CLIMB TO NEW HEIGHTS WITH AN ADVISING CAREER LADDER

OCTOBER 8
4:30-5:30PM
ZOOM ROOM 4

*Advising Administration Community Sponsored Session

NACADA 2021 Annual Conference

Dr. Jessica Simmons
Jenna Nobili
University of Central Florida

UCF
Introduction

Dr. Jessica Simmons
Assistant Dean of Students
College of Nursing
Introduction

Jenna Nobili
Training Manager
Advisor Training and Development
Session Agenda

• Scope: UCF and the Advising Community
• Advising Career Ladders: History and Benefits
• Career Ladders at UCF
  • Timeline and Implementation
  • Job Families and Job Descriptions
• Advisor Training and Development
  • Foundation to support your Career Ladder!
• NACADA Core Competencies
  • Basis for advisor training and development
  • Incorporation into Career Ladders
University of Central Florida

- Main Campus: Orlando, FL
- Fall 2020 Enrollment: 71,948
  - 61,456 undergraduate enrollment
  - 8,125 First-Time-in-College enrollment
- 11 academic colleges
UCF Advising Community

• 2020: Classification and Compensation Project finalized
  • New Advising Career Ladder launched

• Advising Community structure reorganized in 2020
  • Student Success and Advising unit created
    • Advisor Training and Development Team created
  • Advising is decentralized (occurs at college and department level)
    • Knights Major Exploration and Transition Center
    • Supplemental advising offices
  • 20 new academic advisor positions created to support colleges
  • Student Success Coaches (online, transfer, transition, peer)

• 140 full-time professional academic advisor positions
• 300+ in broader advising community (campus partners, coaches, etc.)
Advising Career Ladder Research

• 2008 NACADA Career Ladder survey
  • 971 advising administrators surveyed
  • 75% agreed that career ladders are important for advisors
  • 12% reported using a formal career ladder

• 2011 NACADA Survey of Advisors
  • 10% reported existence of career ladder for professional advisors

History of Advising Career Ladder at UCF

- Pre-2008
  - Coordinator, Academic Support Services
- 2008
  - 2 Levels – Coordinator, Academic Advising Services I & II
- 2020
  - 4 Levels – Academic Advisor 1-4
  - Additional Families added for Coaches and Student Resource Specialists
Benefits

• Enhance visibility and professionalism of advising on campus
• Improve the understanding of the role of academic advisors
• Address salary deficiencies and inequities
• Clarify job titles, descriptions, and functions
• Advisor satisfaction increases and retention of employees increases
• Advisors stay longer, gain more experience, offer continuity of service, and have lasting relationships


Challenges of Career Ladder Implementation

- Inconsistent role boundaries and responsibilities
- Similar positions like coaching, student resources, advising
- Inconsistent titles
- Lack of standard recognition and affirmation of profession
- Varying backgrounds and experience of advisors
UCF Career Ladder Planning Timeline

• October 2017 – Planning Task Force Started - Team included Advising Directors, Advisor, Assistant/Associate Deans, Faculty, Career Services Director & HR Manager
  • Created job responsibilities survey of campus academic advisors and compiled spreadsheet
  • Identified and drafted multi-level advising professional development plan
  • Identified differences in job duties between Coaches and Academic Advisors

• January 2018 – Jessica Simmons and other Assistant VP assigned as Subject Matter Experts for Advising Job Family for HR Classification and Compensation Project
Timeline Continued

• April 2018 – Final Report submitted by Task Force
• June 2018 – Task Force met with Sibson Consulting Firm
• 2018 – Task Force met to identify career ladder positions
• 2018 – Advising Directors and HR Liaisons reviewed each advising position
• 2019 – Task Force Drafted Job Descriptions
• 2019 – Employee mapping conducted to ensure equity across campus
• Fall 2019 – Changes to existing job classifications & salary adjustments
• January 2020 – Final Job Classifications & general descriptions submitted
• July 2020 – Final Job Classifications & general descriptions published
Advising Job Family

- [https://hr.ucf.edu/current-employees/compensation-information/advising-job-family/](https://hr.ucf.edu/current-employees/compensation-information/advising-job-family/)

- Job Families are positions grouped together by common vocations/professions that have similar knowledge, skills, and abilities at different levels of the job. Thus, a job family has jobs at progressing levels defining a career path for an individual with incremental requirements of the similar knowledge, skills, and abilities.

- Job Sub-Families are sub-sets within a job family and are used to further group jobs (as of 9/1/21)
  - Academic Advising (135 employees)
  - Student Coaching (44 employees)
  - Student Resources (10 employees)
Advisor

Student Coach

Student Resource Specialist
<table>
<thead>
<tr>
<th>Advisory Job Family</th>
<th>Advisor Sub-Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director, Academic Advising</td>
<td></td>
</tr>
<tr>
<td>Associate Director, Academic Advising</td>
<td>Requires Master’s Degree</td>
</tr>
<tr>
<td>Assistant Director, Academic Advising</td>
<td></td>
</tr>
<tr>
<td>Manager, Academic Advising</td>
<td></td>
</tr>
<tr>
<td>Academic Advisor IV</td>
<td></td>
</tr>
<tr>
<td>Academic Advisor III</td>
<td></td>
</tr>
<tr>
<td>Academic Advisor II</td>
<td></td>
</tr>
<tr>
<td>Academic Advisor I</td>
<td>Requires Bachelor’s Degree</td>
</tr>
</tbody>
</table>
### Advising Job Family Career Path

<table>
<thead>
<tr>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Level IV</th>
<th>Manager</th>
<th>Assistant/Associate Director</th>
<th>Director</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advisor</strong></td>
<td>True entry level; Bachelor's degree with minimal/no experience</td>
<td>Bachelor's degree and at least two years of relevant work experience or Master's degree</td>
<td>Bachelor's degree and at least three years of relevant work experience or Master's Degree and at least one year of experience</td>
<td>Bachelor's degree and at least four years of relevant work experience or Master's Degree and at least two years of experience</td>
<td>Bachelor's degree and at least five years of relevant work experience or Master's Degree and at least three years of experience</td>
<td>Master's Degree and at least four years of relevant experience</td>
</tr>
<tr>
<td>Provides Academic/major or college guidance</td>
<td>Provides basic advising services</td>
<td>Provides basic advising services</td>
<td>In addition to advising, assists with specialty assignments such as retention initiatives, or point of contact for a project/initiative. Provides assessment/evaluation data, May train or mentor Level 1 and 2</td>
<td>Larger scope of responsibility, may serve multiple complex programs, may specialize in areas such as technology or faculty support. May function in a lead capacity, limited or no formal supervision duties.</td>
<td>Supervision and evaluation of advising professionals or solely responsible for a smaller advising unit. Managing workload. Day to Day administration of office.</td>
<td>Responsible for some activities of a large academic advising office with multiple advisors/programs/services. Supervision and evaluation of personnel. Normally reports to Director.</td>
</tr>
</tbody>
</table>

| **Coach** | True entry level; Bachelor's degree with minimal/no experience | Bachelor's degree and at least two years of relevant work experience or Master's degree | Bachelor's degree and at least three years of relevant work experience or Master's Degree and at least one year of experience | Bachelor's degree and at least four years of relevant work experience or Master's Degree and at least two years of experience | Bachelor's degree and at least five years of relevant work experience or Master's Degree and at least three years of experience | Master's Degree and at least four years of relevant experience | Master's Degree and at least eight years of relevant experience or Doctoral Degree and at least six years of relevant experience |
| Mentor students in areas such as career, job preparation, life skills, study skills from entry through graduation, non-major specific | Provides basic coaching services | Provides basic coaching services | Assists with specialty assignments or point of contact for a project/initiative. May provide assessment/evaluation data. May train or mentor Level 1 and 2 | Larger scope of responsibility, may serve multiple complex programs, may specialize in certain coaching services. May function in a lead capacity, limited or no formal supervision duties. | Supervision and evaluation of coaching professionals or solely responsible for a smaller unit. Managing workload. Day to Day administration of office. | Responsible for some activities of a large coaching office with multiple coaches/programs/services. Supervision and evaluation of personnel. Normally reports to Director. | Responsible for all activities of a large coaching office with multiple coaches/programs/services. Budget Oversight. Supervision of personnel. Strategic Planning. Assessment. |

| **Resources** | True entry level; Bachelor's degree with minimal/no experience | Bachelor's degree and at least two years of relevant work experience or Master's degree | Bachelor's degree and at least three years of relevant work experience or Master's Degree and at least one year of experience | Bachelor's degree and at least four years of relevant work experience or Master's Degree and at least two years of experience | Bachelor's degree and at least five years of relevant work experience or Master's Degree and at least three years of experience | Master's Degree and at least four years of relevant experience | Master's Degree and at least eight years of relevant experience or Doctoral Degree and at least six years of relevant experience |
| Support students in one or more specific area to enhance university success non-major specific | Provides basic resource services | Provides basic resource services | Assists with specialty assignments or point of contact for a project/initiative. May provide assessment/evaluation data. May train or mentor Level 1 and 2 | Larger scope of responsibility, may serve multiple complex programs, may specialize in certain resource services. May function in a lead capacity, limited or no formal supervision duties. | Supervision and evaluation of resource professionals or solely responsible for a smaller unit. Managing workload. Day to Day administration of office. | Responsible for some activities of a large resource office with multiple employees/programs/services. Supervision and evaluation of personnel. Normally reports to Director. | Responsible for all activities of a large resource office with multiple employees/programs/services. Budget Oversight. Supervision of personnel. Strategic Planning. Assessment. |

See current pay plan for specific minimum qualifications.
### Advisor Sub-family: Levels I-IV

<table>
<thead>
<tr>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Level IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>True entry level; Bachelor’s degree with minimal/no experience</td>
<td>Bachelor’s degree and at least two years of relevant work experience or Master’s degree</td>
<td>Bachelor’s degree and at least three years of relevant work experience or Master’s Degree and at least one year of experience</td>
<td>Bachelor’s degree and at least four years of relevant work experience or Master’s Degree and at least two years of experience</td>
</tr>
<tr>
<td>Provides basic advising services</td>
<td>Obtained knowledge, skills and abilities to function autonomously as an academic advisor for relevant programs</td>
<td>In addition to advising, assists with specialty assignments such as retention initiatives, or point of contact for project/initiative. Providing assessment/evaluation data. May train or mentor Level 1 and 2.</td>
<td>Larger scope of responsibility; may serve multiple complex programs, may specialize in areas such as technology or faculty support. May function in a lead capacity, but limited or no formal supervision duties.</td>
</tr>
</tbody>
</table>
# University of Central Florida

## Job Description

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Academic Advisor II, III, IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Code</td>
<td>A00113, A00114, A00115, A00117, A00119</td>
</tr>
<tr>
<td>Pay Plan</td>
<td>ABP</td>
</tr>
<tr>
<td>Pay Grade</td>
<td>14, 15, 16</td>
</tr>
<tr>
<td>Status</td>
<td>Exempt/Non-Exempt</td>
</tr>
<tr>
<td>Union Code</td>
<td>0</td>
</tr>
<tr>
<td>Job Family</td>
<td>Advising</td>
</tr>
<tr>
<td>Subfamily</td>
<td>Academic Advising</td>
</tr>
</tbody>
</table>

### Job Family & Subfamily Summary

- Advising Professionals provide academic advising, counseling, and related student services.
- Academic Advising Professionals advise students to assist them in making appropriate educational decisions specific to their education plan. Counsels students on academic policies and issues.

### Job Summary

Provides academic, major, or college specific advising in areas including but not limited to recruitment, major declaration, orientation, enrollment, retention, and graduation.

### Representative Duties

#### Academic Advising
- Provides academic advising to support student retention and graduation initiatives.
- Identifies and helps resolve obstacles impeding the academic success of students (or a particular subset of students for example probation students).
- Analyzes students’ academic and personal issues/concerns and provides referral/intervention services.
- Supports students in developing a required academic plan to meet graduation requirements.
- Explains academic policies, procedures, and guidelines to students in order to meet their educational goals.
- Educates students about the value of academic advisement and the importance of the registration process.
- Coordinates mentoring or specific programming for students within various academic programs.
- Guides students through college and university level administrative processes.
- Assesses advising practices and programming.
- Maintains appropriate student records and documents student interactions.
- May be assigned to support specific academic departments, programs or student populations.
- Utilizes advising technology systems to manage student data.

#### Transition Programming and Orientation
- Coordinates and presents orientations and transition programming for students.
- Participates in major related course planning to assist students with the transition process.
- Advises students on major change processes and options and provides referral if necessary.
- Develops and manages activities, communication, and outreach with all constituents regarding the academic advising process.
- Engages prospective students in a variety of communication and outreach events.

## Education, Experience, Skill Requirements

<table>
<thead>
<tr>
<th>Required</th>
<th>Preferred</th>
</tr>
</thead>
</table>

#### Education Level
- Bachelor’s

#### Certification(s)
- Master’s

#### Experience
- See Level Addendum below

#### Additional Requirements

## Physical/Environmental Demands

- Standard office environment with no unusual physical demands.

### Level Addendum

Career levels exhibited in this role are listed below. The extent of representative duties listed above will vary in accordance with level of scope, autonomy, and experience described below.

#### Level I – A00113 (Exempt) A00114 (Non-Exempt) Pay Grade 14
- Bachelor’s degree and 1+ years of relevant work experience
- Provides basic advising services

#### Level II – A00115 (Exempt) Pay Grade 15
- Bachelor’s degree and 2+ years of relevant work experience, or a Master’s degree
- Demonstrates knowledge, skills, and abilities to function autonomously as an academic advisor for relevant programs

#### Level III – A00117 (Exempt) Pay Grade 16
- Bachelor’s degree and 3+ years of relevant work experience, or a Master’s degree and 2+ years
- Assumes specialty assignments, such as retention and/or graduation initiatives, or
- Points of contact or lead for one or more projects/initiatives, providing assessment/evaluation data
- May train or mentor student assistants, peer advisors, and/or Academic Advisors Level I and II
- Provides and analyzes assessment/evaluation data and develops reports as needed
- Enhanced use of advisement technology systems

#### Level IV – A00119 (Exempt) Pay Grade 16
- Bachelor’s degree and 4+ years of relevant work experience, or a Master’s degree and 2+ years
- Increased scope of responsibility, which may include complex programs, faculty support, curriculum management, technology systems or other duties
- May function in a lead capacity with limited or no formal supervision duties
- May train or mentor student assistants, peer advisors, and/or Academic Advisors Level I, II, or III
- Analyzes assessment and evaluation data and gauges the impact of programming and efforts
- Assists in developing and implementing advising unit goals and strategies

This general outline illustrates the type of work that characterizes the job. The statements in this job description are not intended to be an exhaustive list of all duties, responsibilities, and qualifications required of the job.
Pay Grades

• Academic Advisor I – Grade 14
• Academic Advisor II – Grade 15
• Academic Advisor III – Grade 16
• Academic Advisor IV – Grade 16
• Manager – Grade 17
• Assistant Director – Grade 17
• Associate Director – Grade 18
• Director – Grade 19

UCF A&P and USPS Salary Structure

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>1st Quartile</th>
<th>Midpoint</th>
<th>3rd Quartile</th>
<th>Maximum</th>
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</thead>
<tbody>
<tr>
<td>11</td>
<td>$22,968</td>
<td>$25,265</td>
<td>$27,562</td>
<td>$29,859</td>
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<td>12</td>
<td>$25,839</td>
<td>$28,423</td>
<td>$31,007</td>
<td>$33,591</td>
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<tr>
<td>13</td>
<td>$29,069</td>
<td>$31,976</td>
<td>$34,883</td>
<td>$37,790</td>
<td>$40,697</td>
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<tr>
<td>14</td>
<td>$32,703</td>
<td>$35,973</td>
<td>$39,243</td>
<td>$42,514</td>
<td>$45,784</td>
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<tr>
<td>15</td>
<td>$36,841</td>
<td>$40,986</td>
<td>$45,130</td>
<td>$49,275</td>
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<tr>
<td>16</td>
<td>$42,367</td>
<td>$47,133</td>
<td>$51,899</td>
<td>$56,666</td>
<td>$61,432</td>
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<tr>
<td>17</td>
<td>$48,722</td>
<td>$54,203</td>
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<tr>
<td>18</td>
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<td>$62,334</td>
<td>$68,637</td>
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<tr>
<td>19</td>
<td>$64,518</td>
<td>$72,583</td>
<td>$80,648</td>
<td>$88,713</td>
<td>$96,778</td>
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<tr>
<td>20</td>
<td>$75,809</td>
<td>$85,285</td>
<td>$94,761</td>
<td>$104,238</td>
<td>$113,714</td>
</tr>
</tbody>
</table>
Types of Promotions

• [https://hr.ucf.edu/files/UCF_Salary-Administration-Guidelines_Staff_v02132020.pdf](https://hr.ucf.edu/files/UCF_Salary-Administration-Guidelines_Staff_v02132020.pdf)

• Salary Increase
  • Reward demonstration of additional skills or competencies with a modest pay increase within say job classification

• Job Reclassification (significant changes to current job)

• Lateral Job Change

• Promotion to a Job in a Higher Level
UCF Advisor Training and Development

Mission Statement

The mission of the Advisor Training and Development team is to develop and implement comprehensive training and professional development for the UCF academic advising community. This includes collaboration with college advising units and campus partners to facilitate programming that is accurate, timely, and high-quality. Advisor Training and Development is a team within the Student Success and Advising unit.

• Team formed in February 2020
• Develop training for 20 new academic advisor positions
  • New lines for college advising offices
  • Most started April and May 2020
New Advisor Training Curriculum

- PS SA/HR Basic Navigation (PSC 001W)
- SR FERPA Training (SR 100W)
- myKnight STAR Advisor Training (SSC 02W or SSC 05W)
- Introduction to Academic Advising (AAT 101)
- Student Records Inquiry One (SR 201W)
- PSAA Degree Audit Training (ACS 001)
- myKnight STAR Advisor Consultation (SSC 101)
- Academic Advising Essentials (AAT 102)
- Student Records Inquiry Two (SR 202W)
- New Advisor Orientation (AAT 111)
- Student Well-Being (AAT 112)
- Kognito at-risk for FAC/STAFF (PER 227)

Asynchronous (Online)
Synchronous (Face-to-face or Virtual)

New Advisor Training Curriculum
## Level 1: Bronze

### CORE COURSES (all required)
- AAT 101: Introduction to Academic Advising
- AAT 102: Academic Advising Essentials
- AAT 112: Student Well-Being
- PER 227: Kognito At-Risk

New academic advisors, hired March 2020 or later, will have the above Level 1: Bronze courses completed as part of the required New Advisor Training Curriculum.

### RESTRICTED ELECTIVES
- AAT 211: Preparing First Generation, Low Income and Underrepresented Students for Graduate School
- AAT 213: Supporting Pre-Health Students
- AAT 214: Supporting Pre-Law Students
- AAT 215: Supporting Student-Athletes
- DIV 223: Examining the Real Disability Barriers
- DIV 291: Veterans Education Training & Support
- DIV 441: Immigration 101

## Level 2: Silver

### CORE COURSES (all required)
- AAT 201: Student Populations
- AAT 202: Major Exploration & Career Readiness
- AAT 212: QPR Suicide Prevention
- DIV 008: ABCs of Diversity

### RESTRICTED ELECTIVES
- Supporting Student Populations
  - AAT 211: Preparing First Generation, Low Income and Underrepresented Students for Graduate School
  - AAT 213: Supporting Pre-Health Students
  - AAT 214: Supporting Pre-Law Students
  - AAT 215: Supporting Student-Athletes
  - DIV 223: Examining the Real Disability Barriers
  - DIV 291: Veterans Education Training & Support
  - DIV 441: Immigration 101

## Level 3: Gold

### CORE COURSES (all required)
- AAT 301: Developing as an Academic Advising Professional
- DIV 016: Understanding Power and Privilege
- DIV 053: Inclusive Communication

### RESTRICTED ELECTIVES
- AAT 310: Appreciative Education Part 1
- AAT 311: Appreciative Education Part 2
- AAT 312: Helping Students Build their Portfolio through High Impact Practices
- DIV 440: Intercultural Competence
- DIV 241: Safe Zone Advocates

### PARTICIPATION
- Professional conference- attendance only
- Conference/webinar presentation (facilitation)
- Conference planning committee
- Facilitate a training or professional development program
- Published article or chapter in a book
- Serving as a mentor in a formal program
- Book or article review
- UCF community involvement (1-year service)
- Serve as an RSO advisor (1-year service)
- Leadership Empowerment Program or other UCF Leadership program
- Leadership in a professional organization
- Completion of Safe Zone Series (DIV 033, DIV 241, DIV 242, DIV 243)

Review the Acceptable Course Substitutes in the SSA Certificate Catalog list for retired course options no longer offered.

Version Date: July 22, 2021

*AAT 212 is used to track QPR completion within the advising community.
NACADA Core Competencies

• Core Competencies Model created by NACADA in 2017
• Identifies the understanding, knowledge, and skills that support academic advising
• Guides training professional development
• 20 competencies established under 3 areas
  • **Conceptual**: Concepts academic advisors must understand
  • **Informational**: Knowledge academic advisors must master
  • **Relational**: Skills academic advisors must know

Core Competencies & Advisor Training and Development

• UCF has developed training and programming for advisors that incorporate the NACADA Core Competencies
  • Core Competencies inform our training content
  • Helps us to prioritize topics within our curriculum
  • Reinforces the professionalization of academic advising
  • Ties into Advising Career Ladder
• NACADA Core Competencies clearly identified for advisors
  • Introduce them in our introductory, online training (Introduction to Academic Advising)
  • Incorporated into the curriculum and description of each of our trainings and programs (“Catalog’’)
  • Identified at the beginning of each training and program that is facilitated or sponsored by the Advisor Training and Development team
Academic Advising Training (AAT) Courses

AAT 101 Introduction to Academic Advising

The Introduction to Academic Advising training course provides an introduction to the field of academic advising including the history, theory, values, and ethics that guide our profession. This course also outlines the UCF advising structure, introduces advising technologies commonly used, and reviews UCF terminology.

Prerequisites: None

**NACADA Competencies:** C1, C2, C5, I1, I3, I4, I7, R7

Audience: UCF Academic Advisors (Advisor Sub-Family), Faculty Advisors
Delivery: Webcourses@UCF 24/7 Access Online Training

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AAT 102 Academic Advising Essentials

Academic Advising Essentials training course provides an overview of academic policies and procedures, undergraduate degree requirements, student forms and processes, and registration policies and procedures. This course also provides additional guidance on the use of advising technologies and outlines financial aid information applicable to advisors.

Prerequisites: AAT 101

**NACADA Competencies:** I2, I3, I4, I6, I7, R4

Audience: UCF Academic Advisors (Advisor Sub-Family), Faculty Advisors
Delivery: Webcourses@UCF 24/7 Access Online Training
# Career Ladder/Competency Example

<table>
<thead>
<tr>
<th>Position</th>
<th>Minimum Qualification</th>
<th>Knowledge Areas</th>
<th>Conceptual Development</th>
<th>Informational Development</th>
<th>Relational Development</th>
<th>Personal Development</th>
</tr>
</thead>
</table>
| Advisor 1 | Bachelor’s Degree/no minimum experience | • Goals and objectives of advising office/program  
• Academic program and curriculum  
• Data management/Info systems  
• Interpersonal skills  
• Legal and ethical issues  
• Theory and current practices  
• Specific populations of students  
• Advising technology | • Introduction to Advising Theories  
• NACADA Professional Development webinars  
• Developing and advising philosophy | • Student information system training  
• FERPA  
• College Catalog training  
• Advising technology systems | • Diversity Training  
• Student Well-Being Training  
• Training on specific student populations (veterans, disabilities, etc) | • Enroll in graduate school  
• NACADA awards or grants  
• Institutional leadership program |


