

Building Advisor Competency: Conceptual Understanding Component

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Overview

At the request of the association's leadership, the [NACADA Academic Advising Core Competencies Model](#) (2017) was crafted by the Professional Development Committee (PDC). The purpose of the model is to identify the broad range of understanding, knowledge, and skills that support academic advising, to guide professional development, and to promote the contributions of advising to student development, progress, and success.

In our December 2017 webinar, PDC Chair Teri Farr led members of her team in an ***Introduction to the NACADA Academic Advising Core Competencies Model***, sharing their experiences with the model's development process, the thoughts underlying its framework and core competency areas, and the ongoing project of professional development resource identification and development.

In this webinar, our presenters will continue the conversation with a deeper look at the Model's **Conceptual component**. The competencies included in the conceptual component provide context for academic advising. Too often overlooked in training and development programs, the conceptual component addresses the ideas and theories that academic advisors must **understand** about students, their institutions, themselves, and their environment in order to appropriately convey the critical nature of academic advising to their stakeholders.

Suggested Questions for Pre- or Post-Webinar Discussion

- How do your values guide your advising practice?
- How does your institution provide professional development opportunities to teach advisors on how to apply theory to your advising practice?
- As an institution, how do you share and encourage different advising approaches and strategies?
- Do you have an advising syllabus that clearly outlines learning outcomes? How is that shared with your advisees and other stakeholders?
- Have you examined your own identity and the role it plays in your advising practice?

References and Resources

Pillars of Academic Advising Webpages – <http://www.nacada.ksu.edu/Resources/Pillars.aspx>

- Concept of Advising – <http://www.nacada.ksu.edu/Resources/Pillars/Concept.aspx>
- Core Values of Advising – <http://www.nacada.ksu.edu/Resources/Pillars/CoreValues.aspx>
- Core Competencies – <http://www.nacada.ksu.edu/Resources/Pillars/CoreCompetencies.aspx>
- CAS Standards – <http://www.nacada.ksu.edu/Resources/Pillars/CASstandards.aspx>

NACADA Academic Advising Core Competencies Guide (PG23) – Available at <http://www.nacada.ksu.edu/Resources/Product-Details.aspx?ProductsDetails=yes&ID=PG23>

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

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

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

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

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ACADEMIC ADVISING CORE COMPETENCIES MODEL

At the request of the association's leadership, the **NACADA Academic Advising Core Competencies Model** (2017) was developed by the association's Professional Development Committee. The purpose of the model is to identify the broad range of understanding, knowledge, and skills that support academic advising, to guide professional development, and to promote the contributions of advising to student development, progress, and success. It is intended that the model may be used by:

- **Primary Role Advisors** for self-assessment and evaluation, and to guide learning, career development, and advancement.
- **Faculty Advisors and Advising Administrators** to clarify academic advising roles and responsibilities, and to highlight the contributions of academic advising to teaching and learning.
- **Advising Supervisors, Managers, and Mentors** to identify strengths and areas for staff development, and to guide hiring, training, and evaluation.
- **Learning Professionals, Trainers, and Researchers** to support curriculum development, establish learning priorities, and advance scholarship in the field.

FRAMEWORK FOR ACADEMIC ADVISING CORE COMPETENCIES

Underpinning the core competencies for academic advising and serving as the foundational elements for effective advisor training programs and advising practice are three content components – the **conceptual**, **informational**, and **relational**. An understanding of these content areas provides advisors the knowledge and skills to be effective guides for their students.

- The **Conceptual** component provides the context for the delivery of academic advising. It covers the ideas and theories that advisors must understand to effectively advise their students.
- The **Informational** component provides the substance of academic advising. It covers the knowledge advisors must gain to be able to guide the students at their institution.
- The **Relational** component provides the skills that enable academic advisors to convey the concepts and information from the other two components to their advisees.

To achieve excellence in their work, regardless of the specifics of their individual campus' advising mission, all academic advisors must understand all three components and be able to synthesize and apply them as needed in academic advising interactions.



CORE COMPETENCY AREAS FOR ACADEMIC ADVISING

CONCEPTUAL

Core competencies in the **Conceptual component** (concepts academic advisors must understand) include **understanding of:**

1. The history and role of academic advising in higher education.
2. NACADA's Core Values of Academic Advising.
3. Theory relevant to academic advising.
4. Academic advising approaches and strategies.
5. Expected outcomes of academic advising.
6. How equitable and inclusive environments are created and maintained.

INFORMATIONAL

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

1. Institution specific history, mission, vision, values, and culture.
2. Curriculum, degree programs, and other academic requirements and options.
3. Institution specific policies, procedures, rules, and regulations.
4. Legal guidelines of advising practice, including privacy regulations and confidentiality.
5. The characteristics, needs, and experiences of major and emerging student populations.
6. Campus and community resources that support student success.
7. Information technology applicable to relevant advising roles.

RELATIONAL

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

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

For more information about the **NACADA Academic Advising Core Competencies Model**, please visit nacada.ksu.edu/resources/pillars/corecompetencies.aspx



CORE VALUES



The **NACADA Statement of Core Values** reflects the many cultural and educational contexts in which academic advising is practiced globally. A diverse, globally represented task force in conjunction with the input of NACADA members contributed to the creation of the statement. By virtue of this process, this document represents the Core Values of the academic advising profession as a whole. These values apply to all who perform academic advising by any role, title, or position as educators at their institutions.



While nations, institutions, and students will offer unique circumstances, the Core Values provide guidance to academic advisors in their professional lives. Academic advisors are committed to the students they advise, their institutions, their professional practice, and the broader advising and educational community. There may be times when balancing all Core Values equally is not possible. In those instances, academic advisors are encouraged to reflect and engage other academic advising professionals in a dialogue to resolve any conflict to the best of their ability.



The Statement of Core Values is reviewed periodically to ensure its alignment with current professional practices, competencies, and philosophies. NACADA: The Global Community for Academic Advising encourages institutions to adopt the Statement of Core Values and support the work of those who provide academic advising.

Building Advisor Competency: Conceptual Understanding Component

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#AcAdvComp

Core Competencies Development Timeline



The Finished Product



NACADA
THE NATIONAL ASSOCIATION OF
COLLEGE AND UNIVERSITY ADVISORS

**ACADEMIC ADVISING
CORE COMPETENCIES MODEL**

**CORE COMPETENCY AREAS
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Conceptual Understanding | **Informational Knowledge** | **Relational Skills**

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CONCEPTUAL

“Without understanding (conceptual elements), there is no context for the delivery of services. Without information, there is no substance to advising. And, without personal skills (relational), the quality of the advisee/advisor relationship is left to chance”

(Habley, 1995, p. 76)

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CONCEPTUAL

What the advisor needs to understand (Ford, 2007)

- Academic advising as a profession (Ford, 2007)
- The context of academic advising within higher education (Higginson, 2000)
- How advisors relate to and affect students, the institution, colleagues, and the community at large (Folsom, 2015)

CONCEPTUAL

Core competencies in the **Conceptual component** (concepts academic advisors must understand) include **understanding of**:

- **C1** The history and role of academic advising in higher education.
- **C2** NACADA's Core Values of Academic Advising.
- **C3** Theory relevant to academic advising.
- **C4** Academic advising approaches and strategies.
- **C5** Expected outcomes of academic advising.
- **C6** How equitable and inclusive environments are created and maintained.

CONCEPTUAL

Core competencies in the **Conceptual component** (concepts academic advisors must understand) include **understanding of**:

- **C1** The history and role of academic advising in higher education.



C1 History and Role of Academic Advising in Higher Education



ONACADA THE GLOBAL EXPERIENCE FOR EVERYONE

1620 – 1870 Academic Advising is Unrecognized

- Few colleges exist, majority are religiously based
- Simple curriculum
- Classical curricula evolving – some “practical” disciplines become available
- Faculty members advise
- In loco parentis

ONACADA THE GLOBAL EXPERIENCE FOR EVERYONE

1870 – 1970 Advising Defined but Unexamined

- Curriculum expands, includes more choices
- Federal legislation increases institutional diversity
- Student enrollment and diversity increase
- Advances in psychological testing & counseling
- Primary-role advisors emerge

ONACADA THE GLOBAL EXPERIENCE FOR EVERYONE

1970 – 2003: Academic Advising is Examined

- Focus on student access
- Attempts to define goals and purposes of advising
- Shared models of advising
- Gap between faculty and “professional” advisors
- Student satisfaction



2003 – present: Role of Advising Actively Examined

- Focus on student learning
- Retention, persistence, & completion
- Academic advising as a profession
- Research-based practice
- Scholar-practitioner model gains attention



What does your history tell you?

Armstrong, K. (2011). Academic advising, eh: A profile of undergraduate academic advising at Ontario universities.



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NACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

C2

NACADA Core Values of Academic Advising

The NACADA Statement of Core Values reflects the many cultural and educational contexts in which academic advising is practiced globally. A diverse, globally represented task force in conjunction with the input of NACADA members contributed to the creation of the statement. By virtue of this process, the following represents the Core Values of the academic advising profession as a whole. These values apply to all who perform academic advising by any role, title, or position as educators at their institutions.

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The Statement of Core Values is reviewed periodically to ensure its alignment with current professional practices, competencies, and philosophies. NACADA, The Global Community for Academic Advising encourages institutions to adopt the Statement of Core Values and support the work of those who provide academic advising.

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

- CARING
- COMMITMENT
- EMPOWERMENT
- INCLUSIVITY
- INTEGRITY
- PROFESSIONALISM
- RESPECT

C2

NACADA's Core Values of Academic Advising

CORE VALUES

- RESPECT**: Academic advisors build the success stories of all students. Advisors build positive relationships by understanding and responding to individual needs and preferences, including those of students with disabilities, and creating a safe and supportive environment for all students.
- PROFESSIONALISM**: Academic advisors act in accordance with the values of the profession of advising for the greater good of students, colleagues, institutions, and society.
- INTEGRITY**: Academic advisors and institutions are responsible for ethical and professional practice. Advisors value honesty, transparency, and accountability in the student, institution, and the advising profession.
- EMPOWERMENT**: Academic advisors promote autonomy and support students and the greater community in recognizing their potential, using challenge, and taking and applying their responsibility.
- COMMITMENT**: Academic advisors value and are committed to excellence in all dimensions of their practice. Advisors are committed to the profession, their institutions, and the students they serve, and they actively engage in the long-term learning and professional development of themselves and others.
- CARING**: Academic advisors are committed to work and responsible for others to ensure that students, faculty, staff, and institutions are thriving through the journey of advising and collaboration for students, colleagues, and others.

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

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- C3** Theory relevant to academic advising.

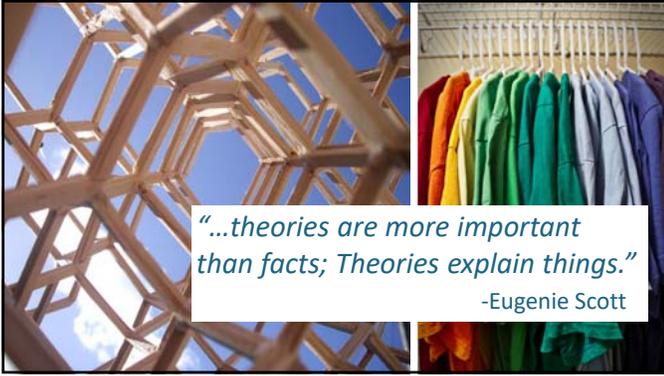
NACADA THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

Why Study Theory?

- Common language – facilitates communication
- Fosters collaboration
- Facilitates interaction with students

Musser, T. & Yoder, F. (2010). *The Conceptual Component of Advising: Developing the Purpose, Values, and Framework for Why We Do What We Do.*

NACADA THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING



C3 Theory relevant to academic advising.

- Student Development Theory
- Learning Theory
- Career Development Theory





ONACADA | One nation, one campus

Theories drawn from....

- Education
- Counseling
- Human Development
- Social Sciences
- Humanities

A Developmental View of Academic Advising as Teaching
Crookston (1972)

An Academic Advising Model
O'Banion (1972)

ONACADA | One nation, one campus

Theories from areas such as...



ONACADA THE GLOBAL EXPERIENCE FOR TECHNICAL EDUCATION

Organization of Theories

- **Adult Development Theory** *Levinson (1978)*
- **Life-Span Theory/Psychosocial Theory** *Erickson (1963), Super (1990)*
- **Person-Environment Theory** *Holland (1997)*
- **Learning Theory** *Bloom's Taxonomy (1956), Kolb (1984), Krumboltz (1996), Kuh (2008)*
- **Cognitive Information Processing** *Peterson, Sampson, Reardon (1991)*
- **Values-Based Approach** *Brown (1995)*
- **Student Development Theory** *Chickering (1993)*
- **Intellectual and Ethical Development** *Perry (1999)*
- **Career Development Theory** *Holland (1959), Mitchell & Krumboltz (1996)*
- **Other Relevant Theories** *Maslow (1970) Schlossberg (1984), Astin (1985), Tinto (1993), Duckworth (2016)*

ONACADA THE GLOBAL EXPERIENCE FOR TECHNICAL EDUCATION

Erikson's Identity Stages

Age	Identity Crisis	Resolution
0-1	Trust vs. Mistrust	Hope (0-1)
1-3	Autonomy vs. Shame	Will (1-3)
3-5	Initiative vs. Guilt	Purpose (3-5)
5-12	Industry vs. Inferiority	Competency (5-12)
12-18	Ego Identity vs. Role Confusion	Fidelity (12-18)
18-40	Intimacy vs. Isolation	Love (18-40)
40-65	Generativity vs. Stagnation	Care (40-65)
65+	Ego Integrity vs. Despair	Wisdom (65+)



J. L. (2014, July 23). Erikson's Stages of Development.

ONACADA THE GLOBAL EXPERIENCE FOR TECHNICAL EDUCATION

Chickering and Reisser

1. Developing intellectual, physical, interpersonal competence
2. Managing emotions
3. Developing emotional autonomy
4. Developing healthy interpersonal relationships
5. Establishing identity
6. Developing purpose
7. Developing integrity

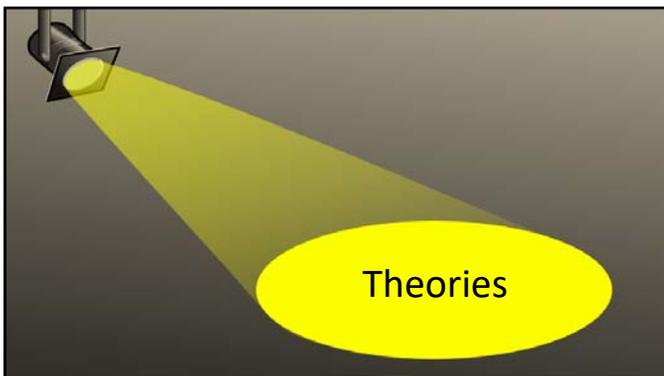
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Perry's Theory of Intellectual Development

- Truth is absolute
- When truths are challenged, students grow and adapt

Dualism → *Subjective Multiplicity* → *Relativism*

ONACADA THE GLOBAL EXPERIENCE THE ACADemy PROVIDES



Theory Wrap-up

- Find theories that resonate
- Keep your mind open
- Keep a resource list
- Don't be afraid to apply theory to practice
- *Don't confuse theories with approaches*



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-  **C3** Theory relevant to academic advising.
-  **C4** Academic advising approaches and strategies.



Development of Advising Approaches

- 1972—Crookston (reprinted in the *NACADA Journal* in 1994)
 - Prescriptive
 - Information is pushed from the advisor to the student
 - Advisor as authority
 - Developmental
 - Information is co-constructed
 - Advisor and student are collaborators
 - Holistic approach to the student (Grites, 2013)



Development of Advising Approaches

- 21st Century—What is advising?
 - Advising as counseling and bookkeeping
 - Advising as teaching (Lowenstein, 2005)
 - Advising is advising (Schulenberg & Lindhorst, 2008)
- Learning-Centered Advising (Lowenstein, 2005; Wilcox, 2016)
 - Tailor advising and how to advise to the student



Advising Approaches

“The characteristics of each student—academic preparation, hopes and dreams, experiences, cognitive development, background, and eagerness to learn, among other descriptors—should affect advisors’ decisions about how, what, when, and why they teach as well as the ways and content that students learn” (Reynolds, 2013, p. 41).

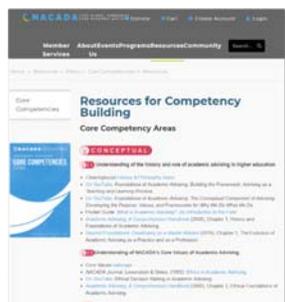


Since *“each student is unique, with their own unique combination of experiences, of intersectionality of identities...no one approach alone will work with every student” (Spight, 2015, para. 6).*



Advising Approaches

- Proactive
- Strengths-Based
- Appreciative
- Advising as Coaching
- Motivational Interviewing
- Narrative
- Counseling theories
- Hermeneutics and humanities



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- C5** Expected outcomes of academic advising.



Advising enhances learning and at its core is a locus of learning and not merely a signpost to learning.

- Marc Lowenstein (2014). *Theory of Integrative Learning*

Learning Outcomes

- What do we want students to learn from their encounters with us?
- How should it be learned?
- Are we acknowledging and recognizing student identity and stages of development in this process?
- How do we know that students are learning?

Learning Outcomes



- Create an academic plan based on individual assessments of abilities, values, and interests
- Use complex information from various sources to set goals and make decisions
- Assume responsibility for meeting academic program responsibilities
- Cultivate habits that inspire lifelong learning
- Be active citizens which engage with the world around them

NACADA Concept of Academic Advising (2006)



CONCEPTUAL

Core competencies in the **Conceptual component** (concepts academic advisors must understand) include **understanding of**:

- C1** The history and role of academic advising in higher education.
- C2** NACADA's Core Values of Academic Advising.
- C3** Theory relevant to academic advising.
- C4** Academic advising approaches and strategies.
- C5** Expected outcomes of academic advising.
- C6** How equitable and inclusive environments are created and maintained.



C6

How equitable and inclusive environments are created and maintained.





Inclusivity

Academic advisors respect, engage, and value a supportive culture for diverse populations. Advisors strive to create and support environments that consider the needs and perspectives of students, institutions, and colleagues through openness, acceptance, and equity.

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



Archambault's 5 Questions (2015)

- How does the student's experience differ from my own?
- Am I making assumptions about this student based upon both visible and invisible areas of diversity?
- How do my assumptions about all students on this campus seem to fit or not fit this student?
- What student characteristics contribute to academic successes or challenges?
- What type of support does this student (and this campus) possess to address specific areas of diversity that they represent?





Understanding Others

Socio-cultural Theories, such as:

- Ecological Theory of Mixed Race Identity Development
- Hispanic Identity Model
- Stereotype Threat



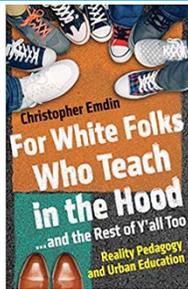
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Understanding Others

Learning Theories, such as:

- Multiple Intelligences
- Universal Design for Learning
- Hip Hop and Reality Pedagogy



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Structural Awareness

EQUALITY

EQUITY

<https://seanet2.wordpress.com/2016/01/30/equality-vs-equity-sameness-vs-fairness-justice-vs-laziness/>

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Structural Awareness

EQUITY

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Building Advisor Competency: Conceptual Understanding Component

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