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

The Changing Face of College Campuses

Blane Harding, Colorado State University

Over the past few decades, eighty-five percent of all immigrants to the United States have arrived from either Asia or Latin America; today Latinos are the largest American minority group. These demographic trends have impacted the recruitment efforts of many institutions and caused many campus administrators to incorporate diversity into their strategic plans. Furthermore, recognizing that diversity extends beyond race to include ethnicity, traditional/non-traditional status, military experience, disabilities, etc., administrators have increased recruitment efforts to attract an increasingly diverse population to our campuses. However, while administrations have focused on recruitment, the efforts to retain these students have largely become the responsibility of others, particularly those involved in academic advising.

We, as academic advisors, must be poised to address this situation. I began my academic career as a history professor and later served as the coordinator of the Black Studies Program. More recently, I have been the academic advisor for the College of Liberal Arts, charged with the responsibility of training our advising team. My background as a history and ethnic studies professor helped me gain invaluable information and experience that allows me to be a more effective advisor and trainer. As advisors, the greater the understanding we have concerning the history, experience, and culture of those we serve, the more effective we become. This historical and cultural information leads to greater credibility and the establishment of a trusting mentor relationship. Advising a diverse student body must be more than just schedule writing; it requires that each of us has a more complete understanding of those we serve.

A well-rounded perspective encourages each advisor to reach the goal of treating people equally. However, this does not mean that we should treat each student the same. When we treat each student the same, we negate the particularity of individual students and waste the historical knowledge we have gained. To treat students equally, we must treat them differently. A focus on their unique differences allows us to address each student's individual situation and needs. We must distribute our attention in equal measure to precisely what they do not have in common, their unique differences. Equality is a question of the subject rather than the object. It is a matter of how we conduct ourselves toward others, not a question of some equally shared property or condition inherent in them. We need to pay equal attention to all students and focus on them as equal individuals. I am not suggesting that we "step outside our comfort zone," but instead that we "expand our comfort zones." Our interactions with students should not only concern their academic needs, but just as importantly, address their personal needs.

How students identify themselves should be a key as to how we, as advisors, establish our credibility and build a relationship. Not all individuals live their lives as "ethnic beings." Just because we may physically identify a student as Asian American or Latino(a) does not mean that he or she self-identifies in this manner. There is a difference between assimilation, acculturation, and integration. Individuals can develop through any of these pathways. Some diverse students may identify themselves as acculturated ethnics, while others simply identify themselves as assimilated Americans. It would be detrimental to presume a student's identity if our objective is to nurture a caring and productive relationship. Therefore, over time, we should allow each stu-

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Eric White

Vision and Visibility

It was recently announced that the **American Association of Higher Education (AAHE)** is closing its doors. As president of **NACADA**, this stunning announcement gave me reason to think about **NACADA's** future. While I can only speculate as to the reasons for AAHE having to shut down (much of the public statement had to do with declining membership and the concomitant financial issues), it seems like a good time to raise some questions

about how NACADA functions and what our future can look like.

- Do we stay in touch with our constituents?
- Are we good stewards for our resources, by trying to keep costs down?
- Do we listen to our members?
- Are we careful that we don't impose any unwanted "agendas" on our members?
- Do we keep lines of communication open?
- Do we allow as many voices as possible to be heard?

To put it simply, I think we all try very hard to make sure the answer to all these questions is Yes.

NACADA has sponsored sessions at regional conferences to discuss the issue of certification for academic advisors and how to encourage a wide diversity in NACADA leadership. We have also run sessions at conferences called "NACADA listens." We open our business session to all at our national conferences. The journal issue on theories of advising (due out in the fall of 2005) will feature many voices. We strive to keep our membership fee as affordable as possible. We try to negotiate the best possible deals with hotels so that we can keep conference costs down. We have streamlined our board meetings to reduce costs.

While all of this is positive, does it or can it assure a healthy future for our organization?

The AAHE story includes both a declining membership and competing organizations' themes. While NACADA has seen a rising membership lately, I do wonder if we really have reached everyone in the academic advising community. We know that there are organizations that focus on advising special populations of students, for example, and I wonder how many advisors make a choice of one membership in the specialized organization versus membership in NACADA. While those reading this piece are most likely members of NACADA, I believe that we have not convinced all who know of us about the value of being a NACADA member, nor has the word gotten out to some academic advisors that we exist at all.

I would be disappointed if there was even one academic advisor in the nation, in fact in the world, who did not know about NACADA. But unfortunately, I do know that there are advisors who are not aware of NACADA's existence. We have to figure out how to reach these people, in effect how to be visible.

I suspect that there are also college and university presidents, chancellors, and provosts who may not be aware of us. We have to figure out ways to reach them, too.

Advisors ask students to dream, to test their abilities, to seek new knowledge, and to try what might be impossible. We should expect no less of ourselves, and you should expect no less from your association.

Here is my dream.

Some day a university/college president will come to an advisor and ask:

President: *Did you know that there was such an organization as the National Academic Advising Association?*

Advisor: Yes

President: *Well, we need to see that you get to their conferences and institutes. Does our library subscribe to their NACADA Journal?*

Advisor: No

President: *Would you discuss this with our library personnel so that we can get a subscription?*

Advisor: Yes

President: *Does our Advising Center have copies of NACADA publications?*

Advisor: No

President: *I'll see that more money is allocated to the budget. Are all our advisors members of NACADA?*

Advisor: No

President: *Let's start a campaign to encourage membership.*

How's that for a dream? But rather than a dream of impossibility, we in NACADA, with your input, can turn dreams to reality. At the last NACADA Board meeting, I charged a **Task Force** on **NACADA Visibility** to do some dreaming. Specifically, I asked them to consider *who have we not reached and how can we reach them?* The Task Force will be reporting back to the Board at our October 2005 meeting in Las Vegas. By dreaming a little, while still keeping our feet firmly planted on the ground, NACADA can continue to meet the needs of the academic advising community for many years to come.

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From the Executive Director

Springtime in NACADA

Roberta "Bobbie" Flaherty, Executive Director

In NACADA, Spring means ten regional conferences and mid-year Council and Board meetings.

We attempt to have a NACADA Officer and Executive Staff member at every regional conference to enhance communication with the membership. We find this very helpful in identifying new issues facing our members, in identifying members who want to get more involved in the association, and in hearing what the members want from their association.

This year's conferences have been terrific! While each region's conference is a bit different, all featured excellent presentations and opportunities for networking. The members who volunteer to coordinate the regional conferences contribute a lot to their regions and to the association. Thanks to everyone who has been involved with these tasks this year. You have done an outstanding job!

Las Vegas will be the site of this year's national conference (October 5-8). I know you will be pleased with the conference hotel, Bally's, and the fine program the National Conference Committee has developed. In addition, the Committee has enlisted assistance from students in the UNLV Convention Planning Program; we look forward to their involvement.

At their mid-year meeting, the NACADA Council discussed a number of association issues. They recommended a change in the reporting structure for the Finance Committee, so that the Committee would report directly to the Board of Directors, since the committee deals mostly with the Board on budget issues. In addition, they discussed one state's interest in changing regional affiliation, national conference session sponsorship by Commissions, procedures for Commission or Interest Group name changes, award recipient recognitions, consultant teams, promotion of advising research, timing of committee member

appointments, organizational communication issues, and Commission and Interest Group guidelines.

The Board of Directors approved the Council's recommendation regarding the reporting of the Finance Committee. The Board reviewed the FY04 financial reports and the FY05 reports to date and found the association in sound financial shape. They received reports regarding ongoing projects from the Executive Office, Advisory Boards, and Task Forces. The Board of Directors continued their discussion of the issues surrounding presenters who promote commercial products during their speeches; they recommended that guidelines be provided to conference chairs regarding speaker selection and speaker contracts that detail the restrictions on promotion. The Board discussed the evaluation of the Executive Director and the Executive Office, commending us for our work. In addition, they discussed the need to raise the Consultant Bureau fees; their desire to honor Michael Holen, Dean of Kansas State University's College of Education, for his support of NACADA through the Executive Office; and their interest in establishing a "foundation" for fundraising. Potential collaborations with N4A (Athletic Advisors Association) were discussed and a request to change the name of the NACADA newsletter was supported. President Eric White called our attention to the dissolution of the American Association of Higher Education (AAHE). The Board continues to focus on the future of the organization and their dedication to the association is to be commended.

With a hectic Spring behind us, we now look forward to seeing many of you in **St. Paul** or **Colorado Springs** for the **Academic Advising Summer Institutes**, and/or in Las Vegas in October. If your summer travels take you across Kansas on I-70, give us a call and come see us in Manhattan. We are just 10 miles north of I-70 in the beautiful Kansas Flint Hills. Call and we will give you directions to our offices. Wishing you a relaxing summer!

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NACADA Statement of Core Values of Academic Advising

The NACADA Board of Directors has approved the work of the Task Force charged with updating the NACADA Core Values of Academic Advising. Find the updated Core Values at www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Core-Values.htm. Members will note that the Statement of Core Values consists of three parts: *Introduction*, *Declaration*, and *Exposition*. While each part stands alone, the document's richness and fullness of meaning lies in its totality. The Statement of Core Values provides a framework to guide professional practice and reminds advisors of their responsibilities to students, colleagues, institutions, society, and themselves.

The Board thanks the Task Force for their hard work and encourages each member to use the Core Values for personal development and to share the Statement on campus (workshops, newsletters, etc.) following the NACADA fair use procedures found at www.nacada.ksu.edu/Resources/Fair-Use.htm#free.

Watch for the **September** edition of **Academic Advising Today**, when Task Force Chair **Maura Ivanick** will discuss the changes, the purpose of the changes, and ideas for ways institutions might utilize the Core Values.

Challenges for Two-Year College Advisors

Dianne T. Castor, Chair, NACADA Two-Year Colleges Commission

Academic advisors face increasing challenges each year. What are the most effective ways to deal with enrollment increases when there has been little or no increase in budget? How do we handle the advising needs of these students? How can colleges effectively cope with the increasing numbers of transfer students? How can we use orientations to enhance advisement? These are just a few of the many challenges faced every day by advisors at most colleges, but particularly at two-year colleges.

The key to attacking campus problems is teamwork; the entire campus - from president to classified employees - must work together. Committees dealing with campus issues must include members - from academics, student services, administrative affairs, and classified staff - who are committed to solving problems and bringing success to the campus. An old song titled "Little Is Much" comes to mind when attempting to work out budget problems; when campus resources are pooled, larger projects can be tackled with less money.

Many two-year colleges focus their initial campus efforts on the development of a comprehensive orientation program that includes a strong academic advising component. Advisor inclusion in the planning and implementation of orientation programs can help establish a solid foundation on which students can build their knowledge in college.

Students must find out what resources are available that can assist them in achieving their college goals. They need to be made aware of learning/tutorial resource availability. Students need to be educated regarding the terms that will be used in colleges; terms such as GPA (grade point average), credit hour, academic probation and/or dismissal may seem everyday to some, but these terms may be new to first time and/or first generation students. Students should be shown how grades are calculated and how grades affect their academic standing as well as their financial aid. Students need to know that there are consequences for poor grades and lack of attendance. Additionally, they need to know the differences between certificate, career, and transfer programs, and how courses and grades may or may not transfer from one institution to another institution.

On-line orientations can provide more time for one-on-one advising of individual students. This delivery method also provides students with the opportunity to revisit a particular area in which they need further clarification. It is especially helpful if on-line orientations provide students with the opportunity to have individual questions answered via email or in person at an advising session.

When meeting with students one-on-one, two-year college advisors often find themselves challenged by a student who wants to be elsewhere. This student may appear frustrated and irritated during the advising session. How can an advisor effectively help such a student? First, become this student's number one advocate. Look at the student's records and ask open-ended ques-

tions to encourage student/advisor interaction. Often a carefully worded question may be the key to finding the answer to a student's problem. Are there academic issues involved in this student's decision to attend the two-year college? Are there financial issues? Were personal issues involved in the student's decision? Once the primary reason for attendance is established, the student and advisor can explore potential solutions to the problem. Advisors can determine if referrals to other departments can help the student begin work on a solution to the problem. Advisors should also encourage the student to make a follow-up appointment to discuss the student's progress toward the solution.

Additional challenges may occur when students "reverse transfer" from a four-year college or university. Advisors should first determine why the student transferred. Was the reason academic, financial, personal, or some combination? Was the student not prepared for college? Is remediation needed? Was the student trying to work too many hours? Did the student's extracurricular activities interfere with study time? Was too little study time available? Was the course load too great? A carefully worded question, e.g. "tell me what you did on a typical day at your former school" can reveal the issues that can help an advisor assist the student. Once the problem areas are understood, the student and advisor can begin working together toward solutions.

Advisors at two-year colleges need encouragement that they are meeting the challenges and expectations of their advising roles. Monetary rewards are great, but in many cases needed resources simply are not available. In these cases, begin by encouraging advisors via email. Then consider a certificate of merit; an "Advisor of the Year" program can offer recognition to outstanding advisors. Sending advisors to regional and national NACADA conferences supports professional development that reinforces advisor growth. Advisors can be encouraged to become NACADA members and join a commission. Because each commission addresses a specific advisor need, commission members usually face similar challenges and are willing to share their ideas with their colleagues. NACADA monographs also provide a wealth of information from advising pioneers.

To meet the growing challenges faced by advisors, the need for teamwork, advocacy, problem-solving skills, creativity, and administrative support will continue to grow in importance in the years ahead. If we network and build our skills now, we can move successfully into the future.

If you would like to find out more regarding two-year college advising, please visit the Two-Year Colleges Commission Web site at www.nacada.ksu.edu/Commissions/C07/index.htm.

Connect with colleagues and discuss this article on the advising in two-year colleges electronic list at www.nacada.ksu.edu/Listserve/C07.htm.

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Peer Advising: A Win-Win Initiative

Heidi Koring, Co-Chair, Peer Advising & Mentoring Interest Group

Informal peer advising is not new. Tom Grites, commenting in a November 2001 *Mentor Advising Forum*, stated that "Undergraduates are ALWAYS peer advisers. They advise in the residence halls, the cafeterias, on the bus commute, in the local pub, etc." Orientation leaders and resident assistants regularly function as informal peer advisors. But, in a time when every student counts, most institutions prefer that sharing of vital information not be left to chance. Formal peer advising programs direct and channel peer advising to ensure that students are given advice by peers trained to impart accurate information and to make appropriate referrals.

Formal peer advising programs are rapidly growing enhancements to academic advising programs. A February 2004 NACADA survey revealed that over 65% of institutions surveyed have peer advising or peer mentoring programs; over 36% of the institutions without formal peer advising programs are considering implementing such a program. Why are institutions adopting peer advising programs? What advantage does peer advising have at the college or university level?

Peer advising offers several advantages, including versatility, compatibility with pre-existing academic advising programs, sensitivity to student needs, and the ability to extend the range and scope of advising to times and venues when advising is not usually available. Additionally, those serving as peer advisors benefit from the leadership development included in such programs.

Peer advising is versatile and can be tailored to the needs of the institution. For instance, peer advising can range in intensity from "friendly contact" - a relaxed and informal contact by experienced students to new students in transition - to intensive programs in which peer advisors in residence halls provide 24-7 assistance.

Peer advising is compatible with all advising delivery models. It does not have to be implemented institution-wide, but can be limited to a single major program or a sub-set of students. Some peer advising programs pair peers with faculty advisors as part of a faculty advising model. Still other peer advising programs feature peer advisors who work in an advising center. Some peer advising programs are housed in individual academic schools or departments within the university; others are housed within student service units, e.g., centers devoted to first-year or multi-cultural students.

Although peer advising programs typically address needs of first-year students, peer advising has proven to be a positive intervention for many student subsets, especially at-risk and minority groups. Walters (2003) found peer advising to be an important factor for new student success at Onondaga Community College (p. 50). McConnell (2000) found that peer advising assists first generation college students transition to their academic environment (p. 82). Whelley et al (2003) state that peer advising relationships are helpful for students with disabilities (p. 42). The *NACADA Clearinghouse of Academic Advising Resources* lists forty-three successful peer advising programs (see www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/peeradvising.htm); many of these

programs are designed to assist sub-sets of students like the Boston College Department of Romance Languages Peer Advisor Program, the University of California at Irvine Peer Academic Advisor Program for Honors students, and the University of Wisconsin-Oshkosh Peer Advising Program for multicultural students. A NACADA monograph on peer advising will include many exemplary peer advising programs, including those which meet special needs. (Note: this monograph is scheduled for fall 2005 publication; watch the monthly NACADA member *Highlights* for details.)

Peer advising programs extend the scope and availability of academic advising programs by providing advising in residence halls, through student-friendly communications media like instant messaging, and during evenings and weekends when faculty advisors or professional advising staff are not available to answer questions. Some peer advising programs begin during summer orientation and continue through the academic year. Such programs create a smoother transition by providing services in the period between summer orientation and the start of the fall semester through telephone or email contact between entering students and peer advisors.

Peer advisors benefit from participation in the program as much as the students they serve. Peer advisors form close mentoring relationships with their supervisors. They develop leadership skills through their experiences in the program. Some programs provide intensive, credit-bearing training programs for peer advisors, including instruction in developmental psychology, counseling, and educational theory. These skills benefit peer advisors not only when they are actively advising, but also after they graduate. A 2001 graduate of Lynchburg College, who spent three years as a peer advisor, is now an assistant dean at a Midwestern preparatory school. She reports that she uses the knowledge and experience she gained as a peer advisor daily in her present position.

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WATCH FOR YOUR MEMBERSHIP RENEWAL PACKET!

Renewal packets will be mailed in July for NACADA memberships expiring on September 1, 2005. Please send your renewals promptly—your continued membership builds recognition of the importance of effective academic advising!

First-Year Students with Dyslexia

Transitioning to College

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Increasing numbers of high school graduates with learning disabilities are enrolling in colleges and universities each year. A learning disability may be manifested by deficits in the student's reading ability (dyslexia), speech ability (dyspraxia), writing ability (dysgraphia) or math ability (dyscalculia). A student with a learning disability may also have difficulty with sustained attention, time management, and/or social skills. Some students think that when they transition to college they will "outgrow" their learning disabilities and be able to handle their studies on their own. Individuals do not outgrow a learning disability, although they may develop a host of strategies for compensating for the disability. Still, these students find that when they transition to college they continue to need academic accommodations.

Dyslexia is the most common learning problem reported by first-year college students with learning disabilities. Students with dyslexia experience such reading problems as poor reading fluency, uneven and inconsistent comprehension and retention of material read, difficulty identifying and differentiating main ideas in readings, and difficulty following written directions. Attention Deficit Hyperactivity Disorder (ADHD), the inability to consistently apply concentration for long periods of time, is oftentimes diagnosed with dyslexia. Nearly 25 percent of college students with learning disabilities may also have ADHD. In addition to being easily distracted, students with ADHD may find it difficult to follow a train of thought to its conclusion, easily feel overwhelmed, and have difficulty breaking down and/or organizing information, thoughts, or tasks. College students with dyslexia have to deal with the unique challenges presented by their disability as well as the daily stressors of the college environment.

A knowledgeable advisor can use intrusive advising techniques to help increase the likelihood of success for these students. Advisors can help students develop enrollment plans that spread courses with heavy reading requirements across students' entire educational careers. Awareness of faculty teaching styles and techniques can also allow an advisor to recommend that students fulfill requirements by enrolling in courses that best complement their learning styles. Depending upon student situation and college, advisors may be able to help advisees obtain course substitutions or attain full-time status even when students are enrolled in fewer than twelve credit hours. On a more fundamental level advisors can reinforce the use of successful accommodations, such as student using a tape recorder during lectures or reviewing lecture notes as soon as possible after class. Advisors can refer students for assistance from community and campus resources such as the Learning Assistance Centers.

They can find additional intrusive advising techniques and resources in the *Clearinghouse* at www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Intrusive_advising.htm.

Students with dyslexia who choose to attend college must meet the same admission requirements as students without disabilities. These students may be particularly challenged by the expectation that all college students practice more independent behaviors. The Individuals with Disabilities Education Act (IDEA) mandates that students with learning disabilities in kindergarten through twelfth grade (K-12) have access to a host of accommodations and services such as special classes, individual instruction, and alternative testing. These services are not required by law in the college environment and usually are not available. When students transition to college, they are protected by Section 504 and the Americans with Disabilities Act (ADA). These laws assure that students with learning disabilities receive reasonable accommodations, but do not include the types and levels of services required by the IDEA.

Once enrolled in a college or university, students must request accommodations and provide documentation prepared by a qualified professional. This step is essential if students are to receive accommodations in classes. Because of a misguided desire to assert independence or because of negative experiences with the IDEA in high school, some students refuse to request accommodations. Advisors who become aware of such a situation should encourage these students to request accommodations.

Because the symptoms of dyslexia vary from student to student, it is important that students with dyslexia become knowledgeable about their disability so they can discuss the academic accommodations they need to be successful. Students with learning disabilities report viewing faculty as one of the variables in their academic success. Initially, advisors may need to assist students with dyslexia in communicating their needs to individual faculty members. Advisors can role play disclosure conversations with students and help students set up appointments with professors to discuss accommodations.

College students with learning disabilities are typically intelligent and motivated. Many are gifted and when provided with appropriate and reasonable accommodations, can be successful in college with a little help from their advisors.

The Advising Students with Disabilities Commission invites discussion regarding this article or other issues surrounding advising students with disabilities on the Commission's electronic list at www.nacada.ksu.edu/Listserve/C16.htm.

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Peer Advising: A Win-Win . . . continued from page 5

Everybody wins when peer advising is added to an institution's academic advising program. The advising program wins, since peer advising is a versatile and flexible addition to a pre-existing program. The students served benefit, since peer advising extends the scope and availability of advising services and can be used to target at-risk groups for additional attention. Finally, the peer advisors themselves win skills they can use beyond their college years. No wonder peer advising is a fast growing enhancement to today's academic advising programs.

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The Changing Face of College . . . continued from page 1

dent to self identify, but building a relationship that allows self-identification takes time and a willingness to give as much as we receive.

The ultimate objective is to raise our awareness. For many, this assumes an external function: we want to become more historically, culturally, and theoretically aware of our students; we want to better understand the rules and regulations of the university; we want to have a clearer understanding of our duties and responsibilities. If we are to truly embrace diversity, we must also become more internally aware. How can we better understand other worldviews if we do not fully understand or question our own? If we are to raise our awareness internally, we must question our own attitudes, values, beliefs, behaviors, assumptions, and prejudices. Only when we have done this, can we truly value diversity and become more effective academic advisors. As Aristotle said, "We are what we repeatedly do. Excellence, then, is not an act but a habit." Diversity should not be a concept we discuss, but a habit we practice.

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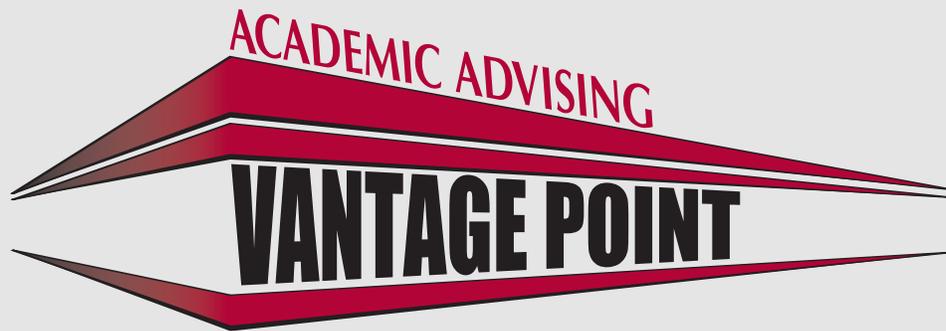
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Guidelines for Submission

Academic Advising Today is a quarterly publication of the National Academic Advising Association. Articles are generally short and informal. Original articles and opinion pieces directed to practicing advisors and advising administrators that have not been printed elsewhere are welcome. They are printed on a space-available basis and should not exceed 1000 words. Guidelines and deadlines for submission are located on the web at www.nacada.ksu.edu/Newsletter/guidelines.htm.



Three Visitors

James W. Vick, *University of Texas at Austin, 1992 NACADA Pacesetter Award Recipient*

I had just settled into my chair at 8:30 on Wednesday morning, my hands cupping a mug of hot coffee, when Mike appeared at the door. It was a surprise to see him, mainly because in his previous advising sessions his highest criterion in course selection seemed to be that no class should begin before 10:00 or 11:00 a.m. Mike quickly expressed the basis for his behavioral shift and his concern regarding the future: He had come to the realization that both his biology major and his pre-med designation needed to change.

Now immersed in genetics and organic chemistry, his performance and his interest were both at a low ebb. In contrast, the economics course he was taking to meet a social science requirement had captured his imagination. He actually found himself reading unrequired material and seeking conversations with faculty on critical national issues. He clearly wanted to talk about these changes and their implications and to seek reassurance as he turned away from a direction he has followed since early childhood.

Twenty minutes later, as Mike left, he greeted Selina, a student who had just transferred from a community college across the state. She had stayed close to home for the first three semesters, but from the beginning her goal had been a pharmacy degree on our campus. She had carefully monitored our equivalent of each course she had taken, and she had measured each against the requirements for admission to pharmacy school, but we needed to plan the next steps as well as review the path to a biochemistry degree in case her application was not successful. Her optimism was strong, even as she planned an alternative she hoped would never be necessary.

Soon after Selina departed, an old familiar student appeared. Caroline was planning her senior year as a math major. She had completed all of the required courses but needed four upper-division math classes over the next year to complete her B.S. Her grades were solid, in fact they were good enough to encourage her interest in graduate school. So the key question became: how should she select her last four courses to maximize her preparation for further study? The answers depended on her possible schools and her proposed field or fields of concentration.

These three visitors exemplify some of the critical roles an adviser plays in the lives of students. For those like Mike who are struggling with developmental issues, an adviser provides support and guidance, freedom to explore accompanied by a strong dose of reality, an encouraging and sympathetic ear when positive steps are taken, and a source for referrals to offices on campus that can help meet needs that arise.

Selina on the other hand knew exactly where she was going, but still needed insight into courses along her path and the alternatives should her primary goal be unrealized. By structuring her plan carefully, she could minimize the delay in reaching a secondary target if that path became necessary.

At the other end of the process, Caroline needed guidance that could only be provided by a specialist in her field, one or more faculty members who could explore her interests in advanced study, discuss possible graduate programs, and help her select the best courses for the next level. Sometimes it is difficult, especially with a student you know and like, to realize the time has come to pass her on to others who are better able to meet her needs.

For each of these three visitors the adviser plays a critical role. It is much more than course selection and graduation requirements. The relationship with Mike, Selina, and Caroline and many others like them can become a key ingredient in their undergraduate experience, and the success of the relationship depends on a full range of talents.

In truth, Mike, Selina, and Caroline are drawn from advising experiences I have had over the years. While they may be literally fictional, I have seen such students, and so have you. They are a daily reminder of the challenges and rewards of our profession.

Jim Vick

University of Texas
(512) 471-1133
JVICK@MAIL.UTEXAS.EDU

James W. Vick was the first **NACADA Pacesetter** award winner, former Associate Dean in the College of Natural Sciences, a Math professor, and is currently Vice-President for Student Affairs at The University of Texas at Austin. Contact Dr. Vick at jvick@mail.utexas.edu.

NACADA Consultant's Bureau

Do you want to establish an advising center on your campus? Would you like an external review of the advising services your institution offers? Or are you interested in having an advisor training workshop? The answer to all of these questions is the **NACADA Consultants Bureau**. The Consultants Bureau offers a number of services and resources for campuses nationwide wanting to enhance their advising programs. NACADA has a number of consultants with expertise in various areas that can help with your program needs at a very reasonable cost.

Based on your specific needs, the Consultants Bureau will match you with a consultant who can meet your needs. **Site visits** for evaluation or analysis of services are very popular. NACADA also offers **Consulting Teams of experts**. These teams can look at all aspects of your program and provide a detailed and comprehensive analysis as well as recommendations for improvements for your program. After your consultation, the institution will be provided a written report based on the nature on the consultation.

The consultants have a wide range of expertise in numerous areas. These include advising **special populations**, **computer-assisted advising**, **diversity issues** and **Freshman Year Advising**. **Evaluations/Assessments** of advising programs as well as **advisor trainings** and **workshops** have been very beneficial to a number of schools. **Technology** in advising and **legal implications** of advising are also popular areas of interest. Consultants are also matched to institutions based on their type: two-year or community colleges, four year public universities, or small private colleges.

Consultants for the Bureau are considered experts in their respective fields. They are employed at a variety of different institutions across the country and serve in various roles on their own campuses. Their expertise is documented in presentations they have done as well as published articles.

The steps to hiring a consultant are very simple. This first thing to do is determine what your needs are and what type of consultation you want (keynote address, workshop, assessment, etc.). At that point you can download the Consultant Request form at www.nacada.ksu.edu/ConsultantsBureau/documents/Request.pdf. This form should then be filled out and sent to the NACADA Executive Office. A list of possible consultants will then be compiled and their resumes sent to you for review. After choosing the appropriate consultant, the Executive Office will send a Consulting Agreement that outlines the dates, costs, and requested materials for the consultant. At that point the consultant can be contacted to arrange travel. It is a very easy process that can result in great gains to your institution's advising program.

The **NACADA Consultants Bureau** is a **cost effective** way for institutions to get **expert advice** on a myriad of topics in advising. For more information on the NACADA Consultants Bureau please visit the website at www.nacada.ksu.edu/ConsultantsBureau/index.htm or call the Executive Office at 785-532-5717.

Campus Advising Awards

NACADA would like to recognize individuals who receive campus awards in 2005 for outstanding academic advising, faculty advising, or advising administration. If you would like to notify NACADA of a colleague who recently received a campus advising award, please provide us with this information by completing the short **online submission form** (see link below). Or, you can e-mail us at nacada@ksu.edu with the following information: exact name of the award; the award recipient's name, position title, department/unit, institution, complete mailing address, city/state/postal code, and e-mail address; and, your name and e-mail address. NOTE: These campus advising award recipients do not need to be current NACADA members.

Online Submission Form: www.nacada.ksu.edu/Awards/CampusAdvisingAwardForm.htm

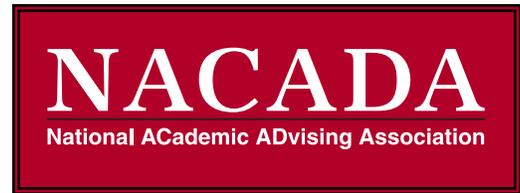
Congratulatory e-mails to these individuals are sent from NACADA and lists of the campus advising award recipients are posted at www.nacada.ksu.edu/Awards/CampusAwards.htm by award year. Links to this web site can also be found on both the NACADA home page and the Awards home page. Thanks to those of you who have already sent notification to NACADA of your campus awards given out this year.

NACADA applauds these advising professionals on these achievements, and appreciates their dedication and service to students!

Academic Advising News *is now* *Academic Advising Today!*

In order to increase publishing opportunities for NACADA members, "news" items will be moved to the monthly HIGHLIGHTS, so that this quarterly publication can feature a larger number of authors, as well as more in-depth pieces of greater length. To view the new publishing guidelines and deadlines, see www.nacada.ksu.edu/Newsletter/guidelines.htm.

Career Services Corner



Dear Career Corner: I am feeling adrift in my career and not sure what direction I want to pursue - do you have any suggestions for where to begin? Signed, Lost at Sea

Dear Lost: When you begin to feel adrift in your career or in your personal life, it means that it is time to get back to the basics. The first step to re-establishing your heading is to explore/re-examine your values. "The way you behave reflects your attitude toward life. And your attitudes are a function of what you believe. These attitudes and beliefs are driven by what is most important to you - your values" (Majer, 2004, p. 75).

So, let's explore what your values are. In other words, what are you passionate about? Here are some examples of values from Majer's (2004) book, *Values Based Leadership*: accountability, life balance, nurturing, independence, achievement, learning, fairness, respect, integrity, honesty, excellence, reliability, flexibility, simplicity, kindness, fun, teamwork, creativity, dependability (p. 72). This is only a small representative inventory of values, so do not limit yourself to just this list. Majer (2004) advocates defining your central core values because, "Having too many values is like serving too many masters" (p. 44). Majer (2004) also advocates helping to uncover your values by asking "How do you spend your time when you're not working?" (p. 64). Then analyze what about these activities led you to participate in them because, "You are the same person at home, at work, and at play. You take you - and your values - with you wherever you go" (Majer, 2004, p. 112).

As you uncover your values, you can use this information to decide whether you are able to live out your values through your current position. If there is a values mismatch between you and your employer, this may be an indicator that it may be time for you to explore other job opportunities. You should use your values as your compass throughout the job search process. One way to do this is to fill out the Values, Stories, & Questions chart from Martin & Bloom's (2003) book:

Values	Stories	Questions

List your values in the left-hand column. In the Stories column, jot down stories that demonstrate how you live out your values. In the Questions column, list potential questions you could ask of your future employers. This chart will serve as the foundation of your search and you will refer to it throughout the search process in order to compose compelling cover letters, interview well, and negotiate an equitable package. Making decisions based on values will serve you well not only in the job search process, but also throughout your entire life.

Jennifer Bloom, Chair, NACADA Member Career Services Committee
 University of Illinois-Urbana-Champaign
 (217) 244-1512
 JLBLOOM@UIUC.EDU

References

Majer, K. (2004). *Values-based leadership: A revolutionary approach to business success and personal prosperity*, San Diego, CA: MajerCommunications.

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

2005 NACADA Leadership Position

Election Results

The election of NACADA leadership positions for terms beginning in October 2005 began on January 14, 2005 when the online voting system was made accessible to all eligible voting NACADA members. Login information and passwords were e-mailed individually to members using special mail-merging software. The positions for which candidates were seeking election included NACADA President, Vice President, Board of Directors members, Region Chairs, Commission Chairs, and Committee Chairs. The election process for these positions concluded on February 11 after which all valid votes were tallied.

The election of the Division Representative for the Commission and Interest Group (CIG) Division for the two-year term of October 2005–October 2007 was held immediately after the conclusion of the general election. Only those individuals who would be serving as Commission Chairs within the CIG Division as of the conclusion of the national conference in Las Vegas this fall were eligible to vote for this elected Division Representative position. In March, the incoming *appointed* Division Representatives for the Administrative and Regional Divisions were announced by Jo Anne Huber, incoming NACADA President, and these individuals will also begin a two-year term in October 2005 following the national conference.

The 2005 leadership election results are as follows:

Board of Directors:

President (1-year term, 2005–2006): **Jo Anne Huber, The University of Texas at Austin**

Vice President (1-year term, 2005–2006): **Jane Jacobson, Iowa State University**

Board of Directors (3-year term each, 2005–2008):

Jennifer Bloom, University of Illinois at Urbana-Champaign

Susan Campbell, University of Southern Maine

Phil Christman, Malone College

Division Representatives (2-year term, 2005–2007):

Elected:

Commission & Interest Group Division Representative: **Jill Johnson, University of Guelph**

Appointed:

Administrative Division Representative: **Jayne Drake, Temple University**

Regional Division Representative: **George Steele, Ohio Learning Network**

Region Chairs (2005–2007):

Northeast Region 1: **Gail Stepina, University of New Hampshire**
Mid-South Region 3: **Karen Thurmond, The University of Memphis**

Great Lakes Region 5: **Dan King, Michigan State University**
South Central Region 7: **Jill Anderson Hieb, University of Kansas**

Pacific Region 9: **Selma Reed, San Diego State University**

Commission Chairs (2005–2007):

Advising Adult Learners: **Teri Farr, Illinois State University**

Advising Business Majors: **Bill Johnson, The College of New Jersey**

Advising Education Majors: **Lee Kem, Murray State University**
Advising Graduate and Professional Students: **Kati Markowitz, University of California at Berkeley**

Advising Student Athletes: **Nancy Everson, College of William and Mary**

Advisor Training and Development: **Kathy Davis, Southwest Missouri State University**

ESL & International Student Advising: **Aura Rios Erickson, Shoreline Community College**

Liberal Arts Advisors: **Tim Moore, Kent State University**

Technology in Advising: **Lauren Wass, Florida International University**

Two-Year Colleges: **Peggy Jordan, Oklahoma City Community College**

Committee Chairs (2005–2007):

Awards Committee: **Rob Mossack, Lipscomb University**

Diversity Committee: **Skip Crownhart, Metropolitan State College of Denver**

Member Career Services: **Karen Sullivan-Vance, Oregon State University**

Professional Development Committee: **Tim Champardé, Lansing Community College**

Election Statistics:

Of the 7819 current members who were eligible to vote in the general elections, 1624 (20.8%) participated in the online voting. This year's voter response was slightly higher than in last year's election, which yielded a turnout of 19.5%, and that in 2003 (18%). The eligible NACADA membership at the time the 2005 online voting system was activated was 19.2% higher than that in 2004.

In the Board of Directors race, a voter response of 17.6% (4116 votes cast out of a possible 23,457 votes) was received for the three positions being elected. Each NACADA member could vote for up to three members of the Board of Directors. For the positions of President and Vice President, response rates of 20.2% (1579 votes) and 18.2% (1420 votes) were received, respectively. Of the 20 Commission Chairs eligible to vote for the Commission and Interest Group Division Representative, 17 chairs voted (85%).

Of the 4620 total ballots offered for the five Region Chair races, 918 total votes were cast (19.9%), varying as follows: Region 1—123 votes (13.0% of its eligible voting members at the time ballots were made available); Region 3—114 votes (22.1%); Region 5—346 votes (21.0%); Region 7—253 votes (24.6%); and, Region 9—79 votes (16.5%).

Of the 6664 total ballots offered for the 10 Commission Chair races, 1254 total votes were cast (18.8%), varying as follows: C01-Advising Adult Learners—153 votes (16.5% of the commission members); C06-Advising Graduate and Professional Students—62 votes (19.8%); C07-Two-Year Colleges—169 votes (19.7%); C11-Advising Business Majors—103 votes (18.2%); C12-Advising Student Athletes—53 votes (17.8%); C14-Technology in Advising—176 votes (23.5%); C17-Advisor Training and Development—242 votes (19.7%); C22-Advising Education Majors—62 votes (21.1%); C26-ESL & International

Student Advising—28 votes (12.5%); and, C30-Liberal Arts Advisors—206 votes (17.1%).

Of the 33 total ballots offered for the four Committee Chair races, 28 total votes were cast (84.8%), varying as follows: Awards Committee—7 votes (100% of eligible voting committee members); Diversity Committee—7 votes (87.5%); Member Career Services Committee—7 votes (70%); and, Professional Development Committee—7 votes (87.5%).

Three Region Chair races, three Commission Chair races, two Committee Chair races and the Vice Presidential race were uncontested, which may explain some of the lower response rates received.

The NACADA Board of Directors and the Executive Office appreciate the time that NACADA members took to study the qualifications and platform statements of the candidates and cast their votes online. We also thank all individuals who participated in the election—the candidates who ran for office as well as those who nominated them. Congratulations to those who have been

elected to leadership positions. Their willingness to make this commitment to NACADA is greatly appreciated.

If you or a colleague are interested in serving in a NACADA Leadership position and would like to be a candidate in next year's elections, nominations via the 2006 Leadership Recommendation Form must be submitted to the Executive Office **by Friday, October 28, 2005**. An online nomination form will be available this summer on our web site at www.nacada.ksu.edu/Election/index.htm, which can be completed and submitted electronically. NACADA members will be notified of its availability via e-mail in the monthly Member Highlights. There will also be a Word version of this form available at this same site that can be printed, completed, and sent by mail or fax to the Executive Office. Leadership Recommendation forms can also be submitted at the NACADA National Conference in Las Vegas where forms will be available in the conference program, at the NACADA display booth, and at the conference registration area.

The following totals and percentages are presented for comparison purposes:

GENERAL ELECTION	2005	2004	2003	2002	2001	2000	1999	1998	1997
# of eligible voting members	7819	6562	6170	5775	5215	5017	4199	3623	3590
# of members voting	1624 20.8%	1278 19.5%	1111 18%	1124 20%	1376 26%	1079 22%	1089 26%	950 26%	1208 34%
# of regional ballots cast	918 19.9% (5 races)	484 18.5% (5 races)	621 17.7% (5 races)	432 18% (5 races)	772 25%	458 22%	No Data	No Data	No Data
# of commission ballots cast	1254 18.8% (10 races)	1320 19.5% (12 races)	605 17.7% (7 races)	968 18% (9 races)	No chairs elected	691 20%	No Data	No Data	No Data
# of committee ballots cast	28 84.8% (4 races)	18 62.1% (3 races)	No Data	n/a	n/a	n/a	n/a	n/a	n/a

We Need Your Help!

NACADA needs visuals for display and other purposes. If you have snapshots, digitized photos, videos or other graphic representations of advisors in action who have given permission for public use (i.e. advisor-advisee interaction; advisors giving presentations, etc.) that you would be willing to share with us, please contact **Leigh Cunningham** at Leigh@ksu.edu.



Kansas State University and NACADA Announce the First Recipients of the Graduate Certificate in Academic Advising

In January 2002, a **NACADA Professional Development Task Force** assembled to discuss the unmet professional development needs of NACADA members. A variety of focus areas were identified, one of which resulted in the development and implementation of the successful **Academic Advising Administrators' Institute**.

The Task Force recognized a high-priority need for formalized training in the field of academic advising, including foundational knowledge in theory and concepts, as well as skill development in areas such as advising special populations, creating and implementing advisor training programs, and assessment of advising. The Task Force also identified the need for both credit and non-credit opportunities that are reasonably priced and would be available at a distance for members who are unable to travel or attend graduate school fulltime.

With the Task Force recommendations in mind, NACADA Executive Director **Bobbie Flaherty** approached **Dr. Michael Holen**, Dean of Kansas State University's College of Education, about the opportunity for NACADA and Kansas State to collaborate in creating and implementing a Graduate Certificate in Academic Advising. With Dr. Holen's support, and through the work of Educational Psychology and Counseling department faculty (led by department chair **Dr. Stephen Benton**), the **Graduate Certificate in Academic Advising** was developed and gained university approval; the first course was offered in Fall 2003.

Since Fall 2003, over 180 learners have taken courses in the Graduate Certificate program. Originating faculty member **Dr. Charlie Nutt**, NACADA Associate Director and Assistant Professor at Kansas State University, stated, *"All the students have been so dedicated and hard working—this teaching experience has been one of the most rewarding and challenging of my career."*

This spring the first group will complete the Graduate Certificate in Academic Advising. The recipients, representing all institutional types from across the country, are **Barbara Austin** (Purdue University-North Central), **Frank Bell** (University of Alabama-Huntsville), **Sharon Bland** (East Carolina University), **Krista Bot** (Anchorage, AK), **Ben Chamberlain** (Iowa State University - completed coursework in spring 2004), **Denise Ciluffo** (CUNY-College of Staten Island), **Patrice Fergus** (Northwestern Business College), **Karen Hayden** (Feather River College), **Lisa Haydon** (Dominican University of California), **Richard Hogrefe Jr.** (Crafton Hills College), **Robert Hurt** (California Poly Univ-Pomona), **Cynthia Knappe** (New River, AZ), **Amy Korthank Gabaldon** (University of Iowa), **Linda Kuniholm** (Kansas State University), **Shirley Lukacs** (Lane Community College), **Jennifer Napierkowski** (Northampton Community College), **Alison Navarrete** (Pacific Lutheran University), **Bernice Pearson** (Anchorage, AK), **Patty Pedersen** (Carbon County Higher Education Center), **Maria Ramos** (Lee College), **Mary Reynolds** (Northwestern Business College), **Monica Roca** (Florida International University), **Julianne Scibetta** (University of the Sciences in Philadelphia), **Kathy Stockwell** (Fox Valley Technical

College), **Ann Sukalac** (Linfield College), **Nancy Torno** (University of Nevada-Las Vegas), and **Elizabeth Yarbrough** (Auburn University). Recipients will be recognized at the national NACADA conference in Las Vegas in October, with Dean Holen present to honor their accomplishment.

Amy Korthank Gabaldon, who is greatly looking forward to Las Vegas, says that the program *"improved my advising by ten fold! In addition, each individual course inspired me to create new worksheets, programs, and initiatives for my students and colleagues on my campus. It has not only made me a better advisor, but has helped to improve advising at my institution!"* Amy and fellow-recipient **Nancy Torno** will present a concurrent session at the national conference entitled *"Cashing in on Professional Development with the K-State/NACADA Graduate Certificate in Academic Advising."* **Beth Yarbrough**, who will be part of a panel of certificate recipients presenting at the conference, declares, *"I certainly hoped that completing the program would make me a better advisor, but I didn't understand the extent to which it would improve my skills and my thought process during advising. I have enjoyed each course, and can think of specific students that I was better able to help as a direct result of completing the courses. It has made me a better, more confident and competent advisor with many more tricks and options for working with students. As a result, I love my job even more, and I didn't think that was possible. It has been an outstanding experience in every way."*

For information on the program, including application and registration information, go to www.nacada.ksu.edu

Academic Advising Today

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NACADA

National Academic Advising Association

Academic Advising Summer Institute

**LOOKING FOR A GREAT
PROFESSIONAL DEVELOPMENT
OPPORTUNITY THIS SUMMER?**

"I came to get clarification on a single advising component and left with more insights and ideas than I could have imagined. Now, I need a clone to try to accomplish all I would like!"

Terri Fields, Student Success & Retention Specialist
Lake Land College
Mattoon, IL

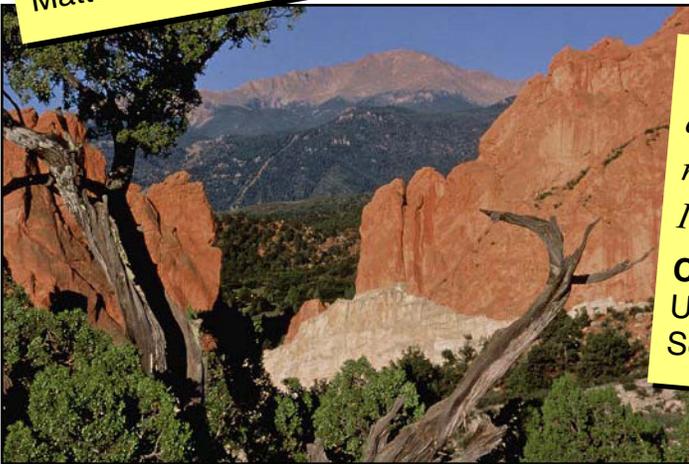
"I acquired fabulous info and contacts. It was worth every minute."

Kim Marie-Martin, Assistant Director
University of Southern Maine
Gorham, ME

**THESE SATISFIED ADVISING
PROFESSIONALS ATTENDED
AN ACADEMIC ADVISING
SUMMER INSTITUTE . . .
AND YOU CAN TOO!**

"My satisfaction with the program is quite high. I got a chance to network with colleagues, learn some new material, and was inspired to discuss issues in depth. I certainly achieved my goals."

Clayton Schwenn, Lead Academic Counselor
University of Washington
Seattle, WA



Two opportunities to participate this summer!

June 12–17, 2005, St. Paul, Minnesota*

or

July 31–August 5, 2005, Colorado Springs, Colorado

for information visit:

www.nacada.ksu.edu/Events/SummerInst/index.htm

or call the NACADA Executive Office at (785) 532-5717

[*If you plan to attend the Summer Institute in St. Paul, MN (June 12–17, 2005), please call (785) 532-5717 to confirm that space is available.]



Hitting the Jackpot: Making Academic Success a Sure Bet!

WEDNESDAY, OCTOBER 5—SATURDAY, OCTOBER 8, 2005

Bally's Hotel
Las Vegas, Nevada

Hosted by NACADA Pacific Region 9

Join your advising colleagues in warm and sunny Las Vegas!

A great opportunity for both personal and professional growth:
over 400 formal as well as informal sessions are offered.

You are sure to hit the jackpot by attending what is expected to be the largest NACADA annual conference! In addition to 30 pre-and post-conference workshops, 290 concurrent sessions, 35 commission and interest group meetings, 45 poster presentations, and 10 region meetings, there will be two plenary sessions. **Dr. Robert Sherfield**, professor at The Community College of Southern Nevada, has spent the past 22 years working with faculty development, first-year success, and student motivation and retention. He will speak Friday morning, October 7. The opening plenary session Wednesday evening, October 5, will feature **Dr. Joe Martin**.

Here is glimpse of **Keynote Speaker Dr. Joe Martin**:

Joe Martin was born and reared in one of the toughest inner city ghettos in Miami, Florida. The product of a teenage mother, before Joe reached the age of 16, he watched six of his friends die to violence, drugs and crime. A first generation high school graduate, Joe was told he was not college material. In spite of growing up in a family plagued by alcoholism, drugs, and sexual abuse, Joe not only went on to attend college, but graduated at the top of his class and, at the age of 24, became the youngest tenure-earning professor ever hired to teach at his state university.

Joe is the founder and president of "**RealWorld University**"—a student success resource center designed to help students meet the personal and professional challenges of college and life. He is considered a leading expert in the field of student and staff retention, development, and self-motivation.

During his presentation, ***Give and Grow Rich: Success Strategies for Serving Students***, Joe will share proven strategies to inspire us, increase student retention, and improve our roles as advisors. He cautions that we must never forget that advisors are vital to student success and that what we do will make a difference in our students' lives. He will present unique strategies on how anyone in the field of serving students can overcome negative circumstances to continue to stay inspired and passionate about serving bright future leaders. More than just an inspiring program, ***Give & Grow Rich*** is a **life plan for success**.

2005 NATIONAL CONFERENCE COMMITTEE

Heather Howard, Rimi Marwah
University of Nevada-Las Vegas
Co-Chairs

Sherri Theriault
University of Nevada-Las Vegas
Volunteers

Anne Hein
University of Nevada-Las Vegas
Evaluations

Cindi Guimond
Claremont McKenna College
Poster Sessions

Kenny Eng
University of Southern California
Exhibits

Nancy Torno
University of Nevada-Las Vegas
Preconference Workshops

Julie Landaw
University of Nevada-Las Vegas
Hospitality

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



New in the Clearinghouse!

- "**Improving the Odds for Freshman Success**"—an overview of the issues surrounding advising incoming students—by Jessica Bigger, Kansas State University graduate student and NACADA graduate assistant who provides advice for upcoming freshmen enrollments at www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/First-Year.htm.
- "**Ethical Decision Making in Academic Advising**" provides an easy-to-use structure for making tough ethical decisions. This overview, by Kate Fisher, Kansas State University graduate student in Adult & Continuing Education, can be found at www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Ethical-Decisions.htm.

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.

Regional REPORT

NACADA Northeast Region 1 puts “Academic Advising on Centre Stage”

Montreal in March couldn't get much better for Northeast Region 1! With a record-setting attendance of over 295 people, a keynote speaker who addressed the trends in higher education and students, and over 50 concurrent sessions to choose from, the evaluations for the 21st annual conference support the success that seemed intuitively obvious from the level of enthusiasm that ran through the 2 ½ days. The conference theme, “**Advising on Centre Stage**,” evoked presentations that ranged from theory to practice, making it a conference with something for everyone! The ‘Best of Region’ award went to: “*The Advising Affair—Maintaining the Passion!*” by presenters **Susan Kolls** (Northeastern University) and **Terri Downing** (Franklin Pierce College).

During last year's conference, Region 1 initiated ‘Excellence in Academic Advising Awards’ to acknowledge, on a regional basis, individuals who were outstanding academic advisors. Nominations were elicited from those who registered for the

conference. As with last year, nominees were not aware of either their nomination or their selection until the annual business meeting. This year's **Excellence in Academic Advising Award** winners were:

Jim Peacock, Kennebec Valley Community College, ME
Brian Kerr, Queensborough Community College, CUNY, NY
Katerina Baitinger, Middlesex Community College, CT
Cari Moorhead, University of New Hampshire, NH
Gail Stubbs, Northeastern University, MA
Sheri Kuit, Concordia University, Quebec

Finally, and ALWAYS popular, were the State Baskets. Each State Liaison is responsible for putting together a basket of items that represent their respective states. These are then given away through a drawing held during the final breakfast at the end of the conference.

Thanks needs to go to the members of the Conference Planning Committee who, once again, did a fabulous job of putting together this year's conference. They are:

Beth Higgins	University of Southern Maine	Conference Co-Chair	BHIGGINS@USM.MAINE.EDU
Gail Stepina	University of New Hampshire	Conference Co-Chair	GAIL.STEPINA@UNH.EDU
Susan Kolls	Northeastern University	Program Co-Chair	S.KOLLS@NEU.EDU
Gail Stubbs	Northeastern University	Program Co-Chair	G.STUBBS@NEU.EDU
Marcia Mower	University of Maine at Augusta	Registration Chair	MOWER@MAINE.EDU
Shoshana Kalfon	Concordia University	Site Co-Chair	SHOSHANA.KALFON@CONCORDIA.CA
Maria Ponte	Concordia University	Site Co-Chair	MARIA.PONTE@CONCORDIA.CA
Pamela Marsh-Williams	University of Massachusetts	Member	MARSHWIL@ACAD.UMASS.EDU
Mary Fraser	Central Maine Community College	Evaluation and Recognition Chair	MFRASER@CMCC.EDU
Terri Downing	Franklin Pierce College	Volunteer Chair	DOWNINGT@FPC.EDU
Susan Gregoire	University of Connecticut	Member (Site Chair for 06 conference)	SUSAN.GREGOIRE@UCONN.EDU
Iona Black	Yale University	Member	IONA.BLACK@YALE.EDU
Susan Moyer	Excelsior College	Member	SMOYER@EXCELSIOR.EDU
Kim-Marie Martin	University of Southern Maine	Member	KMART@USM.MAINE.EDU
Jim Peacock	Kennebec Valley Community College	Member	JPEACOCK@KVCC.ME.EDU

Regional REPORT

Region 1 gives many thanks to **Don Chambers** and Concordia University for their generosity in supporting this conference and for hosting the reception on Thursday evening at Concordia University. Many of us gained a significant amount of weight on the incredible food!

In other regional news, last year Region #1 began a scholarship program to provide support for membership participation in one of the winter Institutes sponsored by NACADA. This year, four members were nominated by their campuses and received scholarships. They were:

Ethel Hill	University of Maine
Elizabeth Hicks	Central Connecticut State University
Taine Vinci	Monroe Community College
Susan Gregoire	University of Connecticut

The region will continue this practice as a way to engage its members in the important professional development activities sponsored by the Association.

Drive-ins are becoming increasingly popular within Region 1 as a way to provide local professional development opportunities. Thus far, this year, we have had two drive-ins and have plans for another in June and others being planned for either summer and/or fall. The drive-ins and their themes were:

Legal Issues in Academic Advising

New York (coordinated by **Jean Landes**, formerly of St. John Fisher University)

Legal Issues in Academic Advising

Maine (coordinated by **Marcia Mower** at the University of Maine at Augusta)

Drive-ins that are either planned or in process include:

New York: *Helping Students Take the Next Step: Integrating Academic Advising and Career Counseling*. Will be held in June. Coordinated by **Susan Herzberg**, RIT

Massachusetts: *Being considered*. Coordinated by **Steve Viveiros**, Bridgewater State.

FINALLY, congratulations goes to **Gail Stepina**, University of New Hampshire, who will take over the regional chair position as of the national conference in October. She will simply do a SUPER job!

Sincerely,

Susan Campbell, Chair, Region 1
University of Southern Maine
(207) 780-4547
SCAMP@USM.MAINE.EDU

Mid-Atlantic Region 2

Greetings to the members of Region Two!

We just completed a wonderful regional conference in **Virginia Beach**. On behalf of the region, I want to extend my sincere thanks to **Sandy Waters** of Old Dominion University and the other members of the conference committee for a job well done. I know that there were challenges along the way with a hotel that opened just prior to the conference, but Sandy and the committee overcame every obstacle to host a wonderful conference. Even the weather cooperated. I would also like to thank Old Dominion University and Virginia Tech University for hosting a delightful reception during the conference.

This year, Region Two presented our first regional awards. Please join me in congratulating the following winners:

Terry Musser (Penn State University): Winner of Service to NACADA Region Two Award

Judith Ehninger (Lehigh Carbon Community College): Winner of Outstanding Advising Award for Faculty Academic Advising

Jack Cranford (Virginia Tech): Certificate of Merit Winner for Faculty Academic Advising

Pauline Rowan (Lehigh Carbon Community College): Winner of Outstanding Advising Award for Academic Advising, Primary Role

Joseph Canaday (University of the Sciences in Philadelphia): Certificate of Merit Winner for Academic Advising, Primary Role

I would also like to congratulate all of the many deserving individuals who were nominated. The Region Steering Committee will be working to add more awards for next year, so please get ready to nominate your worthy colleagues.

In addition to the awards, our state representatives (**Chuck Allen, Harriett Gaston, Paula Dollarhide, Cindi Shenkle, Jenna Dolan, Kimberly Brown** and **Jeff Gardner**) worked diligently to devise a program for recognizing conference presenters. We appreciate the time and efforts of all our presenters and want to say a personal thank you to each one. There would be no conference without presenters, and we want to express our appreciation and encourage others to present in the future. Finally, a special thank you to our state representatives for putting together state baskets. Members from each state donated items to fill the baskets, and we appreciate your enthusiasm and your generosity. The state baskets were used as door prizes at the Awards Breakfast, and I sense that this activity will grow in coming years.

There is still time to sign up for the **New Jersey State Drive In Workshop on June 9th** in **Trenton**. Thank you to Thomas

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Edison State College for hosting this event and Carla Colburn for serving as conference chair. Please see the website for more details.

We are always looking for new volunteers and new ideas. Please contact me with your ideas, suggestions and comments. Have a relaxing summer!

Suzanne Trump, Chair, Region 2
University of the Sciences in Philadelphia
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Mid-South Region 3

Unbelievable! That's the only word to describe the just-completed **MidSouth Region 3** conference in Louisville, KY.

Just consider the following:

- Record registrations for a Region 3 conference-235!
- Probably a record number of proposals...to the point that we were able to host a poster session to accommodate those for whom there wasn't an available time slot!
- A program chock full of high quality, relevant sessions.
- A hotel that was luxurious and extremely service oriented.
- Great food and hilarious social times-all folded into the conference fee!
- Conference chairs and a committee who worked unbelievably hard to make everything great!

A special thanks to **Janet Spence**, **Lee Kem**, and the conference planning committee for making the three days in Louisville very special. If you weren't one of the 235 . . . well, sorry you missed out! I hope you'll plan to join us in Nashville, Tennessee in 2006. **Julie Galloway** of Tennessee Tech University will serve as conference chair.

Congratulations to **Henrietta Thomas** of UNC-Charlotte, who was honored as our first "Outstanding Advisor" in Region 3. Be sure to visit the web page to find this year's nomination form-the deadline is June 30.

We have also added another award for 2005-06: "**Graduate Student Development Award**." Details and the nomination form can be found on the web site.

Congratulations to **Karen Thurmond**, who was recently elected to serve as **Region Chair** for the 2005-07 term. Having worked with Karen on the steering committee for several years now, I'm certain Region 3 is in for two great years under her leadership!

I wish for all of you a great ending to your spring semester . . . and some time to breathe this summer!

Rob Mossack, Chair, Region 3
Lipscomb University
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Southeast Region 4

LET'S HEAR IT FOR REGION IV!!!

How bout a big 'Bama Belle' round of applause for **Brandy Frost** and **Lori Barstow** for a 'STARS' conference to remember! A great time was had by all March 6-8, 2005 at the Regional Conference in Tuscaloosa, Alabama. Thanks to region members and non-members for approximately 185 attendees. Topics ranged from use of technology to experiential advising, retention, communication, triage, stress for advisors, and more. CONGRATULATIONS to **Glenn Kepic** and **Brian Cullaty**, University of Florida, for the best of Region presentation entitled "*Parents - Friend or Foe?*" If you missed it, be sure to check them out at the National Conference in Vegas.

Begin **now** thinking of colleagues who deserve to be recognized for their contributions in the field of advising. We are proud to announce the establishment of the following awards for Region IV, effective 2006.

- **Professional Award** (Academic Advising Primary Role)
- **Faculty Award**
- **New Advisor Award** (Year or less)
- **Volunteer Award** (In Memory of Joyce Jackson, Georgia Coastal Community College)

THE CALL FOR NOMINATIONS WILL GO OUT IN THE FALL! Details will be posted on the Region IV website.

See ya in Vegas!

Annie H. Turman, Chair, Region 4
Georgia State University
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Great Lakes Region 5

Region 5 continues to be a hot bed of advising activity! Our Regional Conference in Toronto, Canada attracted 230+ attendees! A great time was had by all. **Wes Habley** shared the latest ACT retention data and got many advisors thinking hard about how these statistics affect their role. In addition, the ACADAOS (Academic Advising Association at The Ohio State) recently held their advising conference on April 11. Congratulations to ACADAOS member **Melinda McDonald** (and also former Ohio liaison) along with member emeritus, **Virginia**

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N. Gordon for recently published article in the NACADA monograph. Meanwhile, Michigan is gearing up for their first state conference to be held on May 12, 2005. Their theme is "Building Collaborative Institutional Relationships" and **Charlie Nutt** will be the Keynote speaker. The Indiana Academic Advising Network (IAAN) will be holding their annual conference on May 13, 2005. Their theme, "Living in the Future: Technology in Advising" is offering an excellent lineup of events. Also coming up in May is the third annual Kent Academic Support and Advising Association (KASADA) conference, "Making the Connection: Learning, Teaching and advising." They look forward to welcoming Charlie to North Canton!

The Region 5 Steering committee will be meeting soon to discuss the details of the Region 5 grants program. We expect that applications will be available in June. At the National conference in October, we will welcome new state liaisons to our committee. Michigan will be led by **Deb Dotterer**, Michigan State University and Wisconsin welcomes **Steve Schneider**, Fox Valley Technical College. **Dan King** is the incoming Region 5 Chair, Michigan State University.

Congratulations are in order for several of our Region V members who have been elected to NACADA Leadership Positions. **Jennifer Bloom**, University of Illinois at Urbana Champaign, has been elected to the Board of Directors. Several Region V members were elected Chairs of Commissions: **Jill Johnson** has been elected as the Commission and Interest Group division representative, **George Steele** has been appointed as the Regional Division representative, **Tim Moore** will chair the Liberal Arts Advisors Commission, and **Tim Champarde** will be the standing committee chair for the Professional Development committee.

Rebecca Ryan, Chair, Region 5
University of Wisconsin-Madison
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RJRYAN@WISC.EDU

North Central Region 6

Christy Osborne from South Dakota State and **Deanna Kost** from USDSU Sioux Falls, recently welcomed 160+ colleagues to Sioux Falls for a great conference centered around the theme "Orienting Today's Students for Tomorrow's World." Several sessions focused on issues relating to the many tribal colleges which reside in Region 6. Others addressed ideas, tools, and techniques for encouraging student success on all levels.

Attending the conference was **Carol Gruber**, Region 6 Chair. With her move to Region 2, the Region Division Chairs, in cooperation with the Region 6 Steering Committee, have appointed **Kim Roufs** from University of Minnesota-Duluth to

fill Carol's term ending in Fall of 2006. Kim comes to the position with a head start, as she served as Region 6 chair previously and has been very active in NACADA on both the regional and national level.

Kim's contact information is as follows:

Kim Roufs
University of Minnesota-Duluth
(218) 726-8761
KROUFS@D.UMN.EDU

South Central Region 7

Every Student has a Story
2005 NACADA Region VII Conference
Oklahoma City, Oklahoma

NACADA's 2005 **Region VII Conference** was held this year from March 3 to 5 at the Sheraton Oklahoma City and was attended by 232 individuals. The goal of this year's conference was to strengthen and encourage our networking with colleagues, share creative programs and practices, and reflect on the value of all our life stories. My hope is that each attendee left with a greater understanding of how we as professionals can impact students and inspire an acceleration of professional and personal growth through their experiences in advising, encouraging, motivating and mentoring.

Our co-chairs this year were **Peggy Jordan** (Oklahoma City Community College) and **Terri Blevins** (Oklahoma State University-Tulsa). Their guidance, along with their outstanding conference committee, provided a professional development opportunity that allowed us to enhance our stories and provide us with insight and renewal to the profession we have chosen. Conference committee members were: **Terri Alonso, Marian Anderson, Tim Boatman, Denise Binkley, Alisa Dougless, Johnathan Franklin, Cheryl Judkins, Michele Nabonne, Kelly Scalf, and Melody Simmons.**

The conference committee from Oklahoma invited two outstanding keynote speakers, **Dr. Ann Dapice** and **Teresa Miller**. Each speaker added a different element to the conference. Both shared their experiences and their incisive remarks with all who wanted to hear their stories. With such insightful intellects and high spirits—all with a passionate sense of purpose—I had the feeling they each were talking directly to me. It is my hope that others felt the same.

Presentations throughout the conference provided rich and diverse knowledge. As you know, each conference's success relies heavily on the quality of the presenters. I believe that presentations and dialogue at this conference will have an impact on many down the road. A special thank you to all those who presented.

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The Region VII Best of Region Award was presented to **Laura Cullen** (University of Oklahoma) for her presentation entitled “*Step up to the Podium: Presenting at a Professional Conference.*” Laura will receive a \$500 stipend for the National Conference in Las Vegas. If you did not get the opportunity to hear Laura’s presentation, check it out this fall in Las Vegas.

The Region VII Steering Committee was happy to recognize our first **Region VII Award Winners: Zeak Naifeh**—Graduate Student Scholarship, **Sandra Stearns**—Outstanding Advising Award-Faculty Role and **Harold Reuber**—Outstanding Advising Award-Primary Role.

I would highly recommend that you make plans to attend next years NACADA Region VII Conference in **Little Rock, Arkansas**. It is being co-chaired by **Lisa Stierwalt** (University of Arkansas-Fort Smith) and **Beth Trafford** (Pulaski Technical College). The conference theme will be *Transforming the Future One Student at a Time*. Watch the Region VII Website for details.

NACADA Region VII Chair Elect

Jill Anderson Hieb, Associate Director of the Freshman-Sophomore Advising Center (FSAC) at The University of Kansas has been elected to the national leadership position of Region Chair for the South Central Region VII of the National Academic Advising Association (NACADA). Hieb will assume this leadership role at the end of the NACADA National Conference being held in Las Vegas, Nevada in early October and serve in this position until October 2007. She will be assuming the position held by fellow KAAAN member, **Patricia L. Griffin**, since 2003.

In this leadership position, **Hieb** will be responsible for representing and providing leadership to the membership within the geographic region, facilitating networking opportunities and member recruitment, identifying needed membership services for the region, establishing and maintaining a regional governing structure, and overseeing the annual regional conference and other professional development opportunities for region members. In this role, **Hieb** will be contributing not only to the Association but also to the profession of advising and higher education in general.

The South Central Region VII Chair represents a six state area including: Arkansas, Kansas, Louisiana, Missouri, Oklahoma and Texas.

News Across the Region

Kansas (submitted by **Rick Moehring**)

KAAAN’s new Professional Development Fund has begun and applications are starting to be submitted. This fund, supported by the KAAAN budget, will assist members with some of the cost of various NACADA sponsored activities.

KAAAN’s Fall Conference for 2005 will be held at the Kansas State University Alumni Center on September 14-15. The cost of the conference and a one-year KAAAN membership is \$25.00. Visit our website at www.ksu.edu/kaan for more information.

Louisiana (submitted by **Dorothy Burton**)

LACADA annual conference held at Southeastern LA University, with 110 in attendance, hosting 15 concurrent sessions. Comments included “Best conference ever attended”, “Outstanding presenters and topics”. Ratings overall were exceptionally high. **Steve Soutullo**, Dean of Enrollment Management, served as Keynote Speaker.

Ellen Bush achieved “BEST OF STATE” for Louisiana, for her topic *Building The Bridge From College To Career: “A Model for Advising Students on How to Get a Life!”* **Ellen** will present the same topic at the next Region 7 conference in Little Rock, AK. Another session with standing room only was “*It Takes a Village to Raise an African-American Male College Student,*” a collaborative presentation between Southeastern and LSU presenters.

LACADA has undertaken several intrusive initiatives for expanding multicultural and diverse populations in the organization:

- 1) personally inviting minority advisors to present papers/topics on multicultural issues
- 2) direct contact of advisors in predominantly black institutions for eliciting communication across institutions
- 3) Board will “rewrite” description of duties for Vice President of Multicultural Affairs
- 4) survey will be sent to minority advisors, asking for strategies for insuring representation and involvement at the state level

New member of Region 7 Steering Committee (replacing **Dorothy Burton**) - **Dr. Edward Nelson**, Professor of Biological Sciences at Southeastern Louisiana University and Coordinator of Undergraduate Advising.

Missouri (submitted by **Cindy Fiedler**)

The Missouri Academic Advisement Association (MACADA) continues to flourish. Our state conference regularly pulls together a group of over 100 advisors to share and learn. Our 2005 state conference is scheduled for September 15 & 16 at the Tan-Tar-A Resort in Lake of the Ozarks. Program proposals for the conference are due by Friday, June 24, and may be submitted through <http://associations.smsu.edu/macada/>. At the business meeting, we plan to discuss a revision to our constitution to allow for appropriate representation on the regional board.

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At the 2004 conference, we recognized **Phyllis Moore** and **Dr. Leon Schumacher**, both of the University of Missouri-Columbia, for outstanding advising in the staff and faculty categories, respectively. **Dr. Bibie Chronwall** of the University of Missouri-Kansas City was honored as our state's Pace Setter. Nominations for the 2005 awards are due August 26, 2005.

Oklahoma (submitted by **Terri Blevins**)

OACADA presented their Outstanding Advisor and Outstanding Administrator Awards at the Region 7 conference in Oklahoma City.

Dr. Glen D. Johnson, President of Southeastern Oklahoma State University, received this year's award for Outstanding Administrator. Dr. Johnson is extremely supportive of academic advising, and understands the impact advising can have on students and their academic success. He was instrumental in improving advising services on his campus. **Tim Boatman**, who nominated Dr. Johnson, writes, "When he arrived at Southeastern Oklahoma State University in 1999, 25% of all first-time students were self-advising and another 18% were being advised by departmental secretaries or admissions staff. Before Dr. Johnson came to SE Oklahoma State, the institution had never employed professional advisors; his leadership was crucial to changing a campus climate to view advisement as an important part of student satisfaction, success, and retention." Dr. Johnson was also responsible for securing funding for the Academic Advising and Outreach Center, which provides advising services for incoming students and undecided majors, which in 2004 was recognized by Noel-Levitz as one of the top four retention programs in the country.

Laura Cullen, Senior Academic Advisor at the University of Oklahoma, received this year's outstanding advisor award. Laura is an exceptional advisor, and she consistently receives some of the highest student evaluation results in University College. Her "warm personality and wonderful sense of humor" also makes her a favorite among her peers", writes **Diane Mayes**, who nominated Laura. Laura is an LPC who trains new advisors and regularly participates in outreach activities. She has also developed and proposed a special presentation for *Gateway to College Learning* classes and the Strategies for Success class on the short-term and long-term effects of alcohol use and abuse by under-age drinkers on campus.

Laura is also an accomplished public speaker outside of the University of Oklahoma. In addition to presenting at the Region 7 conference, where she was awarded the "Best of Region" award, Laura has also presented at the OACADA state conference and the NACADA national conference. We are so pleased to honor Laura's many accomplishments with the Outstanding Advising Award this year!

Fall OACADA conference: The fall OACADA conference will be September 9, 2005 at East Central University in Ada, Oklahoma. This fall's theme will be: *TLC for Advisors: Taking Care of Advisors so they can take care of everyone else.*

Patricia Griffin, Chair Region 7
Fort Hays State University
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PGRIFFIN@FHSU.EDU

Northwest Region 8

NACADA Region 8 met from April 20–22nd in **Portland** for the regional conference. All of the region's states and provinces were represented, and we had guests from Minnesota, California and Alabama. **President Eric White** joined us, along with NACADA's Executive Director, **Bobbie Flaherty**.

Some of the highlights from the conference were successful pre-conference workshops on topics of current issues in advising, an administrator's seminar, legal issues, and advising African American athletes.

The conference boasted great breakout presentations, an on-site bookstore from Portland State University, a service project for "Dress for Success," and free chair massage for participants. The closing session send-off included a Hawaiian dancer, to prepare us for next year's conference in **Hawaii**.

Peg Cheng from University of Washington was the **Best of Region** presenter, and she will represent Region 8 in **Las Vegas** in October.

Region 8 also proudly announced an upcoming state conference in Montana—**Advising under the Big Sky**. This one-day conference is slated for **September 15th**. Watch for more information on NACADA's website.

Thanks,

Sarah Ann Honess, Chair, Region 8
Southern Oregon University
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HONESS@SOU.EDU

Pacific Region 9

A warm greeting to all of **Region 9!**

We had a wonderful conference in Emeryville in early April. Our co-chairs from Golden Gate University—**Janine Mixon** and **Patrick Allen**—provided a superb conference, complete with a mixer at Chevy's, good food, and great presentations. Our hotel location was outstanding, with an excellent choice of restaurants and shopping near the hotel. Of course, it could not have been accomplished without the numerous volunteers:

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Venus Arriaga (GGU), **Heather Cartagena** (USC), **Tiffany Comtois** (USC), **Kenny Eng** (USC), **Africa Hands** (GGU), **Fran Irby** (APU), **Beth Lindsay** (GGU), **Kazi Mamun** (USC), and **Leah Suansing** (GGU). A very warm and heartfelt thank you to all of the volunteers who monitored the sessions and who served in a variety of other capacities; we could not have done it without you.

Congratulations to our **Best of Region** winners—**Kenny Eng** and **Tiffany Comtois** from USC. Their presentation, *Total Recall: Mapping the Mind for Maintaining Memory*, was the overall winner in a very close contest. Almost all of the sessions received at least one vote for best of region. A wonderful job to all of our presenters and our participants who attended the conference!

We encourage all of Region 9 to attend the **National Conference** (October 5–8, 2005) hosted by **UNLV** in **Las Vegas!** This is our home region; let's show the rest of NACADA that we support UNLV in its efforts! Our very own **Heather Howard** and **Rimi Marwah** from UNLV are the conference co-chairs. I encourage you to journey to Las Vegas!

Don't forget about our joint regional conference in 2006 with Region 8! **Honolulu, Hawaii** is our destination and the tentative dates are March 22–24, 2006! Stay tuned for additional details.

Congratulations to **Selma Reed** from SDSU, our new incoming Region 9 Chair. I know that all of you will enjoy working with her.

I am looking forward to seeing you in October at the National Conference. Please give me a call at (909) 621-8117 or email me CINDI.GUIMOND@MCKENNA.EDU if you have any questions.

Have a wonderful summer!

Cindi Guimond, Chair, Region 9
Claremont McKenna College
(909) 621-8117
CINDI.GUIMOND@CLAREMONTMCKENNA.EDU

Rocky Mountain Region 10

Region 10 and the 209 participants at this year's conference had an OUTSTANDING time at the Adam's Mark in Denver!! I would like to salute the Colorado Conference Committee for all their hard work:

Carol Rivas Morken , CU Denver	Sheryl Coffey
Dawn Fettig	Teresa De Herrera
Gaye Digregorio	Nimol Hen
Jeff Schweinfest	Cheryl Kaas
Joanie Kuczvara	Laura Cooper

Laurel Amsel
Nicole Latino-Owens
Janet Postma
Lori Sisneros
Tracee Deantonio
Trishia Vasquez

Ashley Mees
Linda Olson
Richard Seydel
Kelli Stevens
Tracey Peters

Our next conference will be February 21–24 at the Sheraton Old Town in Albuquerque, NM. Conference co-chairs are **Lynne Jacobsen** (LJAKE@UNM.EDU) and **Dianna Ortiz** (DMOR-TIZ@UNM.EDU) of the University of New Mexico. They have big plans that combine our conference with the Tricentennial of the City of Albuquerque. They will be in touch in the coming months!

In 2007, we plan to meet in Wyoming. **Becky Asplund** has agreed to be the conference chair and is busy searching out sites for us. More information about that conference will be forthcoming in the next year!

I look forward to seeing everyone in Vegas in October and hope your spring is going well. You may always feel free to contact me by email at ISBELL@UNM.EDU.

Regards!

Beth Isbell Tapley, Chair, Region 10
University of New Mexico-Main Campus
(404) 277-4354
ISBELL@UNM.EDU

Multicultural Concerns Commission

Congratulations to the following MCC members who will be taking on leadership roles within NACADA:

- ESL & International Student Advising Commission Chair: **Aura Rios Erickson**, Shoreline Community College
- Liberal Arts Advisors Commission Chair: **Tim Moore**, Kent State University
- Diversity Committee Chair: **Skip Crownhard**, Metropolitan State College of Denver

We are in the process of developing our website. If you have suggestions for resources you would like to see included on the site, please email the links and/or titles to me.

Enjoy your summer!

Tina McNamara, MCC Chair
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