Using the NACADA Academic Advising Core Competencies Model to Create an Action Plan for Professional Growth and Development

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Overview
Throughout this 2017-2018 NACADA Webinar series on Building Advisor Competency, our presenters have shared information about the new NACADA Academic Advising Core Competencies Model – the history of its development, the framework that underlies it, and the explanation of the individual competencies. From the first release of the Model, advising professionals and administrators have asked, “So now what do we do?” and “How can we implement these ideas on my campus?” In this concluding presentation for the Webinar season, our presenters answer those questions. As they explain how the Core Competencies provide a roadmap for professional development, they will discuss ways to integrate the competencies into advising practice and develop a concrete, intentional professional development plan. Whether you are a lone advisor in an academic department, part of a committee charged with designing training and development for advisors, or an administrator responsible for advisor development, this presentation will help you take the Core Competencies and apply them on your campus.

References and Recommended Resources

NACADA Clearinghouse of Academic Advising Resources – http://www.nacada.ksu.edu/Resources/Clearinghouse.aspx


NACADA Center for Research at Kansas State University - https://www.nacada.ksu.edu/Resources/Research-Center.aspx

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 Understanding Component – Available at
https://www.nacada.ksu.edu/Resources/Product-Details.aspx?ProductsDetails=yes&ID=REC080MASTER

Webinar recording – Building Advisor Competency: Informational Knowledge Component – Available at
https://www.nacada.ksu.edu/Resources/Product-Details.aspx?ProductsDetails=yes&ID=REC081MASTER

Webinar recording – Building Advisor Competency: Relational Skills Component – Available at
https://www.nacada.ksu.edu/Resources/Product-Details.aspx?ProductsDetails=yes&ID=REC082MASTER

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
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
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 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.

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.

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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 Core Competencies Depth Chart

**Conceptual Component** – concepts academic advisors must understand

<table>
<thead>
<tr>
<th>Foundation</th>
<th>Year One Examples</th>
<th>Year Three Examples</th>
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</table>
| **C1** – The history and role of academic advising in higher education | • Learns about history of higher education (HE) at their institution, and in their state/province and country  
• Learns from colleagues and alums about their advising & educational experiences at the institution  
• Reads posts and articles about history of advising in NACADA publications | • Understands issues in HE that affect academic advising & advisor roles and responsibilities  
• Connects new trends in advising w/ historical & theoretical roots in advising & HE |
| **C2** - NACADA’s Statement of Core Values | • Reads & understands advisor ethical responsibilities as outlined in the NACADA’s Core Values of Academic Advising & CAS Standards  
• Identifies ethical and legal issues present in training case studies, or creates own examples of ethical and legal issues for self-training purposes & discusses w/ experienced colleague or supervisor | • Regularly views and analyzes advising practice for ethical delivery of advising services per NACADA Statement of Core Values and CAS standards  
• Advises unit on existing ethical practices and participates in creation of unit policies and procedures  
• Trains new advisors on ethical issues |
| **C3** – Theory relevant to academic advising | • Reads and summarizes foundational theories relevant to HE & advising  
• Able to place student behavior in simulations, advising sessions, notes, case studies, or advising observations into a theoretical construct | • Analyzes and evaluates most appropriate theories to use based on student’s questions and behaviors from appointment to appointment  
• Fully integrates advising theories and career models and their respective strategies into advising practice  
• Fully integrates components of cultural competency-focused theories & uses culturally-appropriate advising approaches & strategies when advising |
Adapted from Pat Folsom’s "New Advisor Development Chart" from *The New Advisor Guidebook*, pp. 19-31; NACADA, 2015.


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<thead>
<tr>
<th>C4</th>
<th>Academic advising approaches and strategies</th>
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<td></td>
<td>• Selects one theory to apply regularly in advising sessions to gain skill in the questioning techniques and advising strategies associated with it</td>
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<td>• Reads, and can describe a variety of advising approaches</td>
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<td>• Synthesizes knowledge of student (e.g. academic profile, major and cultural factors) &amp; student development theory, &amp; adapts advising strategies to meet specific student situations</td>
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<td>• Demonstrates well-developed questioning, interviewing and listening skills that elicit specific, germane information from students, varying by advising appointment as appropriate</td>
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<td>• Fully integrates relational and informational components, advising approaches, and skills seamlessly into advising sessions</td>
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<tr>
<th>C5</th>
<th>Expected outcomes of academic advising</th>
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<td></td>
<td>• Able to describe how individual, unit, and campus advising practices support student success</td>
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<td>• Meets minimal unit documentation standards (e.g. decisions, actions taken, referrals) and adheres to institutional legal guidelines for advising notes</td>
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<td>• Recognizes when outside expertise is needed to deal with a difficult interaction or unusual or exceptional student situation</td>
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<td>• Understands issues in higher education that affect academic advising and advisor roles and responsibilities</td>
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<td></td>
<td>• Has well-developed conference documentation skills that exceed minimum office expectations (e.g., notes that give a more robust description of students, their needs, and situations)</td>
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<td></td>
<td>• Adeptly handles difficult student situation, but consults other advisors, administrators, and staff as appropriate using established protocols</td>
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<th>C6</th>
<th>How equitable and inclusive environments are created and maintained</th>
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<td></td>
<td>• Understands and describes facets of cultural competency. Including role of self-awareness in cultural competency and able to describe its importance for advising</td>
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<td></td>
<td>• Employs a framework to develop introductory awareness of attitudes, beliefs, and values with respect to institution and students one advises</td>
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<td></td>
<td>• Can explain to advisees legal issues that impacting advising-student relationship (e.g. FERPA, mandatory reporting)</td>
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<td></td>
<td>• Fully integrates components of cultural competency and uses multiple advising approaches when advising</td>
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<td></td>
<td>• Regularly views and analyzes advising practice for ethical delivery of advising services per NACADA Statement of Core Values and CAS standards</td>
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<tr>
<td></td>
<td>• Demonstrates experience and nuanced understanding of advising-relevant legal principles and associated institutional policies and procedures</td>
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<td></td>
<td>• Resolves ethical issues independently, needing consultation only per institutional policies</td>
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Component – knowledge academic advisors must master

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<tr>
<th>Foundation</th>
<th>Year One Examples</th>
<th>Year Three Examples</th>
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<tr>
<td>1.1 – Institution-specific history, mission, vision, values, and culture</td>
<td>• Reads, understands, and summarizes data regarding institution’s student body: ACT/SAT scores (admissions standards), average high school class rank; the geographic types (rural or urban) of home communities; commuter or residential status (percentage); gender, ethnic, racial, and international make-up; and retention and completion statistics</td>
<td>• Understands similarities and differences between students in advising caseload and general student body</td>
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<td>• Uses basic functions in advising technology, such as electronic transactions required to obtain necessary information about students (grades, ACT/SAT scores, current registration) and university resources, conduct student conferences, maintain student caseload files, manage communication with students, make referrals, and exchange information with colleagues</td>
<td>• Demonstrates detailed knowledge of the history of GEP, majors, and other programs at institution</td>
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<td></td>
<td>• Knows or can find information on world of work and specific careers, &amp; can explain necessary academic preparation for internships and careers</td>
<td>• Synthesizes knowledge of student (e.g. academic profile, major and cultural factors, student development theory) w/ understanding of institution</td>
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<td>• Explains to students how academic skills relate to skills and abilities required for careers, &amp; can recognize career-related questions from students; consults with or refers students to appropriate office for details about careers</td>
<td>• Participates on committees and task forces to review and recommend appropriate advising models for student success</td>
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<td>1.2 – Curriculum, degree programs, and other academic requirements and options</td>
<td>• Learns and can describe the requirements, sequences, and course descriptions for majors/programs for which one has advising responsibility</td>
<td>• Understands details, nuances, and varied interpretations of policies that affect degree programs for which one has advising responsibility</td>
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<td>• Knows the categories of the GEP; uses tech and other resources to explain GEP requirements and describe the courses to students</td>
<td>• Knows the basis on which exceptions and appeals are granted or denied as well as the process and deadlines for appeals.</td>
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<td></td>
<td>• Knows or can find information on world of work and specific careers, &amp; can explain necessary academic preparation for internships and careers</td>
<td>• Evaluates best advising approach or career model to answer student questions based on analysis of student’s need and student’s development</td>
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<td></td>
<td>• Explains to students how academic skills relate to skills and abilities required for careers, &amp; can recognize career-related questions from students; consults with or refers students to appropriate office for details about careers</td>
<td>• Fully integrates detailed knowledge of resources and working knowledge of students to match specific services quickly and accurately to specific student needs</td>
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Adapted from Pat Folsom's "New Advisor Development Chart" from *The New Advisor Guidebook*, pp. 19-31; NACADA, 2015.

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<th>13</th>
<th>Institution specific policies, procedures, rules and regulations</th>
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<tr>
<td>• Understand and knows where to find (&quot;Most important,&quot;&quot; frequently used,&quot;&quot; most likely to affect student&quot;) institutional policies, regulations, procedures, and important deadlines</td>
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<td>• Understands the general legal principles that affect advising: privacy of the student information (FERPA), advisors as agents of the institution, as well as equal rights and due process for students</td>
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<td>• Understands the rationale as written in institutional policy and articulates rationale in advising session</td>
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<td>• Uses analysis to recommend changes in current individual, office or campus practice, roles and responsibilities</td>
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<td>• Understands details, nuances, and varied interpretations of basic institutional polices</td>
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<td>• Combines multiple programs into long-term planning and suggests ways to enhance major through electives</td>
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<td>• Demonstrates experience and nuanced understanding of advising-relevant legal principles and associated institutional policies and procedures</td>
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<th>14</th>
<th>Legal guidelines of advising practice, including privacy regulations and confidentiality</th>
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<td>• Understands the general legal principles that affect advising: privacy of the student information (FERPA), advisors as agents of the institution, as well as equal rights and due process for students</td>
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<tr>
<td>• Can explain to advisees legal issues that impact advising-student relationship (e.g. FERPA, mandatory reporting)</td>
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<tr>
<td>• Seeks assistance using established protocols</td>
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<tr>
<td>• Regularly views and analyzes advising practice for ethical delivery of advising services per NACADA Statement of Core Values and CAS standards</td>
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<td>• Creates standard set of steps for analyzing and resolving ethical issues. Trains new advisors on ethical issues.</td>
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<tr>
<td>• Demonstrates experience and nuanced understanding of advising-relevant legal principles and associated institutional policies and procedures</td>
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<tr>
<td>• Adeptly handles difficult student situation, &amp; knows when to consult other advisors, administrators, and staff as appropriate using established protocols</td>
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<tr>
<th>15</th>
<th>The characteristics, needs, and experiences of major and emerging student populations</th>
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<td>• Knows basic information about institutional population and individuals for which one has advising responsibility (e.g., understands general needs of first-year students such as transition to college, expectations for first year, and knows that seniors need career referrals, graduate school applications, and degree applications)</td>
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<td>• Understands how to organize resources to respond to most students’, parents’, and colleagues’ questions about advising situations</td>
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<tr>
<td>• Knows or can find specialized (pertaining to specific student populations, majors, colleges or programs) policies, procedures and regulations. Uses knowledge of student and student situation for choosing advising approaches to explain and provide rationales and select appropriate policy or regulation to resolve problems</td>
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<tr>
<td>• Demonstrates deep, experiential understanding about the population for new majors, programs and special student populations</td>
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Adapted from Pat Folsom's "New Advisor Development Chart" from *The New Advisor Guidebook*, pp. 19-31; NACADA, 2015.

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<thead>
<tr>
<th>16 – Campus and community resources that support student success</th>
<th>17 – Information technology applicable to relevant advising roles</th>
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</table>
| • Focuses on one or more emerging student population to gain more complete understanding of issues  
  • Recognizes student questions and situation beyond scope of expertise | • Fully integrates multiple approaches, including cultural competency-focused approaches, into advising repertoire and adeptly assesses the best approach to use with specific students or in specific situations |
| • Explains ways individual, unit, and campus advising practices support student success  
  • Knows or can find external academic programs, requirements, and admissions processes in areas for which one has advising responsibility  
  • Meets minimal unit documentation standards (e.g. decisions, actions taken, referrals) and adheres to institutional legal guidelines for advising notes  
  • Recognizes emergency situations (e.g. student is dangerous to self or others) | • Has gained detailed knowledge about university resources and services  
  • Analyzes specific needs and developmental stage of each student in selecting resources and providing descriptions  
  • Evaluates and selects appropriate advising approach to prepare student for referral and inspire student to follow through on referral.  
  • Fully integrates detailed knowledge of resources and working knowledge of students to match specific services quickly and accurately to specific student needs |
| • Demonstrates familiarity with printed and electronic resources relevant to one’s position for use with students; that is, locates information quickly and bookmarks frequently used materials  
  • Uses basic functions in advising technology, such as electronic transactions required to obtain necessary information about students (grades, ACT/SAT scores, current registration) and university resources, conduct student conferences, maintain student caseload files, manage communication with students, make referrals, and exchange information with colleagues  
  • Uses established unit or departmental guidelines for online advising, technology choices (e.g. email), and communication and caseload management | • Establishes effective organization systems to manage print & electronic information. May instruct new advisors about “most effective practices” for advisor tech.  
  • Accesses information quickly, accurately, & effectively when working with students via phone, email, or face-to-face  
  • Evaluates and selects most appropriate technology for delivery  
  • Combines online advising whenever possible, with other delivery methods to effectively meet student needs  
  • Has well-developed conference documentation skills that exceed minimum office expectations (e.g., notes that give a more robust description of students, their needs, and situations) |
**Component**—skills academic advisors must demonstrate

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<tr>
<th>Foundation</th>
<th>Year One</th>
<th>Year Three</th>
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<tr>
<td><strong>R1</strong>—Articulate a personal philosophy of academic advising</td>
<td>- Creates personal mission statement for individual advising practice. Locates or creates definition for academic advising</td>
<td>- Reviews institutional, office, and personal mission statements annually, analyzing and evaluating individual advising practice to set goals for growth and improvement</td>
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<td></td>
<td>- Creates initial philosophy of advising using self-developed definition of advising and conceptual resources (Pillars, mission statements, theories, and ethical principles)</td>
<td>- Uses feedback from evaluation tools to set goals for professional growth and improvement</td>
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<td></td>
<td>- Reviews institutional, office, and personal mission statements annually, analyzing and evaluating individual advising practice to set goals for growth and improvement</td>
<td>- Annually revisits, analyzes and revises philosophy to reflect knowledge and skills gained through advising practice, study and observation</td>
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<tr>
<td></td>
<td>- Uses feedback from evaluation tools to set goals for professional growth and improvement</td>
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<tr>
<td></td>
<td>- Annually revisits, analyzes and revises philosophy to reflect knowledge and skills gained through advising practice, study and observation</td>
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<tr>
<td><strong>R2</strong>—Create rapport and build academic advising relationships</td>
<td>- Knows basic information about student population and individuals for which one has advising responsibility. For example, understands specific needs of first-year students such as transition to college, expectations for freshman year, and so forth, or knows that seniors need career referrals, graduate school applications, and degree applications</td>
<td>- Demonstrates well-developed questioning, interviewing and listening skills that elicit specific, germane information from students</td>
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<td>- Introduces student to personal contacts in each office whenever possible</td>
<td>- Readily grasps nuanced student reactions and responses (verbal and nonverbal) and responds to them appropriately and effectively</td>
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<td>- Understands communication techniques, approaches, and strategies most appropriate to determine the need for referrals</td>
<td>- Fully integrates components of cultural competency and uses multiple advising approaches when advising</td>
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<td>- Selects communication techniques, approaches, and strategies most appropriate to determine the need for referrals and to help each student think critically, solve problems, and make decisions</td>
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<td>- Facilitates guidance of the conferences conversationally (I.e., appointment does not look like question and answer session)</td>
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<td><strong>R3</strong>—Communicate in a respectful and inclusive manner</td>
<td>- Understands role of self-knowledge in cultural competency and describes its importance for advising</td>
<td>- Readily grasps nuanced student reactions and responses (verbal and nonverbal) and responds to them appropriately and effectively</td>
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<td>R4</td>
<td>Plan and conduct successful advising interactions</td>
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<td>• Understands and delineates own diversity with respect to unit and institution</td>
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<td>• Understands and describes components of effective communication, including active listening skills</td>
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<td>• Builds set of communication skills that help students think critically, resolve problems, and make decisions</td>
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<td>• Uses established frameworks to interview students</td>
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<td>• Uses resources and demonstrates understanding by using one’s own words to describe, explain, or outline information to students</td>
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<tr>
<td>• Fully integrates components of cultural competency and uses multiple advising approaches when advising</td>
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<tr>
<td>• Adapts information appropriately for individual student according to their developmental stage, needs, concerns, and situations</td>
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<tr>
<td>• Facilitates guidance of the conferences conversationally (i.e., appointment does not look like question and answer session)</td>
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<tr>
<td>• Has well-developed conference documentation skills that exceed minimum office expectations (e.g., notes that give a more robust description of students, their needs, and situations)</td>
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<tr>
<td>• Outlines and explains requirements and course sequences to students (with resources visible)</td>
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<tr>
<td>• Uses basic functions in advising technology, such as electronic transactions required to obtain necessary information about students (grades, ACT/SAT scores, current registration) and university resources, conduct student conferences, maintain student caseload files, manage communication with students, make referrals, and exchange information with colleagues</td>
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<tr>
<td>• Develops initial, rudimentary system for organizing information efficiently when working with students via phone, email, face to face appointments</td>
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<td>• Uses active listening, clarifying questions, and statements with student to ascertain the need for referral</td>
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<tr>
<td>• Ensures student questions are addressed while covering topics and information that student needs</td>
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<td>• Establishes expectations for students to meet (e.g. making and keeping appointments)</td>
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<tr>
<td>• Analyzes and evaluates most appropriate theories to use based on student’s questions and behaviors</td>
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<tr>
<td>• Fully integrates advising theories and career models and their respective strategies into advising practice</td>
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<tr>
<td>• Generates methods to outline and explain requirements clearly and succinctly</td>
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<tr>
<td>• Combines multiple programs into long-term planning and suggests ways to enhance major through electives</td>
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<tr>
<td>• Establishes well-developed organization systems to manage both print and electronic information</td>
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<tr>
<td>• Demonstrates well-developed questioning, interviewing and listening skills that elicit specific, germane information from students</td>
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<tr>
<td>• Readily grasps nuanced student reactions and responses (verbal and nonverbal) and responds to them appropriately and effectively</td>
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<tr>
<td>• Fully integrates components of cultural competency and uses multiple advising approaches when advising</td>
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</table>
### R5 – Promote student understanding of the logic and purpose of the curriculum

- Outlines and explains requirements and course sequences to students (with resources visible)
- Distinguishes among approaches to practice
- May employ multiple approaches but focuses on mastering one approach, incorporating strategies and questioning techniques into advising sessions
- Uses approach to model problem solving and help student address problems
- Understands, lists, and describes the components of an online advising session and begins to integrate components into practice

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

- Recognizes career-related questions and applies career model in advising sessions, returning to the model as needed to clarify phases and questioning techniques as necessary
- Outlines and explains requirements and course sequences to students (with resources visible)
- Seeks information from appropriate faculty and staff for exceptions or unusual course sequencing
- Can identify and address career-related questions or refer students to appropriate career material or campus resources
- Can locate office on a campus map for a student
- Uses resources to outline, describe, and explain necessary academic preparation for internships and careers

### R5 – Promote student understanding of the logic and purpose of the curriculum

- Generates methods to outline and explain requirements clearly and succinctly
- Develops plans to graduation, including exceptions to standard course-sequencing, & describes planning process to student regularly
- Uses knowledge of student and student situation to select explanations and explains rationale
- Uses “flipped” techniques (e.g., assigning homework, following-up on referrals) to encourage student development and understanding
- Demonstrates detailed knowledge about courses in programs for which one has advising responsibility and discusses formation of curriculum or pedagogy with students. Helps students understand “the why” of a dept’l curriculum or institutional policy
<table>
<thead>
<tr>
<th>R7</th>
<th>Engage in ongoing assessment and development of self and the advising practice</th>
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<tbody>
<tr>
<td></td>
<td>• Describes, explains, and outlines office expectations and evaluation system</td>
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<td>• Receives or requests feedback throughout the first year</td>
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<td>• Becomes familiar with professional development opportunities offered by the institution, NACADA, and other advising organizations</td>
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<td>• Employs a framework to develop introductory awareness of attitudes, beliefs, and values with respect to institution and students one advises</td>
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<td>• Meets minimal unit documentation standards (e.g. decisions, actions taken, referrals) and adheres to institutional legal guidelines for advising notes</td>
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<td>• Develop enhancements to documentation (e.g. standard checklists for referrals)</td>
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<td>• Reviews Pillars of Advising annually, analyzing and evaluating individual, office, and campus-wide advising practices to set goals for individual improvement</td>
</tr>
<tr>
<td></td>
<td>• Reviews institutional, office, and personal mission statements annually, analyzing and evaluating individual advising practice to set goals for growth and improvement</td>
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<td></td>
<td>• Understand issues in higher education that affect academic advising and advisor roles and responsibilities</td>
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<td></td>
<td>• Actively involved in professional development activities both within the institution and NACADA</td>
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<td></td>
<td>• May serve as model, mentor, or trainer for new advisors on the application of theory</td>
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<td></td>
<td>• Regularly analyzes and evaluates effectiveness of advising sessions</td>
</tr>
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</table>
Professional Identity Checklist for Advising Professionals

This checklist is designed to assess your current thinking/behavior as it relates to the advising profession and your professional identity. This list is not exclusive and is intended solely to stimulate self-reflection.

Knowledge of the Profession

- I know the origins of the advising profession.
- I am knowledgeable about the origins of the advising profession and the important events and milestones (e.g., establishment of NACADA) in advising history.
- I am knowledgeable about standards and guidelines that relate to advising (e.g., CAS Standards for Academic Advising).
- I am familiar with professional advising associations (e.g., NACADA: The Global Academic Advising Association) and their roles and accomplishments in the profession.
- I am knowledgeable of professional advising journals (e.g., NACADA Journal, AAT: Academic Advising Today, journal(s) relevant to my specialty area) and their contents’ foci and purposes in the profession.
- I am able to distinguish similarities and differences between my profession and other higher education professions.
- I am familiar with laws and regulations related to the advising profession.
- I am familiar with theories related to advising (e.g., student development and learning theories).
- I am knowledgeable about the core values of academic advising.

Professional Roles & Expertise

- I value various professional roles (e.g., advisor, administrator, educator, consultant, and advocate) that an advising professional can hold.
- I recognize an advising professional’s roles and duties vary depending on settings, diverse populations served, and the person’s specialty.

Erin Justyna, September 2016
I believe an advising professional should value the importance of advocacy for the populations that the person serves.

I believe an advising professional should value the importance of advocacy for the profession that the person belongs to.

I have reflected on and created my own advising philosophy.

I have completed professional training and standard education to perform my duties in my roles.

I have professional knowledge and practical skills required to successfully perform my roles.

I am familiar with which resources to refer to when I need professional help.

I consistently self-evaluate and self-reflect my effectives and performances in my chosen field.

Professional Attitude

My profession has a well-established theoretical body of knowledge.

My profession provides unique and valuable services to society.

I value the advancement and the future of my profession.

I recommend my profession to those who are searching for a new career related to helping professions.

I am comfortable having discussions about the role differences between advising and other higher education professions (e.g., counseling, teaching, etc.).

My personality and beliefs are well matched with the characteristics and values of my profession.

I am satisfied with my work and professional roles

I have a solid work-life balance and feel congruent.

As an advising professional, I share my positive feelings (e.g., satisfaction) when working with people in other fields.

Justyna, 2016
http://ir.uiowa.edu/etd/2663.
Engagement Behaviors

- I have memberships of professional advising associations (e.g., national, state-wide, and/or regional).
- I actively engage in professional advising associations by participating in conferences and workshops every year.
- I have contributed to expanding my knowledge base of the profession by participating in advising research (e.g., by being interviewed, taking surveys).
- I have conducted advising research.
- I have published research findings in my field.
- I follow up with theoretical, practical, and technical advancement in my profession by keeping up with literature (e.g., professional advising journals, books) in the field.
- I engage in or seek opportunities to serve in non-required leadership positions (e.g., advising association, committee work, etc.).
- I educate the community and public about my profession.
- I advocate for my profession by participating in activities associated with legislation, law, and policy on advising on behalf of the profession.

Professional Interaction

- I seek feedback/consultation from professional peers as a form of professional development.
- I regularly communicate with a mentor who is interested in my professional development.
- I regularly communicate with a mentee who is interested in his/her professional development.
- I keep in contact with advising professionals through training and/or professional involvement in advising associations.
- I participate in ongoing discussions with advising professionals about identity and the vision of my profession.

Justyna, 2016
Using the Academic Advising Core Competencies Model to Create an Action Plan for Professional Growth and Development

Teri Farr, University of Illinois at Urbana-Champaign
Theresa Hitchcock, University of Louisville
Erin Justyna, Texas Tech University
Jennifer Joslin, Kansas State University

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

Framework

Components:

- Conceptual: provides context
- Informational: provides substance
- Relational: provides skills
Core competencies in the Conceptual component (concepts academic advisors must understand) include understanding of:

- The history and role of academic advising in higher education.
- NACADA’s Core Values of Academic Advising.
- Theory relevant to academic advising.
- Academic advising approaches and strategies.
- Expected outcomes of academic advising.
- How equitable and inclusive environments are created and maintained.

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

- Institution specific history, mission, vision, values, and culture.
- Curriculum, degree programs, and other academic requirements and options.
- Institution specific policies, procedures, rules, and regulations.
- Legal guidelines of advising practice, including privacy regulations and confidentiality.
- The characteristics, needs, and experiences of major and emerging student populations.
- Campus and community resources that support student success.
- 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.
Make the Core Competencies Your Own

“Mash up” or tailor to:
• Your institution’s Human Resources requirements
• Your Unit’s Advisor Learning Outcomes Statements
• Your own “From Beginner to Mastery” plan
### Example

<table>
<thead>
<tr>
<th>Conceptual Component</th>
<th>Beginning in This Area</th>
<th>Toward Mastery…</th>
</tr>
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</table>
|                      | • Learns about history of higher education at their institution, and in their state/province and country  
|                      | • Learns from colleagues and alums about their advising & educational experiences at the institution  
|                      | • Reads posts and articles about history of advising in NACADA publications  
|                      | • Understands issues in HE that affect academic advising & advisor roles and responsibilities  
|                      | • Connects new trends in advising w/ historical & theoretical roots in advising & HE |

### Example

<table>
<thead>
<tr>
<th>Informational Component</th>
<th>Beginning in This Area</th>
<th>Toward Mastery…</th>
</tr>
</thead>
</table>
|                        | • Reads, understands, and summarizes data regarding institution’s student body  
|                        | • Uses basic functions in advising technology, such as electronic transactions required to obtain necessary information about students  
|                        | • Understands similarities and differences between students in caseload and student body  
|                        | • Demonstrates detailed knowledge of the history of GEP, majors, and other programs at institution  
|                        | • Synthesizes knowledge of student w/ understanding of institution |

### Professional Identity Checklist

- Knowledge of the profession
- Professional roles & expertise
- Professional attitude
- Engagement behaviors
- Professional interaction
What do I need to know?
What role do I play?
What skills must I acquire?

Identity Areas for Growth

• Consider which competency/competencies are related
• Identify mechanism(s) for developing competency/competencies
Core Competencies for Training & Development

- Build a foundation to create new training and development
- What information do we want all advisors to know when working with families?
- Legal guidelines of advising practice, including privacy regulations and confidentiality

Core Competencies for Training & Development

- Map with current training and development
  - Implementing a holistic approach, taking into account students’ academic, social and personal lives
  - Theory relevant to academic advising

Core Competencies for Training & Development

- Assess completed training and development
  - Engage in on-going assessment and development of the advising practice
    Individual advisor learning
  - Training and Development Program assessment
Ways to use the Core Competencies for Training & Development

- Hiring Process
- New advisor onboarding
- Staff Trainings
- Continual Trainings
- Connection to other professional development events

NACADA is the central hub for providing professional development for academic advisors

Free and or low cost resources

How Involvement in the Profession can help grow your Core Competencies

NACADA Journal Current and Past Issues

Search and download NACADA Journal articles at www.nacadajournal.org

NACADA Reads

Do you like to read and participate in book clubs with other readers? NACADA Read offers an opportunity to read a mainstream publication or a scholarly article with interested colleagues.

NACADA Academic Advising Consultant and Speaker Service
Innovative Ways to Support your own PD

- Take advantage of local involvement
  - State and Regional meetings

Innovative Ways to Support your own PD

- Conference Planning Committees

Innovative Ways to Support your own PD

- NACADA Membership benefits to help develop Core Competencies
  - Access to Journal and Clearinghouse
  - Research opportunities
Innovative Ways to Support your own PD

• NACADA Membership benefits to help develop Core Competencies
  • Access to Journal and Clearinghouse
  • Research opportunities
  • Awards
  • Scholarships
  • Emerging Leaders Program
Innovative Ways to Support your own PD

- NACADA Membership benefits to help develop Core Competencies
- Access to Journal and Clearinghouse
- Research opportunities
- Awards
- Scholarships
- Emerging Leaders Program
- Readers

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