Foundational Components of Academic Advising

FOUNDATIONAL AREAS	CONCEPTUAL	INFORMATIONAL	RELATIONAL
DEFINITION	The historical, theoretical, and philosophical foundations of academic advising that help to define it as a profession. It is the theoretical and philosophical context for advisors' work with students; includes conceptual content and standards.	The knowledge advisors must possess to provide accurate and appropriate advice to students. Furthermore, it is the knowledge about internal and external environments as well as knowledge about students and self.	The competencies advisors must develop if they are to establish relationships with students that foster student learning, satisfaction, and success.

KEY COMPONENTS OR RESOURCES	• NACADA Core Values of Academic Advising
	
	• NACADA Concept of Academic Advising
	
	• Institutional expectations for academic advising and student success.
	
	• Institutional and advising-unit mission statements, strategic goals, and organizational charts.
	
	• Student Development Theory
	
	• Understating of the advisor-student relationship
	
	• Trends in higher education and advising.
		• Internal Environment (conceptual understanding at an institutional level).
		
		• External Environment (link academic pursuits with real-world applications and settings).
		
		• Student Needs (familiarity with the research on students and their success).
		
		• Advisor Self-Knowledge (the insights that help advisors understand the attitudes, knowledge, and beliefs they bring to the advising session).
			• Strong Communication skills (i.e. effective listening, paraphrasing, questioning).
			
			• An understanding supportive and encouragement strategies that help all parties understand the content of effective advising conversations.
			
			• Development of "soft skills"
			   o Questioning
			   o Tact
			   o Honesty
			   o Listening
			   o Body Language
			   o Facilitating Student Decision Making

COMMON QUESTIONS ANSWERED	• What is an academic advisor? • What is the role of academic advising at the institution? • What are an advisor's ethical responsibilities to students and to	• What are the institution's mission statement, strategic plans, and student demographic data? • What campus offices will help my students attain practical experience	• How can I develop meaningful advising relationships with my students? • Am I practicing effective listening skills? • Am I comfortable dealing with diverse types of students?

	the institution? • What is the mission of the institution and the advising unit? • What do academic advisors do, and what are their responsibilities? • Why is academic advising important?	to apply their knowledge? • What off-campus, community, and online resources are available for my students to learn more about real-world experiences? • What are my students' demographics, preferred learning styles, and individual talents? • When and where do my students need help? • What are the needs of specific student populations? • What are the advisor's beliefs regarding student behavior–about alcohol use, sexual involvement, and academic dishonesty?	• What is my rapport with my advisees?
HOW IT HELPS ADVISORS	1. Provides advisors with a foundational understanding of their roles and advising expectations. 2. Helps advisors advise with confidence; understand the purpose of academic advising; and their role in the advising relationship. 3. Advisors are able to understand and apply the different theoretical frameworks when working with their students. 4. It bind advisors (whether faculty members, professionals, or peers) together as a profession and provides a "framework for the work advisors do as well as the context within which advisors work".	1. Gives advisors the information necessary to help students achieve success and attain their educational goals. 2. Builds the skills that help advisors establish the necessary rapport to work effectively with students. 3. Advisor's self-knowledge is critical for developing the cultural and cross-cultural competencies necessary to work effectively.	1. Builds skills that help advisors establish the necessary rapport to work effectively with students. 2. Allows for open and effective communication between advisors and students. 3. Good relational skills facilitate advisors ability to teach students to become engaged learners, critical thinkers, and confident decision makers.