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Visit

www.nacada.ksu.edu

for more information regarding how the association can assist you in providing quality advising on your campus.

Advancing Academic Advising through Leadership

Susan Campbell, Advising Administration Commission Chair

Budgetary reductions and constraints; Dealing with technological change; Understanding and implementing assessment strategies; Accommodating students with disabilities; Increased role of advising in retention; Changing student demographics; Institutional recognition for advising; Providing for professional development needs of staff; Encouraging and rewarding faculty participation in advising.

Of all the critical issues identified during the annual Advising Administration Commission meeting in Ottawa, these were among the most salient. However, more important than the list itself is what it represents, that is, the increasing complexity of academic advising administration. This complexity parallels that of higher education in general and, for many of us, has begun to reshape our campus roles. Whether reflected in our titles or not, as campus experts on academic advising, our positions are increasingly viewed as (and are) central to student persistence and success. We ought to be delighted—the important role academic advising plays in student retention continues to receive heightened attention, to wit, the popularity of the *Academic Advising Handbook*, the comments about advising made by John Gardner and Vincent Tinto in this spring's satellite downlink sponsored by the National Resource Center on the First-Year Experience and Students in Transition, and the concern for advising by regional accrediting associations. That which we have worked so hard to achieve—broad-based recognition of the importance of academic advising—is literally on our front doorsteps.

As academic advising administrators, are we ready to capitalize on this expanded interest? Are we as equipped as we ought to be to lead the academic advising agenda? Are we able to move forward on what appears to be an ever-growing, increasingly complex list of critical issues? Or have the struggles for recognition and support for academic advising been so long and arduous and the tasks of administration so “daily” that we no longer have the energy or time to focus on the bigger picture?

Our ability to take advantage of opportunities to further the academic advising agenda means revitalizing, or structuring, as the case may be, our roles as campus change-agents. From my vantage point, this means engaging in professional development that provides grounding in a lot of areas but, in particular, organizational theory and leadership. This grounding provides us with insight into the complexity of the organizations within which we work, the multi-dimensional nature of being human, and a perspective on what motivates individuals and groups. What emerges from these insights are tools we can use to be effective in navigating our “systems,” negotiating for resources, and facilitating the development of a cohesive community committed to academic advising.

It is a great time to engage in this type of professional development. Organizational and leadership theory has come a long way since Max Weber and the “trait” and “behaviorists” of the 30's, 40's and 50's. With each addition of new research, we learn more about how truly complex organizations and the concept of leadership can be. In particular, the literature that explores organizations holistically and leadership in the context of relationships is very exciting, significant, and particularly relevant to higher education. My personal favorites are the works of Lee Bolman and Terrence Deal.

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Betsy McCalla-Wriggins

President's Column

Dear Colleagues,

What a wonderful site we found in Salt Lake City—two luxurious hotels, free transportation within the downtown area (they have long blocks), wonderful restaurants within walking distance, and welcoming people!

The Olympic presence was still in evidence as well and it made me think about the similarities between those involved with that great event

and those of us in advising. As advisors we really serve as coaches to our students. Granted they are not all superstars, but even superstars . . . otherwise known as gifted students . . . still need words of encouragement and support.

Our association is also somewhat similar to the Olympic sponsors. Providing resources to the athletes enables them to compete and “go for the gold” just as NACADA provides each of us with ways to enhance the way we serve our students. So, let me share with you some of the issues the NACADA Board of Directors discussed in early April at the mid-year meeting. We hope that these initiatives will continue to support you as you strive for that “peak performance” on your own campus . . .

The Newsletter goes to electronic delivery with this issue. It includes more articles on advising in addition to the Association news (printed copies will also be sent to chief academic officers at all institutions to increase the visibility with central administrators). Our long term goal is to increase the frequency of the Newsletter and to have it be “the” place for members to go to get up-to date information on what is happening within our association. We are considering a format similar to the online version of the Chronicle . . . so let us know what you think about this new approach.

An Advising Administrator's Institute is being planned for a warm location in January or February of 2003. It will probably be scheduled from Wednesday through Friday noon and is being designed for academic advising administrators facing issues ranging from budgeting to leadership to strategic planning. This new Institute will become an annual offering and will be somewhat patterned after the ever popular Academic Advising Summer Institute. A group of seasoned NACADA administrators is currently developing the curriculum. Stay tuned for more details.

Another group of NACADA members is drafting a proposal to encourage/permit members to visit and examine programs on others' campuses. The premise is to share ideas by actually seeing what others are doing and seeing the setting in which it works. We have been using the term, Advisor Exchange, however we want to make it clear that this program will be open to all members of NACADA . . . faculty, full-time advisors, directors, deans, and other administrators. If you have some thoughts

about a good name for this exciting initiative, let me know.

The Certification Task Force presented its recommendation that the Association formally pursue an Advising Certificate Program. They examined all angles related to “endorsing” advisors and believe that such a program would be beneficial to the profession. Therefore, I am appointing a Task Force to begin to address how such a program would function.

Another “Certificate” initiative is under study as well. We are considering a joint venture with Kansas State University that would deliver at a distance graduate courses related to advising and would lead to a graduate certificate in advising. Our hope is that the courses would be comprised of a set of modules that could also provide non-credit professional development opportunities for those not interested in earning graduate credit.

Great leaders have served this association as President. However, after their terms ended, there were few opportunities to continue to capitalize on their skills, history, and leadership qualities. Therefore, we are establishing a Past Presidents' Council to whom we can turn for their wise counsel on topics that are challenging the current leadership. Their views from past discussions should help us be more insightful and more efficient in our deliberations, especially as we move to the new organizational structure.

As you can see, there are exciting things happening within our association. Many people all over the country are contributing to the development of new programs that will enhance your profession and your professional development opportunities. I thank them all. Their energy and enthusiasm are contagious. Come to Salt Lake City in late September and share in our excitement. We know that being there will “light the fire within!”

Betsy McCalla-Wriggins
President
(856) 256-4226
WRIGGINS@ROWAN.EDU

Academic Advising news

Published quarterly by the editorial office of the National Academic Advising Association, located at the address below:

Brenda Hart, Editor
University of Louisville
502-852-0440
BRENDA@LOUISVILLE.EDU

National Academic Advising Association
Kansas State University
2323 Anderson Ave, Suite 225
Manhattan, KS 66502
(785) 532-5717, FAX (785) 532-7732
NACADA@KSU.EDU

Send address changes to the Executive Office. This newsletter is part of membership to NACADA. Membership information is available through the Executive Office or on-line at www.nacada.ksu.edu.

FVTC's Faculty Advising Program in Appleton, WI

Steve Schneider, Advising Coordinator/Counselor

Fox Valley Technical College (FVTC) is the third largest of the 16 colleges of the Wisconsin Technical College System and offers 70 technical diploma and associate degree programs. FVTC's advising program grew out of a 1992 Counselor Task Force report that described a developmental model for advising and counseling. Faculty advising was initiated in 1996 as a result of an administrative effort to improve student retention.

Approximately 130 program advisors are currently given advising roles in most FVTC technical diploma and associate degree programs. In addition, about 40 other advisors are utilized in other related non-program areas. Advisors are involved in approximately 80% of all these diploma/degree programs at FVTC . . . some in a very formal role while others are less formal.

Students are advised through a modified "dual advising" system. Counselors in Student Services have primary responsibility for working with students in specific assigned programs from time of application through their first semester enrollment. Counselors are master's degree faculty who work with students with career, academic and personal issues. The counselor becomes the consultant and referral source as the faculty advisor follows students from enrollment through to graduation. It is this partnership between the counselor and advisors that has created an avenue for student success.

A coordinator works with a school-wide steering committee to oversee the advising program. "Advising Guidelines" were developed with eleven essential elements. The advising policies/guidelines led to the development of two advising training series, consisting of 12, two-hour modules providing an in-depth look at the developmental advising at FVTC. Topics covered include student development, internal resources, legal & ethical issues, advanced communication and relational skills, advising special populations, and student advocacy. To date, at least 225 staff (faculty, administrators, and support) have completed the Advising 100 series and 55 advisors have completed the Advising 200 series. FVTC's training series has served as a model for other colleges and universities across the country.

Besides the Advising Guidelines, other activities include a quarterly newsletter, early alert system, pilot use of RMS/College Student Inventory, and an Outlook e-mail advisor distribution listing. A reward/recognition system has developed into an annual appreciation luncheon with a gift and the selection of a FVTC Outstanding Advisor. Three advisors have been recognized as NACADA Outstanding Advisors! Input from faculty is obtained through an annual survey and the ACT Academic Advising Survey has been used for student input. FVTC one and two year programs are looked at annually through a comparative data analysis including advisor/advisee ratios, training completed and advising structure.

The program has demonstrated success through presentations at the national, regional and state level. These linkages are crucial to the success of FVTC's advising program. Our coordinator serves as an officer with the allied state organization (WACADA) of NACADA and several faculty serve on national

NACADA committees. The advising efforts at FVTC were recognized last year at the national level with the 2001 NACADA Outstanding Institutional Advising Program Award.

Steve Schneider, Fox Valley Technical School
Advising Coordinator/Counselor
(920) 735-2462, SCHNEIDE@FVTC.EDU

FVTC's ADVISING Training Descriptions (2 hrs each)

Advising 100 Series

Advising 101—Introduction: This session will provide you with the key definitions, roles, goals, and expectations for faculty advisors. You will explore the characteristics of effective advising.

Advising 102—Skills & Techniques: This session will explore the use of communication skills, including active listening, that will help you in your advising role.

Advising 103—Student Development: Student Development theory is the basis for the Developmental Model of Advising and Counseling. This course will be an introduction to that theory, with practical applications about the processes used by both traditional and non-traditional college students.

Advising 104—Internal Resources: In this session you will learn about the services offered in the Student Services unit, other College resources such as Health and GOAL, and will gain a familiarity with College materials.

Advising 105—Student Records: During this hands-on session, you will learn about accessing student records, dealing with registration and course and program withdrawals, and recording student contacts. You will also learn about FVTC assessment efforts.

Advising 106—Legal & Ethical: This important session will describe your responsibilities concerning confidentiality, ethics and legal issues.

Advising 200 Series

Advising 201—Advising Roles & Tasks: Learn to apply the role definitions from the Advising Guidelines to the actual tasks that would be done by an advisor. Study the tasks of the counselor in the developmental model and identify where the two roles intersect in working with students.

Advising 202—Advanced Communication and Relational Skills: Build a strong set of skills and personal techniques in working with student issues. Building on the initial training in Advising 102.

Advising 203—Advising Special Populations: Expand on the introduction to developmental theory from Advising 103. Learn about the needs of specific college populations—minority students, special needs students and adult learners.

Advising 204—Problem Solving and Referral: Build additional skills in working with students through intrusive advising, action planning and problem solving.

Advising 205—Retention Management System/College Student Inventory: FVTC is starting to use the Noel-Levitz Retention Management System where students self-identify issues or problems before or as they start school. Learn about the *College Student Inventory* that students complete and review the *Student Report* and *Advisor/Counselor Report* that summarize the individual student input.

Advising 206—Student Advocacy and Advanced Legal and Ethical Issues: Explore the role of the advisor as student advocate and enhance understanding of legal and ethical issues faced by an academic advisor.

In *Modern Approaches to Understanding and Managing Organizations* (1984) and *Reframing Organizations* (1997), Bolman and Deal present four frames through which to view organizational processes; these frames also provide a “roadmap” through which to trace organizational theory. The *Structural Frame* focuses on organizational rationality and such processes as division of labor and coordination of activities. The *Human Resource Frame* focuses on the fit between people and the organization and assumes the needs of each are not mutually exclusive. In the *Political Frame* conflict is viewed as a naturally occurring phenomenon and resolved through bargaining, negotiation, and coalition building. Finally, the *Symbolic Frame* explores the organization as a culture and the development of shared meaning.

Bolman and Deal suggest that we each have a frame “preference” through which we tend to view organizational situations—the problem is, of course, that not all situations call for the same frame. At times policies and procedures (Structure) are in order, while at other times, the development of a common vision (Symbolic) might best suit the situation. The challenge is to develop a facility with each of the frames such that one is able to apply them appropriately, thereby increasing leadership effectiveness. Their work speaks to the relationship-embedded nature of organizations and, thus, the need to understand individual and group differences and similarities.

In *Leading with Soul* (2001) and *Escape from Cluelessness* (2000), Bolman and Deal immerse us in the leadership relationship. In *Escape*, they remind us that, “Leadership isn’t about position or solo heroics. It’s about working with people to help them figure out where they want to go, how they can get there, and how they can summon the courage to move ahead (2000, pp. 197-98).” In *Leading with Soul*, they refer to the Gifts of Leadership—Authorship, Power, Love, and Significance—as those things that add spirit and meaning to our work. Through Authorship, the leader fosters the conditions through which others can put their own signatures on work; through Power, the leader finds that s/he can give away power and actually get more; through Love the leader demonstrates that s/he cares enough to find out what really matters to others; and, finally, the Significance of it all emerges from working with others, doing something worth doing, and having a sense of pride of association.

Taken together these works provide us with a framework through which to view and engage our organizations and a way to cultivate a community committed to academic advising. Is this enough? No, but it is a beginning. We also need to be involved in NACADA activities. NACADA continues to explore expanded opportunities for administrator growth through the summer institute for administrators, Commission activities, the organization’s Professional Development Task Force, etc. Through active engagement in the Association’s work, we not only educate ourselves, we help NACADA continue to develop a powerful community committed to advancing academic advising.

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Susan Campbell

NACADA Advising Administration Commission Chair

University of Southern Maine

(207) 780-4547

SCAMP@USM.MAINE.EDU

Consultants Bureau

The National Academic Advising Association (NACADA) Consultants Bureau is designed to promote quality academic advising practices and to provide assistance to colleges and universities. The Consultants Bureau consists of a network of professionals in academic advising who provide quality consultation services (site visits, workshops, external reviews, conference speeches, advisor training, etc.) on a wide variety of advising topics at a reasonable cost to the institution. For more information, contact the Executive Office at nacada@ksu.edu or Margaret (Peggy) King at kingmc@gw.sunysccc.edu.

Take a look at the new Academic Advising Clearinghouse web site (www.nacada.ksu.edu/Clearinghouse/index.html). We are building a site that will offer search guidance for annotated bibliographies related to advising and will ultimately be ‘the most comprehensive advising resource’ site. It will include references to any and all items that advisors might use. Of course, we could use your assistance in identifying those resources, so we would appreciate it if you would e-mail a list of such resources to nacada@ksu.edu to share with your colleagues.

Visit

www.nacada.ksu.edu

for more information regarding how the association can assist you in providing quality advising on your campus.

Advising Collaborations: The Key to Student Success

Cathy Buyarski, Director of Advising

Frank Ross, Coordinator of Academic Success Programs

Academic advisors are often positioned to address the holistic needs of students. As such, their role in promoting student success is key. However, in order to be most effective, the role of the advisor must be purposeful and intrusive. Advisors at University College, Indiana University-Purdue University Indianapolis (IUPUI), work in collaboration with other campus partners to provide a comprehensive set of programmatic activities that provide on-going support and interventions through the first semester of enrollment. Additionally, intensive advisor interaction with students allows for the continuous development of an inclusive profile of each student that promotes on-going advising that meets each student's individual needs.

Program components include:

- Advisors complete a pre-advising assessment for each student they will advise during the New Student Orientation program. This "worksheet" allows the advisor to review and summarize information on each student including their application for admission, high school or transfer transcript, placement test scores, and an entering student survey that provides demographic, attitudinal, and behavioral information on the student.
- During the New Student Orientation program new students participate in an advisor led group information session on their particular major and meet individually with an academic advisor specializing in their major field of study.
- All students enroll in a Learning Community during their first semester of study. Part of their learning community experience is a first-year seminar course that is taught by an instructional team comprised of a faculty member, academic advisor, librarian, and student mentor.
- As part of the Learning Community program, advisors administer the Study Behavior Inventory that assesses students'

actual study behaviors (as opposed to study skills). Results of the inventory are discussed with each student in an individual session with the advisor.

- Students enrolled in Learning Communities are given priority in making appointments to discuss their goals, progress, and academic plan with an advisor.
- Each advisor conducts in-class registration during a session of the learning community; students are not left on their own to register so they can't decide to not enroll for the next semester without talking to an advisor.
- An early warning program has faculty report on students who are having difficulty in their courses after the first four weeks of the semester; advisors are notified of students in their learning community who received an early warning notice.

Because this program is based on meeting the individual needs of students, it is highly applicable to any institution. In fact, many institutions have implemented portions of this intrusive first-semester advising system. The uniqueness, and ultimately the success, of this program rests in the collaborative approach to the first semester experience. Adaptation of the total program will be enhanced by efforts to build relationships with academic and administrative units serving first-year students.

For more information on this program, contact the authors or plan to attend the pre-conference workshop on this program being offered at the national conference in Salt Lake City. This program was awarded a 2001 NACADA Outstanding Institutional Program Award.

Cathy Buyarski
Director of Advising
Indiana University-Purdue University Indianapolis
(317) 278-4722, CBUYARSK@IUPUI.EDU

Frank Ross
Coordinator of Academic Success Programs
Indiana University-Purdue University Indianapolis
(317) 278-6239, FRROSS@IUPUI.EDU

First Annual Academic Advising Administrators' Institute

February 12–14, 2003—San Antonio, TX

The First Annual Academic Advising Administrators' Institute will be an intensive institute focused on the knowledge base for advising administrators. The institute will also provide extensive opportunities for seeking solutions for current administrative concerns, expanding your network of colleagues, and providing hands-on strategies for improving the advising program on your campus.

Topics

- Advising Delivery Systems
- Assessment Programs
- Budget Management
- Components of Successful Advising Programs
- Evaluation and Reward
- Legal and Ethical Issues
- Success Planning Strategies
- Technology in Advising
- Advisor Training/Development

Who Should Attend

- New Advising Administrators
- Experienced Advising Administrators
- Chief Student Affairs Officers
- Chief Academic Affairs Officers
- Those aspiring for Advising Administrator Positions

Information will be available at
www.nacada.ksu.edu soon!



Teachers as Advisors

Mark Frank, 2001 Outstanding Advisor Winner

A student walks into my class the first day of class and sits down. The class starts, and I begin reading names off my roster. I ask four questions of each student. I ask where they are from, what activity they are involved in on campus, if they are on a certain scholarship, and whom their advisor is. The last question usually answered by, "I don't have an advisor." This is where the relationship between teaching and advising comes together. I believe every student should have an advisor. I usually become the advisor for what I call "the wandering student without." The only bad thing about this is that I end up advising over fifty students each semester while some teachers advise none because they do not have the time. I've seen some students end up in the community college system for four years because nobody advised them how to obtain their Associates Degree in two years and put them in the right classes.

Like a teacher an advisor must be a listener, and a communicator, they must care about the student's future, and they must teach a student the hard facts of what discipline, responsibility, and focus is for a student with dreams and goals. How can a faculty member become an effective advisor? I suppose that depends on the faculty member and how much extra time they are willing to work to give to his or her students. I believe I'm an effective advisor because I care about my students. I talk to them and advise them not only with their classes but I also listen to their personal problems. I'm there for them when they need help. No matter what time of the day it is, a phone call at home, or staying at school extra hours, my students know I'm there for them at anytime. Do I have all the answers with advising? No, but I've been teaching for ten years now, and if it hadn't been for one Sister Marie Leon LaCroix, I wouldn't be where I am today. She was my advisor in college, and today I teach what she taught me and the love and care she gave to me as a student I now give to my students. I hope my students will pass it on to their students of the future and become the type of advisor I am today.

Mark Frank
2001 NACADA Outstanding Advisor Winner
Theatre Director
Coffeyville Community College
(620) 251-7700
MARKF@RAVEN.CCC.CC.KS.US

The "Quality" in Advising

Peggy Delmas, Advising Education Majors Chair

Quality advising is so much more than knowing curriculum requirements or being able to recite institutional policies and procedures. It involves a personal touch, the ability to put a face on the institution for students. True quality advising requires the advisor to be human, not bureaucratic. I would like to think that my students view my office as a safe haven. It is a place where they can come for what we think of as typical advising services such as major exploration and course scheduling, but also to share accomplishments, concerns and frustrations, and to seek advice on things outside the confines of their academic lives.

Quality advising is helping a student mesh the demands of his or her academic life with the demands of his or her personal and work life. I think of the student whose mother is dying of cancer and how I "advised" him. I listened to his concerns. I urged him to tell his instructors what's going on, why he's missed class, why he's behind in assignments. I sent him a hand-written note to let him know that I truly care what's happening to him and his family. I provided documentation to the appeals office in support of the student's case. I continue to check on the student, stop him in the hallway to find out how he's doing. Most importantly of all I don't forget him.

I think of the student who was physically assaulted over a weekend and how she waited until Monday morning to tell anyone. I was the one she told because she was sure I would know what to do. I was so humbled by the amount of faith and trust this student placed in me. I spent most of the day with her in the emergency room. I contacted her instructors and spoke with her supervisor at work. I referred her to a counselor. Today she is better physically and still healing emotionally. Together we continue to work towards her educational goals.

I try to give students what I think they need from me. A tissue, a letter of recommendation, words of encouragement or congratulations, a smile of recognition in the hall that says, "You are important to me." Since I represent the institution, it means that the student is important to the institution, too. Of course not all advising is complicated and involved. What most of our students need is for us to answer "just one quick question," and don't we love that? But sometimes our advisees and their life situations require us to stand up and be brave, kind, caring and resourceful. That is quality advising. It's the whole package, not just our responsibilities as narrowly defined in a job description moldering away in a file somewhere. Come to think of it, that thing could use an overhaul!

Peggy Delmas
2001 NACADA Outstanding Advisor Winner
Director of Student Services
University of Alabama at Birmingham
(205) 934-8636
PDELMAS@UAB.EDU

**26th National Conference
Academic Advising:
Official Sponsors of Student Success**

Salt Lake City
Sept 29 - Oct 2, 2002

It is with great pleasure that we invite you to participate in the 26th National NACADA Conference in Salt Lake City, Utah. There is still a lot of excitement in the air following the 2002 Winter Olympic Games. The conference promises to provide you with informative sessions, valuable learning opportunities, and networking opportunities.

The conference will be held at the Grand America and Little America Hotels in the heart of Salt Lake City. There are many places to visit within walking distance of the hotels and inexpensive public transportation is also available. You may choose to visit some of the tourist attractions in downtown Salt Lake, such as an Olympic venue or Temple Square. You may also look into taking one of the many tour options available. Park City is less than an hour away. If you would like to extend your stay, you may consider visiting one or many of the national parks located in Southern Utah.

Dr. Kermit L. Hall, President of Utah State University, will give the keynote address on Sunday evening, and Dr. Trudy W. Banta, Vice Chancellor of Planning and Institutional Improvement at Indiana University - Purdue University in Indianapolis, will be speaking at the General Session on Tuesday morning. Both are very engaging speakers who have a great love for students and are dedicated to student success and retention.

In addition, there will be high quality preconference workshops, concurrent sessions, poster sessions, exhibits, and publications. When you register for the conference, please consider signing up as a volunteer.

More information is available at the NACADA website: www.nacada.ksu.edu. The website includes information about the conference schedule, fees, hotels, airline discounts, and tour options.

Come and celebrate the 26th National NACADA Conference with us! We look forward to welcoming you to Salt Lake City!

Chair

John Mortensen, Utah State University

Executive Office Report

Roberta "Bobbie" Flaherty, Executive Director

This is always a busy time of the year for us but with the arrival of **Charlie Nutt** as Associate Director, things are really hopping!

We received 382 presentation proposals for the National Conference in Salt Lake City and 336 have been accepted for presentation! The topics are wide-ranging and will provide an excellent program in addition to the wonderful venue provided by Salt Lake City. Thanks to all the proposal readers and evaluators for their efforts in selecting the presentations. Las Vegas (Paris and Ballys Hotels) has been selected to host the 2005 NACADA National Conference. Sites in the Midwest and East are currently bidding to host the 2006 conference.

The Region meetings are drawing record crowds with over 2000 registered through April 18. We appreciate all the work of the regional committees in providing these wonderful opportunities and attracting many new members to our association. In addition, many state drive-in meetings have also been very successful. If you are interested in hosting a drive-in meeting, please contact your Regional Representative. Registrations for the Academic Advising Summer Institute in Colorado Springs, July 7-12, 2002, are rolling in as we search for a more easterly site for 2003. We are also in the process of reviewing sites for the inaugural offering of the Advising Administrator's Institute to be offered in January or February in the south!

A pilot pre-conference workshop for advising administrators was held at the Great Lakes Region V meeting in Indianapolis. Enrollment of over 50 participants indicate a huge interest in this workshop, so it is likely to be offered at more regions next year.

Charlie really has us moving quickly to enhance our technology service options to you. A work team is working on redesigning the NACADA web site while another is setting up our capability to handle membership renewal and conference registrations on-line. We plan to offer some services on the web to "members only" which will entail the assignment of member numbers and passwords so that only current members can access those benefits. So, get ready to remember or tattoo another number!

The Awards Program has completed the difficult task of selecting the winners from all of the exceptional nominations – a hard task to select winners from a group of winning individuals and programs!

NACADA Membership for this year is at 6,259 compared to 6,013 at this point last year when we ended with 6,662. Regional Conferences are a big contributor as they reach more new individuals than any other activity. Your "word of mouth" information to colleagues is also helpful and appreciated.

I encourage you to check our web site often to keep up with the latest in Academic Advising and your association! (www.nacada.ksu.edu)

Roberta "Bobbie" Flaherty
Executive Director
(785) 532-5717
NACADA@KSU.EDU

NACADA CONFERENCE—2002 & 2003 CALENDAR

Regional Conferences

<i>Region</i>	<i>Date</i>	<i>Location</i>	<i>Contact</i>
Northeast (1)	*March, 2003	Rhode Island	Maura Ivanick
Mid-Atlantic (2)	April 2–4, 2003	Pittsburgh, PA	Steve Pajewski
Mid-South (3)	*March, 2003	Charleston, South Carolina	David Goss
Southeast (4)	March 9–11, 2003	Pensacola Beach, FL	Anna Shiplee
Great Lakes (5) & North Central (6) combined	March 30–April 1, 2003	Madison, WI	Rebecca Ryan
South Central (7)	April 24–26, 2003	Baton Rouge, LA	Paul Ivey
Northwest (8) & Pacific (9) combined	*April 30–May 2, 2003	Vancouver, BC	Kay Reddell Evette Castillo
Rocky Mountain (10)	*February, 2003	Sedona, AZ	Paula Grutzmacher

* Tentative dates

National Conference

Salt Lake City, UT Sept 29–Oct. 2, 2002 Chair: John Mortensen

Academic Advising Administrators' Institute

San Antonio, TX February 12–14, 2003

See detailed information at www.nacada.ksu.edu • e-mail NACADA@KSU.EDU • call 785-532-5717

NACADA REPORT

2002 Leadership Position Election Results

The election of NACADA leadership positions for terms beginning in October 2002 began in January when ballots were mailed to all NACADA members. The positions for which candidates were seeking election included Board of Directors members, Regional Chairs, and Commission Chairs. The election process for these positions concluded in mid-February after all valid votes were tallied.

The election of the NACADA Division Representative to the Council positions was held in April for terms beginning in October 2002. The three positions involved in this special election include the Administrative Division Representative, the Regional Division Representative, and the Commission & Interest Group Division Representative. Only those individuals serving as Chairs of the sub-units within each of these divisions were eligible to vote for their respective Division Representative. The *elected* Division Representatives direct and lead the sub-units of their Division and are supported by an *appointed* Division Representative who serves a staggered term (overlapping vs. concurrent). Both Division Representatives for each division will serve on the NACADA Council in the new organizational structure, which becomes effective immediately following the national conference in Salt Lake City, UT this fall.

The 2002 election results are as follows:

Board of Directors:

Board of Directors A (1-Year Term, 2002-2003): **Elaine Borrelli, Wes Habley**
 Board of Directors B (2-Year Term, 2002-2004): **Jo Anne Huber, Nancy Lapp**
 Board of Directors C (3-Year Term, 2002-2005): **Alan Welch**

Division Representatives:

Elected:

Administrative Division Representative (Term, 2002-2004): **Catherine Joseph**
 Regional Division Representative (Term, 2002-2004): **Terry Musser**
 Commission Division Representative (Term, 2002-2003): **Casey Self**

Appointed:

Administrative Division Representative (Term, 2002-2003): **John Mortensen**
 Regional Division Representative (Term, 2002-2003): **Brian Glankler**
 Commission Division Representative (Term, 2002-2004): **Skip Crownhart**

Regional Chairs: (2002–2004)

Mid-Atlantic Region 2: **Bill Johnson**
 Southeast Region 4: **Glenn Kepic**
 North Central Region 6: **Kathleen “Kim” Roufs**
 Northwest Region 8: **Kay Reddell**
 Rocky Mountain Region 10: **Sharon Aiken-Wisniewski**

Commission Chairs: (2002–2004)

Multicultural Concerns: **Brian Stanley**
 Advising Administration: **Alice Reinarz**
 Small Colleges & Universities: **Maura Reynolds**
 Undecided & Exploratory Students: **Tom Kenyon**
 Faculty Advisors: **Tim Champarde**
 Advising Students with Disabilities: **Harvey Carlson**
 Lesbian, Gay, Bisexual, Transgendered & Allies Concerns: **Dean Jolly**
 Advising Transfer Students: **Betsy West**
 Engineering & Science Advising: **Jill Johnson**

Election Statistics:

Of the 5775 current members who were mailed ballots, 1124 (20%) completed and returned them. This year's voter response was lower than that in the 2001 election, which yielded a 26% turnout. The 2002 NACADA membership at the time ballots were mailed was 11% higher than that in 2001. Three of the last six years has yielded a 26% voter response, while the 1997 response of 34% remains the highest percentage in the last 6 elections.

In the Board of Director races, a voter response of 18% was received for the A, B and C positions open. Of the 2359 total ballots mailed for the five Regional Chair races, 432 total votes were cast (18%), varying as follows: Region 2—100 votes (14% of its members at the time ballots were mailed); Region 4—91 votes (19%); Region 6—78 votes (21%); Region 8—56 votes (16%); and Region 10—107 votes (24%). Of the 5376 total ballots mailed for the nine Commission Chair races, 968 total votes were cast (18%), varying as follows: Multicultural Concerns—84 votes (16%); Advising Administration—224 votes (18%); Small Colleges/Universities—77 votes (15%); Undecided/Exploratory Students—219 votes (19%); Faculty Advisors—82 votes (14%); Advising Students with Disabilities—28 votes (14%); LGBT Concerns—28 votes (27%); Advising Transfer Students—162 votes (21%); and, Engineering/Science Advising—64 votes (20%).

Seven Regional and Commission Chair races were uncontested, which may explain some of the lower response rates received.

The following totals and percentages are presented for comparison purposes:

GENERAL ELECTION	2002	2001	2000	1999	1998	1997
# of members at election time	5775	5215	5017	4199	3623	3590
# of members returning ballots	1124	1376	1079	1089	950	1208
	20%	26%	22%	26%	26%	34%
# of regional ballots returned	432	772	458	NA	NA	NA
	18%	25%	22%			
# of commission ballots returned	968	No chairs elected	691	NA	NA	NA
	18%		20%			

The Nominations & Election Committee appreciates the time that NACADA members took to study the qualifications, cast their votes, and mail the ballots. We also thank all individuals who participated in the election, the candidates who ran for office as well as those who nominated them, and congratulate those who have been elected to leadership positions. Their willingness to make this commitment to NACADA is greatly appreciated.

Regional REPORT

Northeast Region (1)

Our 18th Regional Conference in Saratoga Springs (March 20-22) was a marvelous event, despite Mother Nature's last minute temper tantrum! More than 240 participants convened to enjoy over 36 presentations and preconference workshops and a keynote address from NACADA's **Nancy Lapp**, Conversations After Dinner, a wonderful reception at the Tang Museum on Skidmore College campus with entertainment by the award-winning a cappella student singing group, the Skidmore Dynamics, new state meetings, greeting new colleagues and catching up with old friends. Many of us also had the opportunity to relax in the Saratoga spas or get a massage - just the thing to invigorate ourselves!

We thank **Susan Campbell**, Conference Chair, **Diane Wild-Smith**, Site Chair, **Gail Stepina** and **Judy Hartling**, Program Co-Chairs, **Gail Stubbs** and **Susan Kolls**, Registration Co-Chairs, and **Elizabeth Higgins**, Evaluation Chair, for their hard work and commitment to the region.

Our new state meetings were very energetic and well attended. Led by area representatives, there are now many local drive-ins being planned. Look for announcements from your area representative! Thanks to **Avery Horowitz** (Westchester, Manhattan and Long Island, New York), Diane Wild-Smith (Upstate/Eastern New York), Elizabeth Higgins (Maine), Susan Kolls for **Maureen Foley-Reese** (Massachusetts), Gail Stepina (New Hampshire), **Barbara Schreiber** (Western New York), and **Tanya Pitt** (Atlantic Provinces and Quebec). Area representatives can be reached by email at addresses available in the conference participants' list or by contacting me. We are looking for representatives from Connecticut, Rhode Island and Vermont, so if you are interested in representing your state, please contact me at: mlivanic@syr.edu. Remember to look for information on a local NACADA event near you!

I am happy to report that the membership survey was well received at the conference and our next step is to evaluate the sample and then present our on-line version so that those of you who could not join us will be able to give us your feedback and information. Also headed for on-line publication in May is the Executive Committee Proposal—we want your feedback on the future of the Region and its governance.

Another year, another conference with so many wonderful ideas and terrific people. We look forward to seeing you next year and will announce the site and dates very shortly.

Best Wishes for the rest of the academic year.

Maura L. Ivanick
Region 1 Representative
(315) 443-2207
MLIVANIC@CAS.SYR.EDU

Mid-Atlantic Region (2)

The Region 2 Conference was a huge success thanks to **Jeff Gardner** from Maryland and his committee. Now it is time to turn to Pittsburgh, Pennsylvania for the 2003 conference. **Steve Pajewski** from Carnegie Mellon University has formed his conference committee and is busy planning a great program at the Sheraton at Station Square on April 2-4.

Several drive-in workshops were completed this spring. **Donna Dunn** from Radford University chaired the Virginia workshop hosted by Old Dominion University on May 23. This "e-workshop" was offered to anyone via electronic media and hopefully will be the first of many offered in this manner.

The New Jersey state drive-in was held at the New Jersey Institute of Technology on May 30. **Bill Johnson** from The College of New Jersey and his planning committee will soon be working on their 2003 workshop.

Penn State Altoona hosted the first western Pennsylvania workshop on May 31, chaired by **Harriett Gaston**, the western Pennsylvania representative. **Linda Lantaff** from Lehigh Carbon Community College is currently putting the finishing touches on the eastern Pennsylvania workshop to be held at Northampton Community College on Friday, October 18, 2002.

The National Conference will be held in Salt Lake City this year. Make plans to attend the Region 2 Meeting there (look for this announcement in the Program) to catch up with fellow Mid-Atlantians and how you may be involved in Region 2 activities.

Special congratulations are extended to **Bill "Shoes" Johnson** who will be become the Geographic Representative for Region 2 at the Salt Lake City National Conference. Shoes has served on the Mid-Atlantic Regional Board of Directors for many years now and is well prepared to take over my responsibilities. I leave you in good hands in September!

Check out our regional web site for the latest news at: <http://shoes.intrasun.tcnj.edu/nacada/mid-atlantic/mid-atl.htm>

Terry Musser
Region 2 Representative
(814) 865-7576
TXM4@PSU.EDU

Mid-South Region (3)

Those of you who attended the NACADA Mid-South Region 3 conference March 13-15 in Charlotte know what a great conference we had. **Maxie McRay** and **Margaret Ross** from Central Piedmont Community College and Debbie Race from the University of North Carolina - Asheville, did a great job keeping us learning, networking, and having fun. **Karen Thurmond**,

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University of Memphis, documented much of this conference fun with her digital camera. Check out the photos she has posted on the Mid-South Region 3 website (www.nacada.ksu.edu/regions/region3/).

After looking at the conference pictures, bookmark our region's web address so you can check back soon to read the Mid-South's first e-newsletter. I think that **Micky Ward**, e-newsletter editor, and Karen Thurmond will make reading this first edition both interesting and, possibly, rewarding.

This was the third year that conference attendees chose the Mid-South's "Best of Regional Conference Presentation". Everyone was asked to rate each concurrent session they attended on a scale of 1-10. The results of that rating and the evaluations from each session were used to determine that **Robert Ross**, **Scott Amundsen**, and **Cindra Kamphoff** from the University of North Carolina at Greensboro were the best! Their presentation, "Strategies for Academic Success: An Early Intervention Course for Students in Academic Difficulty," will have an automatic presentation slot on the program at the national conference in Salt Lake City, September 29-October 2. They will also be given \$500 toward their registrations for the national conference for being selected "Best of Regional Conference", Region 3. Congratulations to Robert, Scott and Cindra. We'll see you in Salt Lake.

Speaking of Salt Lake, there is an "early registration form" on NACADA's website for those of you who want to use this fiscal year's money to pay the registration fee. This could be helpful for those who may be able to attend the national conference if they are able to spread the costs over both fiscal years. To get to the early registration form, go to www.nacada.ksu.edu.

I hope to see everyone in Salt Lake. In the meantime, let's stay in touch through our new e-newsletter.

Julie Taylor
Region 3 Representative
(502) 852-2121
JULIET@LOUISVILLE.EDU

Southeast Region (4)

Hello Region 4! It was great to see so many of you at the Regional Conference in February! Callaway Gardens proved to be a wonderful conference location. I would like to thank **Donna Spetalnick** (Kennesaw State University), **Lori Barstow** and **Brandy Zito** (both at University of Alabama) again for their outstanding work with the conference. There were more participants than ever before (240!) and the evaluations indicate that they had a great time! The location, keynote speaker, the concurrent sessions, and even the karaoke made for an exceptional conference experience.

Congratulations to **Megan Silbert**, **Joe Rojo** and **Christine Richmond** from the University of Florida for being selected to receive the Best of Region Conference Presentation for their presentation "Demographic Defenses: The Need for Quantitative Data Collection and Evaluation in an Economy of Limited Resources." We will be well represented at the National Conference by such an outstanding presentation.

I would like to say congratulations to **Glenn Kepic** of the University of Florida for being elected the new Region 4 representative. Glenn will officially become the new Region Representative at the National Conference in Salt Lake, but he and I will be working together over the next few months to help make the transition as smooth as possible. I know Glenn will do a great job and look forward to working with him.

Finally, I would like to thank **Nancy Walburn** of the University of Alabama at Birmingham for coordinating a highly successful state drive-in meeting on April 29, 2002. I was unable to attend but know from past experience that the NACADA folks in Alabama always do a great job!

I look forward to seeing as many of you as possible at the National Conference in Salt Lake City!

Brian Glankler
Region 4 Representative
(770) 423-6219
BGLANKLE@KENNESAW.EDU

Great Lakes Region (5)

Around the region, many of our state and local allied organizations are showing their vitality.

The Indiana Academic Advising Network (IAAN) Board of Directors developed a questionnaire to gather members' thoughts on the future direction of IAAN. The Board has also been updating the IAAN bylaws. The changes were presented at the annual meeting in Bloomington on May 24.

The Purdue Academic Advising Association (PACADA) recently recognized two outstanding advisors on the Purdue West Lafayette campus. **Rita Baker** was named the 2002 Outstanding Advisor. **Andrew Brightman** was the recipient of the 2002 Outstanding New Professional Award.

The Ohio Academic Advising Association (OHAAA) is preparing for their yearly drive-in conference on June 21, 2002. Find out more about their conference at their new Web site: www.academicadvising.org/.

The Ohio State Academic Advising Association (ACADAOS) recognized **Caroline Redding** 30 years of service and her retirement in March.

Regional REPORT

Congratulations are in order for several of our Region V members who have been elected to NACADA Leadership Positions.

Alan Welch and **Nancy Lapp** have been elected to the Board of Directors. Several Region V members were elected Chairs of Commissions: **Alice Reinarz** will chair the Advising Administration Commission, **Tom Kenyon** will chair the Undecided and Exploratory Commission, and **Jill Johnson** will chair the Engineering and Sciences Advising Commission

And congratulations to **Cathy Buyarski** and **Deb Perkins** and their planning committee for the wonderful conference at IUPUI. A record number of attendees, over 400, for any region conference was hit with this year's meeting. Way to go Region V!!

George Steele
Region 5 Representative
(614) 995-3240
GSTEELE@OLN.ORG

North Central Region (6)

The new organizational structure is designed to bring NACADA closer to the grassroots membership and to provide expanded opportunities for leadership development. To facilitate this, the regions that do not currently have a governing structure have been asked to create one.

At the 2001 National NACADA Conference **Neil Marnoch**, **Kim Roufs**, and **Deb Noll** volunteered to join a task force to develop a plan for Region 6. The following proposal was presented at the Regional Conference in May. The task force is inviting comments on the proposal through July 30. You may phone or email your comments, questions, and suggestions to me. Your responses, along with the feedback collected at the Regional Conference, will be reviewed by the task force as the final proposal is prepared. The final document will be presented for a vote of approval at the Regional Meeting at the National Conference in Salt Lake City this fall.

I am excited about this new phase that Region 6 is entering. I welcome your comments as you help to shape the future of Region 6.

Jane Jacobson
Region 6 Representative
515-294-4831
JRJACOB@IASTATE.EDU

Proposed Steering Committee for NACADA Region 6

Purpose of the Region 6 Steering Committee:

1. To provide a connection between the levels of the National Academic Advising Association.
2. To provide leadership development opportunities for members of Region 6 within the NACADA organizational structure.

- a. Identify and encourage emerging leaders
- b. Provide activities to assist in leadership development
- c. Provide leadership opportunities
 - i. Regional conference leadership
 - ii. Participation in state drive-in programs
 - iii. Service on the Regional Steering Committee
 - iv. Participation at the national level of NACADA
3. Recruitment and retention of members within Region 6
4. Development of annual Regional budget and oversight of that budget.
5. Oversight of the annual Regional Conference. (Conference chair(s) has direct responsibility for the conference.)
6. Identification of regional concerns
7. Promotion of NACADA and its standards to institutions of higher education within Region 6

Structure of Regional Steering Committee:

The Steering Committee of Region 6 will consist of ten individuals who are current members of NACADA. It will include:

- ❖ Region Chair elected by the members of Region 6
 - Directly elected by the membership of Region 6
 - Serves 2-year term
- ❖ Current Regional Conference Chair
 - Appointed by Region Chair
- ❖ Regional Conference Chair for the next year
 - Appointed by Region Chair
- ❖ 7 representatives of the states and provinces in Region 6
 - Elected by the members of the state or province—Eastern Montana will be represented by the North Dakota representative
 - Serve 2-year terms
- ❖ The outgoing Regional Chair will serve one year as an ex-officio member

Election Process for State/Province Representatives

- ❖ Candidates may be self-nominated or nominated by a state/provincial advising organization
- ❖ All candidates for office must be members of NACADA.
- ❖ Elections will be held in the spring, coinciding with national NACADA elections
 - Election cycle for state/province representatives will be even years: Manitoba, North Dakota/Eastern Montana, Iowa. Odd years: Saskatchewan, Minnesota, South Dakota, Nebraska
- ❖ Terms of office will begin in the fall, following the national NACADA conference

Position Responsibilities:

Region Chair: The responsibilities for this position are defined by NACADA and are listed in the Regional Chair's Handbook. www.nacada.ksu.edu/Associnfo/regrepbk.html

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Regional Conference Chair: The responsibilities for this position are defined by NACADA and are listed in the Regional Conference Chair's Handbook. www.nacada.ksu.edu/Associnfo/Handbook102001.doc. Should attend the National NACADA conference prior to the Regional Conference, if possible.

State/Province Representative:

1. Stay in touch with the advising issues within the state/province.
2. Organize one NACADA-sponsored state-wide/province-wide event each year. This could be a drive-in, a teleconference, or a workshop. Representative may delegate responsibility for event to other NACADA members in the state/province. This event provides an opportunity for NACADA members who cannot travel to a regional or national conference a chance to connect with NACADA.
3. Identify areas for potential growth of NACADA membership—institutions and special populations.
4. Encourage participation in the NACADA awards programs.
5. Write two articles each year for the NACADA newsletter highlighting events or issues in the state/province.
6. Attend the national NACADA conference if possible.

Steering Committee Meetings

Annual meeting will be held prior to the start of the Regional Conference. Newly elected state/province representative and Regional Chair will be invited to attend, although they will not assume office until the fall.

Other meetings will be called as needed. Meetings may also be convened via teleconference and email.

Vacancies on the Steering Committee

If a member of the Steering Committee cannot complete his/her term for reasons of death, resignation, removal or any other reason, the members of the Steering Committee shall elect a successor to complete the term of office.

If no one is nominated to run for a state/provincial representative position, the Steering Committee may appoint someone to fill the position. This includes asking the current representative to remain in office.

South Central Region (7)

The NACADA Region 7 Conference in 2002 was held in the grand old city of St. Louis on May 30, 31, and June 1 at the Millennium Hotel near the Mississippi River. The conference committee chair was **Leslie Yard**. The Missouri Academic Advising Association (MACADA) hosted the conference and The St. Louis Community College System was the hosting institution.

Check the Region 7 web site at www.nacada.ksu.edu/regions/region7/ for up to date information on the 2002 regional conference.

Notes from around Region 7:

Oklahoma:

The Oklahoma Academic Advising Association will be hosting its fall conference on Sept. 20, 2002 at Oklahoma State University-Tulsa campus.

They just concluded their spring conference on March 8, 2002, at the University of Oklahoma. Two awards were presented during the program. **George Maxwell** from Oklahoma City Community College was named OACADA Outstanding Advisor. **Diane Mayes** from the University of Oklahoma was presented with the award for Outstanding Administrator.

Louisiana:

Paul Ivey and his committee are working their special brand of Cajun magic preparing for your 2003 Regional Conference to be held in historic Baton Rouge. They have the conference facility tied down and are busy with program planning.

Arkansas:

The Arkansas Academic Advisors Network annual conference was held at Arkansas State University at Jonesboro on April 29, 2002.

Kansas:

The 2002 KAAN 10th Annual Conference will be at Hutchinson Community College. No further information is available at this time. The Kansas Academic Advising Network has handouts from their 2001 conference on their web site at <http://advising.wichita.edu/uc/kaan/>.

Texas: TEXAAN

The Texas Academic Advising Network (TEXAAN) held their 8th annual state conference on March 7–8, 2002 at the Crowne Plaza Hotel Houston-Brookhollow in Houston, Texas. The theme was "Exploring Diversity in Advisement: United We Stand." Prairie View A&M hosted the conference.

Texas: UTAAA

The University of Texas at Arlington Academic Advising Association is also a very busy bunch. They had a very successful conference on February 20. UTAAA meetings are held the first Thursday of every month from September through May. We welcome all UTAAA advisors and support staff to attend any program of interest and join our organization. Please contact President **Lisa Hooks** for further information.

TEXAS: UAC

University Advisors and Counselors advising organization at Texas A&M University is also busy.

Here is what our correspondent, **Kristi Mora**, Academic Advisor in the Department of Management in Mays College and Graduate School of Business, sent regarding their annual symposium:

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“UAC’s annual symposium theme this year was 10th Anniversary Symposium: Celebrating the Past, Experiencing the Present, Anticipating the Future. Sessions related to this theme included topics for new advisors, advising for success, dealing with change creatively, career pathing for advisors, Vision 2020 (A&M’s plan for success into the new century) and advising’s role in achieving that, among others. Additionally, we celebrated the organization’s existence and mission, and recognized past presidents and winners of our university’s annual advisor award. It was a successful event, with over 100 attendees from Texas A&M and other regional schools.”

Missouri

The Missouri Academic Advising Association (MACADA) is ready for our 2002 Regional Conference in St. Louis. We extend a most hearty welcome to all Region 7 members and to those members in the surrounding states who attended the conference.

The 2002 MACADA 10th Annual Fall Conference will be held at the magnificent Tan-Tar-A Resort Golf Club & Spa! It will be held on September 19–20.

Region 7 Web Sites:

Region 7: www.nacada.ksu.edu/regions/region7/

Arkansas: www.arkaonline.net/

Kansas: <http://advising.wichita.edu/uc/kaan/>

Louisiana: www.nsula.edu/lacada

Missouri: www.smsu.edu/macada/

Oklahoma: www.cas.okstate.edu/oacada/

Texas:

- The Texas Academic Advising Network Web: www.ee.ttu.edu/texaan/
- The University of Texas at Austin Academic Counselors’ Association Web: <http://uts.cc.utexas.edu/~acadv/>
- The University of Texas at Arlington Advising Association Web: <http://uac.uta.edu/html/utaaa.htm>
- Texas A&M University’s University Advisors and Counselors Organization Web: <http://uac.tamu.edu/>

Well, folks, that’s all there is this time.

It would be appreciated very much if all of the Region 7 state organizations would please keep me posted about happenings so they can be shared in this newsletter and on our web site.

Harry Cook

Region 7 Representative

(417) 836-5258

HBC103T@SMSU.EDU

Northwest Region (8)

Some quick notes from our wonderful—Sun Drenched Ocean Beach experience at the Weston Salishan—Oregon Coast.

The accommodations were exceptional, the staff more than helpful. The presentation sessions were first class and our keynote speaker—**Leslie Davis Burns**, Professor, Oregon State University, Corvallis, Oregon was inspiring, informative and vivacious in her presentation of a most informative address.

The “Best of Region” went to “Liberal Arts in the Time of Budget Cuts”—**Sarah Ann Honess** and **Karen Kvidt**—Oregon State University, Corvallis, Oregon.

We elected new Steering Committee members for Region 8 **Johanna Jones**, Idaho State, **Yolanda Graham**, Western Washington University, **Sharon Kelly**, Malaspina University College, British Columbia, Canada.

We are excited about the expansion of our Listserve and hope to be able to communicate our “Updates” etc. on the list.

In addition, we had 6 courageous volunteers to be State Liaisons for two- year terms. These motivated individuals will be helping with the formation of Drive-In Conferences in their state and working with coordinating a statewide search for all those institutions who have not been introduced to NACADA.

Alaska—**Bobbie Webber**—University of Alaska, Anchorage
Montana—**Darlene Samson**—University of Montana
Idaho—**JoAnn Hertz**—Idaho State University
Canada—**Anna Lee Boulton**—Capilano College, British Columbia

Washington—**Paul Mueller**—Green River Community College
Oregon—**Sarah Ann Honess**—Oregon State University, Corvallis

Johanna Jones from Idaho State is going to work with the “steering committee” on encouraging the participation of more Native American and First Nations advisors in the NACADA organization.

Kay Reddell

Region 8 Representative

(360) 650-7310

KAY.REDELLE@WWU.EDU

Pacific Region (9)

The Regional Conference at San Luis Obispo was a resounding success. The theme of this year’s conference was “The New Wave of Advising: Tackling the Tough Issues.” There were about 195 participants, who made this the second largest Region 9 regional conference in the history of the region. The only regional conference that drew more people was the 2000 conference in Hawaii.

This year’s conference was co-chaired by **Shelley Aleshire** and **Jeannine DiPasquale**, both from Cal Poly, San Luis Obispo.

Regional REPORT

Under their able stewardship and the assistance of the very capable conference committee, this conference turned out to be a great resource for personal and professional growth for the participants. There were many concurrent sessions ranging from ones dealing with wellness such as "Managing Stress with Hatha Yoga" to those dealing with students in transition. The keynote speaker was **Dr. Donald ("Don") Ryujin** who is professor of Psychology at Cal Poly, San Luis Obispo. Don touched most advisors in the room with his caring attitude toward students and his casual style of speaking.

The Board member who represented NACADA at the conference was **Joyce Buck**, Vice President for Commissions. The Region Chair, **Kazi Mamun**, and Joyce Buck had a little mishap on the way from Los Angeles to San Luis Obispo but the quality of the conference and the energy it radiated put the memory of the mishap behind and allowed them to participate vigorously in all activities. Both Kazi and Joyce made individual presentations. Joyce led the "New Advisor Orientation," a NACADA staple by now, initiating new advisors and giving them a brief history of the organization and its evolution. Kazi moderated the topical discussions on Adult Learners, Advising Pre-professional Students, Multicultural Concerns, Advising Student Athletes, Advising Administration, Advising Disabled Students, Gay Lesbian Bisexual and Transgender Issues in Advising, Advising Undecided Students, and the New Professional Interest Group. This last group is a new one championed by **Joshua Gaynor** and **Erin Wixson**, both from UC Berkeley who want to introduce graduate students interested in advising and rookie advisors into the profession and its various aspects.

The next Region 9 conference will be a joint venture with Region 8, co-chaired by **Evette Castillo** of CSU Hayward and **Kay Reddell**, Region Rep for Region 8, in Vancouver, British Columbia. Since the venue is known to be a vacation spot, we will invite members from other regions to attend as well.

Kazi Mamun
Region 9 Representative
(213) 740-0690
KAZI.MAMUN@MARSHALL.USC.EDU

Visit www.nacada.ksu.edu

for more information regarding how the association can assist you in providing quality advising on your campus.

Rocky Mountain Region (10)

Josie Gibson and **Beth Isbell** really did a fabulous job to offer a well organized conference in Albuquerque with many great presentations!

Paula Grutzmacher and **Liz Winney**, Yavapai College, received "Best of Region" and \$500 to present at the National Conference in Salt Lake City. Second and Third Places and FREE Registrations to Rocky Mountain 2003 Conference went to **Elizabeth Leckie**, University of Utah and **Kristofer Gaussoin**, University of New Mexico-Gallup, respectively. Congratulations!

Elaine R. Borrelli
Region 10 Representative
www.unm.edu/~borrelli/Advising/

Interested in Serving in a Leadership Position?

If you or a colleague are interested in serving in a NACADA Leadership position and would like to be a candidate in next year's election, the 2003 Leadership Recommendation Form must be submitted to the Executive Office by October 15, 2002 or turned in at the national conference in Salt Lake City in the fall. Both online and printable forms will be available on our web site in July.

Guidelines for Newsletter Submission

Academic Advising News is a quarterly publication of the National Academic Advising Association. Newsletter articles are generally quite short and informal. Original articles and opinion pieces that are directed to practicing advisors and advising administrators and have not been printed elsewhere are welcome. They are printed on a space-available basis and should not exceed 500 words. Articles may be sent to the editor, Brenda Hart, by e-mail at BGHART01@GWISE.EDU.

The deadlines for the newsletter are as follows:

<u>Issue</u>	<u>Copy Deadline</u>	<u>Publication Date</u>
1	November 15	February 1
2	April 15	June 1
3	July 15	September 1
4	October 15	December 15

Commission REPORT

Advising Transfer Students Commission

Please join me in welcoming **Betsy West**, our new chair elect for the Advising Transfer Students Commission. Betsy comes to us with over 20 years experience as an advisor at a transfer institution and is currently the Special Assistant for Student Services and Transfer for the 26 campuses of the University of Wisconsin System. She administers the UW Transfer Information System (www.uwsa.edu/tis/). Betsy has been very active in the WACADA state organization and has organized statewide conferences on transfer advising, been a leader in transfer initiatives between the University and Technical College Systems, and has conducted statewide research studies on transfer. While I have enjoyed my time as Chair of the Advising Transfer Students Commission, I know I leave it in capable hands when I pass the torch to Betsy in Salt Lake City in October.

Speaking of Salt Lake City, what a great place that is going to be for our National Conference! I just attended our Mid Year Board Meeting and the facilities and the city are outstanding. We have a great slate of sponsored sessions to look forward to and even a preconference workshop on Transfer Students Information Systems. The conference registration information is already available on the NACADA web page!

Olga Nelson has been busy as our new "Research Coordinator" submitting a chapter for the upcoming monograph and working on writing up the results from the presentation by Nelson, Duncan, and Ferguson on the survey of the Advising Transfer Students Commission member and submitting it to the *NACADA Journal*.

Check out our updated web page! **Christina Duncan**, our new webmaster, put together a list of research in the area of transfer students. If you would like to submit a link or a reference, please send it to Christina (cduncan@austin.cc.tx.us) or me and we will get it added to the page. Or better yet, send it to ADVTRANSFER@listserv.ksu.edu and let all the members know about it! We'll get it added from there.

Please let me know if you are interested in volunteering to serve as a regional liaison to the ATS commission or if you would like to get involved with doing some research in the area of transfer students. I look forward to seeing everyone in Salt Lake City!

Kristin Ferguson
Advising Transfer Students Commission Chair
(904) 620-1680
KFERGUSO@UNF.EDU

NACADA Technology in Advising Commission

Advising Technology Education Center (ATECH)

As a service to NACADA members, the Technology in Advising Commission has developed an Advising Technology Education Center (ATECH). Located on the Commission's Web site, ATECH is a resource that provides tips and other written instructional material for those who are interested in learning more about various technologies as they apply to academic advising. Some of the topics that are covered in articles that have already been published on the ATECH site include a glossary of advising technology terms (**Renee Babcock**, University of Texas at Austin), two articles about the use of design and graphics on advising Web sites (**Anita Carter**, Wayne State University, and **George Steele**, Ohio Learning Network), and an article about listserv "netiquette" (**Anita Carter**). Possible topics for future articles include e-mail (using it efficiently and effectively in advising; confidentiality issues), advising distance learners, best practices/research in the uses of technology in advising, getting involved in information systems planning, tips and tricks for using specific types of software, managing a list-serv, and more.

If you are interested in contributing to ATECH or just want to learn more about it, please visit the ATECH Web site at www.psu.edu/dus/ncta/atech.htm. You may wish to suggest other topics that could be added to the list. Also, individually or with others, you may wish to contribute additional articles to ATECH. You could also assist this project by soliciting others who may be appropriate authors on specific topics. Perhaps national and regional conference tech presenters could be approached to see if they would like to contribute as well.

Electronic Publication Awards

The winners of this year's Electronic Publication Awards have been selected and will be announced shortly. A list of all nominations for this award will be available on the Commission's Web site, with links to their respective Web sites when applicable. Award winners will be recognized at NACADA's annual awards ceremony at the 2002 national conference in Salt Lake City.

My thanks to **Paula Dollarhide** (Richard Stockton College), **Kitty Jones** (University of Minnesota), **Wes Lipschultz** (Penn State), **Susan Skees** (University of Kentucky), and **George Steele** (Ohio Learning Network) for assisting in the selection process.

For additional information about the Technology in Advising Commission, please visit our Web site at www.psu.edu/dus/ncta/.

Mike Leonard
Technology in Advising Commission Chair
814-865-7576
MJL3@PSU.EDU