Building Advisor Competency:
Informational Knowledge Component

Presenters:

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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 February 2018, our presenters followed up with discussion of the Model's **Conceptual understanding component.**

In this webinar, our Presenters will continue the conversation with a deeper look at the Model's **Informational knowledge component**. The competencies included in the informational component provide advising personnel with the substance of academic advising. It covers the **knowledge** that academic advisors must gain to be able to guide students at their institution. When the subject of academic advising comes up, thoughts inevitably turn to the amount of information advisors are expected to know or have access to, for information is the coin of the advising realm!

Suggested Questions for Pre- or Post-Webinar Discussion

- As an institution, how do we disseminate changes to policies, procedures, curriculum changes, etc. to our advising community?
- Is there an option to utilize technology to support the dissemination?
- How do academic advisors learn our institution's history, mission, vision and values?
- How do academic advisors learn about legal guidelines, including privacy regulations and confidentiality?
- What resources does our institution utilize to update academic advisors on the characteristics of emerging populations and ever-changing campus and community resources?

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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

Resources for Competency Building webpage –
http://www.nacada.ksu.edu/Resources/Pillars/CoreCompetencies/Resources.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: Conceptual Component* – Available at
https://www.nacada.ksu.edu/Resources/Product-Details.aspx?ProductsDetails=yes&ID=REC080MASTER

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

Webinar recording – *Enduring Advisor Success: Mastering the Art of Advising through the First Year of Advising and Beyond.* Available at https://www.youtube.com/watch?v=vmQcNPH3K08&feature=youtu.be

Advising Syllabi Resource Links, *NACADA Clearinghouse of Academic Advising* –
http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advising-Syllabi-Resource-Links.aspx

Handbooks Index, *NACADA Clearinghouse of Academic Advising* –
https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Handbooks-Index.aspx

Legal and Ethical Issues, *NACADA Clearinghouse of Academic Advising* –
https://www.nacada.ksu.edu/Resources/Clearinghouse/Clearinghouse-Index/Legal-and-Ethical-Index.aspx

Student Populations Index, *NACADA Clearinghouse of Academic Advising* –
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Technology in Advising, *NACADA Clearinghouse of Academic Advising* –
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Working with Undocumented, Dreamer, and Immigrant Students, *NACADA Clearinghouse of Academic Advising* –
https://www.nacada.ksu.edu/Resources/Clearinghouse/Working-with-Undocu-Dreamer-and-Immigrant-Students-Index.aspx

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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.

INFORMATIONAL

CONCEPTUAL

RELATIONAL

NACADA

ACADEMIC ADVISING
CORE COMPETENCIES

Understanding · Knowledge · Skills

Supporting Continuous Learning

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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Building Advisor Competency:
Informational Knowledge Component

INFORMATIONAL

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Framework

Components:

CONCEPTUAL
• provides context

INFORMATIONAL
• provides substance

RELATIONAL
• provides skills

INFORMATIONAL
RELATIONAL
CONCEPTUAL

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ACADEMIC ADVISING
CORE COMPETENCIES
Understanding · Knowledge · Skills
Supporting Continuous Learning

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INFORMATIONAL

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

11 Institution specific history, mission, vision, values, and culture.
12 Curriculum, degree programs, and other academic requirements and options.
13 Institution specific policies, procedures, rules, and regulations.
14 Legal guidelines of advising practice, including privacy regulations and confidentiality.
15 The characteristics, needs, and experiences of major and emerging student populations.
16 Campus and community resources that support student success.
17 Information technology applicable to relevant advising roles.

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INFORMATIONAL

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

I 1

Institution specific history, mission, vision, values, and culture

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

I 2

Curriculum, degree programs, and other academic requirements and options

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Ensuring Advisor Success: Mastering the Art of Advising through the First Year of Advising and Beyond

April 17, 2008

Patricia Folsom
Assistant Provost for Enrollment Services
Director, Academic Advising Center
University of Iowa

Jennifer Joslin
Senior Associate Director for Advisor Training and Development
Academic Advising Center
University of Iowa

Mastering the Art of Advising through the First Year of Advising and Beyond

https://www.youtube.com/watch?v=vmQcNPH3K08&feature=youtu.be

2

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

I2

Curriculum, degree programs, and other academic requirements and options

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Managing Electronic Communication Technologies for More Effective Advising

Managing Electronic Communications Technologies for More Effective Advising
George Steele and Anita L. Carter
2002

Introduction
The adoption of electronic communication technologies over the past decade has changed the nature of advisors' daily work. Voice mail, e-mail, and Web sites were introduced with the promise of helping us connect to our students. Judging from the flood of student contact these technologies produced, it can be said they have been successful. Most of us are drowning in incoming e-mail messages with overflowing inboxes and blinking lights on our voice mail. Responding effectively to student inquiries requires an integrated managed use of these technologies. This article offers suggestions for advisors seeking to better manage these electronic technologies while responding to their students' often times repetitive requests.

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http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Managing-Electronic-Communication-Technologies-for-More-Effective-Advising.aspx

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

I2

Curriculum, degree programs, and other academic requirements and options

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http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advising-Syllabi-Resource-Links.aspx

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

13

Institution specific policies, procedures, rules, and regulations

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

14

Legal guidelines of advising practice, including privacy regulations and confidentiality

4

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

15

The characteristics, needs, and experiences of major and emerging student populations

https://www.nacada.ksu.edu/Resources/Clearinghouse/Working-with-Undocu-Dreamer-and-Immigrant-Students-Index.aspx

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

16

Campus and community resources that support student success

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

17

Information technology applicable to relevant advising roles

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Creating a Flipped Advising Approach

by George Steele

Resources for Building Advisor Competency

- **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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