The Disruption & Evolution of Advising Technology: Competence Based Decision Making & Analysis
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Disruption & Evolution
How would you describe the disruption and evolution of technology in higher education and academic advising? What words come to mind when you think about the disruption and/or evolution of technology in your work space?

Blended Model of Competency & Action (Howard & Sauter, 2017)
We developed the following Blended Model of Competency & Action to provide a practical visual representation of the complexities of professional competencies in relation to action. The model combines the concept of praxis with the NACADA Core Competencies Model, the NASPA/ACPA Professional Competencies, and Multicultural Competence in Student Affairs (ACPA/NASPA, 2015, 2016; hooks, 1994; NACADA, 2017; Pope, Reynolds, 1997, Pope, Reynolds, Mueller 2014, 2019).

<table>
<thead>
<tr>
<th>Conceptual / Awareness</th>
<th>Informational / Knowledge</th>
<th>Relational / Skills</th>
<th>Praxis: Action(s) &amp; Reflections</th>
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<tr>
<td>Foundational (Baseline)</td>
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<td>Intermediate (Engaged)</td>
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<td>Advanced (Proactive Leadership)</td>
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Implications to Consider
- Personal Awareness
- Professional Awareness
- Multicultural Awareness
- Experiential Knowledge
- Developing Skills
- Equitable Skill Distribution
- Connecting with Others
- Reactive vs. Reflective
- Willingness to Take Action
- Sphere of Influence

Decision Making/Strategic Change
- Utilize the Blended Model of Competency & Action to Analyse your Challenges
- Consider the Intention & Impact of Decisions
Competencies Integrated into the Blended Model

NACADA Core Competencies

Multicultural Competence

Conceptual - Informational - Relational

Awareness - Knowledge - Skills

Praxis
Combination of “action and reflection upon the world in order to change it.” (hooks, 1994, p. 14).

How often do we purposefully reflect on our technological competence & practices as advisors? How does it inform our actions?

References

ACPA/NASPA Professional Competencies

Foundational - Intermediate - Advanced

Foundational: Baseline
- Adaptability & Learning Communities
- Current & Familiar
- Basic Troubleshooting
- Assess Tech Needs & Readiness
- Critical Assessment of Info
- Data Collection
- Compliance
- Awareness of Digital Identity
- Model Inclusive Practices / Reach
- Learning Communities
- Design, Implement & Assess Digital Learning
- Integrate technology into work

Intermediate: Engaged
- Adaptability to Fast Paced Changes
- Anticipate Pitfalls & Develop Strategies
- Educational Tech Interventions
- Multiple Strategies
- Teach / Facilitate Ethical Use
- Universal Design
- Proactively Cultivate Digital Identity
- Critical Examination of Technology Privileges
- Design & Assess Outcomes
- Utilize Digital Professional Development Communities
- Wide Range of Digital Strategies
- Holistic approach to distance learning

Advanced: Proactive Leadership
- Anticipate Tech Change & Allocate Resources
- Leadership Proactive Creation, Use & Evaluation of Tech/Digital Spaces
- Contingency Plans in case of Failure
- Contribute to Research, Trends & Analysis
- Support, Promote tech use & scrutiny
- Leadership that demands ethical use
- Lead & Demonstrate Universal Design
- Lead & Ongoing Training, Digital Identity & Virtual Communities
- Contribute / Partner / Lead Professional Organizations & Networks
- Provide Training & Instruction
- Collaborate & Support faculty efforts in digital tech
- Generate New Means to assess & leverage tech for Student Affairs Goals

(ACPA, NASPA, 2016, pp. 33-34)
Reflection Questions To Consider

Disruption & Evolution

● How has the rapid evolution of technology altered your role as an advisor?
● How do we merge the lessons learned from this rapid evolution of technology into our daily practices?
● How have quick decisions during the pandemic influenced innovation and roadblocks on your campus?

Blended Model of Competence & Action

● How do you increase your awareness & conceptual understanding of technology?
● How do you gain informational knowledge of technology?
● How can you develop your relational skills to utilize technology and take actions as necessary?
● How often do we purposefully reflect on our technological competence and practices as advisors?
● How do we effectively take reflective & intentional action?

Embracing Change Through Competence

● How has advising changed as a result of the pandemic disruption and rapid evolution of technology?
● What technologies, actions, knowledge, and skills are we keeping as we move forward beyond the pandemic?
● How can you more systematically incorporate training on technology topics and tools for yourself or your team?
● How might the Blended Model of Competency & Action inform your decision making and actions post-Covid?