Scholarly Advising and the NACADA Core Competencies
Practical Frameworks for Discussion, Implementation, and Inquiry

Presenters:
Debra A. Dotterer    Wendy G. Troxel
Assistant Dean     Director
University Advising    NACADA Center for Research at Kansas State University
Michigan State University   Kansas State University
dotterer@msu.edu    wgtroxel@ksu.edu

Overview

The NACADA Core Competencies were developed from foundational literature on the impact, context, and theories of academic advising. Many institutions have used the Core Competency framework for personal and professional goal-setting, but did you know that they can also be used to facilitate professional development activities like Common Readings? They can also be used to generate researchable questions for scholarly inquiry, and to articulate critical areas that need further exploration through assessment and/or research.

Join us as we unpack the NACADA Core Competencies through a “scholarly advising” lens that is both practical and actionable.

Pre-Webinar Activity Suggestions

In anticipation of the webinar:
- Review the NACADA Core Competencies and take a look at the references and resources available at the end of this document.
- Determine whether or not your institution has developed explicit expectations for academic advising and academic advisors. Gather those documents so you have access to them. Where are there similarities and differences with the NACADA Core Competencies?
- Review the “NACADA Core Competencies Self-Analysis Worksheet for Academic Advisors.” Consider using the tool for self-reflection prior to the webinar, either on your own or with colleagues. Jot down questions to be addressed during the webinar, as well as issues to talk about later.

Post-Webinar Activity Suggestions

Following the webinar:
- Facilitate finding the connections between your institution’s expectations (in writing) and the NACADA Core Competencies – anything missing?
- Address “out loud” the gaps between advisors’ perceptions of the role and the institution’s expectations of the role (and consider developing rubrics for scaffolding for experience).
- Include the “NACADA Core Competencies Self-Analysis Worksheet for Academic Advisors” in the annual performance review process, professional development activities, and recognition programs.
- Learn more about how others are using the Core Competencies (presentations and publications) – present and write, too!
References and Recommended Resources

Building Advisor Competency: Introduction to the NACADA Academic Advising Core Competencies Model, NACADA Digital Recordings, ISBN: 978-1-939213-38-9 December 13, 2017. Panelists: Teri Farr (Professional Development Committee Chair, University of Illinois at Urbana-Champaign), Sara Ackerson (Washington State University), Debra Dotterer (Michigan State University), Rhonda Christian (Durham College), Ashley Clark (University of Texas at Austin), Josephine Volpe (University of Illinois-Chicago). [Available online in the NACADA store.]


Trovel, W. G. & Dotterer, D. A. (2021). The NACADA core competencies analysis worksheet for academic advisors. [Included below.]


NACADA Research Agenda: Critical Questions in Academic Advising

NACADA supports research to advance knowledge about academic advising. Rigorous inquiry that investigates academic advising’s impact, context, or theoretical basis is particularly needed. The NACADA Research Committee has identified a three-pronged agenda of critical areas for scholarly inquiry:

- The **impact** of academic advising on students and institutions, such as measurement of advising’s impact on particular student populations or on institutional goals (such as student persistence, institutional retention, or program implementation) or analysis of the impact of particular advising practices, models, or organizational structures on student learning and development.
  - **Critical areas (for example):** International students; Racially minoritized students; Students from underrepresented populations; Impact of advising on persistence and retention; Impact of advising on student decision-making; Comparative studies of advising models; Measurement of student learning from advising

- The **context** of academic advising, which may include examination of institutional and cultural conditions that have an impact on student academic decision-making, institutional support, or reward and recognition of advising
  - **Critical areas (for example):** Faculty roles in academic advising; Use of technologies in engaging students in advising; Historic studies of the development of advising; Advising models and structures in settings outside of my country

- The **theoretical basis** of academic advising development and practice, including evaluation or analysis of advising-based theory from philosophical/theoretical perspectives informed by a variety of disciplines
  - **Critical areas (for example):** Theory-building from humanities disciplines and other disciplinary areas underrepresented in college student literature; Connections between academic advising and higher education’s broader learning mission

NACADA Research Committee (updated 2021)
NACADA Core Competencies Self-Analysis Worksheet for Academic Advisors

Wendy G. Troxel & Debra A. Dotterer

This worksheet is provided as one way to reflect on your perceived levels of confidence and experiences related to each of the recommended competencies as articulated by NACADA: The Global Community for Academic Advising (NACADA).

For each of the competencies listed, please indicate your perceived general level of competency in the left space the following codes:

1 = no experience
2 = minimum experience or confidence with the competency
3 = moderate level of competency
4 = high level of competency

Perceived level of competency: Indicate your current the level of competency, then the level you wish to have either in your current role or a future role. Then add a note if this is a competency that you are particularly interested in pursuing.

Experiences: In the table below that assessment, indicate specific experiences you’ve had that relate to the competency, including dates and details. Think of this as a portfolio you might use as you seek a new position, or a promotion, or an annual performance review. Write “no experience” if you have no experience. Don’t think of this as a failure, just room for growth!

Next Steps: In the final table, consider specific training or professional development activities and/or resources that you could pursue next. (Consider the need for presenting a breadth and diversity of skills to grow as an academic advisor (primary role or faculty) or advising administrator.)

SAMPLE

Conceptual 5. Expected outcomes of academic advising.

<table>
<thead>
<tr>
<th>Current Level</th>
<th>Aspirational Level</th>
<th>Notes (is this an area I’d like to work on?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4</td>
<td><strong>This seems important to help students understand what we do!</strong></td>
</tr>
</tbody>
</table>

Experiences

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/2020</td>
<td>Attended new advisor orientation at Acme Univ., listened to the Director of Advising talk about what we’re expected to do in advising sessions (received a copy of the advising syllabus)</td>
</tr>
<tr>
<td>10/2020</td>
<td>Attended a NACADA Annual Conference session on SLOs</td>
</tr>
</tbody>
</table>

Next Steps

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2021</td>
<td>Participate in a reading group with other members of my team to read at least one related article and develop an action plan for helping my advisees engage more deeply in at least one area</td>
</tr>
<tr>
<td>Fall 2021</td>
<td>Attend the NACADA Annual Conference and focus on sessions relating to this</td>
</tr>
<tr>
<td>Fall 2021</td>
<td>Search the NACADA publications for more information and practical tips</td>
</tr>
</tbody>
</table>
NACADA Competency: INFORMATIONAL

Using the following scale, reflect on your perceived levels of confidence and experiences for each competency and consider next steps for continued growth.

1 = no experience  
2 = minimum experience or confidence with the competency  
3 = moderate level of competency  
4 = high level of competency

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

Informational 1. Institution specific history, mission, vision, values, and culture.

<table>
<thead>
<tr>
<th>Current Level</th>
<th>Aspirational Level</th>
<th>Notes (is this an area I’d like to work on?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Experiences

Next Steps

Informational 2. Curriculum, degree programs, and other academic requirements and options.

<table>
<thead>
<tr>
<th>Current Level</th>
<th>Aspirational Level</th>
<th>Notes (is this an area I’d like to work on?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Experiences

Next Steps
Informational 3. Institution specific policies, procedures, rules, and regulations.

<table>
<thead>
<tr>
<th>Current Level</th>
<th>Aspirational Level</th>
<th>Notes (is this an area I’d like to work on?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Experiences

Next Steps

Informational 4. Legal guidelines of advising practice, including privacy regulations and confidentiality.

<table>
<thead>
<tr>
<th>Current Level</th>
<th>Aspirational Level</th>
<th>Notes (is this an area I’d like to work on?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Experiences

Next Steps

Informational 5. The characteristics, needs, and experiences of major and emerging student populations.

<table>
<thead>
<tr>
<th>Current Level</th>
<th>Aspirational Level</th>
<th>Notes (is this an area I’d like to work on?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Experiences

Next Steps
Informational 6. Campus and community resources that support student success.

<table>
<thead>
<tr>
<th>Current Level</th>
<th>Aspirational Level</th>
<th>Notes (is this an area I’d like to work on?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Experiences

Next Steps

Informational 7. Information technology applicable to relevant advising roles.

<table>
<thead>
<tr>
<th>Current Level</th>
<th>Aspirational Level</th>
<th>Notes (is this an area I’d like to work on?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Experiences

Next Steps
NACADA Competency: CONCEPTUAL

Using the following scale, reflect on your perceived levels of confidence and experiences for each competency and consider next steps for continued growth.

1 = no experience
2 = minimum experience or confidence with the competency
3 = moderate level of competency
4 = high level of competency

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

Conceptual 1. The history and role of academic advising in higher education.

<table>
<thead>
<tr>
<th>Current Level</th>
<th>Aspirational Level</th>
<th>Notes (is this an area I’d like to work on?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Experiences

Next Steps

Conceptual 2. NACADA’s Core Values of Academic Advising.

<table>
<thead>
<tr>
<th>Current Level</th>
<th>Aspirational Level</th>
<th>Notes (is this an area I’d like to work on?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Experiences

Next Steps

Conceptual 3. Theory relevant to academic advising.

<table>
<thead>
<tr>
<th>Current Level</th>
<th>Aspirational Level</th>
<th>Notes (is this an area I’d like to work on?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Experiences

<table>
<thead>
<tr>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Current Level</th>
<th>Aspirational Level</th>
<th>Notes (is this an area I’d like to work on?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Experiences

<table>
<thead>
<tr>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Conceptual 5. Expected outcomes of academic advising.

<table>
<thead>
<tr>
<th>Current Level</th>
<th>Aspirational Level</th>
<th>Notes (is this an area I’d like to work on?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Experiences

<table>
<thead>
<tr>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Conceptual 6. How equitable and inclusive environments are created and maintained.

<table>
<thead>
<tr>
<th>Current Level</th>
<th>Aspirational Level</th>
<th>Notes (is this an area I’d like to work on?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Experiences**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Next Steps**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NACADA Competency: RELATIONAL

Using the following scale, reflect on your perceived levels of confidence and experiences for each competency and consider next steps for continued growth.

1 = no experience  
2 = minimum experience or confidence with the competency  
3 = moderate level of competency  
4 = high level of competency

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

Relational 1. Articulate a personal philosophy of academic advising.

<table>
<thead>
<tr>
<th>Current Level</th>
<th>Aspirational Level</th>
<th>Notes (is this an area I’d like to work on?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Experiences

Next Steps

Relational 2. Create rapport and build academic advising relationships.

<table>
<thead>
<tr>
<th>Current Level</th>
<th>Aspirational Level</th>
<th>Notes (is this an area I’d like to work on?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Experiences

Next Steps
Relational 3. Communicate in an inclusive and respectful manner.

<table>
<thead>
<tr>
<th>Current Level</th>
<th>Aspirational Level</th>
<th>Notes (is this an area I’d like to work on?)</th>
</tr>
</thead>
</table>

Experiences

Next Steps

Relational 4. Plan and conduct successful advising interactions.

<table>
<thead>
<tr>
<th>Current Level</th>
<th>Aspirational Level</th>
<th>Notes (is this an area I’d like to work on?)</th>
</tr>
</thead>
</table>

Experiences

Next Steps

Relational 5. Promote student understanding of the logic and purpose of the curriculum.

<table>
<thead>
<tr>
<th>Current Level</th>
<th>Aspirational Level</th>
<th>Notes (is this an area I’d like to work on?)</th>
</tr>
</thead>
</table>

Experiences

Next Steps
Relational 6. Facilitate problem solving, decision-making, meaning-making, planning, and goal setting.

<table>
<thead>
<tr>
<th>Current Level</th>
<th>Aspirational Level</th>
<th>Notes (is this an area I’d like to work on?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Experiences

<table>
<thead>
<tr>
<th>Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Next Steps

<table>
<thead>
<tr>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Current Level</th>
<th>Aspirational Level</th>
<th>Notes (is this an area I’d like to work on?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Experiences

<table>
<thead>
<tr>
<th>Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Next Steps

<table>
<thead>
<tr>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Further comments: In what ways do you hope your continued training and professional development activities will contribute to your growth as an academic advisor?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Scholarly Advising and the NACADA Core Competencies
Practical Frameworks for Discussion, Implementation, and Inquiry

Debra A. Dotterer, Michigan State University
Wendy G. Troxel, Kansas State University

Why Does Scholarly Advising Matter?

Goals for the Session

1. Revisit the Core Competencies (CCs) and how institutions are currently using them
2. Explore the “Scholarly Lens”: Mapping the CCs toward a framework for prof development and for scholarly inquiry
3. Address the implications for actively using the CCs for personal and professional goal-setting
4. Next Steps and Helpful Resources

The NACADA Core Competencies

Framework

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

- **Concerted**
  - Provides context
- **Informational**
  - Provides substance
- **Relational**
  - Provides skills

Components:

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

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

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

- Articulate a personal philosophy of academic advising.
- Create rapport and build academic 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.

Using the Core Competencies

**Individual-level**

- Designed to help advisors create intentional and personalized plans for professional development.
- Purpose is to provide a space for reflection and self-evaluation and connect advisors to resources to aid in their holistic growth.
- Includes a pre and post self assessment where advisors use the Core Competencies Guide to help them rank their knowledge and abilities in various areas such as theory, core values of advising and approaches and strategies used.

Professional Development Journal

- **Institution-level**

Using the Core Competencies

- **Collaboration**

Inspirewithyas.com

#AcAdvComp

Source: NACADA, 2017

Building Core Competencies Depth Chart

Component: High-level academic advisors need to understand

- What is the intended purpose of an academic advising program?
- What are the common goals of academic advising programs?
- How are academic advising programs evaluated?
- How are academic advising programs supported?
- What is the role of academic advising in the success of students?
- How are academic advising programs aligned with institutional goals?
**Proactive Advising Mission Statement**

Academic advisors will collaborate with the MSU community and stakeholders to proactively assist, support, and develop students to

- Reduce time to degree
- Increase graduation rates
- Close opportunity gaps
- Create an inclusive community
- Become globally engaged citizens

---

**Survey Results**

- North Carolina State: Assessment for advisor growth
- University of Nebraska-Lincoln: Alignment of centralized resources for training
- Aims Community College: On-going engagement and focus
- Drexel University: CCs shared widely with students; linked with annual PD and evaluation
- Wayne State University – Creating a Common Language for Advising
- Brigham Young University – Advisor-led Research Groups

---

**NACADA’s Strategic Goals**

- Expand and communicate the scholarship of academic advising
- Provide professional development opportunities that are responsive to the needs of advisors and advising administrators
- Promote the role of effective academic advising in student success to college and university decision makers
- Foster inclusive practices within the Association that respect the principle of equity and the diversity of advising professionals across the vast array of intersections of identity
- Develop and sustain effective Association leadership
- Engage in ongoing assessment of all facets of the Association
- Expand the use of innovative technology tools and resources to support work of the Association

---

**Academic Advising Core Expectations and NACADA Alignment**

- North Carolina State: Assessment for advisor growth
- University of Nebraska-Lincoln: Alignment of centralized resources for training
- Aims Community College: On-going engagement and focus
- Drexel University: CCs shared widely with students; linked with annual PD and evaluation
- Wayne State University – Creating a Common Language for Advising
- Brigham Young University – Advisor-led Research Groups

---

**The “Scholarly” Lens**

- Expand and communicate the scholarship of academic advising
- Provide professional development opportunities that are responsive to the needs of advisors and advising administrators
- Promote the role of effective academic advising in student success to college and university decision makers
- Foster inclusive practices within the Association that respect the principle of equity and the diversity of advising professionals across the vast array of intersections of identity
- Develop and sustain effective Association leadership
- Engage in ongoing assessment of all facets of the Association
- Expand the use of innovative technology tools and resources to support work of the Association
Research is any scholarly inquiry that is systematic, intentional, and collaborative (integrative).

Consuming and producing research is the collective responsibility of all members of the higher education advising community, including advisors, faculty, administrators, and students.

NACADA’s View of Research

Scholarly Advising

“Scholarly advising” involves taking a scholarly approach to advising just as we would take a scholarly approach to other areas of knowledge and practice. Scholarly advisors view advising as a profession and the knowledge base on teaching and learning as a second discipline in which to develop expertise. Thus, scholarly advisors:

- Reflect on their advising
- Use assessment techniques appropriate to advising interactions and initiatives
- Discuss advising issues with colleagues
- Try new things
- Read and apply the literature on teaching and learning [and how academic advising relates to student success].

Scholarly Advising

NACADA’s Research Agenda

• The impact of advising on students and institutions . . .

• The context of advising . . . (i.e., structures, systems, professionalism, environments...)

• The theoretical bases of advising development and practice . . .

Scholarly Advising

Question:

How do the NACADA Core Competencies sync with NACADA’s focus on scholarship?

1. If advising is a profession, then advisors are professional educators (“Scholarly Advisors”).
2. Both primary role advisors and faculty advisors can continue to learn more about the critical elements of advising.
3. The Core Competencies provide a framework for approaching competencies and complexity in focused ways, individually, collaboratively, and institutionally.

The Core Competencies of Scholarly Advising

<table>
<thead>
<tr>
<th>Core Competency Area</th>
<th>Scholarly Advising</th>
<th>Lens</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informational (substance and knowledge)</td>
<td>Research knowledge (for consuming research) and skills (for producing research)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How information is used in practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Application (strategies and pedagogies in advising)</td>
<td></td>
</tr>
<tr>
<td>Conceptual (context, ideas, and theories)</td>
<td>Theoretical underpinnings of advising approaches</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Problematizing critical issues related to advising</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Appropriate designs and paradigms (assessment &amp; research)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Scholarly Advising”</td>
<td></td>
</tr>
<tr>
<td>Relational (skills to convey concepts and information)</td>
<td>Inductive approach to seeing trends; sub-populations; identities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Deductive approach to exploring relationships and interrogating differences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collaborative inquiry and “promoting the role . . .”</td>
<td></td>
</tr>
</tbody>
</table>
“Researchable” Questions

<table>
<thead>
<tr>
<th>Core Competency Components</th>
<th>Impact of Academic Advising</th>
<th>Context of Academic Advising</th>
<th>Theoretical Bases of Academic Advising</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informational</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conceptual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relational</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

But how can I think up questions?
### Core Competency

<table>
<thead>
<tr>
<th>Example</th>
<th>Relational Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Communicate in an inclusive and respectful manner</strong></td>
<td>- Be responsive—listen to the individual experiences of students at MSU and begin necessary conversations to proactively engage with students.</td>
</tr>
<tr>
<td>2. <strong>Create rapport and build academic advising relationships</strong></td>
<td>- Challenge students for personal, educational, and professional growth.</td>
</tr>
<tr>
<td>3. <strong>Leverage evidence-based decision making to identify students for targeted outreach and proactive support.</strong></td>
<td>- Educate students to prepare them for experiences at MSU and beyond.</td>
</tr>
</tbody>
</table>

**AACE NACADA**

- Educate students to prepare them for experiences at MSU and beyond.
- Challenge students for personal, educational, and professional growth.
- Leverage evidence-based decision making to identify students for targeted outreach and proactive support.

**Researchable Questions**

- **Advising on . . . Impact of Academic**
  - What does “rapport” relate to “sense of belonging”? How are “relationships” influenced by the influence of academic advising? How can advisors “gain and illuminate the roles and aims of advising?”
  - Does “rapport” relate to “sense of belonging”? How are “relationships” influenced by the influence of academic advising? How can advisors “gain and illuminate the roles and aims of advising?”

**Tools**

- Educate students to prepare them for experiences at MSU and beyond.
- Challenge students for personal, educational, and professional growth.
- Leverage evidence-based decision making to identify students for targeted outreach and proactive support.

- Educate students to prepare them for experiences at MSU and beyond.
- Challenge students for personal, educational, and professional growth.
- Leverage evidence-based decision making to identify students for targeted outreach and proactive support.

**Conceptual & Informational**

- Commit to supporting MSU’s vision that all undergraduate students can graduate.
- Manage work reasonably against caseload* provided (*Caseloads to be defined based on advising role, College, etc.).
- Educate students to prepare them for experiences at MSU and beyond.
- Challenge students for personal, educational, and professional growth.
- Leverage evidence-based decision making to identify students for targeted outreach and proactive support.

- Commit to supporting MSU’s vision that all undergraduate students can graduate.
- Manage work reasonably against caseload* provided (*Caseloads to be defined based on advising role, College, etc.).
- Educate students to prepare them for experiences at MSU and beyond.
- Challenge students for personal, educational, and professional growth.
- Leverage evidence-based decision making to identify students for targeted outreach and proactive support.

**Leverage evidence-based decision making to identify students for targeted outreach and proactive support.**
The Metrics of Impact
Questions in the impact category are answered with evidence, informed by context and theory.

**EVIDENCE TYPES**

- **DIRECT EVIDENCE**
  - Will prove point in fact without interpretation of circumstances

- **INDIRECT EVIDENCE**
  - Circumstantial evidence: interpretation required to prove point in fact

Why is this such a big deal?
The Competencies provide a framework that guides the generation of relevant research questions and frames discussions about areas of improvement for academic advising at every institution.

Lack of a framework leads to inconsistencies:

- **LENS 1: MULTIPLE SECTIONS OF THE SAME COURSE**
- **LENS 2: ACADEMIC ADVISING**

Next Steps

- More consistency toward focus on students
- Higher levels of efficiency and expectations
- Collaborative professional development (common readings, for example)
- Personal/professional growth
- Institutional reputation (write about it!)
- Elevating the profession of academic advising

Use of a framework leads to:

- More consistency toward focus on students
- Higher levels of efficiency and expectations
- Collaborative professional development (common readings, for example)
- Personal/professional growth
- Institutional reputation (write about it!)
- Elevating the profession of academic advising

Individuals can:

See “NACADA Core Competency Analysis Survey” in the resources packet, for example:

1. Reflect on level of experience/confidence of each core competency
2. Reflect on level of applicability and importance in current position
3. Reflect on level of applicability and importance in aspirational position
4. Develop an action plan for areas highlighted for growth
“NACADA Core Competency Analysis Survey”

### Administrators can:

1. Facilitate finding the connections between your institution’s expectations (in writing) and the NACADA Core Competencies – anything missing?

2. Address “out loud” the gaps between advisors’ perceptions of the role and the institution’s expectations of the role (and consider scaffolding for experience)

3. Learn more about how others are using the Core Competencies (presentations and publications) – present and write, too!

As we head to our Q & A time . . .

What can NACADA (as an association) do to help you incorporate the Core Competencies into your work and your scholarship?