Overview

In the summer of 2015, NACADA Professional Development Committee (PDC) Incoming Chair Teri Farr was tasked with leading the PDC team with looking forward into the future of the academic advising profession to identify what competencies academic advisors will need to have, how these competencies could best be articulated by the association, and how they can be used by the association to provide professional development opportunities for NACADA’s membership. Over the next 18 months, the team conducted a review of the available advising literature, spoke with subject matter experts, consulted with a wide array of NACADA constituencies, and crafted the NACADA Academic Advising Core Competencies Model. The model was approved by the association’s Board of Directors in March 2017 and made available to all advising professionals on the PDC webpage. PDC members then began Phase 2 of this initiative – identification and review of NACADA resources currently available to assist academic advising personnel with competency development and capacity building.

In this NACADA Advisor Training and Development Commission-sponsored webinar, Teri Farr is joined by PDC members to discuss the NACADA Academic Advising Core Competencies Model. They will share some of their experiences with the model’s development process, the thoughts underlying its framework and core competency areas, and the ongoing project of resource identification and development.

Pre-Webinar Activity Suggestions

Review the information available on the two Core Competencies-related webpages:

- [http://www.nacada.ksu.edu/Resources/Pillars/CoreCompetencies.aspx](http://www.nacada.ksu.edu/Resources/Pillars/CoreCompetencies.aspx)
- [http://www.nacada.ksu.edu/About-Us/NACADA-Leadership/Administrative-Division/Professional-Development-Committee/PDC-Advisor-Competencies.aspx](http://www.nacada.ksu.edu/About-Us/NACADA-Leadership/Administrative-Division/Professional-Development-Committee/PDC-Advisor-Competencies.aspx)
Possible Questions for Post-Webinar Discussion

- **Conceptual component:**
  - Have you examined your own identity and the role it plays in your advising practice?
  - How do your values guide your advising practice?
  - How does our institution provide professional development opportunities to teach advisors on how to apply theory to advising practice?
  - As an institution, how do we share and encourage different advising approaches and strategies?

- **Informational component:**
  - How do academic advisors at our institution learn
    - our institution’s history, mission, vision and values?
    - about legal guidelines, including privacy regulations and confidentiality?
  - As an institution, how do we disseminate changes to policies, procedures, curriculum changes, etc. to our advising community? Is there an option to utilize technology to support the dissemination?
  - What resources does our institution utilize to update academic advisors on the characteristics of emerging populations and ever-changing campus and community resources?

- **Relational component:**
  - Have you written a personal philosophy of advising statement? How does that statement help you with goal setting and maintaining day-to-day decisions?
  - Do you have techniques that you use to build rapport?
  - How have you been successful at building a network of collaborators? Are there challenges to building a network?
  - How do you take the examinations of your own identity as part of your advising practice and map them to being intentional about inclusive communication? Are there any techniques that you employ for self-assessment to ensure inclusive communication?
  - What are some of the skills you employ to help students articulate how they came to a decision in addition to the development of problem-solving skills? How do you ensure that students are integrating their learning in your advising interactions?

- **General**
  - Do you have an advising syllabus that clearly outlines learning outcomes? How is that shared with your advisees and other stakeholders?
  - As a result of watching today’s presentation, can you think of ways to adopt the Core Competencies into your everyday advising practice?
  - What training and/or development programs does our campus offer for academic advisors? Does our program cover the conceptual, informational, and relational components of the Core Competencies for academic advising?
  - Do you anticipate any resistance on our campus to adopting the Core Competencies framework and applying it to our current training and development offerings?
References and Resources

Pillars of Academic Advising Webpages – http://www.nacada.ksu.edu/Resources/Pillars.aspx
  • Concept of Advising – http://www.nacada.ksu.edu/Resources/Pillars/Concept.aspx
  • Core Values of Advising – http://www.nacada.ksu.edu/Resources/Pillars/CoreValues.aspx
  • Core Competencies – http://www.nacada.ksu.edu/Resources/Pillars/CoreCompetencies.aspx
  • CAS Standards – http://www.nacada.ksu.edu/Resources/Pillars/CASstandards.aspx


What is Academic Advising?: An Introduction to the Field (PG22) – Available at https://www.nacada.ksu.edu/Resources/Product-Details/ID/PG22.aspx


At the request of the association’s leadership, the NACADA Academic Advising Core Competencies Model (2017) was developed by the association’s Professional Development Committee. The purpose of the model is to identify the broad range of understanding, knowledge, and skills that support academic advising, to guide professional development, and to promote the contributions of advising to student development, progress, and success. It is intended that the model may be used by:

- **Primary Role Advisors** for self-assessment and evaluation, and to guide learning, career development, and advancement.
- **Faculty Advisors and Advising Administrators** to clarify academic advising roles and responsibilities, and to highlight the contributions of academic advising to teaching and learning.
- **Advising Supervisors, Managers, and Mentors** to identify strengths and areas for staff development, and to guide hiring, training, and evaluation.
- **Learning Professionals, Trainers, and Researchers** to support curriculum development, establish learning priorities, and advance scholarship in the field.

Underpinning the core competencies for academic advising and serving as the foundational elements for effective advisor training programs and advising practice are three content components – the **conceptual**, **informational**, and **relational**. An understanding of these content areas provides advisors the knowledge and skills to be effective guides for their students.

- The **Conceptual** component provides the context for the delivery of academic advising. It covers the ideas and theories that advisors must understand to effectively advise their students.
- The **Informational** component provides the substance of academic advising. It covers the knowledge advisors must gain to be able to guide the students at their institution.
- The **Relational** component provides the skills that enable academic advisors to convey the concepts and information from the other two components to their advisees.

To achieve excellence in their work, regardless of the specifics of their individual campus’ advising mission, all academic advisors must understand all three components and be able to synthesize and apply them as needed in academic advising interactions.
Core competencies in the **Conceptual component** (concepts academic advisors must understand) include understanding of:

1. The history and role of academic advising in higher education.
2. NACADA's Core Values of Academic Advising.
3. Theory relevant to academic advising.
4. Academic advising approaches and strategies.
5. Expected outcomes of academic advising.
6. How equitable and inclusive environments are created and maintained.

Core competencies in the **Informational component** (knowledge academic advisors must master) include knowledge of:

1. Institution specific history, mission, vision, values, and culture.
2. Curriculum, degree programs, and other academic requirements and options.
3. Institution specific policies, procedures, rules, and regulations.
4. Legal guidelines of advising practice, including privacy regulations and confidentiality.
5. The characteristics, needs, and experiences of major and emerging student populations.
6. Campus and community resources that support student success.
7. Information technology applicable to relevant advising roles.

Core Competencies in the **Relational component** (skills academic advisors must demonstrate) include the ability to:

1. Articulate a personal philosophy of academic advising.
2. Create rapport and build academic advising relationships.
3. Communicate in an inclusive and respectful manner.
4. Plan and conduct successful advising interactions.
5. Promote student understanding of the logic and purpose of the curriculum.
6. Facilitate problem solving, decision-making, meaning-making, planning, and goal setting.

For more information about the **NACADA Academic Advising Core Competencies Model**, please visit [nacada.ksu.edu/resources/pillars/corecompetencies.aspx](http://nacada.ksu.edu/resources/pillars/corecompetencies.aspx)
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.

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.

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

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

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.

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

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.

The NACADA Statement of Core Values reflects the many cultural and educational contexts in which academic advising is practiced globally. A diverse, globally represented task force in conjunction with the input of NACADA members contributed to the creation of the statement. By virtue of this process, this document represents the Core Values of the academic advising profession as a whole. These values apply to all who perform academic advising by any role, title, or position as educators at their institutions.

While nations, institutions, and students will offer unique circumstances, the Core Values provide guidance to academic advisors in their professional lives. Academic advisors are committed to the students they advise, their institutions, their professional practice, and the broader advising and educational community. There may be times when balancing all Core Values equally is not possible. In those instances, academic advisors are encouraged to reflect and engage other academic advising professionals in a dialogue to resolve any conflict to the best of their ability.

The Statement of Core Values is reviewed periodically to ensure its alignment with current professional practices, competencies, and philosophies. NACADA: The Global Community for Academic Advising encourages institutions to adopt the Statement of Core Values and support the work of those who provide academic advising.
Building Advisor Competency: Introduction to the NACADA Academic Advising Core Competencies Model

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Ashley Clark, University of Texas at Austin
Rhonda Christian, Durham College, Ontario, Canada
Sara Ackerson, Washington State University
Deb Dotterer, Michigan State University
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#AcAdvComp

Professional Development Committee

2015

CHARGE:
• Determine core competencies
• Articulate competencies
• Assess professional development opportunities

#AcAdvComp

Professional Development Committee
Teaching-Learning Process

- Conceptual Understanding
- Informational Knowledge
- Relational Skills

Habley (1995)
Vetting Process

2016

First Drafts
• Basic competencies
• Competency descriptions

Review Period

Advisor Training and Development Commission assisted

Review Period

2017

PDC Feedback Chat - Jan 2017.mp4
Purpose:
• to identify the broad range of understanding, knowledge, and skills that support academic advising
• to guide professional development
• to promote the contributions of advising to student development, progress, and success
NACADA Academic Advising Core Competencies Model

- Primary Role Advisors
- Faculty Advisors and Advising Administrators
- Advising Supervisors, Managers, and Mentors
- Learning Professionals, Trainers, and Researchers

Framework

Components:
- Conceptual
  - Provides context
- Informational
  - Provides substance
- Relational
  - Provides skills

“Without understanding (conceptual elements), there is no context for the delivery of services. Without information, there is no substance to advising. And, without personal skills (relational), the quality of the advisee/advisor relationship is left to chance.”

- Habley (1995)
Core competencies in the Conceptual component (concepts academic advisors must understand) include understanding of:

C1
The history and role of academic advising in higher education

C2
NACADA's Core Values of Academic Advising

C3
Theory relevant to academic advising
Core competencies in the Conceptual component (concepts academic advisors must understand) include understanding of:

C4

Academic advising approaches and strategies

C5

Expected outcomes of academic advising

C6

How equitable and inclusive environments are created and maintained
Core competencies in the Informational component (knowledge academic advisors must master) include knowledge of:

11 Institution specific history, mission, vision, values, and culture

Curriculum, degree programs, and other academic requirements and options

Institution specific policies, procedures, rules, and regulations
Core competencies in the Informational component (knowledge academic advisors must master) include knowledge of:

14. Legal guidelines of advising practice, including privacy regulations and confidentiality

15. The characteristics, needs, and experiences of major and emerging student populations

16. Campus and community resources that support student success
Core competencies in the Informational component (knowledge academic advisors must master) include knowledge of:

- Information technology applicable to relevant advising roles

Core Competencies in the Relational component (skills academic advisors must demonstrate) include the ability to:

- Articulate a personal philosophy of academic advising
- Create rapport and build academic advising relationships
Core Competencies in the Relational component (skills academic advisors must demonstrate) include the ability to:

R3
Communicate in an inclusive and respectful manner

R4
Plan and conduct successful advising interactions

R5
Promote student understanding of the logic and purpose of the curriculum
Core Competencies in the Relational component (skills academic advisors must demonstrate) include the ability to:

**R6**
Facilitate problem solving, decision-making, meaning-making, planning, and goal setting

Core Competencies in the Relational component (skills academic advisors must demonstrate) include the ability to:

**R7**
Engage in ongoing assessment and development of self and the advising practice

https://www.nacada.ksu.edu/Resources/Pillars.aspx
Building Advisor Competency – Introduction to the NACADA Academic Advising Core Competencies Model

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