

## Offering Report

Academic Advisor Core Knowledge and Skills Re...: Academic Advisor Core Knowledg...

## Summary

**Survey Name:**

Academic Advisor Core Knowledge and Skills Response page.

**Offering Name:**

Academic Advisor Core Knowledge and Skills Response

**Offering Date:**

12/9/02 to 1/15/03

**Statistics**Started: **662**Completed: **656**Drop outs after starting: **6**

Drop outs by page number:

- Page 1: **530**

Average completion times:

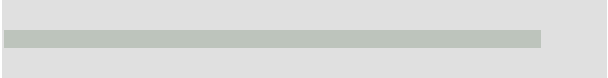


- Average Time To Complete Survey: **7 minutes 29 seconds.**
- Average Time Spent Before Quitting: **Not enough information.**

[top of report](#)**Note: Survey result percentages are always out of the total number of people who participated in the survey.**

## Page 1

**Question 1**

In your opinion, do the general categories and skills/knowledge listed incorporate the important areas in which advisors should be competent?

Yes		591 (89.27%)
No		48 (7.25%)
N/R		23 (3.47%)

**Question 2**

What comments/suggestions do you have for adding, changing or clarifying the six categories, or the knowledge and skills listed for each category, as presented in the chart?

[Hide Responses](#)

Planning programs that can assist advisees, such as planning academic advising sessions Programs to help students be proactive with their advising Development of intrusive advising skills and legal/ethical

implications and other factors to consider.

---

I strongly believe that a minimal level of education should be established. If we are to be considered a profession, we need to establish professional credentials. While there may be individuals who possess many of the core knowledge skills, they should not be considered professional advisors unless they hold academic degrees--preferably a masters degree (at least for level two). I believe that, establishing certification without this standard would greatly compromise or credibility in higher education.

---

Advising is a broad term that is used in many ways. It may also be helpful to develop a definition of what is meant by "advising" in this application. Set some boundaries and guidelines, so to speak.

---

None, they seem to be complete.

---

You need to incorporate the distinction between "university" rules and "college-specific" rules. This distinction is always difficult for new advisors.

---

I don't understand the presenting issue as to why this is being created. Is it to provide additional education to those who do not have a degree reflective of these categories? I earned a Master's Degree, which my current employer requires for professional advisors, and so I learned about those areas through a masters program in school guidance counseling. I am guessing that this certification is geared toward faculty advisors. As far as I am concerned, I think all institutions should require professional advisors to have a masters in some type of higher education related program, and not just a bachelor degree.

---

How would these skills be demonstrated? Classes? Papers ("exams")?

---

under Communication and Interpersonal Skills, identify specific skills such as establishing rapport, effective listening, expressing empathy, problem solving ability, etc...

---

You may want to expand the teaching category by including instructional services, seminars, and development of Web presentations.

---

Advisor should also be aware of general university policies and procedures, IE- withdraw/reinstatement/other types of petitions state requirements for things such as state scholarships/testing/remediation issues

---

Specify that knowledge of college-level study skills, including goal-setting and time management techniques, is a valuable and desirable qualification for advisors.

---

We need a diversity section. As advisors we deal with a very diverse population of people. I am not specifically speaking of ethnic diversity. Diversity can include culture, socioeconomic status, sexual orientation or age. Advisors need to be aware of the individual needs of each of these groups and we need to be trained on how best to meet their needs. In addition, I feel diversity should be its own section and not included with the section on "Knowledge of College Student Characteristics" because I feel this only covers class standing or student organizations and does directly relate to the issue of diversity.

---

It would also be helpful if they had some basic knowledge of student information screens, how to calculate grade point deficiencies and how to access career/major information on various websites.

---

You need to tell us how we determine that someone has met these requirements. What I mean is--is it coursework, a degree, and/or experience. As a faculty memembr, my training was on the job--at least for a good deal of mt career. Make sure that both levels are attainable by faculty as well as professional advisors.

---

I think you'll be hard pressed to find many academic advisor who will possess these qualifications.

---

none

---

Evaluating level one skills/knowledge may be difficult. Practical, task-oriented outcomes may need to be attached to the categories. Also, are there minimum amounts of time/projects required in each of these areas (e.g. should a new adviser be certified with the same criteria as an experienced advisor)?

---

It looks very good to me.

---

I'm not sure where this fits, but it is important to know requirements and course offerings and their equivalencies at institutions from which a majority of your transfer students come.

---

I think that "Knowledge of Higher Education" could also encompass the different paths that might lead professionals to advising work. Not everyone comes through a student development program. How, for instance, do advisors whose degrees are in academic disciplines such as history or english possess valuable knowledge of the higher education system that might also be acknowledged in the certification process?

---

How will you test the competencies for each of those areas? Who will determine questions and who will 'grade' responses? Sorry, that's really not what you asked for, I was just curious.

---

To clarify my response to Question 1: I wonder how realistic it is to have "Knowledge of Higher Education" on the general list. While I think this information is interesting and I have found time to read through those sections in the "Academic Advising Handbook" I wonder how realistic it would be to expect that faculty might pursue that subject area in depth. (Perhaps this requirement wouldn't be that unrealistic...its just an initial thought) I wonder if this category would be more accessible or more realistic to expect of professional advisors more than faculty advisors. I defer to the experts on the committee

---

I feel that the six categories, as listed, are adequate in providing a comprehensive view of the advising profession.

---

I think a very important aspect as an advisor is how your college experience has helped as an advisor. How can students expect you to understand when perhaps you do not have the educational background they are desiring. I know that some advisors have not been to college or do not have a college degree and this could bear some problems when advising because you have to have been in the students shoes at least somewhat to understand the complications they might be facing. I can understand how students are frustrated when registering for classes and are not able to get the coursework but if you have never been in this situation a students is going to know this and then the integrity of the advisor is compromised.

---

I think that adding a category for years of experience would be helpful. As an advisor without a master's degree (I've been doing this for 20 years with a BA in social work), there is no consideration for experience at my institution. It's a master's or forget it. I wouldn't be qualified for my own job if I had to apply for it all over again. You might add a category for program development (such as planning and developing orientation programs, advising handbooks, etc.) or other creative activities which contribute to the institution's advising process/successful student outcomes. The idea is wonderful. I'm there. I'll be the first person to apply for certification!!

---

I don't see anything about skills in advising cross culturally.

---

Probably obvious, but.... Although not static in all categories, it will probably be important to have a list of competencies for each Knowledge/Skill area.

---

I have both a comment and question. Who is this certification "program" aimed at? Faculty do the lion's share of academic advising, and, I suspect, would not be interested in participation in a formal certification program. Coming from the faculty ranks myself, I am perhaps biased. However, professional development of faculty in academic advising is difficult enough without adding another hurdle or "tag" that differentiates between the faculty and professional advisors. In higher education, there are effective faculty in teaching

and advising and there are those who are not. I think the same would be true of those who might become certified. What does it truly accomplish?

---

None.

---

A good beginning. I think we are headed in the appropriate direction for some form of professional certification. I have a master's in Higher Education/Student Personnel Services; none of my colleagues have any of the benefits of theory, philosophy or history of higher ed or administration. Thank you for your work.

---

The Level 1 - General knowledge of college students and specific knowledge of the population(s) they advise - I would hope that would include information about non-traditional students as well as traditional. The community college student populations is very different than the four-year institution. 65% of our students are part-time with the average age of 29. Great Start! Good Luck.

---

Add EDUCATION: Minimum Bachelors degree required; Mastrs degree highly desired. #2. KNOWLEDGE OF COLLEGE STUDENT CHARACTERISTICS: Dealing with extremely difficult students; procedures, documentation, safety, etc. Also, with the ever growing numbers of adult students ("non-trationals"), we need to look at the similarities and differences between them and the traditional age students. #3. KNOWLEDGE OF HIGHER EDUCATION: Confidentiality issues. Finding too often people (both professional and administrative assistants) freely discuss students around the lunchroom table. When concerns are expressed to upper management, nothing happens. Could be setting institution up for legal issues. Very unprofessional. #5. COMMUNICATION AND INTERPERSONAL SKILLS: Importance of networking with other offices on campus, as well as colleagues at other area institutions. Knowing what the competition offers results in ability to be proactive vs. reactive. Important. [NOTE: I am extremely pleased to know that NACADA realizes the importance of developing an Academic Advisor Certification program. With the troubled times we are facing, it is important to validate our key positions. Our jobs can be quite demanding (time and stress), but the reward is knowing the vital impact we have on the future. Thank you!]

---

Thanks

---

I would like to see a 3rd column which shows how can each of these skills be gained (courses; workshops; readings; etc.) That would help people start planning how/when to go about acquiring those skills they still need for the certification.

---

In the second section I think more categories should be added-such as committee work on campus.

---

The Level Two standards are too limited given the wide variety of duties in which advisors excel. Unless writing encompasses transfer plans, degree plans, websites, faculty communications, a very advanced advisor could be unable to achieve Level 2. Along the same lines, would consultancies involve expertise-type inquiries from community colleges and faculty advisors?

---

Professional Preparation: graduate degree in counseling, college student development, college student personnel, or related discipline Professional Affiliation: membership in professional associations (e.g., NACADA, ACPA, NASPA, ACA, etc.)

---

These six areas are very comprehensive. However, I would like to see Student Development Theory added to the Foundations Knowledge category since this area is so critical to advising students.

---

A semester course in counseling theory and practice would be extremely helpful in developing the kind of communication skills needed. The academic advisor often serves as a first contact person for students with difficulties that need immediate attention. I have found students occasionally need services such as general counseling, testing for disabilities, or diagnosis for more serious medical, developmental, or emotional difficulty. The graduate level counseling course that I took has greatly enhanced my confidence and ability in dealing with whatever a student might present in the advising relationship.

---

I think the categories are fine. However, I don't think they are easily assessable. My concern is with the assessment.

---

I would change "Characteristics" to student development theory.

---

It seems in order to complete the advance categories individuals must speak at a conference or give a presentation. It may be hard for people to schedule time for this. Why is this required?

---

How would you assess individuals for certification?

---

Level One: #5 Comunication and Interpersonal Skills should specify the level of competency for this category. As you know, communication is a skill that needs to be refined daily. It is also the weakest category for people at each institution which I have worked. Also, interpersonal skills are inborn not taught. You either are a people person or you are not. There is no in between. Respectfully submitted, Judith Holliday Counselor Central Piedmont Community College Charlotte, NC judith.holliday@cpcc.edu 704-330-6550

---

none

---

Looks good. I only question the necessity of item 4 in Level two. Many experienced counselors/advisors just don't have the opportunity to manage an advising office. It's an excellent idea, over all.

---

Knowledge of the FERPA Act is an important topic that seems to be included; but needs special attention in this age of litigation.

---

Career counseling is not part of the current responsibilities and as such should not be part of the requirements. In addition in relation to advanced certification, many institutions do not provide resources, funding or other sources, for advisor participation in conference presentation, so this is a goal few can aspire towards. I believe that if writing is to be included, rewriting academic information, prepearing work related presenatations and documents should be included as an option for certification. Not every institution has professionalized their advising teams to the point that they would be eligible for consideration in some of the chosen categories.

---

I would suggest that a basic skill required would include presentation/public speaking skills, and interpersonal communication, which are very important in advising duties. I realize these can pose probles in quantification, but they are essential.

---

Apart from knowledge and skills, it is important that the advisor be a person of integrity, as he or she is helping shape the lives of many young people. Maybe that's a given, and doesn't belong in a chart with knowledge and skills, but at the same time, we shouldn't forget it.

---

1. Some of your categories (#2, #4, #6) reflect the assumption that the advisor will remain in one place. If this is to be a national certificate, it needs to be portable. I therefore don't think it is appropriate to require knowledge of specific populations, majors, or institutions for the purpose of certification - that would make more sense in the context of an employee performance evaluation. 2. If you specified degrees in areas such as counseling psychology or higher education, that would go a long way toward ensuring that people have the core knowledge. Skills might be measured separately, in the form of a required number of hours of practical experience. This would bring the certificate more in line with other professional certificates, such as the National Certified Counselor credential.

---

very good as is

---

Students should ideally be advised by faculty in the area of the discipline. Again, ideally, undecided students should be advised by faculty assigned to advise undecided students. I do not believe we need "professional advisors," it may, however, be an unfortunate result in that faculty is more interested in research and graduate education, and the undergraduate student is "just in the way." I may have to look at

Deans to sometime provide the leadership to ensure quality advising of all students by faculty.

---

on the level two certification it seems important, in this day of dynamic change for colleges and universities, that you create a way to recognize system improvements. For example, a person with vision, creating on line processes, or developing innovative delivery methods for academic advising services to students. Classes, groups, web pages, restructuring of any kind needs to be recognized as a higher level skill.

---

None, but I do question how education (graduate/post graduate, CEU) and the certification would be related. A certification from NACADA would be a nice thing to have as a professional, but what about schools that lean towards other organizations such as NASPA, etc. Without knowing more about the certification, I think my efforts/time would be better applied getting another degree or post-grad certificate.

---

The categories seem to best apply to professional, administrative, or director type advising. I do not believe the categories serve well the faculty advisor in his/her department who is only advising along degree program requirements or basic career considerations in the student's major. Specifically, the "Foundations Knowledge" seems too theoretically based and specific to higher ed administration in advising. There are certain "Foundations Knowledge" in this area that I would never expect a typical department faculty member to have. Simultaneously, there are other "Foundations Knowledge"--on the subject area the student is studying in, for example--that only a department faculty member would have and that I would never expect an administrative advisor to necessarily know. This area should either be broaden to incorporate both the administrative and faculty advisors' kinds of foundational knowledge or offered as an area with diverse ways of knowing for which a competent advisor has mastery in his/her own areas of expertise.

---

I believe that the categories, knowledge, and skills identified are ideal and would further advance academic advising in the higher education environment. Reality, however, indicates that some of the knowledge required is not available to entry level--and in some instances--experienced advisors. I refer to the understanding of theoretical concepts in higher education and student development.

---

It's a great start!! #2 Knowledg of COLlege student characteristics should be more specific - not just general knowledge - i think it should specify knowledge of student development theory as well as specific population info #4 Career Advising -should include knowledge of career theories such as holland and strong #5 Communication - i'm uncomfortable with the "knowledge of" wording - i can know a whole lot about basic communication, helping and problem solving but be horrible at it - maybe something like displays those skills Under level two Assessment and Research need to be added - both are areas that are still very deficient in the field of academic advising thank you for working on this!!

---

I would like to remind of the importance that while most advisors work in a college or university, many are also in profssional designation advising, and therefore do not address issues such as majors etc. Please try to cover as broad a population as possible.

---

Consulting seems like an odd category. It seems as if an individualpursuing this certification would not have the expertise to be a consultant yet.

---

#2 General knowledge of college students is a little vague to me. What exactly is meant here?

---

I think that the current list is complete.

---

Some of these areas must be considered based on the institution & type of advising. I do not, for example, provide career information, we have a separate unit for doing so. as well, as a first year advisor I do not provide detailed information about graduation requirments. I still consider myself competent in my field.

---

It would be most important to know \*how\* these items are going to be assessed before I can comment on them specifically.

---

I would suggest some content in the following areas: policy making current issues in higher education

curriculum development counseling skills

---

Knowledge and Skills was blank for the Communication and Interpersonal Skills general category.

---

Technology is given short shrift, particularly in the Advanced area. Development and maintenance of an interactive online advising tool, complete with solicitation, evaluation and implementation of user assessments, seems an appropriate addition to the list of four advanced areas of competency.

---

None

---

Publication, conference presentations and consulting have very little to do with advising competencies. You should focus more on the empathy and people skills. You need to be less focused on academia and more on counseling.

---

None

---

I would add a category for Technology- knowledge of technology and utilization of tech in advising programs. Another area that might be considered is something on comprehensive design, development and administration of effective advising programs. I am curious about the history of this project - what is driving the plan for certification? what will certification mean? How will proficiency in these areas be determined? Will there be a cost for administering exams or other evaluations? Is the goal to require certification of advisors for employment? Is this something that is being requested by University administration or by the advisors? If it's coming from the advisors do we have any input from university administration regarding how they value this sort of thing? It's an interesting idea - i'm hoping we'll hear more about the history, goals, and underlying rationale along with the potential uses for certification. Thanks.

---

more technology needs to be included

---

I think the advanced categories could use some work. There are many many advisors who are extremely talented at what they do who may not have supervisory opportunities or "administrative responsibilities" - administrative responsibilities are too vague.

---

I am unclear under cat. 1 (Foundations) if Adult Learning Theory and Educational Psychology falls under this category. It seems that this is not addressed within the Level One Core. I suppose this might also fall within cat. 2 (Student Characteristics) as well. // Under cat. 2, I think more detail is needed to specifically point out that professionals must not only have knowledge about the traditional 18 year old freshman, but also about non-traditional students, international students and transfer students. Each of these constituencies have special needs that are often unlike the traditional students' needs. // Under cat. 5 (Communication/Interpersonal Skills), perhaps professionals need a College Teaching class since advising might be seen as individual teaching. // Under cat. 6 (Application), the professional should not only be well-versed at her/his home institution but also have a general knowledge of programs at other local institutions where the student may be referred. Often students in academic difficulty may need to be referred to another local institution that may be a better "fit," for example.

---

None at present time.

---

There needs to be some clarification of the communications category. I notice there are no comments or explanation of this category.

---

Who will determine whether or not these skills have been met? Will there be a written test, etc? I feel some skills could only be judged by observing over time. Also not all offices support things like conference presentations, teaching, outside consulting, etc. However, maybe this will support the importance of these tasks and encourage participation.

---

n/a

---

Level 1, #1 - might want to add something about "University/College and Departmental philosophies".

I'd like to to Knowledge/Skills added under Communications. It is true that advisors may have the knowledge of how to communicate but don't have the skill. I realize that the skill is difficult to measure, however, I believe specific items should be inserted. Listening, reflecting, honesty, empathy, etc.

I really think that the curriculum encompasses the whole spectrum of academic advising. I think the certification is GREAT! Is there a time line on when this program is suppose to be up and running? And where it will be hosted?

None

I think they are very good and comprehensive as they currently exist. However, since I cannot leave a space blank, I'd like to mention that in my advisor role there is a major recruitment and retention component. While recruitment might not be in everyone's job description, certainly we are all interested in supporting the retention of students. I am not really sure where these aspects most properly fall.

None

They look good to me.

It would be nice to see each state develop an area for the state as well. Each state could certify the advisors in any special testing that is required, education board rules, rules that apply to higher education within that state, etc.

None.

A colleague of mine and myself have been looking at various levels of academic advisers (as we do not have that option right now) and where we feel an Academic Adviser I might be just coming into the academic advising profession (and thus not having level II skills), certainly, level I core knowledge & skills would be appropriate, then as one would move to Academic Adviser II or III, additional skills of level II would be more appropriate.

I think it is important for advisors to have these qualities, but think it is completely impossible to test for them and create some kind of advisor certification. If the rationale is to "professionalize" the advising field, there are more effective ways of doing so. If the goal is to weed out ineffective advisors, this should be the role of the advisor's supervisor. It makes me extremely nervous to think that in the future one must "prove" they are a good advisor by being certified. Advising has its own rewards, certification should NOT be one of them!

I would like more clarity about the Advising Philosophy/Theoretical Frameworks. What specific theories? Also, how will you measure communication/interpersonal skills?

Under knowledge of higher education, I suggest adding knowledge of pertinent faculty issues. It's important to have some knowledge about faculty issues in order to continue trying to bridge the gap between admin (advisors) and faculty.

I believe advisors should be somewhat familiar with the majors they advise.

#4--under skills decision-making could be added #5--could list listening, teamwork, written and oral presentation

I would probably include cultural awareness and



How important is the history of education to one's ability as an advisor?

---

There should be one category on counseling. We do a lot of that in our job, whether we are aware of it or not. This skill should be listed in the general I categories.

---

My belief remains that the entire issue of certification is one fraught with risks for the organization. If we were to serve as a certifying agency, I believe we open up the possibility of providing not benefit but harm to a significant portion of the membership and of making the effort to expand the role of faculty, who provide most of the advising for students, in the organization impossible to achieve.

---

2- Under student characteristics - Have a broad view of students from all walks of life, all ages, genders, etc. 4- Under career advising - Not just the relationship of careers & education, but how to help students find a career field to be examined.

---

Career planning and placement is often handled by that department, and career counsellors are specific that advisors should refer students to career planning and placement or faculty who are professionals in the field. I agree that some knowledge of careers is necessary. Publications -- would be great, only those of us who are administrators as well have little time to do this important activity. Should be listed as a bonus! As an academic manager I plan schedules for 9 different disciplines; supervise the office; manage academic records in PSoft; process degree audits; and advise graduate students. A wide range of duties should definitely be on the list of certifications!

---

The draft looks good to me. Someone's put quite a bit of thought into it already and I can't think of any additions or corrections needed.

---

Referral skills - knowing the campus resources and contact names, offices, etc. I think the consulting category is too vague - better descriptors - training at other institutions? Consulting where - other institutions of higher ed only? Technology should include a listing of things such as accessing student data, registration software, etc. Professionalism should also be added to include confidentiality and its limitations, extent of counseling with students, integrity

---

A competent adviser needs to be aware of the importance of developmental advising. Intrusive developmental advising is most effective when advisers are adept at counseling skills such as establishing rapport, goal setting, knowledge of resources, interventions, and evaluation. I do not think the standards address this. Another core skill is decision making which can fit under foundations knowledge. The standards do not address knowledge of meeting the needs of the diverse student population that composes higher education. Under general is there leeway to consider if the person has other related certifications such as the National Career Counseling Certification?

---

Ethics. Would ethics be covered in the FOUNDATIONS/KNOWLEDGE section?

---

Professional Development should be used to satisfy some of the certification requirements. I am truly interested in the certification implementation. I want to be part of this immediately. Sabrina F. Edwards, Director of Advising and Academic Support Services Edward Waters College 1658 Kings Rd. LC Bldg. Room 301 Jacksonville, FL 32256 (904) 366-6464 or 366-2850

---

I wonder if it is realistic to expect advisors to have the opportunities to fulfill the level two options. The institutions may not support these type of activities and therefore, the advisor would be prohibited from getting certified through no fault of their own. It seems to me the certification is based on knowledge versus on skills. There is nothing about the helping, counseling, interpersonal, communication and other skills that are essential for the successful advisor to possess and master.

---

Will we have to demonstrate competence in the categories in the order shown? How will competency be determined? Can you "pass" one area at a time, or is it "sit down and do the whole thing"? 1. Will this be an essay on our philosophy of advising? What is meant by "theoretical frameworks"? 2. Will this be tailored based on the kind of school in which we advise (2-year, 4-year public, 4-year private)? Or will we simply be expected to demonstrate an understanding of the "typical" undergraduate? What kinds of knowledge will

we be expected to demonstrate about other populations (ADA, non-traditional [older] students, ethnic issues)? 3. I'm involved in curriculum development, but is this really a part of what most advisors do? 4. What about folks who work with the "undecided" population? They certainly need a broader base of degree-program knowledge than those of us who serve only a specific discipline or portion of the university. 5. Again, how will this be assessed? 6. Good. If you can't do it, who can??!!

---

It might be good to flesh out 5. Communication and Interpersonal Skills. Example: what kind of skills are need in working with college students? In 6., what does "Application" mean? Does it mean the ability to learn to effectively use institutional policies and procedures? For Level Two, is there only one area - 1. Foundations Knowledge? That's all I could view on the webpage. Wouldn't Level Two also have other areas?

---

Nothing; it seems pretty comprehensive.

---

I have a MA in counseling, I am a national certified counselor (NCC), I have been advising for 3.5 years (full time) and I have no idea what "advising theory" is. I am uncertain how you intend to set a standard for the certification. To me, I think you can't settle on core knowledge and skills categories required for certification until you know how you can evaluate these items. Will it be a test? Who determines exactly what is asked on that test? Where do you expect people to learn these competencies? There aren't exactly alot of training programs for advisers. And if the certification doesn't set a high standard, it will not mean anything.

---

Who will verify a candidate advisor's qualifications and knowledge? Direct supervisor? Self-reporting? Peers? How can a one-size-fits-all credential meet the needs of all candidates? It doesn't work for pantyhose; why would it work for something more complicated? I would prefer to see a program of courses, similar to the Provincial Instructor Diploma available from Vancouver Community College in British Columbia: [http://instructortraining.vcc.ca/progDetail.cfm?WPGM\\_PROGRAM\\_ID=97](http://instructortraining.vcc.ca/progDetail.cfm?WPGM_PROGRAM_ID=97) The above would allow a candidate to gain proficiency in weak areas and demonstrate competency by Prior Learning Assessment. The above program is also part of a system that ladders to higher credentials for those who want them. Finally, as per level two, I do not believe that all Academic Advisors need to instruct or publish or consult or supervise to be effective. Most of those skills seem to be aimed towards empire-building rather than serving students' needs. Certainly, they are valuable skills, but they are not the only valuable skills.

---

These categories clearly cover most advising responsibilities. You should spell the word competent correctly above. Thanks

---

Refer in some way to the structures of advising service units. Some people must have high levels of competency in bridging between student affairs and academic affairs, while others work primarily within faculty groups in colleges or schools. It is important for advisors to understand their roles within the university and/or college and navigate within the framework within student affairs or bridging with academic affairs units. This is often completely transparent to students, but is critical to the provision of seamless service. I don't know if this is pertinent or makes sense.-)

---

I currently can't think of any -- the criteria looks good so far.

---

What about CAS standards? What about special populations (students with disabilities, athletes, provisional students, etc.)?

---

I would not advocate pursuing advisor certification. It is not necessary.

---

No suggestions, except, this is a stupid idea. If this is going to be a condition of membership in NACADA, then I won't be a member, as well as many of my colleagues. You have to keep in mind that NACADA is not an organization that produces scholarly work. You may think you do, but no Faculty members at any college or university recognize it as such. By becoming certified is not going to increase our or NACADA's reputation, nor is it going to cause our salaries to go up. So, what the hell is the point?

---

Although these are areas which are important to advisors, I wonder how standards of measuring these

areas will be implemented or agreed upon. I think certification is a good idea in general, but how to measure the skill areas seems tricky.

---

Looks good as is.

---

I would include more university/college specific criteria - especially as some US/Canadian institutions have different admission/degrees being offered. Less focus on the "Higher Education" section - this area can be learned while doing one's job and reading on one's own. Rarely have I ever had a situation with a student that needed such knowledge. FOIPP (Canada)/FERPA (US) skills could be discussed in this category.

---

I am concerned that not all advisors or advising administrators are faculty members. So, how would we be rated under Level Two? Maybe another category should be considered for us such as length of time in an administrative position. Also, as far as publications go will NACADA assist non-faculty in getting their articles published? Also under the category teaching in Level Two, can we consider a category for teaching and training faculty advisors at our respective institutions?

---

I like it. I wonder if there would be value to having one or two references from supervisors or colleagues. Also, believing that national and regional NACADA conferences are valuable, I would like to see something about attendance at those, or visits to other institutions. I am just completing a sabbatical and have visited with 20 other schools, none in my geographical region, and it has been extremely helpful.

---

A general knowledge of college students should include knowing populations that advisors do not necessarily advise e.g. at-risk, high-achieving, athletes, students of color, students with learning disabilities, working adults, etc... I understand that many advisors may not have the exposure (perhaps geographically or task related), but in my department, I'd hire the person who is "knowledgable" in all areas. I look for generalists with specialties to handle specific populations and would like them to be well adapted and well-rounded to deal with diverse populations of students. Let me tell you why... At the Orlando NACADA Conference, one of my Program Advisor who is an African-American male, was in the lobby of the hotel getting ready to make his presentation when two conference participants, both Whites, came up to him and asked if he could take their baggages up to their room. It's one thing if these individuals worked at the basement of a wine cellar with no contact of civilization, but these individuals are college advisors / NACADA members who are constantly exposed to people. If we were to base a certification on the criterias listed, I fear these individuals will get by with the bare minimal. No NACADA advisors should make this type of erroneous judgement. I have to wonder what they are thinking of when an African-American student, or for that matter, non-traditional students approach them, what their impressions or stereotypes are. While we are at the stage of contemplating what the criterias are for certification, I hope we delve deeper and ask ourselves, what is NACADA's definition of a certified advisor? Grace Tolentino Dean, Academic Advising Saint Mary's College

---

Level One--Knowledge of College Student Please add familiarity with Learning Styles. How to recognize. How to see which style is used in class. How students can personally accommodate to the style used in the classroom. Level Two--Teaching Advisors need to accept and even endorse academic values and goals. Many advisors seem to focus on shortcuts or even dilution of academic goals in courses, supporting students in compromised education

---

Sounds very good so far.

---

General Category Number 3. - Knowledge of Higher Education for Knowledge/Skills, add knowledge of 2-year and 4-year transitional issues for between institutions.

---

Just to let you know, you have misspelled "competent." You may want to go back to fix it. I am fairly new to the advising field (I am at a small university so I did not have a background in advising when I was given this position but have been self educating myself) so I am not really well-versed in additional things which might be helpful to know. I can say, you seem to have at least hit the core issues.

---

Competencies with special populations/diversity

---

It appears to be adequate to me.

---

The knowledge and skills are unrealistic for entry level professional academic advisors and makes no sense for faculty advisors. Faculty advisors come and go and would never be able to meet these skills. The categories might be set as Advisor ideal competencies but certifying the advisors in all the six categories will not be much of a possibility as advisors come with such a varied background and not always from higher education. Low salaries and heavy workloads do not always attract many people to advising-- making them get certified would only loose more candidates.

---

On the communication requirement, I feel that it is necessary to not just have "basic" communication skills but at least Intro to Counseling skills or Interpersonal Communication skills (hopefully in the form of a college course or seminar).

---

Categories lack awareness of diversity as an issue, & no they are not embedded in the knowledge/skills. Diversity includes ethnic minorites, LGBT, and other disadvantaged groups.

---

I'm not sure that we need to study NACADA Core Values as part of #1. NACADA members have access to the information already. Under #5, I would hope there would be a lot of role playing and practice of listening and communication skills. It is one thing to understand the theory, but we really need lots practice in applying skills to what we have to do.

---

I would keep in mind that not all effective advisors have their masters' degree. After working in an advising office for two years, I feel I have learned a lot on the job and am considering going further with my education in this field. However, we recently hired an advisor who has more education but does less than I do and performs sub-par. I have a better understanding of the students, the college, and the curriculum. Because I did not meet the criteria involved (education) I wasn't able to apply.

---

I would hope that it includes diversity issues.

---

Interpersonal communications and interviewing skills are most important and while mentioned there is nothing in the area of what knowledge, skills etc are needed. Also what benefit would the certification have for careers of individuals being certified? Improvment in salary, national registury which would apply interstate, once certified it would be accepted in all states? I guess for my support I would need more information as to the purpose, rational, objectives, standards and goals of NACADA in proposing a certification system. I hope this infor. will be of use and will be very interested regarding future movement for advisor certification.

---

My only concern is that these categories, skills, and knowledge needed for this certification sounds like the job description of professional counselors on campus who are resonsible for academic advisement. Their training, as you know, is based in counseling psychology and allows then to go into depth regarding issues such as career exploration, decion making, and setting goals.

---

I think it's great. How will one be certified?

---

I feel that the skills listed are a comprehensive representation of the professional skills needed by advisors. I would add nothing to the list that has been compiled.

---

Looks Good

---

Add research: advisors should be able to do basic level of research to ensure the student population that they are advising are benefitting from the techniques employed and to ensure the advising staff is up on the latest trends and techniques.

---

Add: -CAS standards -working relationship with faculty -working knowledge of major student development theories -data collection and reporting skills -development of a specialization (ie. undecided, probation, nontraditional, athletes, administration, liberal arts, engineering, generalist) -professional development (ie.

formal education, CEU's, conference activity, professional society activity, leadership) -understanding of professional ethics -understanding of state, federal legislation (ie. ADA, FERPA) -understanding of state and institutional budget management -understanding of process of credentialing in the professional degrees -basic understanding of federal, state, institutional financial aid, loans, grants, scholarships)

None

6. Knowledge and Application of Advising at Local Institution: Campus Culture Advising Models Level Two: Advising and Technology

Regarding #2, I think the term "General knowledge of college students" is too vague. I would prefer something more along the lines of "knowledge of student development theory and issues students face. Regarding #3, I am unsure why the emphasis on "Knowledge of history" is important for an advisor. "Major issues" sound vague to me. Do you mean "Major issues in higher education in the US today?" #6 "Technological knowledge " is a needed skill. Good idea. But why isn't "registration procedures" also listed if you put "graduation requirements" in? Thanks for all the work on this. This is an excellent framework.

basic counseling and interviewing skills

How is each category going to be assessed to be certified?

I realize the difficulty in certifying someone's Communication and interpersonal skills but I think some criteria should be listed. It seems inconsistent to have criteria listed for other competencies. Perhaps they could be based on evaluations or performance reviews.

The categories seem too basic and "administrative" and do not take into consideration any counseling skills (not necessarily special training). The categories also seem far too vague and open ended, allowing for far too much discretion and too little concrete standards. Allowing for some variations among our numerous institutions, titles and responsibilities, it still seems that more detail could be included. If NACADA values certain specific skills or knowledge it could be part of the certification, and if individual institutions/advisors do not meet those requirements it may mean that those institutions or individuals would need to seek additional training, etc.

For number 2 under General categories, I think we should cover all types of college students: traditional, nontraditional etc.

Looks great!

None.

In general, I think this chart covers the highlights well. I'm assuming that the specific knowledge and skills you would expect to see demonstrated for each category will be explained elsewhere--this is just a summary chart, right? I would like to know more specifically what knowledge/skills you expect certified advisor to have/demonstrate. For example, do you expect a general knowledge of all advising philosophies, or are you expecting that advisors adopt a specific one? Forgive me if this is a silly question, but for someone who has only been in advising for a little over a year (as I have), I'm wanting to know exactly what you mean. Again, I understand that this chart is not meant to give this much detail. I also have a few specific comments for the chart. For #1, shouldn't "NACADA Core Values" be in the same box as "Advising Philosophy/Theoretical Frameworks"? Perhaps on a separate line, but not in its own box. You do not have separate boxes for each item under the other categories. This might be nit-picky, but I believe consistency is important. For #5, will you provide a general statement of the "knowledge/skills" for this category, as you have for the others? I think you should. For #6, I believe "academic policies" should specifically be added to the list of knowledge/skills for this category. Under Level Two, I'm assuming that the inclusion of "1. FOUNDATIONS KNOWLEDGE..." in this part of the chart was a typo. Am I right? The four categories for this level are teaching, writing, consulting, and supervisory/training, right?

I have the skills for all in Level One. And The supervising/training category in level 2.

---

I agree with the competencies at level one. I would like to know more about the rationale behind the competencies at level two (publication, teaching, etc.) At our institution, advisors would not be allowed to teach without having a PhD and most of the academic advisors do not have this level of education. Usually, the advising staff is at a master's level.

---

In addition to basic communication skills and problem solving, one might add counseling skills and role-playing. It has been my experience with the Council of Academic Advisors at the University of Southern California that new advisors are very often looking for opportunities to improve counseling skills. We do have a campus advisor-training program that incorporates a great deal of information using mostly case studies. It is a comprehensive three-day program that addresses many of the general categories in level one. The USC Council of Academic Advisors builds from that with its monthly meetings and annual spring conference. Often when the Steering Committee, for which I am Chair, for the Council of Academic Advisors solicits suggestions for topics, counseling skills and role-playing appear to be a popular suggestion from new advisors. Monique Sosa msosa@usc.edu

---

Under Level Two, Writing- I would suggest Grant Writing be added. And in one of the categories (Consultant?)(Leadership?) I would add- new program or procedure initiatives - for those that create new methods for delivery of services, new support services offered, linkages/partnerships that strengthen student success.

---

Counseling skills - Knowledge of brief therapy techniques and mental health problems that afflict students.

---

Seems to me some mention of the use of technology and its impact on advising should be mentioned. Knowledge of information technology is crucial to being a good advisor. With the growth of courses offered at-a-distance, the manner in which students are advised has changed. How should advising in particular, and student services in general, be delivered to students involved in alternative delivery classes when not physically present on campus.

---

I don't have any comments or questions about the six categories....but my one question would be...how are we attaining these skills and knowledge....so that we could attain the certification. Will there be classes, workshops, guidance? I wouldn't feel comfortable needing a certification (providing that employers begin requiring it, of course)that I couldn't obtain the knowledge or skills for somewhere. This seems a bit too general at this time to really give quality feedback.

---

I can't make any suggestions; your ideas are pretty comprehensive.

---

Some knowledge of students with special needs - for example, students with disabilities and students from other cultures.

---

It might be helpful to include information about the proposals for how these two levels will be assessed/demonstrated because it could have an impact on responses to the survey. For example, some advisors may have supervisors who know less about advising than they do. If a supervisor's evaluation would be the test of the demonstration of knowledge/skills in a particular area, perhaps advisors might say that is not an important area to be assessed.

---

Many of these "skills" can be easily picked up while doing the job for a short time. The specifics of the major should be learned from the faculty, not from an advising association. Some of these topics could be too general and a waste of time for the prospective advisor. The legal and ethical aspects are something that should be learned.

---

I do not know how important I feel theoretical advising knowledge is; i.e., history of advising, theories of advising. I would suggest that this be a more tactically-focused certification with case study exercises and real-world scenarios instead of the first three or four levels of core knowledge proposed here.

---

I am not entirely sure that an Academic Advisor must know the NACADA core values to be effective. Neither all institutions or all individuals within a given institution are attuned to those values.

---

none

---

The certification standards appear to cover the wide ranging knowledge, skills, and abilities academic advisors possess. I Would like to see this certification process be a vailable to Canadian advisors. Is this the plan?

---

It would be interesting for advisors to have knowledge on state by state legal issues and laws in regards to advising. Knowledge on state by state core requirements. On a side note, I believe that advising is a profession and needs some type of cetification.

---

It will be difficult to assess faculty advisors on all of these areas. They rarely have the time or incentive to learn advising theory, history, ethics, etc. though we know they need those things.

---

None at this point. This looks like a very good preliminary draft. I would be interested in the assesment tools we might be using. Thank you for your work.

---

All areas listed are the base level that all advisors should possess inorder to give solid, accurate advice. The Level II (Advanced) criteria might be harder for some advisors to accomplish prior to being placed in a management/leadership position within their individual institutions.

---

I like the competencies expected for level one. I'm just wondering exactly how "KNOWLEDGE AND APPLICATION OF ADVISING AT LOCAL INSTITUTION" will be measured. I think level two should be expanded to include more general categories. Not all professional advisors have opporotunities to teach, write, consult, and/or supervise. These categories seem to favor faculty advisors.

---

May need to know about transfer policies/procedures both in and out of the institution. Should know about transcript evaluation procedures and tools.

---

"communication and interpersonal skills" - There are skills involved here. They should be noted. 1) listening skills; 2) goal clarification 3) empathy; 4) probing (questioning); 5) conflict resolution. I hope this was an oversight. Good communication is not the product of every sentence uttered by a person with a Masters degree. Certification implies a professional level of skill. If "communication and interpersonal skills" is going to be a certifying skill, there needs to be knowledge/skills linked to the category. "General knowledge of college students and specific knowledge of the population(s) they advise." - just a gramatical note...this phrase seems awkward. "they" refers to the advisors...not the college students as the phrase implies.

---

Seems like quite a bit theoretical and empirical knowledge that would come with receiving a student services/higher ed degree. I'm not sure how in-depth that knowledge needs to be for successful advising. I just want to be sure that the chart/certificate does not discriminate against those who have the proper education but in fields other than higher education/student services.

---

Gosh, I can't think of anything you might add. This is wonderful!

---

The categories seem to be directed toward professional advisors. They do not seem to fit well with faculty advisors or advising administrators in a small college. Even the 75% mentioned in Question 3 does not fit a small college, where many hats must be worn by one administrator.

---

Under Knowledge of Higher Education...when the word "history" is used in the descriptor, I'm not sure what "history" means. History of higher education? History of their college/program? History of decisions that have been made? All of these? Where does any kind of programming fit in? I'd guess Level 2. When I say programming, I mean developmental meetings for advisors with faculty members or conducting a choosing-a-major workshop, etc. (Is this teaching? Or is it training?)

---

Looks good. The categories and knowledge/skills seem very general and applicable to all academic advising programs. As a sidenote: "knowledge" is spelled incorrectly on the chart, and "competent" is spelled incorrectly on question 1 of the survey.

---

Please delete the teaching, writing, consulting, supervisory/training general categories. Advisors at my institution are not supported in these areas by management and do not have time to devote to them. We are not given budgetary funds for conferences, need to pay for them ourselves. Make a separate category titled "training of advisors" and make that the second component of the certification.

---

2. Knowledge of retention skills 4. knowledge of co-operative education 6. Institutional Culture, interpersonal relations.

---

I think some knowledge of human growth and development, especially in regards to appropriate developmental tasks, would be helpful to advisors.

---

Will objective statements be offered, such as benchmarks as to how one demonstrates this knowledge. i.e., Read and review the NACADA Core Values.

---

I would hope that there would be some concrete guidelines to discern the level of attainment for each of the categories...

---

What assessment tool will be used to determine if an advisor meets the core knowledge and skills?

---

I would delete the two of four requirements listed at the end (consulting, teaching, etc). At many institutions, being an excellent advisor may encompass additional responsibilities but may not specify those you list. I think the stress needs to be much less standardized (especially regarding NACADA core values - ouch!) with a greater emphasis on student advocacy paired with enhancing students' understanding of life goals in relation to degree plan.

---

How will the knowledge areas be judged? Via a test, supervisory approval, etc?

---

Career Preparation and Lifelong learner segment. Dealing with the adult learner.

---

I would suggest there be a certification for Canadian and American Advisors as we have varying issues we deal with within the respective countries.

---

LEVEL ONE 1. Foundations Knowledge: add "CAS Standards" 6. Knowledge and Application: change "graduation requirements" to "curricular requirements;" add "academic resource material" or "academic reference material" or something to that effect; add "out-of-classroom educational opportunities" (to get at the idea of study abroad programs, internships, co-ops, etc.) LEVEL TWO Add "Leadership positions;" make "research" more explicit (maybe include under WRITING)

---

Address the issue of training and working with faculty advisors, perhaps under the communication skills section.

---

Is student development and learning theory incorporated in "Knowledge of College Student Characteristics"? If not, it should be.

---

They look great, I would have some questions as to how they will be measured?

---

I think that level one categories #1, #2, and #5 are vital core knowledge requirements we should include in any Advisor Certification. I'm a little less convinced about #3, #4, and #6. I wonder if we couldn't create different paths of advising such as university-wide and departmental. I firmly believe that I need to be the expert adviser for my area and I should be knowledgeable about that area and have enough knowledge



about other areas at my university to know where to refer students. One of the problems with knowing too much about various areas is that we want to help so we provide information to students based on our knowledge. We are not necessarily in the loop for updates to policies and procedures in other departments nor for the university as a whole. Other advisers should and can handle that better than can departmental advisers. I think advisers in areas such as Academic Advising need more university-wide information (such as you listed in #6) and less specific departmental knowledge. They shouldn't be expected to know the details of advising for any department, but, again, should know where to send students for the best advice. Level two is probably a good idea, but I hope that you would grant separate certificates so that those who are not interested in presenting or publishing could still receive a professional certification.

---

I do not think that career advising should be a necessary part of skill Level One. I could see it as one of the categories in Level Two. Many advisors do not need to incorporate career advising, because they work with graduate students, or there are separate career advising centers on their campus.

---

One thing. Under #5, I would mention something about communicating with a non-threatening, friendly tone. I have heard too many stories of advisors who come off as condescending to their students.

---

#2 and #4 give me the impression that this applies only to the traditional-age population who attend college full-time. Some of us advise only part-time and/or non-traditional-age students. How would this be viewed or tested differently?

---

I would add something about technology and advising

---

Do we really need this? Wouldn't a NACADA membership certificate get us recognition just as well and be a lot less work for everyone concerned? If the association goes with a certification program, how will these skills be assessed? Will there be a test like NBCC?

---

I think the areas reflect the common objectives of a college student personnel or higher education administration program. Was this intentional? The second level appears to reflect the competencies of a senior staff member. Does publishing and consulting necessarily reflect the quality of an academic advisor. Is this intended for career academic advisors and faculty advisors? Is there a different standard for each?

---

First, please spell "competent" correctly, above. Secondly, this question should also contain a place to voice opinions about the whole issue of certification. The previous pages are clearly the product of careful thought and hard work. I appreciate the committee's efforts. However, after much thought, I oppose the idea of certification. The schools NACADA serves are too diverse for one standard of competence to apply to all. Our program is a wonderful place to work partly because administrators and regular full-time advisors rub shoulders and exchange knowledge on a rather egalitarian basis. The proposed certification program would set up a barrier of distinction between regular and "advanced" advisors, on the assumption that administrators are by definition more advanced. I think this assumption is erroneous. They deal with more complicated and difficult issues, but the label "advanced" is unfortunate and inaccurate. I cringe at the thought of trying to quantify competence. This would give university administrators and parents' councils a false assurance of competence because a certificate hangs on the wall. And they would soon demand certification of all advisors. Respect and status in the field would be coded into that piece. I view such a development as a sad reflection of our over-quantified society. In my view, the system is not broken, hence not in need of fixing. Please do not institute this program.

---

Career Advising Knowledge is necessary for some advising positions, and not for others. Some institutions have separate career services which advisors refer to. In these situations, having career advising knowledge is helpful, but not a "must have" core knowledge. (FYI competent is spelled wrong in the first question)

---

Hi, I did not see anything related to diversity or minority mental health. Can that be included?

---

including time management & study skills in one of the components

---

To me, knowledge of a specific area or competency area is basic, the application of that knowledge is

paramount to what an advisor does in his or her daily contact with students. I guess my comment or suggestion would be to add a more in-depth item or area of application.

---

I have no other comments, but in question 1, please correct the spelling of the word "competent". It is spelled "compotent". Thanks. J

---

Perhaps adding a section on multicultural competencies.

---

Add to 4. Career Advising Knowledge and Skills: Knowledge of interest and personality testing instruments such as the Strong Interest Inventory or MBTI. If it is not already included in category 1, knowledge of student development theory might be added under category two.

---

I wonder how many advisors actually have opportunities to gain experience in "consulting". I think certification should only require ONE of the areas in section two.

---

The categories appear quite strong in terms of content and requirements.

---

I'm a bit unsure about General Catagogy I.4--or perhaps I don't quite understand how you want it defined. By "occupational and workplace" do you mean within the institution? Or do you mean knowledge of career counseling...? In my institution, the latter is a separate task for a separate department, and I would be awfully uncomfortable having to master this new area. I also have comment on II.Writing. I happen to have a pile of publications in literary criticism. Would any academic publications count for this, or would they specifically have to be advising-related? If the former--as I would suggest--I also would suggest that in-house work be considered as well, in addition to juried, external things.

---

One of the skills should entail computing GPA to determine good academic standing for his/her institution.

---

I think it is important for advisors to have knowledge of high school students characteristics and academic ability also. Specially, if they are advising frshman. It is also important to connect with advisees and be interested in them...close contact, maybe two meetings every term.

---

Current Issues in Higher Education as they apply to Advising. Topics rotate based on "current issues". Current options: Technology in advising, budget impacts on advising, Multi-service or onestop advising units, etc. Ethics - add as one of the foundation knowledge core topics. Assessment of advisement

---

I would move legal and ethical issues to number 1 with Nacada's Core Values. Otherwise - it's perfect.

---

None at this time. I have done a study on advising and these look like it.

---

I think there needs to be more clarification on types of student populations and the skills utilized to address these needs. For example, working with a student who is in an academic probation situation is very different than a transfer student. So what are the specific skills and tools. Then I would address how some skills sets can move from one population to another. I also think it is vital to address informational vs. developmental advising skills. Important to make sure that people understand the difference.

---

I feel that all advisors should be able to spell the word "competent." See question 1 above.

---

It seems that #6 would be (or should be) very specific to each individual institution. Of course, there could be general guidelines. It may be helpful to have the first person attempting certification in each specific college or university help to establish guidlines in this category.

---

I find it important to know student development issues for college students as well.

---

none

---

Basically covers the essential elements of advising practice. I would like to see the word "ethics" included in the first category in which the core values are mentioned. Most of the categories are referred to as having "knowledge" as the competency with the exception of the communication and interpersonal "skills." I think this could be expanded to specify "advising skills", which incorporates the often difficult process of interpreting and assessing developmental needs, test and placement scores, appropriate general courses for undecided students, helping create ideal course combinations, and connecting students to campus resources which contribute to their retention. Many have knowledge, the skill to be effective is honed over time, although more challenged to measure.

---

Consideration might be given to distinguishing between faculty advisors and professional advisors. Persons in each category tend to see themselves in different ways.

---

I think that the current presentation vastly overemphasizes the theoretical. Students come to advisors for the items listed in number 6, and to a lesser extent, those in number 4. The rest of the skills/knowledge are primarily underlying information that helps the advisor do a good job, but are largely invisible to the student. A student would likely favorably rate an advisor who was knowledgeable in areas 4 and 6, even if s/he was relatively weak in the other areas. I don't think the reverse is true. By the way, in Question 1, the word is competent, not "compotent" You do not appear to be asking about the Level Two material. I think that is very poorly done.

---

The advanced level two appears to be asking for skills which are outliers to advisement. These appear to be classroom, research, consulting, and administrative skills which have very little to do with the skills a good advisor exhibits. Advising will advance little if we can not define this activity and continue to confuse the expectation by including areas where advisors may have additional skills which do not directly contribute to the advisement concerns.

---

Under "Communication and Interpersonal Skills," I think knowledge is important but so is ability to act out effective communication skills. Also advisors need a decent repertoire of skills in order to interact effectively with increasing student populations. For example, it is one thing to have the knowledge that effective communication requires making a connection with the student. It is another thing to be able to make that connection using your communication skills. We all know that this does not happen every time, but effective advisors keep trying and building skills.

---

Knowledge of developmental theories and practices

---

What are the benefits for advancing to Level 2 ?? How will some of the qualitative information be measured and by whom??

---

3. KNOWLEDGE OF HIGHER EDUCATION Knowledge of history, major issues, rationale for curricular development, legal and ethical issues. \*\*As long as Canadian members are tested/evaluated on these matters in a Canadian context. Our laws are very different and knowledge of what happens south of the border would not be helpful to us in Canada. Thank you. I look forward to learning more about the certification and when it will be ready.

---

The categories, knowledge and skills listed seem appropriate. They seem to incorporate all areas of an advisor's position. My concern is that this certification would become mandatory for advisors. Several of us at our institution have been advising for 15-20 years and we do have a concern about it becoming a requirement. We would rather it be presented as an option for advisors for professional development.

---

Considering this is a preliminary step in the advisor certification process, the categories look fantastic! I'm particularly pleased that an interpersonal communication skills category has been included. Often viewed as less than essential, I believe them to be a crucial component of any effective advisor's arsenal of job skills. A tiered approach to certification is not only imaginative, but a self driving impetus for advisors to pursue additional advancement in the profession as well. It provides the opportunity for neophytes to add a credential to their resumes and, for the seasoned veteran, to either mentor or seek additional levels of accreditation. I wish the task force continued success in the implementation of the academic advisor certification process.

---

In level one under knowledge/skills everything listed is "knowledge". Included with #5. Communication and Interpersonal Skills could not only be "Knowledge of basic communication, helping and problem solving skills" but also "demonstrated skill in application of such knowledge"--measurable by advisee evaluations of adviser.

---

none

---

Is #4 in Level One comprehensive enough to include those students in technical/vocational associate degrees and certificates?

---

Knowledge of high school educational experiences as they relate to college coursework Knowledge of study skills and strategies Knowledge of learning/mental disabilities and their effect on academic performance. Spelling: COMPETENT.

---

In the subcategories under Advising Skills/Knowledge I would suggest adding the CAS Standards for Advising. In the subcategories under Career Advising I would suggest adding the academic and career decision making process. In the subcategories under Higher Education I would suggest adding an understanding of college students today.

---

I think that the six categories as presented are comprehensive enough in light of the objective that is trying to be achieved.

---

I like everything that I see in the general categories and knowledge/skills...but I would like to see something that relates specifically to application and how that is demonstrated. What are the criteria...can you more clearly define criteria and demonstration???

---

The knowledge/skills suggested in #2 category - "Knowledge of College Student Characteristics" should specifically state "general knowledge of student development"

---

Under the "writing" component, I would include writing letters of recommendation and appeal, end-of-the-year summaries or reports, grant proposals, messages to students.

---

Having worked with an award winning advisor training program, it appears to me that all the important bases have been covered. I do believe that the last section might be expanded some, however, for those of us who do not have administrative opportunities, do not research or publish or do consulting.

---

I would like to know why we think we even need this certification. From my 15 years of experience in advising, I have found that the duties of advisors are quite diverse at different institutions. Advisors may not have the opportunity to do all the "things" required to be certified. So if you start a national certification, and there are good advisors that can't meet the criteria not for any reason they have control over, but just because they aren't given the opportunity to do these "other" things, you are really putting them at a disadvantage. I don't think giving us a national certification will help our cause to be taken more seriously or to be considered "professionals". It looks like this is already something that will happen, but I don't remember much discussion within the membership about this issue.

---

IS this a certification or graduate level degree?

---

None

---

This looks very thorough. Perhaps one of the supplementary categories (writing, teaching, etc.) could relate to the area of service-learning. Service organizations and courses provide an ideal format for academic and career exploration and advising.

---

Level one is fine. I feel level two needs some refining. There are many other areas that are as or more

important than the four listed: service to college, college administration, programs initiated, etc.

---

How will knowledge and skills be assessed and by whom?

---

You mean like using spell check (see question 1. I think competent is 'competent')

---

I believe the categories cover all important areas.

---

Communication skills should be given a very high priority.

---

I think certified advisors should demonstrate listening skills, the ability to advocate for students and to mentor them as appropriate. Knowledge is essential, but organization and the ability to communicate knowledge in a timely fashion is also important. Helping students to see that they have many choices and what the consequences of each choice may be are also important.

---

The chart is very straightforward.....mastery of the basic skills at Level I are expected of any advisor. Level II does seem to differentiate in levels of responsibility and expertise quite well. I like the fact that one can choose two of the four.

---

Teaching: I do not believe this should be one of the categories (Teaching and Advising, though similar require different skills). Consultancies: I believe this category is too broad. I liked the presentations and Advisor Training Categories. I would add as one of the categories to meet Level Two a Masters Degree in a Related Field (Education, Counseling, etc.). Thank you.

---

Technological knowledge is required for categories 4 - 6. I assume the use of "technological knowledge" in category 6 (knowledge and application at local institution) refers to the automated advising tools particular to an institution. However, technological knowledge is need to communicate with distance and commuter students and to provide career advising support and referral. My suggestion would be to either include it in all three categories or define more specifically which technological skills would be necessary in each category.

---

Just curious how knowledge would be measured for certification

---

I have found a need to understand basic transfer policies and philosophy to advise students coming in, going out or preparing to return to another institution.

---

...what about counseling skills ...human development ...technological competence

---

Certification does not seem appropriate in a field like ours...we pride ourselves on attracting mentors from various disciplines...faculty members, higher ed administrators, etc. A certification will only serve to limit the entrance of talented people from other areas who can be quite competent at delivering advising services. I am not in favor of this move. Certification has done nothing to help career counselors for example...what are the benefits of this?

---

I would add Collaboration to the Communication category. I would also like to see the legal and ethical issues highlighted. They seem lost in the History of Higher Education category.

---

I don't know if it is assumed under -Career advising knowledge and skills: Two year Community Colleges requires incoming students to take placement test. It is important for advisor to be familiar with the test provided and to know how to interpret. Advisors can after review of the test scores place students in the appropriate courses.

---

In Level one: #6 Technological Knowledge-more specific as to what kind of knowledge. In Level two: Teaching-"other types of teaching". What does this include. What exactly does Consulting include.

I'd add something about professional development opportunities, is the advisor taking advantage of these? Is the advisor staying up-to date on current trends and skills and models with other universities and advisors? Are they doing anything to promote their own professional development in the job? These are all things I've just started doing over the past 5 years in my career as an advisor (total of 18 years) and they have enhanced my attitude, my level of expertise, and the way I am viewed at the university. I think they are an important part of advising.

I would promote the importance of the technology section. With our institutions being so automated and computer-based, a good advisor must have strong skills in order to get the needed information about the student, and they should be able to answer the many student questions about how to use the technology as well.

Developmental characteristics of college students (under college student characteristics Also under the career advising knowledge/skills - understanding of developmental theory as it is related to emerging adults and adult learners Knowledge of higher education should include institutional culture as well as organization characteristics

There ought to be specific reference of the "whole" student, and being sensitive to special-needs students. I am referring to the sensitive situations when you think a student may have an alcohol/drug abuse problem, development issues (sexual identity, for example), mental issues, learning disabilities, etc., etc.... How to recognize and handle/refer those situations successfully, since we are advisors, not trained counselors.

I would add a component on cultural competence or understanding special populations.

The category listed above are very powerful, but I would also include the following categories: 1. Diversity in Higher Education 2. Student Development Issues, such as helping with students get off academic probation 3. I would also pay more attention on retention issues, specially the issues addressed by Dr. Vince Tinto and his research. I fully support this certification program and I would like to thank the committee for all their work.

Knowledge and skills should be more specific.

more description of related areas Are these related areas based on current research? Tie the questions of knowledge to related research. One might think they have knowledge but may have never related their knowledge to current research. To update advisors/counselors to current research, I would suggest CE course credits(like the National Certified Counselor requirements do) to be completed every couple of years-- some people may not have had a course on this subject in a very long time and would not be updated on current research. We should also be continuing our education as advisors. NACADA could then offer CE approved preconference workshops during the conference.

I'm concerned about making #4 a required knowledge area. Some institutions keep academic advising and career counseling separate. I don't see "knowledge of institutional policy" listed anywhere. My guess is that many advisers don't have all the "Knowledge of Higher Education" that you're proposing. How do you propose they learn about this? (Ditto for "Foundations Knowledge.") Are you planning an advising curriculum?

I certainly think that all of the general categories are good. However, in my advising situation, career advising knowledge and skills are not as important for my junior/senior level students as it might be for freshman and sophomore level students. I would think that there should be a group of professionals in higher education who specialize in the area of career development. And yes, I do know that these professionals are usually on all campuses. But it is my opinion that these professionals should see students early in their freshman year. I hope it's understood that these professions can be seen at anytime a student has a new career interest. Since most freshman students are usually very busy meeting general education requirements and completing foundation courses for their field of interest, this seems to be the best time for this group of students to continue to explore their options. We should ask ourselves how often do students change their minds about career choices during the 1st two years. I would rather spend my time as an advisor who helps students to achieve their goals academically rather than helping them to

decided what it is they really want to do. I visualize a strong bridge between high school counselors and college career counselors. Ideally there should have been trained high school counselors who should have, hopefully, helped students do research about different avenues and the resources (including their local college career counselors) for making career choices. To sum up what I just said, I think advisors should be knowledgeable about various resources in the areas of career choices, but not experts.

---

6. Institutional academic policies and procedures (rather than Institutional Organization).

---

Before No. 4. there should be a specific category for "Academic Advising knowledge and skills which will include knowledge of 1) Educational test and placement (e.g. ACT, TOEFL, etc) 2) knowledge developing academic timelines, exploring course work; sequencing and selecting courses and developing class schedules 3) understanding transfer programs No. 4 should include knowledge of standard career assessments e.g. MBTI, CISS, Strong, etc. For level 2 Add for general category (CREATIVITY) it is very important at this level to know how to promote their own area of responsibility and take initiative for planning and implementation of programs. INITIATIVE is a plus.

---

Will persons be grandfathered into the certification program? If so, how will this process work?

---

incorporate advising skills for culturally diverse populations and the adult student

---

I would add knowledge of student retention issues at local institution. I would also add knowledge of (and participation in) strategic development plans for local institution advising office.

---

Our institution has an Academic Advising Council which meets monthly to discuss campus advising issues. Often the more "senior" advisors "teach" during the meeting to share information related to developmental advising. We are also asked to consult with university senior staff about advising. It's similar to a combination of professional development (under teaching?) and institutional consulting (under consulting?) Anything related to advancing one's own education via advanced degrees?

---

Good job - shaping up nicely.

---

2. include knowledge of late adolescent development 3. emphasize legal and ethical issues and de - emphasize history of higher education 5. include basic counseling skills 6. include institutional regulations pertaining to students

---

#4 Does this mean career advising or career counseling? In my state, Career Counselors need a mental health license to practice.

---

I think #2 needs to be more than general knowledge. Advisors have to be aware of the populations they serve and should be doing more to fulfill that understanding if they need to. Understanding when and where to refer students for additional information/assistance is crucial as well.

---

The chart represents well the core skills and knowledge needed for basic, competent academic advising.

---

none

---

Will the FOUNDATIONS KNOWLEDGE category cover advising models and modes of delivery? For COMMUNICATION AND INTERPERSONAL SKILLS - what is the definition of "basic" communication skills. Communicate is what advisors do & I would think a higher level than basic would be needed, even for beginning level advisors. And, would this category cover areas such as group advising, team advising, on-line advising, etc.? Will this cover the use of technology in advising? Perhaps this (technology) could be a fifth category covered in Level Two. For Level Two - Teaching - does other types of teaching refer to advising? Would teaching biology satisfy this requirement? I think that teaching related to advising or a closely related topic would satisfy this category. For Level Two - Writing - will internal publications (advising manuals, etc.) meet this requirement, or are you referring to officially published works? For Level Two - Consulting - again, will this include internal consulting, or are you referring to a level of consulting such as

Wes Habley, Peggy King, Buddy Ramos, etc. perform? Maybe a better question is - For whom is Level Two designed? Will someone be level one forever unless they attain the levels of consulting/writing, etc. as performed by the folks mentioned above? Thanks for the opportunity to give you feedback. This is a very good project to undertake.

---

Satisfactory as presented.

---

1)think a category for "collaboration" with a "knowledge of relevant office to support advising efforts" and a skill of "eveloping working relationship with other professionals in other offices" is important. Advising is not an independent venture. 2)under college student characteristics, knowledge of "student development theory" and skills of "reading of current research on student development and academic advising", with the latter possible being incorporated into category 1, Foundations knowledge.

---

A critical link between knowledge and application is professional self-awareness. Under #5. I would add a point that recognizes the potential influence of our individual orientations and the need to strive for objectivity in our professional practice. Without professional self-awareness advising practice may be unconsciously influenced personal perspectives.

---

Are there specific courses or areas of specializations that would ensure that current advisors or future advising students need to master to meet these general requirements? My question is a need for clarification for those currently advising students whose educational background did not cover some of these areas. I have a background in adult education, and many of the areas are similar to what I covered in some of my courses. How about advisors with an English major for example? Will they be required to take courses that cover categories in these core areas, or will they be grandfathered into the advising certificate?

---

#2 Knowledge/Skills states "General Knowledge of College Students and specific knowledge of the population(s) they serve." Needs to be reworded. Sounds as if the college students need knowledge of the population they serve.

---

Knowledge of and concern for course and program transferability among institutions.

---

none

---

none

---

none

---

I believe this is a good idea. Many times it is hard to explain to people just how you got your job and you (really) do know the information needed to help a student.

---

I don't have anything to add.

---

With regard to this Knowledge/Skills description: "Conference presentations and other types of teaching situations" I think conference presentations should not be given the primary role in the definition of Teaching. Let's offer a more complete definition of teaching that would include conference presenations, classroom instruction, internships with classroom instruction. Many professional advisors have an instruction element in their careers, but cannot attend conferences on a regular basis because of travel, time and financial restrictions at their institution or on a personal level.

---

Communication and Interpersonal Skills: Having basic communication skills and knowledge of problem solving is way too basic for an advisor. As an advisor, you should have excellent verbal and written skills, as well as some training in counseling or problem solving tactics. A high school student has the skills as listed, but I would hate to see one advising students in any capacity.

---



General knowledge v specific knowledge: will probably be the most difficult. Will you use the national norm as a starting point and then ask for input from specific geographical areas? As I am sure no two areas will be exactly alike, this may present problems. The differences existing between Corpus Christi (Texas A & M University-Corpus Christi) and Kingsville (Texas A & M University-Kingsville) are broad, yet less than 100 miles separate us. I suppose what I am asking is how do you propose to arrive at the determiners for knowledge of specific populations?"

---

All the categories seem appropriate for a fully functioning advising center.

---

I think all general categories are appropriate. Under teaching, you might add teaching competencies. Under consulting add agency or institutional consulting.

---

Should be something on diverse populations/handicapped/other special needs students

---

Just a clarification of the difference between level 1 and 2. Do participants who complete level one get a certificate, or are both levels required for any certification?

---

LEVEL TWO (Advanced Level): CORE KNOWLEDGE AND SKILLS Teaching is listed, but I'm not sold on the idea that in order to advise a student competently you need to be a faculty/instructor. Faculty are trained in their area and know their programs better, but they often do not have the necessary "helping skills" to deal with undeclared and/or "at risk" students.

---

General knowledge of other post secondary institutions in the province/country offering the same degree programs that may be delivered in a different format to accommodate the needs of the students we are advising. Effective liaisons with other advisers within our institution/other colleges and universities in the province/country.

---

I offer no suggestions. I think the task force did a very thorough job.

---

Level two should include more options. Teaching and presentation seem to be two different categories to me.

---

Very comprehensive

---

under #4, Career Advising Knowledge and skills: The knowledge/skills section could include, "knowledge of basic career information, resources and/or referral"

---

I do NOT believe this organization should get into the certification business. It is presumptuous to say the least.

---

I think they have to be aware of institutional requirements and policies. Also are they aware of what other services are available to students.

---

3-Knowing about the rationale for curricular development may be important for "faculty advising". Professional advisors need to have knowledge about admissions, financial aid, scholarships availability, tutoring, rules about adding/dropping classes ect. Legal issues, confidentiality and FERPA training are very important for advisors and all institution staff dealing with students. 4- Knowledge of career advising is desirable but many colleges have their own career advising department where students may be tested and guided to decide on careers. Academics, gpa, major requirements are more important once the student has selected a major.

---

Counseling skills/certification should be added

---

I would broaden the list of categories used in determining the advanced level of certification for academic

advisers. While the activities listed are worthwhile, not all advisors are in a position to consult, publish or teach (present at conferences). Could this be broadened to incorporate leadership in professional organizations or institutional programs. Perhaps completion of continuing education, such as special institutes sponsored by NACADA, could be recognized

---

Level I On several occasions as I read the chart I wondered what standards you were going to implement in order to ascertain competency. For example, you are requiring specific knowledge of the advisor's populations. Will this assessment be completed by someone at that institution? If it is more a generic statement, I would state it that way. Ditto for the individual institutional knowledge. I would not recommend letters of recommendation to fulfill this. Level II Is there a component for advisee input? It would seem to me that at this level of proficiency, some form of assessment of the students would be important.

---

2. "Knowledge of the college student characteristics." I suggest that wording for the 'non-traditional' student be included for their characteristics are completely different and unique in relation to traditional student needs.

---

Number 2 should say General knowledge of college student DEVELOPEMENT and... I think Number 4 should include some basic reference to career development fundamentals Number six should include curriculum requirements (in addition of graduation requirements) and academic policies and procedures

---

Knowledge of College Students - consider the variety of audiences we serve, why students attend, types of students (traditional vs non, resident v commuter, international and various ethnic groups which influence decision making, undergrad v grad). Career Advising - develop strong link with Career Services on campus. Also consider strong percentage of undeclared students. Focus on preparing students for their future, not only focusing on one particular field or job placement since they will inevitably have numerous positions in a variety of fields - developmental in focus. Communication skills - need to be far more than BASIC!!!

---

Under Core Knowledge and Skills, where would you fit professional development involvement activities, such as the NACADA Summer Institute? Where does active involvement in professional associations fit (i.e. NACADA Board Position, Regional Rep, etc.)? Should there be a category on professional development outside NACADA (Harvard/Carnegie Mellon Managerial Training programs)?

---

SKILL LEVEL W/ ADULT STUDENTS MUST EQUAL OR EXCEED ABILITY WITH YOUNGER STUDENT FROM HIGH SCHOOL AS THE NUMBER OF ADULTS RETURNING TO COLLEGE INCREASES EACH YEAR.

---

There is nothing explicit referring to the COUNSELING skills necessary to effective listening, supportive behaviors, uncovering and addressing at least in brief retention issues such as divorce, lack of familial support, low self-esteem, domestic violence, substance abuse and other self-destructive behaviors etc. A person may be very knowledgeable of advising and academic issues and overlook entirely an issue which needs counseling and referral but is critical to student retention and success.

---

Be more specific and identify legal issues such as FERPA in the knowledge/skills column for item #2 in general categories.

---

Communication and Interpersonal skills need to be accentuated more. Many of my colleagues can spout off requirements, rules, etc. but few actually listen to what the student is asking. Fewer know how to help the student formulate the question.

---

THERE IS A TYPO IN QUESTION ONE--MAKES ME WONDER ABOUT YOUR COMPETENCE IN ASKING THESE QUESTIONS! Answer: None. Just make it clear that these are recommendations and not requirements. I think many people are capable of doing this job without possessing all of the suggested experience. For example, teaching ability is not necessary for being a good advisor.

---

Suggestion for "LEVEL TWO (Advanced Level): CORE KNOWLEDGE AND SKILLS": Add "Research" as one of the options under "General Categories" Thanks for the fine work!

---

I would suggest that you specify outcomes for an "entry level" advisor I, "middle level" II and "expert" III. The career needs a career ladder. Years in the job do not always equate with advanced knowledge.

---

In Level One, "Career Advising Knowledge and skills", I'm not sure what you mean by "occupational and workplace relationships."

---

None

---

It will be difficult for an advisor, who advises on the college level, to know about occupational and workplace relationships for all of the possible majors in their college. They do need to know some basic information on the majors and possible occupations but it is impossible for them to know details about all possible occupations. The depth of their knowledge can vary greatly according to their responsibilities in their advising positions.

---

I would add knowledge of ADA and confidentiality issues to core competencies.

---

The six categories or the knowledge and skills listed provides an overview of the types of students to be advised and pertinent information needed for enrollment and problem solution. I would not make any changes in these categories.

---

Can't tell you how excited I am about the proposed Advisor Certification program. What is outlined in the pervious table covers the same topics I currently address in an advisor training workshop at my institution. I find that this framework allows faculty and staff advisors to see the big picture in advisement--not just the nuts and bolts of selecting classes. The only thing not emphasized in your table which I believe warrents spectific mention are the core curriculum or general education requirements. Our general education requirements are complicated; plus there are departmental policies which affect core advising. In our advisor training workshop, this topic takes a good deal of time. Perhaps general educaiton requirements should be included as a separate item in # 6.

---

none, nicely done

---

I'm new to the organization, so new to these discussions. Are we all expected to have two of the four advanced competencies, or only those who wish to certify at an advanced level?

---

To fulfill the requirements for Level Two, what other options have been considered for non-faculty advising administrators? Thanks you!

---

I don't know that theory of higher education is as relevant as the other categories.

---

None...

---

Looks great... very clear and covers all the major areas of knowledge needed to be an effective advisor.

---

I would like to assist with the development of the assessment if possible. I recently have been licenses in the State of Pennsylvania and believe that the certification should take into account similar components. Jtruschel@po-box.esu.edu

---

I suggest that you add a category called "dedication" or "enthusiasm," for this is one of the most important characteristics which will make any advising attempt "meaningful." I believe advisors/counselors should have or develop this mind set. But I know adding "dedication" or "enthusiasm" to the existing six categories will demand some extra work because it is a category that is "hard to test." Well, I'll be willing to help you with sugestions and comments if you accept my idea.

---

I think it might be a good idea to include knowledge of the specific college or university's goals/mission statements. We are in Self-study now, and I think colleges and universities would welcome documentation that supports the advisor's knowledge and skills related to their particular institution.

---

Actually, they appear to be right on target.

---

Confidentiality cannot be stressed enough.....in today's society, too many people are unconcerned with protecting the privacy of the students; administrative assistants talk freely, in a derogatory manner, about the problem students.....how would they feel if they were the victim?

---

The concern I have is that we are working with faculty who are not going to have the time to be "expert" on advising theory and history, etc. They need to be able to function to the students' immediate and concrete advantage. If the steps to certification are too lofty, faculty advisers will be discouraged rather than encouraged to move in a direction of skill development / competency. Perhaps not just different levels but different areas of certification would be helpful. e.g. "functionally certified" in addition to "training certified." Again, I applaud this effort - it is fantastic! - but how do we get the buy-in from faculty who receive very little, if any, recognition for quality advising? Setting the hurdles at a wide range of incremental heights (e.g. think of 8 different belt levels of martial arts students: white, orange, green, etc. on their way to black belt)

---

Under #4, career--while it is good to have some general info about career issues and the relationships between majors and careers, I don't feel that academic advisers should be expected to take the place of career counselors. Some colleges will have both offices, and while there should be an active relationship and interest in each area by an adviser, I don't feel academic advisers must be professionals in the career advising field. #3-knowledge of higher ed-- I'm uncomfortable asking all academic advisers to have a background in the history of higher ed. I do have background in that area, but I'm not sure that it contributes greatly to advising practices. I do think it is important to understand how a college or university works, but earning a Master's degree of nearly any kind will provide that kind of background and experience.

---

The six categories are a logical structure of what NACADA has focused on for many years, and six units is a manageable number. These six have also been addressed in a variety of training materials/formats and allow room for flexibility in the detailed outcomes to be included.

---

Under #6 I would include knowledge of resources and how to access them

---

I am wondering where leadership roles in professional organizations may fit into the mix? Advisors may not have administrative roles on their campus but may play an intrgral part in the administration of professional local, state or national organizations.

---

None

---

I would change #5 level one to not only have knowledge in the areas stated, but I would add that individuals demonstrate the skills of good communication, etc to be able to actually use the knowledge stated in the other categories. People need to demonstrate that they can communicate well, use analytical thinking, problem solving skills, not just be knowledgeable about these.

---

While the list of categories is ideal, many of us working as Advisors were not formally trained or don't have the educational background of degrees that would have encompassed these areas. Our degree disciplines in our particular department reflect multiple tracks from Personal & Re- habilitative counseling to Student Life, none have degrees in college advisement. While our college expects us to provide support services to the student population w/ the know- ledge base you indicate in the six categories you've extracted, we are not supported by the ad- ministration by being given the time or the training to acquire & maintain this knowledge base you'd like to require.

---

I think it is important to emphasize the importance of understanding issues of diversity (race, sex, religion, nontrad, SES, 1st generation college student, students with disabilities, etc.).

---

I believe that #5 should be more encompassing, and that "basic" skills should be changed to "advanced" or something beyond "basic", even possibly to include counseling techniques.

---

question: How will an advisor's knowledge be measured?

---

years of experience

---

I believe that each of the six categories touch upon characteristics that are important to a successful advisor.

---

I am concerned about the "publications" area. As so many of us are short staffed and overloaded with students, (which has become our school norm), there really is no time for any type of publication work. I find that internal support also is lacking in this area, as is the budget and time allotment for personal enrichment and financial backing to travel to conferences. Even if submitting or presenting publications are an option, they are not always supported by supervisors or divisions. In this tough economy, maybe this could be an track of choice as opposed to a requirement. The remainder of the areas look excellent. NACADA did a great job on this well-deserved recognition of academic advisors.

---

None. The ones listed are right on target.

---

I believe it may be difficult for advisors to reach and achieve any of the choices in level 2 if they work in a small college. Consider additional criteria for this level.

---

Rather than general college student characteristics, would it be good to include "general knowledge about college student development theory?" I do think it is important to include the "local knowledge."

---

My sole concern is not with the identified knowledge and skills, but with the overall certification process that will be established. I urge that it be made flexible enough to accomodate the myriad advising roles and structures found throughout higher education. If it is designed too rigidly, as has been the case in some other helping professions, initial certification and continuing certification will come to be viewed as onerous, and strategies will evolve for bypassing or diluting the certification standards.

---

I think this is a great idea. At this time, I can't think of any suggestions for adding or changing. My first impression is that this will challenge me as a professional, because at this time I couldn't meet 2 of the 4 requirements in level two. So as a young professional I feel inspired and challenged. I hope that NACADA will (and perhaps already does) provide direction and assistance for someone who is interested in improving not only skills but professional abilities to obtain this certification. Thanks for asking for feedback.

---

I think they are fine, as long as they are flexibly interpreted and implemented.

---

Thank you for organizing this information and disseminating. Without being arrogant, I'd like to first comment on the fact that the word "knowledge" in the level two certification category is not spelled correctly. Neither is the word "competent" in question 1 above. Regarding the answer to question 2, I believe that the knowledge and skills required for Level 1 indeed fit what advisors should know. I'm not sure about Level 2, especially since at some institutions staff are paid to advise. Therefore, I'm not sure they could meet requirements such as "consultant" or "teaching". However, since people only have to meet two out of the four categories, it may work. Other than that, I think you covered everything well.

---

none

---

My comments may already be topics that will be included in knowledge/skills, but I did not want to pass up the opportunity to mention them: 1. Under knowledge of college student characteristics, I believe that most advisors will eventually work with student who have disabilities. Therefore, an aspect of general knowledge should be some basic information about the usual effects of disabilities on student scholastic and social behaviors. 2. Under either Foundation Knowledge or Knowledge of Higher Education, I believe that

advisors need to firmly believe in the importance of their role, and I believe advisors need to hear this message very directly--"stop grumbling." I have often heard advisors "bad-mouth" their stations in academic life as compared to faculty and administration. I'm sure that one of the factors motivating you to create these standards is to communicate a professional and expert standing for advisors. Much of how others view us will depend directly on how we view ourselves and represent ourselves in speech and conduct. Advisors should stop bad mouthing their roles or position. They should acknowledge their expertise and look for opportunities for interchange between themselves and faculty. They must communicate in a manner that is empowered yet gracious about academic issues. Grumbling will always make one appear to have less influence, less self confidence, and less maturity.

Level 2 Core Knowledge and Skills seem way beyond the scope of academic advising certification. Many experienced and very good advisors either do not have the opportunity to do these things, or are not in positions that allow for such activities. These skills seem to be at an administrator level, not at an academic advisor level. Separate out certification for Advising Administrators.

For academic advisors who have been in the business for over 10 years, will there be a primer or study guide to refresh issues such as new theoretical frameworks, legal and ethical issues?

Please include the phrase, "active listening skills" in the criteria.









I agree with the six broad categories NACADA has presented in this survey. I look forward to pursuing an Advisor Certification by NACADA.

For level two I think the consulting area needs to be better defined. Is this consulting with non-advising groups on campus or consulting with advising centers on another campus or both? Many administrators are asked to analyze a range of things. They may work on estimating course space demands or advising needs or student performance, etc. I think an understanding of the basic principles of statistics and how to analyze data is a fundamental skill for people in decision making positions.

[Hide Responses](#)

### Question 3

I spend at least 75% of my time as a(n):

Faculty member		24 (3.63%)
Academic Advisor/Counselor		391 (59.06%)
Advising Administrator		167 (25.23%)
Advising Staff Assistant		2 (0.3%)
Student		3 (0.45%)
Senior level administrator (Dean, Vice-President, etc.)		29 (4.38%)
Other:		32 (4.83%)
N/R		14 (2.11%)

[View Other Text](#)

### Question 4

I have advised students:

0-3 years		144 (21.75%)
		249

## User Responses

[Close](#)

I spend at least 75% of my time as a(n):

- Sr Security & Training Administrator
- Instructor
- Recruiting, internships, bridge programs, curriculum development
- Taking care of other college responsibilities (i.e., scholarships)
- Director
- Advising/Faculty combined role
- Academic Manager (non faculty)
- Career/Academic Advisor
- No Response
- Academic Employee acting in an advisory capacity.
- campus director of student services
- because of various duties, I only spend about 35-50% of my time on advising issues or with students
- graduate intern/ counselor
- Program Director
- Assistant to Dean for Administration
- Advising systems support
- Advising Administration and Manager, Student Affairs (Registration, etc...)
- office assistant with some advising responsibilities
- Asst Dean of Student Affairs

- Assistant Dean -- oversee advising but currently focusing more on faculty and curriculum development

- Administrator and Adviser

- consultant

- program development

- 1/3 advising, 1/3 advising administration, 1/3 administration

- Compliance Coordinator

- student services including advising and advising administration

- Mid Level Administrator

- Director of Assessment

- 50/50 Faculty/ Advisor

- Career Services Professional

- Student Services Administrator

- Assist w/ registration

Close

[Feedback](#) | [Privacy](#) | [Contact Us](#)

© 2013 Axio Learning. All Rights Reserved.



4-10 years		(37.61%)
over 10 years		257 (38.82%)
N/R		12 (1.81%)

### Question 5

My current institution would best be described as:

Two-year college		129 (19.49%)
Four-year private		126 (19.03%)
Four-year public		368 (55.59%)
Other:		26 (3.93%)
N/R		13 (1.96%)

[View Other Text](#)

### Question 6

The total number of students enrolled at my college or university is:

Less than 2,500		86 (12.99%)
2,501 - 5,000		79 (11.93%)
5,001 - 10,000		109 (16.47%)
10,001 - 20,000		139 (21%)
20,001 - 30,000		128 (19.34%)
30,001 - 40,000		59 (8.91%)
More than 40,000		50 (7.55%)
Not currently employed or attending at least 1/2 time at a college/university.		1 (0.15%)
N/R		11 (1.66%)

[top of report](#)

- End of Survey -

[Feedback](#) | [Privacy](#) | [Contact Us](#)

© 2013 Axio Learning. All Rights Reserved.

## User Responses

[Close](#)

My current institution would best be described as:

- Undergraduate University
- No Response
- 5-10 years (non-profit)
- Upper-level public
- University System
- seminary--graduate
- 4 year public branch campus
- grad private
- Research I
- Canadian University
- Graduate
- Distance Learning Private
- four-year public + professional (med, law, etc.)
- private, also offer master's degrees
- work at all types of inst.
- public two-year granting 4 year degrees
- Student-Centered Research Institution
- Upper division level institution/public
- Graduate school, private

- public research university

- University

- Public University offering undergraduate, after degree and graduate degree programs.

- COMBINED 2 YEAR COMMUNITY AND TECHNICAL COLLEGE

- No Response

- Research

- public university

---

Close

[Feedback](#) | [Privacy](#) | [Contact Us](#)

© 2013 Axio Learning. All Rights Reserved.