

**NACADA**  
The Global Community for Academic Advising

The Journal of the  
National Academic  
Advising Association

**In This Issue**

- The Utility of Liberal Education: Concepts and Arguments for Use in Academic Advising
- Exploratory Honors Students: Academic Major and Career Decision Making
- The Academic Advisor's Playbook: Seeking Compliance from College Student-Athletes
- Understanding Immigrant College Students: Applying a Developmental Ecology Framework to the Practice of Academic Advising
- From Boots to Books: Applying Schlossberg's Model to Transitioning American Veterans
- Career Advising in a VUCA Environment
- A Human Capital Approach to Career Advising

Volume 31, Number 1 Spring 2011

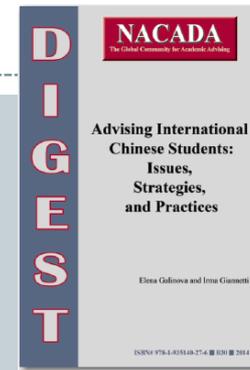
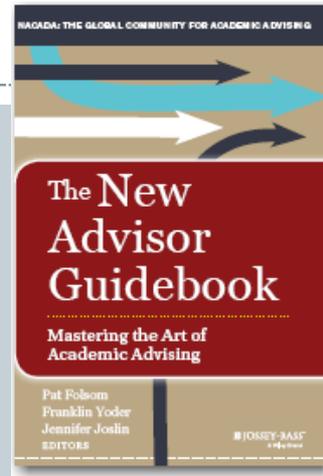
**NACADA Journal**

# *Publish with NACADA:*

*Find the appropriate NACADA venue for your writing*

## 2016 REGION CONFERENCES

### Presenters



## Academic Advising Today

Voices of the Global Community



## Clearinghouse

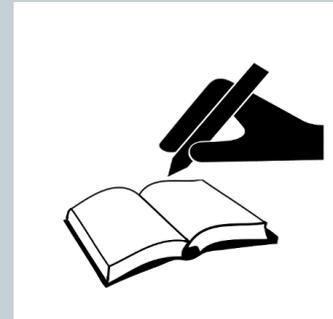
Academic Advising Resources

# NACADA Publications



**240+ members wrote for NACADA venues in 2015**

- *NACADA Blog*
- *Academic Advising Today (AAT)*
- *NACADA Journal* book review
- *Clearinghouse of Academic Advising Resources*
- Pocket Guides
- *The NACADA Journal*
- NACADA books



# *What we'll talk about today...*



- Purpose
- Content
- Writing Guidelines
- Acceptance Process
- How do I get published...?



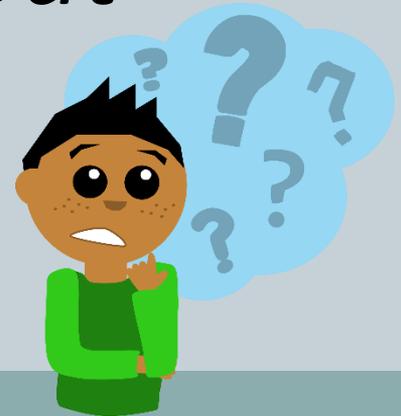
*What would you like to add to the literature?*



Write down at least one idea  
you have for writing about an  
advising related issue

*and / or*

*a question you have about  
writing for NACADA.*



# NACADA Publications Philosophy



## Research, theory, and practice

- Research
  - qualitative research
  - quantitative research
  - mixed methodology
- Theory
  - applying existing theory to academic advising
  - developing new theory relevant to advising
- Advising Practice

## Resources

NACADA Store

Clearinghouse

Journal

Academic Advising Today

Research Related

Listserv Mailing Lists

Consultant & Speaker Service

Internship Connection Service

Writing for NACADA

NACADA Companion Resources

Home » Resources » Writing for NACADA

## Interested in Writing for NACADA publications?

NACADA editors encourage all academic advisors interested in writing to contribute to the expanding professional literature base by writing articles that feature **research, theory, and practice** within the advising field. Furthermore, they strive to present all publications in a professional showcase that distinguishes the organization and promotes the profession within a scholarly and practical context. Specific guidelines for each publication venue provide the context in which the articles will appear.

To assist authors in effectively communicating to these standards, NACADA solicits input from experts as reviewers and content editors as well as specialists in managerial, developmental, and copy editing. Each project receives in-depth and comprehensive attention by those with decades of experience shepherding new and re-newed authors in the publication process.

### Writing for NACADA conference session

• PowerPoint handout

• writing checklist

• Additional helpful resources

- How to Write an Essay: 10 easy steps via The American University in Cairo (note NACADA publications use APA not MLA format)
- Purdue Online Writing Lab - OWL: APA format
- 5 More Ways to Start Writing via PhD2Published

### NACADA publication venues:

- NACADA Blog: Submitting a Blog Post Guidelines
- *Academic Advising Today*: Publication Guidelines
- *NACADA Clearinghouse of Academic Advising Resources*: Publication Guidelines
- *NACADA Journal*: Publication Guidelines
- NACADA pocket guides (~8500 words, contact Leigh Cunningham at leigh@ksu.edu for guidelines)
- NACADA books: Prospectus

# “Concise” NACADA Publication options



## Official NACADA Blog

### Submissions should be:

- About an advising/student success related NACADA experience.
- Educational in nature, positive in tone, and focused on particular aspects of academic advising.
- Original and written especially for the NACADA blog.
- Both product- and vendor-neutral.
- Non-political

### Writing Guidelines

- Keep posts to the point, roughly 400 words in a Word file. <http://nacada.wordpress.com/>
- Use 1<sup>st</sup> person singular. Writing in a conversational tone engages readers; advisors like hearing personal stories.
- No peer review, minimal copy editing.
- When possible, include at least one image in your post. contact [nblog@ksu.edu](mailto:nblog@ksu.edu)
- Try to utilize a bulleted format and urls when appropriate (be sure to state where user is going with url).

**Example: Seeds to Blossoms: the Transforming of Peer Mentor/Peer Advisor Experience**

## Seeds to Blossoms: the Transforming Peer Mentor / Peer Advisor Experience

Posted on [May 4, 2015](#) by [mvnacada](#)

Last October, the current chair of the Peer Advising & Mentoring Commission, Megumi, and I presented on two models of Peer Mentor programs. As we began to talk about our respective programs, we shared a common excitement. Both of us had seen students we recruited as peer mentors / peer advisors blossom and develop into responsible, successful adults. That seems logical, right? The unexpected part was that both of us had seen peer mentors / peer advisors blossom and develop into responsible, successful adults **who wanted to become academic advisors!**

Many students are attracted to peer mentoring or peer advising positions as it gives them solid experience working one on one with people. Some students want to get teaching or advising experience. While others enjoy the strong connection it allows them to the staff, faculty and institution. Without a doubt, peer mentors / peer advisors gain in all three respects and more.

Here are a few quotes from former peer mentors / peer advisors that support the endless ways that peer mentoring impacts our students.

“ Having the opportunity to be a peer advisor as an undergraduate significantly influenced my career goals in academic advising and higher education. It was through the Manoa Peer Advising program that I was exposed to the multiple opportunities our university had to offer, developed basic skills as an academic advisor, made lifelong friends, and gained phenomenal advisor development and higher education.” *Former Peer Advisor/Peer Advisor Leader & currently a full-time advisor*

“Peer mentoring has been an immensely valuable experience. The one-on-one interaction with students, and knowing you’ve helped them in their education, has made me feel like I’ve really made a difference. In the future, I will use the skills I’ve developed as a peer mentor to be a more courteous, empathetic, and personable individual. I am proud to be a peer mentor.” *Graduating Lead Peer Mentor*

# Official NACADA Blog

*Stacy Woycheck*

*Past Chair, Peer Advising & Mentoring Commission  
University of Maryland – College Park*





**NACADA's**  
**40<sup>th</sup> annual**  
conference  
**OCTOBER 5-8, 2016**  
**ATLANTA,**  
**GEORGIA**

NACADA STORE

CLEARINGHOUSE

JOURNAL

ACADEMIC ADVISING TODAY

RESEARCH RELATED

LISTSERV MAILING LISTS

CONSULTANT & SPEAKER  
SERVICE

INTERNSHIP CONNECTION  
SERVICE

WRITING FOR NACADA

NACADA COMPANION  
RESOURCES

## Membership

Becoming a NACADA member means joining the ranks of more than 10,000 professional advisors, counselors, faculty, administrators, and students working to enhance the educational development of students. Members enjoy various benefits, discounts, and opportunities within the organization and its many services and resources.

[Join Now](#)

## Upcoming Events

### 2015-2016 Web Events

### 2016 Region Conferences

#### Assessment of Academic Advising Ins

Mesa, AZ - February 11-13, 2016

#### Analytics in Academic Advising Seminar

Mesa, AZ - February 15-16, 2016

#### Academic Advising Administrators' Institute

Mesa, AZ - February 18-20, 2016

#### International Conference

Dubai, UAE - February 22-25, 2016

#### 2016 Research Symposium

Manhattan, KS - February 28-29, 2016

## Resource Library

Information about academic advising is hard to come by. The right place. A plethora of articles, books, and other resources. A new perspective on retention issues or just trying to stay abreast of current trends in advising. NACADA's Resource Library is a proven source of valuable information.

- Clearinghouse
- The NACADA Journal
- Academic Advising Today



# Academic Advising Today

Voices of the Global Community

[Member Services](#) [About Us](#) [Resources](#) [Events & Programs](#) [Community](#)

## Academic Advising Today: Voices of the Global Community

**Academic Advising Today** is the quarterly electronic publication (e-zine) of **NACADA: The Global Community for Academic Advising**. It exists to provide a venue for sharing of advising experiences and discussion of ideas related to the theory and practice of academic advising in higher education.

All content is selected to support the association's strategic goals:

- Expand and communicate the scholarship of academic advising
- Provide professional development opportunities that are responsive to the needs of advisors and advising administrators
- Promote the role of effective academic advising in student success to college and university decision makers
- Create an inclusive environment within the Association that promotes diversity
- Develop and sustain effective Association leadership
- Engage in ongoing assessment of all facets of the Association
- Pursue innovative technology tools and resources to support the Association

## Academic Advising Today Staff

### Editorial Team:

Leigh Cunningham, Managing Editor

Regan Baker, Copy Editor

Charlie Nutt, NACADA Executive Director

Jennifer Joslin, NACADA Associate Director for Content Development

### Reviewers:

Chrissy Renfro, Laramie County Community College (2013-2015)

Penny Robinson, University of Leeds (2013-2015)

Christina McIntyre, Virginia Tech University (2013-2015)

Yung-Hwa Anna Chow, Washington State University (2013-2015)

Karen Archambault, Rowan College at Burlington County (2014-2016)

Jason Barkemeyer, University of Houston-Clear Lake (2014-2016)

Rebecca Daly Cofer, Abraham Baldwin Agricultural College (2014-2016)

### Current Edition

2015 December 38:4

### Academic Advising Today Search

### Most Frequently Read Articles

Identifying Barriers to Effective Intercultural Communication

Key Theories of Lev Vygotsky and John Dewey: Implications for Academic Advising Theory

Intrusive Advising 101: How to be Intrusive Without Intruding

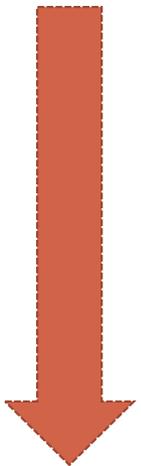
Race, Racism, and International Students in the United States

Proactive (Intrusive) Advising!

March 2011 Vol 34:1 Compiled Version

From the Executive Director: We've Only Just Begun

Developing a Professional Identity



# AAT Purpose



- Quarterly electronic publication (e-pub)
  - Juried as needed but not blind review
- Venue for academic advisors and advising administrators to share practice, assessment and action research (not IRB approved) results, & experiences
- Discuss ideas about theory and practice of academic advising in higher education



# AAT Content



- Practical application of theory or research
- Popular venue for practice-based articles based upon conference presentations
- Includes
  - President's column
  - Exec Director's column
  - Member articles
  - Keynotes / Guests
  - Vantage Points
  - Commission-sponsored articles

**ACADEMIC ADVISING TODAY**  
Voices of the Global Community



# Academic Advising Today

## Utilizing a Framework for Peer Advising Program Development

*Dana Zahorik, Peer Advising & Mentoring Commission Chair*



Budgets of higher education institutions have reflected a decline in available dollars, which has led to a decrease in services in areas such as advising (Reinarz, 2005). NACADA members, in various articles, monograph chapters, and presentations, have educated advisors on alternative methods of delivering advising services when available dollars decrease. Habley (2004) found that 42% of colleges and universities utilized peer advising services.

Koring and Campbell (2005) noted that development and implementation of a peer advising program can create an additional resource for students and assist staff in meeting advising needs more efficiently. However, many staff and faculty are unsure how or where to begin in developing a peer advising program. A framework that helps ensure that crucial information is available can be helpful in beginning the development process. Advisors who follow the steps below will have documents that can turn ideas into institutional action.

### Framework

The first step in the process is to declare a goal. Identification of goals for a peer advising project will assist in achieving the desired results. An example of a goal would be to better leverage resources or to reduce advisor/student ratio.

The second step is to define how the goal(s) align with current college strategic directions, goals, mission and/or vision. Tying the project to college initiatives creates an opportunity for administrator support of the project.

## In The Current Issue

How Advisors Can Focus on Student Excuses to Prompt Behavior Change

Advising Portfolios and Orientation as a Retention Tool

Advising African American Males

Working with Women to STEMulate Interest

Dialogues for Dispositions: Promoting Professionalism through Advising

The MA Student In Need of Improved Career Advisement

Professional Staff as Graduate Student Academic Advisors

A Taxonomy of Professional Development

Three Strategies for Successful Supervision

Academic Advising is Relationship Building

Fit your Budget as well as your Schedule with NACADA Webinars

2015-2017 NACADA Emerging Leaders Class Announced

# AAT Guidelines



- Ideal submission:
  - balanced in perspective
  - educational in nature
  - positive in tone
  - focused on a particular aspect of academic advising
- ~1200 words not counting reference citations
- Ask yourself: *What implications does what I say have for advising practice?*
- Devote the majority of the article to providing details that illustrate how an aspect of advising is useful

Questions?

For more information, please refer to:

**Publication Guidelines**

For questions or feedback, please contact Managing Editor **Leigh Cunningham**.



# AAT Guidelines



- Write in the 3rd person (advisors should...) or 1st person (we should...)
  - 2nd person (you should...) not accepted
- Use Publication Manual of the American Psychological Association, 6th edition for citation guidelines
- Commercial messages and promotions are not accepted; submissions must be both product- and vendor-neutral
- *Articles printed elsewhere cannot be reprinted in AAT without written permission from the original publication*

# *AAT* Acceptance Process



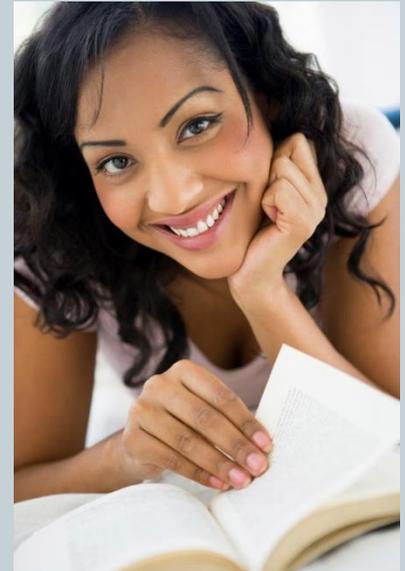
- Submit your article via e-mail to [Leigh@ksu.edu](mailto:Leigh@ksu.edu)
- Identify yourself by name, position title, department, institution, and e-mail address
- Juried review
- Draft acceptance rate ~ 60%
- Copy edit on campus, NACADA proofs to finalize
- Photo and Copyright release required
- Most articles printed within 3-6 months

# *NACADA Journal* Book Review



## Online in *Journal* section of NACADA website

- Review a current book. Good place to start as a new author
- Current members may review once each year
- List of available books on web (see URL below)
- Become familiar with book review sections:
  - Choosing and requesting a book
  - Writing and submitting the review
  - Web published book reviews from past *Journal* issues
- E-letter sent to administrator of choice
- One review featured in each print issue; rest published to <http://www.nacada.ksu.edu/Resources/Journal/Book-Reviews.aspx>



## Journal

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Subscriptions & Back Issues

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Editorial Board

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The Journal of the  
National Academic  
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- Exploratory Honors Students: Academic Major and Career Decision Making
- The Academic Advisor's Playbook: Seeking Compliance from College Student Athletes
- Understanding Incomplete College Students: Applying a Developmental Ecology Framework to the Practice of Academic Advising
- From Room to Book: Applying Scholastic's Model for Transforming American Veterans
- Career Advising in a VUCA Environment
- A Human Capital Approach to Career Advising

Volume 11, Number 1 Spring 2011

**NACADA Journal**

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## Journal Articles

[Current Articles](#) | [Archives](#) | [Search](#)

### Emerging Issues and Practices in Peer Education

Book by Lee Burdette Williams

Review by **Steven J. Bailey**

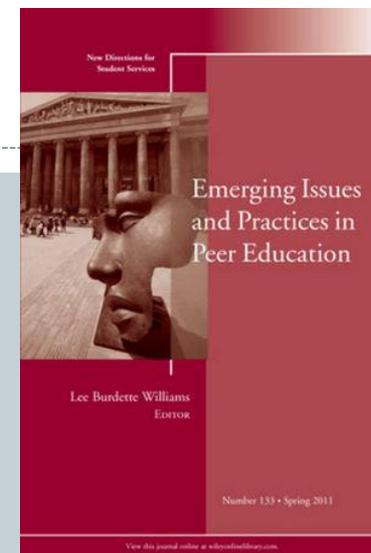
Administrative Advisor/Student Affairs

Rhode Island School of Design, Providence, RI

Chickering's fifth vector, "establishing identity," is important to our work with students because it encompasses development that occurs in the first four vectors (Chickering and Reisser, 1993). Identity development includes: "(1) comfort with body and appearance, (2) comfort with gender and sexual orientation, (3) sense of self in a social, historical, and cultural context, (4) clarification of self-concept through roles and life-style, (5) sense of self in response to feedback from valued others, (6) self-acceptance and self-esteem, and (7) personal stability and integration" (Chickering and Reisser, 1993, p. 49). Knowing one's self and the attitudes towards one's self is important in establishing identity.

### Example review: *Emerging Issues and Practices in Peer Education*

In this book author Lee Burdette Williams shows us how students can accomplish Chickering's vectors with assistance from peer educators. Peers in the same life stage can relate to students. As older advisors can attest, peer advisors can help students establish and grasp their educational goals. This book can help academic advisors understand the peer-educated environment, how it can affect teaching of our students, and how advising should be flexible enough to accept peer advisors as a reality. Connecting peer educators with Chickering's vectors was excellent but I would have liked to have seen discussion of David Kolb's theories in this book as well. Kolb discusses student learning in regards to life experiences and notes how students can mentor each other. Peer educators who understand Kolb's Concrete Experience (feeling) ---V---Abstract Conceptualization (thinking), and Active Experimentation - (doing)---V--- Reflective Observation (watching)





## Clearinghouse

Moving to the web in 2002, the *NACADA Clearinghouse of Academic Advising Resources* features member written articles addressing more than 250 topics applicable to academic advising. The Clearinghouse also includes over 100 resource link pages organized by topic. These pages are made up of member suggested web links that connect readers to more than 30,000 relevant resources.

Utilize the 'Search' module at the right to find information by typing in key words of the subjects or topics related to academic advising you are seeking. You may need to try several combinations to achieve the results you want. For a general overview, use the '[Clearinghouse Index](#)' link (immediately below the 'search') to browse listings of topic areas within the Clearinghouse that provide access to **articles** and **resources**. To browse a list of resources, follow this [advising topics link](#).

*Note: All site links are member suggested. NACADA Board policy prohibits the granting of commercial endorsements; listing of commercial sites does not imply NACADA endorsement. Use of NACADA web pages and/or listservs for advertising/commercial purposes is strictly prohibited. However, NACADA encourages members to share Clearinghouse materials on their campuses following NACADA Fair Use principles.*

If you are interested in writing an article for the Clearinghouse, please see our [writing guidelines](#).

For help in searching the NACADA Clearinghouse, watch our videos [Overview](#) or [Maximizing Your Search](#)

## Most Viewed Clearinghouse Articles

- [Values and culture in ethical decision making](#)
- [Mental health issues in advising](#)
- [Become an Advisor](#)
- [body-speaks](#)
- [Core values of academic advising](#)
- [Advising first-year students](#)
- [Applying Theory to Advising Practice](#)

## Search Clearinghouse

[View the full list here- Clearinghouse Index](#)

If you are needing additional resources, vital information, or unable to find the information you are needing in your research, email [journals@ksu.edu](mailto:journals@ksu.edu)

## Pillars of Academic Advising

[Concept of Academic Advising](#)

[Core Values of Academic Advising](#)

[CAS Standards for Academic Advising](#)

## Featured Article

### Advising Student-Athletes

Category: [Student Populations](#)

Overview of advising student-athletes by Lisa Rubin.

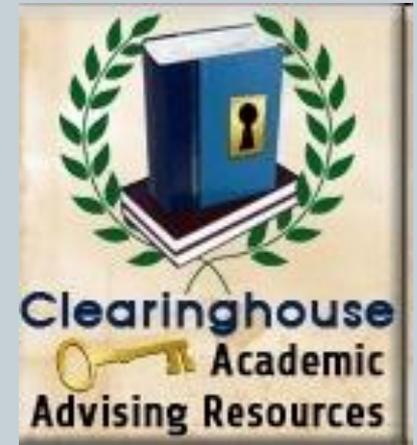
[...Read More](#)

# Clearinghouse Purpose / Content



Promote the advancement of academic advising by providing members with electronic access to:

- Advising Issues & Resources
  - Anchor/overview article
  - Resource links to related Web sites and articles
- Pillar documents for academic advising
  - links to recognized definitions, standards, and values of advising
- Member Produced Handbooks & Web Publications
  - suggested by NACADA members as useful



# *Clearinghouse* Guidelines



- Juried (not blind) publication
- ‘Wikipedia’ for advisors
- Clear, concise, and to-the-point overview of a 'Critical Issue' within advising (note: not advising practice at one institution)
- Article can be read in 5 minutes ~ 1600 words
- Written in 3rd person
- Includes resources to “read more about” the topic and discussion questions for “brown bag lunches”
- 6<sup>th</sup> edition of APA
- Copyright release; letter to administrator or choice

# Clearinghouse Articles



## Peer advising resources

### Articles:

- Advisees' Expectations for Support as Moderator Between Advisor Behavior and Advisee Perceptions of Advisor Behavior, via *NACADA Journal*
- Peer advising: A win-win initiative, via *Academic Advising Today*
- Peer advisors and the major selection process, via *Academic Advising Today*
- Peer advising: Bridging the gap between professional advisor and student, via *Academic Advising Today*
- Peer advisors: Friend or foe? via *Academic Advising Today*
- Using peer advisors to assist changing student populations, via *Academic Advising Today*
- Utilizing a framework for peer advising program development, via *Academic Advising Today*

### Clearinghouse Resources:

- Advising Approaches index
- Advising Students index
- Student Populations index

### Resources:

- NACADA peer advising monograph 2nd Ed., ISBN:978-1-935140-26-9
- Scenes for learning and reflection: An academic advising professional development DVD, ISBN : 978-1-935140-00-9
- Tracking thoughts: Building the peer advising program, via blog posting



Your task: Find and write on a topic either not covered in the Clearinghouse or in need of an update.

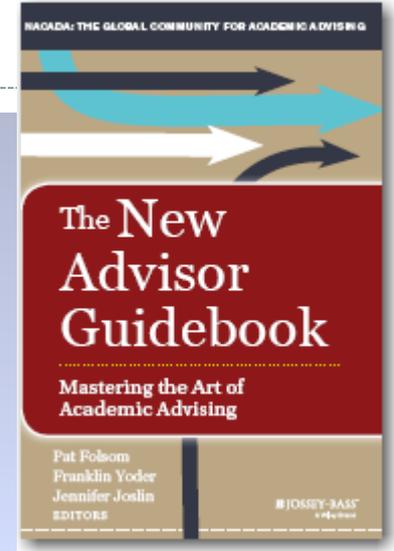
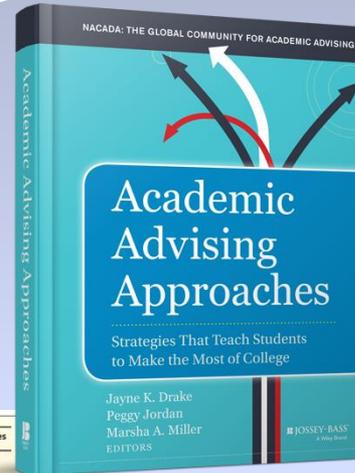
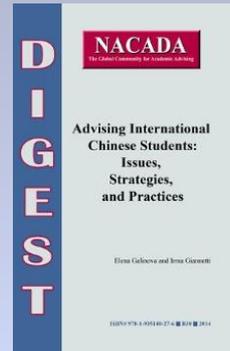
**Example: No Clearinghouse overview!**

# How do I get an article published in the *Clearinghouse*?

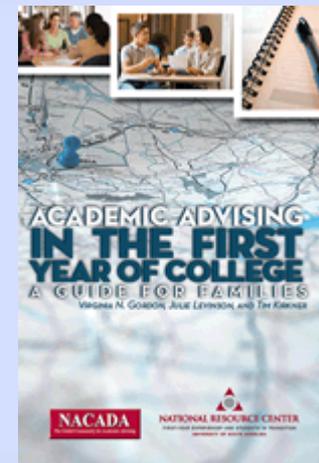
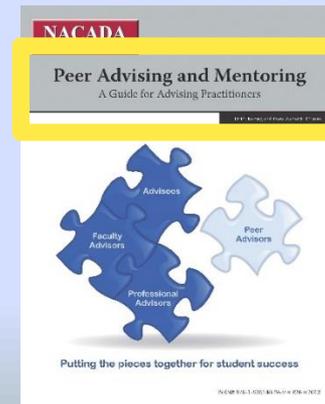
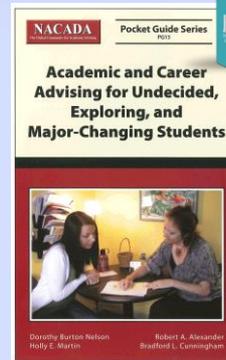


- Have an idea
- Check the *Clearinghouse* at to see what already has been said about this issue
- Consider what else needs to be said, what research or theory should be cited, what resources should be linked, and what questions should be discussed
- Email [journals@ksu.edu](mailto:journals@ksu.edu) to discuss possible article
- Write it
- Submit it
- Have article accepted, copy edited, and posted

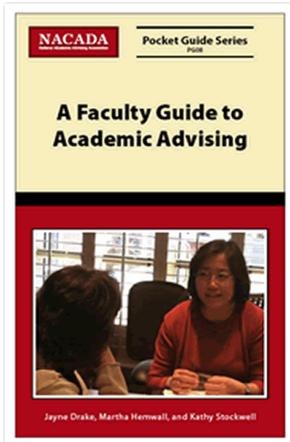
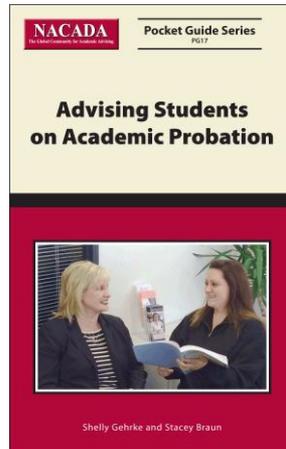
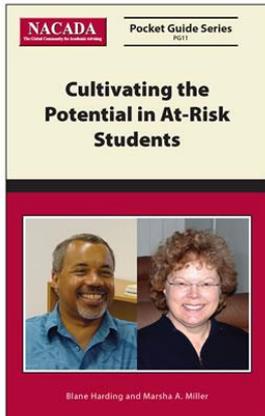
# In-Depth NACADA publication opportunities



- Pocket Guides
- Journal
- Digest-size books
- Book chapters



# NACADA Pocket Guides



- ~ 8500 Words
- Practice-based, “hot” topics in the field
- See current topics at the NACADA Exhibit Booth
- Sample topics:
  - Foundations of academic advising
  - Advising Students on Probation
  - Advising at-risk students
  - Persistence and completion
  - Advising undecided students
- Have an idea: Contact Leigh Cunningham at [leigh@ksu.edu](mailto:leigh@ksu.edu)

# Journal Purpose



- Professional publication
  - Blind-reviewed
  - Peer-refereed
- Published biannually
- Scholarly articles on research, theory & practice
- Book reviews

*The NACADA Journal exists to advance scholarly discourse about the research, theory, and practice of academic advising in higher education.*

NACADA members receive a print copy. All articles can be accessed at [www.nacadajournal.org](http://www.nacadajournal.org).

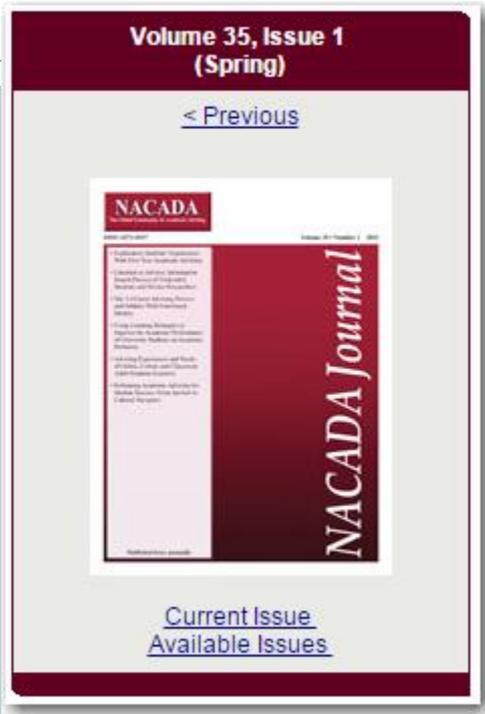
Download the mobile app!

# *Journal Guidelines*



- Manuscripts should not exceed 6,000 words (excluding title page, abstract, and references)
- Most articles based upon IRB approved research that uses standard qualitative or quantitative research methodology or discussion of theory
- *Journal* and APA style guides
  - NACADA online guide page
  - *Publication Manual of the American Psychological Association, Sixth Edition*

# Journal Recent Titles



• [www.nacadajournal.org](http://www.nacadajournal.org)

3  **From the Co-Editors**  
Rich Robbins and Leigh Shaffer  
[Citation](#) | [Full Text](#) | [PDF \(50 KB\)](#)

## Articles

5  **Exploratory Students' Experiences With First-Year Academic Advising**  
Jamie L. Workman  
[Citation](#) | [Full Text](#) | [PDF \(131 KB\)](#)

13  **Librarian as Advisor: Information Search Process of Undecided Students and Novice Researchers**  
Claire Wiley and Judy Williams  
[Citation](#) | [Full Text](#) | [PDF \(184 KB\)](#)

22  **The 3-I Career Advising Process and Athletes With Foreclosed Identity**  
Donna J. Menke  
[Citation](#) | [Full Text](#) | [PDF \(233 KB\)](#)

29  **Using Learning Strategies to Improve the Academic Performance of University Students on Academic Probation**  
Sara J. Renzulli  
[Citation](#) | [Full Text](#) | [PDF \(253 KB\)](#)

42  **Advising Experiences and Needs of Online, Cohort, and Classroom Adult Graduate Learners**  
Shawnda M. Schroeder and Katherine L. Terras  
[Citation](#) | [Full Text](#) | [PDF \(495 KB\)](#)

56  **Reframing Academic Advising for Student Success: From Advisor to Cultural Navigator**  
Terrell L. Strayhorn  
[Citation](#) | [Full Text](#) | [PDF \(87 KB\)](#)

## Feature Book Review & Citations

64  **Feature Book Review & Citations**  
Melissa Gudiel  
[Citation](#) | [Full Text](#) | [PDF \(44 KB\)](#)

**Example: Advisees' Expectations for Support as Moderator Between Advisor Behavior and Advisee Perceptions of Advisor Behavior**

# Advisees' Expectations for Support as Moderator Between Advisor Behavior and Advisee Perceptions of Advisor Behavior

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*We tested relationships between students' expectations of psychosocial and career support through a peer advising program, the frequency of advisor behaviors consistent with these types of support (coded from transcripts), and advisee perceptions after receiving such support. Participants were 179 advisor-advisee dyads at a large southeastern university. Results demonstrated that advisees' expectations of psychosocial support were positively related to their perceptions of having received such support but not to the frequency of relevant advisor behaviors. Advisee expectations for career support did not predict advisor behavior. However, such expectations strengthened the relationship between the frequency of relevant advisor behaviors and advisees' perceptions of the career support received. These results underscore the importance of aligning advisor-advisee expectations and behaviors.*

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**KEY WORDS:** expectations, peer advising, perceptions

Albert Einstein once said, "Reality is merely an illusion, albeit a very persistent one." Brunswik (1952) proposed that each individual views the world through a unique, interpretive lens that censors incoming information from the environment according to his or her own personal attributes, such as predetermined expectations. These unique interpretations of life's events and circumstances result in biases that may not reflect

Perrewé, 2000, 2004). Therefore, most understanding the factors affecting perceptions is a worthy pursuit prior program improvement efforts. However, raters who wrongly assume that accurately represent observable behavior make faulty decisions when remedying We address this issue by examining the role of initial expectations of the types of support provided to advisees.

As a first step, it is important to differentiate between mentoring and advising. One's advisor "might or might not be a mentor, depending on the quality of the relationship. A mentoring relationship develops over an extended period, during which a student's needs and the nature of the relationship tend to change" (National Academy of Sciences, National Academy of Engineering, Institute of Medicine, 1997, p. 1). In our study, which includes participants in a formal peer-advising context, we conceptualize high relationship quality as advising relationships that include psychosocial and career support, core mentoring functions described in the literature. Psychosocial support comprises behaviors such as confirmation, counseling, acceptance, and friendship and includes those "aspects of the relationship that primarily enhance sense of competence, clarity of identity, and effectiveness" (Kram, 1983, p. 614). Career support includes behaviors such as sponsorship and coaching and involves those "aspects of the mentoring relationship that primarily enhance career advancement" (Kram, 1983, p. 614).

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# *Journal* Acceptance Process



- Co-Editors read each manuscript and decide if a blind copy should go to Manuscript Reviewers
- Co-Editors reserve right to work directly with authors if significant revision is needed before blind review OR if manuscript is near publication form
- Three Manuscript Reviewers from the Editorial Board read article and write an independent review
- Co-Editors read reviews and re-read manuscript
- Co-Editors write an Editorial Decision Letter
  - Decisions: Accept, Revise study/manuscript, Reject
- Approximately 30% of manuscripts are published

# What happens during the review process?



- Manuscript review normally takes three to four months
- Reviewers can suggest that a manuscript be accepted, revised and resubmitted, or rejected
- Editors write authors letters sharing reviewer feedback and making constructive suggestions
- Majority of authors are asked to revise and resubmit based upon reviewer comments
- Average article is revised two times before acceptance
- Once accepted, manuscripts are published on a rolling basis twice a year: usually June and December

# What happens after acceptance?



## Developmental copy editing process

- Authors sign copyright release to begin editing process
- Accepted manuscripts sent to Nancy Vesta, NACADA Copy Editor
- Edits
  - Clarify meaning
  - Eliminate jargon
  - Check mechanics
  - Check internal consistence of facts
  - Brings manuscript into APA compliance
- Editing process takes ~three months
- Author receives edited manuscript with queries where needed
- Authors return manuscript to Copy Editor within ~10 days

# How do I get an article published in the *Journal*?



- Formulate your idea
  - Professional reading, colleague discussion, glean from practice
- Investigate the idea
  - Conduct qualitative and/or quantitative research - OR -
  - Study theory and apply to advising practice – OR -
  - Formulate new theory that can applied to advising practice
- Prepare a manuscript that:
  - Follows author guideline in *Journal* section of [www.nacada.ksu.edu](http://www.nacada.ksu.edu)
  - Is compliant with 6<sup>th</sup> edition of *Publication Manual of the American Psychological Association*
  - Includes implications for advising practice
- Upload “clean” manuscript & cover sheet following directions at [www.nacada.ksu.edu/Resources/Journal/Publication-Guidelines.aspx](http://www.nacada.ksu.edu/Resources/Journal/Publication-Guidelines.aspx)

# How do I get an article published in the *Journal*?



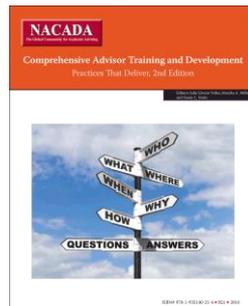
## TIPS:

- Become familiar with the *NACADA Journal*
  - Types of articles
  - Tone and style of writing
- Place your article in the context of previous *Journal* articles on your topic
- If writing based upon dissertation: follow chapter in 5<sup>th</sup> edition of APA manual
- Proofread to assure you are really finished
- Follow the submission process and published guidelines on *Journal* website
- Follow the 6<sup>th</sup> edition APA Style Guide (no hybrid styles)
- “Clean” manuscript for blind review; use cover sheet for identification information
- Learn from the review process; schedule time to revise and then do it!
- Sign copyright release to move accepted manuscript to copy edit phase
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# Reviewer opportunities



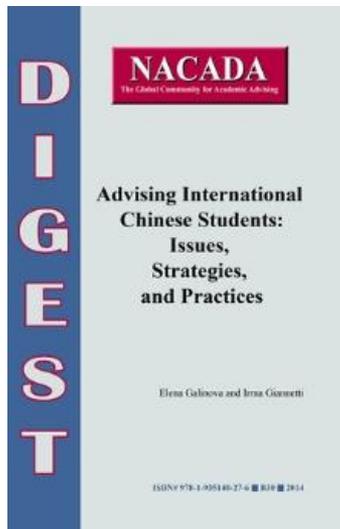
- What is reviewed?
  - 1<sup>st</sup> drafts written for NACADA-produced books and Digest offerings
  - NACADA books currently in print that are 6+ years old
- Who reviews? Members knowledgeable on the topic
- Previous writing experience is helpful but not required
- Review May & June 2016:
  - *Comprehensive Advisor Training & Development* to determine if a revision is needed. Complete application at <http://bit.ly/1mq6PKE> by April 1 to review.



# Digest books



- 6 x 9” format
- Smaller (~30,000 words) than NACADA books (~150,000 words).
- Bigger than Pocket Guides (~8500 words)
- Shorter writing time than books
- One topic
- One (or two) authors write the Digest
- Published both in print and as e-pub
- Contact [journals@ksu.edu](mailto:journals@ksu.edu) with ideas
- Prospectus available @ Writing for NACADA



# Write for NACADA produced and edited books



- Book partnerships with Jossey-Bass and National Center for the First-Year Experience and Students in Transition (FYE)

## Opportunities to be involved

- Editors
- Chapter authors
- Content Review Panel members

## How to become an author

- Call for author sent to
  - ✦ applicable Commission/Interest Group
  - ✦ authors previously written on the topic in other NACADA venues
  - ✦ members who have presented preconference workshop on the topic
- Send application with two writing samples
- New authors are encouraged to apply!
- New authors often paired with seasoned authors to co-author chapter.



# How to get started



- Become familiar with venue guidelines
- Read, Read, Read... everything you can on topic
- Make notes and citations as you read
- Invite collaborators/reviewers
- Set a time & place to write
- Give yourself a deadline
- Brainstorm ideas and delineate points
- Review NACADA Writing Checklist on Writing for NACADA website
- Write and review.
  - Let colleagues read drafts
  - Take drafts to campus writing center.
- Revise based upon feedback and submit!



# What will you write?



- What topic?
- What venue?



Questions when you get home?

email [journals@ksu.edu](mailto:journals@ksu.edu)

# Summary/Quiz



- *Where would you send a scholarly article based on formal (IRB approved) inquiry?*
- *Where would you send an article based on your advising experience?*
- *Where would you send an idea for a yet-to-be published topic?*
- *Where would you send an idea based on research or theory that will improve advising practice?*

# Questions



- Thank you for attending

- Please fill out the session evaluation