

In This Issue

A Perspective on Advising Center Funding

Page A1

NACADA President Betsy McCalla-Wriggins reflects on beginnings, ending and the process of change

Page A2

Virginia Gordon describes what is happening on the Advisor Certification front.

Page A3

Some current issues facing international students and ideas for how advisors can help are highlighted by Patrick T. Slowinski.

Page A4

Positive reactions to stress can help us get better, not bitter!

Page A5

The Executive Director illustrates how member feedback influences NACADA's programs and plans.

Page A6

National Conference, Administrator's Institute, The Assessment Seminar and Regional Conferences all offer continuing professional development for NACADA members and colleagues.

Various

Visit

www.nacada.ksu.edu

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

Moving Toward Funding an Advising Center Using Student Advising Fees

William P. Fleming, Sam Houston State University

The Need

Something had to be done about the advising practices at Sam Houston State University. In the years before research and scholarship became focal faculty achievements, students were assigned to faculty advisors across campus. But the days when faculty could devote the time necessary to adequately advise students were soon over. As the emphasis on research increased, faculty service areas became back burner items. This shift occurred even as it became increasingly apparent that we must provide closer and more intrusive advising for students struggling in their college courses.

Encouragement from the Administration

Talk of the need for an advising center circulated among faculty, but no changes occurred. Then a new Vice President for Academic Affairs came to Sam Houston bringing with him the knowledge and desire for an advising center. Even so, financing was unavailable until the new Sam Houston president placed funding forefront in talks with Faculty Senate. Spurred by these talks, a committee was appointed to research Sam Houston student fees as compared to fees charged at other Texas universities. This group discovered that Sam Houston had some of the lowest overall fees in the state.

To provide students with quality advising services, we needed to find funds beyond those appropriated by the state. In our comparisons with other universities—even those of a similar size student-body within our system—we found that many increased fees, charged additional course fees, or charged advising fees.

The Proposal for an Advising Fee

In February 2002, a recommendation was submitted to the president advocating various additional fees including a designated Advising Center Fee. Rationale for this fee included the complexity of academic programs and the regulations associated with certain degree requirements. The advising fee would defray the costs of advising with income used to pay the wages of the staff associated with the University Advising Center and the costs of center operation.

The committee cited fees at comparable institutions including the University of Texas where various amounts are charged for advising—from \$50 to \$135 per semester or \$36 to \$101 per summer session—depending on the student's major, classification, and college affiliation. We proposed a \$50 per semester/\$25 per summer session advising fee per student.

Convincing the Students of the Need

Now came the challenge. Strategy talks began when the president stated that he would formally propose increased fees to the Board of Regents only if fees garnered student approval. We knew: (1) many students, perhaps even a majority, had experienced poor advising; (2) advising was mandatory for at least 1/3 of students (below 2.5 GPA, no SHSU GPA, TASP restrictions); (3) students, no matter how familiar they were with the catalog, did not know the intricacies of curricula; (4) many students did not know how to interpret degree plans; and (5) students doing poor

continued on page A6



Betsy McCalla-Wriggins

President's Column

Dear Colleagues,

Last month my husband and I attended the christening of our newest grandchild, Lainey Antonia Wriggins. She is just 12 weeks old, but already is demonstrating some strong preferences and a rather assertive attitude. Her 4 year old brother Jack, whose original suggestion for his baby sister's name was Home Depot, has still not quite decided if he is glad that she has arrived and created rather significant

As you think about your own situation and reflect on your daily activities, consider the students you see who are experiencing a new beginning, an ending, or some type of change. Many face all three at the same time . . . especially the new students and those getting ready to graduate. Even though many of these changes are positive and self-initiated, there is still very often some degree of anxiety. In your advising role you encourage, support and sometimes challenge which gives many students the courage to grow and develop in very exciting ways.

So, as the summer comes to a close and as the new academic year begins, keep up the wonderful work you do with your students. You are having a very positive impact in their lives.

Thanks, too, for the support you have given me as President . . . and for having such a positive impact in my life.

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changes in his life . . .

As I was thinking about Lainey and Jack and reflecting on my time as President of NACADA, it struck me how endings, beginnings, and change are part of all of our lives.

Even associations go through the same experience. Over these past two years NACADA ended one phase of its development and we began a new phase last fall as we moved into the new organizational structure. Change has been constant throughout these challenging times . . . and I am sure that more changes will occur as the transition continues.

I feel very fortunate to have been a participant in this phase of NACADA's growth and development. To all of you who offered encouragement and support as we moved through major re-structuring, thank you. When we began these discussions in January of 2000, we did not know the shape or form of the new structure. But, we trusted the process and through lots of feedback from members, created a new way of operating for NACADA. To those of you who challenged us . . . thank you, too. Through respectful disagreement, you helped us refine, rethink, and clarify.

Academic Advising news

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

2nd Annual Academic Advising Administrators' Institute

February 2-4, 2004

TradeWinds Island Grand Hotel
St. Pete Beach, FL

Topics:

- Advisee/Advisor Ratios
- Assessment of Advising
- Benchmarking for Advising Programs
- Budget Management/Financial Planning
- Campus Connections/Campus Politics
- Components of Successful Advising Programs
- Evaluation and Reward

www.nacada.ksu.edu/Events/AdminInst/index.htm



Assessment of Academic Advising Seminar

February 5-6, 2004

TradeWinds Island Grand Hotel
St. Pete Beach, FL

Topics:

- Definition and Types of Assessment
- Planning for Assessment
- Outcomes Assessment of Advising
- Advising Program Assessment/Evaluation
- Advisor Assessment/Evaluation
- Strategies/Techniques of Assessment
- Assessment Tools

www.nacada.ksu.edu/AssessmentSeminar/index.htm

Advisor Certification: A History and Update

Virginia N. Gordon, Chair, Task Force on Advisor Certification

The first NACADA Task Force on Advisor Certification was established in 2001 to explore the feasibility of creating a “program to award certificates in academic advising to NACADA members.” That group recommended that certificates be awarded and standards leading to such certificates be established. The reasons for establishing such a program were to:

- help individual advisors establish and maintain credibility with the aid of such external standards;
- give novice advisors clear goals to strive for; give administrators external standards to refer to on the hiring, evaluation, and promotion of academic advisors;
- give colleges and universities standards for various assessment and accreditation purposes; and
- influence graduate programs related to academic advising.

The NACADA Board of Directors accepted the Task Force’s recommendation and charged a second Task Force in 2002 to continue this exploration. This group was assigned the task of recommending the specific categories of advising competencies that all effective advisors should be able to demonstrate. The Task Force proposed that competencies in the following core areas of advisor knowledge and skills are essential to effective advising:

• Foundations Knowledge

In this category, advisors will describe and explain their advising philosophy and the theoretical frameworks that influence their advising approaches. They will be knowledgeable about the CAS Standards and will describe how they incorporate NACADA’s Core values into their advising. The knowledge and practical implications of legal and ethical advising issues may be included here.

• Knowledge of College Student Characteristics

Advisors will have a general knowledge of the characteristics of college students and will be able to demonstrate their knowledge of the student demographics of their institution and the unique characteristics of the students they advise. They will have an understanding of multicultural differences and how this influences the way they approach students from different cultures. Although student development theory is an obvious choice, they may demonstrate familiarity with any theory (from any discipline) that has implications for understanding the characteristics of the students they advise.

• Knowledge of Higher Education

Since advisors work in a variety of higher education settings, it is crucial they have a knowledge of the history of higher education in general and their institution specifically. Advisors should also be familiar with the current issues facing higher

education including ethical and legal implications affecting advising. They should have a basic knowledge of academic disciplines and the development and rationale for the curriculum.

• Career Advising Knowledge and Skills

Many students expect their advisor to discuss career issues that relate to their overall college education and the occupational relationships with their academic major(s) in particular. They should be familiar with the career resources that are appropriate for student access, such as the Internet, career library, and other career services on their campuses. They should be able to demonstrate their understanding of the career decision-making process in the context of advising and should have the advising skills to assist students to confirm, select, or change a major.

• Communication and Interpersonal Skills

How advisors communicate with students is an obvious requisite for effective advising. Advisors must demonstrate their ability to relate to individuals and groups of students using communication, helping (counseling), and problem-solving skills. Competent writing skills are important as advisors communicate with students and colleagues through e-mail and other technologies.

• Knowledge and Application of Advising Skills at Local Institution

Although advisors work in a higher education setting, their knowledge of their local institution is paramount. They should be able to demonstrate knowledge of their institution’s mission and goals, institutional policies and procedures. They must be experts in the discipline and curricula for which they advise. They should be familiar with retention issues on their local campus, graduation requirements, and both campus and community referral resources.

• Technological Knowledge and Skills

Advisors must demonstrate their knowledge and usage of their institution’s technological systems that are integral to academic advising. They should be equally competent in other technological tools (e.g., e-mail, Web browsers) and tasks (e.g., downloading software, file management).

These knowledge and skills are the core competencies that have been identified by the Task Force thus far. Since identifying these competencies is still in the formative stage, some may be added, deleted, or changed. The next step is to explore how advisors might demonstrate their competencies in these areas. Several methods have been identified: completion of approved workshops or seminars; “knowledge-based” examinations that may be offered in person or on the Web; a combination of workshops or seminars; or knowledge-and-skill-based tests that would apply these competencies to the workplace. To that end, the NACADA Executive Office staff is currently in contact with consulting firms that work with

continued on page A7



Some Current Issues Facing International Students: How Can Advisors Help?

Patrick T. Slowinski, Chair

NACADA ESL/International Student Advising Interest Section

The tragedies of September 11, 2001, have had lasting effects on many who pursue higher education in the United States. International students represent one group that definitely needs our assistance at this time. Some particular concerns involve helping international students understand how to stay in status at all times, and to deal with any negative stereotypes that may have emerged since some of those involved in the September 11, 2001, attacks were in the United States on student visas.

The Bureau of Immigration and Citizenship Services (BCIS) has implemented SEVIS (Student and Exchange Visitor Information System) to better track international students as they are studying in the United States. To better understand SEVIS and some potential pitfalls for international students (e.g., failure to report a change of address, failure to maintain full-time student loads, etc.) Our colleagues at the National Association of International Educators have provided quality information, links to the BCIS, and resources to help us assist international students, so they may remain in the United States legally. Please visit: www.nafsa.org/sevisresources for this timely information.

In addition to receiving correct and updated information, international students require advisors who are willing to go the extra mile for them. Some particular challenges that advisors can help international student with include: dealing with culture shock, adapting to new teaching and learning environments, understanding the American higher education system, understanding US social norms, and adapting to food, climate, and legal systems.

Some international students may also feel they are discriminated against because they may pose a security threat to the United States. Ultimately, advisors can intervene this fall to identify international students and assist them in adapting to a new environment and new security measures. Often an understanding voice or face can do more than we know in helping international students make the necessary adaptations as they study in the United States.

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NACADA/Kansas State University
Announces the First On-Line
Graduate Certificate in Academic Advising

TEACH, ENCOURAGE, EXCEL, ADVISE, SUPPORT: BUILDING STRONGER NETWORKS FOR STUDENT SUCCESS

October 2-5, 2003

On behalf of the National Academic Advising Association, we are excited to extend to you an invitation to attend the 27th National Conference to be held at the Adams Mark Hotel in Dallas, Texas, October 2-5, 2003.

The number one goal of the 2003 conference is to connect advisors from across the country so we can TEACH each other new theories and practices; ENCOURAGE each other to make changes on our home campuses; EXCEL at our jobs with a newfound energy; ADVISE our students so they are successful; and SUPPORT academic advising as a profession.

The conference activities offer a wide variety of opportunities to learn, network, and share. We encourage you to participate in an in-depth discussion at a pre-conference workshop; network with your colleagues at the Commission/Interest Group Fair; attend a variety of interesting and educational concurrent sessions; check out the exhibits and poster sessions; become reacquainted with colleagues at your Regional meeting; and enjoy the overall atmosphere and excitement of the conference.

We look forward to seeing you in Dallas!

**Early Registration Discount
available until September 12.
Register Now!**

Visit www.nacada.ksu.edu

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

It's not too late to apply and register for the first course
"Foundations in Academic Advising"

For information:

www.nacada.ksu.edu/GraduateCertificate/index.htm

Get Better Not Bitter!

*Beatrice L. Logan & Annie H. Turman,
Georgia State University*

Is your job a source of stress in your life? Do you feel overworked and unappreciated? Do you feel irritable about minor things at work, or need a huge effort to complete the simplest tasks? Does it seem like you are always GEARED UP, need to HURRY UP, CATCH UP, or SHUT UP. Are you FED UP? If you answered yes to these questions, you could be the victim of too much stress.

In the advisement profession, seldom a day passes in which someone doesn't make a stress-related comment, such as "I'm burned out," or "I'm under too much stress." While few of us, if asked, can provide a formal definition of stress, most are all too familiar with how it feels. Simply stated, stress is the physical and emotional condition felt when we are excited, face change, feel powerless, or feel threatened.

Let's face it, everyone gets stressed out, but it doesn't have to take over our lives. Can we eliminate job stressors? No,—and it's a good thing we can't. A certain amount of stress is required in our lives to motivate us to reach new levels of performance. What we can do is recognize that we have the power to choose our actions.

We don't have to become upset, tense, or irritable. These reactions often make situations worse, and can have harmful effects. Choose to positively manage stressful situations. Although the choice may be different depending on the situation, realize that we can control our reactions.

Listed below are some stress management techniques that can help minimize the negative effects of stress. Since no single technique is ideal for every situation, try each technique, deciding which is the best to manage the stress of a particular circumstance. Realize that the success of a technique is determined by the commitment to change and the regularity with which the method is practiced.

DAILY REFLECTION

Each day is a special gift, an opportunity to serve and be a catalyst for change. To create a link between your spirituality and the job, start each day with 15 minutes of quiet reflection time. Visualize a positive day and go forth with an unrelenting commitment to exercise a positive attitude, fairness, patience, honesty, and integrity.

DEEP BREATHING

Sitting upright, close your eyes, relax and focus your mind on an object. Inhale slowly through your nose; hold your breath and count to eight. As you exhale slowly through your mouth, repeat "Re—LAX " four times.

IMAGERY

Close your eyes. Imagine a calm, beautiful scene. Picture yourself at that location. Repeat affirmative phrases.

NECK ROLLS

Sitting erect with your shoulders level let your chin drop forward. Slowly roll your head in a full circle. Repeat five times, alternating directions.

SELF-MASSAGE

Tightly cup your hands and apply firm circular strokes to your forehead, cheeks, neck, shoulder and other body areas that are tense.

HUMOR

Laughter is FIRST AID for the soul. You cannot laugh and hold tension at the same time. Whatever makes you laugh, cultivate it. Start a personal humor collection file of your favorite comic strips, jokes, e-mails, etc.

CHANGE YOUR ATTITUDE

What messages are you sending to yourself? Some stress comes from negative thoughts - grudges, hurt, and anger. Look on the bright side and lighten your load. Repeat affirmations like, " I am filled with inner peace."

SHRED LIST

Write down names of people, worries, pressures and concerns that contribute to your stress. When your list is complete, S-H-R-E-D it.

MANAGE YOUR TIME

In descending order of importance, make a list of the things you need to do each day. Complete each task, one at a time. Learn to set limits for yourself and say "no" to others. At the end of each day, reflect on your accomplishments, not the unfinished tasks.

TALK IT OUT

You do not have to cope alone. Sometimes just talking about concerns can help put them into perspective. Find an objective person whom you trust and vent your worries and frustrations.

CONCLUSION

Stress is inevitable, but it doesn't have to make you tense, irritable, upset, and unhappy. You have the choice to GET BETTER or BITTER. Be productive, GET BETTER! Make the commitment to manage stress and enhance your health and happiness.

For additional stress management techniques, attend the What's an Advisor to Do? Coping with Job Stressors session at the NACADA National Conference in Dallas.

Suggested Reading

Carlson, Richard. Don't Sweat the Small Stuff. New York: Hyperion, 1997.

Hill, Napoleon, and W. Clement Stone. Success Through a Positive Mental Attitude. New York: Simon & Schuster, 1992.

Johnson, Spencer. Who Moved My Cheese. New York: G. P. Putman's Son, 1998.

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academic work needed special advising. With these thoughts in mind, we approached the Student Government Association with the largest fee increase ever proposed.

Fee proposals were presented at four Student Government assemblies by the Vice President for Academic Affairs, the Vice President for Student Affairs, the Dean of the College of Arts and Sciences, and the Chair of the Faculty Senate.

At each meeting, the floor was open for questions. Some students suggested that they should be able to self-advise using the catalogue. Others countered that self-advising would be impossible for transfer students designing a degree plan with course substitutions. Many could take courses they didn't need. Other students noted that they were frustrated when their advisors were unavailable and had nowhere to turn; this was particularly true for students affected by mandatory advisement. Some questioned an advising fee for graduate students, since they are advised in their individual colleges, and suggested that graduate student advising fees be used to promote various graduate programs.

Approval of the Fee

The Student Government approved the fees. Although the vote was not unanimous, students recognized the need and accepted the proposed solution. Board of Regents approval took place in May 2002, and the Advising Center became a reality. Completely financed by the Advising Center fee, the Student Advising and Mentoring Center (SAM) now serves Sam Houston undergraduates.

Want to know more about funding and staffing of the Student Advising and Mentoring Center? "Financing an Advising Center by Using Student Advising Fees," will be presented as a concurrent session at the 2003 National NACADA Conference (Friday, October 3, 8:45 a.m.).

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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, ADVNEWS@LISTSERV.KSU.EDU.

The deadlines for the newsletter are as follows:

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

From the Executive Office

The annual NACADA National Conference will be here soon and has the Executive Office buzzing. The National Conference was the first professional development activity offered by NACADA and remains as a firm foundation upon which to build new activities and resources to meet the needs of our members. NACADA has been fortunate to have consistently introduced successful new activities and resources based on informal feedback among the leadership and the members. To continue this success, however, it is important that we continue to hear from the members exactly how the organization can assist in continued professional development and enhancement of academic advising.

The Board of Directors developed the core of an updated Strategic Plan during their mid-year meeting and has since asked each unit within the organization to contribute ideas on how we might address the goals of the association. Although we received some very good ideas from this process, it would be even more helpful if we could hear directly from the membership as to what you would like to see from the association. Therefore, **I ask that you review the abbreviated copy of the Strategic Plan objectives included on page A7 and tell us** (the Executive Office, your Commission Chair, your Region Chair, or any other NACADA leader) **what you think we should be doing to address these goals.** Your suggestions will be forwarded to the appropriate governing unit for consideration and we will better know what you want!

Member feedback concerning the need for an on-line graduate program has led to the partnership with Kansas State University to offer an on-line graduate certificate program. Although not a degree program, it will allow members to shorten the time on campus to complete a degree if they can transfer these on-line courses into their graduate degree programs. (Be sure to ascertain transferability before enrolling).

National Conference evaluations/feedback always influence changes in the National Conference and this year created the establishment of some "invited" pre-conference workshops, the Commission Roundtable sessions for additional networking and information sharing opportunities, and an additional social activity for enhanced networking and FUN! The Summer Institute on Academic Advising and the Academic Advising Administrators' Institute are also heavily driven by participant evaluations.

Another example of feedback response is our upcoming new "Assessment of Academic Advising Seminar." The Administrators' Institute 2003 participants expressed a desire for more in-depth information on Assessment in Advising, so we will immediately follow the 2004 Administrators' Institute in St. Pete Beach, FL, in February, with an Assessment of Academic Advising Seminar. It is our intention that the Seminar will continue each year but focus on a different topic to address the continuing need for information on emerging issues.

Now is the time to provide your feedback so that we can develop activities or resources to address YOUR needs! See you in Dallas!

Roberta "Bobbie" Flaherty
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professional organizations considering certification programs. These consultants help organizations move through the process of planning, developing, and designing programs. In addition, the NACADA Board asked that the Professional Development Committee and the Task Force look at what professional development activities might contribute to the earning of a "seat time" certificate acknowledging exposure to these areas of knowledge. That analysis is in progress.

NACADA is striving to address your professional development needs in a number of ways. Be sure to express your needs as they arise. More information should be available at the National Conference in Dallas in October.

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2004 NACADA Leadership Election Info

The next NACADA Leadership election will be held in January-February 2004. For a complete list of NACADA leadership opportunities available in the next election, visit the NACADA web site at www.nacada.ksu.edu/Election/index.htm. You will find a link to the 2004 election information on this web page as well as under the "About NACADA" tab on the NACADA home page.

Nominations for the various positions can be submitted electronically using an online form on the NACADA web site. Forms will also be available in the NACADA display booth in the Exhibits area at the National Conference in Dallas as well as in the back of the conference program. These printed forms can be submitted while at the conference. The deadline for submitting nominations to the Executive Office for the 2004 election is Wednesday, October 15, 2003.

More information about the 2004 election procedures will be sent to members this fall in the monthly Member Highlights e-mails. If you have questions about this upcoming election, contact the NACADA Executive Office at nacada@ksu.edu or call (785) 532-5717.

2003 NACADA STRATEGIC PLAN

Abbreviated and In Progress with "suggested" tasks to date.
August 2003

VISION: NACADA will be the acknowledged leader within the global education community for the theory, delivery, application, and advancement of academic advising to enhance student learning and development.

Mission 1: Advance the body of knowledge of academic advising.

Strategy 1: Promote, support, and conduct research

- Task 1: Distribute RFPs on critical issues to Student Personnel Grad Programs
- Task 2: Develop an endorsed definition of Academic Advising

Mission 2: Address the academic advising needs of higher education.

Strategy 1: Identify, prioritize, and address critical issues facing academic advising

- Task 1: Survey Commission members to assess needs
- Task 2: Update Core Values statement and CAS Standards

Strategy 2: Collect information about the environments in which academic advising operates.

Strategy 3: Ensure effectiveness of NACADA organization

- Task 1: Review Financial Audit
- Task 2: Review and develop annual budget process
- Task 3: Send letters to Leadership members' campuses acknowledging contributions
- Task 4: Create training for Chairs in each division
- Task 5: Conduct needs assessment for Region Chairs
- Task 6: Develop protocol for review of regions
- Task 7: Solicit input from members on what NACADA can do for them
- Task 8: Initiate program to increase non-dues revenue
- Task 9: Develop Administrative Division Handbook
- Task 10: Review value and purpose of SI scholarships

Strategy 4: Provide comprehensive professional development opportunities to the academic advising community

- Task 1: Update training video and add diversity issues
- Task 2: Provide advising Graduate coursework at a distance
- Task 3: Reach out to faculty with one-day seminars
- Task 4: Develop attendance requirements for NACADA certificate

Mission 3: Champion the role of academic advising to enhance student learning and development.

Strategy 1: Identify and develop strategies for fostering collaboration with various advising constituencies

- Task 1: Work with regional related organizations on regional conferences
- Task 2: Establish relationship with AACSB
- Task 3: Establish relationship with regional accrediting bodies

Strategy 2: Enhance NACADA's global visibility and credibility as the resource for academic advising.

- Task 1: Explore advisor certification
- Task 2: Develop plan for regular contact with CAOs

Mission 4: Affirm the role of academic advising in supporting institutional mission and vitality.

Strategy 1: Influence leaders in higher education to support quality academic advising

- Task 1: Regions establish contact with non-member institution officials

Strategy 2: Influence public policy relating to academic advising

Mission 5: Encourage the contributions of all members and promotes the involvement of diverse populations.

Strategy 1: Assess member needs and talents

- Task 1: Identify areas needing additional minority representation
- Task 2: Identify minority members to get involved in Association
- Task 3: Establish a Clearinghouse of interested minority members
- Task 4: Review and recommend changes to Institutional and Allied membership categories

Strategy 2: Create an environment that promotes maximum individual inclusion and growth

- Task 1: Develop program for advisor exchanges

Strategy 3: Expand growth opportunities

- Task 1: Recruit CIG Division Regional Liaisons
- Task 2: Encourage new membership
- Task 3: Increase State Drive-in workshops/seminars
- Task 4: Identify Native American institutions and invite, encourage, support involvement

NACADA

National ACADEMIC ADVISING Association
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Manhattan, Kansas 66502-2912

Nonprofit Organization
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Manhattan, Kan. 66502

NACADA CONFERENCE CALENDAR

Academic Advising Summer Institute

San Diego, CA June 22-27, 2003
St. Charles (Chicago), IL July 27-August 1, 2003

National Conference

Dallas, TX October 2-5, 2003 Chairs: Karen Stucky and Cole Holmes

Regional Conferences—2004

<i>Region</i>	<i>Date</i>	<i>Location</i>	<i>Chair</i>	<i>Phone</i>
1. Northeast	Mar. 24-26, 2004	Burlington, VT	Beth Higgins Gail Stepina	(207) 780-4632 (603) 862-3885
2. Mid-Atlantic	Mar. 11-13, 2004	Princeton, NJ	Bill Johnson	(609) 771-2882
3. Mid-South	Apr. 14-16, 2004	Charleston, WV	Stan Coberly	(304) 424-8307
4. Southeast	Mar. 7-9, 2004	University of Mississippi, MS	Charles Gates	(662) 915-5970
5. Great Lakes	Apr. 22-24, 2004	Chicago, IL	Kristi Bloom	(217) 265-8150
6. North Central	Apr. 2004	St. Paul, MN	Tonia Baxter	(612) 659-7153
7. South Central	May 27-29, 2004	Overland Park, KS	Jill Anderson-Hieb	(785) 864-0173
8. Northwest	Apr. 21-23, 2004	Seattle, WA	Jason Boyd	(206) 543-7547
9. Pacific	Apr. 21-23, 2004	Pasadena, CA	Gwen Fleming	(626) 584-5425
10. Rocky Mountain	Mar. 3-5, 2004	St. George, UT	Debra Bryant	(453) 652-7691

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

Commission REPORT

Technology in Advising Commission report for the September NACADA

Academic Advising News

This will be my last *Academic Advising News* report as chair of the Technology in Advising Commission. I would like to thank the members of the Tech Commission's Steering Committee (**Tim Bond, Anita Carter, Andrea Irby, Kitty Jones, Wes Lipschultz, George Steele, Jane Stringer**, and especially **Chuck Haberle**, immediate past chair) and all of the other volunteers for helping to make the job of chair much more manageable. I would also like to thank the staff of NACADA's Executive Office, especially **Julia Wolf**, with whom I worked most closely, for helping to keep me on track with my responsibilities as commission chair. Finally, I would like to welcome **Andrea Irby**, NC State, who will become the new chair of the commission following the close of the NACADA 2003 national conference in Dallas. Andrea's energy and creative ideas will be a great asset to the work of the Commission.

I am looking forward to attending the Dallas conference in October, and I hope that many of you will also be able to attend. There will be a variety of technology-related sessions offered, including some sessions and topics that are new to this conference. Especially noteworthy are the four Tech Commission-sponsored sessions, which will be highlighted in the conference program. All conference attendees are also welcome to attend the Tech Commission meeting to learn more about the activities of the commission, to welcome our new chair, to congratulate **Hal Caldwell**, winner of this year's Service to Commission Award, and to network with others interested in the uses of technology in academic advising. You may even find a solution to a technology-related problem that you're trying to solve. In addition, the winners of the 2003 Electronic Publication Awards will be recognized at the conference's Awards Ceremony.

Additional information about the Technology in Advising Commission, including links to the award-winning Electronic Publication Awards, can be found on our Web site at www.nacada.ksu.edu/Commissions/C14/index.htm.

Hope to see many of you in Big D!

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Adult Learner Commission

I'm sorry to say that I will be concluding my term as Commission Chair at the end of this year's conference in Dallas. Serving in this position has been a wonderful experience as I have had the opportunity to meet and interact with so many interesting and diverse members of the Adult Learner Commission from around the country and Canada as well.

I am also thankful to the leadership of NACADA for their guidance and support. I believe the work of the entire organization is very worthwhile and that we have competent leaders to continue developing the organization. Taking my place in the fall will be **Don Sebera**, from Ohio University. Don will be taking over at an exciting time as the organization's new structure and its commitment to its members has been renewed through a long and thoughtful planning process. Good luck to Don in his efforts.

I hope you can join us in Dallas this fall for the national conference. We will have a variety of activities and sessions available to interest advisors of adult learners. The Adult Learner Commission Meeting will be held on Saturday, October 4th during the 1:45 presentation time slot. This year's meeting will focus on brainstorming some ideas on content that we can add to our commission web site that would be useful for advisors of adult learners. If you have any ideas on content to add to the website, would like to share any information or ask some questions, please attend the commission meeting.

Be sure to check out the Adult Learner Commission website on the NACADA main page for information about this year's activities at the conference. Also, there is a good deal of information and resources to assist you on the website. If you haven't seen the site lately, please take a moment to check it out. There is also information about how to join the commission list serve as well. The list serve is a great way to get feedback on your questions and concerns in a timely manner.

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Regional REPORT

Mid-Atlantic Region 2

Thanks to Steve Pajewski and his committee on the outstanding 2003 Mid-Atlantic Regional Conference in Pittsburgh, PA! We had our second largest turnout for a conference in our region (despite the budget cuts)—well over 300 participants—and the hotel and location were top-notch! It was a great time for all!

The 2004 Mid-Atlantic Regional Conference will be from March 11–13, 2004 at the Princeton Westin Hotel in Princeton, New Jersey. The conference chair will be Bill “Shoes” Johnson from The College of New Jersey; continue to check the regional web site for more information—coming real soon! The conference theme will concentrate on two areas: advisor development and student empowerment. If you’re interested in working on the conference planning committee, please contact Bill at shoes@tcnj.edu.

A big thank you to Linda Tromp, Lynne Devericks, and her committee from New Jersey Transfer and Burlington County College for hosting the 2003 New Jersey Advisors Conference at the Enterprise Center in Mt. Laurel, New Jersey. Over 120 participants had a chance to share information and network with colleagues within the state!

Eastern Pennsylvania will have a state drive-in conference at Temple University on October 17, 2003. There will be a keynote address regarding FERPA as well as several concurrent sessions throughout the day. For more information on the conference, please visit the regional web site or contact the Eastern PA State Representative—**Linda Lantaff**—at LINLANTAFF@AOL.COM.

We are also hoping to have state drive-in workshops in Western Pennsylvania, Virginia, Maryland, and Delaware in the Fall, so continue to visit the regional web site for more information.

I would like to take a moment to welcome our two newest members of the board: **Michael Martin** from Montgomery Community College and **Gail Mattix** from the University of Delaware—we look forward to their involvement on the regional board!

At our last board meeting, held in Hagerstown, Maryland, we discussed several issues that could impact the region! Most notably, we are looking to get more people involved at the state and regional level; if you are interested in becoming more active in your state or in the region, please contact your state representative or myself for more information. We also discussed

changes to the regional by-laws and ideas for the 2004 regional conference. I must say that we had a very productive and entertaining meeting!

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Mid-South Region 3

In this, my last submission to the NACADA Newsletter as Region 3 Chair, I’d like to thank everyone in this region who has contributed to our catapult into the present.

Not too many years ago Region 3 had a hard time planning ahead for regional conferences, communicating with members, and providing member services common in other regions.

Today we have conference committees working two years ahead, we have a regional newsletter, and we have a regional board that funds our conference “Best of Region 3 Conference Presentation” award, is working to establish a Region 3 Advising Award, and increase membership. These advances could not have happened without dedicated NACADA volunteers from Kentucky, Tennessee, South Carolina, North Carolina, and West Virginia.

You have elected **Rob Mossack** to serve as the next Region 3 Chair. He takes his post at the end of the national conference in Dallas. I encourage you to continue your hard work to assist him in the continued development of our region.

It’s been my pleasure to serve as your Regional Chair for the last four years and thank you for the opportunity. I’ll see you in Dallas next month . . . and in Charleston, WV, for the next Region 3 conference (April 13–15, 2004).

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Regional REPORT

Great Lakes Region 5

NACADA Region 5 continues its program of offering grants to NACADA allied advising organizations within its region this year through a competitive request for proposal process. The grants focused upon three areas:

- Advisor Training and Professional Development Grants
- Development Grants for Allied Institutional Advising Organizations
- Recruitment Program with Allied Advising Organizations for Increasing NACADA Membership

Awards will be announced in mid-September. More information about these grants are found at the Region V website at: www.nacada.ksu.edu/Regional_Divisions/region5/grants.htm.

The Indiana Academic Advising Network (IAAN) announced the winners of the first annual Outstanding Advisor Awards for 2002-2003 at its annual conference on May 15, 2003. The conference was held at Purdue North Central in Westville, IN.

The winner of the Outstanding Faculty Advisor Award was **Dr. Linda Duttlinger**. She is currently the Assistant to the Vice Chancellor for Academic Advising, Department Chair for Developmental Studies, Secretary to the Faculty, and campus coordinator of the Lilly Endowment Retention Initiatives. The winner of the Outstanding Professional Advisor Award was **Rita Baker** from the Purdue main campus at West Lafayette.

OHAAA held its annual conference on June 20, 2003. Conference speaker was **Rod Chu**, Chancellor of the Ohio Board of Regions. **Julie Fischer** is the new OHAAA president.

The 7th annual WACADA conference will be held on September 18 and 19, 2003 at the University of Wisconsin, La Crosse. **Tom Thibodeau** will be the conference speaker. Please contact **Tim Walls**, conference chair at WALLS.TIMO@UWLAX.EDU for more information.

Planning is going ahead for the 2004 Region V Conference. We will meet in downtown Chicago at the Holiday Inn. See you there for our theme of "Winds of Change."

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North Central Region 6

Region 6 has formed a steering committee, a rep from each state or province, the former and current regional conference chair, and the regional chair. Each state or province now has its own listserv. These were developed to enhance communication between and among colleagues.

There is much interest in the new Graduate Certificate Program in Advising. The region sees this as a great opportunity for professional development. Some of us are exploring ways to help our institutions and colleagues finance the certificate. We are grateful for all the time put in to develop this opportunity.

For the first time ever, there will be some drive-in conferences. We look forward to utilizing these to increase membership in NACADA and make professional growth opportunities to more colleagues in a time of tight budgets.

The regional conference is chaired by Tonia Baxter from Metro State. The dates of the conference are April 14th - 16th and the venue will be in St. Paul, Minnesota. Stay tuned for more information as the semester progresses. We hope to see everyone there!

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South Central Region 7

Region 7 leadership continues the effort of planning how NACADA can become more meaningful to our membership. We have four items of interest at this time:

- A proposal to the Regional Division Leadership that will allow us to begin an advisor award program at our 2004 conference in Overland Park, Kansas.
- A proposal to the Regional Division Leadership that will allow us to expand recognition for the "Best of Conference" winners to two levels.
- Continued planning of the 2004 conference.
- Designing our regional response to the NACADA Strategic Plan. To this end we have contacted the Divisional Leadership representatives, Brian Gankler and Terry Musser to have a conference call with them regarding how to approach this activity.

Regional REPORT

If you will be in a position to offer your services in any way to the 2004 conference committee, please contact **Jill Hieb** at JHIEB@UKANS.EDU. It takes many talents beyond presenting programs to have a successful conference. There are lots of jobs ranging from ferrying the evaluation forms around to helping with hospitality. Help if you can.

At the end of the NACADA conference in Dallas this fall, I will be stepping down as your Regional Chair and **Patty Griffin** at Fort Hayes State University will become the new Regional Chair. She will do an excellent job in this position and has already assumed many responsibilities.

It has been a wonderful experience serving for two terms as Regional Representative/Chair and I appreciate the opportunities that I have had working with so many wonderful people. Thanks for the great times. I believe that we have all grown considerably in NACADA.

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Pacific Region 9

The first-ever joint conference between Region 8 and Region 9 was held in Vancouver, British Columbia on April 23–May 2. **Evette Castillo** from San Diego State University and **Kay Reddell** from Western Washington University were the co-chairs for the conference and did a terrific job. There were close to 200 participants. **Betsy McCalla-Wriggins**, President of NACADA and **Charlie Nutt**, Associate Director of the NACADA Executive Office graced the conference with their presence. This year's theme was "academic advisors as gardeners," and in each presentation, the care with which academic advisors assist the students in making their choices and nurture in their personal and academic development were highlighted.

Kazi Mamun and **Monique Sosa's** presentation on "Transitions: Advising Students into their Second and Third Choice Majors" was selected as the "best of region." They will represent Region 9 in Dallas at the national conference this year. In line with the Board's decision to forge ties between institutions and NACADA, Betsy and Charlie went to Western Washington University with Kay Reddell, to meet with senior administrators. That meeting was a success as well.

We look forward to having our next regional conference in beautiful Pasadena in Southern California to be co-chaired by **Gwen Fuller** and **Beth Fleming** of Fuller Theological Seminary. Anyone interested in assisting, please contact Gwen Fuller at GWEN@FULLER.EDU.

Cindy Guimond, Assistant to the Dean, Office of the Dean of the Faculty at Claremont-McKenna College will be taking over as Region Chair at the National Conference in Dallas. Both Kazi and Cindy have met several times to talk about the regional affairs. They are both agreed that the advisory committee needs to be revamped to bring in more energy and diversity to the decision-making process. They are also thinking of improving the communication infrastructure within the region to reach members within a reasonable time-frame. Cindy will provide strong leadership.

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Rocky Mountain Region 10

Region Ten 2004 Conference Committee members met on July 18 in Cedar City, Utah to kick off planning for the 2004 Region Ten Conference in St. George, Utah. Debra Bryant of Dixie State College is the Conference Chair. It will be held on March 3 to 5 at the Holiday Inn Convention Center. The planning committee is comprised of members from many higher education institutions in Utah. Every member is excited to bring Region Ten members to southern Utah, filled with many pristine locations. Members will see a Call for Proposals in mid-October. Check the website for more details.

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