The Advising Office of the Future

Lindsay Miars, Director
Where It All Started

“A new rule has been established that each student shall choose from among the faculty some one who is to be his advisor and friend in all matters in which assistance is desired and is to be the medium of communication between the student and faculty. This I like very much…”

Rutherford B. Hayes, as a student at Kenyon College, in a letter home to his mother in 1840

Meet the Class of 2027

Next Decade of Students Will Demand More From Advising

**Generation Z**
Recent high school graduates, born between 1996-2011 and entering college after 2015

How Are They Different from Millennials?

1. More independent
2. More financially savvy
3. Have never known a world without wifi

What They Expect of Advising

- Tailored and transparent advice
- Help getting a return on education
- A seamless technology experience

**Nontraditional**
Adult, part-time, and online students increasing as # of high school grads declines nationally

What They Expect of Advising

- A “safety net” monitoring their progress (especially SAP)
- Flexibility in scheduling, communication, and advising approach

How Are They Different from Millennials?

- 38% Of undergrads are over the age of 25
- 58% Of students work while in college
- 1 in 4 Undergrads are raising children
- 40% Of students attend school part-time

The Shifting Role of the Advisor

Moving Beyond Transactional Responsibilities to More Holistic Care

**Traditional Advisors**

**Student Success**
- Early alert response
- Case management

**Registration**
- Course planning
- Major guidance

**Specializations**
- First-year seminars
- Personal counseling
- Financial advising
- Career advising

**Success Advisors**

**Student Success**

**Registration**

**Financial Well-Being**

**Career Preparation**

**Academic Performance**

Source: EAB interviews and analysis.
The Evolution of Advising in the 21st Century
Looking 10 Years Back—and 10 Years Forward

**2007**
- More clarity around the role of academic advising in student success thanks to the work of NACADA
- Many schools hire professional advisors to serve first-year students (cohorts of ~500:1)
- Early alert technology gains traction
- “Developmental advising” and other theories well established but not well connected to practice

**2017**
- Role begins to shift from traditional academic advisor to holistic Success Advisor
- Institutions staff up with more advisors; new staff undergo training and professional development
- Advising technology and unified records in place at many schools
- Advisors begin to run targeted campaigns based on risk factors

**2027**
- All advising staff are Success Advisors committed to holistic care and moving the dial
- Advisors have strategically-assigned caseloads; high performers have ample opportunity for promotion
- Advisors use an SSMS daily and are accountable to short-cycle student success metrics
- Advisors engage in proactive caseload management

Growth in Investment (2013-2016)¹
- +36% Advising Staff
- +44% Advising Tech

Sources: Tyton Partners, “Driving Toward a Degree,” (2016); Himes and Schulenberg, “The Evolution of Academic Advising as a Practice and as a Profession,” Beyond Foundations, NACADA, 2016; EAB interviews and analysis.

¹ Tyton Partners (2016)
The Future Is Now?

Major Returns for Members That Evolved Their Advising Offices Early

- Mercy College
  - 12% Percentage-point increase in retention across seven years

- Middle Tennessee State University
  - 11% Percentage-point increase in retention rate across four years

- Keuka College
  - 3% Percentage-point increase in fall-to-spring retention in one year

- Georgia State University
  - 3% Percentage-point increase in graduation rate

2027

- All advising staff are Success Advisors committed to holistic care and moving the dial
- Advisors have strategically-assigned caseloads; high performers have ample opportunity for promotion
- Advisors use an SSMS daily and are accountable to short-cycle student success metrics
- Advisors engage in proactive caseload management
What Is the Advising Office of the Future?

The Advising Office of the Future

A centrally managed group of Success Advisors committed to driving measurable student outcomes

Managed by an Advising Director or AVP of Student Success

Source: EAB interviews and analysis.
Road Map

1. Strategic Caseload Assignment
   How do I set up my advisors for success?

2. Proactive Caseload Management
   What should my advisors be doing and how?

3. Metrics to Motivate and Evaluate
   How do I motivate my advisors to perform and improve?
Road Map

1. Strategic Caseload Assignment
   How do I set up my advisors for success?

2. Proactive Caseload Management
   What should my advisors be doing and how?

3. Metrics to Motivate and Evaluate
   How do I motivate my advisors to perform and improve?
Why Assign Advisor Caseloads?

- Prerequisite for a proactive approach and quantitative evaluation
- Helps shift advisor mindset toward ownership of student success
- Creates a better, more consistent experience for students
Smaller, Strategically Assigned Caseloads Are Ideal

**Large caseloads, not strategically assigned**
- (e.g., walk-in or mandatory advising; alphabetical assn.)
- *Advisor-student interactions likely to be reactive or surface-level.*

**Small caseloads, not strategically assigned**
- (e.g., alphabetical assn.)
- *Advisor is accessible but can’t always provide specialized guidance.*

**Large caseloads, strategically assigned**
- *Advisor can provide specialized support but is not easily accessible or proactive.*

**Small caseloads, strategically assigned**
- *Advisor is accessible and can provide major-specific guidance and specialized support.*

**Ways to Assign Strategically:**
- By department, major, or **major cluster**
- By special population (veterans, athletes, first-gen, honors)
- Larger caseloads with population health mgmt. approach to risk

**Other considerations:**
- Do caseload assignments support institutional priorities?
- How will you balance specialization against long-term student-advisor relationships?

Source: EAB interviews and analysis.
The Best of Both Worlds?

Major Clusters Allow for Specialization as Well as Consistency

Abilene Christian University

- Small, private Christian university in Abilene, TX
- 79% retention, 69% graduation
- 16 professional advisors and one director centrally housed in new space, “Wildcat Central”

Created Major Clusters as Part of Rapid Advising Overhaul

Examined Major Switching patterns in Institution Reports to come up with recommendation

Jan 2017

Made the decision to centralize advising and hired new staff

Finalized clusters and assigned caseloads

Aug 2017

Solicited qualitative input from new advisors, faculty, and deans

16 total clusters

1-10 majors per cluster

~300 students per cluster

Benefits of Cluster Assignments

Students more likely to keep same advisor all four years, even if they change majors

Advisors able to specialize in one area and develop deep expertise

Advisors work closely with same subset of faculty and build rapport

Source: EAB interviews and analysis.
Playing Matchmaker

ACU Solicited Input and Thoughtfully Paired Advisors with Clusters

Four (of 16) Major Clusters

**Lindsey:** STEM background  
*Advises:*  
- Biochemistry  
- Biology  
- Chemistry

**James:** Former athletic director and coach  
*Advises:*  
- Exercise Science  
- Kinesiology  
- Nutrition

**Sheila:** Former communications faculty member passionate about working students in need  
*Advises:*  
- Bridge Scholars (supplemental support)  
- Undeclared  
- Communication Disorders

**Janelle:** Registered RN  
*Advises:*  
- Nursing

<table>
<thead>
<tr>
<th>Advisor</th>
<th>Cluster(s)</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lindsey</td>
<td>333 students</td>
<td></td>
</tr>
<tr>
<td>James</td>
<td>300 students</td>
<td></td>
</tr>
<tr>
<td>Sheila</td>
<td>293 students</td>
<td></td>
</tr>
<tr>
<td>Janelle</td>
<td>314 students</td>
<td></td>
</tr>
</tbody>
</table>

Source: EAB interviews and analysis.

Will hire future advising staff into specific clusters
Implementation Barriers

Lessons Learned from ACU’s Overhaul (and Others)

Existing Advisors Not Ready to Get on Board

Faculty Resistant to “Losing” Their Advisees

Fear That Transitions Would Cause Confusion

**Action:**

- Anticipated attrition; helped staff who were “not a good fit” transition to other roles
- **Lesson learned:** Ensure Advising Director is in place and involved in strategy before hiring new staff

**Action:**

- Involved faculty in early discussion of major clusters
- Grassroots effort to find the right messaging: framed in terms of how the change would benefit students

**Action:**

- When a student changes major clusters, his or her current advisor walks the student to the new advisor for an introduction
- Advising assignments update automatically in Banner and Campus (incl. student screens)

“We’re going to hire good advisors, empower them, and train them well. This gives you a different way of connecting with your students and it’s a better way.”

Source: EAB interviews and analysis.
Road Map

1 Strategic Caseload Assignment

How do I set up my advisors for success?

2 Proactive Caseload Management

What should my advisors be doing and how?

3 Metrics to Motivate and Evaluate

How do I motivate my advisors to perform and improve?
The Emergence of Caseload Management

Three Factors in Advising Pave the Way for New Approach

Caseload Management

1. **Proactive Advising Approach**

2. **An Assigned Caseload**

3. **Access to Data and Technology (SSMS)**

“Proactive Advising involves... **intensive advising designed to increase the probability of student success**, working to educate students on all options, and approaching students before situations develop.”

Jan Varney
NACADA, 2012

What Does It Look Like?

Comprehensive and Continuous Approach to Student Support

Representative Process

1. Advisors **monitor evolving needs** of students in their caseloads
   - May have multiple visits with same students and no visits with others
   - Advisors **given trust and latitude** to “manage their lists” using all available tools

2. Advisor **identifies** key risk factors and student groups within their caseloads, e.g.:
   - Low high school GPA
   - First-generation
   - Financial risk
   - Low midterm grades in key courses

3. Identifies **critical times** for outreach (e.g., registration, midterms, drop/add)

4. **Executes** outreach, tracks responses, and follows up as needed

5. Closes the loop and **monitors** whether targeted students have improved

Advisors in person and **refers** to other offices as needed

Source: EAB interviews and analysis.
Caseload Management Missing from Even the Best Advising Frameworks

NACADA Core Competencies Model (2017), Excerpt

- No mention of targeted outreach or **caseload management** in NACADA or CAS Standards
- Use of technology appears only once (in the informational component)
- “Plan and conduct student interactions” is closest reference to proactive advising

Even well-trained, qualified advisors **don’t know what proactive caseload management is** or how to practice it

Source: EAB interviews and analysis; NACADA Academic Advising Core Competencies Model, [https://www.nacada.ksu.edu/About-Us/NACADA-Leadership/Administrative-Division/Professional-Development-Committee/PDC-Advisor-Competencies.aspx](https://www.nacada.ksu.edu/About-Us/NACADA-Leadership/Administrative-Division/Professional-Development-Committee/PDC-Advisor-Competencies.aspx)
Setting Expectations Early

Advising Caseload Management Clearly Outlined as Part of Hiring Process

**University of Texas at San Antonio**

- Large, public research university
- 74% first-year retention, 37% graduation
- Transitioned to a centralized advising model in 2014 with caseload assignments based on major clusters
- Advisors have equitable caseloads that range from 310-360 students

**ACADEMIC ADVISOR I Duties (Excerpt)**

**Advising Caseload Management**

Value: Critical to Performing the Job

*Approach to overall caseload management is data driven, scalable, strategic, proactive, and aligned with UTSA initiatives.*

- Participates in all mandatory UTSA academic advisor campaigns and meets benchmarks.
- Responds promptly to student-scheduled contacts. Returns emails and phone calls in a reasonable time frame (i.e., 48-72 hours).
- Directs student to campus resources or provides appropriate referrals.
- Reaches out to students who do not attend or cancel a scheduled appointment.
- Documents essential information for all student interactions in Campus in a clear, comprehensive, and timely manner.

**Since Implementing New Model in 2014**

<table>
<thead>
<tr>
<th>Percentage-point increase in first-year retention</th>
<th>Percentage-point increase in six-year graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>6%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Source: EAB interviews and analysis.
Robust Training for New Success Mentors

Seven-Day Training Program Designed to Set PACT Mentors Up for Success

Mercy College

- Midsized private college in Dobbs Ferry, NY with additional campuses in the Bronx, Manhattan, and Yorktown Heights
- 6,286 undergraduate students, 60.9% Pell eligible
- 42% six-year graduation, 71.8% retention
- PACT Program has 50 full-time mentors with target caseloads of 150

Based on NACADA Core Competencies

Relational

Informational

Technology

Conceptual

Personal Reflection

Added two new competencies

Training & Professional Development Overview

1. New-Hire Training
   Designed by a working group of Assistant and Associate Directors of PACT in 2016
   Based on competencies above, building toward ownership of student caseloads

2. Immediately Post Training
   New mentors get their lists and hit the ground running
   Receive training binder to reference as needed

3. Ongoing Development
   Opportunity to attend conferences
   Prof. development and training out of the Pres. Office
   Refresher trainings based on surveys

Source: EAB interviews and analysis.
## Training Calendar Builds Toward Autonomy

### Organizing and Tracking Caseloads, Navigating In-Person Conversations

#### PACT Mentor Training Schedule (Excerpt)

<table>
<thead>
<tr>
<th>DAY 1</th>
<th>DAY 2</th>
<th>DAY 6</th>
<th>DAY 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>Settle-In Time</td>
<td>Settle-In Time</td>
<td>Settle-In Time</td>
</tr>
<tr>
<td>PACT Expectations</td>
<td>Team Expectations</td>
<td>Athletics</td>
<td>Advising Article</td>
</tr>
<tr>
<td>Policies &amp; Procedures</td>
<td>Residential Life</td>
<td>SHNS Overview</td>
<td>Shadow Mentor</td>
</tr>
<tr>
<td>Break</td>
<td>Student Life</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>Tour</td>
<td>Residential Life</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>Advising Article</td>
<td>Campus Resources Round Robin</td>
<td>Registrar Review</td>
<td>Shadow Mentor</td>
</tr>
<tr>
<td>Admissions Process</td>
<td></td>
<td>Mercy Website/Catalog</td>
<td></td>
</tr>
<tr>
<td>Admissions Processing</td>
<td></td>
<td>Lunch</td>
<td>Review Banner Screens</td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td>15-to-Finish Best Practices</td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Honors Program Overview</td>
<td>Advising Article</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EAB Overview</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mercy Connect Overview</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>DegreeWorks</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shadow Mentor</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Observations &amp; Reflections</td>
<td>Observations &amp; Reflections</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Observations &amp; Reflections</td>
<td>Observations &amp; Reflections</td>
</tr>
</tbody>
</table>

#### Competency

- **Conceptual**
- **Informational**
- **Relational**
- **Technology**
- **Personal Reflection**

### Observations & Reflections

- Tenured mentors observe different approaches to in-person advising and caseload management.

Source: EAB interviews and analysis.
Success Advisors Contribute to and Benefit from a Campuswide CCN

1. Advisor engages with student in advising sessions
2. Connects with support unit when something comes up
3. Collaborates to create and deliver a care plan & close the loop
4. Intervention outcomes tracked & used to inform advisor's future work

Source: EAB interviews and analysis.
Road Map

1. Strategic Caseload Assignment
   - How do I set up my advisors for success?

2. Proactive Caseload Management
   - What should my advisors be doing and how?

3. Metrics to Motivate and Evaluate
   - How do I motivate my advisors to perform and improve?
How Are Your Advisors Performing?

For Many Schools, Evaluation of Advisor Effectiveness Is Lacking

**Most Advisors Not Meaningfully Evaluated**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
<th>Institutions</th>
<th>Assessment Efforts</th>
<th>Evaluation Efforts</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.8%</td>
<td>of institutions reported they have <a href="#">assessment efforts</a> in place for advising</td>
<td>(N = 770)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.4%</td>
<td>of institutions evaluate individual advisors according to <a href="#">job performance criteria</a></td>
<td>(N = 770)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8%</td>
<td>of advising offices use a <a href="#">central, institution-wide tool</a> to assess advisor job performance</td>
<td>(N = 1,917)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Not All Measures Created Equal

### Pros and Cons of Common Advisor Evaluation Metrics

<table>
<thead>
<tr>
<th><strong>Qualitative</strong></th>
<th><strong>Quantitative</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Satisfaction Surveys</strong></td>
<td><strong>Job Performance Criteria</strong> (e.g., behavioral competencies)</td>
</tr>
<tr>
<td><img src="https://via.placeholder.com/15" alt="Warning" /> Often incur low response rates</td>
<td><img src="https://via.placeholder.com/15" alt="Check" /> Clearly tie advisor behaviors to role expectations</td>
</tr>
<tr>
<td><img src="https://via.placeholder.com/15" alt="Warning" /> May reflect extreme or polarized views</td>
<td><img src="https://via.placeholder.com/15" alt="Check" /> Allow for meaningful career development conversations</td>
</tr>
<tr>
<td><img src="https://via.placeholder.com/15" alt="Warning" /> Advisors do not always have influence over student perceptions</td>
<td><img src="https://via.placeholder.com/15" alt="Warning" /> Not quantitative enough to support effective caseload management</td>
</tr>
<tr>
<td><strong>Student Learning Outcomes (SLOs)</strong></td>
<td><strong>Student Success Metrics, by Caseload</strong></td>
</tr>
<tr>
<td><img src="https://via.placeholder.com/15" alt="Warning" /> Require considerable effort to develop; stakeholders often skeptical of SLO data</td>
<td><img src="https://via.placeholder.com/15" alt="Check" /> Connect advisors’ work to broader institutional goals</td>
</tr>
<tr>
<td><img src="https://via.placeholder.com/15" alt="Warning" /> Difficult to track continuously; requires forcing mechanism to review</td>
<td><img src="https://via.placeholder.com/15" alt="Check" /> Motivate and empower advisors</td>
</tr>
<tr>
<td><img src="https://via.placeholder.com/15" alt="Warning" /> May be met with resistance if used punitively</td>
<td></td>
</tr>
</tbody>
</table>

Source: EAB interviews and analysis.
Student Success Metrics by Caseload
Empowering Advisors with Metrics That Support Caseload Management

Guidelines for Metrics

Visible to advisors on daily or weekly basis
*Tracked in Campus or a central spreadsheet*

Short-cycle
*Can be inflected within a semester*

Appropriate altitude
*Tied to student success but still within advisors’ control*

Recommended “Sweet Spot” Metrics

<table>
<thead>
<tr>
<th>Advisor-Student Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>% response rate to emails</td>
</tr>
<tr>
<td># of advising appointments</td>
</tr>
<tr>
<td># of interventions based on early alerts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students submitting a degree plan</td>
</tr>
<tr>
<td>% of students declaring a major on time</td>
</tr>
<tr>
<td>% of targeted students attending tutoring</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Progress &amp; Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students improving their GPA</td>
</tr>
<tr>
<td>% credits earned (vs. credits attempted)</td>
</tr>
<tr>
<td>% of students registering for the next term</td>
</tr>
<tr>
<td>% of caseload persisting to the next term</td>
</tr>
</tbody>
</table>

Source: EAB interviews and analysis.
“If a student [in my caseload] doesn’t get the help he needs and can’t come back for the next semester, that hurts me personally and professionally.”

Success Mentor
MERCY COLLEGE
### Choosing the Right Metrics

**Keuka Tailored Initial Success Advisor Metrics to Narrow Set of Goals**

#### Keuka College

- Small private college in Keuka Park, NY
- Just over 1,000 on-campus undergraduate students
- 60% six-year graduation rate, 70% retention rate
- Transitioned to Success Advisor model in 2016; seven full- and part-time advisors have caseloads of less than 300 students

#### Goals for New Success Advisor Model (Selected)

<table>
<thead>
<tr>
<th>Metric</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide high-touch support for incoming students</td>
<td></td>
</tr>
<tr>
<td>Improve outcomes for Academic Contract (probation or suspension) students</td>
<td></td>
</tr>
<tr>
<td>Improve overall term-to-term persistence, ensuring no students slip through the cracks</td>
<td></td>
</tr>
</tbody>
</table>

#### Selected Metrics

- # of advising appointments (tracked in Campus)
- % of Academic Contract students improving their GPA (tracked in Campus)
- % of caseload continuing to the next term

#### Outcomes in the First Year

- **35%** Percentage-point increase in Academic Contract students improving GPA
- **3%** Percentage-point increase in fall-to-spring retention

Source: EAB interviews and analysis.
Carrot, Stick, or Neither?

Two Approaches to Deploying Advisor Metrics

**Informal Approach**
- Metrics identify lower-performing advisors for coaching, additional training, or one-on-one conversations
- Metrics help recognize high-performers and encourage personal growth and friendly competition

**Formal Approach**
- Metrics contribute to performance evaluations, which inform pay and promotion decisions
- Metrics roll up to program level to help identify systemic barriers and opportunities for process improvement

Source: EAB interviews and analysis.
Combining Formal and Informal Approaches

Advisor Goal Worksheets Built into Performance Evaluations

Clayton State University

- Four-year public university in Morrow, GA
- 6,587 undergrads, mostly Pell-eligible, nontraditional transfer students
- 33.3% graduation, 71.3% retention
- Staff of 18 professional advisors assigned to students based on colleges and special populations (online, Learning Support); 400:1 ratios

Centralized advising in 2015-16 with the new Center for Advising & Retention

What Was Missing?

- No common understanding of advisors’ new role
- Inconsistent adoption of HR evaluation, with vague criteria
- No way to easily track individual advisor performance
- Needed to demonstrate the efficacy of new advising center

Summer 2015: Created Advisor Goal Worksheets

Used to identify advisors in need of one-on-one coaching conversations

Used to identify structural barriers impacting overall program performance

January 2016: Developed Advisor Performance Matrix

Added performance metrics related to the goal worksheets to the annual HR evaluation

Source: EAB interviews and analysis.
Goal Worksheets and Performance Matrix

### Advisement & Reregistration Goal Worksheet (Excerpt)

| Advisor Name: John Doe | College: College of Business | Advising Caseload: 388 | Total Advising Reports: 79 | Total "Touches": 105 |

<table>
<thead>
<tr>
<th></th>
<th>Summer 2017</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current # of Students Reregistered</td>
<td>152</td>
<td>178</td>
</tr>
<tr>
<td>Goal # of Students Reregistered</td>
<td>186</td>
<td>303</td>
</tr>
<tr>
<td>Reregistration Goal Achievement</td>
<td>39%</td>
<td>48%</td>
</tr>
<tr>
<td></td>
<td>81.62%</td>
<td>58.82%</td>
</tr>
</tbody>
</table>

### Academic Advisor Performance Matrix (Excerpt)

<table>
<thead>
<tr>
<th>Metric</th>
<th>Needs Improvement</th>
<th>Below Standard</th>
<th>Meets Standard</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reregistration rates</td>
<td>Does not implement strategies to achieve desired reregistration rates</td>
<td>Inconsistently implements strategies to achieve desired reregistration rates</td>
<td>Consistently executes strategies to achieve desired reregistration rates</td>
<td>Identifies, recommends, and implements strategies to achieve desired reregistration rates</td>
</tr>
</tbody>
</table>

Source: EAB interviews and analysis.
Career Ladders Reward High Performers

Formal Pathways Critical to Motivating and Retaining Success Advisors

What Good Career Ladders Have in Common:

• Potential for career advancement (signal value more important than large salary increases)
• Tied to competencies and performance metrics, not tenure
• Each step adds new responsibilities (e.g., leading training, participating in working groups, mentoring or managing peers)
• Next step feels attainable (advisors could see promotion every 2-4 years)

Schools With Formal Career Ladders (Partial List)

- Georgia State University
- Mercy College
- Sam Houston State University
- Temple University
- Middle Tennessee State University
- UTSA

Source: EAB interviews and analysis.
Closing