

The NACADA Core Competencies for Academic Advisors

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Today:

- The Four Pillars of Academic Advising*
- Introducing the Core Competencies*
- Using the Core Competencies*

Find the Core Competencies at: nacada.ksu.edu/Resources/Pillars

NACADA Core Competencies

How can the core competencies help us design a personal and/or professional growth plan that serves students?

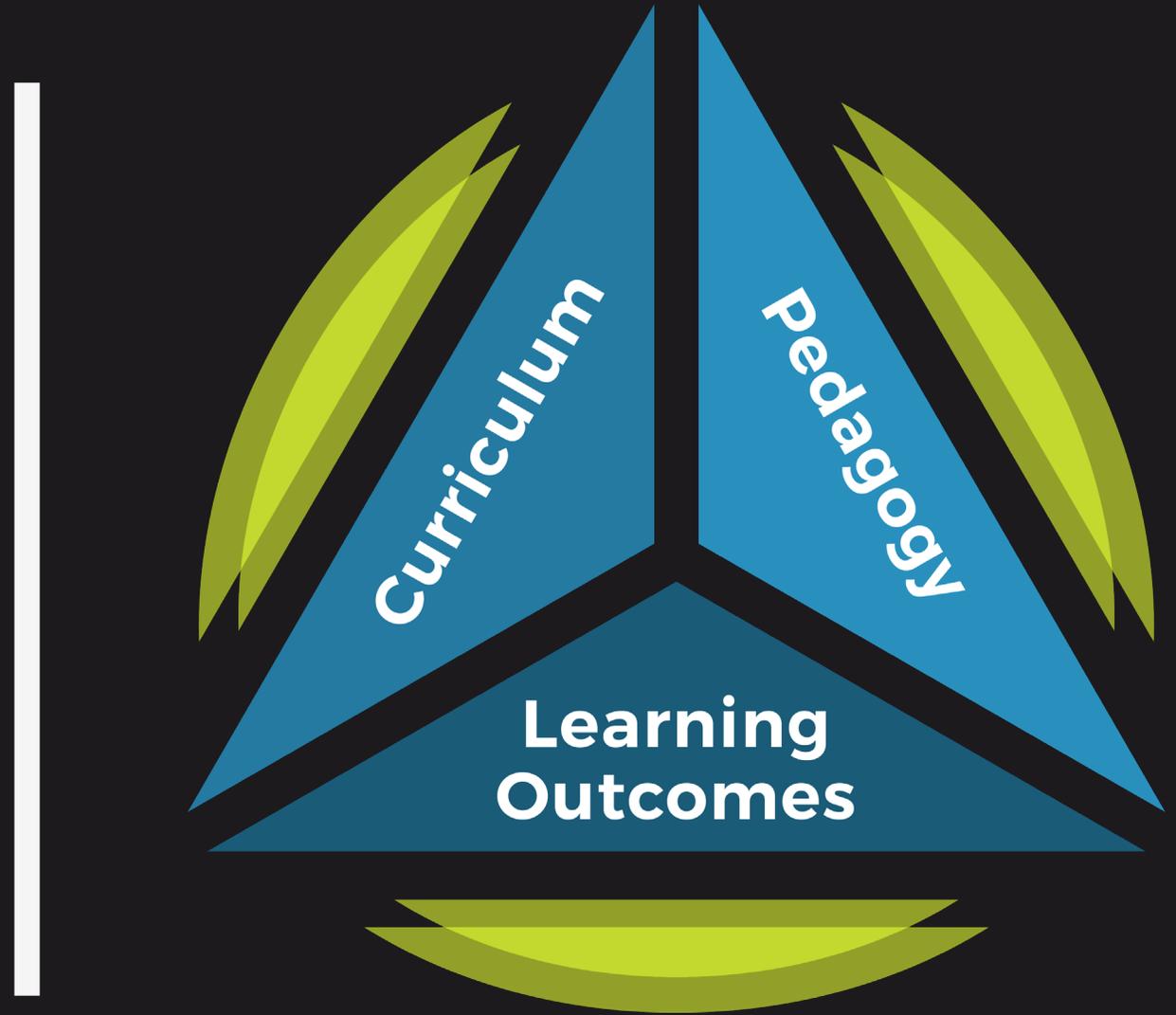
NACADA Pillar



What will students learn from an untrained and ineffective advisor?

*What could they learn from a **highly-trained and effective** advisor?*

NACADA Pillar



NACADA Concept of Advising



NACADA
THE GLOBAL COMMUNITY
FOR ACADEMIC ADVISING

CORE VALUES

The Core Values provide guidance to academic advisors in their professional lives.



NACADA Pillar

CAS Standards for Academic Advising Programs

CAS is a consortium of 41 professional associations concerned with the creation and promotion of professional standards for the development, assessment, and improvement of quality student learning, programs, and services. The CAS Standards are **programmatic** in focus.

<https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/CAS-Advising-Standards.aspx> ; *NACADA Pillar*

NACADA Core Competencies Framework

Components:



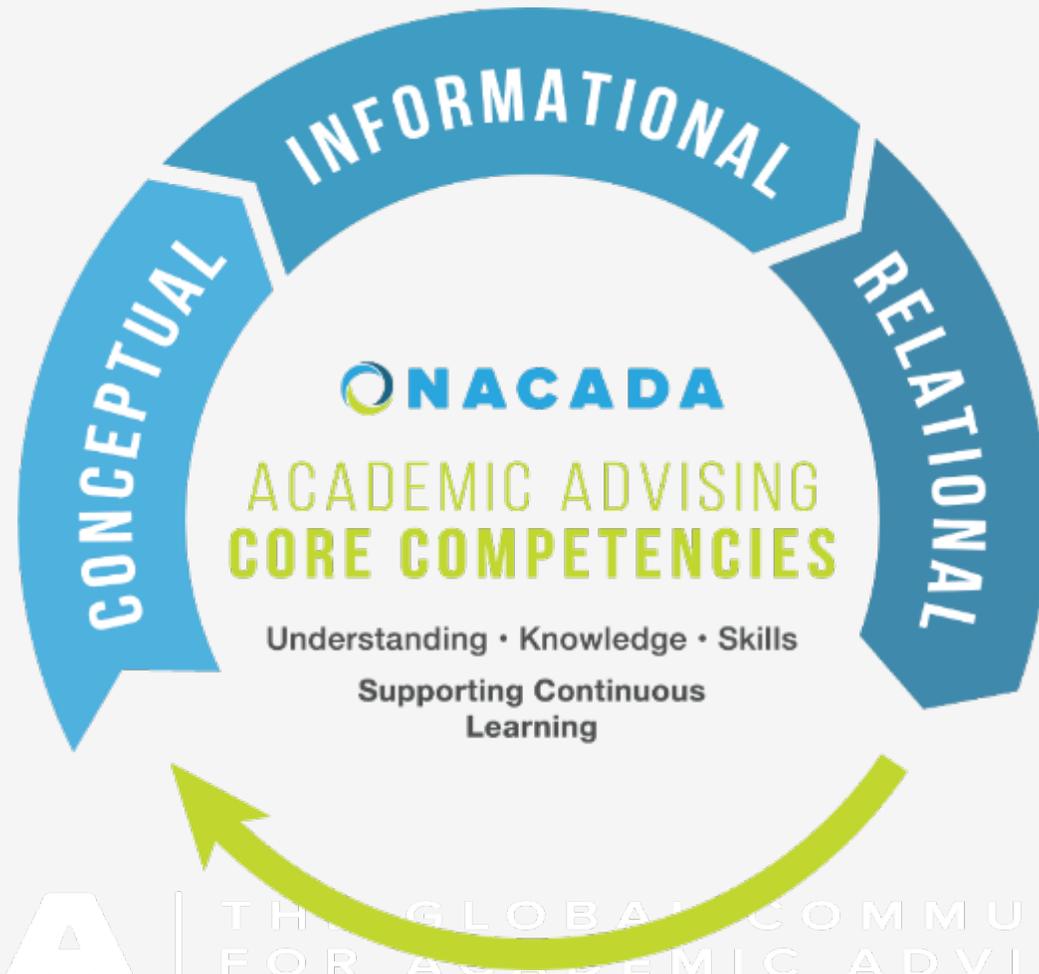
– provides context



– provides substance



– provides skills



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What role do I play?

What do I need to know?

What skills must I acquire?

Conceptual

— *concepts advisors must understand*

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.



Example

Conceptual Component	Beginning in this Area...	Toward Mastery...
C 1 – The history and role of academic advising in higher education	<ul style="list-style-type: none">• Learns about history of higher education (HE) at their institution, & in their state/province & country• Learns from colleagues & alums about their advising & educational experiences at the institution• Reads posts & articles about history of advising in NACADA publications	<ul style="list-style-type: none">• Understands issues in HE that affect academic advising & advisor roles & responsibilities• Connects new trends in advising w/ historical & theoretical roots in advising & HE

Informational

— *knowledge advisors
must master*

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

- 11 Institution specific history, mission, vision, values, and culture.
- 12 Curriculum, degree programs, and other academic requirements and options.
- 13 Institution specific policies, procedures, rules, and regulations.
- 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.
- 17 Information technology applicable to relevant advising roles.



Example

Informational Component	Beginning in this Area...	Toward Mastery...
I 2 – Curriculum, programs, & other academic requirements & options	<ul style="list-style-type: none">• Can describe the req'ments, sequences, & descriptions for majors/programs for which one has advising responsibility• Knows the categories of the GEP; uses tech & other resources to explain core req'ments & describe the courses to students	<ul style="list-style-type: none">• Understands details, nuances, & varied interpretations of policies that affect degree programs• Understands & can clearly explain the basis on which exceptions and appeals are granted or denied as well as the process and deadlines for appeals.



Relational – skills advisors must demonstrate

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

-  **R 1** Articulate a personal philosophy of academic advising.
 -  **R 2** Create rapport and build academic advising relationships.
 -  **R 3** Communicate in an inclusive and respectful manner.
 -  **R 4** Plan and conduct successful advising interactions.
 -  **R 5** Promote student understanding of the logic and purpose of the curriculum.
 -  **R 6** Facilitate problem solving, decision-making, meaning-making, planning, and goal setting.
 -  **R 7** Engage in ongoing assessment and development of self and the advising practice.
- 



Example

Relational Component	Beginning in this Area...	Toward Mastery...
R 2 – Create rapport & build successful advising relationships	<ul style="list-style-type: none">• Knows basic information about student population and individuals for which one has advising responsibility.• Understands communication techniques, approaches, and strategies most appropriate to determine the need for referrals	<ul style="list-style-type: none">• Demonstrates well-developed questioning, interviewing and listening skills that elicit specific, germane information from students.• Readily grasps nuanced student reactions and responses (verbal and nonverbal).• Fully integrates components of cultural competency and uses multiple advising approaches when advising

Exercise

► What do my students or my supervisor need me to learn & master?



Pick one area
(Conceptual?
Informational?
Relational?).



Pick one
competency in
that area (C₄? I₅?
R₃?).



Read the
examples for
that one
competency.



Are you more of a
beginner, are you
in-between, or are
you strong in that
competency?



If beginner or in-
between, what
could you do to
improve in that
one competency
area?



If strong in that
one competency,
how could you
teach, write, or
present in that
area?

Exercise

► What do my students or my supervisor need me to learn & master?



If beginner or in-between, what could you do to improve in that one competency area?
#SMARTgoals



If strong in that one competency, how could you teach, write, or present in that area?
#SMARTgoals

~ *Specific, Measurable, Achievable, Relevant, Time-bound*

Example

_____ Component	Beginning in this Area...	Toward Mastery...
____ - _____ _____ _____	<ul style="list-style-type: none">• What basic info does your job require you to know in this competency area? • How will you acquire it?	<ul style="list-style-type: none">• What advanced info do you need to know? • How can you build it?

*Value of the
Core
Competencies
for Training &
Development*

*Common
Language*

*Quantify
Advising*

*Identify
Natural
Strengths*

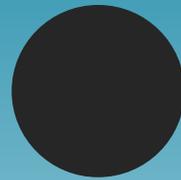
*Encourage
Improve-
ment*

*Measure
Success*

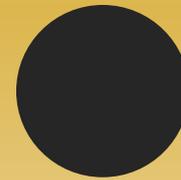
*Structure
Field*



*Map your
current
training &
development
events to the
Core
Competencies*



**Pick a training or
professional
development
event**



**Connect the
event to one or
more of the Core
Competencies**



**Create
goals/measures
of success**

Slide courtesy of Theresa Hitchcock



*Ways to use the
Core
Competencies
for Training &
Development*

- Job Search Process
- Hiring Process
- New Advisor Onboarding
- Staff Trainings
- Ongoing Trainings
- Connection to other Professional Development Events
- Career Ladders
- Performance Evaluation

Ideas?

What are some ways you have intentionally worked on developing your competencies?

Slide courtesy of Theresa Hitchcock



References

- Folsom, P. (2015). New advisor development chart: Building the foundation, in Folsom, P., Yoder, F., & Joslin, J. (Eds.), *The New Advisor Guidebook: Mastering the Art of Academic Advising*, pp. 19-35.
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*Thanks for
participating!*

THOSE WHO HOPE TO

ADVISE

MUST NEVER CEASE TO

LEARN