Job Classification Specification

Academic Advisor, Senior

Position Summary (revised on 3/16/2015)

The senior academic advisor makes major contributions toward program development and operations, and engages in professional practices that are highly contextualized and nuanced. Incumbents at this level independently provides the full-range of academic advising services; provides expertise in specific areas; leads projects and develops guidelines and procedures to improve efficiency; and provides mentoring and leadership to first level academic advisors.

Recognized as an expert in own area within the organization. Requires specialized depth and/or breadth of expertise. Interprets internal or external business issues and recommends solutions/best practices. Solves complex problems; takes a broad perspective to identify solutions. Works independently, with guidance in only the most complex situations.

TYPICAL TASKS (These examples do not include all possible tasks in this work and do not limit the assignment of related tasks in any position of this class.)

Advises students in course selection, requirements for selected area of concentration, and post-college plans.

Evaluates students' academic plans and consults to improve students' academic planning skills.

Counsels students regarding communication and interpersonal skills related to academic and career success, and other academic activities. Serves as intermediary between students and university faculty and community experts.

Monitors student progress in order to intervene, advise, and recommend alternative solutions to barriers and difficulties.

Applies a holistic mode to motivate students to define their academic and personal goals through the development of an education plan consistent with such goals.

Builds and utilizes relationships and networks to help students navigate through the complexities of their programs and its associated policies.
Applies organizational and student development theory to guide students with diverse needs, background, and talents to make informed decisions.

Develops and leads initiatives and programs, and evaluate their effectiveness.

Creates and delivers training for staff and faculty on the topic of exploring students, meeting students’ unique needs, national trends and research, and the academic and career decision-making process.

Interprets inventory and assessment results to promote increased student self-awareness, helping students to understand and apply results to their decision-making.

Utilizes specific counseling expertise to mentor less experienced advisors. Assumes leadership roles within unit, around campus, and within the profession.

Develops policies, procedures, and systems to promote efficiency and quality of service when needed.

May serve as Instructor of courses designed to move students through the career and major decision-making process. Develops and updates course learning objectives, curriculum and pedagogical approaches to maximize student learning and development.

**Operational Role**

Puts into effect what is required by defined job duties and clear objectives following established procedures and protocols; can alter the order in which work is performed but usually not the expected end result which can be improved, but not qualitatively changed.

**Scope of Measurable Impact**

Actions tend to facilitate work outcomes that meet general reporting requirements, internal checks and balances, regulatory guidelines, or similar results that promote the welfare of students, faculty and staff and safeguard the institution by providing necessary inputs to others in the form of information or finished materials.

**Independence and Decision-Making**

Works under general supervision but usually is given the latitude to make decisions on projects that he/she is accountable for delivering on; decisions may involve selecting an approach from among alternatives, timing when certain tasks should be performed, determining how to best use available resources, and other similar choices.

**Complexity and Problem Solving**
Problems are often not solved with strict technical resolution; problem resolution and project completion involve substantial planning and scheduling in order to obtain and align resources when and where needed.

**Required Qualifications**

Master's degree and at least 3 years of related experience. Senior individual contributor who often is a designated lead or who frequently is assigned project leadership roles within a function or similarly-sized organization usually in the same discipline.

Effective TBD