

In This Issue

Assessment and research complement each other

Page A1

NACADA President Ruth Darling shares thoughts regarding the focus of NACADA's strategic plan

Page A2

Using case studies in advisor training

Page A3

Research on successful interventions with students on probation is needed

Page A4

Certification—Bobbie Flaherty helps sort out the various definitions and initiatives

Page A5

Visit the new "Career Services Corner" in this issue

Page A6

CAS Standards have been revised

Page A9

Mark your calendars for important NACADA professional development opportunities

Page A10

The Regions report

Page B1-B4

Visit

www.nacada.ksu.edu

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

Title: Research versus Assessment: What's the Difference?

Victoria A. McGillin, Dean, Wheaton College (Member, Advising Assessment Commission; former chair, NACADA Research Committee)

One frequent question heard from NACADA members is, "What's the difference between research and assessment?" The following is an effort to articulate both the overlap, and the distinctions, between these two.

In our workshop on advising research and grant proposal development (available as PowerPoint slides at http://www.nacada.ksu.edu/Clearinghouse/Research_Related/index.htm), the NACADA Research Committee discusses the similarities and differences between research and assessment. The following is a synopsis.

Goals

The goals of experimental research and program assessment differ significantly. While research focuses on the creation of new knowledge, testing an experimental hypothesis, or documenting new knowledge, assessment and evaluation focus on program accountability, program management, or decision-making and budgeting

That is, while research is designed to document or measure a phenomenon not formerly recorded, e.g. applying a new theory to an advising encounter and documenting how well a model "explains" what is going on between advisor and advisee, program assessment provides information to your campus about whether you are achieving prescribed goals, expending resources wisely or meeting a documented campus need.

Methods

While the methods employed in good program assessment and evaluation may be similar to those used in good research, they need not be. The range of methods employed in both may range from subjective field observations through objective questionnaires. If your key assessment question is how your campus advising compares to national data on advising (such as the ACT survey), the use of a nationally-standardized, reliable and valid instrument would be *crucial* to answering that question. However, nationally-standardized instruments may not always "fit" your campus as they may utilize differently-named services or institutional structures not present. When an existing measure just won't do, good research AND good assessment practices call for the development of a reliable and valid new measure. We must be wary of developing a "quick and dirty" measure in an effort to just "get a quick answer" to our questions, without taking the time to ensure our measures are reliable or valid for our *own* campuses.

One major methodological difference between research and assessment is that researchers will "experimentally manipulate a variable" (for example, randomly assigning students to one model of orientation or another), while program evaluation tends to be non-random (we rarely have the luxury of such random manipulation of our students). At best, assessment just looks at "natural" differences that emerge, such as comparing students who chose one orientation event over another).

Results

Just as experimental research and program assessment differ in their goals, they also differ in the use of their results. Research results are expected to be generalizable beyond one's own campus, with implications for similar institutions or similar populations. Program assessment results are applicable only to one's own campus. While both are of great value, research should contribute new knowledge to the

continued on page A6



Ruth A. Darling

Dear Colleagues,

After every NACADA National Conference, I return to my campus with a true sense of belonging to a profession that has student learning and development as its core value. I am reassured that I associate with a diverse group of advising colleagues who approach their life's work with this point of view or perspective. I am also reassured that there is a professional association that has as its focus the promotion of academic advising within higher education along with the professional development of its members. These beliefs shape how I think about NACADA, my colleagues and my work.

The ideas of perspective/point of view and shared beliefs are an important piece of a graduate seminar I teach titled "College Student Development Theory and Practice." Throughout the course, the students and I explore the ideas and concepts underlying various paradigms and the impact these ideas have on theory, research and practice. To guide our discussions, I use Guba's (1990) definition of paradigm as - "an interpretive framework, a basic set of beliefs that guides action" (p. 17). Together, through the examination of psycho-social/identity development, cognitive-structural and typology theories, we hope to arrive at a basic set of beliefs that will guide their personal theories and practice as entry-level professionals.

NACADA is developing a strategic plan that promotes a distinct mission and reflects a shared set of beliefs. The plan will be an "interpretive framework" that "guides action" as the leaders and membership address the work of the association and ultimately the work we all do in our educational contexts. Within higher education, NACADA's role is to:

- Champion the educational role of academic advising to enhance student learning and development.
- Affirm the role of academic advising in supporting institutional mission and vitality.
- Address the academic advising needs of higher education.
- Advance the body of knowledge of academic advising.
- Encourage the contributions of all members and promote the involvement of diverse populations.

During this next year, the leadership of the various NACADA Divisions (regions, commissions/interest groups and committees) as well as the Board of Directors will be calling on you, the membership, to be involved in shaping our work, in shaping our goals and, ultimately, in shaping our shared vision of NACADA. As President, I encourage you to get involved with the association. The Executive Office staff, your regional chairs or the chairs of various commissions, interest groups and committees can serve as your contacts and information sources as you seek a meaningful way to connect with your colleagues and with NACADA. We need your involvement, your knowledge and your skill as we work to promote academic advising and support the learning and development of our students.

In closing, I hope to see many of you at the regional meetings this coming spring where we can, once again, connect with colleagues and explore our "advising paradigm!" Thank you for the important work you do each day!

Best wishes,

Ruth A. Darling
President
NACADA

Guba, E.G. (1990). The alternative paradigm dialog. In E.G. Guba (Ed.), *The paradigm dialogue* (pp. 17-30). Newbury Park, CA: Sage.

Limited Enrollment!
Register Now!

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

For complete schedule go to:

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

For complete schedule go to:

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

Limited Enrollment!
Register Now!

The Justification for Case Studies in Advisor Training and Development

Heidi Koring, Chair

Advisor Training and Development Commission

Training and development of advisors becomes ever more central to the effectiveness of the advising process with the increasing diversity and complexity of our students' environments. While there is no "one-size-fits-all" method for advisor training and development, case studies are among the most useful items in the trainer's tool box.

Case studies are an effective part of the training process whether advisor training takes place as a single workshop, or as series of continuing in-service meetings, or in formal presentations or informal discussions. The use of case studies was pioneered by the Harvard School of Business faculty in the late 1960's. Currently used to enhance skills development of a variety of populations, case studies add richness and complexity to advisor training, reflecting the complex environment of contemporary college students. Case studies not only help advisors come to grips with the ambiguities and complexities of student development, but aid them in improving human relations and problem solving skills. Case studies can be used as exemplars of carefully defined problems, providing advisor with opportunities to practice analysis of an advising situation. Presenting a platform for addressing differences in advising styles, case studies stimulate personal and professional growth and reflection. Cases can be used with advisors at all levels of experience, engaging them in discussion and simulating problem solving in real life situations.

Good cases are realistic and personalized to the advisors' milieu. They are dramatic enough to engage the participants and ambiguous enough to allow for multiple interpretations. To prepare effective cases, collect anecdotes from advisors throughout the academic year. Asking advisors to reflect in writing on difficult situations can yield rich material for case studies. When turning the raw material of experience into cases for training, it is wise to assemble a team of stakeholders to read the anecdotes and discuss the issues addressed in each. Simultaneously, develop a list of resources that could help advisors address each case. Work from the issues creating composite cases that address one main question and at least one subordinate issue. If you are working from real experiences, make sure that details are changed so the persons involved in the original anecdote are not recognizable. Divide cases into categories by issue for use when planning training events.

Since the traditional case study approach uses small or large group discussion, begin with advisors enumerating the issues presented in the case. Discourage any tendency to find easy closure by encouraging participants to consider the case from different characters' points of view. Ask "what if" questions. Consider locus of control and responsibility issues. What aspects of the case are within the advisor's locus of control? What aspects are not? Ask

probing questions about each character's motivation. Look for hidden agendas. Use a team approach to problem solving by encouraging the exploration of resource and referral possibilities. Discuss how college confidentiality policies would affect each case. If appropriate, ask if the gender or ethnicity of characters affect the outcome of the case. Explore several related cases to develop the best practices or procedures for dealing with a particular advising challenge, at your institution.

Less traditional delivery methods can be used when approaching cases. Enlist the cooperation of theater or broadcast majors to make videos acting out specific cases. At some colleges and universities, faculty and student organizations are eager to produce case study vignettes as projects. The NACADA faculty advisor training video contains eight brief vignettes, six of which show a developing relationship between a first year student and a new faculty advisor and two scenarios exploring the needs of adult students. If the training event includes trainees who are comfortable with each other, have participants role play cases. Begin an advisor training electronic list which features one case a month for discussion.

To stimulate your use of case studies with advisors, here's a scenario that can be adapted to your institution for advisor training:

Lisa is a first year student from a neighboring state. She attended a competitive "magnet" school with a 90.3% average and 1200 SAT's (27 Composite ACT). During orientation she tells you she's considering a pre-veterinary science track because she loves animals. Her midterm grades are B's and C's in calculus and biology. When she meets with you at midterm, she slumps in her chair and doesn't make eye contact. She's lost a lot of weight. Through her hesitant replies, you learn that math and science are tougher than she expected. She says she's dumber than she thought. She has a lot of headaches and sleeps a lot. She's missing classes because she says it doesn't matter if she goes. She tells you she's thought about going home, but is sure her family would just say she's a failure. Besides, her parents are getting a divorce and she's not sure where she would live. She says she knows you can't help, so maybe she'll just "give up."

- What specific problems or issues are raised by this scenario?
- What additional information might you need to handle the scenario? How would you get it?
- What problems or issues would you refer? How?
- What problems of issues could you address yourself? How?

Want to know how others are using case studies? The new monograph, *Advisor Training: Exemplary Practices in the Development of Advisor Skills*, features several Exemplary Practices utilizing case studies. Find information at <http://www.nacada.ksu.edu/Monographs/index.htm#train>.

Heidi Koring
Lynchburg College
434-544-8235
KORING@LYNCHBURG.EDU



Academic Probation, Dismissal and Reinstatement Issues: A Research Challenge

Johanna Pionke, Chair

Probation Dismissal & Reinstatement Issues Interest Group

Why do some students fail to succeed in college? What interventions are most successful with these students? There is great demand for research revolving around these questions. As chair of the Probation, Dismissal & Reinstatement (PDR) Issues Interest Group, I challenge you to approach your PDR students from a research perspective.

Students typically do not come to college expecting to fail. Instead, most enter college with the expectation that they will have the opportunity gain knowledge that can help them earn a better living for themselves and their families. Research verifies that students often believe that there are few reasons why they will not succeed. They view academic probation or dismissal as something that will not happen to them.

Bartlett (2002) cites the 2001 Cooperative Institutional Research Program (CIRP) Annual Survey of Freshman Students showing that 44.1% of freshmen reported earning "A" averages in high school. 57.5% of freshmen estimated their chances of making at least a B average in college as being very good. 76.5% of students expected to earn a bachelor's degree while 20.8% thought they had a very good chance of graduating from college with honors. Only 0.9% felt there was a good chance they might drop out of college temporarily, while 0.7% felt chances were very good that they would drop out of college permanently. Among this same cohort of students, 67.9% rated themselves above average in academic ability, though only 45% ranked themselves above average in writing ability and 44.2% ranked themselves above average in mathematical ability.

Despite students' positive attitude regarding their academic abilities, many end up on the academic probation, suspension or dismissal rolls. At the conclusion of each academic term, advisors, faculty and administrators review these students' academic progress and wonder why they were not successful. We look for ways to identify, or predict, those who are at greatest academic risk so that we may prevent their downward spiral. We question whether we should intervene with students who are struggling academically, or if it is better to invest time and resources on more successful students.

In journals, books and other publications, we search research for information relating to academic recovery issues, yet find little available. At conferences, it's often 'standing room only' in sessions discussing intervention programs at other institutions. Yet different student and program variables affect an institution's intervention program. Programs vary widely in terms of their requirements, structure, and level of intrusiveness. Some require a weekly class while others rely upon regular contact with advisors or mentors. Some intervention programs utilize group activities and tutorial support services, while still others require counseling services. Some programs are organized at the departmental level; others are college wide.

With so many different variables, it is difficult to attribute student academic success or failure directly to participation in an intervention program. What roles do student characteristics play in a student's ability to succeed? Do students' academic preparation, job and family responsibilities, study skills, or locus of control affect success? Is there a way to account for these variables?

At the conclusion of each academic term, I challenge you to look for research questions within the components of your institution's probation, dismissal and reinstatement procedures. Turn these into research projects and share your results with the Probation, Dismissal & Reinstatement (PDR) Issues Interest Group at <http://www.nacada.ksu.edu/InterestGroups/C25/index.htm>.

Reference:

Bartlett, Thomas. (2002, February 1). Evaluating Student Attitudes is More Difficulty This Year. *The Chronicle of Higher Education*, Volume 29, Issue 21, p. A35, 4p.

At the NACADA Clearinghouse after December 1 -

Higgins, Beth (2004, December 1) "Advising Students on Probation"

http://www.nacada.ksu.edu/Clearinghouse/Advising_Issues/Probation.htm

Johanna Pionke, Chair
Kent State University
330-672-0956
JPIONKE@KENT.EDU

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

It's not too late to apply and register for the courses
"Foundations in Academic Advising"
"Multicultural Counseling & Advising"
For information:
www.nacada.ksu.edu/GraduateCertificate/index.htm
Courses begin January 25, 2004

From the Executive Office

CERTIFICATION—the much used word within NACADA these days and the most often confused. As the Association strives to bring greater professional recognition to advisors, it is exploring a number of ways to recognize the knowledge and skills that advisors attain and utilize in providing effective academic advising.

Currently, there are four distinctly different initiatives being considered that in some way involve a form of the word, “certificate”. They include a “participation certificate”, an “advising certificate program”, a “graduate certificate program in advising”, and “advisor certification”. Now do we see why folks might be confused?!

The “participation certificate” is simply a NACADA certificate given for completion of a specific NACADA professional development event such as the Academic Advising Summer Institute and/or the Advising Administrators’ Institute. It simply denotes that a person participated in that event and hopefully that they gained some advising knowledge from that participation. That knowledge, however, is not assessed in any way.

An “advising certificate program” is being explored by the Professional Development Committee as an opportunity for members to obtain recognition for having participated in a series of professional development activities that would cover a broad spectrum of advising information. A “certificate” might then be awarded to verify exposure to this broad spectrum of knowledge. Again, this knowledge would not be assessed or verified in any way.

The Graduate Certificate Program in Academic Advising is a totally independent Graduate Program offered by Kansas State University. Participants in this program earn academic credit and upon completion of the five courses, receive a Graduate Certificate from Kansas State University verifying completion of the program. Of course, each course includes knowledge assessment.

“Advisor Certification” is the subject of the work of a NACADA Task Force charged with exploring the potential for a “professional” certification program and designation for academic advisors. This Task Force is identifying the knowledge and skills that effective academic advisors should possess and how this knowledge and these skills can be assessed to earn the designation as a “Certified Advisor”. Any or all of the above programs might serve as leading toward the professional certification designation through the attainment and assessment of the knowledge and skills presented by each along with experience and other learning opportunities. The Executive Office is seeking estimates from “certifying” entities as to the costs that would be incurred in assessing the advising competencies as identified by the Task Force and other expenses to anticipate in the administration of such a program. That information will be utilized to determine if such a program would be cost effective and viable for academic advisors.

I hope this helps everyone understand the many uses of the word “certificate” and how your association is working to enhance the recognition you deserve for your continued education and your expertise. We welcome any suggestions for synonyms!

Roberta “Bobbie” Flaherty
NACADA Executive Director
785-532-5717
NACADA@KSU.EDU

2004 Advising Awards Program

Now is the time to begin assembling your awards submissions for the 2004 NACADA Awards Program. All award nominations/applications will be **due March 8, 2004**. Look for your post-card in the mail announcing the awards!

Recognition at the national level can enhance the visibility of quality academic advising on your campus or in your state or region. There are several categories of awards including:

- Outstanding Advising Awards
- Outstanding New Advisor Awards
- Outstanding Institutional Advising Program Awards
- Service to NACADA Award
- Virginia N. Gordon Award for Excellence in the Field of Advising
- Pacesetter Award
- Summer Institute Scholarships
- NACADA Scholarships
- Student Research Awards
- Electronic Publication Awards
- Service to Commission Awards

Research Grants are also awarded by NACADA. Retiree Recognition and final submissions for Research Grants are **due June 7, 2004**. Applications and information on all of these items can be found on the NACADA web site at <http://www.nacada.ksu.edu/Awards/index.htm>.

A **new award**, called the “New Advisor Award”, is being introduced with the 2004 awards program. The criteria for this award are very similar to the current Outstanding Advising awards, with the additional stipulation that this award is for individuals who have served in advising roles for 3 years or less. There are two sub-categories for this new award—Primary Role and Faculty Advising. Additional details for this new award will be provided in the 2004 Awards Call for Nominations.

Another change are the addition of two sub-categories for the Electronic Publication Awards—web sites and CDs/other. Additional details for these new sub-categories will be provided in the 2004 Awards Call for Nominations.

<http://www.nacada.ksu.edu/Awards/AwardsCall.htm>

Advising Awards Presented at the National Conference in Dallas

The 2003 Award Recipients were honored at the Awards Ceremony on Saturday evening of the conference. A complete list of winners and their institutions can be found at

<http://www.nacada.ksu.edu/Awards/>

and pictures of many of the recipients are located at

http://www.nacada.ksu.edu/NationalConf/2003/oa_winners/

field. When opening the NACADA Journal, you expect documentation of research that began as an advising question and culminated with statistically significant research of an advising method, theory or programmatic intervention that you can apply with some assurances of success.

Conversely, program assessments are designed to be site-specific and crucial for campus decision-making. Good program assessment ensures that you are responsive to the changing (or unchanging) needs of your populations. You may want to reuse the same measure each year to document the high level of program success over time. Your results may be particularly appropriate for the *NACADA Journal's* Tool Box section that highlights examples of best advising practices that link to current research in the field.

Finally, while research should provide possible answers to identified questions, it should also generate new research questions from the results. For example, if one's data showed that both male and female students were more critical of male advisors than female advisors, the researcher would want to explore this research question further. Assessment, however, looks for answers. Viewed from an assessment standpoint, such results might lead to interventions, such as additional training for male advisors and the desire to assess the effectiveness of that intervention on one's campus.

Audience

Given these differences, it is not surprising that there are vastly different audiences intended for program assessments, as compared to research. Assessment results are targeted for the key decision-makers on your campus. When budgets are cut, new programs proposed or accreditation rolls around, assessment/evaluation reports help you make a case for your program. As I am fond of saying, "Whoever gets to the table with numbers first, wins." The ability to produce an executive summary of key assessment findings (no more than 2 pages) documents the effectiveness of your work and moves your programs to the top of the funding lists, ahead of those supported only by anecdotal information.

In contrast, research is intended for the field of advising and higher education as a whole. Your results will be read by many, debated and critiqued, copied and expanded upon to generate even newer knowledge. While a one-page executive summary submitted to your dean may get you funding for a new advising initiative, your colleagues outside your institution look for full documentation of the research that led you to this question, the literature review of the theory that guided your process, details on the methods you used, the results (strengths and weaknesses) of this study, and the conclusions you drew based upon your research. The 15-20 pages, with bibliography, necessary for a published article, would only gather dust if submitted as part of a funding request to most deans or VPs.

Connecting It All


Let me conclude by emphasizing the most crucial point of connection between assessment and research. Good assessment/evaluation can be expanded into good research. Good research should lead to even better assessment procedures. Good assessment makes use of the best conceptual and theoretical models and the best research measures or methods. With valid and reliable measures, campus-specific questions may have national implications. A phenomenon identified on your own campus may be the cutting edge for an issue of significant importance.

Finally, find significant resources on advising assessment on the Assessment of Advising Commission Web Page: <http://www.advising.hawaii.edu/nacada/assessmentIG/aaig.asp>. We urge you to consult with the NACADA Research Committee http://www.nacada.ksu.edu/Clearinghouse/Research_Related/researchagenda.htm. They seek cutting-edge proposals. Your assessments may lead to a critical (and fundable) piece of research!



Editor's notes: This article makes a useful distinction between quantitative research and program assessment. It should be noted that the NACADA Journal also publishes articles using qualitative, historical, philosophical/theoretical, and descriptive research methodologies. Find out more about NACADA Journal guidelines at http://www.nacada.ksu.edu/Journal/journal_guidelines.htm

Each year the NACADA Research Committee supports experimental (quantitative) and qualitative research through its research grant award. Find out more about NACADA Research grants at <http://www.nacada.ksu.edu/Awards/Grants.htm>.



2004 National Conference
**Building Bridges:
Advisors as
Architects for the
Future**

*Wednesday, October 6–
Saturday, October 9, 2004*
Cincinnati Convention Center

The Call for Proposals is now online!
<http://www.nacada.ksu.edu/NationalConf/2004/index.htm>
Submission Deadline: February 9, 2004

Proposals are earnestly encouraged from novice as well as experienced presenters, researchers and practitioners. If you have special techniques, ideas or practices to share, please consider submitting a proposal. We want to hear from you!

Conference Chair: Barbara Bucey, University of Cincinnati



NACADA Career Services Corner

Jennifer L. Bloom, Chair

NACADA Member Career Services Committee

Dear Career Corner: I just found out that I have been invited to participate in a videoconference interview—do you have any advice on how to approach this interview?—*Signed, Video Neophyte*

Dear Video Neophyte: Congratulations on making it to this preliminary interview stage—it means that the written materials you submitted caught the attention of the selection committee. The key now is to prepare like you would for any interview—do your homework on the institution, the position, and your potential new boss and colleagues. Please request the full job description from the search chair as well as other materials that will prepare you for the interview—strategic plans for the unit and/or the institution, written materials that the institution distributes to prospective students, organizational charts, mission statements, etc. You will also want to contact people in your network of colleagues that are or have been affiliated with this institution. Find out as much information about the position, the person who held this position previously and why they left, and the culture of the unit.

Here are some specific tips concerning the videoconference itself.

1. Do not use your institution's video facilities for a position at another university without the full consent of your boss. Keep in mind that most Kinko's stores have videoconferencing facilities.
2. Practice the connection and do a mock interview before the actual interview.

3. Establish which party will be responsible for the reconnection if the connection fails. Always have a telephone number that you can call on the other end in case of a problem. Do not let a failed connection faze you.
4. Make sure you arrive at the facility early and eliminate all potential distractions.
5. Try not to talk over other people—wait for them to complete their sentences or questions before responding appropriately.
6. Dress like you would for an in-person interview.
7. Have fun—smile, look happy, and share your enthusiasm for this position.

This new NACADA Newsletter feature will be a regular column. Submit questions on-line at <http://www.nacada.ksu.edu/AdministrativeDivision/career.htm>. Questions will be answered anonymously.

Want to read more about it?

Kennedy, J. L. (1996). Job interviews for dummies. Foster City: IDG Books Worldwide Inc.

Krannich, C. R., & Krannich, R. L. (1999). 101 dynamite answers to interview questions. Mannassas Park: Impact Publications.

Martin, C. (2001). Interview fitness training: A workout with Carole Martin the interview coach. San Ramon, California: Interview Publishing.

Martin, N. A. & Bloom, J. L. (2003). Career Aspirations & Expeditions: Advancing Your Career in Higher Education Administration. Champaign, IL: Stipes Publishing.



NACADA Journal Seeks Editorial Board Members

A. Purpose and Overview

The *NACADA Journal*, the journal of the National Academic Advising Association, seeks to enrich the knowledge, skills, and professional development of people concerned with academic advising and student success in higher education. Through its journal and other activities, NACADA is dedicated to the enhancement of student development by supporting the professional growth of academic advisors and the advising profession.

B. Qualifications

Publications in peer-reviewed journals (preference for *NACADA Journal* publication)

Experience in academic advising

Interest and strength in quantitative and/or qualitative research methodology

Active membership in NACADA

Terminal degree (preferred)

C. Expectations

Review manuscripts for significance, appropriateness, research design, analysis, and quality of writing within 30 days of receipt.

Provide constructive feedback to authors in order to improve manuscripts.

Ability to use Microsoft Word and email with attachments.

Annual attendance at the Editorial Board meeting held during the NACADA National Conference each year. (Preferred)

D. Appointment

Editorial Board members serve three-year terms that begin and end at the national conference. An Editorial Board member may serve non-consecutive terms.

E. Application

Applicants familiar with the field of academic advising who are interested in seeking membership on the Editorial Board should submit an email message to Journals@ksu.edu stating interest in and rationale for serving as a member of the *NACADA Journal* Editorial Board. A professional resume prepared in Microsoft Word ".doc" format should be attached.

Applications will be considered on a rolling basis until all positions are filled.

2004 NACADA LEADERSHIP ELECTION INFORMATION

In early January 2004, on-line ballots for the NACADA 2004 Leadership elections will be available to NACADA members. Please complete and submit the applicable ballots by the deadline specified to be included in the final official tally.

Listed below are those leadership positions being elected. The newly elected leaders will take office in October 2004 following the national conference in Cincinnati, Ohio. A complete list of candidates can be found on the NACADA web site at <http://www.nacada.ksu.edu/Election/2004/2004CandidateList.htm>. Each candidate's platform statement is linked to her or his name on this list for easy reference.

If you have questions about the election in general or the ballots once they become available, contact the NACADA Executive Office at nacada@ksu.edu or call (785) 532-5717.

BOARD OF DIRECTORS:

- **President (term—October 2004–October 2005)**
- **Vice President (term—October 2004–October 2005)**
- **Board of Directors (3 Positions, 3-year term each—October 2004–October 2007)**

DIVISION REPRESENTATIVES:

- **Administrative Division Representative (term—October 2004–October 2006)**
- **Regional Division Representative (term—October 2004–October 2006)**

REGION CHAIRS (term—October 2004–October 2006):

- **Region 2—Mid-Atlantic [PA, NJ, VA, DE, DC, MD]**
- **Region 4—Southeast [GA, AL, MS, FL, Puerto Rico]**
- **Region 6—North Central [ND, SD, MN, IA, NE, Saskatchewan, Manitoba]**
- **Region 8—Northwest [MT, ID, OR, WA, AK, British Columbia, Alberta]**
- **Region 10—Rocky Mountain [UT, WY, CO, AZ, NM]**

COMMISSION CHAIRS:

Term—October 2004–October 2006

- **Advising Administration**
- **Advising Students with Disabilities**
- **Advising Transfer Students**
- **Assessment of Advising**
- **Engineering and Science Advising**
- **Faculty Advisors**
- **Lesbian, Gay, Bisexual, Transgendered, & Allies Concerns**
- **Multicultural Concerns**
- **Small Colleges & Universities**
- **Undecided & Exploratory Students**

Term—October 2004–October 2005 (will elect for 2-year term beginning with 2005 elections)

- **Advising Education Majors**
- **ESL and International Student Advising**



Newly Appointed NACADA Leaders

NACADA President Ruth Darling has appointed the following members to leadership positions beginning in October 2003. Congratulations to you all and a BIG thank you for agreeing to serve your organization!

Administrative Division Representative: **John Mortensen**

Regional Division Representative: **Brian Glankler**

Journal Co-Editors: **Terry Kuhn** and **Gary Padak**

Administrators' Institute Advisory Board:

Susan Campbell, Chair
Alice Reinarz
Rich Robbins
Gene Calderon
Lynn Freeman
Vicki McGillin
Carolyn Collins
Tom Grites
Albert Matheny

Summer Institute Advisory Board:

Wes Habley, Chair
Nancy King
Susan Campbell
John Burton
Tom Kerr
Dorothy Turk
Wanda Martin
Peggy King
Casey Self
Betsy McCalla-Wriggins

In addition, **Barbara Bucey** is Program Chair for the 2004 National Conference.

CAS Standards Revision Announced

The Council for the Advancement of Standards in Higher Education (CAS) announces the release of a major revision of its landmark publication, the *Book of Professional Standards for Higher Education*, and an updated version of the CAS Self-Assessment Guides (SAGs). Available August 29, the new 2003 book of standards and guidelines incorporates significant updates, including new general standards with greater detail about desired outcomes in student learning and development. The standards for Academic Advising are presently under going a major revision as well. Newly revised self-assessment guides (SAGs) feature an effective means for measuring how these standards are being met in all 30 functional areas. SAGs are available in both print and interactive CD-Rom formats (both PC and Mac). The CD-Rom also includes a new PowerPoint presentation and an E-learning course to assist institutional staff and faculty members in completing the SAGs.

Further information and online orders are available through the CAS web site (<http://www.cas.edu>). The book, which replaces the 2001 edition, is available separately or in a special package with the interactive CD-Rom including the full set of SAGs. The SAGs are also available for individual purchase and immediate download. The book and SAGs can be ordered from CAS, One Dupont Circle, NW, Suite 200, Washington, D.C. 20036-1188. Telephone: (202) 862-1400, Fax: (202) 296-3286.

The National Academic Advising Association is a member of CAS and strongly endorses these standards to its members. Founded in 1979, CAS is a consortium of educational associations that promotes quality educational practices through the promulgation of standards and guidelines for 30 programs and services in higher education. Individuals and institutions from the 32 CAS member organizations comprise a professional constituency of well over 100,000 professionals. Excellence in educational practice is a central goal of CAS that is achieved through the implementation of standards in all areas of practice in higher education. This vision for excellence is consistent with contemporary goals for accountability and bring an effective approach-the CAS approach-to program assessment. The CAS

approach is based on concepts of self-regulation and self-assessment, and all CAS materials are geared to this approach to quality assurance in higher education.

CAS serves higher education programs and services by providing:

- Descriptions of state-of-the-art programs and services
- Designs for programs and service development and assessment
- Criteria for institutional self-studies and preparation for accreditation
- Opportunities for staff development
- Outcomes for student learning and development
- Frameworks for accountability

Visit <http://www.cas.edu> for orders for all CAS materials, a full account of the work of CAS, links to each member association Internet sites and to the leadership of CAS, and a brief PowerPoint presentation providing an overview of the CAS approach.

Visit www.nacada.ksu.edu

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

NEW

In the Clearinghouse!

Advising Issue overviews

- Advising At-Risk Students
- Multicultural Awareness
- A Guide to Restructuring Advising Services
- Advising Students on Probation

Find the resources you can use on the Web at <http://www.nacada.ksu.edu/Clearinghouse/overview.htm>

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

Academic Advising news

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

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

This newsletter is a NACADA member benefit. Membership information is available through the Executive Office or at www.nacada.ksu.edu.

NACADA Academic Advising Summer Institute

The most comprehensive professional development event for academic advising

Join your colleagues for one of the two Summer Institutes offered in 2004!

June 6–11, 2004, Renaissance Waterfront Hotel and Conference Center, Portsmouth, VA

or

August 1–6, 2004, Hyatt Regency Hotel in Milwaukee, Wisconsin

The Institute utilizes an effective integration of a variety of learning formats!

Expert group presentations with small group discussions organized by institutional type, workshops and topical sessions, all led by skilled practitioners, provide a wide variety of opportunities to become involved. Through these activities, you will develop a network of supportive colleagues throughout the nation, design an action plan to refine or redesign advising at your institution and investigate advising options for student success.

The Institute is designed for individuals or teams who have responsibility for academic advising

- Academic advising campus task force members
- Teams or individuals from an institution desiring to refine or redesign campus advising services
- Advising program directors
- Campus administrators including deans or vice presidents with responsibilities for advising

Join us for a week designed to make a difference for you and your institution!

Further information and registration materials are located at www.nacada.ksu.edu

NACADA CONFERENCE CALENDAR

Academic Advising Administrators' Institute

St. Pete Beach February 2–4, 2004

Assessment of Academic Advising Seminar

St. Pete Beach February 5–6, 2004

Academic Advising Summer Institute

Portsmouth, VA June 6–11, 2004

Milwaukee, WI August 1–6, 2004

National Conference

Cincinnati, OH October, 2004 Chair: Barbara Bucey

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 Wayne Jackson	(609) 771-2882
3. Mid-South	Apr. 14–16, 2004	Charleston, WV	Stan Coberly	(304) 424-8307
4. Southeast	Mar. 7–9, 2004	University, MS	Charles Gates Susan Hobes	(662) 915-5970
5. Great Lakes	Apr. 22–24, 2004	Chicago, IL	Kristi Bloom	(217) 265-8150
6. North Central	Apr. 15–16, 2004	St. Paul, MN	Tonia Baxter	(612) 659-7153
7. South Central	May 27–29, 2004	Overland Park, KS	Jill Anderson-Hieb Patricia Griffin	(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 Beth Fuller	(626) 584-5425
10. Rocky Mountain	Mar. 3–5, 2004	St. George, UT	Debra Bryant	(435) 652-7691

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

Regional REPORT

Northeast Region 1— Celebrates 20 Years of NACADA

Region 1 looks forward to its annual regional conference to be held March 24, 25, and 26, 2004 with excitement—2004 marks the 20th anniversary for the Northeast Region. Our conference planning committee is taking us back to where it all began—the Radisson Hotel in beautiful Burlington, Vermont! We think the conference's theme, "The Past, Present and Future of Academic Advising" will provide members with opportunities to help us celebrate our accomplishments and set the stage for an exciting future in the field of academic advising. The deadline for receipt of conference proposals was December 1, 2003. As always, the conference planning committee is spending much time thinking about activities to bring members together for networking and having a good time!

In Dallas, the Region 1 meeting focused on the strategic planning initiative that is currently underway within the national organization. The membership present used the time to reflect on the current status of the Region, to identify an 'ideal' state, and to brainstorm some ideas that could/would move the Region toward achieving its ideal. Below are some of the ideal concepts as well as ideas to achieve them.

Ideal:

- Increased number of presentations at the regional and national levels
- Increased communication
- Leadership Training
- Mentoring
- Strengthened sense of the professional community
- Ways to connect with like colleges
- Increased attendance at conferences and regional meetings at national
- More cohesion—understanding how things/activities fit together re: the continuum of professional development
- Local Connections
- Networking opportunities—like State meetings and Receptions at national
- Celebrate more

Ideas to Move Toward the Ideal:

- Networking
- Reception at national
- State gatherings
 - These should be held at the beginning of the conference so folks can connect
- Colored nametags to symbolize region and/or state
- List of participants by college
- Regional or State Dinner group at national and regional conferences
- Scholarships for attendance at conference

- Communication via e-mail or website
- Develop some career paths
- Research proposals between/among institutions (cross-institutional studies are virtually non-existent)
- Region 1 T-shirts
- Mentoring:
 - link less experienced and new folks with more experienced members
 - link by population of student served
 - link a "veteran" with someone who is thinking about the profession

Susan Campbell
Northeast Region 1 Chair
207-780-4547
SCAMP@USM.MAINE.EDU

Mid-South Region 3

I'd like to begin my first submission to the NACADA newsletter by recognizing the great job **Julie Taylor** has done as the Region Chair for the past four years. Julie has been instrumental in creating a collaborative spirit among the members of our region, and she has had the wisdom to allow people to utilize their skills and interests in contributing to region activities. Involvement in Region 3 is at an all time high, with a competent and active Steering Committee in place! Thanks again, Julie, for a job well done.

I don't know about you, but I think I personally benefit as much if not more from the regional conference than I do the national! Not that the national doesn't have a lot to offer, but the smaller regional conference seems to offer even greater opportunity for significant networking with folks who are in closer geographical proximity to my campus. While the selection of presentations is more limited, we never have a shortage of helpful and informative sessions. Not only that, but the regional always seems to be **affordable!!**

With that in mind, I hope **all** of you in Region 3 will begin to make plans to be with us in "wild, wonderful West Virginia," where "adventures in advising will abound!" We've set the dates: April 14-16. Our facility is great—we'll be at the Town Center Marriott, located in the heart of downtown Charleston, West Virginia. The hotel/conference center is adjacent to a three story mall, and the hotel amenities will be more than adequate.

I also want to encourage you to submit a proposal to present a session at the conference. Your programs and ideas are the lifeblood of any regional conference, so don't be shy about making a proposal (a special call to those of you who presented in Dallas—come and share those ideas with us in Charleston as well!). Deadline for submission was December 1, 2003.

Regional REPORT

I'm looking forward to working with all of you as the chair for Region 3. Please feel free to contact me with ideas, concerns, suggestions—or just to say “hello.”

Rob Mossack
Chair, MidSouth Region 3
Lipscomb University
615-279-6297
ROB.MOSSACK@LIPSCOMB.EDU

Great Lakes Region 5

Hello and Welcome from Region 5!

I'm excited to be the new Region 5 chair! It's shaping up to be an exciting year for the Region! The Steering committee (made up of the Region chair, the state liaisons, and the 2004 conference chair) has allotted \$2500 in grants for professional development for and the formation of new allied institutional organizations. Three awards were made for professional development to existing allied organizations. The recipients are the

- **Academic Advising Association of Ohio State** (ACADAOS)
- **Kent Academic Advising Association** (KASADA)
- **Academic Advisors at University of Illinois** (ILLiAAC).

In addition, new allied organizations are located at

- **Cleveland State University**
- **University of Wisconsin-Madison.**

If your institution or your allied organization is interested in applying for one of these grants, put it on your list for next year. More information on the grants can be found at http://www.nacada.ksu.edu/Regional_Divisions/region5/index.htm.

If you have not yet done so, mark your calendars for the 2004 Regional conference to be held in Chicago April 22-24. Details can also be found at the Region 5 website. Finally, I'd like to specifically recognize this year's NACADA Region 5 National Award Winners:

Congratulations!

Individual

- John W. Miller, University of Wisconsin-Whitewater, Whitewater, WI, Pacesetter Award
- Virginia N. Gordon, Ohio State University, Columbus, OH, Service to NACADA
- Donna Stiller, Kent State University, Kent, OH, Outstanding Advising-Primary Role

- Margaret Steele, Ohio State University, Columbus, OH, Outstanding Advising-Primary Role
- Muriel S. Keller, Purdue University, West Lafayette, IN, Outstanding Advising-Primary Role
- Debra Heiber, University of Wisconsin-Whitewater, Whitewater, WI, Outstanding Advising-Administrator
- Cheryl Banachowski-Fuller, University of Wisconsin-Platteville, Platteville, WI, Outstanding Advising-Faculty
- Luis G. Hermosilla, Kent State University, Kent, OH, Outstanding Advising-Faculty
- Susan Johnson, University of Wisconsin-Whitewater, Whitewater, WI, Outstanding Advising-Faculty Certificate of Merit
- Julie A. Fischer, University of Toledo, Toledo, OH, Student Research Winner - Master's Degree
- Harold “Hal” Caldwell, Ball State University, Muncie, IN, Service to Commission Award Winner - Technology in Advising Commission

Programs

- Evan Graner, DePaul University, Chicago, IL, NACADA Scholarship
- Dana T. Zahorik, Fox Valley Technical School, NACADA Scholarship
- Creative Staffing: Using Shared Advisors to Maximize Student Success, (Cathy Buyarski, Program Director), Indiana University- Purdue University Indianapolis, Indianapolis, IN, Outstanding Advising Program
- College of Human Ecology Advising Center, (Lynn Forsblom, Program Director), Michigan State University, East Lansing, MI, Outstanding Advising Program Certificate of Merit
- PACADA Professional Development Programming, (Gerald A. Ripke, Program Director), Purdue University, West Lafayette, IN, Outstanding Advising Program Certificate of Merit
- Evolution of Pre-Engineering Office, (Donald C. Woolston, Program Director), University of Wisconsin-Madison, Madison, WI, Outstanding Advising Program Certificate of Merit

Rebecca Ryan
Chair, Great Lakes Region 5
608-265-5460
RJRYAN@WISC.EDU

Regional REPORT

North Central Region 6

Come to historic St. Paul, Minnesota for the Region 6 2004 NACADA Conference to be held in the Radisson Hotel on the mighty Mississippi. Please join us.

“Responding Creatively in Challenging Times”

When: April 15-16, 2004

Where: St. Paul, Minnesota

Region 6 is in full gear preparing for this energizing conference. Come network with colleagues. Find out how others are making things work in this era of shrinking budgets and growing needs. Check out the web page: http://www.nacada.ksu.edu/Regional_Divisions/region6/confindex.htm/

Why not submit a proposal for a presentation?

All are invited to share their ideas those new to the field, experienced veterans, faculty advisors, professional advisors, those at small schools, those at large research institutions. We're looking for ideas about best practices for advising as well as for research-driven presentations. We'd like to see roundtables, individual presentations, workshops, and panel presentations. As advising professionals, what can we do to positively impact our campuses in challenging times?

Mark your calendars now, come for the conference and stay for the weekend!

Kathleen (Kim) Roufs
Chair, North Central Region 6
University of Minnesota-Duluth
KROUFS@D.UMN.EDU

South Central Region 7

What a great time to be a member of NACADA and Region VII! We currently have 1008 NACADA Members in our region. Hats off to **Karen Schlabach**, University of Texas-Arlington and **Cole Holmes**, University of Texas-Austin. You served Region VII well as the 2003 NACADA National Convention Chairs.

The 2004 Region VII Conference Committee is hard at work. Our 2004 Conference will be held in Overland Park, Kansas, May 27-29 (mark your calendar now). We are very excited about **The Road Less Traveled**. The call for proposals is ready to go and the deadline for presentation proposal submission is December 23, 2003. The 2004 Program Committee invites you to submit program proposals addressing current and anticipated issues in academic advising. Our goal is to offer a diverse selection of programs supporting this year's conference theme or other topics of interest.

Please submit proposals online at: http://www.nacada.ksu.edu/Regional_Divisions/region7/confindex.htm as soon as possible but no later than December 23, 2003. Proposals are earnestly encouraged from novice as well as experienced presenters, researchers and practitioners. If you have special techniques, ideas or practices to share, please consider submitting a proposal. We want to hear from you!

If you have any questions regarding proposals contact **Patricia Griffin** at pgriffin@fhsu.edu.

On another note, LACADA (Louisiana Academic Advising) will be having their state conference on March 19, 2004. It will be hosted by Northwestern State University in Natchitoches, LA. The City of Natchitoches is the oldest permanent settlement in the Louisiana Purchase. It is a quaint, charming town on the Cane River.

Patricia L. Griffin, Chair,
South Central Region 7
Fort Hays State University
785-628-5577
PGRIFFIN@FHSU.EDU

Northwest Region 8

I would like to share with you some information we received at the National Conference in Dallas.

Brigham Young University-Idaho's **Jeff Newman** reports the institution is moving from a two year to four year program. Six "new" satellite centers are being added - Business, Pre-professionals; General Education; Engineering and Technology; Arts and Letters; Performing Arts.

Our Montana Representative, **Darlene Samson**, University of Montana indicated that Spring 2004 will bring a career class offered as a two-credit pilot to see if this improves retention of students.

Kerry Kincanon of Oregon State University, stated that UESP - Exploratory Studies - is working with several campus entities to support a new "learning community program - *Transitional Learning Communities*. This allows new students to self-select a themed community. The cohort of 10-15 students takes a 3 credit Transfer Course and the same group is also enrolled in 2 General Education courses that fit the theme.

At the University of Washington at Tacoma - **Sue Dahlin** says that the university is implementing a new advising format for students including larger registration sessions with degree plans created ahead of time.

Regional REPORT

Be sure to mark your calendars for our REGION 8 CONFERENCE:

‘WHAT’S SO FUNNY ABOUT ADVISING?’

April 21-23

Seattle - Double Tree Airport Hotel

University of Washington - Host Campus

All of the HUSKIES are ready to welcome you!

Call for Proposals can be submitted on-line at NACADA

On-line submission deadline is - Jan. 15. Go to

www.nacada.ksu.edu and click on Events and Region 8

Kay Reddell

Northwest Region 8 Chair

Western Washington University

(360) 650-7310

KAY.REDELLE@WWU.EDU

Pacific Region 9

Thanks to all of the Region 9 members who attended our national conference in Dallas. It was an exciting meeting for me as I take over the reins from **Kazi Mamun** of USC. The very best of luck to Kazi!

Congratulations to our award winners from Region 9 - **Monique Sosa** and **Kazi A. Mamun** from the University of Southern California who were the Best of Region 9 presentation award winners for 2003! Additional National winners from Region 9 include: **Susan Patt**, La Sierra University - Outstanding Advising Award Winner. **Mark Morlock**, CSU Chico - Outstanding Advising Certificate of Merit. NACADA Scholarship - USC - **Kristan Venegas**, : Summer Institute Scholarship - **Kelly O’Sullivan**, UCSD.

Additional presenters at the national conference included: **Lati Markowitz**, **Kim Guilfoyle**, **Susan Cass**, **Eileen Bell** from UC Berkeley, **Eileen Booth**, **Mavis Loo** - BYU - Hawaii, **Tom Brown** - Tom Brown Associates, **Sharon K. Ferrett** - Humboldt State University, **Linda D. Taylor**, **Nancy L. Markee**, **Minisa Chapman-Huls** at University of Nevada - Reno, and **Laurie A. Schreiner**, **Edward C. Anderson** - Azusa Pacific University.

Mark your calendars! Our regional conference, *Time for Retrofitting*, will be held in sunny Pasadena, California, April 21–23, 2004. Conference chairs are **Gwen Fleming** and **Beth Webb** from Fuller Theological Seminary.

I am looking forward to serving as your regional representative. Please contact me if you have any questions or concerns. See you in Pasadena.

Cindi Guimond

Chair, Pacific Region 9

909-621-8117

CINDI.GUIMOND@CLAREMONTMCKENNA.EDU

Rocky Mountain Region 10

Region Ten is busy with preparation for the 2004 Region Ten Conference in St. George, Utah, from March 3 to 5. Debra Bryant, Conference Chair, and her committee are reviewing conference proposals to develop a conference that will rejuvenate and enlighten while we enjoy the warmth of southern Utah in March. Check the website for details about fees, hotels and keynote speakers.

Sharon Aiken-Wisniewski

Region 10 Chair

University of Utah

(801) 581-7787

SAIKEN@UC.UTAH.EDU