

# The MACADA NEWS

Volume 12, Issue 2

July 2005

## President's Corner

Wow, summer is speeding by and before I know it, it will be September and we'll all be meeting at the Lake! My tenure as President will be over and I want to be able to reflect and know that I have made a difference. I need your help to do this!

There is one request that arose from the membership that can really make a difference to advisors everywhere! That request was for MACADA to have a web page on our website providing a link to the Equivalencies page maintained by each institution. For example, at UMKC, [https://webapps.umssystem.edu/cgi-bin/mowi/SIS.CRS\\_Equivalency.Introduction?R=http://www.umkc.edu/registrar/%7Eregwww/course.html&A=5&C=K](https://webapps.umssystem.edu/cgi-bin/mowi/SIS.CRS_Equivalency.Introduction?R=http://www.umkc.edu/registrar/%7Eregwww/course.html&A=5&C=K) will take you to a page showing cross equivalencies for students attending UMKC. They can look up courses from the sending institution by clicking on the 'I am a transfer student' button or they can choose "I'm a current student of the University of Missouri - Kansas City looking for an equivalent course somewhere else" and find courses equivalent to UMKC's course using UMKC course numbers. Naturally, these only refer to the equivalencies as established by UMKC and are not necessarily valid in the opposite direction. That is why it is useful to view other institution's equivalency pages.

MACADA Regional Reps. have been assigned the task of gathering this information for each institution in their region. This may prove quite cumbersome for some Reps. and no one knows what is available on a website as well as someone from that institution. What I am asking of you, the membership, is to contact your area rep. and let them know what link is most appropriate for your institution. Some schools do not have explicit web pages providing this information. If that is the case, please provide your area rep. with a name and contact information for the person most knowledgeable in transfer equivalency issues on your campus. Please also get that person's permission to add them to the MACADA Equivalency Links page.

Imagine being able to quickly answer the question of "how will University XYZ treat this course when I transfer?" Just go to the book marked MACADA homepage (everyone does have it book marked, right?), click on the links page and select institution University XYZ, then let the student know that they will consider it equivalent to Course 1XX. We will always recommend that a student confirm the information with someone from that institution, but at least now the student can have a starting reference point! Wow, a way to provide advice and assistance to your students, right at your fingertips! What a cool concept! Help me by helping your reps. and let's make it happen! Contact your area rep. now, have a great rest of the summer and see you at the Lake in September!

Chris Jordan  
MACADA President

### Inside this issue:

President's Corner	1
Today's Student	2 - 3
Get Involved in MACADA	3
Graduation Rates: Two-Yr. vs. Four-Yr. Schools	5
Need to Relax?	5
2005 MACADA Awards Information	6 - 7
Lift Every Voice	8
And the Point Is?...	9
What is Your Real Age?	9
2005 MACADA Conference Information	10 - 11

Find MACADA Online at:  
<http://associations.smsu.edu/macada>



## Today's Student: Their Impact on Our Practice

Presentation by Dr. Cathy Scroggs  
Article submitted by Donna Hanly  
University of MO-Columbia

Cathy Scroggs, Vice Chancellor for Student Affairs, at the University of MO-Columbia, spoke at the MU Advisors Forum Retreat on April 22, 2005. Donna Hanly, a Political Science advisor at MU, worked with Dr. Scroggs to share the information provided during her presentation on understanding the "Millennial Generation" student.

The following are characteristics of the Millennial Generation Student according to Michael Coomes and Robert DeBard in *Serving the Millennial Generation: New Directions for Student Services*.

1. They perceive themselves as special. Parents are very intrusive in their lives. They are accustomed to being rewarded for participation instead of victory.
2. Parents and society have sheltered them. They were encouraged to follow the rules and they expect the rules to be clearly communicated and fairly enforced. They trust and rely on authority. They have unrealistic expectations of what it takes to achieve their goals. They may need additional direction in the freedom of college life.
3. They are confident of their abilities and are optimistic about their futures. They expect good news and believe in themselves.
4. They possess highly conventional perspectives (more similar to their grandparents than parents). They accept social rules and expect conduct and dress codes. They go with the flow and maintain the status quo.
5. They have a focus on teamwork, cooperate with group projects, expect people to protect them in uncomfortable situations, and will participate in noble causes only with others.
6. They need to succeed in what they do. They want rewards for acceptable behavior. They respect objective but not subjective assessment. They are willing to invest in higher education if they feel someone is invested in them. High grades are expected as rewards.
7. They feel pressure to perform. They need clarity in expectations. Structure is enforced (stick to the rules). They trust authority figures to create paths for their success. They respond to zero tolerance and standardized performance measures.

This is the first generation of college students who are accustomed to both parents working full time. Students are connected to their parents on a daily basis with cell phones. They are used to being busy and like to join clubs. They are interested in appearances.

This is a change in the opposite direction from the 60's. There is more authority and less freedom. Their parents are "helicopter parents"; they hover. Because of the amount of parental involvement in their student's life, Summer Welcome has orientation for parents. We explain how the system works and how we respond to student concerns and encourage parents to let go of their student. The MU Parents Association is a partnership between parents and school to work for success. The organization encourages parents to talk to other parents. Parents know what is happening on a daily basis. We will talk to more and more parents. We will help parents help their child learn to take control of their lives. We can point parents to encourage their child to seek help - advisors, the Learning Center, etc.

Our students expect to do well. They believe they will get credit for participation and merely showing up. They don't think a B is a very good grade. Even so, for most students, the time spent studying does not measure up to the two hours per credit hour that is recommended.

### Time spent studying per week:

15% spend over 20 hours  
29% spend between 12-20 hours  
28% spend between 8-11 hours  
23% spend between 4-7 hours  
5% spend 1-3 hours

### Time spent sleeping per night:

6% sleep 5 hours or less  
30% sleep 6 hours  
35% sleep 7 hours  
22% sleep 8 hours  
7% sleep 9 hours or more

## Taking off the training wheels...



The pressure to succeed leads to academic integrity issues. Dr. Fred Newton, Director of Counseling at Kansas State, found students consider cheating okay as long as they aren't caught.

42% report they "cut and paste" from the web without attribution  
81% admitted participating in some sort of cheating once  
8% reported cheating repeatedly

Even though they are very conventional and like rules, they will still cheat. Stress leads to binge drinking and use of drugs (mostly anti-depressants). Many come to MU already on medication. Because they are used to having their time highly structured and busy, many have trouble dealing with "free time." Student Affairs works to give them safe and fun things to do.

Our challenge is their level of maturity. They have been treated as special and have been protected. They often have an unrealistic assessment of their own abilities. They are social in groups; there is less dating. We need to help students grow up. This has changed a lot in the last 10 years.

Great news about MU students:

1. They are committed to service and expect to participate. Recently, 500 students worked in Make a Difference Day and 400 helped with Special Olympics.
2. There is a new traditionalism. The Tiger Walk for freshmen when they pass through the Columns is very well-attended.
3. Students are optimistic about the future.

Dr. Scroggs said, "Your work with students, every day, helps them achieve self-authorship. Will the differences we see in students in 2005 change what we do? I think it will and already has to some degree. Students look to us for more advice and counsel. They depend on our knowledge and authority to get them through. They want our approval and seek our praise. We need not be afraid of that authority or responsibility students have given us. We need to know how to help students let go of us and trust themselves. Our goal as educators is to help them develop the confidence to make decisions and to provide learning experiences that engage them intellectually and personally so that they become successful contributing human beings." She closed by quoting Mary Englebright who says, "To love what you do and know it makes a difference...What could be better?"

There are challenges but promises too. What better job could you have?

## MAKE NEW FRIENDS! ENHANCE YOUR RESUME! GET FREE PIZZA!

If you have been looking for an opportunity for professional development; if you would like to broaden your network of colleagues and compare notes on what is happening in other Academic Advising offices across the state; if you need an occasional opportunity to get out of the office and come to a place where everybody knows your name, have we got a deal for you: run for a position on the MACADA Executive Board!

The Executive Board officially "manages the affairs of the Association between its meetings, represents the Association, and makes recommendations to the Association." In reality, we spend much of our time planning the annual conference, discussing issues that affect advisors, learning about NACADA events and policies, planning and writing articles for the newsletter, and fostering communication between the various regions and institutions across the state. We usually meet in December, February, April and June/July, typically in mid-Missouri (William Woods University or University of Missouri) as well as the annual meeting in September at the Lake of the Ozarks. The meetings generally begin at 10:30 and end by 2:30 to allow time for safe travel. We also have bagels and pizza and lots of laughs.

The following positions are open for election this September at the annual conference, and we hope you'll consider getting involved!

**President Elect:** performs the duties of the President in the President's absence. Must be a member of NACADA. One year term, to be followed by a one year term as President.

**Vice-President of Programs and Professional Development** assists in planning the annual meeting and develops special seminars to promote educational growth and development of the membership. Two year term.

**Vice-President of Membership** maintains accurate records of membership, including collection of dues, category of members, status of members and provides demographic data about membership as necessary. Two year term.

**Secretary** keeps records of all meetings of the Association and the Executive Board and gives notice of special and regular meetings to all members. Two year term.

**Area Representatives (Central, Southwest and St. Louis regions)** establish a contact person at each school in the region they represent through whom to promote the interests of MACADA and Academic Advising in general. Two year term.

Any MACADA member who is interested in serving on the Board is welcomed and encouraged to nominate themselves. A nomination form is available in this newsletter. Please send nominations with your name, title, contact information, position of interest and a brief biography to:

Joan Finder, Secretary  
Undergraduate Admission Office,  
Webster University  
470 East Lockwood  
St. Louis MO 63123  
Fax: 314-968-7115  
Email: finderjb@webster.edu

Elections will be held at the annual meeting in September.

**The MACADA NEWS** is published two times a year by the Missouri Academic Advising Association. Members and others interested in academic advising are encouraged to submit for publication, articles of interest to academic advisors. Articles are to be submitted to:

**Sue Yun, Editor**  
**The MACADA NEWS**  
**M110 Student Success Center**  
**University of MO-Columbia**  
**Columbia, MO 65211**  
**OR**  
**yunsj@missouri.edu**

# Graduation Rates: Two-Year vs. Four-Year Institutions

Artie Fowler  
Moberly Area Community College

**G**raduation rates tend to be higher among four-year colleges and universities than for community colleges. Graduation rates also tend to increase with the selectivity of an institution. For example, according to the Missouri Department of Higher Education's "Statistical Summary," the graduation rate among Missouri's two-year colleges is 25%. On the other hand, the graduation rate for the state's four-year highly selective and moderately selective institutions is as much as three times higher. Why is this?

One reason may involve student migration. Graduation rates reflect the degree completion of students in an entering cohort of full-time, first-time degree-seeking students. Community colleges serve as starting points for many students but not necessarily finishing points. Community college students often transfer before they complete their two-year degree. Thus, these transfer students who are included in the institution's entering cohort are not counted as having "graduated" at the two-year institution although they may well complete their bachelor's degree after transferring.

Community colleges serve a diverse population of students from various cultural, racial, and socioeconomic backgrounds. Many of these students can be categorized as "non-traditional," over the age of twenty-five. These students may be returning to an educational setting after spending years in the workforce. They are not as familiar with the current demands of higher education and/or the processes they must go through in order to achieve their goals.

Community college students often balance many other responsibilities with their educational goals. According to the U.S. Education Department, more than eighty percent of full-time students at community colleges work. Additionally, community college students are more likely to be married or have dependents. These students work full-time to support not only themselves but children and/or spouses. It is only reasonable to assume that work schedules and family responsibilities might interfere with their education.

According to ACT's 2003 Institutional Data Questionnaire, many of these students may be inadequately prepared, lack motivation, have inadequate financial resources, have poor study skills, and/or have many job demands as well as family demands. For any of these reasons, as well as being unfamiliar with higher education standards and processes, the student may need to take a semester or two off. This will also affect the graduation rates.

There is no way to encompass the variety of students community colleges serve. Regardless of lower graduation rates, community colleges do serve a major purpose in the educational system. As stated above, community colleges are entry-points for many students who wish to receive a four-year degree. They prepare students for employment within the workforce as well as provide students and the community, experiences which educate, entertain, and enrich lives.

## Need to Relax?

We all experience varying degrees of stress in our lives. Sources of stress can come from our jobs, our personal involvements, families, life changes (new job, new home, new baby, divorce, etc.), physical/mental/emotional ailments, and a variety of other pressures placed upon us or that we place upon ourselves. Constant stress can put a strain on your body and allow you to be susceptible to health problems. Even small bouts with stress can affect your body and mind; and your ability to enjoy life is hindered.

Help is on the way! Here are some relaxation techniques you can try the next time you are stressed:

1. **Progressive Relaxation:** close your eyes and alternately tense then relax the muscles in your body, moving from one group to the next. For example, tense then relax your shoulders and then move to your arms and hands.
2. **Deep Breathing:** close your eyes and take deep and diaphragmatic breaths until you are relaxed.
3. **Guided Imagery:** close your eyes and picture a peaceful setting to bring calmness to your mind and body.
4. Other techniques include **meditation, relaxing exercises such as yoga, aromatherapy, massage, acupuncture, and bio-feedback.**

Here are some websites with helpful information I used for this newsletter and to teach you about the various techniques:

[http://www.womens-health-and-vitality.com/relaxation\\_techniques.html](http://www.womens-health-and-vitality.com/relaxation_techniques.html)

<http://www.cyberpsych.com/relaxation.html>

<http://www.stress-vacation.com/>

<http://www.lhj.com/home/Relaxation-Techniques.html>

[http://www.umm.edu/sleep/relax\\_tech.html](http://www.umm.edu/sleep/relax_tech.html)

## MACADA Outstanding Advisor Awards Description



These state-level award criteria have been adapted from the national criteria in hopes that our state winners will be nominated by their home schools for the national awards. For further information on the NACADA awards, see their website at <http://www.nacada.ksu.edu/>

### Categories:

- **Academic Advising, Primary Role:** Individuals whose primary role at the institution is the direct delivery of advising services to students.
- **Faculty Academic Advising:** Individuals whose primary responsibility is teaching and who spend a portion of their time providing academic advising services to students.
- **Academic Advising Administrator:** Individuals who may provide direct academic advising services but whose primary responsibility is as an administrator or director of an academic advising program.

### Eligibility:

1. Any individual serving as an academic advisor, faculty academic advisor, or advising administrator and employed by a regionally accredited post-secondary institution may be nominated. MACADA membership is not required. Currently elected or appointed MACADA board members are not eligible.
2. Previous MACADA Outstanding Advising Award winners from the past five years are *not* eligible.
3. Only one nominee *per category* from each institution will be considered.

### Criteria:

The Selection Committee will evaluate nominations on the evidence of qualities and practices that distinguish the nominee as an outstanding academic advisor, faculty advisor, or advising administrator. Such evidence **may** include, but is not necessarily limited to, the following:

- strong interpersonal skills
- availability to advisees, faculty, or staff
- frequency of contact with advisees
- knowledge of student resources and appropriate referral activity
- use and dissemination of appropriate information sources
- evidence of student success rate, by advisor or department
- advisee or unit evaluations (summary data)
- caring, helpful attitude toward advisees, faculty and staff
- participation in and support of intrusive advising to build strong relationships with advisees
- monitoring of student progress toward academic and career goals
- mastery of institutional regulations, policies, and procedures
- ability to engage in, promote and support developmental advising
- evidence of administering an academic advising program that supports NACADA's Core Values
- evidence that the advising program reflects the standards of good practice in the CAS Standards and Guidelines for Academic Advising
- participation in and support of advisor development programs
- perception by colleagues of nominee's advising or advising administration skills
- institutional recognition of nominee for outstanding advising or advising administration.

#### Materials to Submit:

1. A completed and signed Nomination Form.
2. A narrative by the nominator, explaining how the nominee meets the criteria. There is a six-page limit to this section, including appendices. (Three front-and-back or six single-sided.)
3. Three letters of support.

**Submitted materials will NOT be returned.**

### Awards:

The individuals selected will each be awarded \$100, a plaque, and one year's membership in MACADA.

## MACADA PACESETTER Award Description



### Eligibility:

Individuals nominated should be up-line administrators and have no direct involvement with or responsibility for the administration of advisors or advising. The nominee need not be a MACADA member. Previous winners are not eligible.

### Selection Committee:

A committee, appointed by the executive board of MACADA and chaired by the President-Elect, will select the Pacesetter Award recipient.

### Materials to Submit:

1. A completed and signed Nomination Form.
2. The most recent vitae of the candidate.
3. A supporting letter from the nominator providing evidence of eligibility, that the candidate has made significant contributions to the profession of academic advising, leadership in the field of advising as well as related professional areas, and a commitment to the importance of academic advising.
4. A maximum of five letters of support from colleagues, supervisors, and/or students, not to exceed three letters in any one category.
5. Additional materials which support the candidate's nomination (published articles, workshop handouts, evaluation information, etc.).

\* Submitted materials will NOT be returned.

### Award:

The individual selected will be awarded \$100, a plaque, and one year's membership in MACADA.

***Application Deadline for all  
awards is  
August 26, 2005!***

**Nomination Forms are inserted in this newsletter.  
Copy as needed.**

**Submissions for all awards should be sent to:**

**Tom Frankman, MACADA President-Elect**  
Chair, Education  
William Woods University  
One University Avenue  
Fulton, MO 65251

Phone: (573) 592-1166

Fax: (573) 592-1164

E-mail: [tfrankman@williamwoods.edu](mailto:tfrankman@williamwoods.edu)

## Lift Every Voice

Peggy Sherwin

St. Charles Community College

The beat goes on! The past few months have been very interesting and educational. I have had the awesome opportunity to meet some of the people who work in Multicultural Diversity Programs. Learning the scope of their duties and responsibilities has been a great learning experience, which helped me to look at myself in my environment.

I speculated if I was being as helpful and responsive as I could be in my role as Academic Advisor or was I looking the other way when distasteful comments and behaviors occurred? In my last article I suggested making multiculturalism part of our educational plan. After making this suggestion it occurred to me that many of my colleagues and folks, in general, are struggling with similar issues - how can we help our students if we as educators are floating along faking it until we make it?

I would like to share a story with you involving a young woman who worked at a community college and was a victim of a social offense. These offenses can come in many forms; offenses of covert discrimination, verbal assassination, inequality and different treatment. However, when these offenses present themselves it should be our call to arms!! (*Take action*).

This situation presented itself on anybody's college campus, perhaps like your campus. A young woman was seated alone eating her lunch quietly in the dining hall on her college campus. The day was no different than any other day, except she had decided to eat alone. Enjoying her quiet time, she casually noticed that most of the tables in her immediate vicinity were occupied by fellow co-workers enjoying their noon-day meal. At a table directly across from the young woman, she observed several men in school uniform, chatting with each other in what appeared to be a casual and pleasant manner.

After several minutes the young woman observed one of the young men occasionally looking in her direction, feeling a question in his stares she raised her

head in his direction and smiled. The man didn't return her smile. Instead, with a penetrating, detestable tone in his voice and a piercing, mocking glare in his eyes and without taking his eyes from her; he said to the men seated at his table, "That's a Dyke." At that point, some of the men glanced in her direction.

The young woman had not finished her lunch but suddenly she was full. A million and one thoughts flooded her head; should she snap back, should she get up and leave the lunch room, or just sit there and pretend she did not hear those ugly, sick words being discharged from his mouth. All the while she was feeling crushed and physically wounded by his words. She managed to finish her lunch, struggling at times to choke down the small pieces of food she attempted to eat.

She was careful not to make eye contact with her friends and co-workers. Because of the shock she had just experienced, she feared the dam of emotions would come crashing into her overt presence, releasing the mad frustration of intolerance in tears.

The environment she worked in among friends and co-workers, feeling safe and accepted, had suddenly crashed. The bitterness, harsh words and detestable stares that were in the world outside, were now in her face.

When she attempted to find an avenue to remedy her situation, she was met with creative maneuvers to down play the vile derogatory that had been discharged into her path. After several attempts to have the situation corrected, an apology was offered. She accepted the apology and stressed that this is a lesson to be learned and to be passed on.

This story and many others are occurring everyday in our presence, to us and to our friends, family, and co-workers. We often express disgust that such a thing could happen. But in our presence, friends, acquaintances and even family members may express derogatory statements about a certain group or make a stereotypical com-

ment. And we quickly transfer to selective hearing and blindness. Is this selective process put into effect to make us believe that if you don't see it or acknowledge it --- *it will go away*? Well folks, *it will not go away*. We must open our mouths and speak out at every injustice, racial slur, criminal act, and comic offenses regardless of who commits the act.

The young woman in this story did not let this unfortunate experience with a member of the Amoeba family affect her life. She chose to move on and continue her pursuits in life. These experiences are painful indeed. However, this encounter is not an isolated incident, it will occur again and again and with each occurrence, the devastation has a profound impact. We aren't looking to condition the victims to these offenses, but to arm ourselves with the education and knowledge to speak out in multiple voices against these injustices.

The Reverend Martin Niemoeller stated our mission very well when he wrote: In Germany, they came first for the Communists, and I didn't speak up because I wasn't a Communist. Then they came for the Jews and I didn't speak up because I wasn't a Jew. Then they came for the trade unionist, and I didn't speak up because I wasn't a trade unionist. Then they came for the Catholics and I didn't speak up because I was a Protestant. Then they came for me and by that time no one was left to speak.



## And the Point is?...

Kathie Price  
St. Louis Community College

The primary focus of this issue of the MACADA newsletter is to invite and encourage advisors in Missouri to attend the annual conference at the Lake of the Ozarks in September. So, why would you or I take the time and energy and our institution's money to participate in this conference or any professional organization's activities? Why not just do our jobs and serve the students who are always there needing our help?

If you're an advisor who regularly participates in professional activities and conferences, rather than taking the time to read this article, you might want to start working on your presentation for next year's conference. If you're already a presenter, just kick back and relax. If you're an advisor who would love to be able to attend a MACADA conference but don't have the financial and/or institutional support, our sympathies are with you. Perhaps you could share this article with your administrator with a request for funding to attend this professionally beneficial event.

So, if you're still reading, maybe you're one of us who doesn't feel the need for professional develop-

ment; there just isn't time, either personally or professionally, to get away; there's not enough to be gained by going to a conference; you're just too busy, with all the students constantly needing your attention; you're an introvert for whom the social milieu is a challenge.

I hope in this brief article to answer some of these objections and maybe to entice some advisors who've not attended a MACADA conference to join us in September. In my years as an advisor (I started sometime in the Renaissance), I've felt and voiced all of the above objections and let professional development opportunities pass. There have been many other times when I've overcome my reluctance and, with the blessing of a very supportive manager, attended professional conferences. I've always been very glad that I did.

How am I a better advisor as a result of these experiences? First, there is the content of the sessions. Our MACADA Board always works hard to select a keynote speaker who provides a thought-provoking and often entertaining kickoff to the conference. The session presenters have given me new ideas and tools

that help me do my job better. Even in the sessions that went right over my head (often including statistics), I have a chance to meet advisors from other institutions.

Although I think that content is important, at least as beneficial, if not more so, is the energy and sense of renewal that result from spending time with other professionals in the field. I believe that it's essential that academic advisors take time to focus on advising as a profession. Participation in professional activities with my colleagues reinforces for me that this is a profession, not just a job where we fill out forms and enter computer codes to get students into classes (taught by the *real* professionals).

The MACADA conference also offers for your enjoyment the beautiful setting at the Lake of the Ozarks and the outlet mall in town, for a before or after conference shopping spree. And for some of us, there's getting away from the kids. Finally, the relaxation that comes with having no responsibilities except to learn more about advising, connect with colleagues, renew and energize so we may be more fully there for our students: priceless.

### What is Your Real Age?

Don't worry - you don't have to say it out loud! What could make you want to shout your age from the rooftops? Recent episodes of The Oprah Winfrey Show have highlighted various ways to make you younger and healthier. Her show and website discuss ways to slow the aging process via your lifestyle. She shares information and tips to help you nurture your mind, body, and spirit. See the interesting stories and dramatic transformations for yourself at <http://www.2.oprah.com!>

Dr. Michael Roizen, a longevity expert, appeared on The Oprah Winfrey Show and says that everyone has two ages: your chronological age and your *real* age. Your real age is based on your lifestyle rather than your birth-date. Oprah's website encourages you to take the RealAge test to see how you can adjust your health habits to look and feel younger. There is an abbreviated version of the RealAge test on Oprah's website at: [http://www2.oprah.com/health/lifestages/realage/health\\_real\\_main.jhtml](http://www2.oprah.com/health/lifestages/realage/health_real_main.jhtml) or you can go to the RealAge website to take the full test: <http://www.realage.com/> and to get suggestions on how to reduce YOUR *real* age. What activities and factors affect your *real* age? Are you doing everything you can to live longer and look younger? Check it out!

# Advising Harmony: Finding Your Balance

Join us for the 2005 MACADA Conference at  
**Sept. 15 & 16** Tan-Tar-A Resort Golf Club & Spa at the  
 Lake of the Ozarks, Osage Beach, MO!

## 13th Annual MACADA Conference Agenda

### Thursday, September 15

9:00 am. - Noon	MACADA BOARD OF DIRECTORS MEETING
1:00 - 5:00 pm.	REGISTRATION
2:00 - 2:15 pm.	WELCOME
2:15 - 3:30 pm.	KEYNOTE SPEAKER Dr. Charlene Berquist, Southwest MO State University Director of the Center for Dispute Resolution, Professor of Communication
3:30 - 3:45 pm.	BEVERAGE BREAK/NETWORKING
3:45 - 5:00 pm.	ADVISOR FORUM: CASE STUDIES
5:30 - 7:30 pm.	DINNER/ANNUAL BUSINESS MEETING Election of Officers Awards and Recognition Announcements Door Prizes

### Friday, September 16

7:30 - 8:30 am.	REGISTRATION (continued)
7:30 - 8:30 am.	AMERICAN BREAKFAST (Hotel Check-out)
8:30 - 9:20 am.	CONCURRENT SESSION I Counseling as Teaching: The Evolution of a Group Advising Model Harmonizing the First Year Experience: Advising Initiatives to Increase Student Support Coordinated Management of Meaning (CMM) Theory as a Model for Academic Advisement
9:30 - 10:45 am.	CONCURRENT SESSION II Activate Your Advisement Training Program Racial Awareness and Sensitivity Workshop: Race - The Final Frontier The IAA (Initial Advising Assessment): A Collaborative Partnership
10:45 - 11:00 am.	BEVERAGE BREAK (Hotel Check-out)
11:00 - 11:50 am.	CONCURRENT SESSION III Transferring to Missouri State University Teacher Education Programs Returning Adult Students: What Do They Need From Us? A Blend of Student Services: Advising, Access, and Financial Aid
Noon - 12:30 pm.	CLOSING SESSION Best of Conference Special Drawing - First 50 Conference Registrants Door Prizes Adjournment

### Conference Registration Fees

A Conference Registration Form is available in this newsletter and posted on the MACADA website, <http://associations.smsu.edu/macada>. Conference fees (includes dinner buffet, breakfast buffet, conference materials, and one year MACADA membership):

	Postmarked on or before Sept. 2	Postmarked after Sept. 2
MACADA Member	\$80	\$90
Student Rate	\$70	\$80
Membership ONLY	\$10	\$10
(for those who cannot attend conference)		
Guest Meal ONLY (Dinner)	\$15	\$15

Payment Method: Submit registration form with check or money order (purchase orders not accepted) payable to:

MACADA  
c/o Krisana West, Academic Advisor  
Central Missouri State University  
Ward Edwards 1100  
Warrensburg, MO 64093

Further questions about registration? Contact Krisana West,  
(660) 543-4804, fax (660) 543-8119, or e-mail:  
west@cmsu1.cmsu.edu

**Cancellation Policy:** Refunds of conference registration fees will be issued, minus 2005-06 membership dues and a \$10 service charge, if cancellation is received in writing by Tuesday, September 6, 2005. No refunds will be issued after this deadline.

### Hotel Accommodations (September 14 - 16, 2005)

**Cut-Off Date for the MACADA Conference group rate is Wednesday, August 17, 2005.** After the Cut-Off Date, unreserved rooms will be released for general sale, and the hotel will determine whether it can accept reservations based on a space-and-rate-available basis at the MACADA Conference group rate. Room reservations must be made by individual attendees directly with the Tan-Tar-A Reservation Department @ 1-800-826-8272 or website [www.tan-tar-a.com](http://www.tan-tar-a.com). All room reservations must be accompanied by a first-night room deposit, or guaranteed with a major credit card. Hotel will not hold any reservations unless secured by a major credit card. Any room(s) not cancelled 72 hours in advance of arrival date will be billed to the party guaranteeing the reservation. Hotel room rates are subject to applicable state and local taxes (currently 5.225% state and 3% county lodging tax) in effect at the time of check-in. Group rates (net of all taxes):

<u>Resort Complex (Conference Site)</u>		<u>Run of the House</u>	
Single	\$106/night	Single	\$96/night
Double	\$106/night	Double	\$96/night
Triple	\$106/night	Triple	\$96/night
Quads	\$106/night	Quads	\$96/night

**Suites**

One Bedroom \$156/night  
Two Bedroom: \$252/night

NOTE: Prior to reserving Run of the House, contact the reservation office regarding restrictions and/or locations.

**Complimentary Guest Services:**

- USA Today newspaper, available in the lobby while supplies last
- All guestrooms include irons, ironing boards, hair dryers, and in-room coffee service
- Shuttle service throughout the resort and estates complexes, as well as to and from the Oaks Golf Course
- Use of swimming pools (including Tradewinds Deck Pool, Arrowhead Deck Pool Complex, the indoor pool/hot tub) and Tan-Tar-A exercise facility

MACADA and Tan-Tar-A Resort seek to make programs accessible to all and will strive to make necessary accommodations for persons with disabilities or dietary restrictions. Please indicate your needs on the MACADA conference registration form and notify the hotel when making room reservations.

**Lisa Runyan**  
**MACADA VP of Membership**  
 Central Missouri State University  
 Ward Edwards 1100  
 Warrensburg, MO 64093

## The MACADA News

*The Voice of the Missouri Academic Advising Association Since 1993*

**Your MACADA Executive Board is here for you. Don't hesitate to contact us.**

<p><b>President:</b>  <b>Chris Jordan</b>            Phone: (816) 235-2574            Fax: (816) 235-5158            jordanc@umkc.edu</p>	<p><b>President-Elect:</b>  <b>Tom Frankman</b>            Phone: (573) 592-1166            Fax: (573) 592-1164            tfrankman@williamwoods.edu</p>	<p><b>Secretary:</b>  <b>Joan Finder</b>            Phone: (314) 968-6987            Fax: (314) 968-7115            finderjb@webster.edu</p>	<p><b>Treasurer:</b>  <b>Krisana West</b>            Phone: (660) 543-4804            west@cmsu1.cmsu.edu</p>
<p><b>VP, Membership:</b>  <b>Lisa Runyan</b>            Phone: (660) 543-4994            Fax: (660) 543-8119            runyan@cmsu1.cmsu.edu</p>	<p><b>VP, Multiculturalism/Diversity:</b>  <b>Peggy Sherwin</b>            Phone: (636) 922-8541            psherwin@stchas.edu</p>	<p><b>VP, Programs &amp; Prof. Dev.:</b>  <b>Rose Bell</b>            Phone: (816) 235-5393            Fax: (816) 235-5572            bellr@umkc.edu</p>	<p><b>VP, Communications:</b>  <b>Sue Yun</b>            Phone: (573) 884-9700            Fax: (573) 884-9625            yunsi@missouri.edu</p>
<p><b>NACADA Liaison:</b>  <b>Cindy Fiedler</b>            Phone: (417) 836-5258            Fax: (417) 836-6372            CMF795t@smsu.edu</p>	<p><b>Central Missouri Rep:</b>  <b>Jeff Wiese</b>            Phone: (573) 882-7073            (573) 884-5526            wiesej@missouri.edu</p>	<p><b>Kansas City Area Rep:</b>  <b>Lee Likins</b>            Phone: (816) 235-2875            Fax: (816) 235-5158            likinsl@umkc.edu</p>	<p><b>North Missouri Rep:</b>  <b>Artie Fowler</b>            Phone: (660) 665-0345            Fax: (660) 665-2786            artief@macc.edu</p>
<p><b>St. Louis Area Rep:</b>  <b>Kathie Price</b>            Phone: (314) 984-7257            Fax: (314) 984-7050            kprice@stlcc.edu</p>		<p><b>Southeast Missouri Rep:</b>  <b>Linda Little</b>            Phone: (573) 651-2016            Fax: (573) 986-6438            llittle@semo.edu</p>	<p><b>Southwest Missouri Rep:</b>  <b>Kelly Wilson</b>            Phone: (417) 625-9363            Fax: (417) 659-4429            wilson-k@mssu.edu</p>

Thanks to our contributors for this issue: Chris Jordan, Donna Hanly, Joan Finder, Artie Fowler, Peggy Sherwin, Kathie Price, Sue Yun, and Rose Bell.

***The Spirit of MACADA***