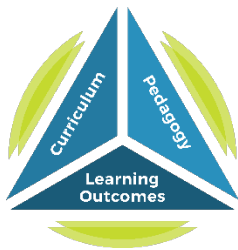


# Pillars of Academic Advising



## Core Values

### Concept of Academic Advising

#### Concept of Academic Advising from NACADA:

Academic advising is integral to fulfilling the teaching and learning mission of higher education. Through academic advising, students learn to become members of their higher education community, to think critically about their roles and responsibilities as students, and to prepare to be educated citizens of a democratic society and a global community. Academic advising engages students beyond their own world views, while acknowledging their individual characteristics, values, and motivations as they enter, move through, and exit the institution. Regardless of the diversity of our institutions, our students, our advisors, and our organizational structures, academic advising has three components: curriculum (what advising deals with), pedagogy (how advising does what it does), and student learning outcomes (the result of academic advising).

#### ➤ Curriculum:

Academic advising draws primarily from theories in the social sciences, humanities, and education. The curriculum of academic advising ranges from the ideals of higher education to the

pragmatics of enrollment. This curriculum includes, but is not limited to, the institution's mission, culture and expectations; the meaning, value, 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.

➤ Pedagogy:

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.

➤ Student Learning Outcomes:

The student learning outcomes of academic advising are guided by an institution's mission, goals, curriculum and co-curriculum. These outcomes, defined in an advising curriculum, articulate what students will demonstrate, know, value, and do as a result of participating in academic advising. Each institution must develop its own set of student learning outcomes and the methods to assess them. The following is a representative sample. Students will:

- craft a coherent educational plan based on assessment of abilities, aspirations, interests, and values
- use complex information from various sources to set goals, reach decisions, and achieve those goals
- assume responsibility for meeting academic program requirements
- articulate the meaning of higher education and the intent of the institution's curriculum
- cultivate the intellectual habits that lead to a lifetime of learning
- behave as citizens who engage in the wider world around them

Academic advising, based in the teaching and learning mission of higher education, is a series of intentional interactions with a curriculum, a pedagogy, and a set of student learning outcomes. Academic advising synthesizes and contextualizes students' educational experiences within the frameworks of their aspirations, abilities and lives to extend learning beyond campus boundaries and timeframes.

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National Academic Advising Association. (2006). NACADA concept of academic advising. Retrieved from *NACADA Clearinghouse of Academic Advising Resources* Web Site:

<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Concept-of-Academic-Advising-a598.aspx>

## **CAS Standards for Academic Advising:**

The Council for the Advancement of Standards in Higher Education document is an extensive document, setting forth the standards and guidelines that must be met by academic advising programs. The Student Success & Academic Advising Center has followed these guidelines in the past when determining advising practices for our campus. The Director of Student Success & Academic Advising Center will continually review these guidelines to make sure advising at Missouri Western State University continues to follow the required guidelines.

## **Core Values of Academic Advising from NACADA:**

The NACADA Statement of Core Values reflects the many cultural and educational contexts in which academic advising is practiced globally. A diverse, globally represented task force in conjunction with the input of NACADA members contributed to the creation of the statement. By virtue of this process, this document represents the Core Values of the academic advising profession as a whole. These values apply to all who perform academic advising by any role, title, or position as educators at their institution.

While nations, institutions, and students will offer unique circumstances, the Core Values provide guidance to academic advisors in their professional lives. Academic advisors are committed to the students they advise, their institutions, their professional practice, and the broader advising and educational community. There may be times when balancing all Core Values equally is not possible. In those instances, academic advisors are encouraged to reflect and engage other academic advising professionals in a dialogue to resolve any conflict to the best of their ability.

- **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.
- **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.
- **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, life-long learning, and professional development.
- **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.

- **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.
- **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.

The Statement of Core Values is reviewed periodically to ensure its alignment with current professional practices, competencies, and philosophies. NACADA: The Global Community for Academic Advising encourages institutions to adopt the Statement of Core Values and support the work of those who provide academic advising.

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NACADA: The Global Community for Academic Advising. (2017). NACADA core values of academic advising. Retrieved from <https://www.nacada.ksu.edu/Resources/Pillars/CoreValues.aspx>

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