General UNCC Entry Level Advisor Position Description -- SAMPLE
Source: Office of Undergraduate Studies and University College
As of August 2016

NOTE to hiring areas: Description is written for advisor in a <u>center</u>; an academic department may need to further modify this sample for its departmental-level assignment

- Underlines indicate text to be filled as appropriate for the position
- Italics provides guidance on text that needs to be written appropriate to the position
- All advisory position descriptions should be entered into Niner Talent and routed to Lori McMahon, Academic Affairs, as a division-level approver of all stages of search actions.

Additional notes:
- The newly developed Advisor Institute is now the official mechanism for supporting a divisional standard for onboarding a newly hired advisor (new or experienced) and the College will be a partner in ensuring Institute participation
- UAC no longer needs to have a role in the search pre-approval or search process

EHRA Non-Teaching

Position Title: Academic Advisor - Entry Level
Department/Office
Department Director   _____
Immediate Supervisor   _____
Job Title of Immediate Supervisor   _____

Primary Purpose of Job

1. **Briefly describe the primary purpose (mission) of your unit or department**
    The _____ Advising Center serves (... _describe particular groups of students served if appropriate for example, freshmen and sophomores, or pre majors, or students changing majors, etc. List only major categories)_ in the _____. The primary purpose of the Center is providing academic advising using a developmental model. Using a developmental model approach, Academic Advisors in the Center work with students so that **students** develop the knowledge and skills and personal accountability needed to explore their academic and co-curricular options, evaluate and track their own progress toward graduation, access support and enrichment services, and

understand and follow university policies and timelines. Advising services encompass a range of interactions with students from individual and small group meetings to email and social media, among others. The Center also provides orientation to new students, support to first-generation college students and transfer students, intervention programs for at-risk students and ... *describe any other major responsibilities of the center such as pre-graduation checks, graduation clearance, career coaching, freshman seminar instruction, etc.*

2. **What functional areas does your position encompass?**

   The entry-level academic advisor is primarily an implementer of a developmental advising model that involves a tailored series of interactions and communications using advising tools and systems designed to address the specific needs of the students served by the _____Center. This tailored, developmental approach acknowledges that individual student profiles and those of student cohorts may differ not only at the onset of the student academic experience, but throughout their academic career. The advisor must have the experience, education, and background necessary to serve the educational function of an advisor, however he or she is doing so in a context developed by the Center and in collaboration with more experienced colleagues and the Director. Specific functional areas include:
   - Academic advising
   - Orientation and outreach
   - Targeted advising
   - *Instruction (Include teaching if part of position responsibilities)*
   - *Other duties*

Major Duties and Responsibilities

Include specific illustrations of the instructional/educational nature of the your work and how those are directly related to the educational mission of your institution.

1. Academic Advising 60%
   - Principles and Best Practices. Understand and effectively implement developmental advising principles and best practices that emphasize the advisor's role in guiding students' development of environmental and interpersonal awareness, problem-solving and decision-making skills, in addition to capacity for self evaluation and behavioral adaptation. Defined as such, advising is essentially a teaching function and is an integral part of the University's educational mission.
   - Curriculum Knowledge. Learning and remaining current on all relevant curriculum for the discipline, and for curricular areas more broadly beneficial to the students' degree program.
   - Student Development. Assist students in developing the knowledge and skills needed to effectively explore, establish and integrate their academic, career, and life goals. Assist students in developing plans for making progress towards these goals while attending UNC Charlotte and evaluating and charting one's own progress toward those goals.

- Understand and effectively develop students' knowledge of university academic policies, regulations, guidelines, and deadlines and the curriculum requirements for the specific program(s) of study of the students being advised.
  - Have, and develop in students, awareness of curriculum requirements for other programs that may be relevant for the students being advised.
  - Remain current on all policy and curriculum changes.
  - Evaluate whether it is necessary to refer a student to another office depending on the nature of the student's question/needs and make such referrals using appropriate protocols to ensure students' needs are being met.
- Curricular and Co-curricular Services and Engagement. Understand and effectively develop both students' knowledge of and their motivations to pursue the full range of curricular and co-curricular support services and engagement activities available at the University.
- Technology as Tools. Understand and exploit the capabilities of the suite of academic advising technology-based systems used at the University. Effectively use these advising systems to proactively engage students to ensure degree program persistence and timely graduation. Develop students' abilities to use these systems and other relevant information to regularly evaluate one's own progress toward academic goals and make appropriate behavioral and academic changes.
  - Maintain Starfish advising calendar, enter and update all notes on advising interactions, track and evaluate Starfish alert flags and kudos to engage with students following general and unit protocols.
  - Use Degree Works / CAPP to evaluate students' progress to degree.
  - Use of Banner Student information systems including selected INB screens.
  - Use the Student Success Collaborative (SSC) platform to access information on student's academic risk and track progress.

2. Orientation and outreach 20%
- Orientation. Contribute to orientation programs for new students (freshmen and transfer) that involve activities beyond individualized academic advising. May include presenting workshops and/or interacting with students individually or in groups to answer questions and/or facilitate discussion aimed to build student knowledge, awareness, and skills.
- Outreach. Participate in Explore, Admitted Students Day, and Majors Day, providing information to and interacting with students and parents to answer questions and facilitate discussions aimed to build student knowledge, awareness, and skills.
- Student Success Services. Receive and make referrals to other academic advising units and other campus offices associated with student success services.

3. Targeted Advising: At-Risk Students, Academic Probation and Suspension 10%
- Understand and effectively develop students' knowledge of:
  - Policies related to academic standing and their implications for one's own progression-to-degree or other outcomes.

- o Academic risk indicators and their implications for one's own progression-to-degree or other outcomes.
- Use campus and unit protocols and processes to identify and work with students who are academically:
  - o At-risk and engage them in strategies and programs that empower them to improve their own academic success
  - o On probation including those returning from academic suspension to assist them in developing their own skills and habits necessary for success
- Receive and make referrals to other academic advising units and other campus offices associated with student success services.

4. **Instruction   5%** (*if not applicable delete and adjust percentage effort accordingly*)
   - Teach one transition or success seminar section per year – specific teaching assignment will vary depending on unit needs
   - Implement the curriculum outline and learning objectives provided for the assigned seminar, adapting and augmenting course activities based on knowledge, experience, and best practices.
   - Collaborate with other instructors of the same or similar seminar sections to ensure curricular and learning outcome coherence

5. **Other Duties   5%**
   - Attend unit staff meetings as scheduled
   - Maintain student data for inclusion in the unit's annual report
   - Attend and/or present at professional conferences as approved by the Center Director to continually develop and ensure best practices
   - Participate in campus-wide advising groups and initiatives
   - Other duties as assigned by the Director

UNC Charlotte Advisor Institute

GOAL - To build and sustain a common culture of academic advising at UNC Charlotte.

Expectations for **Professional Advisors,** including **Faculty** with a significant responsibility for undergraduate advising:

On-Boarding/Green (first year of advising at UNC Charlotte)

1. Participate in Advisor Institute **Orientation.**

2. Participate in **four core professional development** sessions, plus **at least two additional** sessions selected in collaboration with center director or advising leader.

> Advisor Institute Core Professional Development Sessions:
> * Developmental Approach to Academic Advising
> * Understanding Transfer Students & Transfer Credit
> * Effective Referrals & Resources for Students – Overview
> * Working with Students on Probation

3. Draft or refine a "**Statement of Advising Philosophy**" based on recommended reading and resources. Submit to center director or advising leader.

4. Complete **two online training** modules (1. General Education and 2. Top Five Policies) and **technology training** as needed (determined by department/unit).

5. [OPTIONAL – 0-2 years advising at UNC Charlotte] Apply to participate as a **mentee** in the Advisor Institute Mentor Program for one academic year.

Continuing Education – Annual Expectations

1. Participate in at least **four** Advisor Institute **Professional Development** sessions per academic year, selected in collaboration with center director or advising leader.

2. Refresh skills on **online modules** and **technology training** as needed (determined by department/unit).

Leadership/Gold (status reviewed annually)

1. To be **eligible:** Nomination by center director, advising leader or supervisor

2. To be **recognized** (two or more of the following):
   a. **Design and/or facilitate** at least one Advisor Institute Professional Development session
   b. Apply to serve as a **mentor** in the Advisor Institute Mentor Program for one academic year.
   c. Other **advising-related leadership or service** as determined by the Advisor Institute or the center/college/unit.

Professional Development Sessions

Advisor Institute Professional Development sessions will be designed to be **participatory** and **collaborative**, with opportunities for small group discussions with advisors and student services professionals from across campus. Participants may be asked to complete an online module or reading assignment in advance.

Four "core" sessions for new advisors will be offered multiple times a year. A total of 16 – 20 sessions will be offered during the academic year, including summer.

Professional Development Session topics (including but not limited to):

1. Philosophy & Approaches

- **(CORE)** Developmental Approach to Academic Advising
- **(CORE)** Effective Referrals and Resources for Students
- Working with the Bullet-Proof Student
- PFS / New Student Induction / Convocation
- Graduation-Oriented Advising
- Teaching Freshman Seminar
- Advising & Career Coaching (with Career Center)
- Ethics & Advising (difficult scenarios)
- Teaching Students to Navigate Systems and Holding Them Accountable
- Assessment of Advising

2. Unique Student Populations and Services

- **(CORE)** Transfer Students & Transfer Credit
- Veterans
- International Students
- Office of Disability Services
- Counseling/Wellness Center/Health Center
- Dean of Students/Withdrawals/ NinerCare
- Multicultural Academic Services
- Multicultural Resource Center - SafeZone
- Early College Students
- First-Generation Students
- Student Athletes

3. Tools & Policies

- **(CORE)** Working with Students on Probation
- **(ONLINE MODULE)** General Education
- **(ONLINE MODULE)** Academic Policies – Top Five: (1) Withdrawals, (2) Grade Replacement, (3) Repeat Overrides, (4) Suspension-Forgiveness-Readmission, (5) Tuition Surcharge
- Maximizing/Integrating UNCC Technology Systems for Effective Advising
- FERPA, Guest Access Portal, Title IX
- Admissions
- Transfer Credit
- Social Media & Advising
- Learning to Use Advising Technology (*separate trainings*)

4. Colleges – Representatives provide updates of curriculum, policies & procedures

- CCI & CoE
- CHHS & CoB
- CoED & CLAS
- CoAA & Grad School

EAB Campaigns

PACC Campaign – Students who are declared Pre-Accounting majors who have completed ACCT 2121 with the grade of a C, D or F. ACCT 2121 is a strong indicator of student success in the upper level Accounting degree program. Students are invited to come in for advising to discuss progress in the major, to explore other major opportunities and to set realistic goals moving forward. (BCOB)

Sophomore At Risk Campaign – Targeting Sophomores students who are not on track to declare their upper level business major by the end of their fourth semester. They are not on track based on credit hours (required 60 hours), GPA (2.5 required) or completed progression courses. (BCOB)

Probation Campaign – Students with below a 2.0 overall UNC Charlotte GPA are required to complete a probation contract and have two advising appointments during the semester. (BCOB)

Declaration of Major Campaign – Targeting Pre-Majors who are eligible to declare their upper level major. (BCOB)

Mid-Term Flags – Use SSC/EAB platform (because of the success markers) to pull specific low mid-term grades on their progression courses; do a mail merge with this information to reach out to these students. (BCOB)

Probationary students (not in 49er Rebound) – outreach targeted on getting students to attend a specific career event, the WCIDWAMI day. The Career Center tracks attendance at the event so it can be used as a good measure of the effectiveness of that outreach. The parameters listed below are used to determine the students who are on probation but aren't in 49er Rebound.

> Cum GPA=0.0-1.999
> Advisor/Group=Your Name
> College/School=University College
> Credits Earned=19-90
> Term Enrollment=Currently enrolled, Fall 2016

Fall '15 freshmen not registered for Fall '16 – identified students who were enrolled in current term but not enrolled for next term; tried to get data from Financial Aid and Student Accounts to see if they had holds/aid issues; advisors reached out to those students to encourage them to register for next term, or address problems to assist students