

Offering Report

Career Ladders for Professional Academic Advi...: To Administrators

Summary

Survey Name:

Career Ladders for Professional Academic Advisors

Offering Name:

To Administrators

Offering Date:

9/2/08 to 9/15/08

StatisticsStarted: **1026** out of **2783**Opted out before starting: **73**Completed: **971**Drop outs after starting: **55**

Drop outs by page number:

- Page 1: **127**
- Page 2: **57**
- Page 3: **5**

Average completion times:

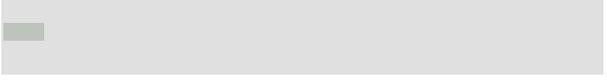
- Average Time To Complete Survey: **1 hours 23 minutes 48 seconds.**
- Average Time Spent Before Quitting: **39 minutes 5 seconds.**

[top of report](#)**Note: Survey result percentages are always out of the total number of people who participated in the survey.**

Page 1

Question 1

Which of the following best describes your primary role at your institution?

Advising Administrator		469 (45.71%)
Administrator with responsibilities over several areas, one of which is advising		449 (43.76%)
Institutional position that supports advising i.e., Registrar, Admissions, Student Affairs, etc.		68 (6.63%)
Affiliated with a college or university but not in any of the roles previously mentioned (please explain)		5 (0.49%)
Other:		34 (3.31%)
N/R		1 (0.1%)

User Responses

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Which of the following best describes your primary role at your institution?

- Advising Specialist Title III Grant
- Advisor and Administrator
- Executive Director, non-profit organization
- Training Coordinator
- Academic Advisor
- Advising administrator + other responsibilities
- Advisor
- Academic Advisor
- Recruitment and Advisement
- Administrator and registrar within faculty
- Study abroad advisor only
- college specific advising administrator
- No Response
- Advisor w/some admin responsibilities
- Academic Advisor
- Senior Academic Advisor/Assistant Director of Advising Center
- Student Support Services
- faculty with administrative role in first year advising
- Director of an Advising Resource Center

User Responses

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Which of the following best describes your primary role at your institution?

- In addition to program administration, I also advise special populations: undecided students, non-traditional students, etc.
- Faculty advise at this institution.
- I am the only full-time professional advisor on my small, private, liberal arts campus. In addition to direct service to some students, I am also responsible for supporting our faculty advisors.
- Academic Department Level
- I am advisor that oversees posting of transfer credit to DARS in our Transfer Center. My staff does not advise.
- I teach a first year student seminar and I have major advising responsibilities. As of '06 I no longer direct a summer bridge/year-long program where I managed an advising staff of 3.
- We do not have career ladders in place for advisors but have developed a plan; it's currently on the Provost's desk for final approval. I'm concerned, however, that it does not adequately consider the lone professional advisor assigned to a department.
- Responsible for 80 faculty and non faculty advisors.
- I administer the advising center on campus that serves undecided and special admission students.
- I am Director of Student-Athlete Services (academic counseling and support services) and Senior Director of Advising for the Division of Academic Affairs at a large, urban, state university.
- Director of Science Advising Center
- We have a decentralized model of professional advisors. The advisors do not report to me however my role is to improve academic advising.
- Coordinator for online Bachelor of Liberal Studies program. Supervisory responsibilities are limited to graduate students.
- Director, College of Sciences Advising Center
- As an Assistant Director, I supervise three full-time academic advisors as well as coordinate the faculty advisor development program. I also have a student advising load of approximately 300 students.

- Other areas include orientation, tutoring, academic standards, student retention
- I am the Director of the Advising Center for the College of Arts and Sciences, one of 7 advising centers on campus.
- I coordinate and participate in training academic advisors in the College of Liberal Arts.
- I advise and have 9 advisors reporting to me. All have a masters degree.
- I'm the Director of the Academic ADvising Center, which is a centralized advising office with 5 full time professional advisors. We also support the faculty advisors.
- Dean of Student Services, which includes Academic Advising
- primary responsibility is advising but I also teach and have other responsibilities
- My institution will be hiring a director of advising this year
- Until recently, I was an active part of the advising team - and still am part of the process on peak days. Small institution, many hats.
- I am in the Assistant Dean's Office fo Undergraduate academic affairs
- I also advise over 250 students while managing 4 other full time advisors
- I do not have a constant advising load. Rather, I am the person in my college responsible for advising related initiatives, working with faculty to improve advising, sharing of advising-related information about resources benefiting both faculty and professional staff academic advisors. I am also the person responsible for determining the college's response to all kinds of academic appeal issues. I am responsible for working with a group of about 20 students per semester who were granted an appeal of their suspension. I work intensely with these students who return on an academic probation contract over the semester.
- Permanent position as Advising Director at a college level but currently Interim Vice President of Student Affairs at a university level.
- New to the position; 1 Month
- I supervise our professional advising staff, as well as coordinate the faculty office, including some scheduling
- I serve as Associate Vice President for Undergraduate Education in the Office of Academic Affairs and work closely with Associate Deans and Student Academic Services Directors on advising practices.
- I work at a small, rural community college branch of a larger state institution. I supervise services for advising, counseling, career/job placement, disabled student services, recruitment, and orientation.
- We work with, but I do not supervise, faculty advisors, of which there are many. Advising under my supervision are titled Counselor/Advisor.
- I am an administrator at the college level. I also work in areas related to recruitment and retention.

- Senior Associate AD for Academic Support (Athletics)
- I supervise 8 professional academic advisors plus I also do advising.
- Director of Transfer Center at a Community College
- We are a combined Academic Advising and Career Development Dept.
- Advising, Admissions Liaison, Business Honors Programs, Business Alumni Program
- We are in the process of developing an advising center
- My staff members hold the title "academic counselor." They perform the duties typically performed by transfer evaluators, academic advisors, and a graduation clerk.
- I'm the Director of advising for our department.
- Also coordinate new student orientation for the A&S College; evaluate and make decisions of exception request forms, meet with prospective pre-law students and undeclareds; Coordinate the A&S College participation in University Family Weekend and campus recruiting events serve on University-level committees.
- Currently in Institutional position that supports advising: tech Formerly I was an administrator with several responsibilities, one of which was advising.
- First Year Program Coordinator
- Currently, I am the Director of Std't Srvc's & oversee the check-in area & phone bank. I still have advisees & am considered an advisor too.
- Advising, Tutoring, Disability Services, Learning Assistance
- I was an advising administrator for four years previous to my new position in student affairs. I may become involved in advising again in the future.
- Vice President of Student Services
- Responsible also for college readiness matters at my university
- My title is Manager of Academic Advising and my position is considered Professional staff.
- I am both an advising administrator as well as an administrator with responsibilities over several areas , one of which is advising.
- I administer an area (at a community college) which helps inform advisors about steps for students to take to ensure a smooth transfer to a bachelor's degree institution.
- Started out as a part-time Advisor at my institution and 4 years later became a full-time Transfer Coordinator.

- I am the Director of a federal funded TRIO Program. We provide and are housed with the Office of Academic Advising.
- I oversee the operations of academic support services, of which advisement is one.
- Faculty position - no teaching - coordinate Advising training, Tutoring and Placement Testing. I have no administration authority.
- Because I'm responsible for the college's academic services, advising has become increasingly important to me recently.
- Includes advising, counseling and experiential learning (service learning, career, internships, and prior learning assessment.)
- Director of First Year Experience and Advisor
- I am an advisor myself. I supervise another fulltime advisor. My own job duties include other administrative tasks in student services.
- In charge of the practices of advising for entire campus.
- www.advising.arizona.edu
- area responsibilities include advising, advising first-year seminar program, peer tutoring, and disability services
- Also responsible for recruiting and retention for my Faculty
- I also oversee recruitment.
- Coordinator of Student Recruitment and Retention - Science
- Assistant Dean for undergrad programs - we work with our 9 colleges that offer undergrad degrees. I provide support for campus-side advising development and admin. the career path
- Assistant Dean of University College - UC has an advising center with a Director who is at the same level as myself in the org chart. I work closely with advisors by coordinating assessment and first year experience programs but don't supervise them.
- I'm an assistant registrar and we advise in coming freshman and new transfer students.
- I am the Registrar, but Academic Advising is under my supervision.
- Associate Dean for Arts and Sciences college responsible for faculty advisor training, evaluation and assessment of advising; however, I am not the direct administrator of the faculty-based advising
- Mostly responsible for advising, but also have Career Services in my portfolio.

- We have only 6 professional advisors, 80 Core advisors, and over 200 major advisors.
- I supervise 7 advisors and 3 support staff
- Manager of an institution-wide advising training program
- I also maintain a teaching position in the HIS department - 1 course per semester
- I administer the advising program in one of seven colleges.
- I also have teaching responsibilities
- I am an Assistant Dean in a College Advising Office.
- I do have a few appointment hours a week but it is my job to get the info out.
- I am in a special assignment position as an Advising Coordinator. I retain my union status and do not have supervisory responsibility.
- I have college advising responsibilities also.
- Director for Academic Advising with caseload of advisees.
- I am an administrator predominately over faculty advisors.
- I am one of four assistant directors within our Undergraduate Advising Center. We each supervise up to 10 professional advisors, and one advisor assistant.
- Used to be an advising administrator only but have moved to a new institution managing a Registrars office with advisors soft reporting to me.
- I also supervise other academic support programs (i.e, tutoring, probation, developmental math, orientation, FYE programs, etc.)
- I am associate VP for Student Affairs AND director for the Academic Advisement Center (which is housed in Academic Affairs), thus I report to the VP for Student Affairs AND Academic Affairs
- I also oversee mental health services, community service, tutoring, students with disabilities, and serve in a general student affairs role
- I am also responsible for student assessment (placement) and testing services.
- I began as the advising administrator and have increased managerial responsibilities to include other areas of student administrative services that have integrated advising.
- technically professional staff with responsibilities in advising, admissions, testing, and "other duties assigned by the Dean"

- I am the Associate Director, not Director
- Other areas are Student Development Courses, Student Employment, Assessment Testing
- 20 professional advisors 23 Peer Advisors 1 Civil Service employee
- I am primarily an advising administrator in a college. I have several responsibilities (curriculum, scholarships, overseeing the degree, however my main responsibility is advising.
- listed as administrator, however most of day act as professional advisor
- As Campus Director and a former Faculty advisor, my role at the institution is to ensure seamless and quality service delivery to our students. I believe I was promoted to Campus Director as a result of integrating advising into all of the campus departments that interact with our students.
- All problems from students and faculty come to me
- My position is primarily course instruction with a part-time assignment to overseeing advising center operations and advising undergraduate students. This assignment has since ended and I am now assigned to other duties in the department in addition to my continuing course instruction duties.
- All personnel are advisors in one way or another.
- Establishing a new academic advising service on our campus to be open in late October 2008.
- I am technically called the coordinator but I am the only administrator working directly with faculty as advisors.
- I am the director of both Academic Advising and Career Services (2 separate offices).
- As a part of the Office of the Registrar, my department counsels students on the undergraduate probation, disqualification, and readmission system as well as manage University petitions of exceptions.
- I hold a half-time teaching position and half-time administration position to coordinate the advising program.
- stuck position with no upward movement or \$ for NACADA
- I am also a full time faculty member. Advising is done primarily by the faculty.
- Although my responsibilities are those of an advising administrator, I also serve as Arts and Sciences students' dean. All students in the College of Arts and Sciences come to our department for administrative actions that are handled by the students' dean's office, e.g., academic eligibility waivers, final exam excuses, etc.
- I am the Director of Exploratory Studies, but I also work within Academic Support Services and report to the Associate Provost.
- While I have worked with the advisors in our office for 6 years now, I have only been supervising them for 2 weeks.

All units I supervise have advising responsibilities of freshman and/or sophomore students. I also have immediate supervision of the unit that serves as primary advising office for incoming first-time-in-college students.

- I'm Assistant Director of Records & Advisement

- My position is Director of Counseling and Career Services. I oversee: Academic and Personal Counseling, Academic Advising, Career Counseling, Employment for on-campus and off campus student jobs, International students, Veterans, and Transfer Services. I also oversee a small instructional discipline. I report to the Dean of Student Services.

- I am now in a position where I do student outcome analysis and am involved in curriculum/policy matters. In the past, I did advising and managed the advising staff.

- Program Coordinator responsible for Advisement Center as well as all recruitment/retention efforts for School of Nursing.

- oversee advising process for all traditional undergraduate activities, and one non-traditional undergraduate program

- Our college is unique at our university, in that we have no faculty advisors, and our advisors wear many hats. We serve a non-traditional student population with classes on evenings and Saturdays.

- Faculty advise students, as do I. Additionally, I deal with all the problem situations.

- Though I initiated the Academic Advising model to this institution, the Deans at the various sites are the ones who make decisions concerning academic advising at our various sites. My role is primarily one of advising/counseling at the Manchester site.

- I am the Director of the Learning Center and share advising the non-declared freshmen advising with the Director of Career Services

- Director of Student Success, which includes advising, first-year experience and academic support.

- I'm over Advising, Career Services, Counseling and Transfer Services

- My responsibilities include: personal counseling, career development, international student services, disability services, residence hall all under the title of student support services;

- I oversee Student Services (recruitment, admissions, orientation, advising, retention, etc.) and Assessment (Middle States Student Learning Outcomes Assessment).

- I recently was promoted to this new position. I will provide supervision for the advisors in my department.

- I also do academic advising

- I have 3 staff who would be considered full-time [and two have responsibilities in addition to advising], the rest of my advisors are hired on an adjunct basis with contracts that are done twice a year.

- I manage an Advising Department.

- Director, Academic Advising Center for Undeclared Majors and Changing Majors

- I am assistant director of advising, which means my responsibilities are split between administration and working as an advisor.

- I also am the ESL Coordinator and teach classes in the fall and spring to ITAs.

- Advise undeclared and prospective transfers. Help w/ recruiting, admissions, and records.

- Assistant Dean--Student Services for the business college

- Dean of Students who oversee several areas, one of which is advising

- Assistant Dean, Student Affairs & Director, Business Advising Center

- I am a Director of Advising and Recruitment Coordinator for the Honors College. Although advising is my primary area of jurisdiction, I also take care of coordinating recruitment for the college as well as assessment related activities for the college.

- Director of the Undergraduate Management Program. The advisement center is part of these responsibilities.

- My office is responsible for GED, recruiting, and the career center as well as academic advising.

- I am the curriculum director for the business school. I have teaching, advising and recruitment responsibilities

- I am regular faculty with a PT release to do "advisement support".

- Assistant Dean of Student Services, which handles Academic Advising

- Oversee faculty advising model and support services. Professional advisors not housed under my office.

- responsible for recruitment, enrollment management /admissions

- Coordinator Disability Services with campus wide advising added.

- My program is a blended model responsible for both academic and career advising.

- My title is Academic Program Specialist. Also known as Coordinator, College of Business Advising Center

- I am director of student affairs for our college, which includes advising, judicial, and other administrative tasks.

- I serve as Dean of Advising and First Year Programs. As a dean at a small school, I have many responsibilities, but my main area and link to faculty responsibilities is advising.

Close

- Technical support for advisors
- 1/2 time faculty, 1/2 time advising administrator
- College Coordinator
- Assitant Cirector of Transfer Services
- Assistant Dean of Students
- Faculty w/ temp position
- I am an assistant dean with other responsibilities plus primary oversight of oversight of advisement students who have not declared majors
- Faculty member with advising administration responsibilities
- Pre-law Advisor
- Chief Adviser
- Associate Director of Adult Learning
- Academic Support plus advising
- Director of Admissions
- Counselor
- Academic Advisor

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Question 2

Your institution would best be described as:

Public		746 (72.71%)
Private (non profit)		242 (23.59%)
Proprietary (for profit)		32 (3.12%)
Employed by agency or firm; primary income not from an institution of higher education		0 (0%)
Not currently employed		0 (0%)
Other:		6 (0.58%)
N/R		0 (0%)

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Question 3

The highest degree granted by your institution

Technical (vocational) certificate or Associate's degree		173 (16.86%)
Bachelor's		77 (7.5%)
Master's Degree or Specialist		209 (20.37%)
Ph.D., Ed.D., or professional degrees, i.e. M.D., J.D., D.D.S. etc.		555 (54.09%)
Not applicable		3 (0.29%)
Other:		7 (0.68%)
N/R		2 (0.19%)

[View Other Text](#)

Question 4

Region

Region 1: Northeast Region (ME, VT, NY, NH, MA, RI, CT, Quebec, New Brunswick, Maritime provinces)		146 (14.23%)
Region 2: Mid-Atlantic (PA, NJ, DE, MD, VA, DC)		135 (13.16%)
Region 3: Mid-South (WV, KY, TN, NC, SC)		98 (9.55%)
Region 4: Southeast (MS, AL, GA, FL, Caribbean)		87 (8.48%)
Region 5: Great Lakes (WI, IL, MI, IN, OH, Ontario)		178 (17.35%)
Region 6: North Central (NE, IA, SD, ND, MN, MT,		54 (5.26%)

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Your institution would best be described as:

- state higher education organization
- public-independent (military) school
- Private (for Profit)
- Professional school within a public university
- state related
- Private Liberal Arts

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User Responses

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The highest degree granted by your institution

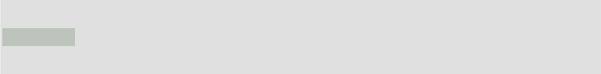
- now becoming 4 year
- Doctorate of Physical Therapy (DPT)
- Doctor of Management
- Community college
- DPT (Dr. in Physical Therapy
- Clinical Doctorates (DPT, DNP)
- Master's Degree and one doctorate program only

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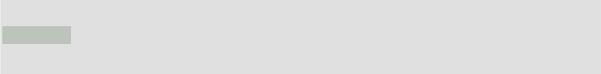
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Saskatchewan, Manitoba)

Region 7: South Central (KS, MO, OK, AR, TX, LA)		120 (11.7%)
Region 8: Northwest (AK, WA, OR, ID, MT, British Columbia, Alberta)		73 (7.12%)
Region 9: Pacific (CA, NV, HI)		50 (4.87%)
Region 10: Rocky Mountain (AZ, CO, NM, UT, WY)		80 (7.8%)
International (other than Canada)		4 (0.39%)
N/R		1 (0.1%)

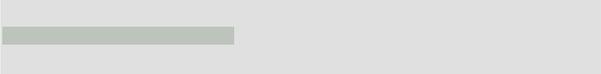
Question 5

Institutional size (number of students enrolled)

Less than 2,500		116 (11.31%)
2,500 - 4,999		147 (14.33%)
5,000 - 9,999		180 (17.54%)
10,000 - 19,999		208 (20.27%)
20,000 - 29,999		183 (17.84%)
30,000 - 39,999		93 (9.06%)
more than 40,000		96 (9.36%)
Not applicable		3 (0.29%)
N/R		0 (0%)

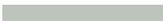
Question 6

What size of academic advising operation do you administer?

1-5 advisors		396 (38.6%)
6-12 advisors		232 (22.61%)
13-25 advisors		144 (14.04%)
More than 25 advisors		153 (14.91%)
Not applicable		98 (9.55%)
N/R		3 (0.29%)

Question 7

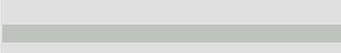
The academic advising operation under my administration is:

Campus-wide		419 (40.84%)
College-specific		282 (27.49%)
Department- or School-specific		173 (16.86%)
Not applicable		41 (4%)
Other:		107 (10.43%)
N/R		4 (0.39%)

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Question 8

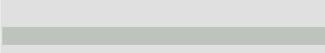
Professional academic advisors under my administration are:

In the same office where I work		594 (57.89%)
"Embedded" in colleges or departments around campus, but report to me		40 (3.9%)
A mixture of the two above		145 (14.13%)
Not applicable		149 (14.52%)
Other:		96 (9.36%)
N/R		2 (0.19%)

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Question 9

Professional academic advisors on my campus:

Have more or less the same personnel classification scheme		566 (55.17%)
Have a variety of personnel classifications		293 (28.56%)
I don't know		38 (3.7%)
Other:		106 (10.33%)
N/R		23 (2.24%)

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Question 10

If, on your campus, there are a variety of personnel classifications for professional academic advisors, how difficult would it be to consolidate those classifications into one scheme?

Easy, just has not been implemented yet		12 (1.17%)
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User Responses

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The academic advising operation under my administration is:

- state-wide
- learning community specific
- No Response
- Freshman in A & S
- undecided and special admission students
- undeclared
- Both department specific and campus-wide
- Adult Undergraduate Students
- multiple campuses
- students in academic jeopardy and academically
- Undeclared students--campus wide
- Transfer Students
- campus-wide but see note above
- decentralized -
- Undergraduate only, campus-wide
- Faculty advising model
- Undeclared
- Undecided/General Studies
- Multi-campus college

- undeclared/exploratory

- University College

- University College

- Branch Campus

- all undecided students

- Student Support Sevices

- transfer students, major changers, undeclared

- Campus wide for degree certification only.

- Total Community College but campus based

- All freshmen and sophomores

- Faculty

- Program specific

- non-traditional undergraduate- and graduate-specific

- Undecided/conditional

- On campus and online

- Must be Pell Eligible

- Both Campus-wide and College Specific

- Campus-specific (Distributed system)

- General Studies majors (not under a college)

- freshmen and undeclared

- Exploratory/Generally Undeclared but advise for the practices in all majors/minors with advisors throughout campus

- support advisors campus-wide

- grant
- Self contained instituion wide
- most in coming students (about 65-70%) unless they are provisional admits or direct admits to their majors
- Exploratory students
- works with certain defined populations across all colleges
- undeclared
- Undeclared students
- College specific with assistance to depts. across campus as needed.
- faculty advisors
- Each campus has its own Advisement Department. No faculty advise.
- Regional Campus
- program specific with some college specific
- deciding then declaring majors
- college and campus for certification
- Transfer Advising
- Freshmen and undeclared students
- regional campus
- I work with faculty advisors
- Non-Matriculated Students
- Undecided Students
- traditional freshman
- Unceclared, however at different times (summer) we advise all students, campus-wide
- Distance education centers located in communities around the state of NM

- Student-Athletes
- Primarily undecided & academic difficulty
- Student population specific: non-traditional
- covers three colleges, but serves only undergraduates
- some campus-wide, other part school and college specific
- We have both counselors in the student services division and faculty advisors in the academic departments. Reporting lines are campus-specific and are different for the two groups.
- SSS TRIO Program
- program faculty who are interested in advising
- Primary: all undeclared students. Secondary: Supplemental advisement assistance for declared majors
- Faculty - specific
- At-risk population
- Campus-wide for faculty and within my own unit for professional
- Distance Learning (Navajo/Hopi reservations)
- Study abroad
- Campus-wide and undeclared student advising
- Freshmen, Transfers, Undeclared students
- Incoming New students
- Campus wide at a regional campus
- UND
- Peer advisors
- exploratory cohort
- Dept.+ those seeking K-12 teaching in majors who are in other colleges on campus

- Program Specific

- District wide over 3 campuses

- Online program specific

- Athletics

- Undeclared lower-division

- academic counseling

- degree specific

- Center for undecided students

- for freshmen and sophomore students

- Academic advisors for special groups report to directors who report to me

- Faculty specific

- Undeclared Majors

- athletics

- total intake model

- Advisors in our offices and faculty from other areas that advise for us

- all undergraduates

- Part of Academic Support Services

- freshmen

- Online

- Campus wide and Disability Svc

- Regional campus wide

Close

User Responses

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Professional academic advisors under my administration are:

- freshmen advising center, faculty advisors for other students. Do not report to me.
- a mix of faculty advisors and professional advisors
- 2 Grad Assts and myself
- In the office where I work and at 5 Branch Campuses
- same office and through out state
- Graduate Assistants that I hire and supervise
- Faculty advisors (service assignment)
- Central office and satellite campuses
- No professional advisors. All faculty staff iwth other main duties except for me.
- One additional professional advisor in my office; 70 faculty advisors in school and department offices in the college.
- some in the same office; other in departments but do not report to me
- same and adjacent offices
- two specific locations
- embedded in our 4 schools, and do not report to me
- These are faculty members embedded in their department but also advisee undeclared students.
- faculty model
- central office reporting to Dean
- I work in the Dean's Office with College-specific advisors
- No Response

- located on 4 different ASU campuses

- Located at outreach campuses across the state.

- Mix of professional advisors and training/support for all faculty advisors in all departments across campus

- In a center located down the hall from my office

- Faculty advisors in the department

- I am the VPAA. Both professional and faculty advisors report to me

- 'Distributed' in offices across the campus

- dispersed throughout campus locations

- faculty advisors

- I am the

- most in same office, few at other campuses

- Professional advisors are located in academic areas across the campus and report to the director of the unit in which they work.

- Same administrative unit (Provost), but located elsewhere on campus

- In college departments (faculty & some staff)

- 70 faculty in all majors

- campus-wide (faculty & general)

- Faculty Advisers only

- I have general oversight of advising practice but no professional advisors report to me.

- A mixture of top two and online

- faculty in all fields

- Embedded at local campus; report to local director; dotted reporting line to me

- housed in two locations within a student services area

- Some in same office, some throughout the campus, for academic advising the semi-report to me, but are supervised mostly by financial personnel (DBA's) or faculty chairpersons. I have no evaluation authority, but receive and deal with all advisor complaints
- Faculty advisors
- the only academic advisor
- In the same office where I work and also at other college sites (not other colleges or departments)
- I lead the academic advising professional group but do not supervise any advisors directly
- same office as Director
- In a separate advising unit
- Embedded in colleges and departments, I coordinate their efforts but most of them do not report directly to me.
- embedded in 8 colleges across campus reporting to their dean
- We have no
- Has their own department in each of our 7 campuses.
- within one of the units I supervise. Their director is one of my direct-reports
- two are in the same office where I work, one is embedded in a department and reports to me, the rest are embedded in departments and report to their chairs or business managers in the departments, but I am responsible for training them and providing performance feedback.
- Report to department managers and undertake my training program
- I aid the advisors under the School of Graduate and Professional Studies
- Embedded in departments and schools within my college, they report to their departments or schools, I coordinate the college effort
- in central advising office + student residences
- Soft report to me.
- centralized advising center
- See number 7
- Centralized in the Counseling Office

- All of our advisors are full time faculty members; we have no academic departments
- 16 campuses throughout U.S.
- Professional advisers plus faculty advisers
- Housed in colleges around campus and also in off campus regional centers
- I coordinate all training, advising assignments, and communication with advisors both faculty and professional staff; they report to their chair or director
- One reports directly to me, the others are under specific departments within the college
- Are located at other Distance Learning Sites
- I am a professional advisor that supports adjunct and tenure track faculty advisors at a regional campus that are
- Embedded but don't report to me
- centralized in one office, except one advisor at an off-campus site
- faculty & staff volunteers from various departments and offices
- Faculty Advisors
- In the same office and multi-campus
- There are none.
- in residence hall advising offices
- full time faculty
- District wide over 3 campuses
- in their own office, but not in mine
- In a central office but my office is elsewhere
- No professional advisers--only faculty.
- No prof. academic advisors under my administration
- all faculty advisor

- We have a faculty advising system.

- Faculty Advisors

- serve at our 3 campuses

- I'm the only advisor on my campus

- undeclared w my office others in the Colleges

- no professional--all faculty

- academic advisors' office is in another building who reports to me through a director

- most advising is done by faculty

- A mixture of

- Many are faculty and do not report to me

- My role is supplemental support to the faculty advisors in the College of Business. I am the only advisor in the Advising Center. On our campus we have an Advising Center for undecided majors, that Center employ one advisor for all.

- spread across four campuses

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User Responses

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Professional academic advisors on my campus:

- profesional/academic appts
- No Response
- NA
- Tenure-track faculty
- I'm the only one--exempt status
- No PA's employed
- Sr Academic Advisor
- have two classifications -- advisor and senior advisor
- don't have professional advisors
- non-exempt staff
- faculty advisors and academic advisors (student affairs staff but faculty status)
- "advisor" isn't an employment category here--one might be a dean with advising responsibilities
- Advising is a faculty responsibility
- faculty advisors
- We have no Professional advisors
- No Response
- No Response
- Have 2 classifications: 3 with title of Assistant Director of Academic Advising and 1 with title of Associate Director of Academic Advising

- only 2 paid as advisors, others are faculty or staff who advise in addition to regular duties

- staff, non tenured

- n./a

- all prof advisors are staff

- this design does not exist on my campus

- professional, non-faculty

- Majority professional lines, with a small number of non-tenure faculty lines

- Much different than this.

- no professional advisors

- not applicable

- Most have same classification, but assistant directors of advising are available for experienced individuals

- Union: All classified as Faculty Other Professional status

- Faculty Advisors

- All advisors are considered professional staff, starting at a set range, with no room for advancement.

- non-teaching faculty (with tenure)

- faculty

- just professional non-exempt staff positions

- Our counselors and faculty are the academic advisors

- don;t have professional academic advsors

- Various titles and contract employees just like faculty.

- No classification/All the same except for me, the Coordinator

- Four possible titles, academic advisor (bachelor level) academic counselor (master's level), coordinating counselor (masters level and supervise a sub department such as career services) and assistant Director of student development (master's level, and supervisor to all academic advisors and academic counselors (report to me, Dean of Student Development)

- no professional advisors
- 1 Senior Academic Advisor
- Faculty advisors and counselors doing academic/career advising
- Faculty members serve as academic advisors
- Have not classified
- Faculty
- we have a
- Director of Academic Advising
- See above (question 8)
- faculty-based advising system
- Faculty, tenure track, Assistant Prof, Assoc Prof, Prof
- we do not have prof advisors
- Exempt, no ladder
- staff or faculty
- We do not have professional academic advisors.
- 3 advisors, 2 coordinators
- entrance advising is completed by counselors; continuing student advising is done by faculty. We do not have a classification for professional advisors.
- No professional advisors-all faculty
- Director of Academic Advising
- FT faculty are expected to advise students but they do not report to my office.
- Professional Staff classification
- Don't understand question. Is this about classification for advancement, or is it about variety of classifications??

- We have no professional academic advisors on our campus

- advisor, faculty advisor, assistant director

- have no classification

- no advance options currently

- No Response

- We have no professional advisors--just one PT grad assistant but all faculty do advising

- are a responsibility of the faculty

- Do not have professional advisors.

- Adviors classified as Student Affairs Officer

- there are not professional advisors

- Advisors are 'faculty'; one coordinator of student success is full time 'advisemenst'

- Faculty advise students in their departments; undeclared students and general advising is provided by office

- No Response

- Faculty only advising system

- No Response

- Instructors serve as advisers

- faculty

- we don't have

- Faculty or Advisor

- No professional advisers

- there is no personnel classification system currently in place

- full time faculty

- No professional classification/advancement

- no professional advisors

- mostly faculty

- staff positions

- faculty advisors

- We do not have professional advisors. All of our advisors are tenure-track faculty members.

- Faculty Advisors

- have no classifications; for promotion positions get modified and in most cases titles change to indicate the breath of knowledge and skills required

- We don't have professional advisors

- no professional advisors

- We dont have classifications. Faculty advise

- No Response

- F/T and reserve advisors

- non-exempt positions

- We do not have professional advisors

- one or two senior advisors per college others are same classification

- We don't have professional advisors

- most are part-time

- not a classification we use

- there is only one of me

- are either exempt or faculty

- We do not have a team of professional academic advisors

Close

Relatively easy, with support from the central administration		73 (7.12%)
Difficult but not impossible, with support from the central administration		188 (18.32%)
Virtually impossible because of the disparities in personnel classification on my campus or for other reasons		123 (11.99%)
Already attempted to do this, but failed		7 (0.68%)
Not applicable, we have more or less the same personnel classification scheme		549 (53.51%)
N/R		74 (7.21%)

Question 11

Do you think career ladders as defined above are or would be an important aspect of professional development for academic advisors and useful in administering advising on your campus?

Yes		766 (74.66%)
No		243 (23.68%)
N/R		17 (1.66%)

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Question 12

Do you use a formal career ladder, as defined above, in promoting qualified professional academic advisors in your advising operation?

Yes - (If yes, in the "comments box" below please indicate name of institution and an email address where we can find out more about your system)		123 (11.99%)
No		881 (85.87%)
N/R		22 (2.14%)

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Question 13

If no formal career ladder exists, do you use **informal** means of promoting qualified professional academic advisors?

Yes		322 (31.38%)
No		350 (34.11%)
Not applicable		289 (28.17%)
N/R		65 (6.34%)

User Responses

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Do you think career ladders as defined above are or would be an important aspect of professional development for academic advisors and useful in administering advising on your campus?

- I have brought this idea up on more than one occasion and even went so far as to create a proposal for such a "ladder", which was spurred from a session I went to at a NACADA conference several years ago, but w/o admin support for the across the board salary increase, it hasn't happened.
- No, our prof. advisors have very specific roles - freshman advising and support, transfer advising, supervisor of peer tutoring program. Also, one advisor has been here 20+ years while another only 1. We have mostly faculty advisors.
- The advisors are in a union, which is a part of the faculty union.
- We're too small -- I'd like to have 2 academic advisors at the same rank and with similar responsibilities.
- Our faculty serve as advisers for most of our student population. Professional advisers are responsible for less than 10% of the students.
- Since they are faculty positions this would never happen - though it would be nice
- This would be ideal if units have the support of the administration. Financial support must be provided as well.
- There is currently not much of a career ladder, since once you get to the Assistant Dean level, people are required to have a PhD. There is a definite glass ceiling.
- We have so few advisers, but I think a designation for exemplary veteran advisers who had more authority would be helpful and motivational.
- What we need is more consideration of advising in the faculty tenure and promotion process at this institution.
- Again, we do not have true career ladders because we are unionized at that drives everything in regards to promotion and personnel
- We have one.
- Depends of the size of the organization.
- I was involved in the Career Service Profession and Career Ladders were very important. I found many state schools used this as a way to promote and define job descriptions. The private schools I worked did not and often there were issues.
- On my current campus, this does not apply to the faculty advisors.

- I believe that a career ladder is essential in the professional development of my advisors. I am currently concerned my staff will leave my office b/c of the lack of mobility.
- Absolutely. I am in the process of trying to develop such a professional model now. This is long overdue for advisement. If advisors are to be professionals, they need some way fo demonstrating development.
- Advisors in our office remain in that position for many years. However they also do a variety of other things i.e. teach seminar, coor enrollment orientation, coor peer advisors, etc. After many accomplishments, some achieve Sr Academic Advisor status. This is a campus wide position track for advisors. It is also possible to take on a lead advisor role within the unit.
- At this time we have a predominately faculty ased advising system. However, we are planning to move to a combined model where students have a professional advisor for their first 2 years and a faculty advisor/mentor for their 2nd two years. a career ladder would be helpful if we move to this model.
- From my perspective, it is the ONLY way to prevent constant turnover and continous training of new advisors.
- Will never happen!!!
- We are in the beginning stages of considering career ladders for academic advisors on my campus.
- I believe in professional development regardless of career ladders. Having advisors assume that if they complete a check-off list of professional development tasks they will automatically be promoted causes challenges.
- MY institution is currently developing a new classification system that may allow for the "career ladder" concept for staff development and promotion.
- This would only work on our campus if the Chancellor's admin level agreed. Most colleges cannot afford to give raises without campus based financial help.
- We have a career ladder, but the strong-college model means that student/advisor ratio is not in consideration and movement on the ladder depends on the college's funding resources and leadership
- This would be particularly welcome since as a result of a recent compensation study across all categories of professional staff, advisers now have a very small salary range with a fixed cap.
- CSULB has Student Support Professionals (SSP) classifications that range from SSP I to SSP IV depending on complexity of required tasks.
- We have only a handful of professional (non-faculty) advisors and they have numerous other responsibilities which are "laddered."
- not applicable
- I support performance-based promotions, but do not support promotions for years of service alone.
- Well articulated career ladders would assist motivated advisors to understand what they needed to do to promote. Since these goals would also support advising missions, advising would improve as a byproduct of the career ladders.

- While this idea is somewhat appealing, it may be counter to the the decentralized nature of many campuses.
- Our career ladder needs more tiers in order to promote longevity.
- The systematic approach is College specific rather than University wide.
- Our campus wide advising organization has been looking into this over the past 4-5 years and feel it would not only be beneficial, but is vital to people continuing in the profession.
- We don't reward "advising" specifically, but administrative work (more commonly), and our titles are not "Advisor," but Dean (with administrative roles). Promotions tend to occur along lines of seniority.
- Wish it was based more on performance evaluations than just time in position.
- Much of our advising is done wonderfully by faculty in the departments. We have several professional advisors for undeclared students; they would benefit from promotions, etc, but would not be in a manner similar to the faculty advisors' promotions.
- Staff too small; basically one person advises and administrates advising by faculty. Another handles advising of majority of our off-campus students.
- However, there really isn't any "promotion" for an advisor on campus. If you're hired as an advisor, you do the job until you leave. You can't move up to Senior Advisor or Co-ordinator. You are just an "advisor." So, you really have to love advising to remain in it for any length of time.
- Since all are advisors are faculty, they follow a faculty-specific process for promotion/tenure. Advising plays a small part in these decisions.
- Unless it could be part of tenure and promotion, step-wise advancements would not have an impact. Have discussed this previously but faculty union did not support it.
- We have a standard academic advisor role and a senior academic advisor role. We also offer a team leader position. The next step for an advisor who wants to move into administration is an academic evaluation specialist. Academic advisors may also teach UG courses for an extra stipend.
- I am not happy with the status quo, but my feeling is that advisors need to advance by showing that they have great value to their institution in ways that relate only loosely to advising.
- In nearly 10 years of advising I have seen the "ladder" used as a way to provide title changes and/or as a way to start new professionals at lower salaries/titles. Advisers need better pay and overall recognition, not a set of titles that are essentially meaningless. In terms of advanced responsibilities, there isn't a great deal to differentiate what individuals in our office do, that is worthy of having individuals at different salary level (each individual has some opportunity to specialize in some area or oversee some project, but one is not more "worthy/valuable" than another. All offices should have a review/evaluation process and advisers should be financially rewarded based upon their performance. Titles and 'ladders' that mean nothing are a red herring in advising.
- Our university attempted to develop one, but it doesn't work well; some excellent advisers languish without recognition while some poor advisers are promoted without cause.
- Each college and advising office is different.

- Additionally, our advisors are non-exempt staff, which belong to a union. I cannot reward my advisors for a job well done because of their bargaining unit. My advisors complain about this because they do a great job and know I would love to reward them for it. Additionally, I don't think they are thought of as "professionals" because of their union affiliation.
- Each different school and College has its own advising office, and the duties of the different advising offices differ broadly. The Deans have control over their own units, and a centralized promotion schedule would likely be resisted at the Dean's level.
- The potential for career advancement within the advising center would be an incentive to stay rather than seek advancement elsewhere.
- Our Academic Advising Council is currently working on a campus-wide proposal for an academic advisor career ladder.
- Crucial to reward continued professional development and quality advising.
- This is a difficult question to answer. I certainly want to see advisors recognized for good performance, and we try to recognize that with salary increases, but we currently have "advisors" and "deans" and can't possibly move our advisors to deans positions without approval for expansion. We need full-time advisors!
- My advising staff is relatively small so a career ladder probably would not work.
- We have a union that controls the titles.
- At present there is no way for an advisor to advance except to a limited number of management positions, where they often end up quite removed from advising.
- Yes, it would help retain younger professionals for longer -- those looking to advance. But for an office of 5, there is little room to build such a structure (except perhaps 'promotion' via a salary increase). The responsibilities are the same across advisors at the Asst. Director level. One could advance to Assoc. Director (with greater admin responsibilities and greater salary) from within only if the Assoc. Director position is vacated. There's no room/need for multiple Assoc. Directors. In sum, there's really no room to use a career ladder in an office so small. Unless it were arranged as strictly a salary bump that occurred after a certain time frame (which certainly would be a nice perk to offer...).
- I've been trying to convince HR and the President of this for years, but they don't seem to care about the value of it.
- A career ladder would provide recognition for this function on campus for professional advisors.
- this is not likely to occur on our campus
- Yes, because it would provide incentive to improve professional standards and make advising a career, rather than a stop along a career path.
- This would be so helpful! Right now, you can be a so/so advisor or you can really go out of your way to develop professionally and it's the same promotion or advancement scheme. There is no incentive to develop yourself or go above and beyond.
- If there were a career ladder in advising, I think advisors would do a better job. And to get paid as you become more and more aware and effective in advising, then compensation should be the reward for such progress. Give the

advisors something to work toward and to know that the advice they give is not in vain.

- Given our particular system, this would not work

- Most of our academic advisors are volunteers from faculty and staff.

- There is very limited ability to be promoted at our institution. There are basically advisors and directors and the directors stay in those positions for 30 years!

- In our college, we promote advisors to a senior advisor position based on a specific set of criteria. However, beyond that level, there is little opportunity for promotion.

- I think the answer to this is yes and no. My experience is that there are a lot of people in advising roles who are put there as PhD fellowships or other such roles and are not seeking a career as a professional advisor. I'm not sure how such a structure would work on a campus that doesn't necessarily hire people who are seeking a career in advising. For those schools that do, such a system has potential.

- We have traditionally had a 'faculty only' advising structure until about 2 years ago, with the exception of the undeclareds who were advised by the admissions/basic & career studies office. Now the undeclared are advised in our achievement center by professional advisors. Engineering and Science has hired one professional advisor. You can see we are very small across campus in number of professional advisors, so, right now, it would be difficult to have a career ladder. However, if we are to grow in numbers and status of professional advisors across campus, a career ladder and potential for promotion to different advising levels would be very helpful.

- We have been pursuing this concept, for which support of the Deans is required. Apparently the attempt stalled at this level (but had gained support from some upper-administration and HR).

- Academic advisors need to be acknowledged and paid for increasing levels of experience and development.

- There are so few professional advisors (2) on my campus that a career ladder would never work, much less be supported by the college. The college already changes advisor titles and adds responsibilities every few years based on what they feel is important at the time, and promotion via salary for a job well done does not occur on this campus.

- This would be a great initiative to develop at our campus.

- This would be a great step in validating advising. My institution does not properly reward excellence in advising.

- Since we use faculty advisers, their career ladder depends on their academic promotions as related to their department, or school. The position of Dir of Academic Advising, is an appointed position.

- However, I do not see this happening at any point in the future until we begin to value advising

- I think such a system would be beneficial in retention of good employees, but in the classification system on my campus advisors don't have any differentiation.

- Our advisors are faculty w/ assigned advising duties. A promotional structure would be difficult to accommodate w/ the collective bargaining agreement.

- Yes, but my college model is not an accepted university model of professional advising. There would be little incentive for other units unless they changed their delivery to professional advising.

- Currently do not have a promotional ladder, and it is identified as a weakness and discourages advisors with initiative to build their skills and responsibilities.
- However, academic advising is a responsibility of faculty members in each college at this university. An advisement coordinator directs the process.
- salaries are so low here that it does not matter
- The Career Development Plan is now an accepted model campus-wide.
- We are not professional advisors because we are non-classroom faculty. Within the unionized faculty system, there are built in promotion steps.
- All Counselor/Advisors are part of our bargaining agreement and have received annual pay raises on a consistent basis. In addition, Full-time Counselor/Advisors have the opportunity to apply for 'salary step' promotions on a regular basis.
- Our university already employs the use of a very detailed career ladder.
- Very few professional advisors on campus--most are faculty advisors
- I have several younger advisors who have inquired as to how they can move up.
- We have created a career ladder for our professional advisors and have identified where our current advisors fall. Due to budget cuts, we are unable to tie money to it ye.
- We use adjunct personnel paid as hourly employees and they are not supported by the college administration in any way.
- With only a Director and 3 advisors, the roles are fairly well articulated among them
- Advisors are the least recognized professionals on our campus. We do not have an upper level administrator who advocates for us. In addition, advisement is soemwhat divers on our campus depending on department. Some departments have faculty advisors or a combination of of both.
- Staff cannot have title changes, but increases in steps and salary do occur under AFT contract.
- NOt applicable to my institution
- When each program gets large enough to need more than one academic advisor . . .
- no professional advisors- faculty only
- Hard to say-Advisors in the A&S College departments are mainly faculty; in some departments, the main office staff person oversees the advising processes and some do advise ne incoming freshmen but this is part of their other administrative duties.

- There is a danger: advisors are smart and capable, they tend to be 'rewarded' by being given non-advising duties which in turn lead to promotions, raises, etc.
- It is an important aspect of prof. advising. I would like to see criteria and apply it to faculty advisors reviews.
- I developed a career ladder with titles/levels and job descriptions for all advising positions at our University with the former HR Director four years ago. However, it was not implemented/approved before he left. The current Director of HR has refused to implement a career ladder for advising, has been unconvinced that there is a need for it, seems unfamiliar with advising in general, and has been unwilling to consider salary ranges that would be more appropriate than current for advising positions.
- For a long time, my university has had systematic promotion but no set of uniform or even common "well-articulated standards" or "standard personnel review process."
- We do not have positions which are professional advisors. We have faculty counselors, teaching faculty who advise, and some administrators who advise and/or train advisors.
- Our advisers are all faculty administrators and go up that ladder set for that group.
- Some individuals are satisfied with "just" being advisers and are not concerned with moving up. In their interviews, both advisers we now have said they want to be advisers and are not concerned with moving up. They will be happy to retire as advisers.
- This would give advisers that are really good and go the extra mile something to aspire to.
- Our FT Advisors go through the 4-year tenure process, but all Advisors get an annual raise based on a percentage of their current salary. (usually about 5%).
- I believe that professional advisors aspire to reach higher career levels and would appreciate the ability to be promoted.
- although our advisors are all faculty, part of the promotion ladder is based on advising
- We are considering using staff who are hired specifically as academic advisors. They need to be treated as professionals, with room to grow.
- Our structure is flat and new advisors are hired at the current rate of experienced advisors. This creates obvious morale issues.
- we have faculty advisors not professional advisors and at this time advising is not considered for promotion other than in a slight way
- Too small for this to work.
- I think career ladders would be good for the academic advisor because of the incentive that goes with the various titles.
- Advisors are evaluated by many on our campus by non-academic people, mostly financial people. Promotions are granted without consult of chief academic personnel in my college and therefore we have advisors at higher standards than some warrant.

- I think that if we had a laddering system it could help prevent "burn-out"...where a salesperson can strive for a bonus or commission, the advisor could strive for the next step on the ladder
- We desperately need to develop a classification scheme and standards of excellence.
- We have a tiny career ladder currently and would like to see it grow.
- We used to only hire Master's level counselors, so unless they were moving into supervision or administration, there was no promotion ladder. Now, bachelor level counselors can move up with additional education, masters level counselors can move into supervision or administration, if those position become available
- "Yes, But" - currently academic departments hire and manage their own advising. This means that positions are typically only part of a person's role with some positions being held by instructors, some being held by department administrators and some exclusive advising positions. It would be very difficult to align the positions enough to make a consistent ladder.
- we implemented a few years ago and are now in need of updating based on experience using the program
- no professional advisors
- We're working toward this.
- Yes, but my institution does not have that for them any longer.
- I would like to establish a career ladder that would encourage, motivate, and reward professional advisors who take initiative to make improvements in advising. Currently, minor bonuses are the only way I can reward advisors. With large budget cuts looming, this reward system is in jeopardy.
- I am very new to campus and have to look into it more, but think that the previous director was trying to set up the structure for a career ladder within the unit.
- Not possible at my institution. Academic Advisors have equal personnel status (ORP-Other Related Professionals-- or Faculty/other) and by contract, cannot be changed without union permission
- Advising done mainly by faculty and administration.
- We do not have people hired specifically for advising. Our tenured and non tenured faculty serve as academic advisors.
- Too much red tape, as we are a 'system' university -- with eight campuses throughout the state.
- Yes, I think it needs to be clear that advising is a career with upward mobility. Most of the advising jobs on our campus are one of 2 levels, depending on responsibilities but the lower one does not lead to the higher one, they are separate tracks.
- We have a career ladder in our advising center, and it really helps motivate and retain advisors. Other advising centers on campus may not have this same ladder.
- Academic advising on my campus is handled both by professional advisors and faculty advisors and therefore

having career ladders would be difficult to implement.

- I think having a career ladder would motivate advisers to develop their knowledge and skills, and would result in higher job satisfaction for them.
- "Professional advisor" is not a job category on our campus. However advising needs to be considered more in promotion and tenure decisions.
- Faculty-based advising throughout the campus and within my college
- We are currently lobbying top administration for a career ladder for our professional advisors. It is desperately needed as part of several important measures to retain well qualified advisors.
- We have a director of first and second year advising who supplements faculty advisors. The faculty are the academic advisors.
- I don't believe an advising career ladder would work on this campus. Rewards are more internal, morale-oriented, professional growth and fulfillment aimed.
- Plus there are educational requirements associated with the level of the position.
- We are a community college and all fulltime faculty are advisors in their respective disciplines. This is already in their evaluations and union contracts.
- We already do this.
- faculty and professional staff do the advising
- We have several levels of advisors, generalist, specialist, coordinator for transfer credit, assistant and associate director, and director, so there is a ladder. Our current director and associate director moved up the ranks, but university's supplementary advising office is relatively small, and turnover relatively infrequent, that movement upward in title is slow. However, our salary increments from year to year are good and reward experience and performance.
- We are trying to implement a career ladder program.
- Maybe at a larger institution, but not here.
- Would love to have a way to encourage those advisors who do a good job as opposed to those who are less committed to serving students.
- I will begin to work with Human Resources for my area this year.
- My training program is trying to recognise professional development across campus. It currently occurs locally within each faculty or department.
- In concept yes; however, the disparities associated with the differing personnel classifications would prove difficult. Teaching faculty maintain advising responsibility for a good portion of advising and as such believe in their academic freedom to define said advising relationship and outcomes.

- Defined career ladders provide a relevant incentive for continuing professional development. Dead-end classifications have an equally negative impact.
- If people do not have a way to move up in their position they would not consider it to be a career and are not likely to stay in that position.
- My campus does not have career ladders for any one. We are developing them for advisers and will be a pilot for the rest of the university.
- A well defined job description and rationale...
- The College of Science does this but not all colleges are structured this way.
- It makes no sense to employ a newly hired advisor who has no experience and pay them at the same rate as a seasoned advisor who has been advising for years and has experienced a variety of trainings and/or who is in charge of specific advising functions (rather than a generalist advisor). There is a great need for higher education administration to recognize the value of career ladders, professional development, and seasoned experience.
- Yes, but in reality the employment situation is clogged at the top.
- This is already built into our Academic Staff personnel codes, for all AS, not just advisors.
- Provides incentive to continue to perform to high standards in an atmosphere where the caseload is significant and demanding
- Not sure how to answer this. Salaries and salary grades are a negotiated item with our union.
- However, I believe our unions will prevent the implementation of career ladders.
- We are in the process of exploring this for our staff
- We don't have one...we need one!!!
- This would require a redefinition of the role of advising and not likely to be entertained in our milieu at this time.
- Vital to encouraging advisors to grow professionally and stay with the unit and the University.
- Many people would like to move up but have no idea of how to do it. Providing a formal professional development structure would help provide incentive to those who want to move up but do not know how.
- Too much fragmentation. Though I supervise "advising", I don't supervise all advisers...many report directly to an academic dean so fall within the structure of the college, where there is no upward movement for advisers. In the area where I provide direct supervision to advisers, there is room for upward mobility to the "coordinator" and "director" level.
- as of now, there is no room for promotion (except to take a job in another department or college/university)
- We transitioned from a faculty-based advising system to a shared model fall 07. We currently have six professional

advisors on Campus (Education, Nursing, Business & Undecided. Too soon to determine applicability of career ladder system.

- We have a faculty based advising system with a limited number of full-time "professional" advisors.
- All of our advisers are full time faculty members; advising is only a small part of what they do
- Our campus is too small to implement career ladders for the professional advisors, as there are only three of us and the institution can't support a career ladder.
- Because of the size of the enrollment on our campus, our advisors already perform multiple functions. For example, one advisor is also our admissions/recruiter, while another coordinates disabled student services. The system described in the question is simply inappropriate based on our size.
- We diligently assess and review all advisors on an annual basis and recommend salary and title promotions as warranted.
- The bulk of academic advising on our campus is done by faculty who have their own promotion and tenure system. Our office is very small and there are no other opportunities for advising outside of our office for non-faculty.
- Our college advisors (2 so far) are new positions being filled right now. Prior to that we were a director and asst director only, using part timers and faculty during the summer.
- I've been trying to get this established at my campus for 5 years with no success.
- Our counselors have many other responsibilities besides advising, so focusing on advising as a career path isn't realistic.
- Not for our institution
- My guess is that it would be hard to delineate more than two or three rungs on such a ladder.
- Most of the advisors for traditional students are also faculty. Only in the area of GRaduate and Continuing Studies are there professional advisors.
- NO PROFESSIONAL ADVISORS
- Professional advisors on our campus are considered professional staff; they have a minimum master's degree, and are housed in our Counseling Centers
- I believe pd/certifications in advising would warrant a higher classification, where applicable.
- We have been told that this is not an option.
- The only way for an advisor to advance at our institution would be to change job functions. The professional academic advisor is a static position.
- I think it gives me an opportunity to keep people longer because they have an opportunity to advance--cuts down on turnover

- Most are faculty advisors
- We have very few professional advisers and they are all attached to an office with a function - TRIO/SSS, international students, etc.
- Currently we have one coordinator, which is a faculty position reporting to the Director of Counseling, Career and Transfer Services.
- While I don't think the career ladder that you suggest would be particularly useful on our campus, I do think that some kind of systematic evaluation of the quality of advisors' work would be extremely helpful.
- However, difficult to create on my campus with existing traditional pattern
- But more important in terms of retention of advisors
- NA
- This could not be implemented at our campus due to budget restraints, union concerns and accountability issues.
- Not applicable
- Yes, I think it would help the campus recognize this very important function. Currently, most faculty advise students, but are not professionally recognized or paid for that aspect of their career.
- We have only a couple of departments on campus who have professional full-time advisors. Otherwise, faculty advise as part of their service load to the university.
- I say yes but I am not familiar with this at all. Not sure how this would work with our HR department.
- At our institution, we have implemented a career ladder to promote professional advisors.
- We have been looking for ways to implement such a system-of promoting
- I think it would be good for accountability and professional growth.
- There are no different classifications of advisors. To advance from the position of Academic Advisor would mean moving into another administrative role or department.
- This has been a challenge for us in advising as the usual promotion is to go into administration as an assist director; however, not everyone wants to move into such positions. We continue to work for a system as you described in this questions.
- I think a career ladder program would be desirable for Academic Advisors. However, I am not sure that it would be given priority given the many directions that our campus is taking on other initiatives.
- I know that advisors feel frustrated that there does not appear to be recognition of 'seniority' in the job titles.

- Professional advisement is often seen as dead-end job which only attracts entry-level candidates and semi-retired from higher education.
- Presently, it is too arbitrary. It really depends on your level of support at the dept. level. With the frequent turnover of chairs and the subjective affect of personalities, a more objective approach would benifit advisors tremendously!
- Currently the personnel classification is limiting.
- Raises at our school are based on merit. It would be helpful to have merit more defined. Creating a career ladder may be a method.
- The leade advisor is classified as an SSP IV, others are SSP III. In the past, we have had some SSP IIs
- higher admins don't go along?
- At present the academic advisors work as a team in terms of advising and registering students for each term and semester and it works well
- current levels were inherited when they moved to the office from other areas of the campus
- Our academic advising is done primarily by faculty under the supervision of their respective departments and colleges. University College provides training, professional development, and support services.
- Our faculty do most of the advising as part of their contract
- we only use faculty advisors. I am the only professional advisor.
- At this time there is no incentive for Advisors to further their education or certifications to advance. Advisors would have to change jobs to advance.
- While there is no clear articulation within our office specificaly for advisor there is a union/management procedure for staff within the Higher Ed. Officeer series to movement (not called promotion) form one level of HEO to the next.
- I think that such a system would encourage advisors to become well informed and highly skilled to better serve students.
- It most likely would be useful; however, the current personnel classification system would make it difficult to implement career ladders on our campus. Some people with primary advising responsibilities are classified as advisors or senior advisors. Others have other titles, such as Assistant Director or Coordinator, which reflect the fact that they perform multiple duties that extend beyond advising (e.g., scheduling, recruitment, implementing retention programs, etc.).
- We have facult advising
- academic advising is a faculty responsibility; the fes professional advisors could benefit from this.
- We are in the midst of developing a campus-wide personnel performance management system that will most likely address this issue.

- We have Department Assistants that do some advising that would benefit from this system.
- Advising at our college is still not viewed as valuable. Instituting career ladders provides some growth opportunity for advisors that is not otherwise present without rewriting job descriptions and changing titles.
- Doesn't apply to us but it sounds like a good idea.
- The College is just beginning to implement a process where performance evaluations will make these skills obvious. The college also has a leadership program which I feel is not working as it should.
- Such an arrangement for promotion is not an option. Salary increases fall in line with institutional annual salary increases...when or if such an increase occurs.
- Currently, there is no career ladder for professional advisors.
- Although there is a union and an overall scheme of classifications for advisors, they are exempt and often without any options for advancement or salary increases. Most have reached the highest possible classification for the CSU's without supervising staff which is a Student Services Professional III. There are however salary inequity issues within the same classifications.
- As with any evaluation process it is only as strong as it is consistent and applied equally across areas.
- Important, but it does not happen. The supervisor of the advisors in each college determines raises. No place to promote.
- Providing prof'l devt opportunities is critical, but promotion should not be automatic based on performance. Advising organizations such as mine are complex -- promotion for a staff member must serve the organizational mission of providing better support.
- Some of our professional advisors are actually faculty members. Others are administration through various colleges.
- If the position does not change, the advisor's classification does not change. They must change positions to reach a higher level.
- I can only speak to the advisors' situations in my own department, but my advisors hold additional responsibilities (e.g. Coordinator for Transfer Student Services, Coordinator for Recruitment, etc) and so promotions are somewhat irrelevant. Money is nearly impossible to get for people outside the yearly raises, and so while I think career ladders are a fabulous idea and would LOVE to be able to offer such an opportunity to the advising staff, I don't think such a thing here would be even remotely supported by our academic unit or our administration at large.
- We are state run agency and to get a raise it depends on the budget.
- There are currently only three advisors including myself. My position is the only step up available.
- In respect to the advising communiity, most faculty members are not trained advisors and, therefore , need to be provided with preservice and regular in-service programs to assist them in developing advising skills.
- Almost all advisors are faculty.
- We have no professional advisors. All advising is done by faculty, admissions officers and counselors.

- I'm not sure. Motivated advisors have reason to work hard for advancement and promotion, of which there are many opportunities at my institution. We also have a union which protects advisors who do the bare minimum to keep their jobs. If there would ranks, likely people would advance into them based on time served rather than merit.
- This would be an unreachable goal at present. Academic advisors are not recognized as a profession
- We don't actually have any full-time advisors on our campus. Counselors with faculty status do advising, instructional faculty do advising, I do advising, etc. but there is no one who is strictly an academic advisor.
- Many of the advisors on campus are faculty members.
- There is a union contract that articulates the systematic promotion of academic advisors
- Not on our campus.
- I'd like to see at least three distinct levels: Junior Advisor (perhaps a position that has one foot in Advising and one foot in Enrolment Services Front Line), Advisor, and Senior Advisor.
- The roles are the same from an enrollment management perspective
- Faculty system
- Currently, there is no mechanism in place for advancement within a position. One must move up by moving on and ask for salary increases individually.
- The professional advisors advise only undeclared students and those on academic probation. They have myriad responsibilities in addition to advising. I have no purview over these advisors.
- Currently we do not have a professional advisor. Advising is a faculty responsibility. we may seek to hire a professional to add to our staff, but the above would not be necessary.

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User Responses

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Do you use a formal career ladder, as defined above, in promoting qualified professional academic advisors in your advising operation?

- not that I am aware of
- University of Minnesota-Twin Cities Rick Marsden r-mars@umn.edu
- The advisors exist within a union. The union contract specifies the parameters by which formal career ladder is applied.
- There is no opportunity for advancement for Academic Advisors at my school.
- Our unit is relatively new and standards have not been established yet.
- Georgia Institute of Technology patti.parker@isye.gatech.edu
- I work under Title III Grant. Our director of freshmen advising is a faculty member and chair of a department.
- Michigan State University East Lansing, MI sanford@msu.edu
- We have a very formalized career ladder...I would be happy to send you a copy if you are interested. However, I will need a US Mail address as I do not have an electronic copy.
- Advising is not valued here.
- Only 1 other professional advisor on campus who is an assistant director
- Staff Associate, Assistant Director, Director
- UW System has a "associate" "no prefix" and senior designation for the classification we use. Since I have little to do with it, I would prefer not to be contacted.
- When I am allowed to do so within the resources given to our area.
- We currently use the Academic Advisor I, II, and III titles; but we considering moving toward Assistant Academic Advisor, Associate AA, Senior AA, and Advising Coordinator. University of Texas at Austin. Rich Burns in HR can be reached at rich.burns@austin.utexas.edu
- I am the Director of Advising for The Art Institutes. You can contact me at oamaya@aia.edu

- Huizenga School of Business, Nova Southeastern University ohrablo@nova.edu

- California State University, Long Beach (Long Beach State) gfonton@csulb.edu

- I am in negotiations with my HR people now. We obtained president council support this summer. I am trying to develop a rank process grid at the moment. I would love to colaborate with someone on this in NACADA.

- Bellevue University Cheri Johnson cheri.johnson@bellevue.edu

- barbra.wallace@ucr.edu University of California, Riverside

- University of Oklahoma sbroach@ou.edu

- We have a career ladder defined; however, individuals are only promoted to the next level if the unit has a need for next level position.

- see above

- After 2yrs as Advisor I, pretty much automatically become reclassified to A2. To become A3, have to meet perf stds and have additional support (doc and funding) from Center Director.

- We use the salary increase to informally "promote" advisors; unfortunately the personnel classification scheme has not formal promotion path.

- The professional advisors have a promotion series through the Academic Staff Council process; is for all AS - not just advising professionals. See http://www.uwlax.edu/hr/Career_Progression/career_progression_materials.htm for information.

-

- These are no advancement opportunities; therefore no career ladder. No promotions are given; no rewards, no pay raises.

- We are a unionized professional system. Promotions, etc. are articulated clearly through the United University Professional agreements with "Management". SUNY Plattsburgh

- yes, if you consider that an academic advisor after 3 years can apply to be a senior advisor.

- It depends who you ask, I guess. The ladder, as it is formally defined, deviates only a little from horizontal. Don Woolston, UW-Madison woolston@engr.wisc.edu

- I try, but the system doesn't work well.

- We don't have that here. We have grade 9 Academic Advisors and grade 11 Senior Academic Advisors. Mine are grade 11's, so there is no opportunity to advance in this field, unless I leave.

- The automatic promotion only applies to Advisor I to II and then the process is either competitive for the Advisor III or IV positions or individuals may be reclassified if there are open positions left by previous employee - presently we have no Advisor IV's and only one Associate Director of Advising in an advising center.

- We are are relatively small office, and have very little turn over or room for promotion
- It is something I hope to pursue in time. I am new to my current institution and have specific goals I was brought in to achieve first.
- I wish we did.
- Promotion is possible when a higher level position is vacated.
- My institution has not made the leap to fully treating advisors as professionals with a unique role.
- See the commments in Question 11 for more info. Also, re: Question 10 -- I don't understand the question. It assumes one would want to consolidate the classifications.....why?
- We have a high turnover rate in advisors for this very reason: they see no opportunity for advancement, but they are working very hard.
- Some advisors are on grant funded positions. Thus it would be difficult to have a career ladder.
- Our entire staff grid is rather rigid - applied across the institution rather than department specific.
- sometimes
- We should. Our advisors have a different level of experience, degrees, years served, and everyone basically makes the same amount and has the same title. It gets very frustrating.
- See above response. University of Oklahoma-University College-dmayes@ou.edu
- We have just expanded our advising personnel in the past year, so have not reached that point yet. The second advising position (other than faculty advisors) is still a temporary position with only a three year guarantee. This is only within my unit - the University and State have a formal system.
- I wish!!
- Alcorn State University elvaughn@alcorn.edu
- I would, if there were incentives from the provost office. There is no need to give a staff member a title, without the appropriate increase in salary.
- I wish I could! Unfortunately, the only way for an advisor on my college to move to the next classification level is to change jobs.
- Promotions here are generally based more on job availability and budget.
- It's not a formalized process, but our company does promote within. Anyone can apply for positions that are posted. It's conceivable that avisors could move up, but that would be limited and depend on their degrees and experiences. If they were to go to a Dept. Chair position, they must have a Masters in the specific program they'd beover and

able to teach. Advisors have master's, but not necessarily specific to the programs we have.

- But we are working on implementing a promotional structure for our advisors over the course of this year

- The University of Texas at San Antonio

- The Art Institute of Colorado, alrivas@aii.edu

- Mountain View College www.dcccd.edu

- Our advisors hold "lecturer" status. Movement from "lecturer" to "senior lecturer" is standard across campus.

- For three years we have been unsuccessful in our attempts to institute such a system; budgetary and administrative (HR) constraints have impeded our progress toward this goal.

- no professional advisors

- Manchester Community College, PO Box 1046, Manchester, CT 06045-1046 dwilson@mcc.commnet.edu Ms. Wilson is the Director of Human Resources.

- Not sure... We tend to hire people for "Advisor II" positions who have been "Advisor I", but that is not always the case. Lisa Jones - Georgia Tech, lisa.jones@registrar.gatech.edu

- lock step program...very cumbersome

- It doesn't allow us within the HR system.

- Auburn University karchcr@auburn.edu

- University of Colorado at Boulder, Ned.Muhovich@colorado.edu. We are in the final stages of doing the first implementation.

- Changing classifications is a rather difficult process. (moving from Academic Counselor to Senior Academic Counselor, etc.)

- See comments on Q11.

- We have an Advisor II position - for the most skilled advisors who also contribute in other important ways to our office.

- There is only one level of professional advisor and no opportunity for advancement except into administration. Additionally, a hiring freeze has currently prevented any vacant positions from being filled.

- William Paterson University rosengarts@wpunj.edu

- I can't; our system is not set up for that and I have been unable to make changes in the system.

- Northeastern University, College of Business. Two years ago introduced a succession plan, Student Services Coordinators, Academic Advisors, Class Advisors, Assistant Directors, Directors
- Collective agreements and promotional opportunities for advisors currently would impact on all support level staff.
- Not applicable
- At the University of Arizona we are currently working on the development of such a system. I believe that there may be informal "ladders" in individual units but nothing so systematic.
- UW milwaukee
- no professional advisors- faculty only
- However, every 5 years, or earlier, staff positions are reviewed on the 5th year of the employee-if responsibilities are added, it is possible that the staff member could be promoted to another level (if a title does not exist and if appropriate, a new title can be created). But other administrative duties in most departments would still need to be continued for those who take on more advising responsibilities.
- I wish we did, but we have not been granted that ability.
- Professional advisors are also staff members who only do advising for one semester before handing the students off to a faculty advisor.
- this is controlled by the depts., and i am employed by the college.
- University of Minnesota Duluth mkeenana@d.umn.edu
- I am the only Administrator who advises. Everyone else in my department is faculty without training in advising.
- The criteria for promotion are not well-articulated nor is the process strictly systematic, but we do have Academic Counselor levels I, II and III, with a recently-created Assistant Director position as well.
- The Univ. of Texas @ Austin johuber@austin.utexas.edu Academic I, II, and III's
- University of Louisville--jmspen01@louisville.edu
- All advising is carried out by full time faculty rather than by professional advisors
- I know our institution is in the process of establishing a formal career ladder for advisors campus wide. I am on this committee. Hopefully within the next year or so we will have a formal ladder for promoting advisors.
- only for our Full-time Advisors during the tenure process. They still have annual goals & reviews, but they are not influential on their pay rate and/or rank.
- The only advancement we have used with one of our fulltime advisors is the title of "Advising Coordinator." This is the first time we have promoted an advisor to this level. Most of our advisors are part-time professional staff.

- Advisors are unionized, and have regular step/merit increases (10 steps within position)
- Although, a career ladder is not used, I would love information about it.
- Chapman University College nemeth@chapman.edu
- Weber State University jgrob@weber.edu
- University of New Mexico - Arts & Sciences Advisement
- University of Texas in San Antonio barbara.smith@utsa.edu Barbara is the Executive Director of Advising at UTSA.
- cberry@dccc.edu Richland College, Dallas County Community College District
- We need one though because we have too high of a turnover rate in advisors on our campus.
- Michigan State University dotterer@msu.edu
- University of Michigan, College of Literature, Sciences and Arts; timdodd@umich.edu
- Because of the "job classification" structure of the university as a whole because all wage increases are based on negotiated contracts with the university - and not based on merit, this sort of career ladder does not exist.
- We don't have levels, i.e. Advisor I, Advisor II, Advisor III, etc. but we do have Advisor, Program Liaison (higher grade/pay/duties; currently only one person in this position), Coordinator of Advisement, and Director of Advisement.
- No employee on our campus receives merit pay, we all get the same percentage increase. The faculty are the only employees that have a formalized promotion track system.
- Kristin Harper, Texas A&M University, kharper@tamu.edu
- no professional advisors
- We did before and it was very helpful.
- Not applicable to what I do
- Not yet, but the basic structure is in place and just need fine tuning.
- Fresno City College sonya.hildreth@fresnocitycollege.edu
- Florida State University - ladder is available for Advising First advisors - contact is Doug Waddell
- but i'm interested in finding out how it works
- Our unit is growing, so although new positions have been created and people move up, there is no systematic

promotional system. With our unions, people at this level can't be promoted directly, they must apply for other position as they become vacant or are created.

- Academic Advising Center University of Florida matheny@ufl.edu

- we really need one though!

- We created a system but received state budget cuts and have not had the resources to implement it.

- Faculty-based advising throughout the campus and within my college

- Though we have Advisor I and Advisor II positions, one cannot be promoted to an Advisor II position unless one of these positions becomes available no matter how qualified the advisor is. It is not a career ladder structure. Note: Q 13 below does not seem a yes or no Q for our institution. We do what we can i.e. provide merit when possible.

- University of Texas at Austin. mark.bernstein@austin.utexas.edu

- American Public University System - csimpson@apus.edu

- Grand Rapids Community College jcowles@grcc.edu

- Texas A&M University-Kingsville (Dann.Brown@tamuk.edu)

- But we are currently working on some career ladder classifications. Work is not complete yet

- Loyola College in Maryland imcguiness@loyola.edu

- We have a proposal in place but it has not yet been approved or implemented.

- Ohio State University - I'm sure someone has sent the contact information

- There are advisors and senior advisors - so the system is not extensive. cvmann@unimelb.edu.au

- At my institution all vacant positions must be posted.

- University of Texas at San Antonio; sylvia.mansour@utsa.edu

- Contact info. - University of North Texas, mikem@unt.edu. Our system is very unique in that we can not automatically move people up based upon time/experience in a position. We have to create a new position or reclassify an existing position to move someone up.

- Limited ladder.

- Advancement is determined solely by job duties, not performance, which limits the potential for advancement. Changes in job duties are driven by structural changes, which occur infrequently.

- hope to address this next semester

- We do what you define as a career ladder, but it is not a system in so much as finding timing to persuade administrators to do it. Often times I have to leverage the possibility of losing good talent in order to get them the promotions and raises they deserve.
- They get increased step with each evaluation
- The personnel system of this college does NOT recognize any career ladder for any advising positions.
- Lynn Freeman freemanl@uwosh.edu University of Wisconsin Oshkosh
- advisor to coordinator to director
- Michigan State University has a category for professional advisors called specialists advisor. The career ladder is promotion to senior specialist.
- In other areas of the university they do use a career ladder but because I supervising faculty who are also advisors, we do not have that.
- but we would like to
- The Director of Academic Advising is the only professional advisor on our small campus. This Director is under the supervision of the Registrar. Advising is done mostly by faculty across campus and overseen by this Director. The "career ladder" available would not be in the area of advising, although the director would certainly be well prepared to move into some other academic support role on campus. We find that they seldom do since the position of Director of Academic Advising is seen as one of the most desirable positions on our campus.
- There are 2 levels of Academic Advisors and 3 levels of Academic Counselors. Counselors required advanced degrees and eligibility for licensure as a minimum
- College of Arts & Sciences University of Colorado-Boulder elizabeth.guertin@colorado.edu
- University of Maryland University College. Please email me at hblackmon@umuc.edu We've had a career track since about 1994 (before I started), but a major change in the focus and mission of the advising unit necessitated a change in the track. Further, last year we changed our employee classification scheme, requiring more changes to the career ladder.
- University of New Mexico Ed Baker--ebaker@unm.edu
- University of New Mexico Vgharris@unm.edu It could be better but it is a start.
- Florida State University dwaddell@admin.fsu.edu
- Advancement is possible at our institution, and advisors have received promotions, but the career ladder isn't formal.
- I expect we will, as our new advisor positions fall into our faculty/prof. staff union and the strict pathways it outlines.
- But I would like to integrate the career ladder as we continue to grow our campus.

- Humboldt State University, kelly@humboldt.edu

- we had a subcommittee of advisors that came up with a formal plan but due to budget cuts it has been tabled

- Unless someone intercedes, an advisor may well remain in one rung indefinitely.

- CUNY is a unionized environment. At John Jay College, Academic Advisors are classified as Higher Education Assistants at the point of hire and have salary step increases on a yearly basis. There are also opportunities for merit increases and reclassification to a higher HEO title (i.e., Higher Education Associate, Higher Education Officer).

- The University is trying to get to that place but determining criteria has been a challenge.

- It is in name only at this point at our institution. There is no money behind the program to allow us to promote anyone up.

- University of California, San Diego La Jolla, California -Ray Rodriquez, Director, Compensation Unit, rrodriquez@ucsd.edu;

- We changed the structure of our advising center several years ago from all generalist advisors with the same classification to several senior advisors with more responsibilities and a higher classification in order to create possibility of promotion within the system. No other advisors have been promoted vis this system since all of the sr. advisors are still employed in the center. Whether or not it will work beyond the initial promotions following restructuring will depend on the leadership in the school when one or more of the sr. advisors leaves.

- Not applicable to my current position

- David Eccles School of Business Univ of Utah ugradmmh@business.utah.edu

- The coordinator position was filled originally by a faculty member. We currently have other faculty working as advisors on a 'release time' basis (excellent preparation for a coordinator role).

- Just simply a step after 2 years with a raise and mentor status.

- University of Southern California

- Not applicable

- Yes, but it is a very small component of the professional staff and/or faculty at our campus.

- We have Associate Advisors/Customer Service Representative who track into Advising positions.

- The academic advisor position on our campus at this point is considered an entry level position. Not happy about that but...take some time to change. A promotion would occur from them getting another higher paying administrative job unless he/she got my position. :)

- The University of North Carolina at Chapel Hill ccannon@email.unc.edu

- While all advisors in my office (College Advisers) are at the same rank, departmental/major advisors are at various ranks. We have been discussing the possibly of having a two-tiered system in our College office that would allow us

to hire less experienced staff while offering them opportunities for growth and professional development.

- We have drafted some things from our campus academic advising council, and have been working with the university system (academic affairs and human resources) to get something as such approved.

- A couple of our Academic Advisors have area specialities such as International Coordinator and Transfer Coordinator. Those individuals are given a higher status i.e, D instead of C and are paid accordingly.

- No opportunities at my institution to directly advance in advisement field.

- We have changed in the past 6 months from primarily faculty advising to full-time professional advising. I can see being interested in using ladders in the future, although it might be a hard sell with my HR office.

- Centura College, cracoordconl@centura.edu

- See 11.

- The Illinois institute of Art-Chicago Betty Kourasis, Dean of Student Affairs bkourasis@aii.edu Sandrine Onyeise, Director of Academic Advising sonyeise@aii.edu

- Texas A&M University esc@tamu.edu

- merit pay only

- We are an extended campus and the advisor under my supervision is on a part-time contract.

- We do not use professional advisors

- The College at Brockport - It is not esay to find or understand all hiring practices forms/evalauation forms can be found at: <http://www.brockport.edu/hr/>

- Madlyn Stokely at mstokely@hunter.cuny.edu

- The people with advising responsibilities in my unit also fulfill other job duties as noted above. They have a range of different titles, from Academic Advisor, to Recruitment and Retention Counselor, to Assistant Director of Undergraduate Programs.

- This survey does not apply

- The advisors who work under me are graduate students who do this is part of a "teaching assistantship" and usually only stay in the job for a couple of years. There is not sufficient time to worry about a career ladder.

- See my response above.

- There are PMT, Professional Management Tools to decribe the function of the advisors. In that evaluation, merit raises can be awarded. Titles are difficult.

- Our new Performance Excellence Program is now in it's 2nd year. We have not yet tied it to promotional

advancement but that was Administrations original intent.

- We're a faculty only system
- Academic Advising has been understaffed on our campus since inception (January 2007), and therefore no advancement opportunities have presented themselves.
- most positions are part-time. If a full-time position were to be created, or other full-time positions were to open up, the part-timers would receive consideration.
- Once hired there is no promotion unless the coordinator retires/resigns.
- I think if implemented,the advisors will quicly see themselves as student advoctes whose primary goal is to serve the students , provide them with the best advice possible.
- Excelsior College- smoyer@excelsior.edu
- University of Georgia laura@franklin.uga.edu
- Promotions are extrememly rare on campus for non faculty. Promotions ususally occur with vacancies.

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Question 14

Are you aware of any other academic advising operations on your campus that use either formal or informal career ladders to promote their professional academic advisors, if they are not the same as yours?

Yes - (please tell us more in the comments box below).		83 (8.09%)
No		913 (88.99%)
N/R		30 (2.92%)

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Question 15

If you are not employing a career ladder in your academic advising operation, **and other units are doing so**, what is keeping you from doing so?

Personal preference (e.g., I just do not think it would work in my office)		7 (0.68%)
Budgetary constraints (e.g., we do not have the funds to provide for salary increases)		44 (4.29%)
Administrative constraints (e.g., we do not have a personnel classification system or review process that allows for stepwise promotion of professional advisors)		85 (8.28%)
Leadership constraints (e.g., my dean and/or the central administration do not support the idea of career ladders for advisors)		42 (4.09%)
Not applicable, we are using a career ladder		97 (9.45%)
Not applicable. No advisors on campus are on a career ladder		610 (59.45%)
Other:		47 (4.58%)
N/R		94 (9.16%)

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Question 16

If you do have a formal or informal career ladder in your office, please describe how it works in the space provided below. (please note that the software limits answers to 232 characters or 1 byte.)

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We do have some Asst. Director/Adviser positions into which we have moved "senior" advisers.

bascially it is based on job function from a dept - to college level, the more college level functions they take on successfully the greater ability to move the the next level. The career ladder is as much about dev leadeship as it

The standard practice at the University of Minnesota is to hire academic advisers in the Professional and Administrative (P&A) classification with promotional opportunities from Assistant to Associate to Senior Academic Adviser.

I am the only person that works in my office, so a career ladder is not applicable.

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Are you aware of any other academic advising operations on your campus that use either formal or informal career ladders to promote their professional academic advisors, if they are not the same as yours?

- no, but I assume that exist
- No, but our Admissions Office uses a career ladder for admissions counselors (asst., assoc., sr.)
- Most advisors will move to other departments, sometimes at a higher level and sometimes at the same level.
- The College of Arts and Science promotes their advisers on a seniority basis.
- same, for the most part, across campus.
- Some colleges on campus hire advisors as faculty, and as a result have tenure-like promotion tracks.
- We are in the process of assessing advising on campus and determine how we want it structured. This is the reason for my position
- On my campus, advisors who wish to advance must leave direct service to students, or become directors in advising units on campus--and there are a limited number of those positions.
- The career paths are campus-wide. After we generated the paperwork for HR, they got put on the shelf for three years. Once they were implemented the pay levels were behind. Our advisor pay for the bottom level is \$5k less than starting teacher pay in town, and the teachers have 10-month contracts.
- Actual colleges have more resources than we do; they are able to use a ladder more effectively. Our ladder dead-ends at a certain level.
- In one or more offices, advisers have moved into positions not titled "adviser" and have been given more or different duties--likely administrative--so that longevity and accomplishment can be compensated.
- UTSA has a standard career ladder for advisors. This means that all advisors, despite college or department, follow the same track.
- College of Arts and Sciences
- The systematic approach is College specific rather than University wide.
- I recently read about several institutions in the NACADA Academic Advising Today. I believe the University of Minnesota was mentioned as well as University of California-Riverside. In looking into our own creation of a type of career ladder I had spoken with the University of Louisville as they were developing their ladder and also to the The Ohio State University when they were in the throws of developing theirs.

- At Northeastern University I am only aware of a career ladder in the College of Business Administration.

- 3 counselors with faculty status

- I am new to this university.

- Some office hire "advising assistants" who are often new grads from Counseling/Student Personnel programs. The same individuals we hire in our office. The lower title allows lower pay which then creates higher turnover. The job done ends up being essentially the same. No real purpose is served by using the "asst." title for the first 1-2 years while a new adviser is learning.

- Our campus has a systematic annual performance review process that can be used to support promotions and title changes.

- See comments in Question 12. I believe our hands are tied. Advisors can move around, but it is a lateral instead of a real promotion.

- Many faculty advising offices (advising is largely decentralized and handled in faculty offices) will start advisors in a front-line position and gradually promote them to more advising admin work as opportunities become available.

- Mine are the only academic advisors on campus.

- A completely separate grant-funded group that works with lower income students

- College of Arts and Sciences has more formalized criteria and, at one time, had a "Master Counselor" designation for someone performing more administrative tasks to help the Assistant Dean.

- The Freshmen advising unit, I would assume, uses a formal career ladder, as they have 4-5 advisors.

- There are none

- I believe the main undergraduate advising center may have one in place. We are a staff that is college specific and all operate (relatively) as peers.

- There are none- advisors are all at the same level. Salary increases based on union contract.

- The same CDP is used campus-wide.

- we are all faculty advisors

- Faculty Advisors are part of the same bargaining unit.

- I wouldn't really call it a ladder, but we do see people moving around campus from Advisor I to Advisor II positions. That's about the extent of it, although sometimes a person will move from an "Academic Assistant" to "Advisor I" position.

- All UTSA academic advising operations use formal career ladders

- There aren't any.
- The campus-wide advising unit for freshmen has three "lead" advisors but no real ladder.
- I have no concrete information. In my unit I promoted one advisor from Academic Advisor to Academic Advisor, Sr. based on our HR's position description and policy on job reclassification.
- Several colleges (Agriculture, Business, Health Science, & Education have advising offices and a Coordinator/advisor and some have several advisors on staff--usually these offices advise new freshmen but they also get assigned to a faculty for upper division advising & "career advising"
- We have faculty members that are advisors and they use a faculty promotion process to receive promotions.
- I do not know how advising works in the College of Arts & Sciences or other Schools.
- sometimes go from administrative titles to academic advisor ones
- Each of the seven undergraduate colleges and schools has an advising office managed by a director. The promotion of professional advisors within those offices is controlled by unit (college) personnel expectations under the very general rules for staff promotions (all jobs) used university-wide.
- It is very difficult for advisors to move to another range or step. Advisors have submitted reclassification papers to move to another step but have been rejected.
- Some colleges appoint an "Assistant Head Advisor" in the Head Advising office of a college. This appointment is a reward to someone who has assumed more responsibility and backs up the head advisor. However, it is just a title, not a promotion in rank.
- formal pre approved career ladders - requirements and utilization vary by department
- Because we have no real systematic approach to promotion of advisors, too often is the case that advisors need to move to a different position on campus to realize an increase in title or salary. Richer colleges can 'poach' the best advisors once they have been trained elsewhere. (That probably sounds terrible, but it happens.)
- See my answer to number 12.
- The central advising office (handles students who have not declared a major) has a ladder.
- AATC
- The campus-wide advising center employs different levels of professional status among the academic advisors.
- There may be an informal ladder in other areas - I am just starting to learn about how other units operate.
- not applicable - all advisors are under the same system of salary advancement regardless of where located on campus.

You are assigned advisees and then paid a set salary for it.

- Selective colleges/depts. (ed, bus, egr) use formal and informal career ladders for promoting advisors within their units.
- Faculty-based advising throughout the campus and within my college
- We are all saddled with the same HR structure for professional advisors. When an advisor II position becomes available we try to get our more qualified advisors to apply, but anyone qualified may apply, so it is not a real promotion tool.
- There are informal efforts to promote and encourage talent and dedication.
- Some colleges \ schools use informal career methods but this is not a campus wide program.
- The only way to move up the ladder is to apply for and obtain a higher level position.
- Our career ladder system is campus wide, we all use the same system.
- They have a set criteria to move from advisor to senior advisor.
- One college on our campus has a career ladder for all of their administrative professional staff. It is based on years of service, professional growth, added responsibilities.
- Each of our academic colleges has a staff of academic advisors and/or academic counselors
- This would refer to our admissions counselors
- Job review includes many duties, of which advising personell would have this aspect reviewed, as well as other responsibilities.
- Departments have upgraded administrative assistants to academic advisor I. Larger schools and departments who specifically hire academic advisors use the ladder to advance advisors once they gain knowledge and skills.
- there are no other operations
- There are no other advisors. The professional advisors are non-teaching, non-union staff with annual contracts and step salary increases. They function pretty much as generalist and I am not sure how levels would fit in this model.
- Educational Opportunity Program, Learning Center
- If there are several advisors, they are able to promote one as an associate director or assistant director of an area.
- Within the College of Engineering several departments have dedicated advising staffs that have a variety of management structures.
- We are decentralized as an institution, so the respective colleges have the option to establish promotional guidelines of their own to some extent.

- other offices will do the same, after a certain number of years, the advisor could be moved up the classification ladder
- Larger units on campus (other colleges) have different levels of advisors, ie. Advisor, Sr. Advisor, Asst. Director, Director, etc.
- Yes University College. We collaborated on the development of the career ladder.
- see above comment
- We have recently implemented a career ladder, but not all of the college are using it due to some pay discrepancies.
- Not applicable
- Our administration just recently formed a chapter of WSU ACADA this last year.
- We have academic advisors, assistant dean, associate dean, and dean in our university college (1st year) model
- There are no other advising operations on our campus.
- We have submitted an action plan which involves accountability and recognition...hasn't been implemented yet.
- Often staff members will apply for a reclassification of their status as the demands of their jobs change and they take on greater responsibilities.
- I was promoted from Coordinator, to Assistant Director, to Director. However, all other advisors are simply advisors. We no longer have a coordinator or assistant director.
- We do not use professional advisors
- Enrollment Services
- Our university has just launched a new Adviser's Development Institute to promote professional development. It is unclear what, if any, recognition or compensation for participation in the institute will do in the way of career ladders. However, it certainly seems like a means to start creating informal and/or formal career ladders.
- other depts/programs are more centralized in their advising efforts... i.e., all advisors in one office reporting to one person... these offices use career ladders
- Our new Performance Excellence Program is now in it's 2nd year. We have not yet tied it to promotional advancement but that was Administrations original intent.
- Advisors in training begin at a lower classification and the position automatically changes as the advisor successfully navigates through the training. After a certain point, however, the position does not change, thus the advisor's classification remains the same until they change jobs (to a higher classification, if possible)
- We have internal processes for promotion. Each advising center on campus (there are 11 total) has it's own internal

process for promotion.

- I believe there may be units that promote advisors by changing their titles, while their responsibilities remain essentially the same. I'm not sure this could be considered a career ladder, rather an end run around the system.
- I don't know how promotions are done in other colleges or departments
- EOP uses a classification system of senior counselor and counselor
- All undergraduate colleges at the University of Georgia use the same formal career ladder as it is defined by our Human Resources department.
- In order for advisors to advance, they would need to take a different position either internally or externally. I have lost several this way.
- In the Dean of Students area, there is a different system.
- There seem to be various changes in titles given to some people. I'm not familiar with the processes.

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User Responses

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If you are not employing a career ladder in your academic advising operation, and other units are doing so, what is keeping you from doing so?

- Job does not fall directly in advising category.
- We have leadership, budgetary and administrative limitations.
- Faculty advisors are situated differently from professional advisors.
- Faculty advisors
- All advisors are faculty
- Unaware of career ladders being used.
- Have Performance Development Plan in place to promote based on job performance
- The process is for a personnel classification system or review process that allows stepwise promotion of professionals.
- Not sure yet.
- Proposal has been made, decision pending
- Several reasons from above, not just one.
- Not sure how our administration views 'career ladders'.
- our unit is relatively new so this process has not been explored yet (still hiring for full staff)
- Faculty Contract
- see answer to #14
- I have the title, but little authority.
- Union
- Uncertain if others on campus are using one, but it would not be appropriate to our office as our advisors are not

seeking career advancement. They are GTAs who are advising and teaching as part of their GTA commitment. They are eligible to apply to classified staff, administrative faculty, term, and tenure-track faculty positions when school work is complete. And we are nationally recognized as a strong advising office, so that system works quite well for us.

- Structural constraints - the structure of advising differs too much in my current advising group

- Don't know

- Faculty are promoted or offered an extended contract based on other criteria than academic advising. So they are on a faculty career ladder but not linked with advising.

- We have a Professional Advisor in each school or college within the University, but all other advisors are faculty

- Don't believe in a ladder system based upon titles that mean nothing in terms of true responsibilities. Use evaluation system to financially reward advisers.

- I supervise four professional advisers and oversee advising by one professional staff and over 100 faculty in 19 departments. The professional staff advisers have specialized roles (transfer, first-year, graduation and pre-med and at peak times advise all incoming students, walk-ins at start of semester, etc. This configuration does not lend itself well to a career ladder system, unless it would be to put them into a different classification based on experience. They are all very capable and competent; distinctions based on performance do not seem appropriate. Since the university just finished a major compensation study and has lumped all advisers clearly into one category with a very narrow salary band, I do not see the Adviser I, Adviser II, etc. system happening here soon unless an upper level institutional administrator takes an interest.

- Leadership controls Administrative aspect. So, they can't be separated.

- Under assessment now

- we have 6 advisors, we all do mostly the same things

- There are other system means of promotion that are used.

- Campus size

- Most advisors have full time responsibilities in other areas and advise only as a part-time responsibility.

- We don't have professional advisors

- don't know what's used everywhere across campus

- Advisors in our center must step in with a higher level of training/experience; after a period of time they typically move onto a different position at the assistant director level or at a level in a higher classification.

- We are re-organizing advising on my campus. The greatest impediment to defining advisor roles and implementing career ladders comes from the current leadership of the advising unit.

- our advising staff is at a higher pay rate

- All faculty serve as advisors

- Advising duties are incorporated in Evaluator responsibilities. The job description for our advisors would make a career ladder for just advising difficult.

- Split advising model

- Faculty Advisors

- We have in the past used the reclass system to promote all of our advisors.

- See response to question 12.

- we have yet to convince upper administration

- We have a formal ladder if/when we hire staff with less than the maximum desired experience, skills and credentials.

- both budgetary and administrative constraints

- see below

- not sure

- No dedicated advisors

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We do not have any career ladders in our office.

Not Applicable

n/a

not applicable

Wage step increase for performance awarded annually. Merit awards of up to \$1500 annually may be earned through project proposal-approval-completion process as authorized by the President's Council.

All advisors on this campus are faculty and advising is one of the criteria for tenure and promotion.

not applicable

Advisors are upgraded as merited by certain criteria that our HR folks have spelled out. We start as Academic Assistants, then Acad. Advisor I, then Acad. Advisor II then Program Mgr. or Advising Mgr. Some start as I's or II's.

None

There is just me.

Not applicable

no

Not a career ladder at this time.

Advisors are promoted based on merit and need. Positionas may also open up in other dpeartments, allowing all staff to move around.

I expand the level of responsibilities that my advisors have as they advance and prove competent. Currently my "Senior" advisor is responsible for supervising Peer Advisors who work in our center.

N/A

Advisors to coordinator then/or director but no real steps in between. advisors change jobs within the univseirsty to get a promotion or change institutions as their are limited coordinator and director jobs.

Unfortunately, politics dictate who does what, not skill. Enough said.

All advisors are on the career ladder. Promotions are coordinated through a promotion committee..something analagous to the Tenure and Promotion commitee. This career ladder has done more than other one thing to tranform advising.

N/A

It works in terms of screening out applicants who have not met minimum qualifications for that level. It does not work in terms of keeping pay levels appropriate for the level of experience.

No ladder

n/a

Career ladder is Administrative Assistant, Staff Associate, Assistant Director, Director

Jobs open up as folks leave or retire. New folks are hired

Academic Advisor 1, 2, 3; Senior Acad Advisor 1, 2, 3

In our professional School, we have students submit nominations of outstanding advisors and they are then reviewed by a committee that makes a final decision. We present them with a cash award and plaque each year.

Career ladder range is ADV I - IV, each w/required & preferred edu. level & exp. With vacancies post at ADV I. Current advisors are eligible for reclass based on job performances and years experience.

Advisor - Lead Advisor - Director of Academic Advising

Academic Advisor I: 6mos-3 yrs experience. Academic Advisor II: 1-3 years experience + demonstrated leadership initiatives and responsibility. Senior Academic Advisor: 3-5 years experience, work independently on major departmenta

f

We do not have a formal career ladder. It is all evaluated by our Associate Dean.

n/a

Advisors develop annual goals as part of the Performance Evaluation process. Consistently high performers are considered for advancement: Senior Advisor (mentoring Advisors + 1/2 advising load), Mgr, Assoc. Director, Director.

Advisors are reclassified based on experience in the position, educational degrees earned and programmatic responsibilities.

NA

Academic advisors are split between those covered under faculty contract and non-teaching. Faculty have a general promotional rank as a ladder, non-teaching do not. Rank advancement has limited guidelines and is being reviewed.

The ladder typically operates on length of service, contributions made to students and college/university; possibly presentations given or other types of services rendered.

Academic Success Specialist>Academic Success Coordinator>Assistant Director. College specific promotion, advising decentralized. Individuals are only promoted to the next level if the unit has a need for next position.

NA

All advisors are eligible to apply for open positions.

We move to program coordinator positions and keep advising as a main responsibility.

Again, advising in itself is not rewarded; administrative skills tend to be more noteworthy here, given the large size of the institution.

After 2yrs as A1 at univ, automatically become A2. To become A3, Director must submit paperwork to request upgrade and have funding available. Problem arises b/c of limited funding- can only post A1 when there is a vacancy.

na

None.

We do not use this - we have very little (if any) say in job titles/promotions, etc...

Advisors I, II, III and Merit

Again, we use the Academic Staff process for staff in the office who are advising.

Informal: after they are in it, we add senior to their title

Just being established. Things considered: presenting and attending professional development, leading projects, participate on campus-wide organizations, etc

My advisors are classified as Advisor/Lecturers and salary increases are only method of career ladder. My college uses a rubric in which to perform performance reviews and award merit increases based upon a ranking of individuals.

We don't have a career ladder.

no ladder

Our advising program is new, and the professional advisors have been on staff for less than a year. But I plan to give increasing responsibility to some with pay raises, in hopes of creating "higher level" positions in the future.

individuals may apply for vacant positions available within the institution; advisors have been quite successful in securing promotions in this manner, in part, because of their broad experience/understanding of policies, procedures

Some academic advisors might not agree that we have a career ladder. I think they would like more of a band, and I think that would be an improvement.

Academic staff classification, three basic levels

We have an informal career ladder, in that out of 6 in office, 1 is an Asst. Dean, and 2 have titles (not utilized by HR) of "coordinator" and their responsibilities include overseeing specific items, they also have higher salaries.

The career ladder is more a matter of program responsibilities, in addition to advising responsibilities. So,

the larger your program, the higher in personnel grade you are and thus, higher salary.

As described above - from AAI to AAll is automatic (given they meet 2 years at institution and good evaluation scores) then III,IV, AD, and D are competitive postings or are reclassifications based on open line left by previous e

It doesn't work! Some units make it harder to get a promotion than for faculty to get tenure; others pass it out willy-nilly to their best buddies.

Monitor student engagement, accuracy, involvement in campus development opportunities.

Each College and unit has their own unique classification and promotion system...nothing that would be called a career ladder though as there is no formal process either outlined or followed in practice.

At this point, in the absence of a career ladder, the only thing we can offer is support and recognition of advisors efforts and the budget dependant option of conference travel for professional development.

Politics

Many academic advisors end up becoming administrators as a way of advancing their careers. Often these administrative positions are not within academic advising, but are in student services/affairs offices.

Advisors must usually move into administration in order to advance. There is no formal or defined career ladder.

Professional advisors are evaluated each year. They design individual professional development plans to help them move forward in their professions.

As positions become available, lower-graded advisors apply for promotions to higher grades. More often, they leave central advising for school-based positions at a higher grade and/or pay level.

Increase responsibilities/duties in response to individual strengths. There is no additional money available, so this approach has its limits.

Not applicable.

The informal career ladder is dependent upon identification of talented people by supervisors (a less than optimal system)..whereby folks are provided additional opportunities to growth--mostly through added responsibilities/titles.

I assemble information with documentation about my advisor and request a salary promotion. Usually this is one step on our union salary chart.

We just completed the second phase of an advising assessment tool based on 102 skills the advisors feel they need to know and master.

n/a

Do not have either one

Typically title changes to reflect taking on specific advising roles and/or coordinating certain functions of advising,.e.g. "coordinator of..." and potentially assistant director titles.

You are promoted to Senior Academic Counselor is you have a)3 years experience; b)assume responsibilities outside the normal advising function; c)perform services for the unit or the university such as teaching, committees, etc.

n/a

Advising evaluations are included as part of the review process for rank and tenure for faculty.

We employ all three levels (Advisor I, II, and III) in our college. IF a person vacates a position, others at a lower classification can apply for the job IF they are qualified.

We are bound by union constraints and thus are not able to offer incentives beyond affirmative performance reviews and years of professional service.

It does not work in my administration. There are two different career ladders; neither has clearly defined ways in which an advisor may improve his/her situation. Advancement is based upon broad guidelines and divisional admini

"Informal" refers to positions which become available when/as the budget allows.

See above question #12

Don't have a career ladder program in place.

Advisor I, II, III

We have three levels of advisors; Academic Advisor I, Academic Advisor II, and Senior Academic Advisor. New hires would generally come in as an Academic Advisor I if inexperienced and move up with additional training and experience.

None available.

none

use of faculty and professional advisors within schools.

Academic Advisor I Academic Advisor II Senior Academic Advisor

As responsibilities change and grow a reclassification is requested.

The Career Development Plan includes four classifications: Academic Counselor I and II, and Senior Academic Counselor I and II. A copy of the document can be shared, if deemed helpful to your study.

Across 9 colleges and the student affairs division, processes differ: there are no consistent procedures across the campus community.

Full-Time Counselor/Advisors can apply for salary step promotions when they choose to do so. Applications are reviewed annually by the elected Promotion Committee and recommendations sent to the President for her consideration.

Academic Assistants (I-II) to Academic Advisor I to Academic Advisor II to Program Manager to Assistant

Registrar.

Over the years have had some ability to promote via title change and more commonly to recognize strong performance via merit based salary increases.

n/a

Work is in Office of the Registrar, so it is not directly attached to advising or its promotional processes.

advisors tend to remain in their positions or they may stay for a couple of years and either move out of the field, go into highschool or another level of counseling/advising or leave for another institution.

In our advising center structure, we have all three levels of advisor positions. I encourage advisors to get education, professional development, and experience. Then advisors are prepared for the higher position when one opens.

Promotion based upon excellent performance

With an informal ladder, the position must go through tedious HR process to demonstrate there is a need for an upgrade to the position. HR makes final call on this, which means people who do not understand the need are deciders.

Academic advisors are promoted through the fulfillment of a specific criteria. Credit is allowed for experience and advanced degrees. Also, each advisor must actively participate in local, regional, or national advising conferences

the informal career ladder is used occasionally when increased duties are given to an individual

The proposal calls for 3 levels of advisor positions, advisor, senior advisor, master advisor (for lack of better name), with increasing levels of responsibility, experience, and pay.

Generally, a senior person would have to leave in order to promote

Positions can be re-classified, but this has only happened once.

Advisors(after @ 5 yrs) can be considered for promotion to Advisor II once they have mastered advising & developed a history of additional professional contributions (relationships, teaching, presentations, committee work).

All advisors are hired as academic advisor I. They are promoted to academic advisor II,III and IV. Two years later they are promoted to academic advisor II and so on.

Not applicable.

As administrative positions (not in advising) open up, advisors are routinely considered for them - and often promoted. We are working to create some "lead" advisor roles in our school but the chances of approval are still 50/50.

Restructured two years ago- advise by level not major,introduced a ladder,Dean worked to acquire funding. Helps morale, hiring and hopefully retention (still too early to assess).

See #12 above. Advisors apply for job opportunities as any other staff member would. Note that academic

advising is considered a 'support level' position at our institution which is quite unlike our US colleagues.

Do not have either a formal or informal career ladder.

no career ladder

we have 3 levels - associate advisor, advisor and senior advisor, all with increasing pay levels

nope.

NA.

Some advisors, based on how administration views their quality of work, are promoted to Coordinator positions & have other areas of duties added to their advising load, such as testing or orientation.

not applicable

Promotion sequence: assistant academic advisor to associate academic advisor to senior academic advisor. Our system is modeled after the faculty promotion sequence. It is up to the advisor to file documentation with his/her super

Advisors who have been here for a longer time are given increasing responsibility and may be considered for promotion to Assistant or Associate Director level, if an appropriate position is available.

See comments under question 12. Promotions are based on a combination of mastery of routine responsibilities, longevity/experience, and responsibility for "specialty areas," e.g., a technology liaison role, liaison for commencement

n/a

We have recently instituted a career ladder through the introduction of senior advisors, Asst directors, and part time appointments supervised by advisors.

Advising here is entry level, & advisors stay for 2 - 3 years because the pay is too low & the cost of living too high. Since there is minimal opportunity for advancement, we are a "stepping stone" opportunity to most.

We don't

N/A

We have an informal "Senior Academic Counselor" title for those who have been advising for years and years.

AAI, AAIL, and AAIII. Currently being revisited campus-wide to add more of an entry level for recent grads on one end. Change AAIII to Academic Advising Coordinators on the other end. Still in the planning stages.

The promotion of professional advisors within the schools and colleges is controlled by unit (college) personnel expectations under the very general rules for staff promotions (all jobs) used university-wide.

All advisers are under an area called faculty administrators.

NA

Do not have career ladder system. Most of our advisors are employed part-time (30 hours a week); we have only 3 full time advisors for over 6000 students.

We promoted our fulltime Day Advisor to the position of "Advising Coordinator" as there was a need in our office to have one person directly oversee both Day and Evening/Saturday advisors.

Some faculty are advisors and some administrative staff are advisors as well.

n/a

Staff receive annual cost of living raise.

Additional levels based on experience and ability to demonstrate program expertise as well as the ability to train and develop other advisors.

Our teaching faculty do most academic advising. Their career ladder is clear. If we hire lower-level staff to do academic advising, we will need to help them stay current and give them hope for upward movement.

Financial aid coordinators have a 2-tiered ladder they enter as program assts & after two years are reclassified based on experience to program coordinators. These staff are classified and in a union unlike our advisors.

All professional academic advisors are classified the same and carry the title "Academic Advising Coordinator." There is no career ladder or levels within this classification. Other classifications include director of adv. program

My office is in a School, all advisors are classified at the same level, except for the Assistant Director. I asked for and had the position of assistant director created. This was not an easy process and I do not expect any more

Does not apply

None

NA

It is not up to us but up to the Human Resource Office and the State. I wish it could be more formalized. It would help with employee direction.

Formal - After probation (6 mo.) the advisor chooses a specific area, problem, or target population to become more involved with/educated on. In 6 mo.s,if they satisfied the objectives - promoted fr: Acad Advisor - Sr. Acad Advisor

NA

Advisor-entry level Advisor II-building on years of experience depending on education Senior Advisor-more years of experience w/supervision or coordination of a program

We have three classifications for professional advisors Academic Advisor, Academic Advisor Sr., and

Advising Coordinator. Especially in small offices it is difficult to retain professionals in the first two classifications because

Director Two senior academic counselors 14 academic counselors (4 are part time)

No career ladders for exempt staff. Any promotion or salary increase beyond the cost of living must be negotiated with administration and justified with additional duties. Great advisors here in a flat organizational structure.

don't have one

Hired as academic specialists either through the continuing appointment system (career ladder) or as fixed term (annual reappointment no means of promotio unless moved into the contining system).

Through a formal search process, we promote advisors to coordinator and associate director positions when those positions become available

N/A

We don't have either because there is only one advisor in our school. There is really no room for moving up.

na

See question 12

4 "career path" positions going from entry level to very experienced. Advisors can move between departments or, if need and experience warrants, receive promotions within own departments

Advisors can be promoted at the supervisor's recommendation with approval by Human Resources.

We have one Senior Academic Advisor. As more advisors are hired, they will work for her; she will do less hands on advising and have more trsining andsupervision responsibilities. Compensation will increase with responsibility

Our classification doesn't work. In fact, advisors were given the title "Academic Success Specialists" - ASS. Not funny but central administration doesn't have a sense of humor here.

n/a

We do not have a career ladder for academic advisors, you a just a counselor.

Academic advisors are faculty. The salary advancement criteria uses units beyond bachelors, masters, or earned doctorate in addition to professional CEUs from professional training, conferences, meetings.

N/A

Advisors can be promoted if they take on additional responsibilities - but this isn't laid out in a formal manner.

NA

Please see comments above.

People can apply for new jobs, but all jobs at this level must be advertised, so it could easily go to someone else, esp. since our advisors often don't get supervisory experience, which the other jobs often require.

Advisors must meet or exceed expectations for good advising, service to campus and community, and professional recognition and development over their first five years of advising in the AAC. They then go through a promotion review.

n/a

Our program has not been implemented yet, but the proposal is to have 3 ranks with advisors completing specific requirements to move from Rank 1 to Rank 3. Each rank achieved results in a pay increase.

NA

There are spelled-out criteria for the Advisor I, II, and III categories, involving length of service and increasing scope and depth of responsibility, including management of programs (orientation, honors day, FIGs, etc.).

There is no formal or informal "career ladder" everyone just does their own thing or mostly nothing at all and still will get pay raises.

Advisors and Counselors are tenure track faculty positions, with 13 pay steps, and promotion through Assistant to full Professor.

We have the following: Academic Advising I, Academic Advisor II, Senior Academic Advisor I, Senior Academic Advisor II. These positions reflect combinations of years experience and educational attainment.

There are two levels of professional positions so vertical movement is possible. Internal promotion is encouraged but individuals compete with external applicants.

When advisors are assigned new responsibilities, their position classification is reviewed, we review the structure of the office, and we determine if a move to the next level is in order.

Some are in "leadership" positions, supervising offices and other advisers. Advisers in lower classifications apply for these positions and the strongest are typically hired into the higher classifications.

Our proposal is based on a faculty model where advisors would be evaluated on their education, professional presentations, research, extra-curricular activities, etc.

We have the range as follows: academic advisor, academic advisor/staff assistant, coordinator, director

Advisers begin at the front counter, progress to one-on-one appointments, then program to a senior advising position, then onto a Team Leader role and higher-level management.

n/a

Not applicable.

Academic Advisors are given the opportunity to apply for any vacancy at the college based on

qualifications, degree and related job experiences.

No formal or informal career ladder in this office.

We do not have a career ladder on our campus.

Advisors are promoted based on reclassifying the job to a higher classification.

Our positions are: Academic Advisor I (requires bachelor's degree), Academic Advisor II (requires bach. degree & 2 years exp.), Academic Counselor (requires master's degree & 1 year exp.), & Senior Counselor(2 yrs. exp. & master's.)

Can promote to senior advisor (min 5yrs), to Assistant to Dean, Program Coordinator. HR often requires a search, even if a promotion, since position must be created.

Yes we do and it is based on education, experiences, expertise and tasks.

I described it above. I like proactively rewarding talent, but the culture of my college is more reactive. I have to make a case for promotions when advisors threaten to leave or are offered higher paying positions elsewhere.

All classified staff earn step increases every year with good evaluation.

We try to advance the career opportunities of all employees by performance planning.

There are three levels: Associate, No prefix, Senior. These are partly governed through time (you have to be no prefix for 6 years before you can be considered for Senior). There are then qualitative criteria that have to be met.

We have an annual review process which indicates standards and goals and factors into the salary increase decision.

Advisors are identified by their contribution to the department - if the need arises for a coordinator for specific duties related to the continued evolution of the department, the most qualified advisor is selected for promotion

Associate Advisors-basic student advising needs Academic Advisors-traditional advising needs Special Services Advisors-at risk student needs (probation, disabilities) Lead Advisors-student escalations and supervisor role

N/A

We do not have a Career Ladder for advisors.

Advisors with extended experience and demonstrated willingness and success in taking on department-wide projects can be promoted to a senior advisor level, w/ commensurate salary adjustment. Also use spot bonuses for success i

No formal or informal career ladder.

There are advisors and senior advisors plus 1 unused pay grade in between that could be used as an intermediate step between the 2. There is also an assistant director who is 1 step above the senior

advisor.

n/a

Advisors and Senior Advisors

If an advisor displays exceptional skills I have the can request Senior Advisor status for that advisor with personnel through a reclassification process, but usually I must provide the money as there has been n

Career ladder movement is based primarily on additional duties associated with the job.

We have no process for promotion of advisors other than applying for new and higher positions themselves or a regular annual salary increase that is not based on experience or grades

Advisors are promoted from Advisor I to II, III or IV, depending on tenure at UTSA, and performance evaluation

1. Start as an Advisor Associate (Title can be misleading. You perform all advisor duties); 2. Advanced Advisor; 3. Senior Advisor; 4. Master Advisor. You must serve at least one year at each level + other requirements

n/a

As needs arise, personnel are considered for appointment to either a coordinator or director level...typically overseeing some program other than advising, but with advising responsibilities.

mmmm

UNM had pre-approved career ladders administered through HR. Supervisors establish measurable criteria to be achieved by the candidate over a 6-month to one-year period of time.

Each discipline assigns a certain number of faculty as advisors. Advisors advise students in their own discipline.

My own position increased from Academic Advisor I to Academic Advisor III over a period of years. The staff I have employed over the past five years have not stayed with the positions long enough to advance.

N/a

Advisors and faculty members must meet minimum SACS requirements--a master's degree in the discipline for teaching faculty and a master's degree in counseling, education, psychology or related field for "professional" advisors.

Professional advisors are classified staff. Unless the scope and effect of their positions change considerably, they have no opportunity to advance in their current positions within the classified staff system.

Advisors fall under the Faculty contract. Advisors begin as Technical Assistants - (3 levels) and are promoted to Professional Assistants (3 levels)

We have no career ladder for professional advisors.

N/A

This is part of our annual assessment process.

Advising Center in the Registrar's Office with 2 Academic Advisors who oversee Freshmen and Undeclared students, as well as provide supplementary advising. Faculty serve as the main advisors for the rest of the campus.

THIS IS NOT A BATTLE MY DEPARTMENT IS READY TO ADDRESS

We do not use a career ladder. Promotions are based experience and education.

Do not have an informal career ladder (as indicated above)

Advisors have received reclassifications or promotions when they have shown significant professional growth or have done an unusually good job, above what is expected in their positions. These actions have been ad hoc.

The contracted supplementary advisors (hourly, as needed basis) might be considered the "lowest rung" of a two step ladder. There are some areas that they do not handle initially.

Informally advisors leave my department to take a position within a specific dept/school which is sophomore through graduation advising. While this is the same level of position- typically it carries a raise! There are 8 instances!

I use GA's from the Masters in Counseling and Masters in Education program as advisors in my office. They gain experience and can apply to full-time positions that may open up elsewhere (on campus or off).

N/A

All counselors are CCP 19

California State University has a Student Service Professional classification that encompasses professional advisors and other student service professionals. The rankings are articulated and go from level I to IV

there are only 2 of us so there is no where to go...

Faculty do advising in their departments. I advise Undeclared majors and students with problems. I have one PT grad asst. to help with undeclared majors and students who are not succeeding in a given semester but not on probation.

Advising Center Coordinator is now assigned to the lead senior advisor. The other advisors are level 1 and level 2 advisors with room for promotion based on experience and performance. This is managed by the department chair.

We have a NY State personnel classification system that encompasses Assistant Advisors Associate Advisors and Directors. Unfortunately, as I noted above, the procedure is murky for exiting one grade and entering another.

See Q#12. The Office of AA at John Jay is new. It would be helpful to develop working titles such as Assistant, Associate and Senior Advisor to reflect individual advisors experience and compensate them accordingly.

Our counselors are faculty ranked so they can be promoted by earning additional college graduate credit hours

The informal career ladder in our college varies by department. Those that advise also have other roles (i.e. teaching, managing other services at dept. level). Raises or promotions are in place but quite varied.

Do not have one

None exist on our campus.

University Human Resources Offices defines step-by-step process for reclassification requests

See above.

not applicable

Informal - based on yearly evaluations and annual planning processes, raises are administered and additional responsibilities are employed.

After a certain number of years, staff may be promoted, based on their job quality, to another level in the advising system.

NA

NA

There are three levels of advisors. to move to the next level you must have a certain amount of experience and education. In addition to the three advisor levels, we also have a program manager level and an associate director level

promotions are largely from within based on skill set or good work, sometimes positions are redrawn, retitled, and upgraded and folks moved into them, some advisors opt for lateral moves as more interesting jobs open

We have neither a formal nor informal career ladder.

n/a

see question 12

N/A

There are student service assistants, counselors, lead counselor, and manager within the department.

we do not have a formal or informal career ladder system.

Not applicable

no

Informal in the sense that progression is dependent on terminations, retirements or transfers.

Our department employs full-time an assoc dean, sr asst deans, asst deans, sr advisors, and academic advisors. Positions are advertised via HR and applicants submit required materials. A search cmt reviews, interviews and recommend

We are trying to find a a career ladder system for our institution and have been struggling with our research.

n/a

We not not have one.

We do not have a career ladder, only specialty areas that are recognized.

Salaries reflect seniority, merit and job duties. We created a new position with new titles and shifted new responsibilities to that person. There is no opportunity right now for the other advisors to advance in our office.

No opportunities at my institution to directly advance in advisement field. Only cost-of-living-adjustments for personnel in this category.

We have a career ladder that recognizes additional adminstrative and management responsibilities (advisor, coordinator, assistant direcctor, associate director, director, dean) that works for us.

It really takes convincing the admin. structure that you are worthy of being promoted. If advising is not seen as valued and worthy of promotional considerations, it won't happen. We're glorified "administrative assistances."

We have 2 multi incumbent advising positions - New Student Advisors (jnr) and Senior Advisors (advise upper level students (yr 2 - 4). New student advising positons are the training ground for Senior advising positions.

I take into consideration the advisor's quality of work as demonstrated through annual performance evaluations, in addition to the Advisor Evals completed by students (every semester).

Informal: in the event of a vacancy for assoc. dir. or dir., an advisor could move into those roles.

We provide advancement opportunities for our advising staff based on their interest and qualifications when an opportunity is available for advancement.

UW classification allows promotion as additional responsibilities (especially administrative) are taken on. Work to help advisors increase types of tasks and qualify for next rank or different classification

don't have

No career ladder exists. There is very little opportunity for promotion.

Academic advisors are provided with extensive training, have set goals and objectives to meet individually and as a team. Performance is monitored and evaluated for Sr. Advisor,Dir. of Advising and/or other positions internally.

N/A

We are a unionized system and the classifications are established based on range, breadth and depth of assigned responsibilities.

1 supervisor and the rest are "working stiffs"

We do not have either a formal or informal career ladder.

N/A

Advisor (Grade 11), Senior Advisor (Grade 12), Program Coordinator (Grade 13)(with advisor responsibilities). Staff move through these grades based on experience, performance, and educational attainment.

Only two levels of professional positions exist in advisement here; advisors and advisement coordinators. Advisors are typically chosen to fill coordinator positions whenever openings occur.

no formal structure; we are a union environment; document/propose an increase in responsibilities; HR reviews the position and compares to other positions; if promotion approved, department has to have funds to cover increase

any promotions are through the Union/State procedures.

N/A

Advisors began at the entry level (grade II). Upon completion of a senior candidacy project they may progress to senior level (grade III). Beyond this, seniors are well-positioned to replace coordinators (grade IV) upon turnover.

Advisors have can move to a higher level including salary increase if, they take on additional responsibilities; the opportunities are very limited.

There is a potential for a change in title from ADvisor to Assoc Director or Director over time.

NA

Informal career ladder. Very difficult to progress to another level unless someone leaves.

I am attempting to structure each campus with an Asst. Dir., or Assoc. Dean of Academic Advising thereby having a leader/supervisor on each campus with separate reporting lines and more of a chance of future promotions.

N/A

We have what is called a "Willis Questionnaire" that is completed by Professional Staff who want to be upgraded or they can just go the normal route through contract raises and upgrades.

advising in my area is hired, promoted at the department level. I coordinate these efforts but advisors, so I am usually included on personell decisions, but advisor do not directly report to me. There are no efforts to centralize

No career ladder.

N/A

We do not have

n/a

The has the option to change position titles. 1e. Advisor to office manager/advisor or advisor to Coordinator of Retention and/or Counseling services. This can result in a salary increase.....

With individual growth, we submit a revised position description to HR for re-classification. We have been able to promote several of our staff persons in this manner - however, there is ceiling on this climb.

The informal is when we recruit and hire professionals with less experience and skills than our senior advisors (SSP III's). The classifications generally range from SSP I, SSP II & SSP III. All are expected to achieve the highest.

Faculty are the academic advisors. Adult Division: administrators/staff advising resp. Undergrad: Freshman & Transfer student office has admin/staff (3) that support a "first year" student advis.& focus program at the Institution.

PEP is designed to provide regular, consistent, fair evaluation, performance feedback, and structured professional growth opportunities.

We conduct an "internal search" for which eligible persons have direct experience in our Advising Center along with favorable performance evaluations.

Advisors in the colleges have a supervisor. The supervisor determines raises.

We have two professionals who are associate directors and one academic advisor. I guess you could call this our informal ladder.

we do not

If staff are ready for and interested in advancement, this can be accommodated only if there is a functional need for that advancement as well. There may be the capacity in the person, but not organization.

No career ladder that I'm aware of.

N/A

As advisors develop in expertise and experience, I attempt to promote them, but in lean budget years (such as this one) we are limited as to what we can do.

No, there is no where to advance unless you have a PHd.

N/A

We have academic advisors/team advising leaders and senior advisors. Adv work in teams of 4 and an adv must be here 1 year to apply for team leader. They must be here 3 years, demonstrate leadership to apply for senior adv.

No formal or informal career ladders

Academic advisors are hired based on educational background and experience. Performance evaluation is conducted once a year and if satisfactory or higher, an annual increment is provided.

In the HR classification system, we have "academic advisor," "senior academic advisor" and "director of advising." There are further administrative titles out of the provosts office.

We do not have a career ladder.

The College just implemented a process that hopefully will provide clarity and make it easier to determine the appropriate candidates for promotions and aid succession planning.

N/A

Our professional advisor career ladder is formal and is defined by HR. Advisor categories are Advisor I, II, III, and IV. Colleges and departments across campus may hire advisors at any of these levels based on office needs.

Try to promote student service coordinators to advisors when Masters has been obtained. Some are promoted because of specialty role. Assistant Directors are new and were added because of specialty roles.

Length of time, performance and ability are considered, most important is a budget slot to promote an advisor. Budget availability is uncertain every year.

Don't have one

We have an Advisor, Sr. Advisor, Assistant Director and Director title. All of us however, are classified in HR as Academic Counselor I or II in terms of payband and skill level. Needs some serious review by institution.

N/A

The faculty assume advising responsibility on our campus, with supplemental support from the advising center. There is one professional advisor in the center with the title Academic Program Specialist.

Advisors at Kwantlen are part of the BCGEU, so there are salary steps, but no career ladder as such. All Advisors are classified at the same level (except for two Degree Advisors who are one step higher).

NA

We don't have anything.

[Hide Responses](#)

[top of report](#)

Question 17

What three resources or services **not currently available** through NACADA would you find useful? (Note: the survey software limits responses to 232 characters.)

[Hide Responses](#)

Doctoral student interest group NACADA Journal Conferences-regional and national

1) Much more practical information on implementation of distance advising practices. 2) Possible 'professional certification' program at the NACADA level. 3) Formal, professional consultation services (fee based).

They provide everything I need.

I would be interested in connecting with other professionals who identify with the same ethnic group as I do - what challenges do they face, how do they overcome these challenges, networking opportunities, etc.

nothing comes to mind

unsure

Do you have a buddy system? I don't really need a mentor, but since I am the only one in this position at this institution, and other small, privates are frequently structured the same, perhaps we could "buddy up."

Salary data and information about career ladders for professional advisors.

NA

(1) visiting guest speakers (2) advising/scheduling software

1. Professional recommendations for step classifications. 2. Stated minimum standards for advisors. 3. Support for continued advisor training.

Public promotion/clarification of academic advising role in higher ed--such as a spot commercial during televised college sports.

campus-wide adviser training in-house plan

Better access to useful list-serves to ask questions such as "who uses Advisortrac and do you find it adequate?". Perhaps this exists, but I'm not aware of it.

I can't think of any. I use NACADA on a daily basis, either referencing or searching material on the web page or dialoguing with NACADA colleagues about issues.

More information about advising software for registration as well as career and personal development assessments faculty can use with students during advising

Women in leadership positions seminar.

?

Not sure

none

Outline of career ladder setups from similar schools with detailed descriptions and history.

N/A

Can't say, I think availability of resources and services is an organizational strength.

?

n/a

Ability to view the films or any DVDs before we decide to purchase, either at the conference or by a loaner system. My school feels it is a big investment and wants to know what they are buying first.

Career latter is really an engaging idea.

Formal critique of articles before submission. Regional conf sends a winning presenter to the national conf with full expense covered. Good to have three winners ie. 2nd place could cover flight cost,3rd place cover registration

None. I am very pleased.

can't think of any

Data on workload for advisors at various institution types and sizes

Reporting of institutional data on adviser compensation, advising models, etc.

NA

n/a

None.

Not sure.

Speakers bureau where members agree to speak at other members' campuses on particular topics at a reasonable rate.

None

online access to personal info re: NACADA activities (e.g., commission affiliations, presentations, awards, etc.)

A variety of options for online or server-based advising tracking,notes, scheduling (would need to be changeable to work for different offices and have different options for people on different computer systems -- i.e. Banner).

More robust collection of surveys for use in department. Most are just links to other campuses

Salary surveys

resume critiques at conferences,

Can't think of anything.

unsure

I am too new to my position and to NACADA to comment.

1. Professional Development opportunities customized to my need 2. A consultant who would work with the institution to implement career ladders 3. Print resources for distribution to advisors as part of the professional developmen

Concise, updated, theory base, faculty advising pocket advising handbook

can not think of anything

more details on salary comparisons for all levels of advisement

Network and services specific to Canadian advisors.

advising of adults in non-traditional (i.e., cohort) programs

National learning goals for academic advising.

I have found NACADA to be wonderful in regards to providing necessary resources. I do wish we could conduct the summer institute on our campus for just our campus. A mini workshop/consultation.

1. Free webinars 2. An online forum on the homepage 3. An online directory of all NACADA members with contact info (broken down by state or region, for networking)

bulletin board/online discussion (perhaps just for each region)

Do not know at this time

N/A

n/a

Technology's impact on campus and how it effects advisors and students.

More for senior administrators.

I think NACADA does an outstanding job of providing resources and services. I wish, as a public college in Florida, we had more resources to take advantage of what NACADA has to offer. Budgets are very tight.

Unknown

don't know

Advisor Training as a service, blog for Advisors, current news/events for Advisors.

None In response to question 18 below - I am already involved in research related to academic advising ranging from writing an article to statistical reports from services offered in our office.

NACADA provides so many resources that I can't think of any additional ones at this time.

unsure

I find existing NACADA resources and services to be very useful.

wow - I haven't yet plowed through what you do have!!!

informal gatherings by region conferences at varied times in the year to allow for all folks to attend. In particular, institutes offered over spring or winter breaks

n/a

I think NACADA provides a wealth of resources.

not sure

Can't think of any.

Institutions using professional advisors Size and scope Pay levels by type of institution suggestions for campus training programs Evaluation tools

At this point, none.

N/A

1. Regional offerings of workshops/institutes (multiple offerings in multiple regions) 2. Collaborative workshops/institutes for sharing information between institutions, 3. Accreditation of Advising Programs

More time to review NACADA's wonderful resources.

n/a

Info on career ladders at other institutions, purpose, how well it works, costs, value to institution in measurable ways.

This is my first time participating in the NACADA conference therefore, I'm don't have enough knowledge about the organization to comment on this questions at this time.

none

Job Postings

It would be great if NACADA had an advocacy unit to advocate for advisors at the national level, challenging institutions to acknowledge excellent advisors (\$\$\$)

I find that the resources available are extremely helpful. At this moment I can not think of anything additional that would expand the wide variety of resources.

The outcomes of the career ladder survey and trends that are occurring nationally

I am relatively new to advising so all info I receive is valuable.

Can't currently think of anything.

uncertain what you currently offer, so cannot answer

I'm not involved enough with NACADA to be able to answer this question.

I love everything NACADA offers. Have been at 3 institutions and different pieces have been useful in different settings.

not sure

Not sure. I have not been too involved in NACADA.

Instant Message capability. I am online at my office daily and think it would be great if seasoned advisors/admins were accessible that way. I would happily field any question myself...

None noted at this time

NA

low cost professional development that could be done on campus (limited budget)

None that I can think of.

Salary Scales Space to post questions so others can see - even if not in that group/listserv - Message Board type

not sure at this time.

I am new to NACADA and learning what resources are available.

joint programs with similar educational organizations such as NACE, NASPA or ACPA

Ways to support professional growth and development of advisors in a very flat organizational structure.

Easier access to conference presentations and Powerpoints. We no longer have money to attend the national conference.

/

Not sure- I find NACADA a wonderful resources

I am happy with all the resources currently available.

Am satisfied with NACADA services. Maybe more help with academic advising research.

Provides what I need if I would take time to really use it all.

conference

I honestly cannot think of anything at this moment.

Advising guides that I can download, specifically address class years.

I think there are plenty of services to utilize.

Assistance in promoting a career ladder for advisors. Samples of career ladders in use. A strong focus on advising in nursing programs.

A more robust community for specific institution types. Listservs seem to be the only form of community and generate a lukewarm response at best. Mentorship opportunities among different job titles would be appreciated.

I don't know yet; I am a new member.

Mentoring of mid-level administrators, particularly in areas related to leadership development

I find NACADA to have extensive resources

NACADA is an excellent resource.

None, I am satisfied with the services provided.

?

Financial support for presenters at conferences.

Perhaps a service that pairs those aspiring to rise through the ranks with a mentor.

Current resources from NACADA are already more than I can cope with.

Career ladder descriptions with salaries

The two additional items I can think of are more research and information regarding the uses of and benefits of the various forms of advisement models and stronger regional conferences.

Since our Academic Advising Center is so new we are in the process to research on how we can better serve the student by having this office.

I am happy with the current resources available but need more time in my new job to may use of them!

I have found NACADA services quite useful and can't think of anything at this time.

Not sure. Need more discussion on the subject

no response

New member. Not familiar enough yet.

not sure

None

Education for HR depts on professional advising & what it is Definitions & support for graduate program advisors Universal language in surveys (eg. no use of the word "campus", inclusion of stand-alone graduate schools, etc.)

newer member: no comment

N/A

To new to the organization to answer.

none

Development of an undergraduate, and a separate graduate, assessment instrument for academic advising.

More comparisons by insitutional type.

All the services in NACADA are sufficient.

Resources seem fine.

First Year Experience is new on my campus, I would like more information on it. A session at conferences. I have no staff, no budget. Monies come from Student Affairs.

I don't think NACADA is missing anything.

Other than attending the conferences, I'm not active in NACADA, so I'm not in a position to comment. Perhaps more mini "drive in" conferences offered via the Regions that allow a 1 day or half-day prof. development opportunities.

Not sure

n/a

I am a relatively new member and have just begun using resources available. I would like to see more attention paid to advising at the graduate level.

cannot think of any

NACADA resources are adequate and useful

New to position - 1 month

Some sort of formal certification.

not sure

Not sure.

Salary surveys updated

None

???

Unknown

After this survey, more information on career ladders More help with non-traditional students

NA

UNK

more data on advising structures at other schools; we gather our own data effectively

NACADA meets my needs.

Don't know

I've always found everything I need in what NACADA currently offers.

I have found NACADA to have everything I have needed.

I don't know at this time.

1. Advising strategies for adult learner (nontraditional) students 2. Available new advising technologies 3. Information to use on my campus in getting salary increases for advisors

I haven't gotten a chance to look through due to registration beginning and getting students enrolled.

n/a

An updated survey, nationwide, describing advising models, career ladders, education and experience required, salaries by type of institution.

None that I know of...

More programming for the "seasoned" advisors and easier access to information and/or different types of resources such as: outstanding retention programs

Not sure

none

not sure

NACADA provides what I need

None.

Not sure

More advising literature than takes into account international comparative approaches

Wiki

I can't think of anything at the moment...

Strategies on dealing with challenging staff members(Professional Development Series)

Not sure how to answer this question since I believe NACADA does a great job of reaching out in all sorts of important ways to its membership.

I think it would be useful to have NACADA sanctioned assessment examples at our disposal.

Information on the organization/career ladders for professional staff are set up in medium-size public universities/colleges

I'm really not sure.

None that I'm aware of.

Formal assessment model. Lots of information assessing advising but a formal model does not exist.

Prof dev for university-wide advising administrators. To my knowledge there is not much offered for folks who have responsibility for advising on the entire campus (promoting consistent advising practice and assessment campuswide)

More strategies on counseling first generation students.

PERSIST

1) A Chart which would assist institutions to adopt a career ladder. 2) Providing workshops for administrators for different tiers of schools, e.g. research institutions, and teaching institutions, etc.

N/A

Not sure yet since I'm new.

Delighted with the formation of a new returning veterans group! We all need to prepare for this group of students.

na

Mentoring program Academic advising resources webinars

Advisor training outlines/programs

Promotion of Academic Advisors

Assistance in helping advisers to accept both their role in their own college as well as a part of a main advising office located on campus

the establishment of criteria for a career ladder

Dialog with others or resources on issues regarding dealing with decreasing budget dollars and how to choose what to cut, how to say "no" to VPs with unfunded directives, how to maintain morale without conference funds.

none

I'm pleased with what NACADA has to offer at this time.

None. NACADA provides a wealth of information.

NA

Can't think of any

n/a

1. easier way to find information relevant to our program 2. breakdown into types of advising programs 3. more of an e-mail network/ listserv if you can't attend events

All set. So far, there hasn't been anything I needed that I couldn't find through your website, publications, or conferences/institutes.

N/A

NACADA consultants to visit a campus and assess effectiveness of current advising structure and recommend improvements.

Automated emails

Advisor Registry i.e. Registered Professional Academic Advisor

none that I can currently think of

Not sure

At this point, no sure.

can't think of anything

1. Make handouts from regional and national conferences available online to advisors who could not attend.
2. Make webinars and other electronic services available

N/A

None

not sure

Not sure

none

Can't think of any at this time

Open access to archived journals for research. We already pay membership dues. It should include the journals.

None

We use NACADA resources constantly. They are wonderful. The web site is great. Publications & webinars excellent especially when travel funds have been cut.

We need something to help us present to central administration and other systems the differences in job requirements and qualifications that will support a sound career ladder for advisors at our university.

ability to register and pay online for NACADA events ability to buy NACADA resources online and have them shipped to me downloadable resources

To date, we have been able to find what we need through NACADA.

NACADA is great! I attribute a lot of our success to the fact that my staff and I have been able to attend institutes, etc...I cannot think of any that are not covered.

You are doing a great job

Scholarship money for people in NACAD to advance in their job.

Mentoring.

none that i can think of - NACADA is a great resource

Not sure

None at this time.

Don't know

You provide a wide variety of services, I rarely have time to access what you do provide.

None

none that I can think of

Do not know at this time; a new NACADA member.

more info about career ladders being used in other institutions.

As a new member, I have little knowledge of the limitations at this time.

Crisis intervention programs

advising as it relates to the culture of college and non-traditional students

I am typically able to find the resource information I need. Would like to see more about administering a campus-wide advising program that is faculty based.

It would be nice for administrators that have multiple areas of advising responsibility to be able to join more than four commissions/interest groups.

nothing comes to mind

nothing i can think of

NA

Not sure.

Don't know.....

not sure

A scale for advisors, our advising salaries are very low and we have no benchmark or guidelines. A "list" of advising requirements. What do you need to be competent in to progress in the profession

we need faculty centered programs.

A clearinghouse of accredited on line institutions that offer higher level (masters, Phd) degrees in counseling/advising, etc

regional salary comparisons

Not sure, since I have not been able to utilize many of the NACADA's activities due to conflict in schedules and costs.

Perhaps salary survey data that is region specific.

I no response.

Mentoring, Visiting other campuses, and position specific training

We are not able to take advantage of resources or services at this time.

I think NACADA does a fantastic job as is.

The director of advising would be able to better answer this.

I think NACADA is very helpful

A model online Academic Advisor training course that could be customized for local use.

services feel complete

Reducing the financial cost or providing more financial assistance for folks to belong to NACADA, attend conferences.

Best Practices in public universities and a national/state standard for the number of stud. per academic counselor or reasonable case load.

I can't fully answer this as I have not tapped into NACADA's resources enough

I'm not sure

NONE

None

I love your materials and have attended your conference and a summer institute. All have been helpful. Thank you.

Long term investing for retirement. Incentives/encouragement for mentoring Ph. D. work. Fervently advocating for advisor rights at colleges and universities.

Not really sure what is available. However, I'm interested in Professional Development.

More on Graduate Advising.

I'm still new to NACADA, so I don't have much input here.

not sure

evaluation tools for academic advisors

Although we have a a listserv I never see anyone actually discussing advising issues online. It would really be nice to use it for consultations.

NA

Employee advocacy for professional staff employment rights Recommended ladder models Lobbying

NA

NACADA is a wonderful resource and we find everything we are looking for on its site and attending their workshops.

Not currently aware of any.

State (peer) networking Noel Levitz Individual researc - web, periodicals and other publications

None at this time

No idea

Training material is not on DVD's Why not? More group advising training material.

salary information for positions in like institutions

I am very happy with the resources available.

N/A

none - have not been a member long enough to know what is really available

I don't know

Not sure at this time...would have to give it some thought

I can't think of anything. I'm very satisfied with NACADA services.

N/A

N/A

Central bank of research data for use in comparing between institutions.

Expanded resources regarding the use of new technologies to promote academic advising. This issue needs to become a prominent focus of the entire organization, not just the Advising Technology commission.

scholarships/grants for conference attendance.

Faculty Advising track and all the support that goes with this.

No response

none

I'm new to NACADA and don't yet have an idea of the full range of services offered.

I'm not sure.

Not sure

I can't think of any at this time.

This questions isn't clearly defined. Useful for career ladders or just in general?

NACADA is a wealth of information and very helpful in all aspects of advising.

NA

uncertain

none

Don't know.

Broaden online access to current resources Addition of local chapters Certification process

On line system for evaluation of advisors (faculty etc)

I find NACADA satisfies my needs in advising.

All Set here

unsure

More peer reviewed articles?

Unknown

do not know

not sure

The existing resourcess are very comprehensive.

--

NA

1) Establishment of Regional NACADA Consultants/teams; 2) NACADA online (hardcopy) newsletter (quarterly, annual) directed to institutional leaders to showcase the profession's accomplishments;

I cannot think of any.

N/A

no ideas

Not certain. NACADA currently is very inclusive and addresses the majority of services of most critical value/interest for me personally/professionally.

more \$ for smaller colleges that have "no" funds for NACADA or refuse to send people!

Management training

training for non U.S. universities and colleges

I think most needed resources are covered by NACADA. Current training videos would be helpful, but I'm aware you've released new materials.

Assesment of operation

None

N/A

Is mentoring available? Otherwise I am satisfied.

More regional trainings

I am satisfied with the services and resources that are available.

don't know yet

NA

NACADA provides enough resources and services, more than I can find time to use.

NA

I cannot think of any at this time.

[Hide Responses](#)

Question 18

Would you like to learn how to conduct research related to academic advising?

Yes		486 (47.37%)
No (skip the next question)		252 (24.56%)
Maybe		200 (19.49%)
N/R		88 (8.58%)

Question 19

In what venue(s) would you prefer to learn how to conduct research related to advising?

Institute Model (intensive 2.5 days)		178 (17.35%)
Day-long session within a regional or annual conference		271 (26.41%)
An on-line course offered by NACADA		334 (32.55%)
Pre-conference session at a regional or annual conference		234 (22.81%)
Other:		23 (2.24%)
N/R		318 (30.99%)

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Question 20

Please rate the importance of each of these statements to you as a member. [1 being the least important and 5 being the most important]. **It is important that the NACADA Board ...**

20.1 It is important that the NACADA Board... Identify strategies to increase the benefits of membership beyond those that already exist.

Not important		46 (4.48%)
Somewhat important		156 (15.2%)
Important		318 (30.99%)
Very Important		258 (25.15%)
Vital (the most important)		137 (13.35%)
N/R		111 (10.82%)

20.2 It is important that the NACADA Board... Maintain the affordability of membership in NACADA to individuals in all membership categories.

Not important		9 (0.88%)
Somewhat important		36 (3.51%)

User Responses

[Close](#)

In what venue(s) would you prefer to learn how to conduct research related to advising?

- Monograph
- print material
- Institute model but shorter
- did my diss on advising
- purchase text before session; combine with online instruction
- Webinar
- n/a
- we're currently doing so
- Day-long session regionally based
- no preference
- n/a
- Paired with a qualified mentor
- UNSURE
- this is being done already
- Webinars
- What kind of advising research are you referring to?
- Any except the institute due to increased travel costs for a separate meeting.
- I would want to talk to our department and see if anyone else has buy in first
- None at this time

- Online w/ regional conf component

- webnair

- Webinar

- session during a conference

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Important		119 (11.6%)
Very Important		333 (32.46%)
Vital (the most important)		424 (41.33%)
N/R		105 (10.23%)

20.3 It is important that the NACADA Board... Develop a "leadership ladder" within the association.

Not important		67 (6.53%)
Somewhat important		178 (17.35%)
Important		343 (33.43%)
Very Important		242 (23.59%)
Vital (the most important)		84 (8.19%)
N/R		112 (10.92%)

20.4 It is important that the NACADA Board... Conduct a review of organizational capacity with regard to NACADA initiatives [i.e, study if there is a point where NACADA might become too big].

Not important		79 (7.7%)
Somewhat important		211 (20.57%)
Important		368 (35.87%)
Very Important		190 (18.52%)
Vital (the most important)		65 (6.34%)
N/R		113 (11.01%)

20.5 It is important that the NACADA Board... Develop a leader mentoring program for new Association leaders at all levels.

Not important		20 (1.95%)
Somewhat important		124 (12.09%)
Important		333 (32.46%)
Very Important		321 (31.29%)
Vital (the most important)		116 (11.31%)
N/R		112

N/R (10.92%)

20.6 It is important that the NACADA Board... Implement the leader orientation program currently in development.

Not important		19 (1.85%)
Somewhat important		121 (11.79%)
Important		360 (35.09%)
Very Important		320 (31.19%)
Vital (the most important)		88 (8.58%)
N/R		118 (11.5%)

20.7 It is important that the NACADA Board... Develop a set of financial policies and practices for the association.

Not important		19 (1.85%)
Somewhat important		114 (11.11%)
Important		339 (33.04%)
Very Important		290 (28.27%)
Vital (the most important)		154 (15.01%)
N/R		110 (10.72%)

Question 21

In your opinion, what one **issue NOT mentioned** in the preceding question should be a NACADA Board priority? (note: the software limits your responses to 232 characters).

[Hide Responses](#)

Professional advocacy that can be taken back to the member institutions. NACADA is huge and should be a source of increased leverage on adviser qualifications, adviser certification, and institutional advising standards.

None

Develop communication or marketing to make the organization more important to senior leadership on campuses. No teeth with NACADA currently

Develop additional venues or opportunities for prof. to get to know each other. For example, can I be introduced (virtually), to someone who is at a similar institution so we can use each other as a prof. resource.

none

Establish a skill set training program for advisors that may be offered at every institution, by that institution - a core package that an administrator may make use of, rather than paying money out to Kansas State U.

elimination of the "cronyism" at the regional level where certain institutions try to take over everything.

More opportunities and emphasis on small, private institutions. Often the single professional administrator at our institution, we could use all of the support that we can get.

Empowerment of its commissions

Working with HR Departments at member universities to implement a reward mechanism for advising excellence and career advancement.

Making materials more affordable

Public Relations! Educate the general public (and even media and government), not just academic advisers, on the multi-faceted and critical role of advising in higher education. We're preaching to the choir ONLY!

The association needs to take a lead in developing recommendations in this area that could assist university leaders in professionalizing advisement practice.

Continued commitment to strategic planning, including reporting progress/outcomes to members.

maintain website....revise to make more user friendly. Many broken links. Have one listserve NOT fifteen to join

Strengthening the Commissions.

Incentives for people to become more involved in leadership, esp. those who work at smaller colleges

none

Encouraging diverse members to become NACADA leaders.

n/a

Develop a response to the results of the organizational capacity review. If we become too large to retain the "local" feel, how can we best address the need for the participatory inclusion that has been so important in our growth.

?

n/a

Keeping the conferences affordable for all members & possibly offering free registration to those members that take on additional responsibilities to help in organizing & running the conference.

a way of providing more attention to presenting orientation to, understanding of and services for diverse student groups

Research

n/a

-

I don't know.

NA

none

n/a

None.

Not sure.

Teach advisers how to promote the value of advising to upper administration; and promote it themselves on a national scale.

None

Retention.

Quality of programming should be addressed. The Webinars are not fabulous and often very simplistic/basic info. The conference sessions need some quality and more research-base.

Can't think of anything.

not sure

Keep the conferences innovative and offer if possible new topics at the conferences. I understand that this might be difficult based on the topics that the members submit to present.

Explore alliances/exchanges with discipline based organizations to promote advising.

Sorry, no insights today

none

Expanding outreach to parts of institutions that are not primarily associated with formal advising .. with the assumption that advising has many layers and levels and none of us is exempt from advising as long as there are students

can not think of anything

Newsletter information focuses on longtime advisors, provide some basic articles for new advisors, too.

Promoting the value of advising and professional development across all institutions.

Help with the assessment of advising learning goals.

An important issue to address is how to keep talented academic advisors in the profession, since many end up being promoted into administrative positions that are not exclusively focused on academic advising.

Nothing to add

Outreach to senior higher education administrators - teach them about NACADA and raise the profile of our profession as a whole.

Making sure that voluntary leadership within NACADA isn't always the same people recycled

No opinion at this time

n/a

not sure

Credentialing the title Academic Advisor and establishing a set of professional duties, so that administrators won't steal them for other non-advising tasks.

Development of new academic advisors. Training is always an issue, and professional development is critical. Perhaps develop online modules?

Continue to provide resources to conduct research and validate the profession

Take into consideration the size of the exec office staff and if it is adequate to serve the large membership and the many volunteers in the regions who provide programming throughout the regions.

develop an awareness or record of Advising statistics (ex. # of Advisors per institution or student population, qualifications, salary, responsibilities - perhaps grouped by state, region, etc.)

The overall satisfaction from all services and resources of the NACADA members.

Deveoping more scholarships for members to attend that national conference.

not sure

Keep maintaining a research presence in academia to further advising as a teaching profession!

n/a

Develop a seperate community college track. When community college people talk about our issues, we get dull stares from the university people. Since we don't mix well we should go ahead and have our own track and meetings.

Push for more institutional affiliation and recognition.

Decentralizing the organization so staff can be employed across the country.

Monitoring and reporting advising caseloads among different types (i.e. public doctoral) of institutions.

Have a more inclusive leadership program that is not limited to any one group of people.

none

none

Work to increase awareness of the Association on non-involved colleges and universities.

Everything about our situation here is strapped. It limits our ability to be involved in NACADA. Sometimes NACADA feels out of touch--advising syllabus? Many students can hardly read!

Identify what makes a good NACADA leader and share that with the membership.

Reducing conference fees so that professionals can continue to participate in tough budget times.

Not at this time.

Don't know of anything.

None

Incorporating Canadian issues and non traditional educational programs in more ways.

Develop promotional pieces and provide sufficient services to attract faculty advisors to NACADA membership.

not sure

I feel like I do not know enough about the NACADA Board to give informed answers. Not necessarily because you're not putting information "out there," but I have not made time to read your information closely because of time issues.

No perceived issue at this time

NA

20.3 Develop a leadership ladder or certification.

don't know

How do you keep good people in your organization professionally engaged when there is no institutional mechanism for advancement?

helping advisors learn how to impact their institutions' interactions with state, local, and national legislators

Collaborative activities and programs with other related organizations/associations

That the Board realize that Community Colleges should be treated as equally as important as the 4 year schools and not be discriminated against in submitting proposals, serving on the Board, etc.

/

I think if NACADA is going to get cutting edge people to present current research as keynote speakers the policies (regulations if they have a potential for profit) need to be reevaluated.

No applicable.

Help with research and ways for academic advising to gain respect on campus as a vital resource for student success.

none

Again, I don't know as I am a new member.

I think the ones mentined above are the top priorities NACADA should work on.

ethical leadership and supervision

Not applicable.

None, they are good questions.

?

Providing conference organizational support beyond the volunteer level.

Staying on the cutting edge of advising issues and strategies.

Relationship between regional and national leadership and leader development.

?

None

Not sure. Needs more discussion on the subject

no response

It is important that NACADA consider how student development is affected by different types of academic advisors on campus and help support research in this area.

n/a

none

Most important task of the Board is providing vision and constant review of Strategic Plan

N / A

IDENTIFYING ISSUES THAT RELATE TO THE ACTUAL ADVISOR AND THE STUDENTS THEY WORK WITH-

Examine who should be considered an Advisor and who should be able to become a member. Campuses are allowing secretaries to do advising, especially with financial concerns. This is a problem. How will NACADA deal with this.

to new to respond.

Delineating the difference between NACADA issues and current leader issues. NACADA should identify the issues to be pursued as an association.

None.

Again, I believe NACADA has served as an excellent resource for our advisors. I hope the information regarding "Career Ladders" will be helpful in our "cause" of helping advisors make a career out of helping students.

None to offer.

I don't see any

Consider some cross programming? With NASPA or other broad student services organizations? Bring some related programming into the conferences to broaden horizons? More info on how to contribute to the journals, to be published?

Not sure

cannot think of anything else

Please revisit the dates of the national conference. The early October date is during the first week of classes for many institutions on the quarter system. This limits attendance and sends a message about our value of participat

N/A

not sure

unsure

How to get faculty involved in the association who are not professional advisors but do advising.

n/a

No response.

Continue and expand external collaborative initiatives with other professional education associations and

informational initiatives with State and federal legislators/legislatures

(1)20.4?? (2)Who should run the association - Brd of dir or exec office? Where's acctability?(3)shld all institution types be rep at brd level? (4) the system of rising onto the brd is insular. (5) brd chair is figure head

None

NA

no response

None

Discover how to increase conceptual importance of advising to non-advising educational administrators. Make credibility & usefulness of advising profession a publicized/marketed concept (to an even greater extent, a la AACRAO)

While leadership development is important, I honestly think NACADA does it well now, so it's not that we are messing up already and need fixing. We always need more and better leaders. NACADA has done great getting me involved.

not sure

none

What are some of the things 1st time advisors can do as far as implamenting a career ladder, strategies that will help the new advisors and so forth

N/A

I really don't know enough about the organization to comment.

Keep past presidents active and part of the process.

20.2 It is important that the NACADA Board... Maintain the affordability of membership in NACADA to individuals in all membership categories. This will continue to allow more people to participate.

The Board is already doing all of the above....

none

not sure

NACADA is right on target; if anything it needs to prepare for being larger, not limit its scope. Increased membership should be a priority

None

Finding ways to reach out to colleges that lack dedicated academic advisors and cannot afford large advising operations.

I'm not sure.

Extending itself to key administrative officers in colleges and universities around the country to impress upon them the vital role advising plays in students' overall success and persistence.

Examining how becoming an international organization will change NACADA's identity.

None

Increase research in advising

offer two national conferences annually where members can only attend one

It is important that NACADA continue to reach as many higher educational institutions as it can.

N/A

none

na

The internationalization of NACADA

No response

Develop a written policy concerning the promotion of materials (books, monographs, etc.) written by NACADA members, including board members. Seems to be some confusion about this.

Reorganization of current board structure to allow significantly more opportunities for leadership within NACADA. Current structure limiting Pres and VP to sitting board members, is far to limiting, & inconsistent with similar orgs

none

NA

Can't think of any

I have 2 issues. 1: Make the timing of the national and regional conferences not occur days before or during the busiest time of year for academic advisors. 2: Offer more conference sessions on topics relevant to small colleges.

Offer "scholarships" to colleges (such as my own) without many funds for research and/or professional development. We could use an advising assessment and I would love to have Wes Habley come take a look at our operation, but no \$.

Nothing to add at this time.

None

None.

see 17

Not sure

I think most important items have been covered.

none

Can't think of any more.

I think NACADA is a great organization (and I've belonged to a few others). You are already excellent. I would do good to keep up with your current offerings.

N/A

none

n/a

promote on campuses the importance of professional, trained advisors (and a definition of "trained"

Continuing to work on professional development of their members

None

I would like to see increased activities at the state and regional level. The National conference is simply outstanding, but budget restraints will not allow our staff to participate this year.

Help advising administrators develop advisor professional development opportunities/programs for our units.

If getting bigger happens, in what ways will NACADA need to change to embrace the increasing size of the academic advising professional workforce? How can that cap

NA

I cannot think of any.

You are still doing a great job

I would like to see NACADA reach out to smaller colleges to recruit leaders...at times I feel that those in leadership positions are somewhat clicky and don't let new folks in...i.e. too many inside jokes (who-hoo)...

--

Training new advisors on standard advising practices or having programs available for institutions to implement

not sure

I don't know

N/A

Continue offering training and online information to help individuals/groups become better advisors.

Can't think of any.

Focus on study abroad advising

See response to question 17

Increase the availability of previous research or best practices at no or low cost.

none

n/a

nothing comes to mind

none

NA

Don't know....

nothing I can think of.

na

We struggle with enough staffing and justifying positions. This fit with the financial policies.

Everything seems to be covered.

More explanation of how to get more involved in membership at the regional level.

No response.

I am a new member of the association and have been to a couple of ITV trainings but they really didn't speak to my area of Professional/Technical arena. I would like to have more information on assisting first generation students

nothing is left out from my perspective

none

Don't forget the "little" schools that run their programs on a shoestring.

Represent the necessity of advising to help students accomplish their academic goals at the state and federal levels.

professional benchmarks that may lead to increased respect, \$\$, job satisfaction, etc.

Responded above

It is important that the various regions share more information with their member colleges.

None

Don't know at this time.

I think you are doing a good job. No further suggestions at this time.

None.

Develop a white paper on the disenfranchisement of advisors on the college campus and direct it to all presidents of member institutions.

best practices of academic advising

The recruitment of more advisors and administrators of color to its Board.

NA

Increased pay and status for professional advisers.

Not currently aware of any.

None at this time.

Recruitment of Community college academic advisors.

No idea

Can't think of any at the moment.

promotion of academic administration's importance to Higher Ed.

Unknown at this time

N/A

none - have not been a member long enough to know what is not mentioned

continue as a great source of reference material for professional advising

Don't know.

Can't think of anything at this time.

N/A

N/A

Promote professional advising through professional advisors!!!!

No response

Promote advising through more venues, such as publishing in other journals, encouraging blogging, reporting research findings with press releases, etc.

I believe you covered important issues.

Any 501(c)3 board exists for two primary reasons: governance and fundraising. Most of these other areas outlined above seem to be the scope of the NACADA administration, subcommittees, etc vs. the executive board.

Maintain the focus of advising as a key and integral part of student progression and success! Keep up the good work.

NA

none

N/A

None

Items covered

unsure

Priority to maintain the wonderful institutes and publications

None

do not know

not sure

No opinion.

Diversity and multiculturalism

N/A

More on line training for both new and experienced advisors.

broaden awarness of organization benefits & membership among two-year institutions

no ideas

Your doing great, out college just doesn't allocate funds!!!!!!!!!!!!!!

Identify strategies and initiatives that assist Advisors to climb the "Leadership Ladder", either at their College or withing the Association.

Recognize and develop international initiatives

Hard to say at this point.

Continue with initiatives such as the advising career ladder research.

N/A

N/A

None

I am new to the Association, so cannot say.

Standards of practice. It would be even more beneficial at the institutional level to be able to have some standards for practice or have a system to really highlight models of practice that have empirical validity.

No response

NA

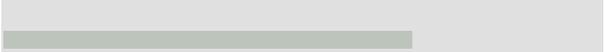
No response.

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Question 22

My Gender is:

Female		699 (68.13%)
Male		239 (23.29%)
N/R		88 (8.58%)

Question 23

My age is:

Under 22		0 (0%)
22 - 29		27 (2.63%)
30 - 39		207 (20.18%)
40 - 49		237 (23.1%)
50 - 59		346 (33.72%)
60 - 69		115 (11.21%)
70 or over		3 (0.29%)
N/R		91 (8.87%)

Question 24

The highest degree I have earned is:

Associate degree, some college or no college		8 (0.78%)
Bachelor's		91 (8.87%)
Masters		544 (53.02%)
Educational Specialist or ABD (all but dissertation)		60 (5.85%)
Ph.D., Ed.D., J.D. or equivalent		233 (22.71%)
N/R		90 (8.77%)

Question 25

To which racial or ethnic group(s) do you most identify? Mark more than one if applicable. (Note: categories are defined by the federal government)

African American (Non-Hispanic)		82 (7.99%)
Asian/Pacific Islanders		15 (1.46%)
Caucasian (non Hispanic)		754 (73.49%)
Latino or Hispanic		39 (3.8%)
Native American, Aleut or Aboriginal Peoples		5 (0.49%)
Other:		24 (2.34%)
N/R		107 (10.43%)

[View Other Text](#)**Question 26**

User Responses

Close

To which racial or ethnic group(s) do you most identify? Mark more than one if applicable. (Note: categories are defined by the federal government)

- Human

- No Response

- No Response

- Caucasian and Latina: wouldn't allow more than one category selection.

- No Response

- human

- No Response

- Chinese

- No Response

- No Response

- Black American

- East Indian

- No Response

- Metis I tried to mark Native/Cascasion but you can mark only one this should be fixed

- Native Hawaiian

- Latina & Native American (Navajo)

- No Response

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I marked more than one racial or ethnic group listed above.

Yes		17 (1.66%)
No		856 (83.43%)
N/R		153 (14.91%)

Question 27

As an advising administrator my current **Gross Salary** is:

Under \$25,000		5 (0.49%)
\$25,000 - \$29,999		3 (0.29%)
\$30,000 - \$34,999		10 (0.97%)
\$35,000 - \$39,999		20 (1.95%)
\$40,000 - \$44,999		72 (7.02%)
\$45,000 - \$49,999		86 (8.38%)
\$50,000 - \$54,999		124 (12.09%)
\$55,000 - \$59,999		90 (8.77%)
\$60,000 - \$64,999		91 (8.87%)
\$65,000 - \$69,999		75 (7.31%)
\$70,000 - \$79,999		115 (11.21%)
\$80,000 - \$89,999		85 (8.28%)
\$90,000 - \$99,999		25 (2.44%)
\$100,000 and above		60 (5.85%)
I am not an advising administrator		46 (4.48%)
N/R		119 (11.6%)

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- End of Survey -

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