

Building Advisor Competency: Developing a Profession of Advising through Training, Development, & Scholarship

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Overview

In the September opening broadcast of this year's *Building Advisor Competency* series, presenters discussed *Facing Fear and Creating Our Best Professional Selves*. In this webinar, sponsored by the [NACADA Advisor Training and Development Commission](#), commission members will build on that foundation and address concepts surrounding the development paths of academic advisors and the advancement of academic advising as a profession.

Our presenters will discuss what it means to be "a professional" in the academic advising field, including the characteristics and behaviors of an advising professional, and how progressive training and development of advisors (new, mid-level, advanced) and the scholarship of advising (i.e., service, presenting, teaching, publishing, research) contribute to this understanding. They will provide suggestions for how advisors can assess their current professional path and create a development path based on the recently developed [NACADA Academic Advising Core Competencies Model](#). Existing NACADA resources designed to facilitate and improve training, development, and scholarship of academic advisors will be discussed. Academic advisors of all experience levels will benefit from this engaging discussion and panel.

Suggested Questions for Pre-Webinar Discussion

- What is your definition of a professional? A professional advisor?
- How do you measure professionalism? Is professionalism a trait, or is it a skill you can learn?
- What (if any) is the difference between training and development?
- What training and development activities promote advising as a profession? What T&D activities do you participate in to develop as an advising professional?
- What are the elements of training and development on your campus?
- How do you determine what trainings and professional development activities in which to participate?
- How do you assess your own learning as an advisor? How do you assess T&D on your campus?

Suggested Questions for Post-Webinar Discussion

- What are some aspects of T&D are you currently doing well?
- What would you like to incorporate more into your individual and/or campus T&D?
- How will you incorporate the Core Competencies into your T&D?
- Which NACADA webinar will support your T&D?

References and Resources

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

- NACADA Concept of Academic Advising
- NACADA Core Values of Academic Advising
- NACADA Academic Advising Core Competencies
- Council for the Advancement of Standards (CAS) Standards for Academic Advising

NACADA Academic Advising Core Competencies Guide (PG23) – Available at <https://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>

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

Wuebker, M., & Cook, A. (2017, September). Online training for new advisors. *Academic Advising Today*, 40(3). Retrieved from <https://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Online-Training-for-New-Advisors.aspx>

Scholarly Inquiry (Research) “Levels of Involvement and Experience”

(Wendy Troxel, NACADA-KSU Research Center Director, 2017)

NACADA views research as scholarly inquiry into all aspects of the advising interaction, the role of advising in higher education, and the effects that advising can have on students. It regards consuming and producing research as the collective responsibility of all members of the higher education advising community, including advisors, faculty, administrators, and students. (NACADA, 2008)

Please review the components of research experience and involvement below. Your understanding and development of these components will determine your current and future levels of involvement and experience with research.

LEVEL 1: Evidence-based Practice: Foundational Level (professional commitment)

- 1.1 (A) I agree with the statement above (NACADA, 2008) and understand that evidence informs practice, which leads to deeper knowledge about the components of student success and/or the context and theoretical bases of academic advising.
- 1.2 (B) I agree with the statement above (NACADA, 2008) and occasionally (or even regularly) read articles and consult resources related to student success or some aspect of academic advising.
- 1.3 (C) Occasionally (or even regularly) I implement what I’ve learned from the scholarly literature in my role with students. (May also be part of a team approach.)
- 1.4 (D) I am interested in conducting some type of research study, even a small-scale one, but am not sure how to go about the process of scholarly inquiry. I would like to be introduced to all components of the research process and possibly collaborate with others in some way.

LEVEL 2: Evidence-based Practice: Collaborative Level (active involvement)

2.1 (E) **Observatory Level** – I have been involved with a research study, but only as an interested observer, such as a:

- (a) Participant--so I have seen how the data collection and analysis process works...
- (b) Student (undergrad or grad) assistant--but not as the primary investigator...

2.2 (F) **Conceptual Level** - Still up for discussion, but I have:

- A general area of interest that has been identified...
- Possible research questions (if a social science design)...
- Theoretical framework in mind...
- Thinking about possible research designs...
- Have read some research articles related to my topic...

2.3 **Operational Level** – I’m set:

2.3.1 (G) – Proposed Study:

- A purpose of the study has been identified and research questions have been articulated...
- I have a theoretical framework in mind...
- My research design has been identified and proposed...
- I have conducted a review of related literature...

2.3.2 (H) – Completed Study:

- I have conducted a research study and am ready for more!

SMART Goal Setting

SMART =

Specific – The goal should identify a specific action or event that will take place.

Measurable – The goal and its benefits should be quantifiable.

Achievable – The goal should be attainable given available resources.

Realistic – The goal should be challenging, but allow the likelihood of success.

Timely – The goal should be possible within a particular time-frame.

Tips for Effective Goal Setting

- ❖ State goals as declarations of intentions, not items on a general wish list. *“I want to advise students well”* lacks power. *“When I advise students I will always include a positive message to end on”* is intentional and powerful.
- ❖ A long-term goal is usually attained by reaching a series of short-term goals. You may have a goal that you hope to achieve in 2 years, but you will want to set some more immediate goals (short-term goals), perhaps semester by semester, to keep yourself on track.
- ❖ Be specific. *“To meet with all of my advisees this semester”* is too general (and would not necessarily be an achievable result!) *“I will discuss and document each student’s current career goal this semester”* is better.
- ❖ Be reasonable. *“To be a millionaire by age 30”* is a great wish. With a little luck it might just happen, but the odds of this occurring are not in your favor. However, having a plan that includes your educational goals may help you become a millionaire later in life.
- ❖ Write down your goals, put them in a visible location and even share your goals with someone close to you. If you regularly revisit your goals, follow your action steps, and monitor your progress, you will see results.
- ❖ Review and revise your goals and your action steps. Life goes on. People change. Setbacks will occur. Windfalls will come your way. Having some flexibility will go a long way to not only achieving your goals, but also enjoying reaching them!

Examples and adjustments:

From: Encourage students to get good grades this semester.

To: Challenge students to achieve a 3.0 at Midterm.

From: Lose 20 pounds.

To: Exercise 2-3 times per week and increase my daily activity.

SMART Goal Worksheet

Goal Statement:

What do I need to reach this goal?

Where am I now?

Obstacles:

- 1.
- 2.
- 3.

Potential Solutions:

- 1.
- 2.
- 3.

Educational Goal Planning Worksheet

My major career goal is:

3 Short-term goals necessary for me to achieve my major career goal:

- 1.
- 2.
- 3.

What makes the above goals:

Specific:

Measurable:

Achievable:

Realistic:

Timely:

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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:

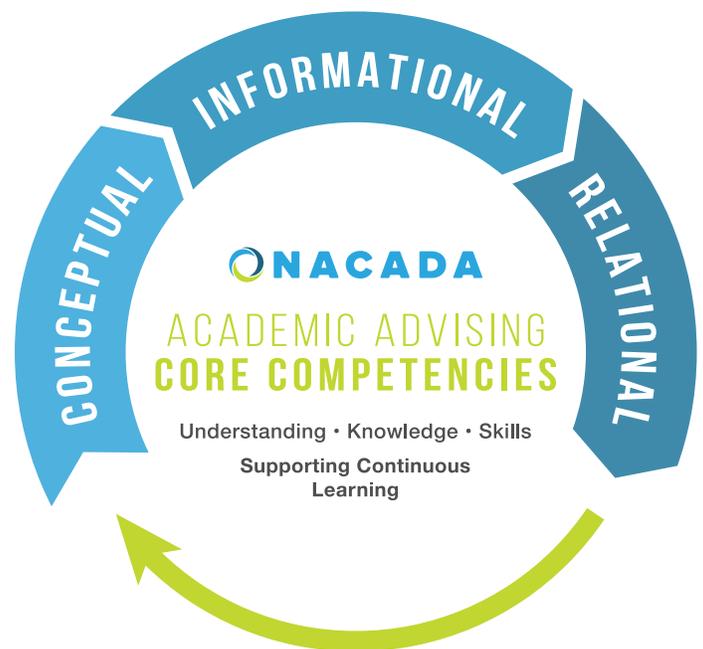
- **Primary Role Advisors** for self-assessment and evaluation, and to guide learning, career development, and advancement.
- **Faculty Advisors and Advising Administrators** to clarify academic advising roles and responsibilities, and to highlight the contributions of academic advising to teaching and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

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What Constitutes a 'Professional'?

Competencies

CONCEPTUAL

(Understanding)

INFORMATIONAL

(Knowledge)

RELATIONAL

(Skills)



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What Constitutes a 'Professional'?

CONCEPTUAL

- Personal presence & characteristics guided by values and ethics



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What Constitutes a 'Professional'?

INFORMATIONAL

- Role within organization



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What Constitutes a 'Professional'?

RELATIONAL

- Ability to effectively communicate and relate concepts and information to others



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Advisor Training Approaches

- CONCEPTUAL
- INFORMATIONAL
- RELATIONAL

ONACADA

Advisor Training Approaches

- INFORMATIONAL

- What one does
 - Specific data needed to do the job
 - ex. Curriculum, Institutional Policies

ONACADA

Training & Development Approaches

- INFORMATIONAL
 - What
- RELATIONAL
 - How

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Advisor Training Approaches

INFORMATIONAL

What

RELATIONAL

How the job is done

- Ex. Advising Approaches



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Training & Development Approaches

INFORMATIONAL

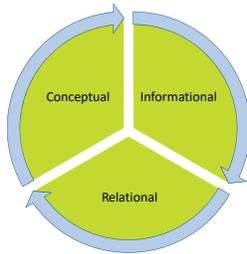
What

RELATIONAL

How

CONCEPTUAL

Why



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Advisor Training Approaches

INFORMATIONAL

What

RELATIONAL

How

CONCEPTUAL

Why the job is done the way it is

- Ex. Student Development Theory



ONACADA

Matt

- Formal campus sponsored advisor development program
- Advising Scholarship

Rebecca

- Advisor development through campus organizations
- Advisor Engagement

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SUNY Hudson Valley

Hudson Valley Community College

Academic Advising Certificate of Completion

Center for Effective Teaching



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Certificate Overview

- 18 Hours Total with 6 Hours required in each Topic Area
- Sessions are 1 ½ - 3 Hours
- Courses designed by in-house academic professionals as well as professionals from the community.



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Topic Areas

- *Foundations of Advising*
- *Advising Tools & Resources*
- *Advising Special Groups*



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Marketing

- Advisor Listserv
- Employees Listserv
- Campus Chronicle
- Calendars
- Registration
- Electronic Form & Digital E-mail



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Assessment & Recognition

- Quantitative & Qualitative
- Campus-wide Announcements
- Annual Faculty Honors Convocation
- NACADA Campus Award Winners



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Campus Organizations

Professional Training and Development

- Monthly Programs
- NACADA Webinars
- Advisor Development Events



Campus Organizations

Networking & Interaction

- Advisor Social Hour
- Holiday Events
- Pre-Event Social



Professional Organization Involvement



Leadership opportunities foster skill development



Professional Organization Involvement

Recognition

- Advising Awards
- Awards Ceremony
- Service Recognition



Recognition



Involvement & Engagement



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Scholarship

NACADA
Center for
Research
at Kansas
State
University



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Scholarship

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Who am I as a professional?

Who do I want to be?

HOMEWORK

Where do I want to go in my professional career?

How am I going to get there?

A
S
S
E
S
S
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GOAL SETTING

S SPECIFIC

M MEASURABLE

A ATTAINABLE

R RELEVANT

T TIME-BOUND

- Why is this goal valuable to my professional training and development?
- What resources are available?
- How can NACADA resources support that goal?
- NACADA Advisor Core Competencies

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ACADEMIC ADVISING CORE COMPETENCIES GUIDE

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Academic Advising Core Competencies Guide

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Appendix A: Core Competency Area: Collaborative Competency	
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Appendix C: Core Competency Area: Relational Competency	

Additional copies of this document may be obtained from:
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Academic Advising Core Competencies

Components:

- CONCEPTUAL
 - provides context
- INFORMATIONAL
 - provides substance
- RELATIONAL
 - provides skills

NACADA
ACADEMIC ADVISING
CORE COMPETENCIES
*Understanding - Knowledge - Skills
Applying Content - Inquiry
Building Community - Advising*

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Upcoming Web Events

- **Wednesday, December 13, 2017** - *Building Advisor Competency: Introduction to the NACADA Academic Advising Core Competencies Model (DW79)*
- **Thursday, February 1, 2018** - *Building Advisor Competency: Conceptual Understanding Component (DW80)*
- **Tuesday, March 6, 2018** - *Building Advisor Competency: Informational Knowledge Component (DW81)*
- **Wednesday, April 4, 2018** - *Building Advisor Competency: Relational Skills Component (DW82)*
- **Wednesday, May 9, 2018** - *Using the Academic Advising Core Competencies Model to Create an Action Plan for Professional Growth and Development (DW83)*

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