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

The NACADA Core Competencies for Academic Advisors

Missouri State University
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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 Concept of Advising

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

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

- **Conceptual**
  - provides context

- **Informational**
  - provides substance

- **Relational**
  - provides skills

NACADA Core Competencies

Understanding • Knowledge • Skills
Supporting Continuous Learning
What role do I play?
What do I need to know?
What skills must I acquire?
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.
- **C4** Academic advising approaches and strategies.
- **C5** Expected outcomes of academic advising.
- **C6** How equitable and inclusive environments are created and maintained.
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| C 1 – The history and role of academic advising in higher education | • 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 | • Understands issues in HE that affect academic advising & advisor roles & responsibilities  
• Connects new trends in advising w/ historical & theoretical roots in advising & HE |
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.
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| 1 2 – Curriculum, programs, & other academic requirements & options                   | • 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 | • 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. |
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.
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| R 2 – Create rapport & build successful advising relationships | • 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                                                                 | • 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?

1. Pick one area (Conceptual? Informational? Relational?).
2. Pick one competency in that area (C4? I5? R3?).
3. Read the examples for that one competency.
4. Are you more of a beginner, are you in-between, or are you strong in that competency?
5. If beginner or in-between, what could you do to improve in that one competency area?
6. 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
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<td>• What basic info does your job require you to know in this competency area?</td>
<td>• What advanced info do you need to know?</td>
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<td>• How will you acquire it?</td>
<td>• How can you build it?</td>
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Value of the Core Competencies for Training & Development

- Common Language
- Quantify Advising
- Identify Natural Strengths
- Encourage Improvement
- Measure Success
- Structure Field

Slide courtesy of Theresa Hitchcock
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

*Slide courtesy of Theresa Hitchcock*
Ideas?

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


Thanks for participating!