Advisory Board/Committee Chairs

2011 End of Year Report Form

The purpose of this report is to describe all that has been accomplished over the past year. As you recall from our mid-year phone conference, we encouraged you to articulate a few tangible goals in measurable terms and the strategies/approaches that the board/committee will undertake to meet the goals. For the end of the year report, you are to indicate in the results column the extent to which the goals were achieved and based on that data list any appropriate next steps or recommendations for action.

Advisory Board/Committee Name: Summer Institute Advisory Board

Mission:

Summer Institute will offer a high quality professional development opportunity which maintains NACADA’s status as the “most comprehensive consideration of academic advising available.”

The Institute has served administrators, advisors and faculty advisors and has established a reputation for excellence within the global community and fulfills the vision of NACADA to be the leader for the theory, delivery, application and advancement of academic advising to enhance student development.

Current Members (name, institution, email); please put an * next to new members:

Blane Harding, Chair, Colorado State University (2012)

Emma Mays-Reynolds, Dyersburg State Community College (2011)

Verlaine Quinney, Erie Community College (2011)

Vera Gomes, University of Dayton (2011)

Verne Walker, Owens Community College (2011)

Jen Hazel, Owens Community College (2011)

Rich Robbins, Bucknell University (2012)

Ross Hawkins, Missouri State University, (2012)

Heleen Vliex, Maastricht University, (2012)


Carla Morelon-Quainoo, Dillard University, (2012)

*Sonia Esquivel, United States Airforce Academy (2013)

*Susan Fread, Lehigh Carbon Community College (2013)
Criteria used to create and maintain diversity of membership (size of institution, region, role, ethnicity, new and experienced professionals, etc.):

NACADA values diversity within our leadership in regard to institutional type, size, and employment position as well as diversity in regard to ethnicity, gender identity, age, culture, and sexual orientation. The SI Executive Committee solicited nominations to assure a balance representing all forms of diversity. We now have two year schools, four year public, four year private, HBCU's, race, ethnicity, and international members serving on the board.

### Completed Planning Matrix for 2010-2011

Directions: Please copy and paste columns 1 and 2 from your beginning of the year report. Next, write out appropriate responses that best describes the current results toward completing each goal. Finally provide concrete next steps for the board/committee based on the results to date.

<table>
<thead>
<tr>
<th>Goals (identify link to NACADA strategic goal # for each stated goal)</th>
<th>Strategies/Approach to address goal</th>
<th>Results</th>
<th>Recommendations for Action</th>
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| Champion the educational role of academic advisors to enhance student learning and development in a diverse world | T. Adv one-to-one: applying developmental theories  
T. Advising as teaching | The Advisory Board reviewed the content of the topical for the Summer Institute to reflect the goals and strategies listed. | Continue to review the content of the SI foundation, topical, and workshops to represent the voices and concerns of the participants. |
| Affirm the role of academic advising in student success and persistence, thereby supporting institutional mission | W1. Advising as retention  
T. Advising first-year students | The Colorado Springs and New Orleans SI’s were very well attended, particularly | Continue to inform the Advising is Teaching and the central role advising plays for student retention and graduation. |
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<th>and vitality</th>
<th>F2: Adv and Campus Environment</th>
<th>the sessions that focused on this objective.</th>
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<td>W3. Advising at-risk students</td>
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<td>Anticipate the academic advising needs of twenty-first century students, advisors and institutions.</td>
<td>T. Legal &amp; Ethical aspects</td>
<td>The faculty at each SI discussed appropriate Roundtable topics for discussion based on the previous year's roundtable participation. There was also a session offered on social media and faculty advisors due to responses from past and current SI participants.</td>
<td>Review the content of the 2011 SI's and the survey sent out to all participants and faculty to identify areas for expansion or elimination.</td>
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<td>Advance the body of knowledge on academic advising</td>
<td>F1: Organization &amp; History</td>
<td>The four General Sessions were changed to reflect the goal of this category and renamed Foundation Sessions. Faculty were encouraged to contact each other to be certain we could reduce repetition and truly lay down the foundation which would be expanded in the topical</td>
<td>Be proactive in terms of the increased use of social media on advising and new trends to the demographics and campuses we serve.</td>
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<td>Foster the talents and contributions of all members and promote the involvement of diverse populations</td>
<td>F3. Designing &amp; implementing effective advisor development.</td>
<td>T. Advising and Career Life Planning</td>
<td>The SI's in New Orleans and Colorado represented a very diverse group of advisors, administrator, and faculty and each topical, foundation, and workshop represented some form of diversity depending on the nature of the session. In addition, a member of an HBCU currently sits on the Advisor Board as well as an International advisor and minority representation is present.</td>
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