

MEMORANDUM

**To: Associate Deans and College Business Officers**  
**From: Gail Burd, Senior Vice Provost for Academic Affairs**  
**Re: Academic Advisor Final Mappings and Increases**  
**Date: March 27, 2017**



Thank you for your recent participation in the final mapping of Academic Advisors across campus. All advising colleagues are now mapped to a common job architecture, which is a highly progressive step toward compensation equity, role consistency, career progression and retention of our talent.

With this document you will find the final list of mappings in your college, a salary range for each level and a summary of funds that will be distributed to you. If you find any discrepancies or want to discuss any individuals further, please notify me and Kelly Delforge, Director, HR Strategy [kdelforge@email.arizona.edu](mailto:kdelforge@email.arizona.edu), as soon as possible (or you may simply respond to this email).

---

**Methodology of funding:**

Funding has been calculated and will be provided on a permanent basis based on the following criteria:

- The first level of Advisors (P1) have been brought to the salary range midpoint of \$43,000
- To alleviate compression on higher levels (P2-P4 and M1-M4), the remainder of Advisors have been brought to a compa-ratio of 95% (which is 95% of the salary range midpoint)

**Future hires**

Only individuals hired before March 24, 2017, have been included in this funding calculation. It will be each college's responsibility to hire future Advisors at salary levels comparable with these recent adjustments. The minimum for first-level Advisors should be \$43,000 and the salary range midpoint should be the approximate target for additional levels.


**Processing transactions in UAccess**

College business offices will be responsible for processing transactions for each individual. To afford Workforce Systems enough time to review the transactions, please have them entered **no later than April 7, 2017, and utilize an effective date of March 13, 2017**. Job codes for each level will be provided later this week. Please contact Nina Bates at [ninaari@email.arizona.edu](mailto:ninaari@email.arizona.edu) for the funding. She will need the account number for the temporary and permanent funding at the college level and you will be responsible for distributing the funds to the employee lines.

**Communicating with employees**

It is recommend that immediate supervisors meet individually with each employee this week (March 27-31), beginning with high-level supervisors and cascading downward. Talking points to assist supervisors in those discussions along with job codes for processing transactions will be disseminated within the next few days.

To: Academic Advisors

From: Gail D. Burd   
Senior Vice Provost for Academic Affairs

RE: Advising Career Ladder and New Pay Scales

Date: March 28, 2017


It gives me great pleasure to announce that the new academic advisor career ladder and compensation structure has been finalized and all current academic advisors have been mapped into the new structure. The associate deans and CABO members have been informed about the mapping and pay scale of the advisors in their college. They are now making plans to do appropriate adjustments, and you will be informed soon about your position.

The new career ladder and compensation structure is a key outcome of the campus-wide Academic Advising Program Review conducted last year. Using the information from the review, I convened an Advisor Compensation and Career Progression Task Force in June 2016 that worked throughout the summer and early fall to develop the career ladder. The task force was chaired by Nancy Rodriguez-Lorta and included Leticia Soto-Delgadillo, Roxie Catts, Christy Ball, Elizabeth Collins, Laura Ullrich, Michael Greeley, and Sara Knepper from the advising community. Providing expert assistance with the career ladder and pay scales from Human Resources was Kelly Delforge and Dustin Green. We owe them a round of applause.

The new career ladder provides four levels of academic advising positions and four levels of advising manager positions, all with position descriptions and an associated compensation package more reflective of market trends and the essential role that academic advisors play in student success and persistence. There is now consistency in advising titles, position descriptions, levels of responsibility and improved compensation.

Your associate dean will communicate with you about any changes that may have occurred in your position and salary compensation. Some advisors were already fairly compensated for their advising work and thus not everyone will receive a raise. Some individuals have complex appointments that include many responsibilities beyond those of an advisor. Thus, in some cases, individuals with some advising responsibilities may not have been mapped into the academic advising career ladder. If you have questions about your position placement in the new structure you can contact me. But I suggest you should first communicate with the associate dean in your college; he/she participated in the final mapping and will have information specific to your position. As you might imagine this has been a complex undertaking that has taken longer than I had hoped.

Thank you all for the work that you do to support our students.



<b>Job Function</b>	<b>Academic Advising</b>			
<b>Job Family</b>	<b>Academic Advisor</b>			
<b>Job Summary</b>	Serves as frontline contact for undergraduate students for developmental academic advising to drive engagement and empower students to achieve their academic and career goals. Plays a vital role in maximizing undergraduate student retention. Builds formative relationships with students by interpreting information and providing clarification on procedures and academic requirements of specific programs or majors. Academic Advisors have authority to approve students' academic degree programs, including evaluating transfer credit and making exceptions to the program requirements under the auspices of their respective faculty.			
<b>Principal Responsibilities</b>	<ul style="list-style-type: none"> <li>Assesses individual students' stage of development (academic and career) and promotes their growth by determining suitable developmental tasks</li> <li>Evaluates use of transfer credit and determines whether or not degree requirements have been met</li> <li>Supports students in establishing realistic and attainable academic and career goals</li> <li>Assists undergraduate students in determining educational plans, choosing courses, and exploring majors, minors, and career options</li> <li>Identifies educational and career options appropriate for each student and assists student with evaluating each option, including possible outcomes and their implications</li> <li>Counsels students on options to satisfy degree requirements</li> <li>Monitors students' academic progress, determines satisfactory progress toward degree, and assists students in completion</li> <li>Identifies current and potential needs or problem areas (e.g., study skills, tutoring)</li> <li>Advises students with academic difficulty on development of an academic action plan, and refers students to appropriate campus resources for assistance as needed</li> <li>Using University systems, maintains student files and records and advisors notes</li> <li>Maintains knowledge of regulations and policies that impact students' educational options</li> <li>Other duties as assigned (typically less than 5% of time)</li> </ul>			
<b>Job Level</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>
<b>Job Title</b>	<b>Academic Advisor I</b>	<b>Academic Advisor II</b>	<b>Senior Academic Advisor I</b>	<b>Senior Academic Advisor II</b>
<b>Distinguishing characteristics of job level</b>	<p>This first level Academic Advisor provides developmental academic advising services to students to develop their academic plans and refers students to appropriate campus resources for assistance as needed.</p> <ul style="list-style-type: none"> <li>Main task is advising and serving students.</li> <li>Will consult with senior academic advisors on more difficult or unusual cases.</li> <li>Basic knowledge and operation of University systems advisor tools.</li> <li>May participate with senior advisors on projects and tasks.</li> </ul>	<p>This level is distinguished from prior levels in that Academic Advisor II is responsible for more complex issues.</p> <ul style="list-style-type: none"> <li>Capable of building and presenting academic program information with senior academic advisors</li> <li>Has higher level proficiency with University systems advisor tools</li> <li>Has the ability to mentor and share knowledge with junior advisors</li> <li>Works under limited or minimal supervision and consults senior academic advisors with highly unusual or complex situations</li> <li>Has the ability to provide input regarding student data (such as enrollment and retention information)</li> </ul>	<p>This level is distinguished from prior levels in that Senior Academic Advisor I is responsible for the development of a special advising program. Academic Advisor III are subject matter experts but do not have supervisor responsibilities.</p> <ul style="list-style-type: none"> <li>Coordinates a special program (including but not limited to academic success, peer advising, mentoring, career placement, ambassadors, internships or college honors programs, etc.)</li> <li>Has the knowledge and experience required to work with specialized groups of the student body</li> <li>Utilizes University systems advisor tools with excellent proficiency (advanced analytics and reviewing data)</li> <li>Serves as program liaison with campus and community partners including faculty</li> <li>Provides input on materials and/or curriculum in collaboration with faculty</li> <li>Has knowledge of and experience with other colleges and the University as a whole</li> <li>Routinely provides input regarding student data (such as enrollment and retention information)</li> </ul>	<p>This level is distinguished from prior levels in that Senior Academic Advisor II will have a predominant role and lead responsibility.</p> <ul style="list-style-type: none"> <li>Acts as team leader for professional and/or support staff; may oversee others as needed.</li> <li>Provides guidance and oversight to junior advisors.</li> <li>Represents unit on university committees to initiate change and to resolve issues related to academic issues as a subject expert.</li> <li>Possesses a full range and depth of professional knowledge and experience which allows them to work independently while leading other advisors.</li> <li>Utilizes University systems advisor tools with excellent proficiency (advanced analytics and interpretation of data including building dashboards and agents)</li> <li>Develops a special program (including but not limited to academic success, peer advising, mentoring, career placement, ambassadors, internships or college honors programs, etc.)</li> <li>May provide input to management for performance assessments for junior advisors.</li> <li>Works closely and collaboratively with management to fully understand policies and procedures to provide guidance to all advisors. May make recommendations for improvement to management.</li> <li>Builds and delivers training.</li> </ul>
<b>Knowledge</b>	Limited use and/or application of basic principles, theories and concepts. Limited knowledge of job functions, industry practices and standards.	General knowledge of principles, theories and concepts. Is competent in all job functions and has general understanding of the industry practices, techniques and standards.	Extensive knowledge and application of principles, theories and concepts. Complete knowledge of all job functions and the broad industry best practices, techniques and standards.	Expert knowledge of industry best practices and job functions. Is considered a subject matter expert within their function in the organization and contributes to the development of new concepts, techniques and standards. May serve as a resource to cross functional teams outside of own discipline.

<b>Complexity of Work</b>	Solves routine problems and works on projects with limited scope and complexity following established policies and procedures.	Develops solutions to a wide variety of problems and works on projects of moderate complexity. Refers to policies and practices for guidance but determines best course of action to achieve results.	Develops solutions to complex problems where analysis of situations or data requires in-depth evaluation of variables. Determines best method to achieve results and may make suggestions to improve policies and procedures.	Develops solutions to complex and challenging problems and takes a broad perspective to identify solutions. Assignments require extensive evaluation of alternatives and intangible variables. Is expected to recommend improvements to policies and procedures.
<b>Operational Latitude</b>	Normally receives detailed instructions to perform work. Work is reviewed closely for accuracy.	Work is performed independently except for new assignments. Work is reviewed for soundness of judgment and overall adequacy and accuracy.	Work is performed without appreciable direction. Exercises considerable latitude in determining objectives and approaches to assignments. Work may be reviewed at a high level.	Works independently toward long-range goals and objectives with guidance in only the most complex situations. Assignments are often self-initiated. Might supervise junior colleagues or support staff.
<b>Interpersonal Contacts</b>	Interacts mostly with immediate management and other professionals within the department or function.	Interacts with management and professionals within department and other parts of the organization. May represent department externally on projects or with customers.	Represents organization as a prime contact on projects or contracts. Interacts frequently with senior professionals and management and often has to coordinate the work between departments or organizations.	Serves as consultant to management on major initiatives related to policy, plans and long-range objectives.
<b>Impact of Actions/Decisions</b>	Actions mostly affect own work assignments but erroneous decisions or failure to accomplish work may require some assistance or resources from within the department to remedy.	Actions impact the success of the overall department and sometimes the organization. Failure to accomplish work or erroneous decisions will result in delays to projects, loss of revenue or allocation of additional resources to remedy.	Actions impact the organization. Failure to accomplish work or erroneous decisions will result in the inability to reach crucial organizational goals and may have a prolonged effect, as well as, result in the expenditure of substantial resources.	Actions impact the organization and its reputation. Effects of erroneous decisions are long-lasting, influence the future course of the organization and require the expenditure of extensive additional resources.
<b>Education</b>	Bachelor's degree or equivalent experience	Bachelor's degree or equivalent experience	Bachelor's degree or equivalent experience	Master's degree or equivalent experience
<b>Relevant Experience</b>	Less than 2 years with bachelor's or equivalent. Experience may be partially substituted for a relevant advanced degree.	2 or more years with bachelor's or equivalent. Experience may be partially substituted for a relevant advanced degree.	4 years or more with bachelor's or equivalent. Experience may be partially substituted for a relevant advanced degree.	5 years or more with master's or equivalent. Experience may be partially substituted for a relevant advanced degree.

<b>Job Function</b>	<b>Academic Advising</b>			
<b>Job Family</b>	<b>Academic Advising Manager</b>			
<b>Job Summary</b>	Champions student engagement and success by providing vision and leadership to academic advising professionals. Plays a vital role in maximizing undergraduate student retention. In collaboration with department, college, or University leadership, develops, implements and maintains the mission of providing all aspects of developmental academic advising services. Maintains extensive industry and institutional knowledge and expertise in interpreting and improving advising practices.			
<b>Principal Responsibilities</b>	<ul style="list-style-type: none"> <li>Oversees academic advising for program/department</li> <li>Directly supervises Academic Advisor positions or provides leadership on establishing and interpreting academic advising policies at the college level</li> <li>Responsible for operating within fiscal parameters and providing input to budgetary processes</li> <li>Directs or supports the hiring, training and evaluation of academic advising staff</li> <li>Develops ongoing training and knowledge sharing between advisors</li> <li>Develops resources to increase advising effectiveness and efficiency</li> <li>Coordinates selective program admission and other advising processes</li> <li>Oversees student communications</li> <li>Represents a large department or college on advising councils and by maximizing collaboration with advising units across the university</li> <li>Provides support for the development of UAccess Analytics reporting</li> <li>Manages the creation and maintenance of advising documents and web resources, including Arizona Transfer Pathways, planning guides, program applications, and course rotations</li> <li>Develops relationships with community partners</li> <li>Collaborates with Assistant/Associate Dean to coordinate and oversee student programs and provide direction and leadership</li> </ul>			
<b>Job Level</b>	<b>M1</b>	<b>M2</b>	<b>M3</b>	<b>M4</b>
<b>Job Title</b>	<b>Assistant Director, Academic Advising</b>	<b>Associate Director, Academic Advising</b>	<b>Director I, Academic Advising</b>	<b>Director II, Academic Advising</b>
<b>Distinguishing characteristics of job level</b>	<p>This first level Academic Advising Manager serves as a support management representative for the department or college. Provides Academic Advisors with guidance and training. Creates and develops resources to increase advising effectiveness and efficiency. May advise a specialized cohort of students, serve as back-up for Academic Advisors, or address advising escalations.</p> <ul style="list-style-type: none"> <li>Provides supervisory guidance for direct reports and sets priorities for the team to ensure task completion; ensures quality of tasks/services provided by self and others</li> <li>Provides program analysis, problem solving, and project management</li> <li>Partners with other academic advising areas for needs assessment, process improvements, recommended solutions and implementation of academic advising programs/initiatives</li> <li>Decisions are guided by policies, procedures and business plan; receives guidance and oversight from supervisor</li> <li>May act as project lead on departmental projects</li> <li>Makes staffing recommendations and provides performance management for direct reports</li> <li>Responsible for coordination of specialized programs.</li> </ul>	<p>This level is distinguished from prior levels in that Academic Advising Manager II in that it administers student service programs. May advise a limited cohort of students and resolve highly complex advising escalations.</p> <ul style="list-style-type: none"> <li>Provides program analysis, problem solving, project management and overall academic advising planning and consulting</li> <li>Partners with other academic advising functional areas and leadership for needs assessment, process improvements, recommended solutions and implementation of academic advising programs/initiatives</li> <li>Maintains and communicates standards to be used for all academic advising solutions/systems</li> <li>Manages professional employees and/or supervisors or supervises complex business support team(s). Is accountable for the performance and results of a team. Provides guidance to employees, colleagues and/or customers</li> <li>Adapts departmental plans or priorities to address resource and operational challenges; establishes and influences operating policies and contributes to policy/program development</li> <li>Partnering closely with college administrators and other academic advising leaders to execute mission and strategy for academic advising</li> <li>May serve as a proxy for senior leadership as necessary</li> </ul>	<p>This level is distinguished from prior levels in that Academic Advising Manager III is responsible for administrative decisions regarding student petitions, appeals, disqualifications, and changes to their curriculum. This role is typically found in small colleges where Director levels do not exist or large colleges where Director levels are necessary. This role is typically found in small to medium colleges serving a broad set of students and managing several professional level. Develops curriculum and conducts courses, informational seminars, and workshops for students, faculty, and professional advisors and community partners. Assists with development of program missions, goals, and objectives; provide input to budget; manages available resources (e.g., money, space, staff, supplies) designated for program operation.</p> <ul style="list-style-type: none"> <li>Develops, modifies and executes college policies that effect immediate operation(s) and may have a business-wide effect</li> <li>Works closely with client groups to define, analyze and document academic advising processes in order to provide effective solutions</li> <li>Establishes operational objectives and work plans, and ensures performance against requirements with extended team and other senior leadership.</li> <li>Develops college plans and priorities</li> <li>Evaluates progress and results, and initiates major changes in methodology or procedures as needed</li> <li>Provides leadership to managers, supervisors and/or professional staff; is accountable for the performance and results of multiple related units</li> <li>Controls resources and policy formation in area of responsibility and develops standards around which others will operate</li> </ul>	<p>This level is distinguished from prior levels in that Academic Advising Manager IV is responsible for providing conceptual and educational leadership and direction for the design, implementation and assessment of student services in the college and setting the strategic direction of the advising profession across the university. This role is typically found in large colleges serving a broad set of students and majors and managing several subordinate managerial or professional level employees. Academic Advising Manager IV will serve on the leadership team of the college, playing a key role in the development of strategies, objectives, and initiatives pursued by the college and UA. Responsible for building and maintaining successful partnerships with other UA colleges and divisions, other four-year institutions, community colleges, and external affiliates, to further innovation in and University-wide commitment to advising. Determines, manages and allocates budget.</p> <ul style="list-style-type: none"> <li>Influences leadership, and modifies, develops and executes academic advising strategic programs and policies that affect immediate operations and may also have institution-wide impact</li> <li>Analyzes and designs academic advising processes to provide effective solutions and ensure quality; exercises control over resources, policy formulation and planning</li> <li>Plans, conducts and manages assignments on multiple, independent or integrated projects of varying scope and scale</li> <li>Provides overall direction and strategy based on institutional and student needs, best practices, current and emerging trends, and appropriate methodologies</li> <li>Adapts and executes college business plans and strategies</li> </ul>
<b>Span of Control</b>	Coordinates and supervises the daily activities of business or technical support teams comprised of individual contributors. Sets priorities for the team to ensure task completion. May coordinate work activities with other supervisors.	Manages experienced, professional employees and/or supervisors; or manages large, complex technical or business support teams. Accountable for the performance and results of a work group or department.	Manages subordinate managers and/or highly skilled specialists who exercise significant latitude and independence. Often oversees one or more departments or related units.	Provides leadership and direction through managers and senior managers. Accountable for the performance and results of a major function that has cross-organizational impact and is comprised of multiple departments or units.

<b>Policy and Strategy</b>	Directs routine and repetitive operations of work unit.	Interprets and administers policies, processes and procedures that affect subordinate employees and the workflow of the work unit. Adapts departmental plans and priorities to address resource and operational challenges. Contributes to budget development and performance standards of department and subordinate employees.	Establishes operating policies and procedures that affect departments and subordinate work units. Interprets university-wide policies and procedures. Develops budgets, schedules and performance standards for one or more departments. Controls resources and policy formation in area of responsibility.	Establishes policies appropriate for the function. Interprets and recommends modifications to university-wide policies and practices. Adapts and executes functional business plans and contributes to the development of functional strategies. Controls significant resources within the function.
<b>Operational Latitude</b>	Assignments are largely established in accordance with schedules and deliverables. Decisions are guided by policies, procedures and business plans.	Assignments are defined in the form of objectives. Decisions are guided by policies, procedures, business plans and independent judgment.	Assignments are defined in the form of long-term objectives. Decisions are guided by resource availability, functional objectives and independent judgment.	Objectives are defined in collaborating with other senior management and results assessed from a long-term perspective. Decisions are guided by functional strategy and priorities.
<b>Interpersonal Contacts</b>	Interacts daily with subordinates and peers within similar functions primarily for the purpose of exchanging information. Limitedly communicates with senior management on matters affecting individual unit.	Interacts with subordinates supervisors, customers/clients, functional peer group managers and occasionally upper management. Participates and presents at meetings with internal and external representatives.	Interacts frequently with internal and external management across the organization. Leads meetings and briefings for internal and external representatives. Must often coordinate efforts between functional areas or members of an extended project team.	Interacts with senior management and others concerning matters of significance to the whole organization. Routinely conducts briefings for senior and top management and for key external representatives. Attempts to influence senior leaders or customers/clients.
<b>Impact of Actions/Decisions</b>	Decisions have a direct impact on work unit operations. Erroneous decisions or failure to achieve results might cause delays in schedules and require the allocation of more people and financial resources.	Decisions have impact on work processes and outcomes. Erroneous decisions or recommendations normally result in serious delays and considerable expenditures of additional time, human resources and funds.	Decisions have extended impact on the outcomes of multiple departments or units in the organization. Erroneous decisions or recommendations result in critical delays and modifications to projects or operations, and cause substantial expenditure of additional time, human resources, funds and jeopardize future operational activity.	Decisions have serious impact on the overall success or failure of a function. Erroneous decisions or recommendations result in critical delays or modifications to organizational objectives and cause long-term harm to operations.
<b>Education</b>	Master's degree or equivalent experience	Master's degree or equivalent experience	Master's degree or equivalent experience	Master's degree or equivalent experience
<b>Experience</b>	4+ years relevant work experience. Experience may be partially substituted for a relevant advanced degree.	5+ years including 2+ years of management experience. Experience may be partially substituted for a relevant advanced degree.	7+ years including 4+ years of management experience. Experience may be partially substituted for a relevant advanced degree.	10+ years including 6+ years of management experience. Experience may be partially substituted for a relevant advanced degree.

### Academic Advising Pay Ranges

Title	Level	Minimum	Midpoint	Maximum
Academic Advisor I	P1	\$37,391	<b>\$43,000</b>	\$48,608.70
Academic Advisor II	P2	\$41,130	<b>\$47,300</b>	\$53,469.57
Senior Academic Advisor I	P3	\$45,243	<b>\$52,030</b>	\$58,816.52
Senior Academic Advisor II	P4	\$49,768	<b>\$57,233</b>	\$64,698.17
Assistant Director, Academic Advising	M1	\$54,745	<b>\$62,956</b>	\$71,167.99
Associate Director, Academic Advising	M2	\$60,219	<b>\$69,252</b>	\$78,284.79
Director, Academic Advising	M3	\$66,241	<b>\$76,177</b>	\$86,113.27
Senior Director, Academic Advising	M4	\$72,865	<b>\$83,795</b>	\$94,724.60