IU Indianapolis Academic Advisor Development Program

2024-2025 Review Period

Contents

I. Goals, Definitions, Guiding Assumptions

Goals

As Indiana's premier urban public research university, IU INDIANAPOLIS has the opportunity and the need to attract, motivate, and retain top advising talent. This is important for the achievement of IU INDIANAPOLIS's strategic goals around employee professional development and student success. Specifically, the IU INDIANAPOLIS Academic Advisor Development Program (AADP) was created in order to achieve the following four goals:

1. Promote undergraduate student learning and success by supporting student persistence, encouraging on-time degree completion, and increasing student engagement through enhanced academic advising.
2. Standardize the quality of and training for academic advising across campus.
3. Grow academic advising as a profession.
4. Retain highly effective academic advisors who support IU INDIANAPOLIS's strategic initiatives and demonstrate their commitment to student success through ongoing professional development.

Definitions

Outcomes: A final product or end result. A conclusion reached through a process of logical thinking. Something that follows from an action, dispute, situation, etc… Result. (http://dictionary.reference.com/browse/outcome)

Domains: The advising-related outcomes are divided into six domains: Intellectual and Personal Growth, Engagement, Career Planning, Academic Planning and Progress, Resources, Policies and Procedures.

Competencies: Adequacy. Possession of required skill, knowledge, qualification, or capacity. Arises from education and experience. Develop over time throughout the course of people's lives and careers (http://dictionary.reference.com/browse/competence).

Evidence: That which tends to prove or disprove something. Something that makes plain or clear. Evidence on which to base proof or to establish truth (http://dictionary.reference.com/browse/evidence?s=t).

Guiding Assumptions and Eligibility Requirements

1. Full-time professional educators in a variety of positions at IU INDIANAPOLIS have responsibility for helping undergraduate students attain advising-related outcomes. Many of these educators have "Advisor" in their position title. The AADP uses 'Advisor' as a general term applicable to any full-time position that has 50% of its time devoted to attaining advising-related outcomes through direct contact with students.
2. The student learning, process, and delivery outcomes developed by the Campus Advising Council represent a minimum standard of advising IU INDIANAPOLIS. To advance to the AADP's "Senior" or "Master" levels, an Advisor must demonstrate ***more than*** attainment of the minimum outcomes.
3. It is expected that the AADP process will evolve each year with the Advancement Committee consulting with the campus regarding any changes to the process for the upcoming year.
4. It is expected that the application and review process for moving from one level to the next

will take up to one academic year. The AADP Committee will establish dates for this process in conjunction with the campus.

5. It is expected that approximately 80% of advising-related outcomes should be met prior to advisors being eligible for advancement and salary increases.

6. Recommended salary increases are discussed in the "HR Guidelines" section of this document. If a Responsibility Center recommends the advancement of an advisor, HR and any required University Administration offices will review and approve any salary increases. Salary increases will occur during the normal budget setting process.

7. It is expected that Advisors will spend a minimum of 3 years in a level before moving to the next level.

8. Units and Schools that choose to participate in the AADP will be recognized on the websites of JACADA, the Campus Advising Council, and the Office of Campus Career and Advising Services.

9. Support for implementation of the AADP will be available from the Office of Campus Career and Advising Services, the Campus Advising Council (CAC) and the Jaguar Academic Advising Association (JACADA).

10. It is not currently possible to hire an advisor in at an advanced level. This might be considered by the AADP Committee in a future year.

II. Advising Outcomes by Academic Advisor Development Program Level

	Level 1: Academic Advisor	Level 2: Senior Academic Advisor	Level 3: Master Academic Advisor
1: Intellectual and Personal Growth Associated Professional Competency Areas (see full list below chart): • Advising and Helping • Assessment, Evaluation, and Research • Equity, Diversity, and Inclusion • Ethical Professional Practice • Law, Policy, and Governance • Leadership • Student Learning and Development	1.1.1. Inform students about the IU INDIANAPOLIS Student Code of Conduct including rights and responsibilities 1.1.2. Discuss time management and time commitment expectations for classes 1.1.3. Communicate with students identified in the FLAGS (or other early alert) system as struggling 1.1.4. Identify course work that is commonly difficult for students by analyzing FLAGS evidence and student feedback 1.1.5. Utilize planning tools to identify and prevent road blocks 1.1.6. Provide students on probation with support and information about resources 1.1.7. Acknowledge and encourage student success 1.1.8. Discuss resources with students when appropriate and explain the connection between the resource and student success	2.1.1. Advise students on their rights when confronted about alleged misconduct 2.1.2. Utilize information (e.g., from campus-wide continuing student survey) regarding impact of hours spent working (on- vs. off-campus) or in co-curricular activities on GPA. Communicate to students so they can make informed decisions as they manage their time 2.1.3. Assess and improve procedures for communicating with students about early alert system, including appropriate resource referral 2.1.4. Utilize student performance or feedback evidence (e.g., DFW rates) on potential bottleneck courses and communicate this to students 2.1.5. Pro-actively engages students in the use of planning tools to identify and prevent roadblocks 2.1.6. Participates in support services or interventions for students on probation 2.1.7. Document and encourage student success in curricular and co-curricular activities 2.1.8. Describe the benefits of resource use based on experiences of past students and appropriately refer students to those resources	3.1.1. Provide recommendations as needed to advising unit regarding processes related to resolution of academic and behavioral misconduct 3.1.2. Gather and share anecdotal and empirical evidence from students regarding time management with appropriate administrators to inform potential policy-development (e.g., all first year full time students must take 15 hours, on-campus employment opportunities will have a first preference for first year students, etc.) 3.1.3. Recommend to unit best practices in using the early alert system to improve student success 3.1.4. Gather relevant evidence and consult with appropriate colleagues and administrators to communicate concerns to relevant instructors and curriculum committees 3.1.5. Provide input and development advice on the production and/or implementation of planning tools 3.1.6. Gather and analyze relevant evidence on student outcomes as a result of academic probation programming. Suggest policy/procedure updates based on results 3.1.7. Develop new or adapt existing evidence-based methods to recognize, evaluate, and encourage student success across curricular and co-curricular activities 3.1.8. Develop new or innovative approaches for referring students to appropriate resources and provide evidence of same

2: Engagement Associated Professional Competency Areas (see full list below chart): • Advising and Helping • Leadership • Student Learning and Development	1.2.1. Communicate in a timely manner about community events 1.2.2. Set expectations of involvement 1.2.3. Be knowledgeable about RISE classes each term 1.2.4. Connect the value of RISE experiences to student educational and career goals 1.2.5. Educate on what RISE opportunities are 1.2.6. Communicate opportunities to engage in campus-level decision making 1.2.7. Knowledge of Weeks of Welcome activities 1.2.8. Promote student involvement in campus and school activities	2.2.1. Provide input on development of appropriate events for student success 2.2.2. Explain and demonstrate importance of involvement in student success. 2.2.3. Explain benefits of participation in RISE courses 2.2.4. Describe the benefits and expectations of RISE participation using experiences of past students *2.2.5. Combined with 2.2.4* 2.2.6. Advocate student involvement in activities or committees with campus impact 2.2.7. Participate in Weeks of Welcome or other extended orientation activities 2.2.8. Engage students in planning for co-curricular involvement at IU INDIANAPOLIS	*3.2.1. Combined with 3.2.2* 3.2.2. Model expectations of involvement by active participation in on-campus and/or community events 3.2.3. Mentor other Advisors on advising practices to support RISE attainment by students *3.2.4. Combined with 3.2.3* *3.2.5. Combined with 3.2.3* 3.2.6. Develop and/or support student organizations through sponsorship or mentoring. Model involvement in activities with campus impact 3.2.7. Assist in development or implementation of Weeks of Welcome or other extended orientation activities 3.2.8. Collaborate with campus and school groups to provide involvement opportunities for students

3: Career Planning Associated Professional Competency Areas (see full list below chart): • Advising and Helping Assessment, Evaluation, and Research • Leadership • Student Learning and Development		
1.3.1. Educate students on employment benchmarks to be reached throughout their college career **1.3.2.** Educate students on career exploration options (externship, job shadow) and campus career resources **1.3.3.** Be knowledgeable about current professional organizations **1.3.4.** Communicate expectations for career preparation **1.3.5.** Facilitate students connecting with appropriate faculty members to explore mentorship opportunities and graduate school options **1.3.6.** Discuss and explore career goals with students **1.3.7.** Be knowledgeable about graduate school expectations in related fields	**2.3.1.** Refer students to campus, community, or online resources that will help student achieve career development benchmarks **2.3.2.** Participate in collaborative experiences with career professionals **2.3.3.** Demonstrate active participation in a professional organization **2.3.4.** Integrate career preparation into course advising and promotion of campus events/services **2.3.5.** Network with campus faculty, and mentor students in the approach and progress of developing a relationship with faculty **2.3.6.** Approach advising sessions from the perspective of helping the student achieve career goals **2.3.7.** Attend information sessions about graduate programs; distribute information to students as it relates to their goals	*(Intentionally Left Blank)*

4: Academic Planning and Progress		
4: Academic Planning and Progress Associated Professional Competenciy Areas (see full list below chart): • Advising and Helping • Assessment, Evaluation, and Research • Equity, Diversity, and Inclusion • Leadership • Student Learning and Development	**1.4.1.** Teach students about technical resources for academic planning (e.g., iGPS, AAR, shopping cart, etc.) **1.4.2.** Publicize opportunities for students to learn about the registration tools and systems **1.4.3.** Create planning tools with degree requirements **1.4.4.** Create planning tools with minor requirements **1.4.5.** Publicize and point out RISE opportunities **1.4.6.** Ensure students know the prerequisite structure of the degree by finding ways to enforce prerequisites **1.4.7.** Be knowledgeable about why prerequisite structures exist **1.4.8.** Encourage four-year planning from the beginning **1.4.9.** Teach students to assess their time by discussing realistic concepts on time management and study time **1.4.10.** Develop and encourage models of academic success by encouraging engagement with faculty and students who are further along in their degree **1.4.11.** Publicize and encourage participation in capstone or thesis presentations **1.4.12.** Encourage research of graduate programs **1.4.13.** Know and publicize the academic calendar **1.4.14.** Talk to students about their vision of academic success	**2.4.1.** Develop tools to teach students about technical resources for academic planning (e.g., iGPS, AAR, shopping cart, etc.) **2.4.2.** Create training tools or workshops for students to learn about registration tools and systems **2.4.3.** Disseminate planning tools for degree requirements and minors to students and campus constituents **2.4.4.** *Combined with 2.4.3* **2.4.5.** Develop resources to support engagement in RISE opportunities. Suggest ways students can integrate experiences into their curriculum **2.4.6.** Demonstrate understanding of the reason for prerequisites for specific courses and communicate information effectively to students **2.4.7.** *Combined with 2.4.6* **2.4.8.** Teach students how to develop a four-year plan, including parallel plans **2.4.9.** Engage students in the development of strategies to effectively manage time and study habits **2.4.10.** Connect students with faculty and students in their degree program **2.4.11.** Be able to articulate the purpose of capstone and thesis presentations, emphasizing the future impact **2.4.12.** Assist students in evaluating post-graduation options **2.4.13.** Teach students essential dates and important deadlines on the academic calendar **2.4.14.** *(Intentionally Left Blank)*	**3.4.1.** Provide feedback and serve on campus committees to encourage the development of technical resources that meet student needs for academic planning **3.4.2.** Provide feedback and serve on campus committees that develop and implement registration tools and systems **3.4.3.** *Intentionally left blank* **3.4.4.** *Intentionally left blank* **3.4.5.** Monitor RISE completion, identify gaps in RISE course offerings, and creatively find ways for students to participate **3.4.6.** Implement enforcement of pre-requisite structures, including the use of holds or other mechanisms to proactively ensure pre-requisites are met **3.4.7.** *Combined with 3.4.6* **3.4.8.** Hold students accountable to their four-year plan, teaching them to take ownership of their academic decisions **3.4.9.** Be knowledgeable on the literature relating to time management and study time and translate this information to students **3.4.10.** Support methods for students to expand the network in their field through membership in professional societies related to their discipline **3.4.11.** Collect evidence and share examples of the impact of capstone and thesis presentations for student success Develop and share resources to assist students in evaluating post-graduation options **3.4.12.** *(Intentionally Left Blank)* **3.4.13.** *(Intentionally Left Blank)*

5: Resources			
5: Resources Associated Professional Competency Areas (see full list below chart): • Advising and Helping • Equity, Diversity, and Inclusion • Ethical Professional Practice • Law, Policy, and Governance • Leadership • Student Learning and Development	**1.5.1.** Educate themselves about campus resources and know where they are **1.5.2.** Engage in educational opportunities to learn more about support services **1.5.3.** Assess students' needs and educate students on available resources **1.5.4.** Know the basic rules regarding satisfactory academic progress (SAP) as it relates to financial aid **1.5.5.** Reference FLAGS data to refer students to faculty recommended resources **1.5.6.** Know medical withdraw procedures **1.5.7.** Know how and when to refer student to the campus student advocate and other crisis resources **1.5.8.** Understand how to find school and campus student organizations	**2.5.1.** Educate fellow Advisors about campus resources **2.5.2.** *Combined with 2.5.1* **2.5.3.** Proactively refer students to campus resources based on known risk-factors rather than waiting until deficiencies to appear before referring **2.5.4.** Advise students of SAP implications arising from academic performance **2.5.5.** Reach out to students with early alerts (e.g., FLAGS, SER, SSC Campus alerts, etc.) within three business days of the alerts' posting to encourage use of faculty-recommended resources **2.5.6.** Appropriately recommend medical withdrawals to students **2.5.7.** Appropriately refer students to the campus student advocate or other crisis resources **2.5.8.** Teach students how to find school and campus student organizations	**3.5.1.** Advocate for creation of new campus resources or make evidence-based recommendations for alterations to existing resource and services **3.5.2.** *Combined with 3.5.1* **3.5.3.** Hold students accountable for non-use of resources they have been referred to **3.5.4.** *(Intentionally Left Blank)* **3.5.5.** Hold students accountable for non-use of resources their faculty have referred them to through early alerts (e.g., FLAGS, SER, SSC Campus alerts, etc.) **3.5.6.** *(Intentionally Left Blank)* **3.5.7.** Work with colleagues to develop criteria and protocol for referring students to student advocate, CAPS, and the BCT **3.5.8.** Teach students to set and monitor progress toward goals related to student organization involvement and leadership development

| 6: Policies and Procedures

Associated Professional Competency Areas (see full list below chart):
• Advising and Helping
• Assessment, Evaluation, and Research
• Ethical Professional Practice
• Law, Policy, and Governance
• Student Learning and Development | **1.6.1.** Make students aware of the academic calendar on the Registrar's website
1.6.2. Make students aware of the academic bulletin and how to access it online
1.6.3. Review key policies relative to student life at IU INDIANAPOLIS
1.6.4. Review school specific policies and procedures when appropriate
1.6.5. Send timely messages to students regarding important dates and timelines
1.6.6. Maintain a newsletter or other communication system to disseminate information to students
1.6.7. Keep abreast of campus changes
1.6.8. Educate students on how to get important information
1.6.9. Educate students on FERPA | **2.6.1.** Integrate use of academic calendar and academic bulletin for advising purposes
2.6.2. *Combined with 2.6.1*
2.6.3. Understand and apply key university and campus policies
2.6.4. *Understand and apply key school policies*
2.6.5. Contribute to unit-wide advising calendar that centralizes and integrates important campus and unit deadlines; and disseminate information to students as appropriate
2.6.6. Assess effectiveness of current communication systems
2.6.7. *(Intentionally Left Blank)*
2.6.8. *(Intentionally Left Blank)*
2.6.9. Provide resources and materials to explain student rights under applicable laws (e.g., FERPA, Title IX/SaVE Act, etc.) | **3.6.1.** *(Intentionally Left Blank)*
3.6.2. *(Intentionally Left Blank)*
3.6.3. Provide input when requested on university and campus policies
3.6.4. Provide input when requested on school specific policies and procedures relating to student success
3.6.5. *(Intentionally Left Blank)*
3.6.6. *(Intentionally Left Blank)*
3.6.7. *(Intentionally Left Blank)*
3.6.8. *(Intentionally Left Blank)*
3.6.9. Share best practices with unit colleagues regarding compliance with applicable laws (e.g., FERPA, Title IX/SaVE Actc, etc.) |

III. Associated Professional Competencies

(Adopted/adapted from ACPA & NASPA's (2010) Professional Competency Areas Student Affairs Practitioners*)*

Advising and Helping

1. Utilize active listening skills (e.g., appropriately establishing interpersonal contact, paraphrasing, perception checking, summarizing questioning, encouraging, avoid interrupting, clarifying)
2. Establish rapport with students, groups, colleagues, and others
3. Facilitate reflection to make meaning from experience
4. Understand and use appropriate verbal and nonverbal communication
5. Challenge and encourage students and colleagues effectively and appropriately
6. Maintain an appropriate degree of confidentiality that follows applicable legal and licensing requirements, facilitates the development of trusting relationships, and recognizes when confidentiality should be broken to protect the student or others
7. Actively seek out and engage in campus, regional and/or national professional development opportunities to learn about and share research on best practices and current issues in academic advising and student success
8. Identify patterns of behavior that signal mental health concerns or learning disabilities
9. Manage conflict
10. Demonstrate appreciative and culturally appropriate advising, helping, and coaching strategies

Assessment, Evaluation, and Research

11. Effectively articulate, interpret, and use results of assessment, evaluation, and research reports and studies, including professional literature
12. Facilitate appropriate data collection for department-wide assessment and evaluation efforts using up-to-date technology and methods
13. Follow institutional and divisional procedures and policies (e.g., IRB approval, informed consent) with regard to ethical assessment, evaluation, and other research activities
14. Align program and learning outcomes with organization goals and values
15. Effectively use assessment and evaluation results in determining the unit's accomplishment of its goals, in reallocating resources and in advocating for more resources
16. Contribute to the body of knowledge in the field of Academic Advising through professional presentations or publications on assessed effective practices or research findings

Equity, Diversity, and Inclusion

17. Integrate cultural knowledge with specific and relevant diverse issues on campus
18. Utilize culturally relevant and inclusive advising practices and programs
19. Facilitate dialogue effectively among disparate audiences

Ethical Professional Practice

20. Identify ethical issues in the course of one's advising practice
21. Assist students with ethical decision-making
22. Appropriately address organizational actions that are not consistent with ethical standards
23. Demonstrate an ethical commitment to just and sustainable practices

Law, Policy, and Governance

24. Identify when to consult one's immediate supervisor and campus legal counsel about advising matters that may have legal ramifications
25. Apply relevant state and federal laws to advising practice
26. Describe the governance systems at one's institution, including the governance structures for faculty, staff, and students

27. Identify institutional policies that impact students and are likely to be discussed in academic advising

Leadership

28. Identify one's strengths and weaknesses as a leader and seek opportunities to develop one's leadership skills
29. Understand campus cultures (e.g., academic cultures, student cultures) and collaborative relationships, applying that understanding to one's work
30. Explain the advantages and disadvantages of different types of decision-making processes (e.g., consensus, majority vote, and decision by authority)
31. Think critically and creatively, and imagine possibilities for solutions that do not currently exist or are not apparent

Student Learning and Development

32. Articulate theories and models that describe the development of college students and the conditions and practices that facilitate holistic development
33. Design advising and advising-related programs based on current research on student learning and development theories
34. Identify advising-related learning outcomes and ensure advising practice is focused on achieving these outcomes
35. Assess advising-related learning outcomes and incorporate the results into practice

IV. Process for AADP Advancement

AADP Committee

There will be a standing AADP Committee which will provide guidance for the processes, documents, and orientations associated with the AADP. The Committee shall be comprised of three representatives appointed from the Campus Advising Council, three representatives from the Jaguar Academic Advising Association (JACADA), and a representative from IU INDIANAPOLIS Human Resources. The membership should always include:

- at least two Director-level professionals who supervise academic advisors

- at least two professionals who are at the Academic Advisor, Senior Academic Advisor, or Master Academic Advisor levels (Advisors are not eligible to serve on the AADP Committee during years in which they are applying for advancement)

Though not possible at the outset of this program, eventually the AADP Committee should include at least one representative from each level of the AADP.

The Director of Campus Career and Advising Services in the Division of Undergraduate Education will serve on the AADP Committee in an ex-officio role, call regular meetings of the AADP Committee, and ensure the maintenance of AADP documents.

The AADP Committee will receive AADP Applications, ensure an Advancement Panel (described below) is convened and then review submitted materials in line with the processes and expectations described below. The AADP Committee will notify supervisors of final decisions of the committee and publish a list of advisors who have successfully advanced to a new level in the AADP. The AADP Committee will also maintain the published list of Schools participating in the AADP.

Steps in Review Process

a. **Attend AADP Orientation**. The AADP Committee will hold an orientation session, open to all advisors, but required for those seeking advancement for that year. The Orientation will be held in May each year. The orientation will overview the process and answer questions regarding the AADP.

b. **Supervisor Approval to Pursue Review.** Advisors interested in applying for AADP Advancement must first receive approval to pursue the process from their direct supervisor no later than September 1 of the year in which they intend to apply for advancement. The AADP Committee must receive confirmation from the direct supervisor of his or her knowledge that the candidate is pursuing AADP Committee. The AADP Committee will develop a standardized form for this purpose.

c. **Advancement Panel Approval to Pursue Review.** In this first step, applicants must first submit the documents below so the Advancement Panel can ensure the applicants meet baseline eligibility criteria. Candidates will then receive invitation from the

Advancement Panel to submit the full set of documents for review, assuming the candidate is eligible.

    i. **Rationale for Review.** This introductory letter from the Advisor officially requests review of their body of advising work for consideration of advancement per the AADP. This might include an application form with standard demographic information.

    ii. **CV to Document Professional Involvement.** Entries should be limited to material that pertains directly to academic advising, presenting relevant information from the applicant's overall resume/vita. CV should include advisor's current job with either a position description or a list of job responsibilities. CV should also include professional development, training, professional involvement (e.g., JACADA, NACADA, other relevant organizations), conference presentations, articles written, committee involvement, leadership, campus service, and any other professional contributions.

    iii. **Job Description.** Candidates for review will include a copy of their official job description along with a statement regarding the percentage of time devoted to working directly with students to attain advising-related outcomes.

    iv. **Verification of Advanced Degree(s).** Candidates will provide a picture or copy of any relevant diploma(s) (Master's and Doctoral level degrees) or provide an unofficial transcript (no need to do both).

d. **Request for Documents Demonstrating Attainment of Outcomes**. Upon approval to pursue advancement from the Advancement Panel, Advisors will receive an invitation to submit mandatory and discretionary documents (described below) demonstrating how the Advisor has attained the next level outcomes. For any discretionary methods with which the Advisor requires assistance from the advancement panel, the Advisor should make a timely request for assistance.

Mandatory Documents

    i. **Rationale for Review.** (Already submitted in Step 3 above)

    ii. **CV to Document Professional Involvement.** (Already submitted in Step 3 above)

    iii. **Job Description.** (Already submitted in Step 3 above)

    iv. **Verification of Advanced Degree(s).** (Already submitted in Step 3 above)

    v. **Letters/Emails of Support.** Letters/emails of support can be from advisees, colleagues, and administrators. Letters of support should include information that supports the Advising Outcomes for the relevant AADP level. Special focus should be placed on those Outcomes and Professional Competencies that are difficult to prove through evidence or campus reports, such as interpersonal skills, ethics, communication, and equity, diversity, and inclusion. Applicants should submit, at a

minimum, the following:

1. Two (2) letters/emails of support from advisees, at least one of which must be a current student at IU INDIANAPOLIS/IUPUC.
2. Two (2) letters/emails of support from colleagues at least one of which should have academic advising experience. At least one letter/email of support from a colleague must be from an IU INDIANAPOLIS/IUPUC employee.
3. One (1) letter/email of support from an administrator. The administrator letter/email of support must be from an IU INDIANAPOLIS/IUPUC employee who is not a direct supervisor.

Additional letters/emails of support, up to a maximum of ten (10), may be submitted. Letters of support from colleagues and administrators must be written on letterhead. Emails of support must be sent using the official campus email address.

vi. **Supervisor's Evaluation.** The supervisor's evaluation assesses the Advisor's job performance and competence in specific professional categories related to AADP Advancement. The supervisor's evaluation should be completed by the Advisor's immediate or primary supervisor. The evaluation should focus on Performance Categories (Advisor Professional Competencies instead of Outcome Domains) and should include performance criteria/statements (specific bullet points from each category or a general description of competence in the area).

The evaluation can be from current year or from most recent prior year, provided that the evaluation addresses performance categories relevant to the AADP, and so long as the candidate's job description has not changed (e.g., in 2017, a candidate could submit an annual performance evaluation document which was written in 2016, covering work from the 2015 Calendar Year).

Examples of what might be included:

1. Performance Rating Scale *(e.g.,* Poor-Outstanding, Total Disagreement-Total Agreement, Needs Improvement/Meets Expectations/Exceeds Expectations)
2. Supervisor's Overall Evaluation (descriptive statement related to the Advisor's overall performance)
3. Supervisor's Recommendation for AADP Advancement
   a. I recommend without reservation that advancement be considered/granted.
   b. I recommend with reservations that advancement be considered/granted (noting the reservations).
   c. I do not recommend that advancement be considered at this time.

vii. **Self-Evaluation.** The self-evaluation should address each outcome in the relevant AADP level and note briefly whether each outcome has been met. For outcomes which the Advisor believes he/she has met, the self-evaluation should briefly

summarize where the Advancement Committee will find evidence of those outcome being met.

Note that this document is likely the most important of all the documents you will submit so please write it carefully. It will serve as the guide for the AADP Committee as we look to find evidence of each of the relevant advising outcomes for the next level of advancement. Note that the committee must find evidence of at least 80% of all outcomes from that level in order to recommend you for advancement.

Examples of Acceptable Evidence (Not an exhaustive list). In general, these examples require candidates to show the committee a time when they executed the particular outcome.
1. Emails
2. Advising Notes
3. Recommendation Letters
4. Information from Recommendation Letters or Reviews
5. PowerPoint presentations/handouts they have made and evidence of how it was used
6. Screenshots of AdRx notes, emails, canvas
7. Completed SAP forms or guidance shared with students on completing these forms
8. Screenshot of AdRx Quicknotes as example of tool created
9. Newsletters to Students
10. Flier from event you facilitated
11. Syllabi showing you taught/presented a topic

Note on timeliness of evidence. *For first level of advancement (review for Senior Advisor level), evidence must be within five years of February 1. If candidate has an exceptional circumstance (e.g., student you impacted 10 years ago who is now writing a letter reflecting on your impact), candidate must explain why the exception should be made within the Self-Evaluation document. For the second level of advancement (to the Master Advisor level), evidence must be of work done since candidate was advanced to the Senior Advisor Level. These time limits apply only to the evidence for advising outcomes, not to the other qualifications listed on the HR Guidelines page in the AADP document.*

Examples of Unacceptable Evidence (Not an exhaustive list).
1. Candidate cannot simply affirm/claim they do something
2. Citing standard forms used by most advisors with no documentation of how the candidate uses it
3. Simply listing a website
4. Don't simply state that this is known by all advisors or that all advisors are aware of this.
5. Instructing the reviewers to contact someone else to verify. It is the job of the candidate to provide evidence.
6. Using evidence of something done more than five years previously. (See note on timeliness above).

Note on Outcomes with Multiple Expectations. In the cases of outcomes that clearly delineate more than one expectation, reviewers will make decisions as follows. If there are two expectations embedded within the outcome, both must be evidenced. If there are three or more expectations, a majority of them must be evidenced (see, e.g., Outcome 3.4.5).

Discretionary Documents (Optional to Include)

viii. **Case Study-Based Test.** A committee from the CAC or JACADA could design a test of closed- and open-ended questions based on 3-4 case studies. The case studies should reflect the diversity of student concerns and policy/procedure issues that typically arise in academic advising. Case studies of specific students should be illustrated through a transcript (designed to resemble an actual student) and description of introductory information typically obtained in the first few minutes of an introductory academic advising session. Closed- ended questions could follow the case study and specifically relate to the case study described. Closed-ended questions should focus on degree requirements or policies or procedures that clearly and consistently implicated by the relevant case study. For example, such questions might focus on general education, academic standing, IU GPA calculation, etc. Each case study should also have associated open ended questions that provide more opportunity for the Advisor to describe their interviewing and listening techniques, and the resources and opportunities they might encourage the student from the case study to consider. The test should be graded by a rubric designed prior to the administration of the test; designers of the test and rubric should include diverse range of Advisors by level, school/college affiliation, and years of experience.

ix. **Observations (Peer and Supervisor).** Observations of advising are powerful methods for assessing the interpersonal communication and relationship-building skills an Advisor exhibits with students. Observations should include at least one in an Advising session with student(s) and at least one in an alternative setting with student(s) (e.g., First Year Seminar, campus event, orientation, etc.). See Appendix for example checklists/rubrics to utilize in observations.

x. **Surveys.** A committee from the CAC or JACADA could develop a survey (or set of surveys) designed to indirectly measure student attainment of advising- related learning, process, and delivery outcomes. (See, e.g., the Collegiate Advising- Related Learning Inventory—CARLI piloted in Spring 2014 by a CAC- JACADA collaboration). Surveys should be administered to the population advised by the Advisor as identified by the employing unit. Care should be taken to determine the validity and reliability of any survey; also, the survey must reach a representative sample of the advised population. The advised population's responses might be compared to other populations who have completed the survey or might be used simply to determine that certain competencies, levels of usage, or levels of satisfaction have been achieved (e.g., % of students indicating "agreement" or "satisfied" with relevant survey items). Some units or schools may have their own

survey that could serve the purposes noted above.

xi. **Campus or Unit Reports.** Through IUIE or through IMIR, the Advisor or the employing unit should be able to produce reports related to student success in the advised population. Such reports might examine first year retention rates, percentages of students enrolling in 15 or more hours each semester, percentages of students reaching four-year timeline markers each year (30, 60, 90), and four- and six-year graduation rates. There might be reports from the EAB or FLAGS systems that would be useful as well. The CAC and JACADA could recommend some standard reports for these purposes.

e. **Decisions and Advancement**. The AADP Committee decided on October 28, 2016 that decisions fall into two categories: When votes need to be called in order to make a decision, we will view *process* decisions differently from *advancement* decisions. The HR Consultant and Director of Campus Career and Advising Services would only vote on process decisions. All JACADA and CAC reps vote on all decisions. A decision will be made when an option has the votes of a majority plus one. If a voting member is not present at the meeting, they will need to vote ahead of time or in response to a follow-up email from the ex-officio member.

Once the AADP Committee completes its review of applicants, each applicant and their supervisor will receive a letter of decision. For unsuccessful applicants, the letter of decision will include a rationale that will note deficiencies that were found and will invite the applicant to reapply once those deficiencies have been addressed. In the case of successful applicants, the Advisor will be invited to begin using the relevant new title (Senior or Master Academic Advisor). The letter of decision for successful applicants will also describe recommended salary increases. All decisions will be held in confidence among the panel members

Example of Decision Letter for Successful Applicant (with copy to Supervisor)

Dear _____,

On behalf of the Academic Advisor Development Program (AADP) Committee, I am pleased to notify you that you have successfully advanced to the second level of the AADP. We invite you to begin using the working title of "Senior Academic Advisor," which is how you will soon be listed on the AADP website.

This recognition is not easily earned. The AADP Committee reached this decision after carefully reviewing the many documents submitted by you, your colleagues, your supervisor, and your students. The AADP Committee was pleased to find in your submitted documents evidence that you have met at least 80% of the __outcomes expected of advisors pursuing the "Senior Academic Advisor" title.

IU INDIANAPOLIS now recognizes you as an advisor who goes above and beyond to promote undergraduate student learning and success by supporting student persistence, encouraging on-time degree completion, and increasing student engagement. You are a role model for

advisors across campus and we commend you for demonstrating high quality academic advising and a commitment to professional development, all in support of IU INDIANAPOLIS's strategic initiatives.

Advancement to "Senior Academic Advisor" in the AADP does not dictate whether individual Responsibility Centers need to adjust official titles of advisors; nor does it dictate salary increases. If your department approves of this advancement, your position classification will remain the same; however, Human Resources will change your title to Senior Academic Advisor. Such a title change would be assigned to you personally and would follow you throughout the Indiana University system.

We encourage your supervisor who is copied here to work with your department's Human Resource and Fiscal Officers to consider these matters. The AADP Committee, in consultation with IU INDIANAPOLIS Human Resources, established guidelines for recommended salary increases. You can view those guidelines on page ___of the AADP .pdf found at [Academic Advisor Development Program: Advising at IU Indianapolis: Advising Resources: Indiana University Indianapolis](#)

Thank you for all you do for students and for the advising profession.

Sincerely,

The Academic Advisor Development Program Committee

V. HR Guidelines for AADP[1]

	Level 1: Academic Advisor	Level 2: Senior Academic Advisor	Level 3: Master Academic Advisor
Salary Increases[3] *Note that salary decisions are always up to the Responsibility Center. This is intended as a reference.*	N/A. Salary set upon hire. *Note that a competitive salary **in 2015** for an entry-level, Master's Degree-holding Academic Advisor in central Indiana would be $40,000.*	8.0% raise upon promotion to Senior Academic Advisor or minimum of $44,700 (**in 2015 dollars**), whichever is higher.	8.0% raise upon promotion to Master Academic Advisor or minimum of $50,000 (**in 2015 dollars**), whichever is higher.
Required Education & Experience (Years of Experience will be calculated as of Feb. 1)	Bachelor's & 3 years advising experience	Master's degree (any discipline); 3 or more years of experience in advising	Master's degree (any discipline) ; 6 or more years in advising with at least **3** years advising at IU INDIANAPOLIS
Preferred Education & Experience	Master's degree (any discipline) & Graduate Intern experience in advising	Master's degree in a student development- or counseling-related field; 3 or more years of experience in advising	Master's degree in a student development- or counseling-related field; 6 or more years of experience in advising with at least 3 years advising at IU INDIANAPOLIS
Committee Review Findings	Attainment of at least 80% of outcomes for Level 1	Attainment of at least 80% of outcomes for Level 2	Attainment of at least 80% of outcomes for Level 3
Advising Skill Development & Ongoing Professional Development	Complete School- or Campus-based training	Attends local, regional, or national professional conferences	Attends national professional conferences or pursues continuing/ advanced education[2]
Professional & Committee Service	Participates at unit or school-level	Has participated at school or campus-level	Has participated at regional or national level with evidence of sharing at IU INDIANAPOLIS; or demonstrated leadership at school- or campus-level
Scholarly (i.e., Peer-Reviewed) Publications & Presentations	Not required but will help advancement	Has demonstrated scholarly advising activity at local level	Has demonstrated scholarly advising activity at regional or national level with evidence of sharing at IU INDIANAPOLIS
Advising Outreach and Strategic Initiative Efforts	Not required but will help advancement	Has participated in activities targeting retention, student progression or graduation at unit, school-, or campus level	Has developed initiatives /outreach activities that measure/analyze/impact retention, student progress or graduation rate at unit level

[1] This overview draws heavily from a helpful document produced at University of South Florida. The AADP committee thanks Dr. Robert Sullins and Mr. Travis Thompson for sharing their USF documents.

[2] JACADA Professional Development Funds exist to support advisor professional development in cases where advisors' unit or school does not. The committee recommends monitoring JACADA grant funding levels to ensure they can support the AADP.

[3] IU INDIANAPOLIS HR (per John Murray, 12/15/2016) recommends treating any advancement salary adjustments as mid-year raises. This ensures that that advancement raises will be treated as separate from the annual raise pool.

Appendix A

Academic Advising at IU INDIANAPOLIS:
Student Learning, Process, and Delivery Outcomes

The Campus Advising Council Values state that we expect IU INDIANAPOLIS advising partnerships are guided by a commitment to:

- Diversity and an appreciation for individuality
- Respectful interactions
- Holistic learning and development
- Shared responsibility and active engagement
- Balance between support and empowerment to foster growth
- Highest ethical standards

a. Intellectual and Personal Growth
   Students will be able to…
   - Recognize their personal responsibility for their behavior, their actions, and their role in their own learning process. PUL 6, 5
   - Demonstrate an ability to create balance between work, school, family, and personal health and determine priorities between these four areas. PUL 6
   - Recognize road blocks to success, determine strategies to navigate these road blocks, and understand when outside resources are needed. PUL 2, 4
   - Articulate their responsibilities as citizens of the IU INDIANAPOLIS community, the city, the state, the country, and the world. PUL 5, 6

   Advisors, faculty and staff providing student services will . . .
   - Inform students about the IU INDIANAPOLIS Student Code of Conduct including rights and responsibilities.
   - Discuss time management and time commitment expectations for classes.
   - Communicate with students identified in the FLAGS system as struggling.
   - Identify course work that is commonly difficult for students by analyzing FLAGS data and student feedback.
   - Utilize planning tools to identify and prevent road blocks.
   - Provide students on probation with support and information about resources.
   - Acknowledge and encourage student success.
   - Discuss resources with students when appropriate and explain the connection between the resource and student success.

b. Engagement
   Students will be able to…
   - Decide upon the appropriate level of co-curricular involvement. PUL 2, 3
   - Locate student organizations related to their interests. PUL1, 3

- Locate information about campus community events. PUL 3
- Identify RISE (Research, International, Service, and Experiential) opportunities. PUL 3
- Recognize opportunities to engage in campus-level decision making. PUL 5

Advisors, faculty and staff providing student services will . . .
- Communicate in a timely manner about community events.
- Set expectations of involvement.
- Be knowledgeable about RISE classes each term.
- Connect the value of RISE experiences to student educational and career goals.
- Educate on what RISE opportunities are.
- Communicate opportunities to engage in campus-level decision making.
- Knowledge of weeks of welcome activities.
- Promote Office of Student Involvement, campus, and school activities.

c. Career Planning
   Students will be able to…
- Assess their needs for career planning resources. PUL 2
- Use appropriate campus resources related to career planning. PUL 1
- Find mentoring opportunities. PUL 3
- Contact professional organizations within their field. PUL 3
- Interpret appropriate benchmarks for professionalism within their field. PUL 1
- Utilize career planning tools. PUL 3
- Locate career building opportunities while in school. PUL 3

Advisors, faculty and staff providing student services will . . .
- Educate students on employment benchmarks to be reached throughout their college career.
- Educate students on career exploration options (externship, job shadow) and campus career resources.
- Be knowledgeable about current professional organizations.
- Communicate expectations for career preparation.
- Facilitate students connecting with appropriate faculty members to explore mentorship opportunities and graduate school options.
- Discuss and explore career goals with students.
- Be knowledgeable about graduate school expectations in related fields.

d. Academic Planning and Progress
   Students will be able to…
- Analyze their need for assistance when planning for degree completion. PUL 2
- Use the AAR, Shopping Cart, Planner and other technical tools (both in SIS and otherwise) to plan, register, drop/add and schedule for courses. PUL 1, 2, 3
- Understand the requirements of their degree, including prerequisites, difficulty, course availability, and RISE opportunities. PUL 4

- Develop a realistic plan to graduate in 4 years, if possible. PUL 2
- Set realistic goals for academic success. PUL 2, 4

Advisors, faculty and staff providing student services will . . .
- Teach students about the AAR, shopping cart, planner, and other technical resources.
- Publicize opportunities for students to learn about the registration tools and systems.
- Create planning tools with degree requirements.
- Create planning tools with minor requirements.
- Publicize and point out RISE opportunities.
- Ensure students know the prerequisite structure of the degree by finding ways to enforce prerequisites.
- Be knowledgeable about why prerequisite structures exist.
- Encourage four-year planning from the beginning.
- Teach students to assess their time by discussing realistic concepts on time management and study time.
- Develop and encourage models of academic success by encouraging engagement with faculty and students who are further along in their degree.
- Publicize and encourage participation in capstone or thesis presentations.
- Encourage research in graduate programs.
- Know and publicize the academic calendar.
- Talk to students about their vision of academic success.

e. Resources
Students will be able to…
- Locate campus services based on individualized needs. PUL 1
- Effectively use individualized campus resources to meet academic, financial and personal needs. PUL 1

Advisors, faculty and staff providing student services will . . .
- Educate themselves about campus resources and know where they are.
- Engage in educational opportunities to learn more about support services.
- Assess students' needs and educate students on available resources.
- Know the basic rules regarding satisfactory academic progress (SAP) as it relates to financial aid.
- Reference FLAGS data to refer students to faculty recommended resources.
- Know medical withdraw procedures.
- Know how and when to refer student to the campus student advocate and other crisis resources.
- Understand how to find school and campus student organizations.

f. Policies and Procedures
Students will be able to…
- Identify relevant dates and meet deadlines. PUL 1
- Respond to and resolve service indicators. PUL 1

- Identify and interpret policies regarding incompletes, academic forgiveness, grade changes, grade replacement, reinstatement, good standing, student code of conduct, and school admission criteria. PUL 1, 2
- Locate and identify privacy rights in accordance with FERPA regulations. PUL 1
- Identify school specific policies and procedures when appropriate. PUL 1

Advisors, faculty and staff providing student services will . . .
- Make students aware of the academic calendar on the Registrar's website.
- Make students aware of the academic bulletin and how to access it online.
- Review key policies relative to student life at IU INDIANAPOLIS.
- Review school specific policies and procedures when appropriate.
- Send timely messages to students regarding important dates and timelines.
- Maintain a newsletter or other communication system to disseminate information to students.
- Keep abreast of campus changes.
- Educate students on how to get important information.
- Educate students on FERPA.

To achieve these outcomes, the professionals providing student services should exhibit interpersonal and helping skills. This means Advisors will do the following[3]:
- Utilize active listening skills (e.g., appropriately establishing interpersonal contact, paraphrasing, perception checking, summarizing questioning , encouraging, avoid interrupting, clarifying)
- Establish rapport with students, groups, colleagues, and others
- Facilitate reflection to make meaning from experience
- Understand and use appropriate verbal and nonverbal communication
- Challenge and encourage students and colleagues effectively and appropriately
- Maintain an appropriate degree of confidentiality that follows applicable legal and licensing requirements, facilitates the development of trusting relationships, and recognizes when confidentiality should be broken to protect the student or others
- Actively seek out and engage in campus, regional and/or national professional development opportunities to learn about and share research on best practices and current issues in academic advising and student success
- Identify patterns of behavior that signal mental health concerns or learning disabilities
- Manage conflict
- Demonstrate appreciative and culturally appropriate advising, helping, and coaching strategies

[3] Adopted in part and adapted in part from the "Advising and Helping" section of Professional Competency Areas for Student Affairs Practitioners by ACPA & NASPA, 2010, Washington, DC: Authors. Retrieved from http://www.naspa.org/programs/prodev/ Professional_ Competencies.pdf, pp. 6-7.

Appendix B

INDIANA UNIVERSITY INDIANAPOLIS ACADEMIC ADVISING
VISION, MISSION AND VALUES

VISION

The vision for academic advising at IU INDIANAPOLIS is to become the model for excellence in advising.

MISSION

The mission of academic advising at IU INDIANAPOLIS, whether provided by professional, faculty, or peer advisors, is to help students identify, clarify, and achieve their goals for education through shared responsibility between advisors and students in a supportive environment that promotes student development and success.

Shared responsibility means that IU INDIANAPOLIS's academic advisors are expected to be ethical, caring, and knowledgeable experts and educators who treat students with respect. IU INDIANAPOLIS's students are responsible for planning and fulfilling requirements for their selected program of study, and they are expected to be respectful of others involved in this process.

Advising at IU INDIANAPOLIS creates conditions for students to learn about the full range of curricular and co-curricular resources and opportunities to facilitate their intellectual and personal growth and ensure the retention and success of all of our students.

The IU INDIANAPOLIS Student Code of Rights, Responsibilities and Conduct provides the framework for advising expectations and student responsibilities.[1] Students have the right to "have access to academic advising and clear expectations for degree and graduation requirements" (Part I. A.). Further, IU INDIANAPOLIS seeks to provide high quality advising experiences for students by subscribing to the Council for the Advancement of Standards in Higher Education (CAS) standards and guidelines for academic advising programs.

At IU INDIANAPOLIS, academic advising is the responsibility of each academic unit and:

- Promotes student growth and development
- Assists students in assessing their interests and abilities, examining their goals for education, making decisions and developing short-term and long-term plans to meet their objectives
- Discusses and clarifies goals for education
- Provides accurate and timely information and interprets institutional, general education, and major goals
- Advises students on the selection of appropriate courses and other educational experiences
- Clarifies institutional policies and procedures
- Evaluates and monitors student academic progress and the impact on achievement of goals
- Reinforces student self-direction and self-sufficiency
- Discerns when students require additional resources
- Directs students with educational, career or personal concerns, or skill/learning deficiencies to other resources and programs on the campus when necessary
- Makes students aware of and refers them to educational, institutional, and community learning resources and services (e.g., internship, study abroad, honors, service-learning, research opportunities)
- Collects and distributes relevant data about student needs, preferences, and performance for use in institutional decisions and policy

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[1] *IU INDIANAPOLIS Student Code of Rights, Responsibilities and Conduct*. Available at IU Code of Student Rights, Responsibilities, and Conduct Accessed August 13, 2008.

VALUES

Our advising partnerships are guided by a commitment to:
- Diversity and an appreciation for individuality
- Respectful interactions
- Holistic learning and development
- Shared responsibility and active engagement
- Balance between support and empowerment to foster growth
- Highest ethical standards

Approved by the Campus Advising Council (November 2008)

Appendix C

Observation Rubric/Checklist

For each item, include rating scale and an open box to list specific examples observed.

1. In what specific ways did the Advisor demonstrate active listening skills and establish rapport with the student(s)?
2. What nonverbal communication did you observe, and what impact did it have?
3. How did the Advisor challenge and/or encourage the student? What effect did it have?
4. How did the Advisor maintain confidentiality (if applicable)?
5. Comment on any of the follow as they apply: a. Managing conflict b. Identifying patterns of behavior that signal mental health concerns/learning disabilities c. Demonstrate appreciative advising/helping/coaching strategies d. Utilizing best practices and current issues to promote student success
6. Anything else you feel demonstrates the Advisor's progress in AADP levels?

Appendix D

Developmental Advising Observation Checklist
(From Florida State University)

Quantifying a Developmental Advising Session

Informational: the advisor assesses academic progress and provides accurate and timely information on degree requirements, suggests manageable/balanced course schedules each semester, and ensures that all academic recommendations correspond with academic milestones and graduation requirements.

4	The advisor utilizes all of the necessary resources to evaluate the student's academic progress and provides them with advising notes/handouts
3	The advisor utilizes Onestart and the degree map to assist the student in developing their class schedule
2	The advisor asks the student what courses they have taken but does not verify that information in Onestart
1	The advisor makes no effort to look up any information on the student

Relational: the advisor emphasizes a high level of authentic engagement by demonstrating a caring attitude, initiating conversations that extend beyond information, asking open-ended questions, exhibiting an ease in communication, expressing positive non-verbal cues, responding to student cues, and maintaining availability.

4	The advisor refers to past interactions with the student and appears to care deeply about the student's success
3	The advisor creates a positive environment were the student feels comfortable asking any questions and is positively responsive
2	The advisor asks open ended questions but does not provide appropriate responds to those questions
1	The advisor doesn't ask the student any questions and is very closed off

Goal-oriented: the advisor assists the students with the identification and realization of meaningful goals that align with academic, career and personal development areas. Advisors monitor the student's academic plans for congruency and consistency with career goals and personal development areas and model strong evaluation/decision making skills by encouraging the student to consider various options, weigh potential consequences, and deepen awareness.

4	The advisor works with the student to develop a specific action plan to achieve a long or short

	term goal
3	The advisor assists the student in developing goals and provides potential action steps
2	The advisor acknowledges a student's goal but does not provide any feedback
1	The advisor does not ask any questions about a student's long or short term goals

Holistic: the advisor incorporates a focus on the whole person, is sensitive to and addresses the following areas demonstrated to impact college success: academic achievement, campus involvement, financial stability, wellness/health, personal effectiveness, management of responsibilities, and commitment to graduation/future career

4	The advisor spends a substantial amount of the advising session talking about all aspects of the students college experience
3	The advisor engages in a conversation about various areas outside of the classroom that may impact college success in relation to that student
2	The advisor generically asks the student how they are doing
1	The advisor does not show any interest in the student's life outside of the classes they are taking

Integrative: the advisor customizes referrals to campus resources that augment and enhance student engagement and/or support personal challenges, connecting with campus representatives when appropriate, and providing detailed contact information.

4	The student leaves with specific contact information (in hand or via email) and the advisor personally reaches out to the referral
3	The student is provided with necessary referrals and appears confident they can locate additional resources on the web independently
2	The referral or resource is acknowledged but the student is not provided with any additional information
1	Any request for referrals/resources is ignored

Continuous: The advisor sustains an ongoing, collaborative partnership by encouraging subsequent visits, following up on recommended action items, addressing challenges, celebrating accomplishments, and deepening the level of mutual trust throughout the advising relationship.

4	Provides contact information and specifies when the student should return for their next advising session
3	Provides contact information and invites the student to return

2	Provides contact information
1	Says hello and goodbye

Appendix E

Appreciative Advising Observation Rubric
appreciativeadvising.net

APPRECIATIVE ADVISING SKILLS RUBRIC					
	Appreciative Mindset		**Verbal Immediacy Behaviors**		**Non-verbal Immediacy Behaviors**
	Treats student as if he/she is full of potential		Correctly calls the student by name early and often		Authentic smile
	Actively seeks out the best in each student		Uses inclusive pronouns (i.e. we, us)		Appropriate eye contact
	Reframes through a positive lens		Gives feedback to student		Conveys enthusiasm throughout the appointment.
	Truly enjoys working with students		Explains meaning of acronyms		Appropriate, open gestures
	Believes learning between students and advisers is reciprocal		Tone of voice conveys that the advisor is happy		Relaxed, yet appropriate body posture
			Speaks at a comfortable pace		Squarely faces student
			Appropriately paraphrases and summarizes student comments		Mirrors student's non-verbal behavior as appropriate
			Identifies specific examples of what the student's strengths and/or accomplishments		
	COMMENTS:		COMMENTS:		COMMENTS:

APPRECIATIVE ADVISING SKILLS RUBRIC					
	Disarm		**Discover**		**Dream**
	Has perused the student's file prior to the appointment		Asks positive, open-ended questions designed to elicit student's stories		Asks good open-ended questions.
	Meets the student in the waiting area or at the door (as appropriate)		Asks appropriate follow-up questions in response to student's stories		Appropriately reacts to student's dreams
	Warmly greets the student		Gives student adequate time to respond to questions		Makes connections between student's answers to Discover questions and the answers to Dream questions.
	Clarifies how to pronounce the student's name (as appropriate)		Summarizes/paraphrases student's main points		Encourages students to dream big.
	Clarifies how the advisor prefers the student addresses the advisor (e.g. by first name)		Positively reinforces student when the student takes responsibility for past actions/mistakes (as appropriate)		
	Engages in appropriate small talk with the student				
	Explains that any notes the advisor takes will be copied for the student at the end of the appointment				
	COMMENTS:		COMMENTS:		COMMENTS:

APPRECIATIVE ADVISING SKILLS RUBRIC					
	Design		**Deliver**		**Don't Settle**
	Partners with student to develop plan for accomplishing student's goals		Brainstorms with the student how to meet potential challenges that may occur in pursuit of the plan		Turns mistakes into a "win-learn" process…
	Encourages and positively reinforces student engagement in brainstorming options		Explicitly encourages student about the student's ability to carry out the plan that has been co-created		Appropriately challenges the student to raise (or lower) own expectations, as appropriate
	Encourages student to create manageable goals to achieve larger plan		Encourages student to return if the student runs into roadblocks or decides to change majors		If student has not followed through, advisor helps student refocus on design plan and regain positive momentum
	Monitors student's non-verbal behaviors to make sure student has confidence in ability to achieve the plan		Reviews what has been accomplished during the appointment		
	Clarifies who is responsible for which pieces of the plan.		Makes a copy of the notes that he/she has taken to give to the student		
	Writes down goals and action steps		Thanks student for coming in and encourages the student to keep the adviser notified of progress		
	Provides campus & community resources				
	COMMENTS:		COMMENTS:		COMMENTS:

Appendix F

AADP Handbook Additions/Clarifications for 2018-19 Process

1. **Inclusion of IUFW and IUPUC.** In all cases in handbook, where IU INDIANAPOLIS or IU INDIANAPOLIS/IUPUC is used, this should be understood to include the Fort Wayne, Columbus, and Indianapolis campuses of IU INDIANAPOLIS.
2. **Deadlines.** Deadlines are firm, even for the initial review of objective criteria.
3. **Job Descriptions.** Given the diversity of job descriptions and the fact that most advisors don't have access to their behind-the-scenes description that lists percent of time spent on specific job duties, the AADP Committee will require the supervisor to affirm in the initial supervisor approval that their advisor does in fact have at least 50% of their time devoted to advising.
4. **Timing of Scholarly Activity.** Presentations and publications need to have occurred prior to the initial review of documents deadline in order to be considered for candidate's eligibility.
5. **Self-Eval Template as Guide, not Boilerplate Language.** The template self-evaluation is a guide to inform the development of a candidate's own self-evaluation using their own language and examples. The wording from the template is not to be copied and submitted as that candidate's own language.
6. **Pinpointing in Self-Eval.** Self-evaluations should pinpoint exactly where to find evidence an outcome was met (e.g., citing a specific paragraph of multi-paragraph pieces of evidence).
7. **Proper Use of Letters as Evidence.** Letters should be a second choice option as evidence for outcomes where more direct evidence (such as AdRx notes) is available. If letters are relied upon as evidence for outcomes, the letter writer needs to be providing specific examples where they have observed the candidate achieving the relevant outcome or demonstrating a relevant competency. Just as it is not allowed for a candidate to simply affirm they have done something, a letter writer also may not simply give affirmations without providing observational evidence to support the affirmation. Candidates should coach their letter-writers to include specific examples or stories that evidence the outcomes or competencies rather than simply claiming they have done something. Letters should be written specifically for the AADP process (i.e., candidates should not simply submit letters written for other recognition processes).
8. **3 Pieces of Evidence Cited per Outcome.** On the self-evaluation, candidates should limit themselves to citing no more than 3 pieces of evidence per outcome.
9. **Proper Use of AdRx Notes.** AdRx notes represent some of the most direct evidence of advising conversations. To properly include these in evidence, candidates should screenshot the note *and* the date/time stamp *and* the contact ID.
10. **Additional Orientation.** The committee will hold a second orientation just for the candidates who make it past the initial review stage. This will be scheduled around those candidates' availabilities and will include in-depth coaching and mock review on the evidence and self-evaluation components of the process.
11. **Letters from former Colleagues/Administrators.** The AADP Committee recognizes that colleagues and administrators with whom we have worked closely sometimes move to other institutions or retire and yet might still be the best available reference on our work. For this reason, the AADP Committee will accept letters/emails of support from former IU INDIANAPOLIS colleagues and administrators to count toward the additional letters/emails of support, so long as it has not been more than five years since they left IU INDIANAPOLIS employment or an IU INDIANAPOLIS administration position (as of

Feb. 1 of the review year).

12. **Clarification of 'Administrator' and 'Advisee.'** For purposes of the required letters of support, 'Administrator' is a person who is not a direct supervisor of the candidate but also not a peer. For example, another advisor would not count as they would be considered a colleague, but school or unit leadership (e.g., Dean, Associate Dean, Department Chair, Director of a specific program on campus) counts. Also for the purposes of the required letters of support, 'advisee' is a student whom the candidate has met with for academic advising on multiple occasions as opposed to a student with whom the candidate has met with for other purposes such as a one-off drop-in advising experience, teaching (in a class), mentoring, or supervising.

13. **Note the Differences Between Minimum Expectations vs. Senior Advisor Expectations.** The minimum expectations represent what all advisors should be doing. The senior advisor expectations represent excellence in above-and-beyond work and sometimes represent assessing/improving a process or mentoring others. See outcomes 1.4.1, 2.4.1, and 3.4.1 as examples of how the outcomes progressively move toward leadership (among peers) rather than merely delivering standard academic advising.

14. **Committee Makeup.** For the 2018-19 process, the AADP Committee will be reconstituted based on the following criteria:
    a. 7 Total Reviewing Members (in addition to the ex-officio members from CCAS and HR).
    b. At least 3 members nominated by JACADA
    c. At least 2 members from CAC
    d. At least one member who has advanced through the AADP
    e. At least 2 members who advise from within a non-degree-granting unit
    f. At least 1 member who has advised only 2-3 years at IU INDIANAPOLIS
    g. Terms. We will institute terms of at least 2 but no more than 3 years, with the understanding that a member can step away at any time if they decide to pursue review themselves.

15. **FYS Examples.** If candidate is relying on evidence from an FYS course, reviewers will look to see that candidate had control over how the content was delivered in the specific session referred to. Additionally, the candidate needs to include evidence of the advisor role/perspective in delivering that FYS content (rather than the instructor perspective or role).

16. **Edits to Outcomes.**
    a. **Outcome 2.1.7 – changed the word 'track' to 'document'**
    Old: Track and encourage student success in curricular, co-curricular, and extra- curricular activities
    New: Document and encourage student success in curricular, co-curricular, and extra-curricular activities
    b. **Outcome 2.3.1 – changed 'employment benchmarks' to 'career development benchmarks**
    Old: Refer students to campus, community, or online resources that will help student achieve employment benchmarks
    New: Refer students to campus, community, or online resources that will help student achieve career development benchmarks
    c. **Outcome 2.1.4 – changed 'and' to 'or'**
    Old: Utilize student performance and feedback evidence (e.g., DFW rates) on potential bottleneck courses and communicate this to students
    New: Utilize student performance or feedback evidence (e.g., DFW rates) on potential bottleneck courses and communicate this to students

Appendix G

AADP Handbook Additions/Clarifications for 2019-20 Process

1. **Reminder about Peer Observations.** The Committee reminds potential applicants that peer observations are an excellent way to develop professionally and to document evidence of good advising work. In addition to the appreciative advising peer observation rubric that has always been included in the AADP handbook, we encourage candidates to print the Advising Outcomes by Academic Advisor Development Program Level section of this document and ask a peer to observe an appointment and circle the expectation the advisor demonstrated and the peer observed ***and*** record the statements or actions observed that support that expectation. Such an observation can be submitted as evidence in the AADP process.

2. **Edits to Outcomes.**
   a. **Outcome 2.1.7.**
      Old: Document and encourage student success in ==curricular, co-curricular, and extra-curricular== activities
      New: Document and encourage student success in ==curricular and co-curricular== activities
   b. **Outcome 3.1.7.**
      *Old***:** Develop new or adapt existing evidence-based methods to recognize, evaluate, and encourage student success across ==curricular, co-curricular, and extra-curricular== activities
      New: Develop new or adapt existing evidence-based methods to recognize, evaluate, and encourage student success across ==curricular and co-curricular== activities

3. **Outcome 2.6.5.**
   Old: Contribute to development of unit- wide advising calendar that centralizes and integrates important deadlines for message dissemination
      New: Contribute to unit-wide advising calendar that centralizes and integrates important campus and unit deadlines; and disseminate information to students as appropriate

Appendix H

AADP Handbook Additions/Clarifications for 2021-22 Process

1. **Reminder about 2020-2021 Pause.** Due to the pandemic-induced HR Freeze, the AADP process was put on hold for the 2020-2021 academic year.

2. **Statement from Finance and Administration.** In August 2021, the Senior Executive Director for Campus Career and Advising Services spoke with the IU INDIANAPOLIS HR and Finance and Administration leadership about the concerns lingering from the 2019-2020 review period when our three successful promotions (AADP and CSPDP) unfortunately had their mid-year raises held up in the midst of the pandemic, despite faculty promotion structures still allowing for mid-year pay raises in that same cycle. We asked specifically if we could get any sort of guarantee that—if we proceed with the programs in 2021-22—the raises for successfully promoted candidates would be honored if faculty promotion structures were honoring mid-year raises. While it wouldn't have been a complete reassurance, we would have viewed this as a more equitable path forward. The Vice Chancellor provided this statement: "[we are] not able to commit to assuring that salary increases will be granted, should we face another crisis similar to COVID, as the decision to stop all increases for staff was directed by the President. While we will continue to advocate for staff, it is sometimes outside of our control."
   a. Supervisors now acknowledge this possible scenario and note that they have discussed it with their advisor when submitting the supervisor approval to pursue review form.

3. **Removal of Unit-Based Advancement Committee Option.** Due to no supervisors having ever pursued this option, as well as concerns for staffing such committees and ensuring inter-rater reliability and process consistency with the central committee, the AADP voted on April 27, 2020 to remove the unit-based advancement committee option. This also brings the AADP into alignment with the CSPDP, which was preferable to the HR liaison.