

## **Career Progression Guidance**

The Career Progression process provides a clear, yet flexible framework for employees to advance within their current positions based on increased proficiency in skill and demonstrated ability through professional development and practice. This framework differs from promotions which are limited to hierarchical changes via a competitive search or direct appointment. Progression frameworks are typically built on a four level concept, some level structures may be less due to the nature of the work or lack of variation in the duties to be performed or needed. The Academic Advisor structure contains a three level concept.

Advisors may progress through levels one to three as part of the career progression process. Progressions must be supported by business need. Progression to level four, if applicable, will require a competitive selection process for employees to progress. The Executive/Administrator track positions are not addressed via the career progression process.

### **Permissible Progression Requests | Eligibility:**

- Requests to move eligible employees to the next level within their established career path must meet the following criteria:
  1. Have been in their current level for at least 12 months without an associated pay increase (excludes institution-wide increases)
  2. Meet all criteria associated with the current level as defined by the career path competency structure
  3. Most recent performance evaluation has at least a “consistently delivers” (formerly 3 or meets expectations) overall rating
  4. Not currently on a performance improvement plan (PIP) or have documented progressive discipline within the last 12 months

### **Impermissible Progression Requests:**

- Requests to create or post a new position in lieu of the progression process
- Requests to progress in order to address compression and market concerns
- Requests to progress in order to retain an employee
- Requests to progress an individual from one family, function, or track to another



- Examples:
  - Professional track to executives / administrators track (track change)
  - IT Professional to Business Manager (family change)
  - Compensation Analyst to Learning & Development Specialist (function change)
- Requests to progress an individual within the Executives/Administrators track
  - Should be addressed via reclassification, competitive search, or direct appointment (if appropriate)
- Requests to progress an individual within ungraded staff classifications within the Professional track (Ex. Coaches, Physicians, etc.)
  - Should be addressed via market reviews, Request for Salary Action (RSA) for added duties, reclassification, competitive search, or direct appointment (if appropriate)
- Requests to increase salary for an individual within the same level

### **Progression Process Frequency Options:**

1. Quarterly progressions
  - 3 progression quarters, 1 blackout quarter (BPSS)
  - Blackout period: April - June
2. \*Bi-annual progressions\* Academic Advisor progression process will take place bi-annually.
  - Application Periods (Spring and Fall)
  - Approved progressions will be effective July and January
3. Annual progressions

### **Unit Responsibilities:**

- Processing:
  - An employee (or a supervisor on the employee's behalf) may initiate the progression request process during specific periods of the year by completing the progression request form.
  - The request will require input from the employee, supervisor, department head, HR Liaison, and support from the dean or vice president.



- Supervisors must determine whether:
  - Progression addresses a clear business need.
  - Employee has demonstrated the required criteria for each level based on the applicable career path competency structure.
  - Funding is available to support the salary increase associated with the progression.
- University Human Resources (UHR) reviews applications for eligibility and competency demonstration.
- Level Progression and Salary Increases:
  - Progression to a new, higher level will result in a salary increase.
  - The increase will need to align with the range associated with the level the employee is moving to.
  - Salary increases are subject to fiscal constraints and salary band maximums.
- Justification and Documentation:
  - Documentation of any new duties, new skills, education levels, etc. should be included as part of the justification.
  - If other individuals are also ready to progress, provide a rationale on the progression request form as to why this person was selected for submission.
  - Identify chart string that unit provided funds will come from.
  - For all progressions, a business need is required.
- Career Path Structure:
  - UHR establishes the Journeys structure as a foundation for each classification, outlining the standards of behaviors, capabilities, understanding, and expertise.
  - Units can request amendments to the basic structure for a classification within their area.



- Units can provide the plan to UHR for review. If the plan expands beyond the standards established by Journeys, UHR will partner with Subject Matter Experts to determine suitability.
  - This will be done periodically.
  - *See attached for criteria specific to classification.*
- Awareness:
  - Career Progression is not a performance evaluation but a tool for recognizing and rewarding professional growth.
  - The program aims to align employee development with organizational goals.
  - Supervisors play a crucial role in identifying and supporting employee progression.
  - Units should be aware of any equity or compression concerns that may arise because of a progression request.
  - Progression to any level must be supported by a business need.
  - Units are expected to utilize this process for progressions up to level 3.
  - A posting is recommended in the event the unit has identified a business need that they are unable to fill via the progression process.

## Career Ladder Promotion Criteria

*Examples of all criteria can be found at <https://advising.uga.edu/For-Advisors/>*

<b>Advising Practice</b>			
<b>Academic Advisor (Level 1)</b>	<b>Academic Advisor (Level 2)</b>	<b>Academic Advisor (Level 3)</b>	<b>Examples</b>
1.a. Effectively facilitates one-on-one advising sessions	1.b. Effectively facilitates advising sessions by inviting students into the advising process	1.c. Effectively facilitates advising sessions by engaging students holistically and inviting students into the advising process	Ex. Student feedback, supervisor feedback, advising philosophy
2.a. Demonstrates attentiveness and rapport	2.b. Develops strategies for enhancing rapport with students and builds rapport with campus partners	2.c. Develops and evaluates strategies for enhancing rapport with students and campus partners	Ex. Student and campus partners feedback, advising notes
3.a. Understands requirements, policies, procedures, and the use of student-facing technologies (DegreeWorks, SAGE, Athena, etc.)	3.b. Understands and communicates requirements, policies, procedures, and the use of student-facing technologies (DegreeWorks, SAGE, Athena, etc.)	3.c. Understands, communicates, and explains requirements, policies, procedures, and the use of student-facing technologies (DegreeWorks, SAGE, Athena, etc.)	Ex. Copies of Degree Plans, registration related handouts, student feedback survey responses



<p>4.a. Provides general support related to student decision-making, exploration, and development</p>	<p>4.b. Provides targeted support related to student decision-making, exploration, and development</p>	<p>4.c. Responds to student needs and provides targeted support related to student decision-making, exploration, and development</p>	<p>Ex. Email communication scripts or samples, documents or handouts related to career/major exploration and/or parallel planning</p>
<p>5.a. Makes basic referrals based on individual students' situations, needs, and interests</p>	<p>5.b. Speaks knowledgeably about campus resources and makes proactive and direct referrals based on individual students' situations, needs, and interests</p>	<p>5.c. Speaks knowledgeably about campus resources; makes proactive and direct referrals based on individual students' situations, needs, or interests, then follows up on the outcomes of the referrals</p>	<p>Ex. Information provided about research opportunities, study abroad referrals/flyers, SAGE referral report, emails and advising notes documenting proactive referrals and follow up</p>
<p>7.a. Considers students' degree progress, interests, and abilities in future planning</p>	<p>7.b. Integrates students' degree progress, interests, and abilities into future planning</p>	<p>7.c. Collaborates with students to integrate degree progress, interests, and abilities into future planning</p>	<p>Ex. Sample advising plan/form, SAGE note history of discussion w/ students</p>



<p>8.a. Uses student feedback provided by advising director and assesses student needs to enhance advising practice</p>	<p>8.b. Solicits and uses student feedback or assesses student needs to enhance advising practice</p>	<p>8.c. Solicits and uses student feedback to assess student needs and enhance personal, unit, and campus-wide advising practice</p>	<p>Ex. Advisor feedback surveys, individual communication strategies, documented sharing of strategies to improve practice beyond individual advisor</p>
<p>9.a. Demonstrates professionalism and clarity in communications</p>	<p>9.b. Demonstrates strategic communication while maintaining professionalism and clarity</p>	<p>9.c. Demonstrates consistent, streamlined, and strategic communication while maintaining professionalism and clarity</p>	<p>Ex. Email scripts/templates, demonstrated communication campaign strategies and/or targeting specific student populations (e.g. transfer, students on academic warning or probation)</p>
<p>10.a. Demonstrates accessibility with regard to communication</p>	<p>10.b. Demonstrates flexibility and accessibility in communication to meet student needs</p>	<p>10.c. Demonstrates flexibility, accessibility, and creativity in communication to meet student needs</p>	<p>Ex. Demonstration of touch points offered to students, supervisor &amp; student feedback, demonstrated examples of catering availability to specific student circumstances (e.g. non-traditional, student-athlete, etc.)</p>
<p>11.a. Maintains accurate records</p>	<p>11.b. Maintains accurate records and utilizes existing records to inform advising practice</p>	<p>11.c. Develops processes and methods for maintaining accurate records and utilizes existing records to inform advising practice</p>	<p>Ex. SAGE notes, DW Plans, advising forms, excel spreadsheets, supervisor feedback</p>



<p>12.a. Manages time and calendar to ensure accessibility to students</p>	<p>12.b. Intentionally manages time and calendar to ensure accessibility to students</p>	<p>12.c. Intentionally manages time and calendar to ensure accessibility to students and meet unique student needs</p>	<p>Ex. Student visit data (number of appointments offered, follow up appointments, drop-in appointments)</p>
<p>13.a. Makes use of provided advising-related information, reports, and data to enhance advising practice</p>	<p>13.b. Finds and uses advising-related information, reports, and data to enhance advising practice</p>	<p>13.c. Finds and uses advising-related information, reports, and data to enhance personal, unit, and campus-wide advising practice</p>	<p>Ex. Methods of caseload management, narrative of how advisor uses reports and data to inform practice, collaboration on data and assessment projects</p>



<b>Advising Knowledge</b>			
<b>Academic Advisor (Level 1)</b>	<b>Academic Advisor (Level 2)</b>	<b>Academic Advisor (Level 3)</b>	<b>Examples</b>
1.a. Demonstrates knowledge of university and degree requirements	1.b. Effectively communicates university requirements and specific degree requirements to students	1.c. Proactively and effectively communicates and interprets university requirements and specific degree requirements to students	Ex. Feedback from supervisor, annual evaluation, trainings completed, student feedback survey responses
2.a. Demonstrates knowledge of university and unit-specific policies and procedures	2.b. Effectively communicates university and unit-specific policies and procedures to students	2.c. Proactively and effectively communicates and interprets UGA and unit-specific policies and procedures to students	Ex. Supervisor feedback, previous evaluations, SAGE notes and documentation, informational email templates



<p>4.a. Demonstrates knowledge of relevant resources across campus and related referral processes</p>	<p>4.b. Demonstrates nuanced understanding of resources across campus and related referral processes by tailoring recommendations to student goals, program of study, personality, etc.</p>	<p>4.c. Demonstrates nuanced understanding of resources across campus and related referral processes by tailoring recommendations to student goals, program of study, personality, etc.; actively contributes to the development of resources or programming to meet unique student needs</p>	<p>Ex. SAGE referral use reports, unit-specific advising forms or documents used for referrals, samples of resources and programs developed for students</p>
<p>5.a. Demonstrates knowledge of high-impact practices (study abroad, internships, research, etc.)</p>	<p>5.b. Demonstrates nuanced understanding of high-impact practices by tailoring recommendations to student goals, program of study, personality, etc.</p>	<p>5.c. Demonstrates nuanced understanding of high-impact practices by tailoring recommendations to student goals, program of study, personality, etc.</p>	<p>Ex. Information provided about research opportunities, study abroad experiential learning, etc, SAGE notes and Degree Plans, Student and Supervisor Feedback</p>
<p>6.a. Understands basic advising practice and how it is related to some aspects of student development.</p>	<p>6.b. Demonstrates familiarity with theories about advising, student development, and learning cognition</p>	<p>6.c. Actively utilizes theories about advising, student development, and learning cognition in advising philosophy and practice</p>	<p>Ex. Demonstrated incorporation of relevant theory to inform practice, engagement with, NACADA/Higher Education conferences, Additional degrees completed</p>



<b>Professional Development/Engagement</b>			
<b>Academic Advisor (Level 1)</b>	<b>Academic Advisor (Level 2)</b>	<b>Academic Advisor (Level 3)</b>	<b>Examples</b>
1.a. Participates in a team or serves on a committee at the unit or campus level	1.b. Actively contributes to a team or serves on a committee at the unit or campus level	1.c. Demonstrates leadership within a team or committee at the unit or campus level	Ex. Meeting facilitation, examples of contributions to unit or campus level projects/initiatives
2.a. Attends professional development events or activities	2.b. Demonstrates intentional engagement with professional development events or activities	2.c. Demonstrates meaningful contributions to professional development events and activities or to professional organizations	Ex. Learning & Development courses, AACC workshops and events, NACADA and other professional conference attendance and/or presentation
3.a. Engages effectively with members of the home unit or department	3.b. Collaborates effectively with members of the home unit or department	3.c. Facilitates collaboration within home unit or department for improvement of programs	Ex. Feedback from staff, faculty, and supervisor, examples of collaboration projects or teamwork
4.a. Demonstrates knowledge of administrative initiatives, projects, or programs	4.b. Implements administrative initiatives, projects, or programs as prescribed	4.c. Contributes to the development of and implements adminis-	Ex. Demonstrated contributions to administrative process within unit (e.g. caseload



		trative initiatives, projects, or programs as prescribed	management, Connect & Complete, Orientation, Hiring & Onboarding, etc)
5.a. Contributes constructive feedback or input related to projects, initiatives, systems, or procedures	5.b. Assesses areas for improvement related to projects, initiatives, systems, and procedures	5.c. Assesses areas for improvement related to projects, initiatives, systems, and procedures; initiates action on areas for improvement	Ex. Supervisor and colleague feedback, demonstrated contributions to process/practice improvements
6.a. Identifies areas for improvement to resources or processes utilized by individual advisor, students, or other advisors	6.b. Makes improvements to resources or processes utilized by the individual advisor, students, or other advisors	6.c. Develops novel resources or processes to better serve the individual advisor, students, or other advisors	Ex. Resources shared/developed with specific student population advisors, and/or unit

## **Promotion Application Documentation:**

- Completed Career Progression Request Form
  - Part 1 Completed by Employee
  - Parts 2 and 3 Completed by Supervisor
- Current Resume
- Annual performance evaluation
- Student feedback from at least one year. This student feedback can be in the form of student responses to routine surveys or supervisor-solicited responses from a subset of the advisor's students, or a combination of these. Student feedback should include a representative sample of students assigned to the advisor.
- Optional: Additional materials in support of their application. Candidates for promotion are encouraged to include additional materials in support of their application (e.g. letters of support from colleagues, resources developed, additional artifacts of practices).

## **Approval Path**

After the advisor compiles their application materials, they will present them to their supervisor for review and support. The supervisor will submit these materials to the department head, HR Liaison, vice president or dean of unit. If supported, the supervisor will submit the materials to University Human Resources (UHR) for approval.