Definition of Competency

- Competency
  - The ability to do something successfully or efficiently
  - Authorized authority to deal with a particular matter
A Little History - Early Competencies

• Foundations Knowledge
• Knowledge of College Student Characteristics
• Knowledge of Higher Education
• Career Advising Knowledge and Skills
• Communication and Interpersonal Skills
• Knowledge and Application of Advising Skills at Local Institution
• Technical Knowledge and Skills


NACADA Academic Advising Core Competencies

Conceptual Component

What the advisor needs to understand about the student and about the institution’s advising environment

(Higginson, 2000)

Conceptual Component

• The history and role of advising in higher education
• NACADA’s Core Values of advising
• Theory relevant to advising
• Academic advising approaches and strategies
• Expected outcomes of advising
• How equitable and inclusive environments are created and maintained

Informational Component

Refers to the knowledge that advisors must gain to guide the students at their institution
(Folsom, 2015)

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

Relational Component

Addresses the skills an advisor needs to communicate the essential information from the other two components to the student
(Ford, 2007)

- Articulate a personal philosophy of advising
- Create rapport and build advising relationships
- Communicate in an inclusive and respectful manner
- Plan and conduct successful advising interactions
- Promote student understanding of the logic and purpose of the curriculum
- Facilitate problem solving, decision-making, meaning-making, planning, and goal setting
- Engage in ongoing assessment and development of self and the advising practice
Applying the Competencies in your Context

- What specific skills, knowledge, and experiences do academic advisors at your campus/office need to master?
- Where do those fit into the Core Competency areas and subcategories?
- Develop a rubric defining what it would look like for advisors to know/do each skill/knowledge set/experience.
  - Why is the skill/knowledge set important?
  - What behaviors will you see from advisors as a result?

Resources to Consider

- Campus HR Job Descriptions
  - What does institution identify as roles and responsibilities for advisors?
- Academic Advising Syllabi
  - What specific student learning outcomes do advisors need to help students achieve?
- Other Duties as Assigned......
- Stakeholders
  - Who else on campus depends on advisors to educate students on specific policies and procedures
  - Other?

Implementation

- Plan and timeline
- Work with stakeholders
- Consider both new and experienced advisors
- Create training & development
- Pilot and assess outcomes
- Revise and continue
- Institutionalize

Basis for Evaluation

How will you know if your advisors are meeting the competencies?

- Student feedback
- Advising artifacts
- Observation
- Advisor journals
- “360” feedback from stakeholders
Wrap-up

• How will identifying advising competencies change how you currently operate on your campus?
• What are challenges you may encounter?
• What benefits do you believe would result from identifying advising competencies?

The Hard Work at Home...

• How would identifying academic advising competencies change how you currently operate on your campus?
• Who are key stakeholders in determining which academic advisor competencies are critical for your campus environment?
• How do you get your campus academic advisors to embrace a common set of advising competencies?

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