NACADA
National ACademic ADvising Association

Academic Advising news

Communicating critical issues in the field of advising

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Visit

www.nacada.ksu.edu

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

Team Up with Your Teaching and Learning Center to Restructure Faculty Advising

***Todd Carter**, Seward County Community College*

Many advising programs strive to connect faculty, student advising, and learning in an effort to move from "advising as class scheduling" to "advising as teaching." Likewise, many instructional development programs assist faculty with learner-centered instructional methods that better serve our under prepared or underserved student populations. It would seem likely that the advising and teaching strategies that better serve these students would have significant overlap (Hemwall and Trachte, 2003).

The Seward County Community College restructuring project recently completed its first year. In evaluating our experiences, we found that there can be a disconnect between faculty approaches to student learning in the classroom and the approaches required to develop a learner-centered advising program. Therefore, steps should be taken early in any restructuring project to build the framework and common vocabulary needed for professional development activities that integrate learner-centered advising and teaching.

We recommend that a NACADA consultant evaluate what is happening to, and for, students. The unbiased nature of the evaluation process and resulting exit report helps establish an honest and open conversation between faculty, staff, administration, and students. After meeting separately with our Student Success Advisory Committee and Administrative Council, our NACADA consultant utilized the Miller (2004) restructuring format as a guide for framing recommendations. Based upon the mission of our college, the consultant recommended that we consider advising through the lens of "advising as teaching."

It is important to note that our chief administrative officers have been involved from the project's outset and support this advising restructure by including the project in the institution's goals. In addition, our chief academic officer attended the NACADA Summer Institute with our Advising Team. As a result of our administration's support of this faculty-driven effort, the first year of our restructuring project has been deeply reflective and rich in dialogue as we navigated an incredibly steep learning curve.

Our second recommendation: determine the state of teaching and learning at your institution. Your Teaching and Learning Center, Director of Instructional Development, or Professional Development Committee can assist in determining faculty location on a pedagogical continuum with "learner-centered" at one end and "information delivery" on the other. Sources of data can be surveys, course evaluations, faculty evaluations, and classroom observations. Many of the "Factors to Consider When Restructuring Academic Advising" (Miller, 2004) are readily applicable to classroom teaching. Appleby (2001), Davis (2003), and Lowenstein (2003) contend that an excellent teacher and an excellent advisor should be an engaging facilitator of learning. Thus our chief questions became: How could we expect a learner-centered approach to advising if learner-centered methodology is not practiced by faculty in their classrooms? What assumptions do faculty hold about learning behaviors and student capacities? How might these assumptions impact student learning from an advising AND teaching perspective?

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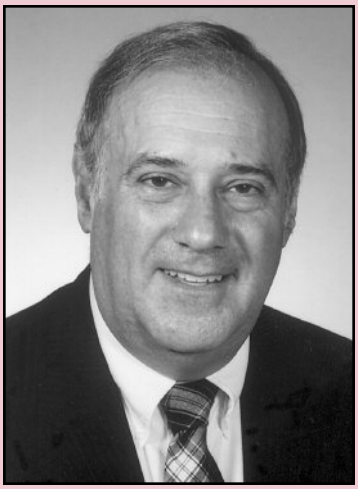

Eric White

Academic Advising and Technology: Some Thoughts

A short while ago I was talking with a student about academic advising. I casually mentioned that it is important that students become familiar with the degree audit system at Penn State and use it often. The student first responded by agreeing that the Penn State system was good, but then said (much to my surprise and I paraphrase): *But if we encourage students to use the degree audit, they won't ever see their advisors*. And then it hit me—how often advising is confused with scheduling and registration procedures and how easy it is to assume that some form of technology can replace human contact and interaction.

One of the consistent themes I hear from the advising community is how difficult it is to dispel the equation that advising is registration. Once, this was a very natural assumption as often advising occurred only as a prelude to the registration process. Knowles' (1970) definition of advising makes this connection quite clear when he said that "the task of advising is concentrated in the opening days of registration and enrollment and consists of aiding students in the selection of courses." For those working under this definition, once registration was over, there was no need to see an advisor again. Add the convenience of today's technology that allows students to register using a computer in the advisor's office, and one shouldn't be too surprised that the impression of advising as a registration process has not totally disappeared from the advising landscape.

What can we do about this? We must educate students about academic advising. A large majority of new students don't "have a clue" about academic advising. They typically come with notions based on their high school experiences and assume that academic advisors must be like guidance counselors, or social workers, or psychological therapists. The advising community must take the responsibility to help students understand who academic advisors are and what they do. Several institutions have addressed this challenge and the *Clearinghouse of Academic Advising Resources* provides links to advising Web sites that help introduce academic advising to students.

Academic advising should be mentioned in the recruitment literature of our schools, our catalogues should discuss advising, and our college Internet home pages should easily link to advising sites. When prospective students visit our campuses, both initially and once they have accepted an offer, one of the first persons they should meet is an academic advisor. Advisors should use this time to orient students to the roles and responsibilities of advisors and advisees. When that happens, then students will know that advising goes beyond registration and clearly see **advising as education**. We should use this time to encourage early contact with advisors and persuade students not to wait until the last minute to see an advisor to register. If our institutional calendars are not conducive to such interactions, then we must work for change. In this new world of technology and registration, almost anything is possible.

What we must ultimately "teach" students is that academic advising is an on-going relationship; that while scheduling courses is part of the total endeavor, it is not the entire picture. The richness of academic advising lies in helping students grow intellectually and personally, assisting students as they make positive decisions that help them move forward in their lives, challenging students to stretch their strengths and experience new things, and use their time in the college as a learning experience.

The best of degree audits, the most sophisticated of on-line registration programs, and the flashiest Web sites can't do what a real live academic advisor can. If students only use a degree audit and nothing more as the full measure of their advising experience, then a great deal has been lost. There is much a student can learn from an academic advisor: about themselves, about the value of education, about taking advantage of all opportunities offered by the college, about the nuances of curriculum, and about all course choices—from general education to major selection to electives.

I have yet to see (and I doubt I will ever see) any computer that can have a relationship with a student. I have witnessed the power of successful advising that lead students to make innovative choices, weigh possibilities, take action, try something new academically, take the unfamiliar rather than the familiar, or allow themselves to open up to all the possibilities that higher education has to offer.

We talk about the power of computers and how technology can free us. This is true. What we must now do is take advantage of the freedom that technology provides and deliver on the promises that are inherent in sound academic advising.

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From the Executive Director

Life in the NACADA Executive Office

The reorganization of the Association in 2002 has led to a more efficient and dynamic governance structure which in turn is more quickly generating ideas and authorizing more projects in support of the members. Coupled with the premise that the volunteer leaders should be able to rely on the Executive Office staff to manage or implement projects, the day to day operations in the Executive Office have changed significantly. I thought it might be helpful for the members to read about what a typical day might entail.

When I arrive these days, Judy Weyrauch is already at her desk working on membership database issues. Judy oversees the students that enter the memberships, registrations, and member information changes; initiates the membership renewal notices, and is in charge of our upcoming computer program change that will lead to on-line access by members. Rhonda Baker is usually in her office early, as well, and is busy managing the National Conference presentation proposal process or finalizing details of the Administrators' Institute, Assessment Institute, or Engaging Faculty Seminar - hotel room block monitoring, arranging food events, preparing the programs for printing, corresponding with the faculty for each event, etc.

Nancy Barnes is next door to Rhonda attending to other details of the National Conferences - finalizing the Convention Center contract for Indianapolis for 2006, keeping up on anything that might impact our contracts (renovations, etc.) in Baltimore and Chicago for 2007 and 2008 respectively, preparing a request for proposals for 2009 to be sent to western locales, contacting suppliers for Las Vegas (exhibit booths, audio-visual equipment, banquet directors, entertainers, etc.), and preparing the Las Vegas conference brochure. Diane Matteson is working through similar details with each of the ten regional conference chairs for their Spring 2005 meetings while also beginning work with an additional ten chairs on site selection, hotel contracts, and budgets for 2006, and is liaison for the Regional Division. Between e-mails and phone calls, she is readying the content for this newsletter and answering questions about the Summer Institutes that she coordinates.

Marsha, Bev, and Bob reside in our "west wing". Marsha Miller responds to numerous e-mails and phone calls from the members seeking specific advising information and/or resources. She uses these calls to gauge what the current hot issues are and to help us keep a pulse on what information needs to be addressed at NACADA events, added to the Clearinghouse, or be the basis of a publication. Marsha works closely with the Research Committee and the Journal Editors, too, in her comprehensive role of "advising content" authority. Beverly Martin is responsible for marketing membership, events and publications, so she is often preparing flyers, brochures, membership forms, etc. for the printer. Bev also maintains the inventory of our various "products" and assures that orders are filled and shipped in a timely manner. She has 10 boxes lined up outside her door collecting information to be sent to each of the regional conferences along with a display board for each and is always working on the next monthly NACADA "Highlights". Bob Maddula offices next to Bev and as one might expect, is busy on his computer. Along with maintaining the network server, the NACADA web site, and providing desktop support to all staff, he programs all of our on-line services. Much like the on-line conference proposals and journal manuscript submission processes that he developed, he is finalizing the leadership reports program and the leadership elections/voting program. In addition, he is developing a "members only" section for our web site.

Cara Wohler is pleasantly answering your many phone calls, providing information, or routing them to the appropriate staff member. She is also opening the mail, providing clerical support, balancing the student work schedules, reconciling the bank statements, processing airline discount agreements, seeking state by state sales tax exemptions, and managing the overall operations of the office. Then, as I leave at the end of the day, Julia Wolf is still in her office busily writing checks to cover the $1.7+ million in annual expenses and accounting for an equal or greater amount of income. Julia is also guiding the 20 Commissions and 14 Interest Groups as liaison to the Commission and Interest Group Division, and logging in the annual Award nominations while preparing the announcement for the 2005 leadership elections.

Charlie Nutt is nearby and is busy coordinating the work of all the staff while cultivating new relationships with other higher education associations, responding to member inquiries about advising issues, coordinating the curriculum and faculty of the January/February events, addressing the many demands that I place on him, fighting fires, conducting a search for a new staff member to focus on the development of distant learning programs for members, and leading those "beloved" staff meetings. Charlie has responsibility for the day to day operations of the office while I, Bobbie, focus on overall association management issues and work with the Board of Directors. That means I am currently filing our state sales tax report, preparing for our annual IRS report, reviewing our investments and searching for the best paying CDs, responding to Board requests for information to support decisions on future activities and policies, reviewing the association's insurance coverage and debating on whether to purchase event cancellation insurance in case there were another major terrorist incident in the US that would preclude our having a conference, conveying issues of concern to the Board as expressed by members, and explaining association actions that raise concerns from members.

As our responsibilities increased, we had a need to reorganize the office into "units" and are pleased to announce that Julia Wolf will be Assistant Director, Administration and Operations; Marsha Miller will be Assistant Director, Research and Programs; and the three meeting planners (Nancy, Rhonda, and Diane) will work as a team. We will strive to continue to provide quality service to the members of NACADA!

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Issues facing First Generation College Students

***Ila Schauer**, Chair, First Generation College Student Interest Group*

Embarking on a journey into the unknown . . . Boldly going where no relative has gone before . . . Blazing new trails. These are brave and exciting statements, but to any student who is first in the family to have the experience, it is an intimidating venture. First Generation College Students (First Gens) often receive mixed messages from their families—make us proud/don't leave us. These students are "breaking," not "keeping" the family tradition. Without guidance, First Gens often get lost in the maze of college life.

An academic advisor who seeks more information about this student population finds several contradictions. First, and foremost, there is no clear definition of the term 'First Generation College Student.' A commonly held definition for First Gen is that these students are the first in their immediate family to attend college—period. However, a literature review shows that this is not a universally held notion. The least restrictive definition is that of the federally funded TRIO program: neither of the student's parents (guardians) earned a four-year college degree. The most restrictive definition is that used by the National Center for Educational Statistics (NCES): the student is the first in the family to pursue education beyond high school.

The second problem an advisor faces is how to identify this student population. If an advisor cannot obtain information from FAFSA forms, then First Gens must self-identify. Most current research uses the self-select method and, of course, most grant money is distributed to students through a volunteer process.

A third hurdle is clarification of issues. Which concerns are specific to First Gens, and which are generally held by other students? Research continually suggests that First Generation College Students are at a definite disadvantage when compared to students from a family with previous college experience. In fact, Bolante (2002) points to the fact that First Gens are twice as likely to leave college before the 2nd year. Yet quantitative studies that indicate which interventions actually help are almost non-existent beyond those of TRIO sponsored programs.

D'Amico (1998) indicates that First Generation students are more likely to be: older than the typical 18 year old freshman, from lower income families, married (many with dependants), and ethnic minorities. Warburton, et al. (2001) found that First Gens are more likely to attend part-time, and to work full-time while in college. They are less likely to enroll in 4-year universities (and are even less likely to enroll in research universities), less likely to have taken college prep courses or advanced placement courses in high school, and less likely to have taken college entrance exams. Additionally, the Warburton study found that those who have taken college entrance exams generally score lower than those students whose parents have a college education. Bui (2002) points out that it is more likely that English is not the first language spoken in First Gen homes and Warburton finds that First Gens tend to have lower first year GPAs and take at least one remedial course.

Another concern for First Gens is 'debt load' (Somers, Woodhouse, & Cofer, 2004). Many First Gens come from lower income families and thus are more likely to end up accumulating large debt before they complete their program of study. One reason for this lack of financial support is their high school background and low college entrance scores often do not qualify them for scholarships. Warburton, et. al (2001) brought an interesting finding to the discussion when they found that when First Gen students complete a high school program with equally high level of rigor, they succeed at the same rate as their peers whose parents earned degrees. Indeed, if this is the case, then it would appear that more needs to be done to educate potential students, their parents, and high school counselors regarding how high school course choice affects college success.

Research in this area is often limited to one campus or student population, and definitions appear to be conflicting. What is needed is research which covers a cross-section of the US including many types of institutions. It would seem that NACADA members may be in the best position to champion this research across campuses. As such, the First Generation College Student Advising Interest Group challenges you to look at these issues on your campus and welcomes discussion of possible research topics on our electronic list at *www.nacada.ksu.edu/Listserve/C31.htm*.

While studying First Gens can be discouraging, working with them is not. Typically these students blossom under the care and attention of advisors, mentors and peer counselors. Effective academic advising of First Gens is of utmost importance as are programs that assist students to achieve more social input, educate parents, and provide earlier interventions. We must foster students' sense of belonging on campus and facilitate healthy relationships with faculty, staff, and other students, both in and out of the classroom. Advising, tutoring, and mentoring are necessary to help these students succeed. More research must be done to determine which interventions are successful in retaining First Gens to the second year.

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Diversity in Transfer

***Troy Holaday**, Chair, NACADA Advising Transfer Students Commission*

Without fail, institutions claim to value diversity. Yet institutions often limit their understanding of diversity to the inclusion of individuals from racial or cultural minorities. While seeking out under-represented individuals is an admirable response to a symptomatic lack of diversity, real enrichment is achieved not by counting heads, but rather through learning to prize individuals whose origins, viewpoints, values, and traditions may not be consistent with those of the campus majority. In this sense, transfer students are one of the most commonly encountered yet frequently overlooked sources of diversity.

By definition, a transfer student's prior education is the product of teaching methods, institutional conventions, physical environments, educational philosophies, and even geographical experiences that are not native to the receiving institution. If advisors learn to understand and appreciate the inherent diversity in transfer students, both the institution and the student will benefit.

The first step in embracing transfer diversity involves taking time to assess a student's prior non-academic experiences. In assessing the needs of transfer students, advisors sometimes forget to look beyond the student's coursework. However, awkward and unsuccessful transfer experiences may be expected when we fail to identify dramatic contrasts between the student's prior institution and his or her new one. When transfer students are unsuccessful, administrators and faculty may too quickly suppose inadequate academic preparation and ignore factors such as a move from a non-residential campus to a residential one, or from small classrooms to larger ones.

Minimizing these contrasting factors may take extra effort that will assuredly pay off in increased student success. One response is a post-orientation program, such as an interest group, or for-credit course, specifically designed to help transfer students adapt to their new environment. Many campuses already have post-orientation programs that aid freshman in forging connections to their new campus home, but do not supply these same services to transfer students.

Accepting the diversity of transfer students also influences how institutions manage the credit evaluation process. Barriers to effective evaluation may include inertia, rigidity, or simply the lack of a regularized process. Understanding that rejecting credits or shunting them into ineffective electives is a process of discrediting a transfer student's previous academic experiences may change the demeanor in which we approach such an activity. We should not assume that students expect to lose credits in the transition from one institution to another, and a casual devaluation of a student's prior coursework can taint the student's relationship with the institution before he or she even enters a classroom. While this understanding may not actually change the decisions made, it will surely temper the manner in which we communicate the evaluations to the student.

Though our skill in advising transfer students has certainly improved as the phenomenon of transferring students has increased, in the busy rush to get the student started advisors sometimes give in to inertia and choose not to pursue the evaluation of credits they perceive to be inconsequential to the student's educational goals. Though we may understand that finalizing certain evaluations will not advance a student toward graduation, the students will not understand why so little regard is being given to their hard-earned coursework.

Rigidity, too, can obstruct effective evaluation when matching the content of transfer courses to those from an institution's own catalog is completed with excessively narrow margins of error. A bias toward one's own institutional programs may impede a more reasonable comparison of learning outcomes and credit experiences. The best results often are achieved when credit evaluators lay aside the "that's not the way we do it here" attitude, and instead seek to assess whether the student is academically and socially prepared for the next level of coursework.

Understanding that transfer students foster campus diversity can empower relationships, increase success, and mark an institution as *transfer-friendly*. A charitable assessment of transfer student experiences and robust program of orientation built upon this understanding will lead to more transfer recruits who, in turn, will provide experienced, yet fresh, viewpoints on campus services and broaden the experiences of their peers and instructors.

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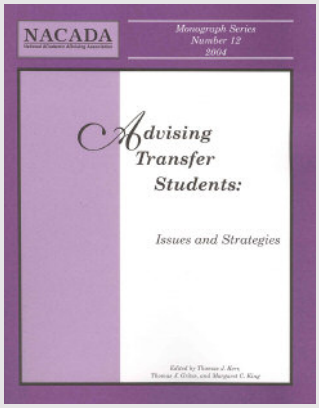

Advising Transfer Students: Issues and Strategies

Students transferring from one institution to another continue to be a significant part of our college populations, and they consume considerable amounts of time and effort by advisors at both two-year and four-year institutions. Transfer students constitute a population that already brings some higher education experience with them yet they are new to the transfer institution. This monograph identifies many of the issues related to this population and provides a wide range of potential services, programs, and other resources that serve to strengthen the overall higher education experience for transfers.

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Some Thoughts on Diversity in NACADA

***Karen Gould**, Member of NACADA Diversity Committee*

I am a new member of NACADA as my initial experience with this association began in February 2004 at the Advising Administrators Institute. While the quality of the information was certainly first rate, what became immediately apparent to me was the lack of color that I saw around me, not a void—just low numbers. What seemed most glaring to me was the lack of diversity among the people who were teaching and organizing the Institute. As a newcomer to NACADA I did not know what to make of this—I remained relatively silent about my concerns and focused on soaking up the information I had come to learn.

Midway through the course of the Institute, Charlie Nutt, Associate Director from the NACADA Executive Office, approached a group of five of us (all people of color) seated in the hotel lobby at the end of the day. "Just what can we do to get more people of color involved in NADADA?" was Charlie's friendly greeting of inquiry. While his unsolicited question felt a bit awkward and jarring, it was also an acknowledgement of his awareness that NACADA still had some work to do. He was willing to ask the hard questions. Moreover, Charlie seemed truly interested and engaged in the feedback we had to offer.

Shortly thereafter, Charlie summoned Ruth Darling (then president of NACADA) to join our conversation. Both she and Charlie articulated their clear understanding regarding the importance of diversity to higher education institutions. They were well aware that increased participation from people of diverse backgrounds would be beneficial to the association, but admitted that doing so had been an ongoing struggle.

I left the Institute slightly intrigued yet cautiously pessimistic—other organizations had dashed my hopes with their promises of commitments to diversity. I had no expectations that NACADA would be any different. Following my experience last year, I have had the opportunity to come to know NACADA much better. It will come as no surprise to some folks that one consequence of my outspoken character was an invitation to serve NACADA in several capacities, including an invitation to serve on the NACADA Diversity Committee. In fact, I share my story as a member of this committee in hopes of addressing the doubts of those who might question NACADA's willingness to be open, honest, and proactive in confronting diversity issues.

This committee meets fairly regularly via phone or contacts each other via listserve primarily to discuss what we can do to improve the diversity of NACADA membership. (NACADA defines diversity as being all inclusive as it references ethnicity, gender identity, sexual orientation, institutional type and size, and employment position.) Clearly, NACADA is by no means perfect in this regard, but we are making concerted efforts to bring about change.

One part of this change process is the writing of this article. Our hope is that it will encourage you to discuss issues that the diversity committee visits about all the time—why the leadership of NACADA isn't more diverse. Within NACADA, 19.5% of the nearly 8,000 members are Hispanic, African American, Native American or Asian American. Yet, within the elected leadership of the Organization, only five of the 57 individuals (8.8%) hail from these groups. Over the past five years, whites have held about 88% of the leadership. These figures are a problem and we believe that they need to improve. (At this time, NACADA does not collect demographic data with regard to identification of its BLGT members. It is our hope that subsequent diversity issue papers will address more nuanced topics such as how to balance right to privacy issues with issues of inclusion and representation.)

One purpose of this paper is to bring these figures out to the forefront and to get people talking about them. We plan to lead constructive, non-judgmental conversations at each of the regional conferences about what these figures mean and what each of us can do about them.

As a committee, we believe that it is important to have leadership reflect at minimum the membership of our organization. The face of higher education should be representative of the face of the people that we advise. We also believe that a more diverse representation within our leadership will contribute to enhanced decision making within all facets of NACADA, and enhance our creativity and problem-solving approaches. Increased diversity within organizations facilitates different outcomes for different individuals and groups who participate (Smith and Schonfeld, 2000). For those who are underrepresented, diversity promotes an increased willingness to become more involved. For those in the majority, diversity offers an exposure to a wider variety of perspectives. We are excited about achieving such outcomes for our members and for our association at large.

Discussions around the significance of member diversity have a long, but sporadic, history in NACADA. In *The National Academic Advising Association: A Brief Narrative History*, J. D. Beatty (1991) reports that the 1979 national conference in Omaha was alive with debate over whether to mandate that a certain percentage of NACADA leadership include members from under represented groups. While such a mandate was never enacted, by 1983 the association had established its first minority affairs committee, reflective, perhaps of the growing presence of diversity within the association. In 1993 the national conference in Detroit had as its theme: *Using Resources Creatively to Serve Diverse Populations*.

We think that by (1) putting forth this article, (2) continuing its discussion at regional conferences and (3) encouraging themes of diversity in academic advising for the 2006 national conference, we will not only improve on the legacy of diversity at NACADA, but also work to lessen the sporadic cycle of attention that diversity issues receive at NACADA.

We hope that by putting forth this article and convening sessions at the regional conferences, we will help to put issues of

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Team Up with your Teaching . . . *continued from page 1*

As we move forward with our restructuring project we will continue to work with the staff of our Teaching and Learning Center to coordinate faculty development of learner-centered approaches to advising and teaching. Initial benefits of this collaboration include:

- modeling effective learner-centered teaching practices within our professional development workshops
- utilizing a faculty learning community to develop a core of advisors for exploratory and part-time students
- identifying central professional development themes, including diversity and critical thinking, that discuss issues in terms of both advising and teaching
- connecting advising and teaching at the level of practice
- modifying instructional development techniques, such as coaching and small group instructional feedback, to advising settings.

In the June issue of *Academic Advising News*, Maura Reynolds (2004) suggested that advising can assist students in becoming more complex in their view of the interaction between education and their lives. Clearly, faculty intend their courses to do the same. In order for this to occur, faculty must be involved in institutional efforts to prepare the environment and provide the opportunities necessary for students to develop into life long learners. As we move forward with this restructuring project, we will continue the integration of our advising and teaching professional development themes to better assist faculty in making the connection between effective advising and effective teaching.

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Some Thoughts on Diversity . . . *continued from page 6*

diversity at the forefront of our membership concerns. We want to create the opportunity to engage in fruitful dialogue about how to insure that change occurs; one that is guided by a commitment to strengthening our association overall. While engaged in this process we will come to see the variation of opinion and ideas that exists within diverse groups and move away from any tendency to generalize and stereotype. The process itself will be part of our change.

We know that the most worthwhile discussions about diversity can be filled with disagreement and contradiction. Yet, we believe that as representatives of higher education institutions, we must model behavior where issues of diversity are discussed frequently and with increased ease. In turn, practicing such behavior is certain to inform our work as advisors and administrators, giving us something truly powerful to take away from NACADA and bring back to our campuses.

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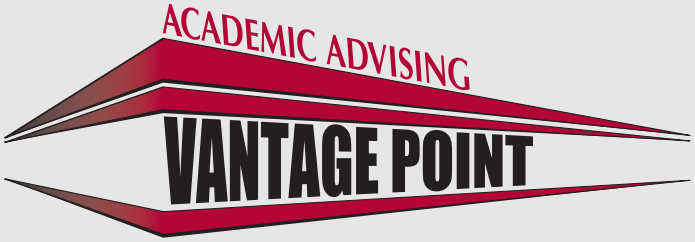
Leaving the U for Avenue Q

***Cynthia Sarver**, LPC, Academic Advisor*



Like many academic advisors, I occasionally receive email messages from former students who are somewhat disillusioned by their first post-graduation jobs and speak with some nostalgia about their alma mater. After all, finding a job, meeting workplace expectations, relocating, seeking new friends, and planting roots are all hard work. This unsettling life transition is the theme of the Broadway musical, *Avenue Q* (Lopez, Marx, and Whitty, 2003), which was written for the twenties generation finding their way in an uncertain world. *Avenue Q* can be fictitiously found in the furthest and least expensive borough of New York City.

The Avenue Q song that captures the essence of this transition poses the question:

> What do you do with a BA in English? What is my life going to be? Four years of college and plenty of knowledge have earned me this useless degree. I can't pay the bills yet 'cause I have no skills yet. The world is a big, scary place . . . But somehow I can't shake the feeling I might make a difference to the human race (Lopez, et al., 2003).

Amid the confusion and the search for personal meaning, this character (this generation?) is optimistic, confident, and willing to serve for the greater good ["When you help others, you can't help helping yourself" (Lopez, et al., 2003).]

Reassuringly, *Avenue Q* credits academic advisors with making a difference in a small way in the lives of students. In the nostalgic song, "I Wish I Could Go Back To College," a character wistfully sings, "I wish I could just drop a class or get into a play or change my major. I need an academic advisor to point the way" (Lopez, et al., 2003). I'd like to think that we do point the way for many students in both small and significant ways. As students leave the U for *Avenue Q* and other destinations, academic advisors must be sensitive to the reservations, the anticipatory jitters, and even the sense of denial that some graduating seniors feel and, if appropriate, invite them to share those feelings.

The Michigan State University (MSU) Alumni Association, in conjunction with the Senior Class Council, sponsors a series of seminars called "Getting Your Career Game Together. " When they register for MSU's eNews for Graduating Students, seniors can explore the Career Game Web site and choose to attend sessions that focus on pragmatic topics such as, Relocating to a New Job and a New City, Portfolio Development/Brag Book, Managing Personal Finances, and Consolidation of Student Loans. (*www.msualum.com/careers/career-events.cfm*)

Another MSU Alumni Association Web page, Preparation for Life After College, features thought-provoking passages from essays that offer encouragement, reassurance, and practical advice to the soon-to-be graduates. Examples include: Attitude is Everything, Instructions for Life, No Excuses, Your Power Grid, and Mentors Play an Important Role on Your Road to Success (*www.msualum.com/careers/lifeafter.cfm*).

My personal send-off to graduating advisees is brief and simple: "For those of you ready to start careers or graduate school, best of luck. For those of you searching for a job or a direction in life, don't get discouraged; you'll find your niche in the world. And as a small gift from me...here is a getting-through-your-twenties suggested reading list. [Editor's note: see appendix at end of article for reading list.] Best wishes in your quest for personal and professional growth and satisfaction."

Avenue Q ends on a positive note, as characters sing, "Don't stress, relax, let life roll off your backs! Except for death and paying taxes, everything in life is only for now. Each time you smile, it'll only last awhile. Life may be scary, but it's only temporary. Everything in life is only for now" (Lopez, et al., 2003).

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Reference:

Lopez, Robert (music and lyrics), Marx, Jeff (music and lyrics), & Whitty, Jeff (book). (2003). Avenue Q. Information available at *www.avenueq.com/index.php*.

Appendix:

Getting-through-your-twenties suggested reading list:

Michael Ball. (2003). *@the Entry Level: On Survival, Success, & Your Calling as a Young Professional*. Los Angeles: Pure Play Press.

Sasha Cagen. (2004). *Quirkyalone: A Manifesto for Uncompromising Romantics*. San Francisco: Harper.

Rebecca Knight. (2003). *A Car, Some Cash and a Place to Crash: The Only Post-College Survival Guide You'll Ever Need*. New York: St. Martin's Press.

Alexandria Robbins, and Abby Wilner. (2001). *Quarterlife Crisis: The Unique Challenges of Life in Your Twenties*. New York: Penguin Putnam.

Jeff Taylor, Doug Hardy. (2004). *Monster Careers: How to Land the Job of Your Life*. New York: Penguin USA.

Ethan Watters. (2003). *Urban Tribes: A Generation Redefines Friendship, Family, and Commitment*. New York: Bloomsbury USA.

NACADA Career Services Corner

Dear Career Corner: I have just been offered a new position. How should I approach negotiating a salary and other benefits? - Signed, Apprehensive about Negotiating

Dear Apprehensive: Congratulations on being offered this position! Although I know that you are apprehensive about this process, it is important to re-frame this problem into an opportunity. The negotiation process should be positive and allows you to affirm that this opportunity is a good match for both you and the institution.

Begin the negotiations by focusing on what you need to be successful in your new position. In other words, take time and work with your future employer to devise a written plan that spells out mutually agreed upon goals and objectives, and establishes a performance review process. This is also an excellent opportunity to delineate your professional development needs. The initial focus of the negotiations should be on the institution and what you need to maximize your contributions to your new employer. Martin and Bloom (2003) suggest that "focusing on the institution positions you as a person who puts the substance of what you do above the salary you earn, and shows your commitment to making real and substantive contributions to the institution in your new role. Your prospective employer will be impressed by your focus on substance and be more readily adaptable and generous as you negotiate the rest of the package" (p. 83-84).

A few of the items that comprise the rest of the package include: salary, insurance, retirement plan, vacation, holidays, computer needs, etc. If you must move to another city, you should include relocation expenses and housing on the negotiating list. On the personal side, you may want to ask about assistance with helping your spouse find a position in the area, tuition remission, and childcare options.

Take time to negotiate a thorough, fair, and equitable package. For complete details on how to approach the negotiation process and a thorough negotiation check list, refer to the book *Career Aspirations and Expeditions: Advancing Your Career in Higher Education Administration* (2003).

Best wishes!

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References

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

Academic Advising news

Published four times annually by the National Academic Advising Association, located at the address below:

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

Guidelines for Newsletter Submission

Academic Advising News is a quarterly publication of the National Academic Advising Association. Newsletter articles are generally short and informal. Original articles and opinion pieces 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, NACADA@KSU.EDU.

The deadlines for the newsletter are located on the web.

Graduate Certificate in Academic Advising

NACADA continues to partner with Kansas State University (KSU) to offer a Graduate Certificate in Academic Advising that provides options for those interested in personal professional development in the advising field.

Rick Hogrefe, Assistant Dean and Speech Communication faculty member at Crafton Hills College, has participated in the online courses leading to the KSU Certificate in Academic Advising. Hogrefe credits the program with helping him gain new knowledge and skills associated with academic advising, a greater appreciation for the work of professional advisors, and an improved ability to work with students both in and out of the classroom. He states, "I am excited because my experience at KSU has provided me with the encouragement to pursue doctoral coursework in education."

While Hogrefe's new educational goals are an unexpected result of his participation, it is one example of numerous positive reactions to this flexible, on-line program for professional development. **Practicing advisors and administrators** who desire more formal education relating to academic advising, **faculty** seeking advising knowledge beyond their discipline and **graduate students** anticipating academic advising roles discover that this program meets their needs.

Five courses are included in the 14 semester credit hour program completed "at a distance" via the Internet. All courses are self-paced within a semester timeframe. Students work independently, yet share comments and questions via electronic communications that allows for a greater understanding of a myriad of issues and development of the skills needed to deliver effective academic advising.

Those interested can select one course from the list below for professional development or earn the certificate by completing all courses listed.

Foundations of Academic Advising, 3 credit hours
Jan–May 2005
Aug–Dec 2005

Multicultural Counseling and Advising, 3 credit hours
June–July 2005

The College Student and the College Environment, 3 credit hours
June–July 2005

Trends in Career Development, 3 credit hours
Aug–Dec 2004

Learning Principles, 2 credit hours
Jan–May 2005

For further information on the Graduate Certificate in Academic Advising please visit our website at *www.nacada.ksu.edu* and choose the link on the front page or e-mail NACADA@KSU.EDU.

Announcing

ACADEMIC ADVISING SUMMER INSTITUTES 2005

June 12–17, 2005 in St. Paul , MN
July 31–Aug 5, 2005 in Colorado Springs , CO

Student growth, persistence and campus vitality – all are linked to academic advising and influenced by programs and policies that you & your colleagues help deliver or administer! Increasing attention paid to the importance of academic advising is helping many institutions develop effective strategies to implement critical changes or necessary for high quality advising.

Join us for this weeklong, intensive institute focused on the needs of you and your specific institution. Workshops, topical sessions, small group discussions, consultations and general sessions work together to provide an inclusive program.

Registrations are being accepted at this time. Institute registration is limited, so reserve your spot early. More information, instructions and the registration form are found at the NACADA Web page.

February 2005 Newsletter Announcements

2005 NACADA Awards Program
Nominations are being accepted for the 2005 NACADA National Awards Program. The deadline for receiving most nominations or applications is **Monday, March 7, 2005**. Retiree recognition notifications are due **Monday, June 6, 2005**. Complete information for the 2005 Awards Program, including nomination criteria, eligibility and forms, is available at *www.nacada.ksu.edu/Awards/AwardsCall.htm* on the NACADA web site.

Leadership Opportunities
Those members interested in a leadership opportunity in the NACADA organization may want to start as a member of a commission steering committee or serve on a Commission committee. The Chair provides leadership for commission activities in support of the profession. The Chair represents the members of the commission, their needs and concerns, assists with the selection and evaluation of presentations for both national and regional conferences, and communicates with the members through the national newsletter and electronic mail. The Chair attends the fall Division meeting and communicates commission needs and concerns to the Division Representatives on the NACADA Council. To qualify for this elected position as Chair requires at least one year of membership in the commission and a commitment of 2 years of service. Additional information can be found on the Commission and Interest Group Division web page at *www.nacada.ksu.edu/CandIGDivision/cigdivinfo.htm*.

Hitting the Jackpot: Making Academic Success a Sure Bet!

Wednesday, October 5–Saturday, October 8, 2005

Bally's and Paris Hotels
Las Vegas, Nevada

Hosted by NACADA Pacific Region 9
Co-Chairs Heather Howard and Rimi Marwah
University of Nevada-Las Vegas

Plans are coming together for another great national conference!

The conference runs from Wednesday, October 5, 7:00 p.m.–Saturday, October 8, 12:15 p.m.
A variety of optional *Pre-conference* and *Post-conference workshops* will be offered Wednesday during the day and Saturday afternoon.

Here is a sample of what to expect!

- Opportunities for formal and informal networking with 2,200 advising colleagues.
- Professional development through more than 350 workshops, concurrent paper sessions and poster presentations on relevant topics
- *Commission and Interest Group meetings* bring together colleagues with similar concerns in over 30 specific advising areas.
- Region meetings introduce you to advisors from institutions in your geographic area.
- Keynote speaker **Joe Martin**, founder and president of RealWorld University. Joe is a national award-winning speaker, university professor, author and educational consultant. He is considered one of the country's leading experts in the field of student and staff retention, development, and self-motivation.
- Keynote speaker **Robert Sherfield**, a nationally recognized educator, writer, and speaker, having spent the last 22 years working with faculty development, first year success programs, and student motivation and retention.

Conference Registration Fee: $265 if you are a NACADA member; $355 if you are not a member.
Bally's Hotel Reservations: $123 for either one or two persons per room, plus taxes.

Visit *www.nacada.ksu.edu* for more information.

New in the Clearinghouse!

NACADA CLEARINGHOUSE

Advising Issue Overviews

- FERPA: Basic Guidelines for Faculty Staff—A Simple Step-by-Step Approach For Compliance
- Making Effective Referrals in Academic Advising
- East Meets West – Bridging the Academic Advising Divide
- Ethical Decisions

Resources

- Advisor Training
- 'Your Ideal Advisor' supplement to the AAI Student Inventory

Find this and more on the Web at *www.nacada.ksu.edu/Clearinghouse/overview.htm*

The NACADA Clearinghouse of Academic Advising Resources promotes the advancement of academic advising through the greater dissemination of pertinent resources and research.

Commission REPORT

Advising Administration Commission Update

As the commission chair since the October 2004 conference, I have become greatly aware of the dedication that NACADA has toward its members. The organization is constantly urging chairs to find more and better ways to serve our members or increase the participation of our members. A main goal of this commission is to encourage and create networking opportunities to expand professional development in ourselves and others. What better way to foster this than to showcase our best practices. Therefore, we have brought back an "encore" of the "administrators' best practices" that was a featured column in the commission newsletter from a few years ago.

Seeing that our lives as administrators are very busy, complex, and nearly 24/7, the members supported a request to showcase these best practices as "administrators' tips" rather than a full blown newsletter. (After all, the association's newsletters are hard to top!) We cast out a monthly topic to the membership and any "takers" send us their tips. They are posted on our web page so take a look from time-to-time at our resources page.

By the way, the subject for February is "In what ways do you reward/recognize staff when you don't have the budget to dole out raises or merit awards." Much of my time as an administrator is spent casting light upon the good deeds that my staff do, which raises the level of enthusiasm and energy in our office. Mama always said that "a little bit of sugar turns sour into sweet." I'm reminded of a song I learned in church school eons ago, "This Little Light of Mine, I'm Gonna Let It Shine." In a world so filled with darkness, sadness, and fear, we can strive to make the workplace a positive, uplifting experience for those around us.

Take care and shine some light!

Linda Chalmers, Chair, Advising Administration Commission
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Probation, Dismissal & Reinstatement Issues Interest Group

Thanks to **Jo Pionke** (Kent State University) for her past leadership as Chair of the PDR Interest Group. I have big shoes to fill as the new Chair and look forward to Jo's continued guidance.

The PDR Interest Group annual meeting at the national conference was active and a great source for many ideas for the future direction of the group. The group is now the largest interest group in NACADA and is larger than any of the commissions! There is a lot of potential for the future activities of our group to have significant impact on our work with students in academic difficulty, as well as increasing institutional support for our programs.

Members at the annual meeting agreed that we are currently in a stage of needing to gather and share information about PDR programs and issues at our various institutions. This information will be gathered in an upcoming survey and the results shared with the PDR interest group and list serve. Please watch your e-mail for this survey soon and take the time to complete it.

Another current need of the interest group is to locate past and current research literature on PDR issues related to advising and assist members with developing future research projects. A Research Committee has been formed to work on these important tasks. Members of the committee during this year are:

Karen Reynolds, Michigan State University
Scott Amundsen, University of N. Carolina-Greensboro
Krystin Deschamps, Utah State University
Jason Jacobson, Massachusetts Institute of Technology
Debbie Nothduft, Truman State University

I encourage PDR interest group members to join the PDR list serve. It's a great way to network with each other. If you would like to become a list serve member, you may do so at the following web link: *www.nacada.ksu.edu/InterestGroups/C25/listserve.htm*.

Please feel free to contact me with any of your comments, ideas, or concerns about the interest group.

Karen Reynolds, Probation, Dismissal, & Reinstatement Interest Group Chair
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Commission REPORT

Undecided and Exploratory Students Members Commission

Thank you to all the members who attended the Commission meeting in Cincinnati last October. The feedback that was received regarding major changers was very helpful in designing the Major Changer Survey due to be distributed in February. This survey will update information that is currently 10-15 years old, help advisors understand the major changer population and provide valuable institutional data.

Please share your insight, ideas and models of good practice in areas related to undecided and exploratory students! The CUES listserve is a great way to share this valuable information with your colleagues. Listserve subscribers can just e-mail N-UNDECIDED@LISTERV.KSU.EDU and share. If you are not yet subscribed to this listserve, instructions for doing so can be found on the NACADA web site at *www.nacada.ksu.edu/Commissions/C13/listserve.htm*.

Tom Kenyon, Chair, CUES
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Two-Year Colleges Commission

Happy New Year!! Greeting from the Two-Year Colleges Commission.

Our Commission is alive and well, striving hard to meet the needs of our commission members.

The Two-Year Colleges Commission would like to extend an invitation for anyone who has an interest in two-year colleges to join our commission. We would also like for you to join our listserve by going to the NACADA website, choosing commissions and following the instructions from there. This web site is not real busy so do not be afraid that you will inundated with emails. This web site is used for specific items that are pertinent to members of two-year colleges so that if you have a question or an idea you can obtain quick responses.

As Commission Chair, I would like to solicit members who are willing to serve as liaisons for the following regions: Regions 2, 4,5,6,7,8,9, and 10. These people assist the Chair with determining the needs of our commission. This is just one way for you to become involved in NACADA. Also, consider writing an article for the Two-Year Colleges Commission Newsletter. **Peggy Jordan** is our newsletter editor and she would love for you to participate in the newsletter.

The Two-Year Colleges Commission will also be presenting a Service to the Two-Year Colleges' award for someone who has been active in our commission and who has contributed to this commission. Please consider nominating someone for this prestigious award.

Please contact me if you are interested in the Two-Year Colleges Commission and would like to become involved.

Dianne Castor, Two-Year Colleges Commission Chair
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Regional REPORT

Mid-Atlantic Region 2

Greetings to the Members of Region Two

I hope this newsletter finds you in good spirits and enjoying 2005!

This is an exciting time in Region Two and I would like to highlight a few of the activities which are currently in progress. First and foremost we are currently taking nominations for the first ever Region Two Advising Awards. Please nominate your worthy colleagues for Outstanding Professional Advisor, Outstanding Faculty Advisor and Outstanding Service to Region Two. Information about the awards and nominations can be found on the Region Two homepage *www.nacada.ksu.edu/Regional_Divisions/region2/index.htm*. We hope in the future to present additional awards to worthy members of our Region. The deadline for nominating individuals for the 2005 awards is **February 15, 2005**.

Sandy Waters and the conference committee are busy putting together an outstanding agenda for our Regional Conference April 17-19 in Virginia Beach. I hope you will consider joining your colleagues across the region for an exciting, informative and motivating conference. There are many excellent presentations scheduled beginning with pre-conferences on Sunday afternoon and concluding with concurrent sessions which end at 12 noon on Tuesday. In between you will find such topics as: Programs, problems and protocols: help for a new advisor; Product, process and portfolios: how one college integrates advising with technology; Instant Advising: a creative approach to student interaction; Advising hat-titude; and Advisor as griot: the use of narration as a successful advising strategy. Check out the conference web site at *www.nacada.ksu.edu/Regional_Divisions/region2/confindex.htm* for more details.

There are also a number of activities occurring on a local and state level. Watch for more details about the following upcoming state drive-ins: Mid to late March for the DC Area (contact person is **Jeff Gardner**), May 13th for Maryland (contact person is **Jenna Dolan**), and June 9th for New Jersey (contact person is **Paula Dollarhide**). State Drive-in conferences are great opportunities to meet local advisors, highlight your skills and accomplishments by presenting and provide a cost effective way to continue your professional development. There are also a number of activities that occur on a local level. Groups in the Baltimore area often get together for social and networking activities; contact Jenna Dolan for more information. There is also a group for advisors in the Philadelphia Area; contact me for more information.

A special thank you to all the members of the region who work tirelessly to promote advising and student success on a daily basis, you are making a difference. If you have any questions, concerns or ideas please contact me.

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Mid-South Region 3

Don't forget about the Regional Conference, April 10-12 in Louisville. By the time you receive this newsletter, the deadline for proposals will have passed, and there should be more detailed information about the conference on the region website. Hotel and travel information are already available. We had a great response to the call for proposals! It's going to be a GREAT couple of days in Louisville.

Be watching for the updated "Outstanding Advising Award" submission form on our region website. We will be soliciting your nominations soon, so be thinking now of that colleague you feel should be recognized by our region as an OUTSTANDING ADVISOR. We are also considering the addition of an award for an outstanding graduate student.

Finally, thanks to **Carol Ann Baily** for her hard work in organizing a one day drive-in workshop in Murfreesboro back in December. It was a small group, but it was a great program.

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Southeast Region 4

Hello Region 4 members! We are looking forward to the upcoming NACADA conference, March 6-8, 2005 Tuscaloosa, Alabama.

Our conference will kick off with a river boat cruise on Tuscaloosa's Black Warrior River

This will be a Sunday night welcome dessert reception: *please note on the registration form that there is a limit to the number of people we can have on the boat and you must register for this event.

Monday March 7th will be school spirit day. We would like to recognize all schools in our region, so please bring shakers, pennants, or other decorations from your institutions so we can use them to decorate the ballroom for our lunch together! We will collect them at registration on Sunday and Monday morning.

Regional REPORT

Please make sure you pay attention to the deadlines for early registration as they are quickly approaching!

We have included some links we thought would be useful. If you have any question please feel free to contact **Lori Barstow** LBARSTOW@CBA.UA.EDU or **Brandy Frost** BZFROST@CBA.UA.EDU 1-800-828-2622

Be sure to check out our web page for the registration form and more information regarding the conference, the hotel and Tuscaloosa! Go to *www.nacada.ksu.edu* and click on Events and then Region 4!

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Great Lakes Region 5

Greetings Region 5! By now, you should all have your calendars marked for the Regional conference in Toronto (March 17-19). Our Keynote speaker is Wes Habley, who will be speaking to us on "What Works in Student Retention?" His session will focus on three areas: the impact of college student retention, a review of data from the survey, and sharing a set of six recommendations for organizing an effective retention program.

For other EXCITING details about the upcoming conference, visit our website at *www.nacada.ksu.edu/Regional_Divisions/region5/confindex.htm*

We will announce the new state/province liaisons for Michigan, Wisconsin and Ontario at the conference. These folks will begin their terms with the National conference in October. There is still time to throw your name in! Contact me (rjryan@wisc.edu)and let me know your interested. I'll need platform statements from you by Feb. 4.

Here's what's going on around the region:

The Indiana State Conference will be held May 13, 2005 at the University of Southern Illinois. The conference will focus on advising > and technology. Contact **Julie Floyd** at JFLOYD@USI for more information. Each year IAAN recognizes an outstanding faculty and professional advisor in the state. Applications are due April 1, 2005 and can be found at *http://iaan.indiana.edu*.

The Advisors in Michigan, are in the midst of planning the Michigan Conference to be held at MSU on May 12. Charlie Nutt has agreed to be the keynote speaker and registration materials will probably be sent out in late February or early March. While it is still in the planning stages, things are slowly but surely falling into place. For more info, contact **Dan King**, (KINGD@EGR.MSU.EDU)

Ohio Academic Advising Assn (OHAAA) annual conference June 17 at the Fawcett Center, Ohio State University. The theme is "Back to Basics."

KASADA (Kent State) annual conference May 19 at the Kent Stark Campus Conference Center. Theme is "Making the Connection: Learning, Teaching, Advising. Keynote is Charlie Nutt.

Rebecca Ryan, Chair, Region 5
University of Wisconsin-Madison
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South Central Region 7

How can ***you*** make a difference in your career? You can attend the **NACADA Region VII Conference March 3–5, 2005**. Our conference theme is "*Every Student has a Story.*" It is amazing and inspiring to learn what our students have encountered and overcome as their paths cross ours in our roles as advisors. Even more, it is humbling to know how we as advisors and mentors can become part of each student's story of success and goal attainment.

Our conference will encourage you to think about how you listen to students' experiences and how you positively impact students by advising, encouraging, motivating, and mentoring students. You are invited to meet and network with colleagues, share creative programs and practices, and reflect on the value of all our life stories.

We talk at the dawning of each new academic year about who our new students will be. As the years pass, many of us start to contemplate who are we? Professional development opportunities provide us with the opportunity to find out who we are, what new ideas we can utilize (knowing there are risks in change) and understanding that we do the best we can based on what we know. Come to Oklahoma City and see how growth happens when you expand your comfort zone and determine what your story is. The tough part of advising is what makes it great. Connecting with the students who share their stories with us is our reward.

Check out this opportunity online at: **www.nacada.ksu.edu/Regional_Divisions/Region7/confindex.htm**

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Regional REPORT

Northwest Region 8

Region 8's Portland Conference is taking shape. We have several exciting features at this year's conference Connecting All, Reaching Everyone-CARE:

- Dr. Jim Spectar, Provost at Western Oregon University, will be our keynote speaker addressing "Connecting and Reaching Everyone in Changing Times: Emerging Trends and Opportunities in the 21st Century Academy."
- Pre-Conference workshops on legal issues, leadership in advising and current issues.
- A selection of diverse topics in breakout sessions;
- Advisor self-care with chair massage.
- Portland in April—Sunset magazine calls it Music City-a mix of classical, jazz and eclectic-a great way to spend an evening during the conference.
- Networking with colleagues from throughout the Northwest.

April 20-22, 2005. See you in Portland.

Sarah Ann Hones, Chair, Region 8
Southern Oregon University
541-552-8418
HONESS@SOU.EDU

Rocky Mountain Region 10

Things are going well in Region 10 and we are excited about the upcoming regional conference in Denver! Carol Rivas Morken and her committee have done an outstanding job preparing for this conference.

We will be meeting March 2-4 at the Adam's Mark Hotel. The Adam's Mark has committed to making the conference an enjoyable experience for all and they've given us a special room rate of $99 per room. You should contact them by February 10 to ensure that rate.

The hotel contact information and the conference registration form are now on the web: *www.nacada.ksu.edu/Regional_Divisions/region10/confindex.htm*.

I am excited and looking forward to seeing you next month!

Beth R. Isbell Tapley, Chair, Region 10
University of New Mexico Main Campus
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ISBELL@UNM.EDU

Register now for these upcoming NACADA Professional Development Opportunities!

Regional Conferences 2005

1. Northeast	March 23-25, 2005	Montreal, Canada	Gail Stepina & Beth Higgins
2. Mid-Atlantic	April 17-19, 2005	Virginia Beach, VA	Sandra Waters
3. Mid-South	April 10-12, 2005	Louisville, KY	Janet Spence & Lee Kem
4. Southeast	March 6-8, 2005	Tuscaloosa, AL	Brandi Zito & Lori Barstow
5. Great Lakes	March 17-19, 2005	Toronto, Canada	Jill Johnson
6. North Central	April 20-22, 2005	Sioux Falls, SD	Deanna Kost & Christy Osborne
7. South Central	March 3-5 2005	Oklahoma City, OK	Peggy Jordan & Terri Blevins
8. Northwest	April 20-22, 2005	Portland, OR	Karen Sullivan-Vance
9. Pacific	April 7-9, 2005 **NEW DATE!**	Emeryville, (San Francisco), CA	Janine Mixon & Patrick Allen
10. Rocky Mountain	March 3-5, 2005	Denver, CO	Carol Morken

Summer Institutes 2005

June 12–17, 2005 in St. Paul , MN
July 31–Aug 5, 2005 in Colorado Springs , CO

National Conference

Oct. 5–8, 2005
Las Vegas, Nevada nacada@ksu.edu