

# *Building Advisor Competency: Conceptual Understanding Component*

## Presenters:

Sara Ackerson

Academic Advisor  
Coordinator of Advisor Learning Program  
Washington State University  
[sara.ackerson@wsu.edu](mailto:sara.ackerson@wsu.edu)

Kyle Ross

Academic Advisor  
College of Nursing  
Washington State University  
[kwross@wsu.edu](mailto:kwross@wsu.edu)

Susan Poch

Assistant Vice Provost for Undergraduate Education  
Washington State University  
[poch@wsu.edu](mailto:poch@wsu.edu)

Julie Givans Voller

Director of Academic Advising  
Phoenix College, a Maricopa Community College  
[julie.voller@phoenixcollege.edu](mailto:julie.voller@phoenixcollege.edu)

---

## 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>

Anzaldúa, G. (1987). *Borderlands: la frontera* (Vol. 3). San Francisco: Aunt Lute.

Archambault, K. L. (2015). Developing self-knowledge as a first step toward cultural competence. In P. Folsom, F. Yoder, & J. E. Joslin (Eds.), *The new advisor guidebook; Mastering the art of academic advising* (pp. 185-201). San Francisco: Jossey-Bass.

Archambault, K. L. (2016). Knowing and reaching students. In T. Grites, M. A. Miller, & J Givans Voller (Eds.), *Beyond foundations: Developing as a master academic advisor* (pp. 107 - 122 ). San Francisco: Jossey-Bass.

Armstrong, K. (2011). Academic advising, eh: A profile of undergraduate academic advising at Ontario universities. (Unpublished master's thesis). Brock University, St. Catherines, ON. Retrieved from: [https://dr.library.brocku.ca/bitstream/handle/10464/3918/Brock\\_Armstrong\\_Kerry\\_2011.pdf?sequence=1](https://dr.library.brocku.ca/bitstream/handle/10464/3918/Brock_Armstrong_Kerry_2011.pdf?sequence=1)

Cate, P. & Miller, M. A. (2015). Academic advising within the academy. In P. Folsom, F. Yoder, & J. E. Joslin (Eds.), *The new advisor guidebook; Mastering the art of academic advising* (pp. 39-53). San Francisco, CA: Jossey-Bass.

Cook, S. (2009). Important events in the development of academic advising in the United States. *NACADA Journal*, 29(2), 18-40.

Crookston, B. B. (1972). A developmental view of academic advising as teaching. *Journal of College Student Personnel*, 13(1), 12-17.

Crookston, B. B. (1994). A developmental view of academic advising as teaching. *NACADA Journal* 14(2), 5-9.

Emdin, C. (2016). *For White folks who teach in the Hood... and the rest of y'all too: Reality pedagogy and urban education*. Beacon Press.

Erickson, E. H. (1963). *Childhood and society* (2<sup>nd</sup> ed.) New York: Norton.

- Eyre, C., Alexie, S., Bressler, C., Estes, L., Rosenfelt, S., Skinner, D. (Producers), & Eyre, C. (Director). (1998). *Smoke signals* [Motion picture]. Canada: Miramax.
- Folsom, P. (2015). Mastering the art of advising. In P. Folsom, F. Yoder, & J. E. Joslin (Eds.), *The new advisor guidebook; Mastering the art of academic advising* (pp. 3-35). San Francisco: Jossey-Bass.
- Ford, S. S. (2007). The essential steps for developing the content of an effective advisor training and development program. Retrieved from <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advisor-Training-Steps.aspx>
- Frost, S. H. (2000). Historical and philosophical foundations for academic advising. In V. N. Gordon, & W. R. Habley, & Associates, *Academic Advising: A comprehensive handbook* (pp. 3-34). San Francisco, CA: Jossey-Bass.
- Gardner, H. (2011). *Frames of mind: The theory of multiple intelligences*. Basic books.
- Gigliotti, D., Chernin, P., Topping, J., Williams, P., Melfi, T. (Producers), & Melfi, T. (Director). (2016). *Hidden figures* [Motion picture]. United States: 20<sup>th</sup> Century Fox.
- Grites, T. J. (2013). Developmental academic advising. In J. K. Drake, P. Jordan, & M. A. Miller (Eds.), *Academic advising approaches: Strategies that teach students to make the most of college* (pp. 45-59). San Francisco, CA: Jossey-Bass.
- Habley, W.R. (1995). Advisor Training in the Context of a Teaching Enhancement Center. In R. E. Glennen and F.N. Vowell (Eds.) *Academic Advising as a Comprehensive Campus Process*. (p 76). (National Academic Advising Association Monograph Series, no. 2.). Manhattan, KS: National Academic Advising Association.
- Hagen, P. L. & Jordan, P. (2008). Theoretical foundations of academic advising. In V. N. Gordon, W. R. Habley, & T. J. Grites (Eds.), *Academic advising: A comprehensive handbook*, (2nd Ed., pp. 17-35). San Francisco, CA: Jossey-Bass.
- Higginson, L. C. (2000). A frame work for training program content revisited. In V. N. Gordon, W. R. Habley, & Associates (Eds.), *Academic advising: A comprehensive handbook* (pp. 298-306). San Francisco, CA: Jossey-Bass.
- Himes, H., & Schulenberg, J. (2016). The evolution of academic advising as a practice and as a profession. In T. J. Grites, M. A. Miller, & J. Givans Voller (Eds.), *Beyond foundations: Developing as a master academic advisor* (pp. 1-20). Hoboken, NJ: Jossey-Bass.
- Kuhn, T. L. (2008). Historical foundations of academic advising. In V. N. Gordon, W. R. Habley, & T. J. Grites (Eds.), *Academic Advising: A Comprehensive Handbook* (2nd ed., pp. 3-16). San Francisco, CA: Jossey-Bass.
- Lowenstein, M. (2005). If advising is teaching, what do advisors teach? *NACADA Journal*, 25(2), 65-73.
- Lowenstein, M. (2014, August 12). Toward a theory of advising. Retrieved from <https://dus.psu.edu/mentor/2014/08/toward-a-theory-of-advising/>
- Musser, T. & Yoder, F. (2010). *The Conceptual Component of Advising: Developing the Purpose, Values, and Framework for Why We Do What We Do*. Viewable at <https://www.youtube.com/watch?v=6OJnBNgFACY&feature=youtu.be>
- O'Banion, T. (1972). An academic advising model. *Junior College Journal*, 42(6), 62–69.
- Project Implicit. (2011). Retrieved from <https://implicit.harvard.edu/implicit/>
- Perry, W. G., Jr. (1968). *Forms of Intellectual and Ethical Development in the College Years: A Scheme*. New York: Holt, Rinehart, and Winston.

Renn, K. A. (2008). Research on biracial and multiracial identity development: Overview and synthesis. *New Directions for Student Services*, 2008(123), 13-21.

Reynolds, M. M. (2013). Learning-centered advising. In J. K. Drake, P. Jordan, & M. A. Miller (Eds.), *Academic advising approaches: Strategies that teach students to make the most of college* (pp. 33-43). San Francisco, CA: Jossey-Bass.

Rose, DH, & Meyer, A (2002) *Teaching Every Student in the Digital Age: Universal Design for Learning* Alexandria, VA: ASCD.

Roufs, K. (2015). Theory Matters. In P. Folsom, F. Yoder, & J. E. Joslin (Eds.), *The new advisor guidebook; Mastering the art of academic advising* (pp. 67-81). San Francisco: Jossey-Bass.

Sannes, A. (2017, December). From the president: Conversation on diversity, inclusion, and engagement in leadership. *Academic Advising Today*, 40(4). Retrieved from <https://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/From-the-President-Conversation-on-Diversity-Inclusion-and-Engagement-in-Leadership.aspx>

Schulenberg, J., & Lindhorst, M. (2008, March). Advising is advising: Toward defining the practice and scholarship of academic advising. *NACADA Journal*, Vol 28, No 1 (Spring), pp 43-53.

Schulenberg, J., & Lindhorst, M. (2010). In P. L. Hagen, T. L. Kuhn, & G. M. Padak (Eds.), *Scholarly inquiry in academic advising* (monograph) (pp. 17-28). Manhattan, KS: NACADA: The Global Community for Academic Advising.

Scott, Eugenie quote: ThinkExist.com, n.d.

Spight, D. (2015, December). From the president: Four challenges. *Academic Advising Today*, 38(4). Retrieved from <http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/From-the-President-Four-Challenges.aspx>

Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans. *Journal of personality and social psychology*, 69(5), 797.

Torres, Vasti, Mary F. Howard-Hamilton, and Diane L. Cooper. Identity development of diverse populations: Implications for teaching and administration in higher education: ASHE-ERIC Higher Education Report. Vol. 12. John Wiley & Sons, 2011.

Walker, A. (1982). *The color purple*. Harcourt Brace Jovanovich.

Wilcox, E. (2016). An end to checklist thinking: learning-centered advising in practice. Retrieved from <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/An-End-to-Checklist-Thinking-Learning-Centered-Advising-in-Practice.aspx>

# 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:

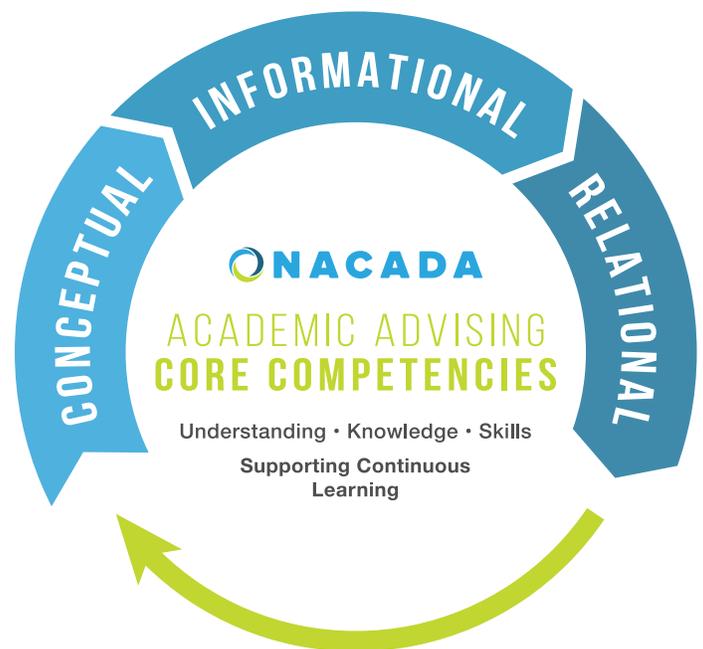
- **Primary Role Advisors** for self-assessment and evaluation, and to guide learning, career development, and advancement.
- **Faculty Advisors and Advising Administrators** to clarify academic advising roles and responsibilities, and to highlight the contributions of academic advising to teaching and 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](https://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

Sara Ackerson, Kyle Ross, Susan Poch  
Washington State University  
Julie Givans Voller  
Phoenix College



#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  
FOR ACADEMIC ADVISING**

**CONCEPTUAL**

Core competencies in the Conceptual component (concepts academic adv 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.

**Conceptual Understanding** | **Informational Knowledge** | **Relational Skills**

NACADA  
THE NATIONAL ASSOCIATION OF  
COLLEGE AND UNIVERSITY ADVISORS

---

---

---

---

---

---

---

---

---

---

**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)

NACADA  
THE NATIONAL ASSOCIATION OF  
COLLEGE AND UNIVERSITY ADVISORS

---

---

---

---

---

---

---

---

---

---

## 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.

---

---

---

---

---

---

---

---




---

---

---

---

---

---

---

---

**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.

**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.

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.

<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 welcoming 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.
- INCLUSIVITY**: Academic advisors engage, welcome, and value a diverse range of students and programs. Advisors are committed to equity and partnership with students, faculty, and staff to create a supportive and inclusive environment through open communication and collaboration.
- EMPOWERMENT**: Academic advisors empower and support students and the greater community to overcome their academic, social, and financial challenges and realize their potential.
- INTEGRITY**: Academic advisors act honestly and ethically in all professional and personal practice. Advisors value honesty, transparency, and accountability in the student, institution, and the advising profession.
- COMMITMENT**: Academic advisors value and are committed to excellence in all aspects of their practice. Advisors are committed to the profession, the institution, and the students they serve, and they actively engage in the ongoing learning and professional development.
- CARING**: Academic advisors are committed to work and responsible for others to ensure that students, faculty, staff, and the greater community benefit through the practice of advising and collaboration for students, colleagues, and others.

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

---

---

---

---

---

---

---

---

---

---

**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.

**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

---

---

---

---

---

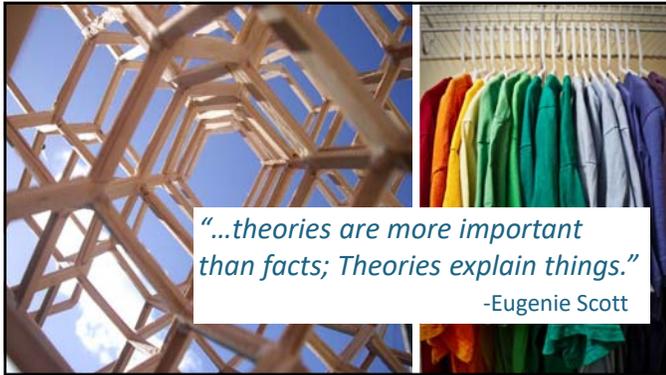
---

---

---

---

---




---

---

---

---

---

---

---

---

C3 Theory relevant to academic advising.

- Student Development Theory
- Learning Theory
- Career Development Theory





ONACADA One North Carolina Area Developmental Association

---

---

---

---

---

---

---

---

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 North Carolina Area Developmental Association

---

---

---

---

---

---

---

---

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

ONACADA THE GLOBAL EXPERIENCE THE ACADemy PROVIDES

---

---

---

---

---

---

---

---

### 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

---

---

---

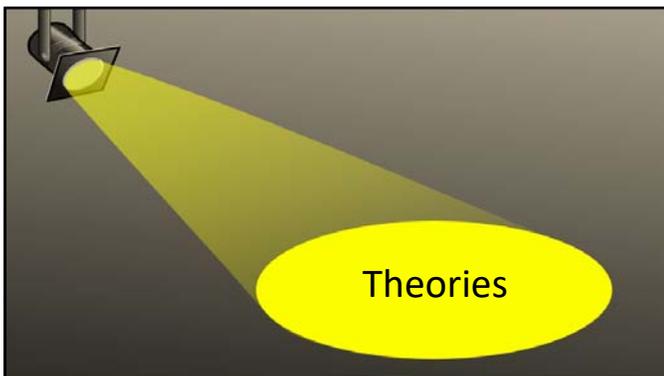
---

---

---

---

---



---

---

---

---

---

---

---

---

### 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*




---

---

---

---

---

---

---

---

### 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.




---

---

---

---

---

---

---

---

### 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

- 21<sup>st</sup> 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).*




---

---

---

---

---

---

---

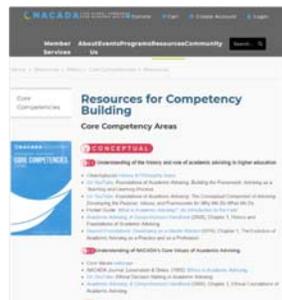
---

---

---

## Advising Approaches

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




---

---

---

---

---

---

---

---

---

---

## 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.

---

---

---

---

---

---

---

---



*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>

ONACADA THE GLOBAL EXPERIENCE THE GLOBAL COMMUNITY

---

---

---

---

---

---

---

---

### 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?

ONACADA THE GLOBAL EXPERIENCE THE GLOBAL COMMUNITY

---

---

---

---

---

---

---

---



ONACADA

---

---

---

---

---

---

---

---

### Understanding Others

Socio-cultural Theories, such as:

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



Photo courtesy of CollegeDegrees360 / Creative Commons

ONACADA THE GLOBAL COMMUNITY FOR ALL

---

---

---

---

---

---

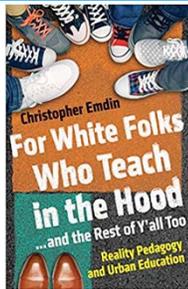
---

---

### Understanding Others

Learning Theories, such as:

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



ONACADA THE GLOBAL COMMUNITY FOR ALL

---

---

---

---

---

---

---

---

WE LIVE HERE

ONACADA THE GLOBAL COMMUNITY FOR ALL

---

---

---

---

---

---

---

---

### Structural Awareness

#### EQUALITY

#### EQUITY

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

ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

---

---

---

---

---

---

---

---

---

---

### Structural Awareness

#### EQUITY

ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

---

---

---

---

---

---

---

---

---

---

### **Building Advisor Competency: Conceptual Understanding Component**

Presenters:  
 Sara Ackerson, Washington State University  
 Kyle Ross, Washington State University  
 Susan Poch, Washington State University  
 Julie Givans Voller, Phoenix College

© 2017 ONACADA: The Global Community for Academic Advising  
 The content of all material in this presentation are copyrighted by ONACADA: The Global Community for Academic Advising, unless otherwise indicated. Copyright is not claimed as to any part of an original work prepared by a U.S. or state government officer or employee as part of that person's official duties. All rights are reserved by ONACADA, and content may not be reproduced, downloaded, disseminated, published, or transformed in any form or by any means, except with the prior written permission of ONACADA, or as indicated herein. Members of ONACADA may download digital or other content for their own use, consistent with the mission and purpose of ONACADA. However, no part of such content may be otherwise or subsequently be reproduced, downloaded, disseminated, published, or transformed, in any form or by any means, except with the prior written permission of, and with express attribution to ONACADA. Copyright infringement is a violation of federal law and is subject to criminal and civil penalties. ONACADA and ONACADA: The Global Community for Academic Advising are service marks of the ONACADA: The Global Community for Academic Advising.

ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

---

---

---

---

---

---

---

---

---

---