Faculty Advising Framework

Core Competencies for Inclusive Advising: **Advisors**

Competencies	Skills	Concepts, Knowledge, and Practices	Example of Advisor Success
Interpersonal Competencies [1, 2]	Interpersonal skills [2]	Create rapport and build academic advising relationships. [3, 4, 5, 6]	*Demonstrate personal care for student success [7,8]
			Balance challenge and support with students [4, 6]
[4, 6]			Encourage student reflection [4]
		Make appropriate and effective referrals [4]	
		Collaborate effectively with colleagues [4, 6]	
		Empower students to develop educational and career planning skills [4]	
	Communication skills [2]	Communicate effectively across cultural differences [4]	Communicate in an inclusive and respectful manner. [3, 4]
			Employ active listening techniques [4]
			Ask effective questions [4]
		Exhibit effective written and email communication [4]	
	Knowledge of self [2]	Practice self-reflection and exhibits self-awareness [4, 6]	Engage in ongoing assessment and development of self and the advising practice. [3, 4, 6]
			Recognize his/her own professional strengths and limitations [4, 6]
[4]			Articulate a personal advising philosophy [4]
Navigating the Institution [1]	Understanding of Higher Education and college/ university in general [4]	Understand Institution specific history, mission, vision, values, and culture. [3, 4, 9]	
		Understand Institution specific policies, procedures, rules, and regulations. [3, 4, 9]	Understand institution-specific curriculum, degree programs, and other academic requirements and options. [3, 4, 9]
		*Be aware of equity, access, and achievement issues in higher education [4, 9]	
	Effective use of campus resources [4]	Be aware of campus and community resources that support student success. [3, 4, 9]	Understand, utilize, and collaborate with campus units such as academic dean's offices, Office of the Registrar, Office of Student Financial Aid, etc. [4, 9]
			Be familiar with enrichment, leadership and co-curricular options [1, 4]
			Understand the financial aid process and connect with financial aid office as pertaining to your HE institution [10]
[4, 6]			Collaborate effectively with colleagues [4, 6]
		Promote student understanding of the logic and purpose of the curriculum. [3, 4, 9]	

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Competencies	Skills	Concepts, Knowledge, and Practices	Examples of Advisor Success
Navigating the Institution [1]	Effective use of career resources [4]	Understand the career development process [4]	
		Ability to begin a career conversation with students [4]	Appropriately refer students to career advising resources on campus [4]
[4, 9]			Help students make the connection between their educational experience and post-graduation options [4, 9]
Seek and Share Advising Knowledge (modified 11)	Familiarity with the advising profession [4]	Understand the history and role of academic advising in higher education. [3, 4]	Be familiar with campus and national advising trends [4]
			Understand the structure of academic and career advising [4]
[3]			Understand expected outcomes of academic advising [3]
			Understand relevant theories to academic advising [3,4]
[7,8]		Understand Academic advising approaches and strategies. [3, 4]	*Demonstrate care for student success [7,8]
[7,8]			*Proactively bring information to Students [7,8]
			*Provide multi-faceted/Holistic support [7,8,12]
[8]			*Cultivate self-improvement in students [8]
	Demonstration of ethical advising practice [4]	Understand legal guidelines of advising practice, including privacy regulations and confidentiality. [3, 4]	Effectively apply relevant (replaced FERPA) guidelines and confidentiality protocols [4, 6]
			Title IX
			Clery Act reporting
			Understand professional liability and legal issues in advising [4]
		Exhibit appropriate boundaries with students [4]	
	Effective use of advising technologies and tools. [3,4]	Effectively use Undergraduate Catalog [4]	
		Effectively use Student record systems [4, 6]	
		Effectively use Enrollment tools [4, 6]	
		Prepare effective documentation [4, 6]	

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Seek and Share Advising Knowledge (modified 11)	Knowledge of Academic Disciplines, requirements, policies and options [4]	Have a fundamental understanding of the academic discipline(s) in which advising takes place [4]	
		Help students make the connections between requirements and educational/disciplinary objectives [4,6,9]	
	Plan and conduct successful advising interactions [5]	Follow 5 sequential steps for advising [13]	
Social and Cultural Competencies [1]	Knowledge of undergraduate students [4]	Understand student development, career development, and student learning theories [4]	
		Understand demographic characteristics [4]	
		Be familiar with generational characteristics and trends [4,5] *and* cultural identities (nationality, race, social class, ethnicity, religion, ability, sexual orientation, etc.) influence thinking and behavior [14]	
		*Understand unique characteristics of specific student populations (first-generation, minorities, international, returning adults, transfers) [3,4,5,6,12]	<--- refer to interpersonal skills
		*Exhibit the relational skills to advise effectively across differences [4,7,12,15,16]	<--- refer to interpersonal skills
		*Understand how equitable and inclusive environments are created and maintained [4,9,12]	<--- refer to interpersonal skills
Health and Wellbeing [1, 5]	Understand the link between health & wellbeing and academic performance [adapted from 1]		
	Familiarity with Health/Well-being Issues [5,17,18,19,20]	Familiarity with Wellness Dimensions [5,22,23]	
	Promoting Good Health/Well-being Practices [4,21]	Exhibit personal behaviors that promote a healthy lifestyle [21]	
	Assessing Health and Well-being [5]	Know the signals of distress in students [18]	
	Appropriately refer students to mental and physical health resources [4,17,18,24,25]		

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Interpersonal Competencies [1, 2]	Communication skills [1,4]	Communicate in an inclusive and respectful manner. [1,3]	
	Interpersonal skills [1,4,9]	Develop rapport with advisors [3,7,8]	Understands the role of advising [1]
		Management of personal relationships. [1]	
Curricular Competencies [1]	Disciplinary-based competencies [1]	Understands course pre-requisites [1, 9]	
		Understands discipline-specific skills required to meet curricular goals [1, 9]	
		Ability to make appropriate progress toward degree completion [1, 9]	
		Ability to reflect on their educational experiences [1,4]	
	Core Academic Competencies [1]	Ability to identify, developing, and realize plans, goals, and possible careers with the help of the advisor [9]	Setting of academic goals was a strong predictor of retention and high GPA. [26]
		Time management Skills [1,9]	Lower performing students score significantly lower on time-management skills on LASSI. [27]
		Note-taking [1,9]	
		Study Skills [1,9]	Lower performing students score significantly lower on test strategies on LASSI. (Ref 31) Study skills are a precursor of positive class performance and persistence behaviors. [26]
		Critical Thinking [1,9]	Academic self efficacy was a strong predictor in retention and high GPA. [26]
		Reading/Writing [1,9]	Academic self efficacy was a strong predictor in retention and high GPA. [26]
		Technical Skills [1,9]	
		Reflective Practice [1,9]	Students receiving self-reflection training improved score in Math course and on a national math test. [28]
		Goal setting [1,9]	Setting of academic goals was a strong predictor of retention and high GPA. [26]

Faculty Advising Framework

Competencies	Skills	Concepts, Knowledge and Skills	Examples of Advisee Success
Navigating the Institution [1]	Effective use of campus resources [4]	Identify and connect with appropriate campus personnel and resources [1]	Effectively utilize student systems [1]
		Familiarization to portfolio management strategies [1]	Use of portfolio to develop plans and modify goals [1]
	Knowledge of Academic requirements, policies and options [4]	Select courses appropriate to skill level and interest [1]	
		Understand curriculum, degree programs, and other academic requirements and options. [1,3]	Actively track progress toward degree [1]
		Develop short and long term (personalized) academic plans which incorporate multiple interests and complex goals [1]	Develop a realistic and meaningful educational plan (based on comparative exploration and individual performance) [1]
	Effective use of career resources [4]	Gather information on career and graduate school options [1]	Understand connections between curriculum and career options [1]
		Engage in self assessment (skills, interests, abilities, personality, etc.) and self-discovery activities [1]	Actively investigate career and graduate school options [1]
		Investigate career and graduate school options [1]	
Social and Cultural Competencies *(1)*	Becoming a Part of the University Community [1]	Utilize Institution specific history, mission, vision, values, and culture to reach educational goals [modified 3]	
		Engage in ongoing assessment and development of educational process. [modified 3]	
		Understand student conduct expectations [1]	
	Adult Transition [29]	Development of Social Networks and Support Systems [1]	
		Awareness of self- beliefs, values [1, 9]	
		Operate in different cultural contexts [1, 9]	
		Engagement with Community [1,22]	
Health and Wellbeing [1]	Understanding Self-care [1]	Understand multiple dimensions of self-care (physical, emotional, spiritual, interpersonal, social and intellectual). [1,22]	Understand the relationship between healthy behaviors, development and quality of life across all life stages [1]
		Understand the relationship between health and academic performance [1]	Makes choices consistent with optimal performance [1]
		Demonstrate the ability to set goals and make decisions that address health related issues. [1]	Student understands the relationship between healthy behaviors, development and quality of life across all life stages [1]
	Knowledge of Campus resources [4]	Awareness of resources for health and safety related issues (i.e., physical health, mental health, sexual health, alcohol and drug education, violence prevention, etc.) [1, 4]	Ability to access and use information from a variety of recognized sources in support of individual development [1]

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