Pillars of Academic Advising

The Educational Role of Academic Advising in a Diverse World
The NACADA Board of Directors approves four documents that champion the educational role of academic advising in a diverse world.

The four pillars of academic advising are:

- **Concepts of Academic Advising**
- **Core Values of Academic Advising**
- **Core Competencies of Academic Advising**
- **Council for the Advancement of Standards in Higher Education: Standards and Guidelines for Academic Advising** (NACADA, 2017)
1st
CONCEPT OF ACADEMIC ADVISING

2nd
CORE VALUES OF ACADEMIC ADVISING

3rd
CORE COMPETENCIES OF ACADEMIC ADVISING

4th
CAS STANDARDS FOR ACADEMIC ADVISING

Pillars of Academic Advising
Concept of Academic Advising

The curriculum of Academic Advising includes, but is not limited to, the institution’s mission, culture and expectations, and interrelationship of the institution’s curriculum and co-curriculum; modes of thinking, learning, and decision-making; the selection of academic programs and courses; the development of life and career goals; campus/community resources, policies, and procedures; and the transferability of skills and knowledge.

THE PEDAGOGY OF ACADEMIC ADVISING

Academic advising, as a teaching and learning process, requires a pedagogy that incorporates the preparation, facilitation, documentation, and assessment of advising interactions. Although the specific methods, strategies, and techniques may vary, the relationship between advisors and students is fundamental and is characterized by mutual respect, trust, and ethical behavior.

LEARNING OUTCOMES OF ACADEMIC ADVISING

At CCAC students will:

1. Identify academic programs that support their educational and/or career goals.
2. Select the courses necessary to achieve their goals.
3. Recognize sequencing for selected courses and/or programs.
4. Locate academic policies and procedures.
5. Demonstrate awareness of support services and other resources.
6. Make informed decisions about their academic career.

(NACADA, 2017)
BEST PRACTICES IN ACADEMIC ADVISING

- Advising is teaching.
- Give the student the time s/he needs and teaching requires a connection between instructor and student.
- If a student has had to wait, make it worth the wait.
- Engagement first; scheduling last.
- Recognize the reality of the individual. Listen, stop talking.
- Accept the student’s attitudes and feelings. Diffuse rather than hand off.
- If the student has made a mistake, don’t make the student feel like a mistake. Build on strengths.
- Students are responsible for their own education. Help them choose their own “adventure.”
- Don’t expect students to know what you know. Be their cultural navigator.
- Complacency has no place in good advising. Never stop learning!
An academic advisor is not what you do, it’s who you are!

The way we get to the finish line is envisioning what we want to see, then designing how to get there! Help students envision a future.

**PRACTICING STRENGTHS-BASED ADVISING**

- Identify students’ strengths.
- Envision a future by discussing their aspirations and how their strengths can help them reach their goals.
- Plan specific steps that students can take to meet their goals.
- Apply their strengths to challenges they face. Affirm their strengths and increase their awareness of them.
- Help students identify the skills and knowledge they need to add to their natural talents in order to overcome obstacles to success.
CCAC advising Mission Statement:
Academic advising is a fundamental component of the educational experience. Through academic advising, we empower and guide students to develop sound educational plans that are consistent with the personal values, goals, and career plans of our diverse student population.

**Academic Advising** is an active partnership between advisor and student, which supports student development. Advising is purposeful, educational, and strength based. It supports student access to college programs and success services. The advising process begins with the student’s entrance to the college and concludes with the completion of the student’s goals. Advising evolves over time with students assuming greater responsibility for their progress towards degree completion.

(CCAC, 2018)
Respect
Academic advisors honor the inherent value of all students. Advisors build positive relationships by understanding and appreciating students' views and cultures, maintaining a student-centered approach and mindset, and treating students with sensitivity and fairness.

Professionalism
Academic advisors act in accordance with the values of the profession of advising for the greater good of students, colleagues, institutions, and higher education in general.

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.

Empowerment
Academic advisors motivate, encourage, and support students and the greater educational community to recognize their potential, meet challenges, and respect and express individuality.

Integrity
Academic advisors act intentionally in accordance with ethical and professional behavior developed through reflective practice. Advisors value honesty, transparency, and accountability to the student, institution, and the advising profession.

Commitment
Academic advisors value and are dedicated to excellence in all dimensions of student success. Advisors are committed to students, colleagues, institutions, and the profession through assessment, scholarly inquiry, lifelong learning, and professional development.

Caring
Academic advisors respond to and are accessible to others in ways that challenge, support, nurture, and teach. Advisors build relationships through empathetic listening and compassion for students, colleagues, and others.
NACADA Academic Advising Core Competencies Model

(NACADA, 2017)
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.

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.

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.
The Council for the Advancement of Standards (CAS) provides standards that colleges and universities across the globe use as benchmarks in program assessment.

The Standards, the 'must' statements in **bold** print, are baseline expectations for programs, e.g.:

**AAP must regularly develop, review, evaluate, and revise its goals.**

The Guidelines for Practice (the 'should' statements in regular print) are a roadmap to program excellence, e.g.:

- AAP advisors should inform students that the ultimate responsibility for making decisions about educational plans and life goals rests with the individual student.

*(NACADA, 2017)*
References
