ACADEMIC ADVISING
STRATEGIC PLAN

2024-2030

THE UNIVERSITY OF TENNESSEE
KNOXVILLE

GOAL 1: ENRICHED EXPERIENCE

Offer student scholars meaningful academic advising that supports their academic and career journey and strengthens their Volunteer experience.

OBJECTIVE 1.1
Enhance the campus-wide academic advising model.

OBJECTIVE 1.2
Enhance the institutional academic advising mission.

OBJECTIVE 1.3
Redefine new student advising.

GOAL 2: INSPIRED COMMUNITY

Nurture and sustain a student-centered advising community where collaboration, professional development, and well-being is fundamental to its culture.

OBJECTIVE 2.1
Compassionately support holistic advisor well-being.

OBJECTIVE 2.2
Become a national benchmark for advisor professional development, training, and advancement.

OBJECTIVE 2.3
Leverage advisor connections and collaborations to enrich and expand the UT advising community.
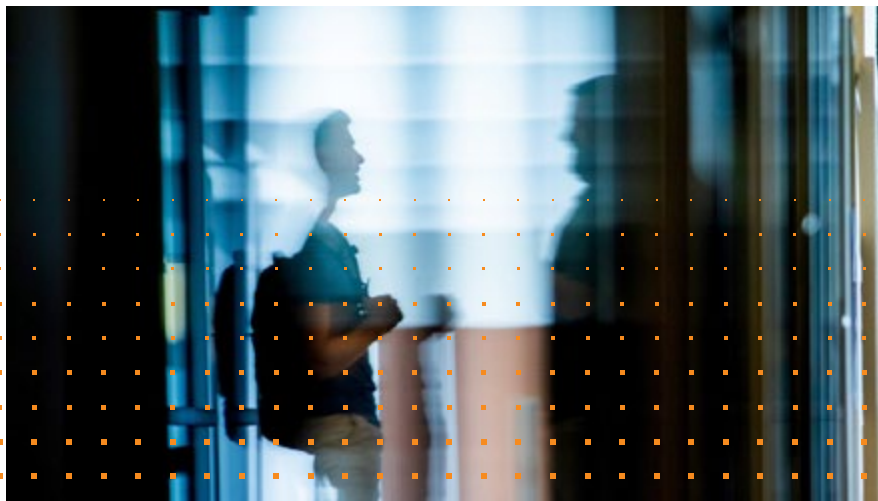
UT's undergraduate academic advising community seeks to support Goal One of UT's Strategic Vision: **Creating a Volunteer Experience where every student scholar can thrive.** This plan has been reviewed by the Academic Advising Strategic Planning taskforce, its associated workgroups, the Academic Advising Leadership Group (AALG) and the UTK professional academic advising community.

VISION

Lighting the way as a leading academic advising community committed to an environment of student success where everyone **belongs** and **thrives.**

GOALS & OBJECTIVES

The taskforce created a strategic framework of four goals and twelve objectives. Additionally, there are thirteen preliminary metrics designed to monitor growth and improvement.

UT's undergraduate academic advising community is dedicated to empowering students through **personalized, holistic advising** that aligns with the university's Strategic Vision. We prioritize collaboration, innovation, and inclusivity to ensure all students receive the guidance needed to succeed. Our proactive approach fosters **discovery, creativity, learning, and engagement**, helping students navigate their academic journeys while contributing to the university's mission of shaping future leaders.

Our decentralized academic advising practitioners align with the Division of Student Success via a coordinated care model called the **Vol Success Teams.** This approach engages students early and helps them explore academic and career paths, while addressing personal goals and well-being. With **advisors, coaches, and enrollment services counselors working together**, students are equipped to overcome obstacles, maximize their strengths, and pursue their personal & professional goals. By fostering proactive engagement and data-driven strategies, Advising Initiatives contributes to student retention, persistence, and the university's overall success objectives.

GOAL 3: ADVANCED TECHNOLOGY

Enhance technology platforms' usage to enable more streamlined, functional, and user-friendly experiences.

OBJECTIVE 3.1
Ensure consistent and appropriate access to systems.

OBJECTIVE 3.2
Fully integrate Salesforce technology into advising practice.

OBJECTIVE 3.3
Improve business practices with digitized processes and automation of manual processing.

GOAL 4: INSTITUTIONAL ENGAGEMENT

Commit to developing and maintaining UT academic advising as a national leader in higher education.

OBJECTIVE 4.1
Ensure adequate resource commitment to academic advising community.

OBJECTIVE 4.2
Develop an evaluation cycle for institutional academic advising goals.

OBJECTIVE 4.3
Foster a responsive and supportive community that appreciates advisors for their contributions.

STRATEGIC PLAN STEERING COMMITTEE

EXECUTIVE COMMITTEE

Leonard Clemons, Chair
Associate Vice Provost for
Student Success
Division of Student Success

Kristina Gordon
Associate Dean
*College of Edu, Health, &
Human Sci.*

George Drinnon
Executive Director for
Undergraduate Programs
& Advising
Haslam College of Business

Amber Rayborn
Academic Advisor
Herbert College of Agriculture

Jordan Brown
President
Student Government Association

Brian Coldren
Assistant Vice Provost
& University Registrar
Division of Enrollment Management

GOAL 1: ENRICHED EXPERIENCE

Julie Longmire, Co-Chair
Asst. Dean for Undergraduate
Programs & Advising
*College of Communication
& Information*

Jenny Ward, Co-Chair
Sr. Associate Director
*Center for Career Development &
Academic Exploration*

Adam White
Associate Director
New Student Orientation

Ross Johnson
Academic Advisor
College of Arts & Sciences

Robin Anderson
Academic Advisor
Haslam College of Business

Laura Stansell
Director
One Stop Shop

Randy Small
Professor
College of Arts & Sciences

Christopher Kelley
Academic Advisor
*College of Edu, Health, & Human
Sci*

Toni Jackson
Assistant Director
Academic Success Center

Margie Russell
Director for Advising
Tickle College of Engineering

GOAL 2: INSPIRED COMMUNITY

Lisa Byrd, Co-Chair
Associate Director for Advising
Tickle College of Engineering

Margaret Huffstetler, Co-Chair
Academic Advisor
College of Social Work

Chris King
Academic Advisor
*College of Edu, Health,
& Human Sci.*

Byron Keys
Academic Advisor
*College of Communication
& Information*

Amanda Tompkins
Academic & Career Advisor
*Center for Career Development
& Academic Exploration*

Krystyne Savarese
Assistant Vice Provost &
Chief Strategist
Division of Student Success

Jada Russell
Director of Student Services
College of Nursing

Brent Lamons
Professor of Practice/Exec.
Director for Advising
Herbert College of Agriculture

Tara Moore
Associate Professor
*College of Edu, Health,
& Human Sci.*

STRATEGIC PLAN
STEERING COMMITTEE CONT.

GOAL 3: ADVANCED TECHNOLOGY

Shanna Pendergrast, Co-Chair
Director for Advising
College of Arts & Sciences

Katie McKay, Co-Chair
Associate Director,
Undergraduate Programs
Haslam College of Business

Jackie Behrens
Academic Advisor
College of Nursing

Ronda Wright
Academic Advisor
College of Architecture & Design

Roger Gray
Academic Advisor
Tickle College of Engineering

Stephanie Workman
IT Workman
Office of Information Technology

Allison Connor
Associate Registrar
Office of University Registrar

Amanda Gandy
Director for Advising
College of Social Work

GOAL 4: INSTITUTIONAL ENGAGEMENT

Stephanie Kit, Co-Chair
Executive Director
*Center for Career Development
and Academic Exploration*

Lane Morris, Co-Chair
Associate Dean
Haslam College of Business

Mike Taylor
Academic Advisor
Tickle College of Engineering

Sonja Burk
Academic Advisor
Herbert College of Agriculture

Tarah Keeler
Executive Director & Deputy CHRO
Division of Human Resources

Demetria Mells
Interim Director for Advising
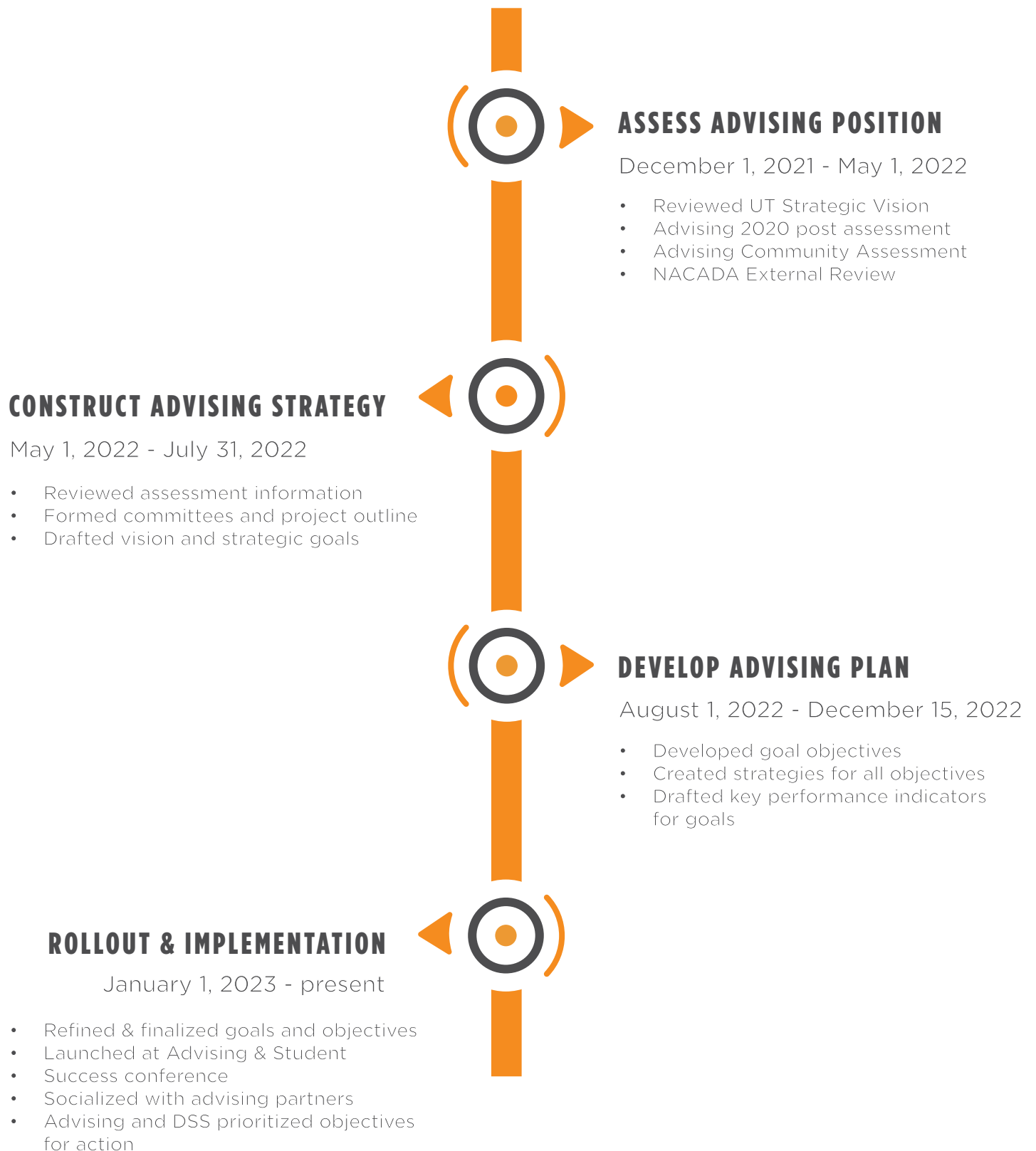*College of Edu, Health, &
Human Sci*

Julie Beckman
Director for Advising
College of Architecture & Design

Cheryl Kojima
Associate Professor
Herbert College of Architecture

STRATEGIC PLAN DEVELOPEMENT

ASSESS ADVISING POSITION

December 1, 2021 - May 1, 2022

- Reviewed UT Strategic Vision
- Advising 2020 post assessment
- Advising Community Assessment
- NACADA External Review

CONSTRUCT ADVISING STRATEGY

May 1, 2022 - July 31, 2022

- Reviewed assessment information
- Formed committees and project outline
- Drafted vision and strategic goals

DEVELOP ADVISING PLAN

August 1, 2022 - December 15, 2022

- Developed goal objectives
- Created strategies for all objectives
- Drafted key performance indicators for goals

ROLLOUT & IMPLEMENTATION

January 1, 2023 - present

- Refined & finalized goals and objectives
- Launched at Advising & Student
- Success conference
- Socialized with advising partners
- Advising and DSS prioritized objectives for action

OUR PATH FORWARD

LIGHTING THE WAY AS A LEADING ACADEMIC ADVISING COMMUNITY

VISION

Lighting the way as a leading academic advising community committed to an environment of student success where everyone **belongs** and **thrives.**

VALUES

The UT Advising community is guided by core values[1] identified by the Global Community for Academic Advising (NACADA):

Caring

Academic advisors respond to and are accessible to others in ways that challenge, support, nurture, and teach. Advisors build relationships through empathetic listening and compassion for students, colleagues, and others.

Commitment

Academic advisors value and are dedicated to excellence in all dimensions of student success. Advisors are committed to students, colleagues, institutions, and the profession through assessment, scholarly inquiry, life-long learning, and professional development.

Empowerment

Academic advisors motivate, encourage, and support students and the greater educational community to recognize their potential, meet challenges, and respect individuality.

Inclusivity

Academic advisors respect, engage, and value a supportive culture for diverse populations. Advisors strive to create and support environments that consider the needs and perspectives of students, institutions, and colleagues through openness, acceptance, and equity.

Integrity

Academic advisors act intentionally by ethical and professional behavior developed through reflective practice. Advisors value honesty, transparency, and accountability to the student, institution, and the advising profession.

Professionalism

Academic advisors act by the values of advising for the greater good of students, colleagues, institutions, and higher education in general.

Respect

Academic advisors honor the inherent value of all students. Advisors build positive relationships by understanding and appreciating students' views and cultures, maintaining a student-centered approach and mindset, and treating students with sensitivity and fairness.

Additionally, the community commits to **innovation** as adaptable and resilient professionals who embrace change and actively pursue new strategies and solutions for meeting the evolving advising needs of student scholars.

[1] NACADA: The Global Community for Academic Advising. (2017). NACADA core values of academic advising. Retrieved from https://www.nacada.ksu.edu/Resources/Pillars/CoreValues.aspx

GOAL 1: ENRICHED EXPERIENCE

Offer student scholars meaningful academic advising that supports their academic and career journey and strengthens their Volunteer experience.

OBJECTIVE 1.1

Enhance the campus-wide academic advising model.

OBJECTIVE 1.1 STRATEGIES

- Review and refine student learning outcomes.
- Align the advising model with university strategic priorities such as CliftonStrengths, Vol Success Teams, Vol Edge, and faculty mentoring.
- Incorporate the advising model into ongoing training and development of the broader advising community.

OBJECTIVE 1.2

Enhance the institutional academic advising mission.

OBJECTIVE 1.2 STRATEGIES

- Evaluate and refine the institutional academic advising mission statement in alignment with UT's Strategic Vision.

OBJECTIVE 1.3

Redefine new student advising.

OBJECTIVE 1.3 STRATEGIES

- Engage with New Student Orientation and utilize data to create a sustainable model for new student advising.
- Define and evaluate new students advising learning outcomes.
- Assess the new student advising experience.

GOAL 2: INSPIRED COMMUNITY

Nurture and sustain a student-centered advising community where collaboration, professional development, and well-being is fundamental to its culture.

OBJECTIVE 2.1
Compassionately support holistic advisor well-being.

OBJECTIVE 2.1 STRATEGIES
- Create and maintain practices to regularly survey and address the needs and challenges of the advising community.
- Foster well-being within the advising community through intentional organizational management practices, including flexible work modalities.

OBJECTIVE 2.2
Become a national benchmark for advisor professional development, training, and advancement.

OBJECTIVE 2.2 STRATEGIES
- Establish advisor learning outcomes.
- Offer and assess timely, proactive professional and career development supporting the career ladder and beyond.
- Support and recognize participation in TennACADA, NACADA, NASPA, or other regional/national organization activities.
- Ensure consistent standard advisor onboarding practices grounded in NACADA core competencies alongside unit-specific training.
- Institute and maintain regular relevant and timely training on changes in campus policies, practices, unit leadership, etc. that allows for group discussion and/or questions.

OBJECTIVE 2.3
Leverage advisor connections and collaborations to enrich and expand the UT advising community.

OBJECTIVE 2.3 STRATEGIES
- Foster and celebrate advising collaborations across campus academic and institutional levels.
- Encourage networking with other advising professionals and create a method for sharing innovations, information, and professional development that can enrich the UT advising community.

GOAL 3: ADVANCED TECHNOLOGY

Enhance technology platforms' usage to enable more streamlined, functional, and user-friendly experiences.

OBJECTIVE 3.1
Ensure consistent and appropriate access to systems.

OBJECTIVE 3.1 STRATEGIES
- Conduct, review, and report on a comprehensive gap analysis of technology needs.
- Collaborate to align academic planning practices with proactive course availability practices, including reporting.

OBJECTIVE 3.2
Fully integrate Salesforce technology into advising practice.

OBJECTIVE 3.2 STRATEGIES
- Leverage Salesforce Student Success Hub to transform current advising technology practices.
- Create institutional expectations of Salesforce use with student success partners.

OBJECTIVE 3.3
Improve business practices with digitized processes and automation of manual processing

OBJECTIVE 3.3 STRATEGIES
- Create a regular advising data review working group to identify new and changing data needs and promote a culture that supports change related to evolving technology.
- Develop a standard calendar for technology related processes (CPOS report, withdraw report, Utrack, advising flag report, orientation portal reports).

GOAL 4: INSTITUTIONAL ENGAGEMENT

Commit to developing and maintaining UT academic advising as a national leader in higher education.

OBJECTIVE 4.1
Ensure adequate resource commitment to academic advising community.

OBJECTIVE 4.1 STRATEGIES
- Provide support to create sustainable student-to-advisor ratios better than national standards.
- Benchmark space needs to create recommended best practices in proportion to the growth of undergraduate students.
- Offer competitive salaries as part of the career ladder to recruit and retain a high-quality academic advising staff.
- Commit centralized funds for advisor professional development (annual advising conference and attendance at regional and national conferences).
- Commit resources to maintain a high standard for technology in line with best practices in academic advising.

OBJECTIVE 4.2
Develop an evaluation cycle for institutional academic advising goals.

OBJECTIVE 4.2 STRATEGIES
- Conduct routine (five-year) strategic planning within the academic advising community.
- Create a comprehensive advising assessment plan including student perspective and advising community.
- Leverage technology to develop both university-wide and college-specific assessments.

OBJECTIVE 4.3
Foster a responsive and supportive community that appreciates advisors for their contributions.

OBJECTIVE 4.3 STRATEGIES
- Create a collaborative community through transparent, timely, and open communication that bridges gaps between units and institutional levels.
- Celebrate and recognize members who embody the core values in practice.
- Include the advising community's perspectives on policy adjustments, advising challenges, and innovations.

ACADEMIC ADVISING
STRATEGIC PLAN METRICS [PROPOSED]

This strategic plan includes thirteen proposed metrics identified as data points that can best track growth and improvement that occurs because of implementing the strategic plan. The use of these measures is dependent on access to institutional data sources and tools for data collection and analysis.

Year one of strategic plan implementation will include a focus on identifying available data sources, establishing data collection processes, and establishing an assessment cycle. There will be an initial data collection period to benchmark current state in each of these areas prior to initiating assessment.

Metrics may be amended as resources and strategic priorities evolve.

	Obj. 1.1	Obj. 1.2	Obj. 1.3	Obj. 2.1	Obj. 2.2	Obj. 2.3	Obj. 3.1	Obj. 3.2	Obj. 3.3	Obj. 4.1	Obj. 4.2	Obj. 4.3
# of regional and national publications and presentations on UTK academic advising model	X	X										
# of training opportunities connected to advisor learning outcomes	X				X							
% improvement on new student advising student learning outcomes			X									
% improvement in student satisfaction with continuing student registration	X										X	
# of campus partnerships involved in providing advising training or communication						X	X		X			X
# of institutional professional development opportunities offered					X							
% of advisors participating in institutional professional development opportunities					X							
# of technology tools used during advising practice							X	X	X			
% improvement in utilization of Salesforce collaboration and planning functions						X		X				
% improvement in academic advisor resources from climate survey		X		X						X	X	
# of advisor recognition and reward options												X
Student-to-advisor ratio				X						X		
# of advisors not retained in advisor roles				X						X	X	