

**Application for the  
2006 NACADA Region V  
Adviser Training and Professional Development Grant**

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Proposal: Develop a blended adviser training program for faculty at The University of Findlay the uses both BlackBoard and live class meetings to facilitate the skills and knowledge of faculty advisors.

Need: Although The University of Findlay (3000 undergraduate students) has a long history of using faculty members for advising, there has never been any formal training and development programs for faculty. The University has recently gone through some major administrative changes including a president, vice-president of academic affairs, and three of the five dean positions. The climate is right for this type of training to be developed and launched.

**NACADA resources:**

- DVD Faculty Adviser Training
- Monograph Series Number 4, 1996. Transforming Academic Advising Through the Use of Information Technology
- Monograph Series Number 8, 2003. Advising and Learning: Academic Advising from the Perspective of Small Colleges and Universities.
- Monograph Series Number 9, 2003. Adviser Training: Exemplary Practices in the Development of Adviser Skills.

**Professionals associated with the Project**

- Donna M. Smith, Project Director NACADA member
- Jan Taylor, Director of Career Services NACADA member
- Dr. Paul Sears, Dean of the College of Business
- Dr. Dennis Steven, Dean of the College of Liberal Arts
- Dr. Ray McCandless, Director of Academic Technology Services

**Type and number of invited advisors**

For the first session of training, the following people will be invited to participate:

- Eight new faculty member to the university
- Ten program directors from the colleges of business and liberal arts
- Two deans College of Business and College of Liberal Arts

**Training Agenda**

Training will be divided into three areas: theory, knowledge, and skills. Theory will involve the definition of advising, the foundations theories and student development theory. The skills portion will include technology, general education requirements, scheduling technicalities, registrar rules and regulations, FERPA,

and knowledge about various campus services and resources. Skills will focus primarily on communication and interpersonal skills. The plan is to have three live classes, beginning, middle, and end of the semester. Other learning will take place through BlackBoard using on-line articles and discussion board. The course design would include about 12 to 15 hours.

### **Funds**

The funds requested will be used as follows:

To provide a library of materials for those who participate in the training	\$120.00
To provide an advising manual for each participant	\$ 75.00
To purchase training materials	\$305.00
TOTAL	\$500.00

The two colleges that are participating in this have agreed to help fund the live meetings by providing refreshments. No specific amount has been pledged. I will be talking with the Deans about providing faculty incentives for faculty who participate.

### **Timeline**

October 2006	Purchase needed materials and finalize general content Begin designing the BlackBoard portion of the course
November 2006	Discuss with Deans and finalize participant list
December 2006	Distribute advertising for the training
February 2007	Meet with first class to launch the training
Feb-mid-April	Conduct class, monitor discussions, hold second meeting
April 2007	Conduct final live meeting, assess training program
Fall 2007	Report back to Region V

### **Permit**

**I give permission to other institutions to use the proposed training development activity as a model to develop their own with the understanding that such assistance must be noted.**

*Donna M. Smith*  
*September 8, 2006*