Overview

At the request of the association’s leadership, the NACADA Academic Advising Core Competencies Model (2017) was crafted by the Professional Development Committee (PDC). 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.

In our December 2017 Webinar, PDC Chair Teri Farr led members of her team in an Introduction to the NACADA Academic Advising Core Competencies Model, sharing their experiences with the model’s development process, the thoughts underlying its framework and core competency areas, and the ongoing project of professional development resource identification and development. In February and March 2018, our presenters followed up with discussion of the Model’s Conceptual and Informational components.

In this webinar, our Presenters will continue the conversation with a deeper look at the Model’s Relational component. The competencies included in the relational component provide advising personnel with the skills needed to convey the concepts and information from the other two components to their advisees.

Suggested Questions for Post-Webinar Discussion

• 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?
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

Resources for Competency Building webpage –
http://www.nacada.ksu.edu/Resources/Pillars/CoreCompetencies/Resources.aspx

NACADA Academic Advising Core Competencies Guide (PG23) – Available at

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

Webinar recording – Building Advisor Competency: Introduction to the NACADA Academic Advising Core Competencies Model – Available at http://www.nacada.ksu.edu/Resources/Product-Details.aspx?ProductsDetails=yes&ID=REC079MASTER

Webinar recording – Building Advisor Competency: Conceptual Component – Available at
https://www.nacada.ksu.edu/Resources/Product-Details.aspx?ProductsDetails=yes&ID=REC080MASTER

Webinar recording – Building Advisor Competency: Developing a Profession of Advising through Training, Development, & Scholarship – Available at http://www.nacada.ksu.edu/Resources/Product-Details.aspx?ProductsDetails=yes&ID=REC078MASTER

Webinar recording – Building Advisory Competency: Facing Fear and Creating Our Best Professional Selves – Available at
http://www.nacada.ksu.edu/Resources/Product-Details.aspx?ProductsDetails=yes&ID=REC077MASTER

Webinar recording – Enduring Advisor Success: Mastering the Art of Advising through the First Year of Advising and Beyond. Available at https://www.youtube.com/watch?v=vmQcNPH3K08&feature=youtu.be

NACADA Clearinghouse: Personal advising philosophy examples –
http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Personal-advising-philosophy-examples.aspx

Statement of Advising Philosophy Prompts (see following page). Retrieved from

Building Advisor Competency: Relational Skills Component
Statement of Advising Philosophy Prompts

Having trouble crafting your statement of advising philosophy? We developed the following prompts to help you put your thoughts, feelings, values and experiences into words! By answering the following questions you will have essentially crafted a personal philosophy statement. Use this to gain Blue level certification in the Advancing Practice Program.

I believe the purpose of advising is______________________________________________________________

When I advise students I aspire to______________________________________________________________

The thing I value most about working with students is______________________________________________________________

The ideas/theories/methods that have most impacted my advising are______________________________________________________________

My colleagues would describe my advising style as______________________________________________________________

The three words students would use to describe my advising are 1) 2) 3)

I know I am making a difference for students when______________________________________________________________

I think my greatest strength as an advisor is______________________________________________________________

I think my greatest challenge as an advisor is______________________________________________________________

If I could do one thing differently in my advising I would______________________________________________________________

What excites me about working with students is______________________________________________________________

My greatest accomplishment as an advisor is______________________________________________________________

My role models and peers have shaped my advising by teaching me to______________________________________________________________

What I have learned from students is______________________________________________________________

I try always to be mindful of______________________________________________________________

Plus – please answer one of the following.....

I think good advising is______________________________________________________________

I create an inclusive environment by______________________________________________________________

Advising matters because______________________________________________________________

Excellent advisors are______________________________________________________________

I develop myself professionally by______________________________________________________________

As a member of the advising community I think it is important to______________________________________________________________

Also, if you are willing – We would love it if you could tell us a story about one of your most memorable advising appointments and the impact it has had on your approach to advising.
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](nacada.ksu.edu/resources/pillars/corecompetencies.aspx), please visit.
Building Advisor Competency: Core Competencies for Academic Advising

Josephine “Joey” Volpe, University of Illinois-Chicago
Rhonda Christian, Durham College
Ashley Clark, University of Texas-Austin
Rebecca Hapes, Texas A&M University
Dawn Fettig, University of Colorado-Boulder

Building Advisor Competency: Relational Skills Component

Building Advisor Competency: Introduction to the NACADA Academic Advising Core Competencies Model

2015 2016 2017
Framework

Components:

• Conceptual
  • provides context

• Informational
  • provides substance

• Relational
  • provides skills

Building Advisor Competency: Conceptual Understanding Component

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.

Building Advisor Competency: Informational Knowledge Component

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:

- Articulate a personal philosophy of academic advising.
- Create rapport and build academic advising relationships.
- Communicate in an inclusive and respectful manner.
- Plan and conduct successful advising interactions.
- Promote student understanding of the logic and purpose of the curriculum.
- Facilitate problem solving, decision-making, meaning-making, planning, and goal setting.
- Engage in ongoing assessment and development of self and the advising practice.

Why craft a Personal Philosophy?

Provides:
- Structure
- Clarity
- Opportunity
- Clear rationale and framework
- Focus
What to Include

- Your strengths as an advisor
- What excites you about advising
- What your most developed advising skills are
- What advising approaches you use
- Affinity towards specific types of students
- Purpose of advising in your department
- Institution’s values, goals & missions

An advising philosophy will require some thought, and includes your own experiences and what you’ve been taught.

It takes time to create personal objectives in advising, and new advisors might find it really quite trying. But experienced or new advisors take heart, a well-written philosophy is a great place to start. Each statement serves as the reason for you to bring meaning and purpose to all that you do. Writing your own personal philosophy is trying, but will bring a solid foundation to master advising.
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.

Student scenario...
Anjali is an incoming transfer student who makes an appointment because she has some questions about how her transfer work is being applied to her major. She has completed her New Student Welcome modules, but has not had an advisor meeting yet.

What happens before the appointment?

Anjali is an incoming transfer student who makes an appointment because she has some questions about how her transfer work is being applied to her major. She has completed her New Student Welcome modules, but has not had an advisor meeting yet.
What if something is missing?

Create rapport and build academic advising relationships

Communicate in an inclusive and respectful manner

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

Student scenario...

Dad is coming to the advising appointment because he wants to make sure Anjali is not “wasting time” (and money).

The Appointment

Create rapport and build academic advising relationships

Communicate in an inclusive and respectful manner

Promote student understanding of the logic and purpose of the curriculum
Student scenario...

After reviewing her transfer work, Anjali would like to transfer to another major so that more of her work applies to the degree.

Changing Majors

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

Was the interaction successful?

Engage in ongoing assessment and development of self and the advising practice
Advising Notes

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.

What do I need to know?
What role do I play?
What skills must I acquire?
Wrap-Up

Pillars of Academic Advising

https://www.nacada.ksu.edu/Resources/Pillars.aspx

NACADA Academic Advising Core Competencies Model

http://www.nacada.ksu.edu/Resources/Pillars/CoreCompetencies.aspx

Resources for Competency Building

Overall Core Competency development

http://www.nacada.ksu.edu/Resources/Pillars/CoreCompetencies.aspx
Resources for Building Advisor Competency

• Wednesday, May 9, 2018 - Using the Academic Advising Care Competencies Model to Create an Action Plan for Professional Growth and Development (DW83)

Building Advisor Competency – Building Advisor Competency: Relational Skills Component

Presenters:
Josephine "Joey" Volpe, University of Illinois-Chicago
Rhonda Christian, Durham College
Ashley Clark, University of Texas-Austin
Rebecca Hapes, Texas A&M University
Dawn Fettig, University of Colorado-Boulder