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| **Position Information** | | | | | | | | |
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|  | Position Title: | Lead Academic Advisor | |  | Position Number: | | Enter # |  |
|  |  |  |  |  |  | |  |  |
|  | Division: | Enter Divisions | |  | Supervisor: | Enter Supervisor | |  |
|  |  |  |  |  |  | |  |  |
|  | Department: | Enter Department | |  | Supervisor Position: | | Enter # |  |
|  | Comp Review: |  | |  | Date: | |  |  |
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| **Job** | | | | | | | | |
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|  | *Information in this section cannot be edited* | | | | | | |  |
|  |  |  |  |  |  | |  |  |
|  | Job Title: | Academic Advisor, Lead | |  | Job Code: | | 20002154 |  |
|  | Job Family: | Academic and Student Affairs | |  | Career Stream Level: | | Professional 4 (P4) |  |
|  | Sub Family: | Student Advising | |  |  | |  |  |
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| **Job Summary** *(High level overview of the role of the position within the University.)* | | | | | | | | |
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|  | Academic Advisors promote an inclusive environment that challenges and supports students by providing meaningful opportunities for student learning, development, and integration of curricular and co-curricular experiences. Advisors are dedicated to empowering students to be active responsible learners while guiding students to make well-informed decisions that lead to the achievement of students’ educational, career and life goals.  Create an open, respectful, and inclusive environment by utilizing an equity-minded, student-centered practice that emphasizes mutual respect, dignity, self-awareness, and authenticity. Center the student in an asset framed approach where advising differentiates educational guidance to meet students where they are and acknowledges the critical value of each student’s unique social capital. Empower students to be active responsible learners and assist them in making well-informed decisions. Guide students in course selection and the process for registering for courses. Identify campus activities, and programs opportunities related to students' major. Maintain a consistent pattern of contact and communications with assigned students. Use data to provide timely outreach to students on their academic progress and conduct audits on student’s degree progress. Assess when a student’s situation requires referral to campus resources. Maintain and ensure confidentiality of student records. Teach students about the university’s structure, systems, policies, and practices.  HIGHER LEVEL DUTIES  In addition to advising responsibilities, lead advisors may also supervise advisors within the department, evaluating professional progress and training. May also develop and implement department-level advisor training and participate with University Undergraduate Academic Advising training initiatives. May be asked to lead advising departmental or university-level committees. Supervise larger college-level advising programs. May participate with University Undergraduate Academic Advising in leadership roles that impact university- level student support. Lead advisors are also asked to coach other advisors on practice and problem-solving relevant to their areas. Expected to be subject matter experts in areas relevant to the advising unit, so may be required to participate in intensive training and professional development. | | | | | | |  |
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| **Job Responsibilities and Duties** | | | | | | | | |
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|  | *Information in this section cannot be edited* | | | | | | |  |
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|  | *Although other duties may be assigned as needed, the core duties and responsibilities of this position are:* | | | | | | |  |
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|  | *% Of Time* |  | |  |  |  |  |  |
|  |  |  | |  |  |  |  |  |
|  | 35-40% |  | STUDENT ADVISING AND EDUCATING - Provide academic advising to assigned students; assess other needs and make professional referrals; maintain and ensure confidentiality of student records. Interpret University policies, procedures, and curriculum to students, faculty, staff and administration. Guide students in course selection and scheduling; assist in resolving academic problems; identify and monitor academic progress.  Research and provide feedback on best practices to help students link interests and abilities with majors and programs. Train academic advisors on methods to assist students in creation of short and long-term curricular and co-curricular goals. Develop and/or present college/department session for new and transfer students. | | | | |  |
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|  | 15-20% |  | COMMUNICATIONS – Communicate regularly to encourage a trusting relationship with students via e-mail, text, BoilerConnect campaigns and other electronic platforms. Document contact notes on advising appointments and correspondence in BoilerConnect. Assess when a situation calls for more probing questions. Make explicit students’ responsibility for their own academic and professional success. Build and maintain contacts with other advising units. Communicate with students regarding curricular and co-curricular opportunities. May participate in orientation activities for college/department. Teach students about professional communication standards.  Train academic advisors on communication skills regarding curricular and co-curricular opportunities. Represent the college/department on a variety of curricular and co-curricular topics through participation at student events and activities. | | | | |  |
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|  | 20-2*5%* |  | DEPARTMENT SUPPORT – Develop and support college-level programs that promote student success and support advising department mission. Lead training for advisors in department-specific areas. May participate in university-level committees, including leadership on committees that contribute to the advising mission. Participate in University Undergraduate Academic Advising training programs, including instruction and facilitation of training for campus advising community. Develop strong subject matter competency in areas relevant to the position. May engage in research and scholarship relevant to student success. May coordinate scholarship administration.  May supervise advisors within the department including evaluating professional progress and training. Coach other advisors on practice and problem-solving relevant to their areas. | | | | |  |
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|  | 15-20% |  | ACADEMIC ADMINISTRATION DUTIES – Submit necessary data and documentation for proper maintenance of student record and utilize signature authority to ensure accurate student record keeping. Participate in staff meetings. Participate in systems training and updates. Assist in the preparation of reports and serving on advising related committees. Act as liaison between students, faculty, staff, campus and University constituents.  May coordinate new student appointment trainings, material and activities for college/department. Form and chair committees to evaluate and implement new student appointment trainings, materials and activities. | | | | |  |
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|  | 5% |  | Other | | | | |  |
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| **Position Supplement** | | | | | | | | |
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|  | *For additional clarity, this section can be used to outline information related to the area the position supports*  *(e.g., supports faculty hiring process, main area of support is admissions but serves as backup for financial aid, etc.)* | | | | | | |  |
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|  | Enter any additional relevant information specific to this position | | | | | | |  |
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| **Qualifications and Skills** | | | | | | | | |
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|  | *Information in this section cannot be edited* | | | | | | |  |
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|  | *The minimum qualifications and skills for this position are:* | | | | | | |  |
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|  | Education and Experience: | Must have an earned graduate or professional degree in a field relevant to the position.  Five years of relevant work experience required.  Experience with student advising required. | | | | | |  |
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|  | Skills: | Excellent communication and interpersonal skills required. Must be able to collaborate with faculty, staff, students and parents. Demonstrated ability to interpret and administer academic policy necessary. Must have excellent organizational skills, ability to multi-task, establish priorities, and resolve conflict. Basic skills in Outlook, Word, Excel, and PowerPoint required.  Knowledge of programs and majors at Purdue University preferred. | | | | | |  |
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| **Physical Requirements, Environmental & Hazardous Specifications** | | | | | | | | | | | | | | | | | | | | | | | | |
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|  | *Please indicate any physical, environmental and hazardous conditions under which the essential Responsibilities and Duties of the position are performed.* | | | | | | | | | | | | | | | | | | | | | | |  |
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|  | **PHYSICAL REQUIREMENTS** | | | | | | | | | | | | | | | | | | | | | | |  |
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|  |  | SEDENTARY Activity: Lift and carry up to 10 lbs. occasionally; work involves sitting most of the time. | | | | | | | | | | |  |  | MODERATE PHYSICAL ACTIVITY: Lift and carry 25 to 50 lbs. frequently, and up to 60 lbs. occasionally. | | | | | | | | |  |
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|  |  | LIMITED PHYSICAL ACTIVITY: Lift and carry up to 10 lbs. frequently, and up to 20 lbs. | | | | | | | | | | |  |  | HEAVY PHYSICAL ACTIVITY: Lift and carry 50 to 80 lbs. frequently, and up to 100+ lbs. | | | | | | | | |  |
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|  |  | LIGHT PHYSICAL ACTIVITY: Lift and carry 10 to 25 lbs. frequently, and up to 40 lbs. occasionally. | | | | | | | | | | |  |  | Occasional = <50 percent of the time  Frequent = >50 percent of the time | | | | | | | | |  |
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|  | **MACHINE, TOOLS, ELECTRONIC & OFFICE EQUIPMENT** (*Equipment used to perform the essential functions of the position)* | | | | | | | | | | | | | | | | | | | | | | |  |
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|  | 1. | Computer | | | | | | 4. | Telecommunications Equipment | | | | | | | | | | 7. | |  | | |  |
|  |  |  | | | | | |  |  | | | | | | | | | |  | |  | | |  |
|  | 2. | Printer | | | | | | 5. |  | | | | | | | | | | 8. | |  | | |  |
|  |  |  | | | | | |  |  | | | | | | | | | |  | |  | | |  |
|  | 3. | Scanner / Copier | | | | | | 6. |  | | | | | | | | | | 9. | |  | | |  |
|  |  |  | | | | | |  |  | | | | | | | | | |  | |  | | |  |
|  | **ENVIRONMENTAL & HAZARDOUS CONDITIONS** *(Indicate the conditions related to the essential functions of the position)* | | | | | | | | | | | | | | | | | | | | | | |  |
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|  | 1. | Percent of time working | | | | | | | | | |  |  |  |  | | | | | | | | |  |
|  |  |  | Indoors: | | 99 | | % | | | | |  |  |  |  | | | | | | | | |  |
|  |  |  |  | |  | |  | | | | |  |  |  |  | | | | | | | | |  |
|  |  |  | Outdoors: | | 1 | | % | | | | |  |  |  |  | | | | | | | | |  |
|  |  |  | | | | | | | | | |  |  |  |  | | | | | | | | |  |
|  | 2. | Respiratory conditions with exposure to: | | | | | | | | | |  |  |  |  | | | | | | | | |  |
|  |  |  | |  | | | | | | | |  |  |  |  | | | | | | | | |  |
|  |  |  | | Fumes/Vapors | | | | | |  | Odors | | | | | | | | |  | | Inadequate ventilation | |  |
|  |  |  | |  | | | | | | | |  |  |  |  | | | | | | | | |  |
|  |  |  | | Dust | | | | | |  | Gases | | | | | | | | |  | | Other *(please list):* | |  |
|  |  |  | |  | | | | | | | |  |  |  |  | | | | | | | | |  |
|  | 3. | Skin conditions with exposure to: | | | | | | | | | |  |  |  |  | | | | | | | | |  |
|  |  |  | |  | | | | | | | |  |  |  |  | | | | | | | | |  |
|  |  |  | | Toxic chemicals | | | | | |  | Burn | | | | | | | | |  | | Other *(please list):* | |  |
|  |  |  | |  | | | | | | | |  |  |  |  | | | | | | | | |  |
|  |  |  | | Radiation | | | | | |  | Electrical shock | | | | | | | | |  | |  | |  |
|  |  |  | |  | | | | | | | |  |  |  |  | | | | | | | | |  |
|  | 4. | Working conditions with exposure to: | | | | | | | | | |  |  |  |  | | | | | | | | |  |
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|  |  |  | | Heavy Machinery | | | | | |  | Extreme heat (above 90°) | | | | | | | | |  | | Vibration | |  |
|  |  |  | |  | | | | | | | |  |  |  |  | | | | | | | | |  |
|  |  |  | | Steam pipes and/or tunnels | | | | | |  | Machinery with moving parts | | | | | | | | |  | | Lasers | |  |
|  |  |  | |  | | | | | | | |  |  |  |  | | | | | | | | |  |
|  |  |  | | Biologicals and/or chemicals | | | | | |  | High voltage electric | | | | | | | | |  | | Cramped quarters | |  |
|  |  |  | |  | | | | | | | |  |  |  |  | | | | | | | | |  |
|  |  |  | | Extreme cold (below 32°) | | | | | |  | Grease and oils | | | | | | | | |  | | Use of sharp objects | |  |
|  |  |  | |  | | | | | | | |  |  |  |  | | | | | | | | |  |
|  |  |  | | Handling/maintaining animals | | | | | |  | Infectious diseases | | | | | | | | |  | | Noise *(must shout to be heard)* | |  |
|  |  |  | |  | | | | | | | |  |  |  |  | | | | | | | | |  |
|  |  |  | | Scaffolding and high places | | | | | |  | Other *(please list):* | | | | |  | | | | | | | |  |
|  |  | | | | |  | |  | | | | | | | | |  |  | | | | |  |  |
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