Practice Through Contribution**
 Academic Advisors demonstrate consistent, reflective advising practice while contributing to the success of their department or college through collaboration, service, professional engagement, and continuous improvement. They begin extending their influence beyond individual advising appointments to improve advising processes and support colleagues.
 Primary focus: *How can I intentionally strengthen my advising practice and contribute to my advising community?*
- **Tier III (Academic Advisor 3): Leading Through Collaboration and Innovation**
 Academic Advisors expand their influence beyond their immediate work by leading initiatives, mentoring colleagues, collaborating across departments and colleges, and

contributing to institutional improvements in advising and student success. They share expertise, develop others, and help shape effective advising practices. Primary focus: *How I can help strengthen advising within my department, college, and the broader university community.*

- **Tier IV (Senior Advisor) Advancing Institutional and Professional Excellence**

Senior Advisors provide strategic leadership by mentoring advisors, leading institutional initiatives, advancing assessment and scholarship, and contributing to the profession through service, innovation, and thought leadership. Their work shapes advising practices both within the institution and across the broader academic advising community.

Primary focus: *how I can help others become exceptional advisors and strengthen advising practices across the institution and profession.*

Together, the four tiers establish a developmental framework that recognizes increasing expertise, responsibility, and leadership in academic advising. Advancement reflects not only excellence in individual advising practice, but also meaningful contributions to colleagues, advising programs, student success initiatives, and the continuous improvement of advising across the institution and profession.

The sections that follow outline the structure, criteria, and process for advancement through the Career Ladder, including eligibility, application requirements, and committee review procedures.

Administrative Oversight and Decision-Making Authority

The Academic Advisor Career Ladder is a collaborative initiative between the OEDAA and the colleges and administrative units that employ academic advisors. The OEDAA serves as the administrative steward of the Career Ladder, maintaining the Career Ladder framework, coordinating the application and review process, convening and supporting the Career Ladder Portfolio Review Committees, and ensuring that the process is implemented consistently across the institution.

Career Ladder Review Committees evaluate applications and provide evidence-based recommendations regarding advancement. Final authority for approving Career Ladder advancement and implementing associated personnel actions resides with the advisor's employing college or administrative unit.

Career Ladder Structure and Criteria

Position Classifications

The Academic Advisor Career Ladder consists of four progressive tiers that recognize increasing levels of professional expertise, responsibility, and leadership in academic advising. The salary ranges below are based on **Student Services Professional 1, Market Range 6**.

Table 1. Academic Advisor Career Ladder Tier Structure and Salary Ranges

Tier	Title	Salary	Student Services Professional 1 Market Range 6
Tier I	Academic Advisor 1	\$47,002.36	Base, Minimum Salary
Tier II	Academic Advisor 2	\$51,115.07	25 th Percentile
Tier III	Academic Advisor 3	\$55,227.78	Midpoint
Tier IV	Senior Advisor	\$59,340.48	75 th Percentile

Advancement through the Career Ladder is not automatic and is not guaranteed. Rather, it provides eligible academic advisors with the opportunity to seek advancement by demonstrating that they meet or exceed the established criteria for the next tier. Minimum education and experience requirements, along with the responsibilities and expectations for each tier, are outlined in the Career Ladder criteria and the corresponding position descriptions (see Appendix C).

Eligibility for Advancement

Eligible Positions

The Academic Advisor Career Ladder is available to full-time professional undergraduate academic advisors employed in ETSU's academic colleges that house undergraduate degree programs and the UAC.

Positions Not Eligible

The Career Ladder does not apply to positions whose primary responsibilities fall outside undergraduate academic advising. This includes, but is not limited to, athletics, honors, graduate, international, medical professions, transfer, TRiO, faculty positions, recruitment positions, and other positions for which undergraduate academic advising is not the primary responsibility. Advising administrators whose primary responsibilities are administrative or supervisory (e.g.,

assistant or associate directors, directors, or coordinator positions whose primary role is administrative) are not eligible to participate.

Temporary Leadership Assignments

Academic advisors who hold temporary or stipend-supported leadership assignments (e.g., coordinator or similar roles) remain eligible to participate in the Career Ladder, provided undergraduate academic advising remains their primary responsibility. Applicants should clearly distinguish accomplishments achieved in their role as an academic advisor from those associated with separate leadership or administrative assignments. Portfolios should primarily demonstrate evidence of performance, impact, and professional growth achieved through the advisor's undergraduate academic advising responsibilities.

Eligibility Requirements

Advancement through the Career Ladder is sequential. Advisors become eligible to apply for Career Ladder advancement once they have met the education, experience, and position requirements for the desired tier. To be eligible to apply for Career Ladder advancement, an advisor must:

1. Meet the minimum education and experience requirements for the tier to which they are applying (see Appendix C).
2. Have completed the required period of service in their current Career Ladder tier before applying for advancement.
3. Obtain approval from their supervisor and dean (or dean designee) to participate in the Career Ladder advancement process by completing the Academic Advisor Career Ladder Checklist (Appendix D).

The required years of service must be completed no later than February 28 of the application year. Advisors who do not meet the eligibility requirements by February 28 must wait until the next annual advancement cycle to apply.

For advancement to Tier II (Academic Advisor 2), advisors must complete at least two years as an Academic Advisor 1 at ETSU. Advisors who receive credit for prior professional academic advising experience at the time of hire may satisfy this requirement through the Career Ladder's Credit for Prior Service provisions. Time-in-tier requirements for advancement to Tier III and Tier IV are described in the applicable position descriptions (Appendix C).

Meeting the eligibility requirements permits an advisor to apply for Career Ladder advancement but does not guarantee advancement. Advancement is contingent upon

successful review of the advisor's portfolio using the established Career Ladder criteria and Portfolio Assessment Rubric (Appendix H).

Credit for Prior Service

Colleges and the Division of Student Life and Enrollment (for the UAC) may recognize prior professional academic advising experience at other institutions when making hiring decisions. At the time of hire, advisors with three or more years of prior professional academic advising experience may, at the discretion of the hiring unit, be hired directly into Tier II (Academic Advisor 2), in recognition of the knowledge, skills, and competencies developed through prior professional advising experience. Such appointments satisfy the Tier II time-in-service requirement for initial appointment only and do not alter the eligibility requirements for subsequent Career Ladder advancement. Hiring units are encouraged to consult with the OEDAA when considering appointments at Tier II to promote consistent application of the Career Ladder across the university.

Criteria for Advancement

While the eligibility requirements establish the minimum qualifications an advisor must meet before applying for advancement, the criteria for advancement establish the professional expectations advisors must demonstrate through their portfolio to advance within the Academic Advisor Career Ladder. These criteria reflect increasing levels of advising expertise, professional responsibility, institutional contribution, and leadership appropriate to each tier and provide the framework for evaluating an advisor's professional growth, advising practice, contributions, and impact.

The NACADA Academic Advising Core Competencies Model (Appendix A), Academic Advisement Best Practices (Appendix B), and tier-specific position descriptions (Appendix C) serve as the foundation for evaluating advisor growth, performance, and readiness for advancement. Together, these resources define the knowledge, skills, behaviors, and responsibilities expected of advisors as they progress through the Career Ladder.

The tier-specific advancement expectations are reflected throughout the Career Ladder materials, including the position descriptions (Appendix C), Advancement Checklists (Appendix D), Narrative Statement Guide (Appendix F), Portfolio Assessment Rubrics (Appendix H), and examples of professional engagement provided in Appendix J. These criteria describe the expectations associated with each level of advancement, including advising practice, implementation of advising best practices, participation in retention initiatives, professional development, and service contributions. As advisors advance through the Career Ladder, expectations expand from demonstrating effective individual

advising practice to contributing to the effectiveness of advising units, colleges, the university, and the advising profession.

Service expectations include both university-wide expectations and college- or department-specific expectations. Unit-specific service expectations are established by each college or department based on its advising structure, student populations, and institutional priorities. Advisors seeking advancement should demonstrate engagement in the service expectations appropriate to the tier for which they are applying.

The Portfolio Assessment Rubric (Appendix H) provides the evaluation framework used by Career Ladder Review Committees to assess the evidence submitted in support of advancement. Applicants and supervisors should review the rubric during portfolio development to understand the standards used to evaluate demonstrated achievement of the advancement criteria.

Application Process

The Academic Advisor Career Ladder application process is designed to ensure that advisors are prepared for advancement and have the opportunity to document how they meet the expectations of the tier for which they are applying. The process consists of three phases: approval to apply, portfolio development, and application submission.

1. Approval to Apply

Advisors who wish to pursue Career Ladder advancement must first meet with their supervisor to review eligibility and readiness for advancement. During this meeting, the advisor and supervisor complete the Academic Advisor Career Ladder Checklist (Appendix D) to:

- verify that the advisor meets the minimum eligibility requirements for the desired tier
- discuss the advisor's readiness for advancement
- identify applicable college- or department-specific service expectations and document those on the checklist
- establish a plan for preparing the advancement portfolio

The completed checklist must be signed by the advisor, supervisor, and dean (or dean designee). Submission by the supervisor of the signed checklist to the OEDAA serves as formal approval for the advisor to participate in the Career Ladder application process during the current advancement cycle.

2. Portfolio Development

Following approval, the advisor prepares an advancement portfolio that documents achievement of the Career Ladder criteria for the tier sought. The portfolio serves as the primary source of evidence reviewed by the Career Ladder Review Committee. Portfolio components are described in Appendix E and include required documentation such as the narrative statement, résumé or curriculum vitae, most recent performance evaluation, letters of recommendation, advising philosophy, and supporting documentation demonstrating achievement of the advancement criteria. The narrative statement should be developed using the Narrative Statement Guide (Appendix F) and should clearly demonstrate the advisor's development across the NACADA Core Competencies, advising best practices, professional development, retention initiatives, and service expectations.

Throughout the portfolio development period, OEDAA provides workshops, resources, and consultation to assist advisors in preparing a portfolio that aligns with the Career Ladder criteria and the Portfolio Assessment Rubric (Appendix H). Supervisors are encouraged to review draft portfolios and provide feedback before submission.

3. Application Submission

When the portfolio is complete, the advisor formally applies for Career Ladder advancement by submitting the portfolio electronically through D2L by the published deadline. Submission instructions and access to the D2L application site are provided by OEDAA to advisors who have received approval to participate in the current advancement cycle.

Submitted portfolios become the official application materials reviewed by the Career Ladder Review Committee using the Portfolio Assessment Rubric (Appendix H).

Portfolio Review

The Executive Director of Academic Advisement coordinates the annual portfolio review cycle, appoints applicant-specific Career Ladder Review Committees composed of advising leaders, and provides committee members with access to submitted portfolio prior to review. Each committee evaluates completed applications and develops a recommendation regarding advancement.

Committee members review the evidence presented in the portfolio and supporting materials using the Portfolio Assessment Rubric (Appendix H) to determine the extent to which the applicant has demonstrated the expectations for the tier sought. Recommendations for advancement are based solely on the evidence contained within

the submitted portfolio materials and reflect whether the applicant meets or exceeds the established criteria for advancement.

Applicants must demonstrate achievement of the established criteria to be recommended for advancement. The rubric uses the following rating scale:

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.

A recommendation for advancement requires a rating of 2 (Meets Expectations) or above in each evaluated category. Applicants and supervisors should use the Portfolio Assessment Rubric as a guide when developing, reviewing, and strengthening portfolio evidence prior to submission.

Portfolio Review Committee Composition

The Executive Director of Academic Advisement appoints and coordinates applicant-specific Career Ladder Review Committees during each annual advancement cycle. Committee membership varies based on the applicant being reviewed to ensure appropriate representation from relevant advising units. Each Career Ladder Review Committee consists of the following members:

- Convener – Executive Director of Academic Advisement
- Chair – Advising Lead/Administrator of the applicant's college advising unit or the University Advisement Center (the applicant's supervisor)
- Member – One Director or Administrator from another college advising unit or the University Advisement Center

A Human Resources representative serves in an ex officio, consultative capacity.

In the role of committee chair, the applicant's immediate supervisor presents the applicant and portfolio to the committee, provides context regarding the applicant's

responsibilities and submitted evidence, responds to committee questions, and facilitates the committee discussion.

Recommendation, Advancement Approval, & Record Maintenance

Following completion of the portfolio review, the Executive Director of Academic Advisement prepares a formal written recommendation reflecting the committee's determination regarding advancement. The recommendation summarizes the committee's evaluation, identifies areas of demonstrated strength, and, when appropriate, provides developmental feedback to support future Career Ladder advancement. Recommendations are submitted to the appropriate college dean (or designee) for college-based advisors, or to the Assistant Vice President for Student Success for advisors in the UAC. The recommendation letter is prepared in a format suitable for inclusion in the employee's personnel file and may also be shared with the applicant at the discretion of the college or division.

The appropriate college or division reviews the committee's recommendation and makes the final determination regarding Career Ladder advancement. The college or division communicates the final review outcome to the advisor and provides the final determination to the Office of the Executive Director of Academic Advisement for coordination of subsequent implementation steps.

Following receipt of the college or division's final determination, the Office of the Executive Director of Academic Advisement coordinates implementation of approved Career Ladder advancements. The Executive Director notifies Human Resources of approved business title changes and provides documentation of the committee's recommendation, review process, and final advancement determination to support the associated personnel action. The Executive Director also collaborates with Human Resources to provide technical guidance to the appropriate college or divisional finance officer regarding initiation of the required in-range salary adjustment. Human Resources, in collaboration with the appropriate college or division, processes approved personnel actions in accordance with university procedures. Approved Career Ladder advancements become effective July 1 of the new fiscal year.

The Office of the Executive Director of Academic Advisement maintains the official records of Career Ladder applications, committee recommendations, and advancement outcomes in accordance with university record retention policies.

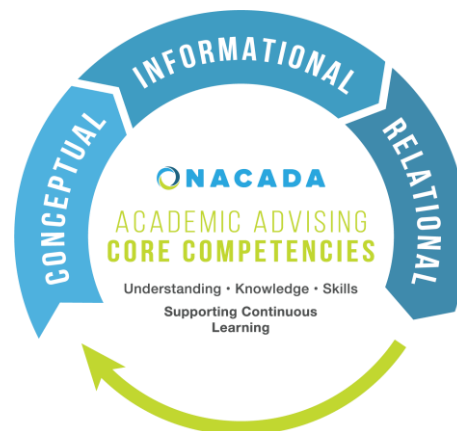
Advancement Cycle

Timeline	Process Activity
August	Eligibility Review and Approval Prospective applicants meet with their supervisor to review eligibility, readiness, and advancement expectations and complete the Academic Advisor Career Ladder Checklist (Appendix D).
September – Mid-February	Portfolio Development Approved applicants develop their advancement portfolios aligned with the Career Ladder criteria and Portfolio Assessment Rubric (Appendix H). OEDAA provides portfolio development workshops and resources during this period. Supervisors provide feedback and guidance.
Late February	Portfolio Submission Applicants submit completed portfolios through D2L by the published deadline. Submission requirements are outlined in the Application for Advancement (Appendix E).
Mid-January – February	Review Committee Formation The Executive Director of Academic Advisement appoints and schedules applicant-specific Career Ladder Review Committees.
March	Portfolio Evaluation Committees review submitted portfolios using the Portfolio Assessment Rubric (Appendix H) to determine whether the applicant has demonstrated the criteria for the tier sought.
Early April	Recommendation and Institutional Review The Executive Director of Academic Advisement submits the review committee's recommendation and supporting documentation to the appropriate college dean or Assistant Vice President for Student Success for consideration. The college or division makes the final determination regarding advancement and communicates the outcome to the advisor/applicant.
May-June	Personnel Processing Approved advancements proceed through university personnel processes. Human Resources processes approved title changes and salary adjustments in collaboration with the appropriate college or divisional offices.
Early July	Advancement Effective Date Approved Career Ladder advancements, including updated titles and salary adjustments, become effective July 1 of the new fiscal year following completion of required personnel processing.

Appendix A: NACADA Academic Advising Core Competencies Model

NACADA Core Competencies Model

The [NACADA Academic Advising Core Competencies Model](#) (2017) was developed 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. It is intended that the model may be used by primary role advisors for self-assessment and evaluation, and to guide learning, career development, and advancement, and by advising supervisors, managers, and mentors to identify strengths and areas for staff development, and to guide hiring, training, and evaluation.



Framework

Underpinning the core competencies for academic advising and serving as the foundational elements for effective advisor training programs and advising practice are three content categories: conceptual, informational, and relational. 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.

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

Core Competency Areas

CONCEPTUAL

Core competencies in the Conceptual component (concepts academic advisors must understand) include understanding of:

-  C 1 The history and role of academic advising in higher education.
-  C 2 NACADA's Core Values of Academic Advising.
-  C 3 Theory relevant to academic advising.
-  C 4 Academic advising approaches and strategies.
-  C 5 Expected outcomes of academic advising.
-  C 6 How equitable and inclusive environments are created and maintained.

INFORMATIONAL

Core competencies in the Informational component (knowledge academic advisors must master) include knowledge of:

-  I 1 Institution specific history, mission, vision, values, and culture.
-  I 2 Curriculum, degree programs, and other academic requirements and options.
-  I 3 Institution specific policies, procedures, rules, and regulations.
-  I 4 Legal guidelines of advising practice, including privacy regulations and confidentiality.
-  I 5 The characteristics, needs, and experiences of major and emerging student populations.
-  I 6 Campus and community resources that support student success.
-  I 7 Information technology applicable to relevant advising roles.

RELATIONAL

Core Competencies in the Relational component (skills academic advisors must demonstrate) include the ability to:

-  R 1 Articulate a personal philosophy of academic advising.
-  R 2 Create rapport and build academic advising relationships.
-  R 3 Communicate in an inclusive and respectful manner.
-  R 4 Plan and conduct successful advising interactions.
-  R 5 Promote student understanding of the logic and purpose of the curriculum.
-  R 6 Facilitate problem solving, decision-making, meaning-making, planning, and goal setting.
-  R 7 Engage in on-going assessment and development of the advising practice.

Appendix B: Best Practices

Academic Advisement Best Practices

The following academic advisement best practices represent institutional standards for academic advising at ETSU. The examples provided under each best practice illustrate how advisors may demonstrate these practices through their daily work with students, campus partners, and advising initiatives. Academic advisors serve as important contributors to student success and as retention agents by implementing intentional advising strategies that support student progression and degree completion.

1. Maintain regular contact with all advisees

Examples of methods:

- Implement a staggered and targeted approach to caseload management (e.g., group advisement for high-achieving or similar population students, intensive advisement for at-risk or underrepresented student populations, self-directed student scheduling for upper-level students).
- Email, call, or text their specific populations with pertinent information (e.g., texting is the preferred method).
- Contact and/or meet with advisees during intentional times each semester (e.g., onboarding at orientation, at-risk outreach at the beginning of the term, academic alerts, early semester progress reports/midterm, registration, academic standing, and re-enrollment efforts).
- Develop 4-year plans with all students in declared majors.
- Make advising information available for their college or unit websites and social media pages.
- Seek engagement opportunities with first-year students through entry-level courses and other academic experiences.

2. Develop intervention strategies for at-risk and underrepresented student populations

Examples of methods:

- Contact and create success plans for current students who are at-risk from the previous term (e.g., below a 2.6 GPA, one or multiple D, F, or W grades) or at-risk incoming students (e.g., low high school GPA or test score) at the beginning of each term.
- Utilize the EAB Navigate platform to identify and reach out to students who are more susceptible to dropping out university-wide (e.g., males, students of color, and low academic preparedness) or within specific degrees or programs (e.g., low grade in critical undergraduate course(s) or off sequence on degree path).

- Track students who withdraw or stop-out and ‘near-finishers’ to garner additional insights on how to catch them before they leave, encourage/facilitate their return, or support them upon their return.
- Assist students who are reconsidering their current major of choice in discerning which of the majors offered at ETSU are the best fit for their personal and academic long-term goals.
- Seek opportunities to provide intervention services to meet the needs of specific student populations and colleges/units (e.g., peer-to-peer programs, student success workshops, etc.).

3. Establish professional, trusting, and consistent relationships with all advisees

Examples of methods:

- Call advisees by their preferred names.
- Educate students about advisor and advisee roles and responsibilities.
- Maintain up-to-date advising notes in EAB Navigate.
- Demonstrate respect and appreciation for advisees’ diverse backgrounds.
- Plan successful advising interactions by preparing for meetings with advisees (e.g., determining the content to cover, setting collaborative goals, and documenting afterward).
- Show a personal interest in advisees’ lives through active listening and transparent dialogue.

4. Provide accurate and timely information about the University and its programs

Examples of methods:

- Know applicable local, state, and national laws and customs, specifically those on confidentiality and documentation.
- Know the University’s history, mission, vision, values, goals, and culture.
- Know the Academic Advisement mission, vision, values, and diversity statements.
- Know the requirements and policies for their specialty area, program, major, or college.
- Know other degree programs and student support services to provide referrals.
- Know University deadlines, policies, and procedures (e.g., adding, dropping, auditing, and repeating classes, academic integrity and misconduct, appeals, general education, graduation, retention standards, and other relevant ones).
- Know about and be able to refer students to appropriate websites for specialized information.
- Recommend students take advantage of the University's co-curricular activities (e.g., student clubs, leadership, service learning, and study abroad).
- Find credible and researched answers to student questions by knowing where to find vetted sources (e.g., websites, handouts, or other official notifications).

5. Adopt a developmental approach to help advisees become independent learners and self-reliant problem solvers

Examples of methods:

- Foster development of advisees' decision-making skills.
- Guide advisees on appropriate ways and steps necessary to advocate for themselves and take ownership of their educational and personal goals.
- Promote advisee understanding of the logic and purpose of the curriculum.
- Promote advisee understanding of the logic and purpose of institutional policies and procedures by explaining nuances, making needed connections, and outlining potential ramifications of student actions.

6. Engage in personal and professional growth and development

Examples of methods:

- Be aware of theory relevant to advising and remain current on newly developing advising-related theories.
- Stay abreast on technology platforms such as Banner, Degree Works, and EAB Navigate and use data to inform practices.
- Attend training and professional development activities sponsored by the OEDAA and their college or unit advising office.
- Participate in professionally relevant training and professional development at the University.
- Take advantage of opportunities for professional growth through NACADA and other related professional associations.

Employ ongoing assessment and development of advising practices and services.

Appendix C: Position Descriptions

Tier I (Academic Advisor 1) Position Description

Job Title: Academic Advisor 1

Job Family Level: Student Services Professional 1

FTE: 1

Pay Grade: Market Range 6, Base/Minimum

Job Summary:

The Advisor provides appropriate academic guidance and support for undergraduate students. Advisor provides guidance and assistance to support students in completion of the Undergraduate Degree Requirements, including but not limited to General Education Requirements, and Graduation Requirements. They recommend course sequencing and assist students with planning schedules. Advisor tracks student academic progression and determines necessary support and intervention, as needed. They are also responsible for maintaining academic advisement files, participating in recruiting activities, participating in orientation events, developing graduation plans, and performing other related duties as assigned.

Knowledge, Skills, Abilities:

- Understanding of core values and theories relevant to academic advising
- Understanding of various approaches and methods in academic advising
- Understanding of various outcomes of academic advising
- Basic understanding and adherence to ethical guidelines outlined by university and NACADA
- Have knowledge of unit's curricula, policies, procedures, mission and vision
- Have knowledge and adherence to legal guidelines of advising, including privacy regulations and confidentiality (i.e. FERPA)
- Ability to refer students to other resources when necessary
- Have knowledge of other programs on campus
- Create rapport and maintain relationships with basic level of ability
- Communicate in an inclusive and competent manner
- Facilitate student appointments In Person and Virtually
- Continue to develop both oral and written communication skills

Desired Required Qualifications:

- Bachelor's degree

Desired Preferred Qualifications:

- Experience in Higher Education and/or Academic Advising preferred

Job Duties/Responsibilities:

- Intentional planning and implementation of advising services to advisees
- Office hours and appointment availability
- Use of University software to identify, track, and create notes for advisees
- Timely response to email correspondence to advisees and other areas on campus
- Locate, recommend, and direct advisees to University resources
- Basic knowledge of university catalog requirements
- Basic understanding of graduation requirements
- Develop knowledge of transfer requirements
- Participate in University-wide Advising Best Practices as directed by the Office of the Executive Director of Academic Advisement
- Participating in proactive outreach initiatives to advisees
- Facilitate University level outreach as indicated by the Office of the Executive Director of Academic Advisement
- Participate in assigned training as laid out by the University, College, and Department
- Work with supervisor and other advisors to identify appropriate trainings, such as mental health, trauma-informed, safe zone training, advising technology, etc.
- Maintain a level of professionalism as a representative of the University when performing job duties and attending sponsored events.
- Attend and participate in Academic Advisement Council Meetings and other Advising related University opportunities, such as NACADA webinars

Position description is a baseline for this role. College/Department will incorporate additional unit specific job duties/responsibilities into the existing template as needed. Advancement progression is contingent on application and review by the Academic Advisor Career Ladder Advancement Committee.

Tier II (Academic Advisor 2) Position Description

Job Title: Academic Advisor 2

Job Family Level: Student Services Professional 1

FTE: 1

Pay Grade: Market Range 6, 25th Percentile

Job Summary:

The Advisor provides appropriate academic guidance and support for undergraduate students. Advisor provides guidance and assistance to support students in completion of the Undergraduate Degree Requirements, including but not limited to General Education Requirements, and Graduation Requirements. They recommend course sequencing and assist students with planning schedules. Advisor tracks student academic progression and determines necessary support and intervention, as needed. They are also responsible for maintaining academic advisement files, participating in recruiting activities, participating in orientation events, developing graduation plans, and performing other related duties as assigned.

The Academic Advisor 2 has additional responsibilities which include but are not limited to attainment of in-depth knowledge of curricula, policies and procedures, development and implementation of a personal advising philosophy, and utilization of advance developmental/intrusive advising styles.

Knowledge, Skills, Abilities:

- Development and implementation of personal advising philosophy
- Understanding how advising philosophy connects to and supports the office vision and mission
- Firm understanding and adherence to ethical guidelines outlined by university and NACADA
- Ability to discuss basic career advising (i.e., career paths, appropriate majors, etc.)
- In depth knowledge of curricula, policies and procedures
- Knowledge and affinity to university's mission and vision
- Provide holistic approach to advising with multiple support resources
- Utilize advanced developmental/intrusive advising styles
- Promote student understanding of logic and purpose of curricula
- Facilitate problem solving, decision-making, meaning-making, goal setting
- Engage in ongoing individual assessment and development of self and the advising practice

Desired Required Qualifications:

- Bachelor's degree

- 2 years of experience as an Academic Advisor 1 at ETSU

Desired Preferred Qualifications:**Job Duties/Responsibilities:**

- Maintain Responsibilities/Expectations and Show Continuous Growth/Improvement from Previous tier (Tier I Academic Advisor)
- Monitor available courses and sections to proactively identify current enrollment and notify supervisor when space is limited
- Ability to evaluate complex educational plans for students and work with students to develop meaningful options
- Provide feedback on retention efforts and make recommendations on best practices for current advisees
- Attend other training opportunities (relevant courses, seminars, conferences, etc.)
- Join and participate in University advising groups, such as Advisor Appreciation Committee, Career Ladder Workgroup, Leadership Team, Resource Manual Development Team, serve on hiring search committee, etc.

Position description is a baseline for this role. College/Department will incorporate additional unit specific job duties/responsibilities into the existing template as needed. Advancement progression is contingent on application and review by the Academic Advisor Career Ladder Advancement Committee.

Tier III (Academic Advisor 3) Position Description

Job Title: Academic Advisor 3

Job Family Level: Student Services Professional 1

FTE: 1

Pay Grade: Market Range 6, Midpoint

Job Summary:

The Advisor provides appropriate academic guidance and support for undergraduate students. The Advisor provides guidance and assistance to support students in completion of the undergraduate degree requirements, including but not limited to general education requirements, and graduation requirements. They recommend course sequencing and assist students with planning schedules. The Advisor tracks student academic progression and determines necessary support and intervention, as needed. They are also responsible for maintaining academic advisement files, participating in recruiting activities, participating in orientation events, developing graduation plans, and performing other related duties as assigned.

The Academic Advisor 3 has additional responsibilities which include but are not limited to attainment of in-depth knowledge of curricula, policies and procedures, development and implementation of a personal advising philosophy, and utilization of advance developmental/intrusive advising styles.

Knowledge, Skills, Abilities:

- Mastery of lower-level conceptual competencies
- Connect individual advising philosophy to university vision and mission
- Advanced network of cross-campus relationships and resources
- Ability to assist in training Tier I advisors and staff on college and university curricula, policies and procedures
- Collaborate with other university offices in developing, disseminating and delivering content as appropriate.
- Utilization of multiple advising techniques and styles
- Ability to adjust advising techniques and styles to meet individual student needs
- Collaborate with other advisors and/or offices as needed
- Engage in ongoing individual assessment and development of self and the advising practice

Desired Required Qualifications:

- Bachelor's degree (Master's degree preferred)

- 3 years' experience as Academic Advisor 2 at ETSU

Desired Preferred Qualifications:

Job Duties/Responsibilities:

- Maintain Responsibilities/Expectations and Show Continuous Growth/Improvement from Previous tier
- Mentor, train, and be a resource to new Advisors in college
- Identify and make recommendations to University, College, and/or Department on areas advisees struggle with (curriculum, prerequisites, courses, etc.)
- Demonstrates ability to successfully manage complex and multifaceted issues related to student advising. Ability to collaborate with relevant services and resources to assist the student in problem resolution.
- Use available data to identify and design outreach for advisees
- Propose additional training ideas for advisors in your area and the University.
- Demonstrate skill in presenting information or ideas to colleagues
- Continue to participate in or provide leadership for University advising groups
- Provide information and/or join a University level committee or workgroup (i.e., Staff Senate)

Position description is a baseline for this role. College/Department will incorporate additional unit specific job duties/responsibilities into the existing template as needed. Advancement progression is contingent on application and review by the Academic Advisor Career Ladder Advancement Committee.

Tier IV (Senior Advisor) Position Description

Job Title: Senior Advisor

Job Family Level: Student Services Professional 1

FTE: 1

Pay Grade: Market Range 6, 75th Percentile

Job Summary:

The Advisor provides appropriate academic guidance and support for undergraduate students. The Advisor provides guidance and assistance to support students in completion of undergraduate degree requirements, including but not limited to general education requirements, and graduation requirements. They recommend course sequencing and assist students with planning schedules. The Advisor tracks student academic progression and determines necessary support and intervention, as needed. They are also responsible for maintaining academic advisement files, participating in recruiting activities, participating in orientation events, developing graduation plans, and performing other related duties as assigned.

The Senior Advisor has additional responsibilities which include but are not limited to attainment of in-depth knowledge of curricula, policies and procedures, development and implementation of a personal advising philosophy, and utilization of advance developmental/intrusive advising styles.

Knowledge, Skills, Abilities:

- Continue refining individual advising philosophy
- Serve as departmental/unit resource.
- Develop, enhance and/or refine procedures and methods of disseminating and communicating information.
- Ability to oversee/mentor advisors.
- Assist and lead in data collection projects and graduation trends.
- Lead training for Tier I advisors
- Share advising styles to advisors across campus.
- Develop advising and departmental/unit programming.
- Be an advocate and voice for department/unit at the university level.

Desired Required Qualifications:

- Master's degree (any discipline)
- 3 years' experience as Academic Advisor 3 at ETSU

Desired Preferred Qualifications:**Job Duties/Responsibilities:**

- Maintain Responsibilities/Expectations and Show Continuous Growth/Improvement from previous tier
- Mentor, train, and be a resource to new Advisors in college and across university
- Assists in the promotion and understanding of the university's commitment to student success and role advisors play in promoting success and progression to degree completion
- Maintain responsibilities of previous tiers
- Use data to identify and understand retention and graduation issues at the university and design and conduct outreach initiatives to advisees
- Lead or facilitate a professional development activity, seminar, or present at conferences.
- Suggest, create, and implement other advising opportunities in consultation with the Office of the Executive Director of Academic Advisement for the University, such as "brown bag" sessions to the advising community, facilitating a reading group based on a current issue in academic advising, etc.

Position description is a baseline for this role. College/Department will incorporate additional unit specific job duties/responsibilities into the existing template as needed. Advancement progression is contingent on application and review by the Academic Advisor Career Ladder Advancement Committee.

Appendix D: Academic Advisor Career Ladder Checklist

Advancement to Tier II (Academic Advisor 2) Checklist

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.

Directions:

1. The advisor and supervisor meet to review each criterion on the checklist and discuss the advisor's progress toward advancement.
2. The advisor and supervisor sign the checklist, and the supervisor obtains the Dean's (or Dean's designee's) signature.
3. The supervisor provides a signed copy to the advisor for inclusion in the advancement portfolio and submits a copy to the Executive Director of Academic Advisement to document the college's endorsement of the advisor's application.

Name: _____ E#: _____

Business Title: _____ Position #: _____ Start Date: _____

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.

Advisor Initials	Supervisor Initials	Criterion
		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		
		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		

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

Employee's Signature

Date

Supervisor's Signature

Date

Dean or Dean Designee's Signature

Date

Advancement to Tier III (Academic Advisor 3) Checklist

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.

Directions:

1. The advisor and supervisor meet to review each criterion on the checklist and discuss the advisor's progress toward advancement.
2. The advisor and supervisor sign the checklist, and the supervisor obtains the Dean's (or Dean's designee's) signature.
3. The supervisor provides a signed copy to the advisor for inclusion in the advancement portfolio and submits a copy to the Executive Director of Academic Advisement to document the college's endorsement of the advisor's application.

Name: _____ E#: _____

Position Title: _____ Position #: _____ Start Date: _____

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.

Advisor Initials	Supervisor Initials	Criterion
		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.
		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		

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

Advisor Initials	Supervisor Initials	Criterion

Employee’s Signature

Date

Supervisor’s Signature

Date

Dean or Dean Designee’s Signature

Date

Advancement to Tier IV (Senior Advisor) Checklist

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.

Directions:

1. The advisor and supervisor meet to review each criterion on the checklist and discuss the advisor's progress toward advancement.
2. The advisor and supervisor sign the checklist, and the supervisor obtains the Dean's (or Dean's designee's) signature.
3. The supervisor provides a signed copy to the advisor for inclusion in the advancement portfolio and submits a copy to the Executive Director of Academic Advisement to document the college's endorsement of the advisor's application.

Name: _____ E#: _____

Position Title: _____ Position #: _____ Start Date: _____

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.

Advisor Initials	Supervisor Initials	Criterion
		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.
		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.

Advisor Initials	Supervisor Initials	Criterion
		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.
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.

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

Employee's Signature

Date

Supervisor's Signature

Date

Dean or Dean Designee's Signature

Date

Appendix E: Application for Advancement

Application for Advancement

The Application for Advancement is the formal submission through which an advisor requests consideration for advancement on the Academic Advisor Career Ladder. Applicants must submit a complete application portfolio through D2L by the announced deadline.

Please note that applicants who hold temporary or stipend-supported leadership assignments should clearly distinguish evidence of their work as an academic advisor from responsibilities associated with those additional assignments. The portfolio should demonstrate that advancement criteria have been met through the applicant's academic advising practice.

The completed application will be reviewed as part of the Career Ladder evaluation process and should include the following components:

1. Completed Application Submitted in D2L

The application must be submitted in D2L in full by the announced date in late February. Failure to complete any requirements by the announced deadline will void the application. All materials must be submitted in a PDF file format.

2. Completed Advancement Checklist

The Checklist for the intended tier of application (see Appendix D) must be signed by the advisor, supervisor, and dean or dean designee. The completed checklist serves as documentation of the advisor's readiness to engage in the Career Ladder advancement process and confirms approval from the employing college or administrative unit to submit an application for advancement.

3. Most Recent Annual Performance Evaluation

The most recent performance evaluation provides additional context regarding your performance, professional growth, and areas of responsibility and will be considered alongside the other portfolio materials. It is intended to complement – not replace – the evidence presented throughout the narrative statement, letters of recommendation, and supplemental materials.

4. Narrative Statement

The narrative statement is the primary reflective document within the portfolio. It should describe your advising practice, accomplishments, professional growth, leadership, and impact while explaining how your work demonstrates the advancement criteria for the NACADA competency areas, advising best practices, professional development, and service (see Appendix F). The narrative should reference examples and accomplishments that are corroborated through the accompanying portfolio materials.

3-5 pages
0.5"-1" margins
11- or 12-point font

5. Three Letters of Recommendation

At least one letter must be from an individual outside the advising office in which you are employed or the academic department(s) for which you advise. The portfolio is limited to three letters of recommendation. Any letters uploaded to D2L beyond the first three will not be considered during the review process. Select individuals who can provide independent testimony to your advising practice, professional growth, leadership, collaboration, and/or contributions to student success. Collectively, the letters should provide evidence of your impact on students and your contributions to your college, the university, and/or the advising profession, as appropriate for the tier to which you are applying.

6. Resume/CV

Submit a current resume or curriculum vitae that provides a concise, structured record of professional activities. This should be an overview of your professional experience, education, certifications, professional development, leadership, service, presentations, publications, and other accomplishments relevant to your work as an academic advisor.

7. Personal Advising Philosophy

The personal advising philosophy should articulate your purpose as an academic advisor, the values, theories, or frameworks that inform your practice, your approach to supporting students, and how these beliefs are reflected in your everyday advising. Applicants are encouraged to view their advising philosophy as a reflective statement that evolves throughout their professional career and growth.

1-3 pages
0.5"-1" margins

11- or 12-point font

8. Supplemental Materials

Include documentation that provides documentary evidence of the accomplishments, activities, leadership, or impact described throughout the portfolio. Supplemental materials are intended to corroborate the narrative statement and tangibly demonstrate engagement in the competencies, responsibilities, professional development, retention initiatives, and service activities associated with the tier of application. Applicants should select items that best illustrate their work. Supplemental materials need not be professionally designed or extensive; routine documents created as part of an advisor's regular responsibilities often provide strong evidence of sustained engagement and impact (see Appendix G).

Appendix F: Narrative Statement Guide

How to Use This Guide

The Narrative Statement is an opportunity for advisors to explain how their professional experiences, contributions, and accomplishments demonstrate achievement of the Career Ladder criteria for the tier sought. The narrative should provide context for the portfolio evidence by describing not only what the advisor has done, but how their work reflects the knowledge, skills, contributions, and impact expected at that stage of professional growth.

Applicants should organize their narrative according to the evaluation categories used in the Career Ladder checklist and rubric. Within each category, applicants should explain how their experiences demonstrate achievement of the criteria and reference supporting evidence included in the portfolio.

The strongest narratives describe the advisor's role, contributions, decision-making, and impact and avoid simply listing activities. Applicants should emphasize examples that demonstrate growth, application of advising knowledge, collaboration, improvement of practice, and contributions to student success.

Narrative Statement Expectations

The narrative statement should explain how the advisor has achieved each advancement criterion for the tier sought. Applicants should select examples that best demonstrate achievement of the tier criteria rather than attempting to document every activity completed. For each criterion, applicants should consider:

What did I do?

Describe the advising practice, contribution, initiative, or activity.

What was my role?

Explain whether the advisor developed, implemented, collaborated, contributed, led, evaluated, or improved the work.

Why did it matter?

Describe how the work supported students, colleagues, advising practices, student success efforts, or institutional priorities.

What evidence demonstrates this contribution?

Reference supporting materials that validate the narrative, such as examples of work products, assessment information, data, documentation, feedback, participation records, presentations, recommendations, or other relevant artifacts.

Tier II (Academic Advisor 2) Narrative Statement Guide

Overview

Advancement to Tier II reflects the development of a consistent, reflective advising practice and an expanding contribution to the advising community. At this level, advisors demonstrate intentional growth through reflection, continued learning, collaboration, and contributions that support students and strengthen advising efforts within their department, college, or advising unit.

NACADA Competency Areas

Conceptual Component

Demonstrates an advising philosophy that informs advising decisions, student interactions, and approaches to supporting student success. The advisor's practice reflects an understanding of advising as an intentional, theory-informed, and ethical practice aligned with professional values, ETSU's mission, and advising unit goals.

Topics applicants may address

You may describe:

- How your advising philosophy has developed or changed through experience, reflection, training, or professional learning
- The advising theories, approaches, or professional values that influence your advising practice
- How your advising philosophy guides your interactions with students and your approach to student decision-making
- How ETSU's mission, your college/department goals, or your advising unit's priorities influence your advising practice
- How ethical principles guide your advising decisions, including confidentiality, student autonomy, appropriate referrals, and professional boundaries
- How feedback, assessment, or reflection has influenced your growth as an advisor

Questions to consider when writing

- How would I describe my advising philosophy today?
- How has my understanding of advising developed since entering the profession?
- What advising approaches influence how I work with students?
- How do my advising decisions reflect professional and ethical responsibilities?
- How have reflection, feedback, or professional learning changed my advising practice?

Informational Component

Demonstrates the application of curriculum knowledge, academic policies, university processes, and campus resources to provide accurate and meaningful advising. The advisor supports students in understanding academic pathways, making informed decisions, and accessing appropriate resources.

Topics applicants may address

You may describe:

- Development of expertise in your assigned curriculum, academic requirements, policies, procedures, and progression pathways
- How you help students understand the purpose and structure of their curriculum and educational plans
- How you assist students with academic decision-making, major exploration, career-related questions, or educational planning
- How you identify and connect students with appropriate campus resources
- How you communicate important academic information to students in ways that improve understanding and decision-making
- Resources, materials, or processes you have created, improved, or contributed to that support student understanding
- Ways you collaborate with faculty, departments, or campus partners to improve access to accurate advising information

Questions to consider when writing

- What knowledge do I rely on most often to effectively advise students?
- How do I help students move from simply knowing requirements to understanding their educational choices?
- What examples demonstrate my ability to interpret policies, curriculum, or procedures for students?
- How have I helped students overcome informational barriers?
- Have I created or improved resources that help students better understand academic pathways or requirements?

Relational Component

Demonstrates the development of effective advising relationships that promote student learning, decision-making, goal setting, and academic progress. The advisor applies student-centered, holistic advising approaches and connects students with appropriate resources and support.

Topics applicants may address

You may describe:

- How your advising conversations help students understand options, make decisions, and take ownership of their academic goals
- How you help students understand curriculum pathways, academic decisions, and the purpose behind their educational plans
- Strategies you use to build trust and establish effective advising relationships
- How you adapt advising approaches based on student needs, circumstances, or goals
- How you support students experiencing academic challenges or barriers
- How you use proactive, developmental, appreciative, or holistic advising approaches
- How you incorporate campus resources and referrals into your advising practice

- How student feedback or reflection has influenced your approach to advising relationships

Questions to consider when writing

- How do my advising interactions help students learn and make decisions?
- How do I demonstrate that I see students holistically?
- What approaches help me support students with different needs or circumstances?
- How do I balance providing information with helping students develop ownership of their decisions?
- How have I improved my ability to build effective advising relationships?

ETSU Advisor Responsibilities

Advising Best Practices

Demonstrates a consistent and effective advising practice that supports student success and reflects the expectations of an Academic Advisor 2. The advisor applies advising knowledge and intentional practices to support students, navigate increasingly complex situations, identify barriers affecting student progression, and use reflection and experience to strengthen individual advising practice and contribute to advising efforts within the department, college, or advising unit.

Topics applicants may address

You may describe:

- How your advising practice has developed since entering the profession or advancing from Tier I
- Strategies you use to provide consistent, intentional, and student-centered advising support
- How you manage advising responsibilities, communication, follow-up, and student engagement
- Approaches you use to prepare for advising appointments and understand student needs
- Examples of assisting students with complex academic situations, including situations involving academic difficulty, competing priorities, unclear pathways, or institutional processes
- How you collaborate with supervisors, faculty, departments, or campus partners when student situations require additional support or problem-solving
- How you identify patterns, challenges, or barriers affecting student progression through advising interactions
- How you communicate observations or recommendations to appropriate stakeholders
- How feedback, assessment, reflection, or advising experiences have influenced changes to your individual advising practice

Questions to consider when writing

- How have I grown as an advisor since establishing my initial advising practice?
- What advising practices demonstrate that I provide consistent and effective support to students?

- What examples show my ability to assist students with complex academic situations?
- How do I recognize barriers affecting student progress and determine appropriate responses?
- How have my advising experiences led me to make improvements in my own practice?
- How have I contributed to improving advising effectiveness within my department, college, or advising unit?

Retention Initiatives

Demonstrates contribution to student persistence and success efforts through participation in retention initiatives, proactive outreach, and use of advising experiences to identify and address barriers affecting student progression. The advisor applies knowledge of students, curriculum, and advising practice to support coordinated student success efforts and share observations or recommendations that strengthen retention strategies.

Topics applicants may address

You may describe:

- Participation in university-wide, college-level, department-level, or advising-unit retention initiatives
- Implementation of proactive outreach strategies to support student engagement and persistence
- Participation in academic alert, early outreach, re-enrollment, probation, or other student success initiatives
- Ways you use advising interactions to identify barriers affecting student persistence
- Observations or recommendations you have shared regarding student challenges, processes, policies, or resources
- Collaboration with colleagues or campus partners to support students experiencing academic or personal barriers
- Ways you have contributed feedback that informed improvements to retention efforts or outreach strategies
- How student engagement information, advising experiences, or available data have informed your approach to supporting student success

Questions to consider when writing

- How have I contributed to university or unit-level retention efforts?
- What proactive outreach efforts have I participated in or implemented?
- What patterns or barriers have I observed through advising that affect student progression?
- How have I communicated those observations or recommended improvements?
- How have my efforts contributed to student engagement, persistence, or success?
- What have I learned from participating in retention initiatives that has influenced my advising practice?

Professional Development / Advising Training

Demonstrates continued growth as an advising professional through engagement in professional development, reflection on learning experiences, and application of new knowledge, skills, and perspectives to strengthen advising practice.

Topics applicants may address

You may describe:

- Professional development activities completed through ETSU, your college, department, OEDAA, NACADA, regional organizations, or other relevant professional organizations
- Training, workshops, conferences, webinars, courses, seminars, or learning communities that have strengthened your advising practice
- Specific knowledge, skills, or perspectives gained through professional development activities
- How professional learning has influenced your advising approach, communication strategies, student support practices, or understanding of advising
- Participation in advising communities, professional organizations, reading groups, or collaborative learning opportunities
- Ways you have reflected on professional learning and incorporated new information into your daily advising practice
- How professional development has expanded your understanding of advising, student needs, or institutional priorities

Questions to consider when writing

- How have I intentionally continued to develop as an advising professional?
- What professional development experiences have had the greatest influence on my advising practice?
- What have I learned through training, conferences, workshops, or professional engagement?
- How have I applied what I learned to improve the way I advise students?
- How does my professional development demonstrate commitment to continued growth as an advisor?

ETSU Service

Service to the College / Department

Demonstrates contributions beyond individual advising responsibilities through participation, collaboration, and service activities that support students, advising effectiveness, curriculum or program goals, and department, college, or advising unit priorities.

Topics applicants may address

You may describe:

- Participation in department, college, or advising unit initiatives and activities
- Contributions to committees, workgroups, collaborative projects, or departmental efforts
- Participation in recruitment, transition, orientation, student engagement, or student success activities

- Contributions to curriculum-related discussions, program improvements, or efforts to improve student understanding of academic pathways
- Development, improvement, or contribution to student-facing resources, processes, or materials that support department or college goals
- Collaboration with faculty, staff, advisors, or campus partners to address student needs or improve advising effectiveness
- Ways your service activities have strengthened communication, coordination, or student support within your department or college

Questions to consider when writing

- How have I contributed beyond my assigned advising responsibilities?
- What department or college initiatives have I supported, and why were they important?
- How have my service activities contributed to student success or improved advising practice?
- What role did I personally play in these activities?
- How have I collaborated with colleagues to strengthen programs, processes, or student support?
- What impact resulted from my contributions?

Service to the University

Demonstrates engagement beyond the advisor's immediate unit through participation, collaboration, and service activities that support university initiatives, advising practice, institutional priorities, and student success.

Topics applicants may address

You may describe:

- Participation in university committees, workgroups, task forces, advising communities, or collaborative initiatives
- Contributions to university-wide student success, advising, retention, recruitment, transition, or engagement efforts
- Participation in university events and activities that support the student experience
- Collaboration with offices outside your department or college to improve student support, processes, communication, or access to resources
- Participation in university initiatives that strengthen advising practice or institutional effectiveness
- Ways university service experiences have informed your understanding of student needs and broader institutional priorities

Questions to consider when writing

- How have I contributed to the broader ETSU community beyond my immediate advising role?
- What university initiatives, committees, events, or collaborations have I supported?
- What was my specific role or contribution?
- How did my participation support students, advising effectiveness, or institutional goals?
- How have these experiences expanded my understanding of advising across the university?

- How has university service expanded your understanding of student success efforts beyond your immediate advising area?

Tier II Narrative Closing Reflection

Applicants may consider concluding their narrative by reflecting on:

- How their advising practice has developed since entering the profession
- How their knowledge, skills, and contributions have expanded beyond individual advising appointments
- How their work demonstrates continued growth and readiness for future professional development within the Career Ladder
- How they contribute to student success, advising effectiveness, and the advising community at ETSU

Tier III (Academic Advisor 3) Narrative Statement Guide

Overview

Advancement to Tier III reflects an expansion of influence beyond an individual advising practice. At this level, advisors demonstrate advanced advising expertise while contributing to the effectiveness of advising through collaboration, mentoring, assessment, and continuous improvement. Tier III advisors strengthen advising practice by sharing knowledge, building partnerships, improving processes, and contributing to initiatives that enhance student success across their department, college, advising unit, and broader university community.

NACADA Competency Areas

Conceptual Component

Demonstrates continued refinement of an advising philosophy informed by professional learning, advising experience, ethical practice, and institutional priorities. The advisor integrates professional values into advising practice while contributing to approaches that strengthen advising within the department, college, or advising community.

Topics applicants may address

You may describe:

- How your advising philosophy has evolved through experience, reflection, scholarship, or professional learning
- Ways your advising philosophy influences not only your own practice but also your contributions to advising initiatives or colleagues
- How institutional mission, departmental goals, and advising priorities shape your decision-making
- How ethical principles guide advising decisions and professional interactions with students and colleagues
- Ways you have contributed to conversations or initiatives that strengthen advising practice within your unit
- How reflection, assessment, or professional engagement has refined your understanding of effective advising

Questions to consider when writing

- How has my advising philosophy matured since advancing to Tier II?
- How do I intentionally connect advising theory with daily practice?
- How have I influenced advising approaches within my department or advising unit?
- How do ethical principles guide both my advising and my professional interactions?
- What experiences have most shaped my growth as an advising professional?

Informational Component

Demonstrates advanced application of institutional knowledge through collaboration, resource development, consultation, and knowledge sharing. The advisor builds relationships across campus to improve advising, support colleagues, and connect students with appropriate expertise and resources.

Topics applicants may address

You may describe:

- How you have developed collaborative relationships across departments or university offices
- Ways you connect students and colleagues with appropriate campus expertise and resources
- How you share knowledge related to curriculum, policies, procedures, or student support
- Training, consultation, or mentoring you provide to advisors or colleagues
- Collaborative development or implementation of advising resources, communications, or student success initiatives
- Contributions to improving the consistency or accessibility of advising information

Questions to consider when writing

- How have I expanded my network of campus partnerships?
- How do colleagues rely on my institutional knowledge or expertise?
- How have I helped improve advising information or resources?
- What examples demonstrate collaboration that improved advising or student support?
- How have I shared knowledge that strengthened advising beyond my own caseload?

Relational Component

Demonstrates advanced advising relationships through flexible advising approaches, collaborative problem-solving, and partnerships that support increasingly complex student needs. The advisor adapts advising strategies while working with colleagues and campus partners to improve student outcomes.

Topics applicants may address

You may describe:

- How you adapt multiple advising approaches to meet diverse student needs
- Examples of supporting students with particularly complex circumstances
- Collaboration with advisors, faculty, or campus partners to coordinate student support
- How you facilitate student decision-making while balancing multiple perspectives or resources
- Ways your advising relationships promote student learning, resilience, and academic success
- How reflection or assessment has strengthened your ability to support students effectively

Questions to consider when writing

- How do I adapt my advising approach for different students and situations?
- What examples demonstrate collaborative support for complex student needs?
- How have I strengthened relationships across campus to improve student outcomes?
- How has my advising become more flexible and intentional?

- How do my advising relationships contribute to long-term student success?

ETSU Advisor Responsibilities

Advising Best Practices

Demonstrates continued growth through expanded advising expertise, collaborative problem-solving, assessment, and contributions that strengthen advising effectiveness within the department, college, advising unit, or advising community.

Topics applicants may address

You may describe:

- How your advising responsibilities have expanded since Tier II
- Examples of resolving complex student situations through collaboration with campus partners
- How you identify trends affecting student progression through advising experiences, assessment, or available information
- Recommendations you have made to improve curricula, advising processes, policies, or student support practices
- Ways you use assessment, student feedback, or reflection to improve advising services or processes
- Contributions that have strengthened advising practices beyond your own advising responsibilities

Questions to consider when writing

- How has my advising expertise expanded since Tier II?
- What examples demonstrate my ability to navigate complex student situations?
- How have I identified opportunities to improve advising practices or processes?
- How have I used assessment or student feedback to improve advising?
- How have my contributions strengthened advising beyond my own students?

Retention Initiatives

Demonstrates the use of advising data, student success information, and advising insights to identify trends, develop targeted outreach strategies, and contribute to retention initiatives that improve student progression and persistence.

Topics applicants may address

You may describe:

- How you use advising data or student success information to identify trends
- Development or refinement of targeted outreach strategies or interventions
- Contributions to retention planning or student success initiatives within your department or college
- Collaboration with colleagues to implement or assess retention efforts
- Recommendations informed by advising experiences or assessment findings
- How evaluation of outreach or student success initiatives informed future improvements

Questions to consider when writing

- How have I used advising information to identify trends affecting students?
- What targeted interventions or outreach strategies have I helped develop or implement?
- How have I contributed to improving retention efforts?
- How have assessment or advising data informed my recommendations?
- How have my efforts strengthened student progression within my advising population?

Professional Development / Advising Training

Demonstrates continued professional growth by identifying professional learning needs, sharing expertise, and contributing to the professional development of colleagues and the advising community.

Topics applicants may address

You may describe:

- Professional learning that has expanded your advising expertise
- Ways you identified professional development needs among advisors or colleagues
- Recommendations you made regarding training, resources, or learning opportunities
- Presentations, workshops, discussions, or professional learning activities you developed or facilitated
- Advising resources or learning materials you created for colleagues
- Contributions to advising communities, professional organizations, or collaborative learning initiatives

Questions to consider when writing

- How have I continued developing as an advising professional?
- How have I shared my expertise with colleagues?
- What professional learning opportunities have I helped develop or facilitate?
- How have I contributed to the professional growth of others?
- How has professional engagement strengthened advising within my unit?

ETSU Service

Service to the College / Department

Demonstrates leadership, collaboration, and significant contributions to department, college, or advising unit initiatives that strengthen advising effectiveness, student success, curriculum or program goals, and unit operations.

Topics applicants may address

You may describe:

- Leadership or significant contributions to departmental or college initiatives
- Roles on committees, workgroups, or collaborative projects
- Coordination of recruitment, orientation, transition, or student success efforts

- Contributions to curriculum discussions, advising improvements, or operational practices
- Development or implementation of resources, processes, or initiatives that improved advising effectiveness
- Ways you collaborated with colleagues to strengthen programs, services, or student support

Questions to consider when writing

- How have my service contributions expanded since Tier II?
- Where have I provided leadership or significant expertise?
- How have my contributions improved advising or student success within my unit?
- What collaborative initiatives have I helped move forward?
- What lasting improvements resulted from my service?

Service to the University

Demonstrates leadership, collaboration, and meaningful contributions to university initiatives that strengthen advising practice, institutional priorities, and student success across the university.

Topics applicants may address

You may describe:

- Leadership or significant contributions on university committees, task forces, or workgroups
- Participation in advising communities or cross-unit collaborations
- Contributions to university initiatives related to advising, retention, student success, or institutional effectiveness
- Collaborative work that strengthened connections across colleges or advising units
- Recommendations or expertise provided to university initiatives
- Ways university service expanded your influence beyond your home department

Questions to consider when writing

- How have I contributed beyond my college or advising unit?
- What university initiatives have benefited from my expertise?
- How have I strengthened collaboration across advising units?
- What institutional improvements have I helped support?
- How has my university service expanded my influence as an advisor?

Tier III Narrative Closing Reflection

Applicants may consider concluding their narrative by reflecting on:

- How their advising practice has evolved from individual effectiveness to broader institutional contribution
- How they have strengthened advising through collaboration, mentoring, assessment, and knowledge sharing
- How their work demonstrates readiness for continued leadership and institutional influence within the Career Ladder

- How they contribute to improving advising practice, student success, and the advising community at ETSU

Tier IV (Senior Advisor) Narrative Statement Guide

Overview

Advancement to Tier IV reflects sustained leadership and institutional contribution to academic advising. At this level, advisors demonstrate advanced expertise while strengthening advising practice through mentorship, collaboration, assessment, innovation, and continuous improvement. Senior Advisors influence advising beyond their individual responsibilities by developing others, advancing advising initiatives, contributing to institutional decision-making, and promoting effective advising practices across the university and, where appropriate, the broader advising profession.

NACADA Competency Areas

Conceptual Component

Demonstrates an advising philosophy that reflects advanced advising expertise, institutional priorities, professional standards, and continued growth as an advising professional. The advisor serves as a resource and advocate for effective advising by advancing understanding of advising's role in student success across the institution and advising community.

Topics applicants may address

You may describe:

- How your advising philosophy has continued to evolve through leadership, assessment, scholarship, or professional engagement
- How your philosophy informs institutional initiatives, mentoring, or advising leadership
- Ways you advocate for advising as an essential component of student success
- How you promote professional standards, ethical practice, and advising excellence
- How institutional priorities influence your advising leadership and decision-making
- How you contribute to conversations that strengthen advising culture across the university
- Ways reflection, assessment, or professional engagement continue to shape your advising philosophy

Questions to consider when writing

- How has my advising philosophy continued to mature as a Senior Advisor?
- How do I communicate the value of advising to others?
- How have I influenced understanding of effective advising within the university?
- How do professional values and ethics shape my leadership?
- In what ways have I helped strengthen advising as an institutional priority?

Informational Component

Demonstrates leadership in developing, refining, communicating, and sustaining advising knowledge, resources, and institutional practices. The advisor applies advanced institutional

expertise to strengthen advising effectiveness, support colleagues, and contribute to improvements across advising units.

Topics applicants may address

You may describe:

- Leadership in developing or improving advising procedures, documentation, or institutional resources
- How you support advisors and campus partners through consultation or institutional expertise
- Contributions to improving consistency, accessibility, or sustainability of advising information
- Collaborative work that strengthened institutional advising practices
- Use of assessment findings, institutional information, or advising data to inform recommendations
- How your expertise contributes to institutional decision-making related to advising or student success
- Ways you have helped improve communication across advising units

Questions to consider when writing

- How has my institutional knowledge strengthened advising beyond my own advising responsibilities?
- What advising resources or practices have I helped improve or sustain?
- How have colleagues relied on my expertise?
- How have I contributed to improving advising consistency across the university?
- How has my knowledge informed institutional improvements?

Relational Component

Demonstrates advanced advising leadership through mentorship, consultation, collaboration, and advocacy. The advisor develops the advising capacity of colleagues while cultivating partnerships that strengthen advising practice and advance student success across departments, colleges, and advising communities.

Topics applicants may address

You may describe:

- How you mentor advisors, faculty, or staff
- Ways you model effective advising practices for colleagues
- Collaborative relationships you have developed across departments or colleges
- How you represent advising perspectives within institutional discussions
- Examples of consultation that improved advising practices or student support
- Ways you foster collaboration among advising partners
- How your relationships have strengthened advising culture or institutional collaboration

Questions to consider when writing

- How have I helped other advisors grow professionally?
- How do I model effective advising for colleagues?

- How have I represented advising perspectives in institutional conversations?
- What partnerships have strengthened advising across campus?
- How have my collaborative relationships improved advising or student success?

ETSU Advisor Responsibilities

Advising Best Practices

Demonstrates leadership in advancing advising effectiveness through mentorship, assessment, collaboration, innovation, and continuous improvement. The advisor strengthens advising practices, services, and student success by developing sustainable initiatives, supporting advisor development, and contributing expertise that extends across advising units.

Topics applicants may address

You may describe:

- How your advising responsibilities have evolved into institutional leadership
- Ways you mentor, train, or support advisor development
- Leadership in developing or improving advising programs, services, or initiatives
- Use of assessment practices or advising data to evaluate advising effectiveness
- Recommendations or proposals developed through collaboration with colleagues
- Contributions to sustainable advising processes, documentation, communication strategies, or resources
- Ways you have strengthened advising practices beyond your own advising population

Questions to consider when writing

- How have I advanced advising beyond my own individual practice?
- How have I contributed to developing other advisors?
- What initiatives or improvements have I helped create or sustain?
- How have I used assessment to strengthen advising effectiveness?
- How have my contributions improved advising across departments, colleges, or the university?
- What lasting improvements demonstrate my leadership?

Retention Initiatives

Demonstrates leadership in evaluating, improving, and strengthening institutional retention efforts through analysis of advising data, student success trends, assessment findings, and collaborative problem-solving. The advisor contributes to initiatives that improve persistence, progression, and degree completion across student populations.

Topics applicants may address

You may describe:

- How you use institutional data, assessment findings, or advising insights to identify systemic opportunities for improvement
- Leadership in evaluating or refining retention initiatives

- Contributions to institution-wide or college-level student success strategies
- Collaborative efforts to address barriers affecting persistence or degree completion
- Development or refinement of outreach strategies informed by institutional trends
- Recommendations that informed improvements to student success initiatives
- Assessment of retention initiatives and how results informed future improvements

Questions to consider when writing

- How have I used institutional information to improve student success efforts?
- What systemic barriers have I helped identify or address?
- How have I contributed to improving retention initiatives?
- How have assessment findings informed my recommendations?
- What institutional improvements resulted from my work?
- How have my efforts strengthened persistence or degree completion?

Professional Development / Advising Training

Demonstrates leadership in developing the advising profession through professional learning, mentorship, scholarship, presentations, and collaborative learning opportunities. The advisor contributes to sustainable professional development that strengthens advising across the university.

Topics applicants may address

You may describe:

- Professional development opportunities you have led or facilitated
- Workshops, presentations, seminars, or professional learning experiences you developed
- Contributions to advisor onboarding, mentoring, or continuing education
- Collaboration with the Office of the Executive Director of Academic Advisement or campus partners to develop learning opportunities
- Scholarship, presentations, publications, or professional organization involvement
- Advising resources or professional learning materials you created
- Ways your professional engagement has strengthened the advising community

Questions to consider when writing

- How have I contributed to the professional growth of advisors?
- What professional learning opportunities have I developed or led?
- How have I shared my expertise within or beyond ETSU?
- How have I contributed to building sustainable professional learning?
- How has my professional engagement strengthened advising practice?

ETSU Service

Service to the College / Department

Demonstrates experienced leadership, mentorship, and collaboration through initiatives, programs, committees, and service activities that strengthen advising effectiveness, develop unit capacity, improve operational practices, and enhance the student experience.

Topics applicants may address

You may describe:

- Leadership of department, college, or advising unit initiatives
- Coordination of committees, workgroups, or collaborative projects
- Mentorship and support provided to colleagues
- Leadership in improving advising operations or student services
- Development of sustainable programs, resources, or processes
- Collaboration that strengthened unit effectiveness or student support
- Long-term initiatives that continue to benefit the department or college

Questions to consider when writing

- How have I demonstrated leadership within my department or college?
- What initiatives have I helped develop or sustain?
- How have I strengthened the capacity of my advising unit?
- How have my contributions improved advising or student experiences?
- What lasting impact has my service created?

Service to the University

Demonstrates collaborative leadership through sustained contributions to university initiatives, advising communities, governance, and cross-unit partnerships that strengthen institutional priorities, advising practice, and the broader advising community.

Topics applicants may address

You may describe:

- Leadership on university committees, task forces, or governance groups
- Contributions to university advising communities or cross-unit collaborations
- Development of university-wide advising initiatives or professional learning opportunities
- Institutional projects that strengthened advising practice or student success
- Collaborative leadership that advanced advising across colleges or divisions
- Contributions that promoted continuous improvement across the advising community
- Ways your university service has strengthened advising as an institutional function

Questions to consider when writing

- How have I contributed to advising beyond my home department or college?
- What university initiatives have benefited from my leadership or expertise?
- How have I strengthened advising across the institution?
- What sustainable improvements resulted from my university service?
- How have I helped advance institutional priorities related to advising and student success?
- How have my contributions strengthened the broader advising community?

Tier IV Narrative Closing Reflection

Applicants may consider concluding their narrative by reflecting on:

- How their advising practice has evolved into institutional leadership and sustained contribution
- How they have developed the capacity of advisors, colleagues, and advising partners through mentorship, collaboration, and professional learning
- How their work has strengthened advising practices, student success initiatives, and institutional effectiveness through sustainable improvements
- How they have contributed to advancing the role of advising within ETSU and, where appropriate, the broader academic advising profession

Appendix G: Supplemental Materials

Supplemental Materials Guide

Applicants should include documentation that provides evidence of the accomplishments, activities, contributions, and impact described throughout the portfolio narrative. Supplemental materials should demonstrate engagement with the competencies, responsibilities, professional development activities, retention initiatives, and service expectations associated with the requested Career Ladder tier.

The strongest supplemental materials include both:

1. The work product, activity, or outcome itself, and
2. Evidence demonstrating the candidate's role in developing, implementing, contributing to, or advancing the work.

Evidence of the candidate's contribution may include drafts, revision histories, planning documents, meeting agendas, minutes, emails, implementation records, presentation schedules, committee documentation, supervisor verification, assessment results, data reports, or other artifacts that clarify the candidate's specific role.

Applicants should select evidence that best demonstrates the quality, scope, and impact of their work rather than attempting to document every activity completed. Routine materials created as part of regular advising responsibilities may provide strong evidence when they demonstrate intentional practice, improvement, collaboration, or impact.

Remove or redact all personally identifiable student information before submitting portfolio materials.

NACADA Competencies

Conceptual Component

Examples of portfolio evidence may include both the work product and documentation of the candidate's role, such as:

- Advising philosophy statements developed or revised over time, together with reflective narratives demonstrating growth in advising practice.
- Documentation describing implementation of an advising model or philosophy (e.g., proactive, developmental, appreciative, strengths-based advising), together with planning documents, meeting notes, or supervisor feedback demonstrating the candidate's role.

- Assessment findings, reflection summaries, or action plans documenting how assessment informed improvements to advising practice.
- Professional reading reflections, annotated bibliographies, journal discussion materials, or reading group products demonstrating integration of advising scholarship into practice.
- De-identified advising case studies illustrating ethical decision-making or complex advising situations, together with reflective analysis of the advising decisions made.

Informational Component

Examples of portfolio evidence may include materials created or substantially revised by the candidate together with documentation of the candidate's contribution, such as:

- Advising handouts, quick-reference guides, or informational brochures developed for students, together with publication records, distribution plans, supervisor verification, or planning documents.
- Degree planning guides, academic planning templates, or four-year plans created or revised by the candidate, together with documentation identifying the candidate's role in their development or implementation.
- Curriculum maps, program sequencing guides, concentration selection guides, or course recommendation resources developed or substantially revised by the candidate, together with drafts, revision histories, committee documents, or emails documenting the candidate's contribution.
- Registration guides, graduation checklists, transfer planning resources, articulation guides, or application process guides created or revised by the candidate, together with planning documents, revision records, or implementation communications.
- Frequently Asked Questions (FAQ) documents, advising manuals, knowledge base articles, or office reference materials authored or substantially revised by the candidate, together with drafts, revision histories, publication records, or supervisor verification.
- Advising webpages, Canvas content, online advising resources, or student-facing websites created or substantially revised by the candidate, together with webpage authorship records, implementation documentation, screenshots, or planning materials demonstrating the candidate's contribution.
- Orientation presentations, advising presentations, registration workshops, or orientation resources developed or substantially revised by the candidate, together with agendas, presentation schedules, facilitator assignments, or planning documents documenting the candidate's role.
- Student success tip sheets, major exploration resources, campus resource guides, or academic planning worksheets created by the candidate, together with documentation of implementation or distribution.
- Email templates, communication campaigns, or standardized student messaging developed to communicate policies, deadlines, academic requirements, or advising information, together with evidence of implementation or adoption.

- Instructional videos, tutorials, recorded presentations, or other multimedia resources explaining advising processes, curriculum requirements, or university procedures, together with production documentation or usage records.
- Office procedures, advising protocols, workflow documentation, or process guides developed or revised by the candidate, together with implementation records, committee documents, supervisor verification, or evidence of adoption.
- Documentation of curriculum revisions, advising process improvements, policy clarifications, or informational resources developed collaboratively, together with meeting minutes, tracked revisions, proposal documents, email correspondence, committee reports, or implementation records demonstrating the candidate's specific contribution.

Relational Component

Examples of portfolio evidence may include materials created, implemented, or substantially contributed to by the candidate together with documentation of the candidate's contribution, such as:

- Student workshop materials, advising presentations, or student success programming resources developed or substantially revised by the candidate, together with agendas, presentation schedules, attendance records, event documentation, or feedback summaries.
- Advising communication plans or outreach campaigns developed for registration, academic alerts, probation outreach, graduation planning, re-enrollment efforts, or other student support initiatives, together with communication examples, implementation timelines, outreach lists, or assessment information documenting the candidate's role.
- Advising appointment resources, student preparation materials, appointment expectation guides, or advising meeting frameworks developed by the candidate, together with examples of implementation or communication with students.
- Documentation of referral processes, campus resource guides, or student support pathways developed or revised by the candidate, together with evidence of collaboration with campus partners, implementation records, or examples of use.
- De-identified advising case studies demonstrating complex student support, ethical decision-making, problem-solving, referral decisions, or collaboration with campus partners, together with reflective analysis describing the candidate's advising approach and outcomes.
- Aggregate student feedback related to advising practice, workshops, programs, or initiatives, including survey summaries, evaluation reports, feedback themes, or assessment results, together with documentation describing how feedback informed improvements.
- Student satisfaction summaries, advising evaluation results, or stakeholder feedback demonstrating the effectiveness of advising practices, together with reflection or action plans describing how the candidate responded to findings.

- Documentation of collaborative problem-solving with faculty, departments, student support offices, or campus partners, together with meeting agendas, emails, planning documents, shared resources, or project materials demonstrating the candidate's contribution.
- Evidence of partnerships with academic departments, student support offices, or university programs, together with collaborative presentations, shared initiatives, referral agreements, project plans, or implementation materials.
- Student success programming materials developed or supported by the candidate, including program proposals, workshop materials, event resources, implementation plans, attendance records, or evaluation summaries.

ETSU Advisor Responsibilities

Advising Best Practices

Examples of portfolio evidence may include materials developed, implemented, or substantially contributed to by the candidate together with documentation of the candidate's contribution, such as:

- Advising workflow documentation, appointment processes, advising cycle calendars, or caseload management strategies developed or refined by the candidate, together with process documents, implementation plans, communication examples, or supervisor feedback.
- Advising appointment checklists, student preparation guides, “anatomy of an advising meeting” resources, or advising conversation frameworks developed by the candidate, together with examples demonstrating implementation.
- Standard operating procedures (SOPs), advising protocols, process maps, or workflow documentation developed or revised by the candidate, together with drafts, revision histories, implementation communications, or evidence of adoption.
- Written recommendations for improvements to advising practices, policies, procedures, communication strategies, or student support processes, together with emails, proposals, meeting notes, committee materials, or responses from stakeholders documenting the candidate's contribution.
- Advising assessment reports, reflection summaries, or improvement plans documenting how the candidate evaluated advising effectiveness and implemented changes.
- Examples of innovative advising practices, caseload management strategies, or student engagement approaches developed or implemented by the candidate, together with planning documents, communication examples, assessment results, or evidence of outcomes.
- Written advising calendars, outreach schedules, or annual advising cycle plans developed by the candidate, together with communication plans, implementation records, or examples of proactive student engagement.

- Documentation describing implementation of an advising model (e.g., proactive advising, intrusive advising, developmental advising), together with training materials, process documentation, communication plans, assessment results, or supervisor feedback.
- Policy recommendations, public comments, or suggestions for policy clarification or improvement submitted by the candidate, together with email correspondence, draft language, committee materials, or documentation of the recommendation process.
- Examples of feedback provided to departments, colleges, or institutional partners regarding curriculum barriers, course availability, student progression issues, or advising challenges, together with supporting communication or documentation demonstrating the candidate's role.

Retention Initiatives

Examples of portfolio evidence may include materials developed, implemented, analyzed, or substantially contributed to by the candidate together with documentation of the candidate's contribution, such as:

- Student outreach campaigns developed or implemented by the candidate for academic alerts, probation support, re-enrollment efforts, graduation outreach, or other retention initiatives, together with communication templates, outreach plans, implementation records, or assessment results.
- Academic alert response documentation, intervention plans, or student success outreach processes developed or refined by the candidate, together with workflows, communication examples, tracking methods, or outcome summaries.
- Re-enrollment initiatives or stop-out prevention efforts supported or coordinated by the candidate, together with outreach materials, participation records, communication plans, or evaluation summaries.
- Retention dashboards, advising reports, student success reports, or aggregate advising data analyses used by the candidate to identify trends or inform interventions, together with documentation explaining the candidate's interpretation or application of findings.
- Intervention tracking tools, spreadsheets, case management processes, or monitoring systems developed or refined by the candidate, together with implementation documentation or examples demonstrating use.
- Persistence analyses, graduation trend analyses, or student progression reports used to identify barriers or opportunities for improvement, together with recommendations or action plans developed from the findings.
- Program evaluation summaries or assessment reports documenting the effectiveness of retention initiatives, together with recommendations for improvement or future implementation.
- Documentation of participation in institutional retention initiatives, together with appointment records, committee materials, meeting agendas, project plans, communication records, or evidence of the candidate's specific contribution.

- Improvement recommendations related to student persistence, retention, or degree completion efforts, together with proposals, emails, committee documents, or implementation records.

Professional Development / Advising Training

Examples of portfolio evidence may include documentation of professional engagement, learning, contribution, and leadership activities, such as:

Professional Learning and Participation

- Conference registration confirmations, conference programs, webinar registrations, completion records, certificates, or professional development transcripts documenting participation in advising-related learning opportunities.
- Participation records for professional learning communities, reading groups, book discussions, advising communities of practice, or institutional learning opportunities, together with agendas, discussion materials, reflections, or products developed.
- Membership documentation for professional organizations related to academic advising, student success, higher education, or related professional fields.
- Continuing education records, specialized training certificates, or coursework demonstrating continued development of advising knowledge and skills.

Professional Contributions

- Conference presentation proposals, proposal acceptance notifications, conference programs listing the candidate, presentation slides, handouts, posters, or session materials documenting professional dissemination.
- Documentation of serving as a conference proposal reviewer, scholarship reviewer, manuscript reviewer, or professional organization volunteer, together with invitation emails, reviewer acknowledgements, or completion confirmations.
- Workshop materials, training agendas, facilitator guides, brown bag session materials, or professional learning resources developed or delivered by the candidate.
- Webinar recordings, podcasts, professional blog posts, newsletter articles, articles, publications, book chapters, or scholarship of advising products authored or co-authored by the candidate.
- Professional presentations, poster sessions, or invited talks, together with acceptance documentation, programs, presentation materials, attendee feedback, or follow-up resources.

Professional Leadership

- Officer appointments, elected positions, committee chair roles, advisory board appointments, or leadership positions within professional organizations, together with appointment letters, organization announcements, or role descriptions.

- Leadership roles within regional or national advising organizations, together with documentation of responsibilities, committee work, initiatives led, or contributions made.
- Editorial board participation, professional review responsibilities, or leadership roles in advising-related publications or organizations, together with appointment documentation.
- Conference planning committee participation or leadership, together with committee assignments, planning materials, event programs, or evidence of contributions.

ETSU Service

Service to the College / Department

Examples of portfolio evidence may include documentation of the candidate's participation, leadership, contributions, or outcomes within college-, department-, or advising-unit service activities, such as:

- Committee, workgroup, or task force participation, together with appointment emails, committee rosters, meeting agendas, minutes, project documents, or other records demonstrating the candidate's role and contributions.
- Leadership or significant contribution to department- or college-level committees (e.g., curriculum committees, transfer pathway committees, search committees, assessment committees, advising committees), together with meeting records, committee products, recommendations, reports, or implementation outcomes.
- Recruitment, transition, or student engagement activities (e.g., Open House, New Buc Kickoff, Counselor Connect, Transfer Days, admitted student events), together with event schedules, planning documents, presentations, communication materials, volunteer assignments, or other documentation demonstrating participation or leadership.
- Orientation planning or implementation activities, together with orientation schedules, student communication plans, registration guides, presentations, planning documents, or evidence documenting the candidate's contribution to the development or delivery of orientation experiences.
- Student-facing presentations, workshops, information sessions, or classroom/club presentations developed or delivered by the candidate, together with presentation materials, event programs, invitations, agendas, attendance records, or feedback results.
- Student leadership program development or support (e.g., peer advising programs, ambassador programs, mentoring programs, student leadership initiatives), together with program materials, training resources, schedules, evaluation summaries, or documentation of the candidate's role.
- College- or department-level resource development, such as student guides, major-specific materials, scholarship resources, application guides, process documents, websites, social media content, or informational materials created or substantially revised by the candidate, together with documentation demonstrating the candidate's contribution.

- Contributions to accreditation, program review, departmental planning, or institutional reporting activities, together with reports, data summaries, documentation requests, planning materials, meeting records, or sections of reports developed or contributed to by the candidate.
- Support for departmental or college transitions, reorganizations, or operational improvements, together with planning documents, implementation timelines, process documentation, communication materials, or records demonstrating the candidate's role in supporting change.
- Contributions to curriculum, program, or student progression improvements, together with emails, proposals, committee documents, curriculum review materials, recommendations, or implementation records demonstrating the candidate's contribution.
- Collaboration with academic departments, faculty, or campus partners to address student success barriers or improve advising processes, together with meeting notes, planning documents, communication records, referral processes, or examples of implemented solutions.
- Recognition of service contributions, together with awards, certificates, appreciation letters, supervisor acknowledgements, colleague feedback, or other documentation recognizing the candidate's contributions.

Service to the University

Examples of portfolio evidence may include documentation of the candidate's participation, leadership, contributions, or outcomes within university-wide service activities, such as:

- University committee, task force, workgroup, or governance participation, together with appointment emails, committee rosters, meeting agendas, minutes, project documents, reports, recommendations, or other records demonstrating the candidate's role.
- Participation or leadership in university advising initiatives and communities of practice (e.g., Academic Advisement Leadership Team [AALT], Advisor Committee for Engagement [ACEs], OEDAA workgroups, advising communities), together with meeting records, planning documents, presentations, recommendations, resources developed, or implementation outcomes.
- Contributions to university policy development, review, or revision, together with policy drafts, public comment submissions, written recommendations, committee documents, email correspondence, or other records demonstrating the candidate's input.
- Participation in cross-unit initiatives designed to improve student success, advising effectiveness, or institutional processes, together with project plans, implementation documents, meeting records, assessment reports, communication materials, or evidence of outcomes.

- Staff Senate, Faculty Senate committee, or other institutional governance participation (where applicable), together with appointment documentation, agendas, minutes, committee products, or reports demonstrating involvement and contribution.
- Search committee participation, together with appointment documentation, committee rosters, meeting records, candidate evaluation materials (when appropriate and permitted), or chair/supervisor verification documenting participation.
- University event participation or leadership (e.g., Commencement, Move-In Day, Welcome Week, First-Generation Student Celebration, student success events), together with event schedules, volunteer assignments, planning materials, programs, photographs, communications, or supervisor verification.
- Development or delivery of university-wide professional learning opportunities (e.g., brown bag sessions, advising workshops, reading groups, book clubs, communities of practice), together with planning documents, agendas, presentations, facilitator guides, attendance records, participant feedback, or materials developed.
- Cross-campus collaboration with student support offices, academic units, or administrative partners, together with project documents, meeting records, shared resources, communication records, or evidence of collaborative problem-solving.
- Contributions to university-level advising resources, processes, or initiatives, together with resource documents, implementation plans, assessment findings, recommendations, committee records, or documentation demonstrating the candidate's role.
- University recognition or professional acknowledgment of service contributions, together with awards, certificates, nomination materials, letters of appreciation, or other documentation recognizing impact.

Appendix H: Portfolio Assessment Rubrics

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.		
	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.		

Tier II: Academic Advisor 2	Criterion	Score	Comments
	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.		
	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.		

Tier III: Academic Advisor 3	Criterion	Score	Comments
	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 outreach strategies, and improve student progression and retention efforts.		

Tier III: Academic Advisor 3	Criterion	Score	Comments
	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.		

Tier IV: Senior Advisor	Criterion	Score	Comments
	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.		
	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.		

Tier IV: Senior Advisor	Criterion	Score	Comments
	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			
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.		

Tier IV: Senior Advisor	Criterion	Score	Comments
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.		

Appendix I: Professional Development & Service

About Professional Engagement Pathways

The professional engagement pathways in this appendix illustrate how advisors may continue developing throughout the Academic Advisor Career Ladder. Professional engagement extends beyond completing professional development activities; it reflects how advisors apply new knowledge, contribute to colleagues, strengthen advising practice, improve student success, and advance the advising profession.

The examples below are intended to illustrate possible forms of professional engagement rather than establish required activities or minimum expectations. Advisors may demonstrate professional growth through many different experiences aligned with their responsibilities, interests, expertise, and career goals.

As advisors progress through the Career Ladder, professional engagement expands from learning and participation to collaboration, leadership, innovation, scholarship, and institutional influence.

Professional Engagement Pathways by Career Ladder Tier

Professional Engagement Area	Tier II Academic Advisor 2	Tier III Academic Advisor 3	Tier IV Senior Advisor
Professional Associations & Organizations	<i>Build awareness of the advising profession.</i> • Join NACADA or another professional association • Join Advising Communities • Participate in discussion boards • Attend virtual events and webinars	<i>Become an active contributor.</i> • Serve on committees or workgroups • Volunteer as scholarship or award reviewer • Contribute newsletters or blogs • Assist with association initiatives • Review conference proposals	<i>Demonstrate professional leadership.</i> • Chair committees or Advising Communities • Mentor committee members • Coordinate professional initiatives • Serve on regional or institutional advisory boards or steering committees

Professional Engagement Area	Tier II Academic Advisor 2	Tier III Academic Advisor 3	Tier IV Senior Advisor
Conferences, Workshops & Institutes	<i>Participate as a learner.</i> • Attend NACADA, NACADA Region, NASPA, ACPA, NCORE, CHIIPs, or ETSU conferences • Attend webinars and institutes • Complete advising technology training	<i>Apply learning and begin sharing knowledge.</i> • Share conference takeaways with colleagues • Submit presentation proposals • Volunteer at conferences • Implement new advising practices	<i>Lead professional learning.</i> • Present at institutional or regional conferences • Facilitate workshops • Review conference proposals • Coordinate conference sessions • Develop conference programming • Serve as an invited presenter or facilitator • Mentor new presenters
Advisor Development & Mentoring	<i>Learn from experienced advisors.</i> • Participate in onboarding • Shadow experienced advisors • Seek mentoring and feedback	<i>Support advisor development.</i> • Mentor new advisors • Assist with onboarding • Share advising resources • Offer shadowing opportunities	<i>Develop advising capacity across units.</i> • Coordinate mentoring programs • Lead advisor communities of practice • Coach colleagues through complex advising cases • Facilitate advisor development discussions • Design mentoring programs • Create sustainable advisor learning opportunities
Department & College Service	<i>Participate in unit activities.</i> • Assist with orientation • Attend department meetings • Participate in recruitment activities	<i>Make meaningful contributions.</i> • Serve on committees • Participate on search committees • Coordinate orientation activities • Support recruitment initiatives	<i>Lead departmental improvement.</i> • Chair committees • Coordinate accreditation activities • Lead curriculum review efforts • Coordinate student leadership initiatives • Provide leadership for major advising initiatives

Professional Engagement Area	Tier II Academic Advisor 2	Tier III Academic Advisor 3	Tier IV Senior Advisor
University Service & Institutional Leadership	<i>Build institutional awareness.</i> • Attend university events • Participate in campus committees • Attend governance meetings	<i>Contribute to institutional improvement.</i> • Serve on university committees • Participate in task forces • Join faculty/staff organizations • Provide feedback on institutional initiatives	<i>Lead cross-unit collaboration.</i> • Chair university committees • Coordinate university workgroups • Lead cross-campus advising initiatives • Mentor committee members • Provide leadership within university advising initiatives
Student Success & Retention Initiatives	<i>Participate in student success programming.</i> • Assist with orientation • Volunteer for Move-In Day • Participate in Welcome Week • Support commencement	<i>Contribute to coordinated retention efforts.</i> • Conduct outreach campaigns • Participate in academic alert initiatives • Support transition programming • Recommend improvements	<i>Lead targeted student success initiatives.</i> • Design outreach strategies using advising data • Coordinate advisor participation • Assess intervention effectiveness • Improve progression initiatives • Evaluate retention efforts and recommend improvements
Assessment, Data & Continuous Improvement	<i>Learn assessment processes.</i> • Review advising reports • Participate in surveys • Learn student success metrics	<i>Apply assessment to improve practice.</i> • Conduct student surveys • Analyze appointment data • Recommend process improvements	<i>Lead assessment efforts.</i> • Design assessment projects • Present findings • Evaluate advising initiatives • Survey advisors and students • Lead assessment projects involving multiple advising units • Publish assessment findings • Analyze institutional trends

Professional Engagement Area	Tier II Academic Advisor 2	Tier III Academic Advisor 3	Tier IV Senior Advisor
Writing, Scholarship & Resource Development	<i>Develop reflective practice.</i> • Update advising philosophy • Write newsletter articles • Review advising literature	<i>Share professional knowledge.</i> • Develop advising guides • Write blog posts • Publish newsletters • Share case studies	<i>Produce professional resources.</i> • Publish articles • Develop advisor handbooks • Create advising toolkits • Present scholarship • Publish peer-reviewed work • Author book chapters • Serve as reviewer or editor • Mentor scholarly writing
Professional Learning Communities	<i>Participate in peer learning.</i> • Attend Lunch & Learns • Join book clubs • Participate in journal discussions	<i>Contribute to peer learning.</i> • Present journal reviews • Recommend professional resources • Facilitate discussions	<i>Lead communities of practice.</i> • Organize discussion series • Coordinate learning communities • Lead case study discussions • Establish Communities of Practice
Technology & Innovation	<i>Learn advising technologies.</i> • Complete Banner training • Explore AI tools • Learn advising software	<i>Apply technology to improve advising.</i> • Pilot new tools • Create technology guides • Share technology practices	<i>Lead innovation efforts.</i> • Facilitate AI workshops • Evaluate advising technologies • Serve on implementation teams • Develop digital advising practices
Teaching, Educational Programming & Public Speaking	<i>Support educational programming.</i> • Assist with workshops • Deliver existing presentations • Participate in advisor training	<i>Develop educational programming.</i> • Teach FYE courses • Present workshops • Create student-facing educational resources	<i>Lead educational initiatives.</i> • Develop advisor curriculum • Coordinate outreach programming • Present regionally • Develop university professional learning opportunities • Present at regional or national conferences

Professional Engagement Area	Tier II Academic Advisor 2	Tier III Academic Advisor 3	Tier IV Senior Advisor
Policy, Governance & Institutional Advocacy	<i>Learn institutional policy processes.</i> • Review governance agendas • Follow policy updates • Attend governance meetings	<i>Participate in policy improvement.</i> • Recommend policy changes • Serve on governance committees • Provide feedback on policy proposals	<i>Lead policy development.</i> • Chair governance workgroups • Draft policy revisions • Lead policy implementation efforts • Contribute expertise to university policy development
Networking & Professional Collaboration	<i>Build professional relationships.</i> • Attend networking events • Meet campus partners • Join Advising Communities	<i>Expand professional collaboration.</i> • Organize networking opportunities • Collaborate across departments • Participate in Advising Communities	<i>Strengthen institutional collaboration.</i> • Facilitate cross-campus partnerships • Connect colleagues to opportunities • Coordinate collaborative initiatives • Build regional partnerships • Represent ETSU professionally
Self-Reflection & Professional Growth	<i>Reflect on advising practice.</i> • Maintain an advising philosophy • Set SMART goals • Seek supervisor feedback	<i>Demonstrate intentional improvement.</i> • Maintain a professional portfolio • Collect student feedback • Participate in peer observations	<i>Use reflection to improve advising practice and mentor others.</i> • Analyze advising trends • Coach colleagues in reflective practice • Lead improvement initiatives • Model reflective practice • Lead assessment planning • Support organizational learning

Notes

[illegible]