

The National Academic Advising Association

A Brief Narrative History

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Introduction

It is with great pride and a sense of promise that NACADA provides the membership with its first official monograph. We are proud of what we have accomplished as a national professional association in just over a decade, and we will strive to serve the membership continuously through various publication means.

The Monograph Committee was conceived and established by Gary Kramer during his presidency. Although this series of publications is intended to stimulate action in new areas of academic advising practice and research, as well as to provide contemporary viewpoints regarding the many facets of academic advising and the Association, we have chosen to inaugurate the series with this historical overview.

J. D. Beatty, NACADA's archivist, had set out on this project prior to the creation of the Committee. It seemed only natural to capture his work and begin this new series with a view of how we got this far and to acknowledge the strong base upon which we can build our future positions and actions. Thus, "The National Academic Advising Association: A Brief Narrative History" is the initial publication sponsored by the NACADA Monograph Committee.

I join the Association's current and past officers, and the many other contributors to this project, in trusting that you will enjoy the casual style of J. D.'s informal history. We are certain that you will sense the same pride in the development of your professional association that we have rediscovered in providing you this brief, but rich, historical perspective.

*Thomas J. Grites, Chair
Monograph Committee*

Foreword

During their earliest meetings, the NACADA leadership vigorously debated the Association's name, finally settling upon the National Academic Advising Association. I have chosen to emphasize the Association over individuals in many situations important to NACADA's past, as well as its future, in the belief that the membership's commitment is to academic advising as a process rather than to individual academic ad-

visors. On the other hand, I openly state my respect for those many, many leaders, some of whom operated behind the scenes but were still instrumental to the Association's eventual success, whose contributions were clearly given without consideration for personal gain or ego gratification. These contributions, given in this manner, could well serve as a metaphor for the advisor's contribution to the advisee's education. What follows is a brief narrative history of the National Academic Advising Association.

NACADA is professionals helping professionals—professionally, socially, and emotionally. The Association's original statement of purpose is as true today as it was at NACADA's creation:

The purpose of the National Academic Advising Association is to promote the quality of Academic Advising in institutions of higher education, and to this end, it is dedicated to the support and professional growth of academic advising and advisors.

NACADA serves its constituency—faculty members, administrators, counselors, and others concerned with the intellectual, personal, and vocational needs of students.

It is the forum for discussion, debate, and the exchange of ideas regarding academic advising. It is the means to nurture cooperation and coordination of academic advising with other areas and activities of higher education. And NACADA is the representative and advocate of academic advising and academic advisors to higher education.

The Beginnings: 1977-79

SCENE: April, 1977. A hotel elevator in Denver, Colorado. The door closes, and the elevator begins to move. A man is reading a flyer over a woman's shoulder. The flyer announces "The First National Conference on Academic Advising." The man and woman are both attending the American College Personnel Association Conference; he is presenting two sessions on academic advising and asks about her flyers for the conference. She answers by saying that

she is planning to attend his sessions and asks permission to distribute her flyers. He agrees. The elevator stops, its door opens, and the man and woman part.

This meeting, whether by chance or fate's grand design, introduced **NACADA's** first two presidents. The woman was Toni Trombley; the man was Tom Grites. Much came from their meeting and others' great expectations.

When Toni Trombley was hired to direct academic advising services, neither she nor the University of Vermont could have fully imagined the results of that shared commitment to academic advising. When asked to reflect upon education's often turbulent years during the **70s**, Toni explained that she saw academic advising as something that could have a verifiable impact upon students whose daily lives were often filled as much with the unreal and surreal as with the real. Her desire to define academic advising and her persuasiveness convinced her institution to host the first National Conference on Academic Advising.

Her purpose in organizing the conference was multifaceted. She hoped to identify colleagues. Who were they? Where were they? What were they doing, and how successfully were they doing it? Did they know if they were, in fact, making a difference? How did they know? What were their prescriptions for successful academic advising programs? Toni Trombley also hoped the first conference could lay a foundation upon which to build a description of the academic advising process. She hoped that the status of academic advising could be enhanced within the expectation and reward system for faculty. The conference grew out of her commitment to meeting a need—the need for personal and professional growth.

NACADA has continued Toni's commitment, and, for the last thirteen years, has tried to offer its membership a broad range of professional services. But, most of all, it has attempted to provide colleagues with opportunities to share professional and personal aspirations and frustrations with the **always-present** goal of developing strategies to improve the educational experience of our students. By improving the educational experience of our students, we in turn improve the quality of life on our campuses and the identity and recognition of our individual contributions to the field of academic advising.

The University of Vermont, with Toni's leadership, succinctly stated its purpose in **sponsor-**

ing the first National Conference on Academic Advising:

We at the University of Vermont recognize the need for an opportunity to share and discuss relevant issues concerning academic advising. In order to meet this need, we are sponsoring the first National Conference on Academic Advising for those individuals associated with any aspect of an academic advising system. This conference is directed toward faculty, administrators, and advisors in higher education who have common concerns related to academic advising. Our goal is to provide an opportunity for participants to learn from others, as well as share information which they feel will make academic advising a more viable and accountable system.

And, as they say, the rest is history. On October 17-19, 1977, in Burlington, Vermont, nearly 275 educators gathered to share their enthusiasm for, frustration with, and commitment to the improvement of academic advising. The conference foreshadowed future successes, which would include a national association, a refereed journal on academic advising, a newsletter, a consultant bureau, commissions and task forces on current issues in the profession, a set of standards, an ERIC descriptor, a resume bank and placement service, an awards program, and the establishment of a national executive administrative office. In addition, the **Burlington** conference laid the foundation for a succession of annual national and regional conferences.

Any organization ultimately defines itself by the quality of its membership and its principles. The executive steering committee that evolved from the first national conference was a veritable "Who's Who" of academic advising (see Appendices).

The executive steering committee, chaired by Toni Trombley, formed task forces between the 1977 and 1978 conferences to develop an organizational structure and bylaws, to plan for future conferences and conference sites, and to settle on a system for regional planning and membership development. It also proposed the NACADA acronym.

An essential feature of the time and an enduring organizational principle of NACADA is the Association's dedication to **advising** rather than **advisors**, the purpose being to emphasize the broader process and function and to view advising as a professional discipline. **Advising** was selected over advisement because the latter is

a term associated with the legal profession. The Association was officially named at the second national conference in **Memphis**, Tennessee, in **1978**. It was incorporated in the State of Vermont in May of **1979**, and its bylaws were ratified at the third national conference in Omaha, Nebraska, in **1979**. The first membership drive yielded **429** charter members, **102** of whom still hold membership.

The first Executive Cabinet, elected in October **1979**, included Toni Trombley, President; Joan Mitchell, Vice President; Billie Jacobini, Secretary; and Frank Dyer, Jr., Treasurer. The Cabinet was assisted by the other members of the first official Board of Directors: Reginald Browne, Thomas Grites, Wes Habley, Marilou Healey, David Hershiser, Edward Jones, Peggy King, Margaret Ann Landry, Michael McCauley, Joe Metz, Joan Nelson, Wennette Pegues, Bruce Potter, Dan Wesley, and Mike Williamson as an ex-officio member representing the Kansas State University Conference Office.

A newsletter was established in **1979** with Billie Jacobini as editor, and Ed Jones later became the first *Journal* editor, producing his first issue in **1981**.

With an official name, incorporation papers, a newsletter, and a journal, the Association was asked to "go logo." Members proposed designs, and Janice Yates from Southern Illinois University/Carbondale submitted the winning proposal.

NACADA has traditionally stood for commitment to the process of advising and to the visibility of the advising profession, but its members are professionals (whether faculty or full-time **advisors**) whose first love is people. A theme woven through its beginnings and into its adolescent years has been one of people helping people. Advisor-advisee relationships, **advisor**-advisor relationships, advisor-administrator relationships, and relationships among NACADA members are all important features of the Association's strength. On every occasion when members are asked to reflect upon why NACADA has been important to them or to explain the primary sources of fond memories, *people* always appears somewhere in their responses.

NACADA's history reflects successes and frustrations. When "people persons" get together, they not only interact in a variety of ways, but their successes and frustrations also take on dramatic texture. In those early steering

committee discussions, the strong voices agreed on certain principles as intensely as they disagreed on others.

On the agreement side, there was unanimity about the needs. Eager participants had been turned away from the first national conference because of facilities limitations. In fact, two future NACADA presidents were unable to attend the Burlington conference. There was also agreement on the need for future annual conferences, bylaws, and the evolution of systematic methods to select members for leadership positions, as well as general agreement on the need to develop geographic regions for the purpose of managing membership and meeting the needs of various regions.

On the other hand, there were strong and differing opinions voiced concerning the issue of national versus regional conference organization and the need for some type of system to prevent large institutions from gaining leadership advantages over the smaller public and private institutions.

Much discussion centered upon whether the newly incorporated Association should quickly develop a regional conference system and build regional loyalties versus maintaining a national conference emphasis and national identity. Tom Grites, NACADA's second president, feared that a too-rapid regional growth could damage the national identity of the Association and cited similar problems with associations such as the American College Personnel Association and the National Association of Academic Affairs Administrators (ACAFAD), where **ACAFAD's** regional arms hold strength over their national counterpart. With leadership from Grites, the Association focused upon developing a strong national identity first. As the Association grew out of childhood, regional conferences and activities were no longer viewed as potential threats. By **1988** every region had begun annual conferences, and each region has continued to hold them ever since.

Another issue that has been debated throughout NACADA's history is the role, purpose, and necessity of institutional representatives. Initially, some feared takeovers by the large institutions. Others argued that there were genuine differences in the needs of members at different types of institutions and that NACADA's national future depended upon being inclusive rather than exclusive. But problems of classification arose. Which category should one choose if her or his institution was

over 25,000, private, and church affiliated? Should everyone at a particular institution be put into a category or allowed to select individually, given the person's own needs? The questions grew more complex when nominations for elected positions and awards programs sometimes involved candidates from the same institution, but who in fact saw themselves representing different institutional categories. The Association has been assessing potential solutions to this problem since 1983 and recently adopted the Carnegie Classification System.

Every organization must govern itself systematically and with agreed-upon principles. The bylaws debate demonstrated the Association's commitment to both concepts and simultaneously demonstrated the early leaders' goal of keeping the Association as open and flexible as possible.

Strong opinions were voiced by members of the bylaws committee, opinions exposed through correspondence and debate. Mike McCauley chaired the initial committee. A number of issues were hammered out and ultimately agreed upon but in many cases by split votes, again demonstrating the steering committee's commitment to the goal of developing an association dedicated to improving the quality of academic advising.

At the 1979 Omaha conference a floor debate arose over a plan to mandate that a certain percentage of the Association's leadership be minority members. It was a complicated problem because the board vacancies were elected, not appointed, and therefore depended upon independent nominations and constituent balloting. The debate was concluded with agreement that a bylaws amendment be proposed at the next national meeting that would clearly state the Association's commitment to affirmative action in filling leadership positions. The amendment never was passed, but the Association's commitment to cultural diversity both on the board and in the membership was and is held strongly.

The Omaha conference also witnessed strong support for limiting meeting sites to those states that had ratified the Equal Rights Amendment.

The most interesting aspect of all these differing opinions is that even though they were strongly held and forcefully debated, the participants never lost sight of the common goal that had originally brought them together for the purpose of helping one another to improve their professional and personal lot.

The first three national conference themes parallel developmental theory as well as action planning. The Association has been able to anticipate change and to design strategies to improve the quality of education holistically by assisting students and their institutions to better understand each other. Advising is a multi-dimensional activity.

When one analyzes the national conference themes, one notes how clearly Toni Trombley's first presidential address at Omaha in 1979 foreshadowed the evolving definition of academic advising as well as cultivated the seeds from Burlington and Memphis. In her address, Dr. Trombley asserted a definition of academic advising that has evolved from concept to practice over the past eleven years. She asserted the following:

1. Advising has measurable impact upon students.
2. Advising must be recognized within the institution.
3. Advising must have well-articulated goals.
4. Components and criteria for quality advising must and can be isolated for the purposes of research, improvement, and evaluation.
5. Research is essential to discover new advising methods and to improve present methods.
6. Central coordination of advising is necessary to prevent fragmentation and to maintain advising excellence.

The Burlington (1977) and Memphis (1978) conferences focused upon impact and how advising makes a difference. Conference sessions addressed issues such as development and implementation of successful academic advising programs, development of advising models, changing roles, advisor training, assessment, nontraditional students, advisor handbooks, advising/orientation/retention linkages, peer advising, management of advising services, advising minority students, faculty and professional advisors, computer-assisted advising, advising and career development, and advising special student populations (e.g., adult students, honors students, preprofessional students). The keynoters—Thomas Jones at Burlington and Alexander Astin, David Crockett and Donald Carson, and N. T. Winston at Memphis—all outlined ways that advising can and does make a difference.

When the Association hosted its first official conference in Omaha (1979), it looked forward. The 80s held great promise, but that promise was accompanied by threats: potential enroll-

ment decline, problems with a professional identity for advising, fears that advising could be caught in an ethical dilemma of retention economics (scheduling that kept students enrolled but overlooked quality control and progress toward degree), and "firefights" among faculty, professional advisors, and counseling centers about what advising should be, who should do it and who does it best. John Holland addressed the integration of academic advising and career development theory, another seed that was to blossom during the 80s. And at the same conference a panel of college **administrators**—Collette **Mahoney**, President of Marymount Manhattan College; Donald Mash, Vice President for Student Affairs at George Mason University; and Robert Glennen, Vice President for Academic Affairs at the University of Nevada, Las Vegas—discussed ways that advising was making a difference on their campuses. The panel represented the traditional triad of leadership on campuses and likely was the first time such a leadership group had focused on academic advising.

The beginnings demonstrated enormous enthusiasm and accomplishment but held promise of even greater accomplishments to come.

The Struggle for Self-Sufficiency: 1980-84

Definitions of the Profession: Developmental Process to Teaching

The early years witnessed discussions about financial stability, the Achilles heel of any new organization. The Association's demographics clearly indicated that academic advising was not at the top of institutional salary scales, so hefty annual dues were unacceptable. Travel dollars also were limited severely; thus pricey national conferences would not sell. Many hours of discussion went into strategies to achieve financial stability. The Association was living on a wing and a prayer until the board decided that conference expenses would be budgeted into anticipated conference earnings. Up to that point, speaker and other expenses had been covered by annual dues. The movement toward financial stability, given that the Association depended totally upon the personal sacrifices and **volunteerism** of its treasurers, was no **small** accomplishment and a clear tribute to the Association's three dedicated treasurers: Frank Dyer Jr., Wes Habley, and Mike **McCauley**.

In early 1982 the fledgling Association had to seek permission to pay bills in installments or ask for additional time. At one point the treasury fell below \$1000. Financially, San Jose (1982) was a pivotal point. The conference theme, "The Advisor as Change Agent," was a good omen, and after San Jose, the Association's financial health began to improve. The sustained financial wellness program the Association adopted and carefully followed eventually led to an awards and scholarships program that currently distributes approximately \$25,000 a year.

Another contributor to the Association's stability and growth, and an excellent example of the "people helping people" theme, has been the Conference Center at Kansas State University. Kansas State has handled most of the logistics for national conferences since the 1979 conference in Omaha (with the exception of Indianapolis). During the financial uncertainties, particularly in 1982, Wes Habley, Mike McCauley, and Carol Smith of the Kansas State Conference Center agreed upon a new method to finance the national conferences. The conference would not be a profit center for the Association but would cover its own expenses. Only minimal expenses for conferences would be covered by **NACADA's** general fund. The NACADA-Kansas State partnership has been further strengthened by the official opening of the NACADA National Executive Office at Kansas State University during the summer of 1990. The Executive Office will assume management responsibilities for the 1991 National Conference.

With a sound strategy to achieve financial stability agreed upon, the Association turned its attention to refining the definition and expectations of its leadership positions. During her term as president, Virginia Gordon outlined NACADA job descriptions for the leadership roster. "The yellow notebook," as it came to be called, attempted to clarify a number of ambiguities. In particular, Virginia wanted to delineate the roles of institutional and regional representatives, which up to that time had overlapped (specifically in the area of membership recruitment), and to regularize the reporting channels and expectations for standing committee chairs. During her term, the first minority affairs committee was created, with Judith Sanford appointed as chair. Election procedures were regularized, and written policies governing elections were formulated for the first time.

Shortly thereafter, with President Charles Connell's assistance, the Association regularized its conference site selection process and continued to monitor and expeditiously address issues of equity and diversity in the leadership and in the membership. The Association also began the computerization of its membership records at this time.

The first four conferences of the 80s had not only provided an intellectual and theoretical base for practitioners but had also expanded the definition of the profession, another area that has struggled for independence.

The **Asheville** conference in October 1980 set a tone that had far-reaching results. In the natural beauty of the Smokey Mountains, NACADA explored the relationship between student development theory and academic advising. William Perry and Lee Knefelkamp mesmerized the audience, and many conference attendees left with a renewed mission and the belief that disciplinary research did, in fact, substantiate many of the observations and experiences academic advisors were living. One attendee described the transformation as "coming with a knapsack and self-doubt but leaving with the goal to become master of the Biltmore House."

In Indianapolis (1981), next to the raceway, the Association picked up speed, and there was clearly a heightened self-confidence. The conference theme, "Advising: The Pivotal Point," focused upon three keynote areas. Paul **Dressel** outlined how advising students about the relationship of programs and course selection enhanced the academic enterprise. **Laurine Fitzgerald** challenged advisors to assume another role, that of boundary spanners (institutional interpreters, etc.), to give context and texture to advising. The third area, legal issues in academic advising, was addressed for the first time at a national conference. D. Parker Young, Cliff Travis, and Joseph **Beckham** discussed issues concerning the handling of student records and the legal ramifications of the advisor-advisee relationship.

San Jose called out "come west, young **NACADAites**," and some heeded the call to discuss "The Advisor as Change Agent." The attendance was light, but spirited debate followed John Crystal's thoughts on how current societal changes could be used by individuals to chart their own futures and, by analogy, how advisors could play a major role in shaping the next generation of society's leaders through academic

advising. President Jack Lindquist from **Godard** College asserted that advising was central to higher education and outlined how his college used and expected full faculty commitment to academic advising. Rosalind **Loring** wrapped Lindquist's and Crystal's observations into her affirmation of the necessity for lifelong learning and the advisor's role and responsibility in that activity.

In 1983 the grand arch served as an umbrella metaphor for the Association's conference in St. Louis when NACADA tackled management of the multifaceted role of the academic advisor. Patricia Cross described the changing agenda and audience for higher education and the key role academic advising would play in the new agenda. Lee Noel, from ACT, posited the case for academic advising as the number one criterion for selection of an institution of higher learning. Silas Purnell outlined a set of steps to advise minority students successfully, using the true story of a young man that everybody thought would fail but who instead earned his **Ph.D.**, a young man who started out at an unaccredited school and was deemed to be unaccredited himself. Charles Schroeder, through a series of parables, described the new campus ecology and how its contents must be nurtured in order to grow and blossom. He asked advisors to be bold, to encourage change, and to be willing to take risks. Marcia Mentkowski challenged advisors and their institutions to encourage independent learning and outlined a strategy to accomplish the goal.

The St. Louis conference demonstrated that the Association was no longer uncomfortable with openly addressing the diversity that advising includes. "Impact" five years earlier had now moved from single voices here and there on a campus to a chorus; advising was clearly becoming seen as central, not peripheral.

The umbrella arch foreshadowed a still greater diversity that materialized in Philadelphia (1984), the home of the Constitution and Bill of Rights. Only a few miles from the Liberty Bell, the conference theme asserted the relationship between academic advising and teaching. Advising was now being openly linked to the heart and soul of the academy.

Lee Knefelkamp, a second-time keynoter, returned to NACADA to describe the joy of the mutual encouragement of minds that occurs in the advising relationship. She quoted Adrienne Rich's essay "Women and Honor: Some Notes on Lying" to describe what academic advising

had been to her and the difference it had made in her life:

An honorable human relationship, that is one in which two people have the right to use the word love, is a process delicate, violent, often terrifying to both persons involved. A process of redefining the truths they can tell each other. It is important to do this because in doing so we do justice to our own complexity. And it is important to do this because we can count on so few people to go the hard way with us. The possibilities that exist between two people or among a group of people are kind of an alchemy. They are the most interesting things in life. True communication means a heightened complexity. When relationships, in the classroom, interpersonally, or advising are determined by manipulation, by the need for control, they may possess a dreary kind of drama, but they cease to be interesting. They are repetitious and the shock of human possibilities has ceased to reverberate through them. But when someone tells me a piece of truth which has been withheld from me, which I needed to see my life more clearly, it may bring acute pain but it can also flood me with a cold sea-sharp wash of relief. Often such truths come by accident or from strangers or perhaps from advisors. It isn't that to have an honorable relationship with you, I have to understand everything or tell you everything at once or that I can know beforehand everything I need to tell you. It means that most of the time I am eager, longing for the possibility of telling you that these possibilities may seem frightening but they are not destructive to me. It means that I feel strong enough to hear your tentative and groping words and that you feel strong enough to hear my tentative and groping words and that we both know we are trying all the time to extend the possibilities of truth between us, to extend the possibilities of life between us.

Roy Heath followed Knepfelpamp and affirmed the importance of relationships to the developmental process. He outlined the personality traits of the "reasonable adventurer," a model useful in many respects. Charles **Connell's** presidential address called for the Association members to respond to the challenge and to follow through on their individual campuses to make quality academic advising and quality teaching synergistic and to place advising at the center of their institutions' activities.

The Wonder Years: 1985-86

Responding to the Call . . . Meeting the Challenge of Diversity and New Standards

Research drives the academic enterprise and fuels teaching and service activities. The Association first met advisors' needs by providing a support network. As Wes Habley once said, "Advisors spell relief N-A-C-A-D-A." The opportunity to learn and share, to build professional and personal friendships, oftentimes to find others who were "the only advisor on their campus," as Carol Ryan remarked when she first learned of NACADA, were all early benefits of NACADA membership.

Thus, in the middle years, professional identity and national visibility were still goals, but they would be reached. They would, ironically, develop in part from fear--often economic fear--that, as enrollment of traditional-age college students declined (compounded by an attrition rate of 50% on many college campuses), something had to be done to stop the hemorrhaging. The "something" was already present on most campuses, but it was generally unorganized, unrecognized, unrewarded, and grossly underfunded. The something was academic advising. It was no surprise to the advisors on college campuses that they made a difference, but it took evidence refereed by traditional academy research standards to gain the recognition. Once the administrative power structure on college campuses sensed the potential of quality academic advising to really make a difference, it began to respond.

The ERIC decision to list academic advising as a descriptor in 1981 had been an important step toward national research visibility and professional identity. Carol Ryan's patient persistence to accomplish the task is demonstrated in several years of correspondence among the Association's leadership and ERIC representatives. The mid-80s witnessed the harvest from the 1981 decision to list academic advising as a descriptor. Professional literature on academic advising was expanding and graduate programs were offering courses and even degree emphasis in academic advising. The area continues to grow.

The Consultant Bureau added credibility to the profession and enabled Association members to share their expertise with colleagues, to lobby for enhanced commitments to academic advising, and to advance the image of the **pro-**

fession. The Association published a workbook for consultant training in 1984, but consultant opportunities really began to grow after the mid-80s.

NACADA's plan for national visibility was assisted by its efforts to develop a set of guidelines for academic advising. The Association had joined the Council for the Advancement of Standards for Student **Services/Development Programs (CAS)** in 1980, and a team of NACADA members led by Dan Wesley and then Sara Looney framed the standards and guidelines that appeared in the 1986 CAS publication. The standards and guidelines served not only as goals for program development but also as criteria for evaluation. Initial discussions raised doubts about this \$100 investment, given the financial reserves at the time, but arguments that others would write the standards for advising if the Association didn't take the lead role **prevailed**. National standards and guidelines have enhanced the Association's visibility, provided some support for the profession of advising, and expanded consulting opportunities.

NACADA's Commission on the Adult Learner, led by Cheryl **Polson**, and the Task Force on **Oversubscribed** and Selected Majors, coordinated by Virginia Gordon and Gary Kramer, are just two examples of the Association's ability to respond to issues central to the success of thousands of students. Both groups published reports that prompted spin-off research. The current Task Force on Advisor Training, chaired by Faye **Vowell**, demonstrates further evidence of the Association's commitment to meet needs. Consultations, and thus heightened visibility, should follow. The Association will continue its assertive posture and, in doing so, enhance its national image.

The Association, in addition to the activities already described, formalized its resume bank and placement service to members and prospective employers in 1986. Eric White had inaugurated the service in 1982 and led the efforts to bring it to commission status.

As membership grew during Wes Habley's and Mike **McCauley's** tenures as treasurer, the Association computerized its records, thereby allowing systematic electronic access to membership data and accurate, up-to-date financial reports. By September of 1985, the Association's membership list had grown to approximately 700. By spring of 1990, there were over 4,000 names on the membership data base, with over 2,300 active members. **The** computerization of

all financial records also created the opportunity to track accurately the activities of such Association cost centers as membership promotion, consulting income, and national and regional conference income and expense. As the Association opens its national executive office, it has approximately a \$200,000 reserve. Growth in membership services, which has generated additional membership, would seem to signal a **bright** future.

Another important partnership—one that blossomed during this period and helped the Association grow, **gain visibility** and **respect**, and nurture and reward outstanding advising—was that of NACADA and ACT. They inaugurated in 1984 the **ACT/NACADA Awards Program**, through which both individual advisors and institutional advising programs could be nationally recognized **for their** contributions to the field of academic advising. David Crockett, Vice President for Educational Services at ACT, shepherded this partnership during the early years. ACT also provided a national organization through which NACADA could gain some visibility. Both David Crockett and Lee Noel made presentations on academic advising throughout the United States because ACT had been studying the impact and assessment of academic advising. Since 1986 the two organizations have jointly participated in the national Summer Institute on Academic Advising hosted by ACT in Iowa City, Iowa.

The "Wonder Years" conferences not only demonstrated enormous growth and confidence, but they also confirmed the wisdom of decisions made earlier in the decade.

By the mid-80s the whispers of accountability were heard in many quarters, so it was only fitting that the 1985 Kansas City conference's theme was "Academic Advisors: Responding to the Call for Excellence in Higher Education." Sunny Hansen challenged the **Association** to expand the relationship between career development and academic advising in a gender-neutral environment. Harold (Bud) Hodgkinson laid out a demographic picture of the future for higher education that posed challenges to the traditional academy with its reliance upon a **constant** pool of 17- to 22-year-old **middle** class Caucasians. He called upon the Association to respond, both to the "new students" and to the institutional leaders who had not noticed those demographic changes. The speakers asked the Association to integrate concerns of the intellect with those of the heart and soul to forge a new

consciousness. The Association was a leader in generating visibility for the services that institutions would need to provide their new constituencies.

With some trepidation, in **1986** the Association journeyed to the great northwest and the emerald city of Seattle. The trepidation was caused by fears that the Association might experience the attendance problems of San Jose four years earlier. But all went well, with a **record-setting 800** advisors participating. It was an opportunity to look back and reconsider academic advising's perspectives and performances as well as to look forward to its promises and future prospects. Nancy Schlossberg addressed the challenges associated with the potential new majority—adult learners. **NACADA's** Task Force on Adult Learners, chaired by Cheryl **Polson**, had begun its meetings in **1985** and produced a detailed bibliography and report on the subject in **1986**. John Gardner, following in the footsteps of his mentor, Thomas Jones, the first NACADA keynoter and former President of the University of South Carolina, outlined his views on advising's role in student growth, retention, and satisfaction. He asserted that advisors were in the "dream" business and that they played an important part in helping students realize their dreams.

Beginning The Second Decade: 1987-90

Tradition and New Frontiers

In **1987**, NACADA inaugurated its Scholars Award Program, another major step toward an academic identity. When the Association began, there had not been enough time to share the highs and lows of advising, let alone to consider research activities. Members were starved for companionship and hungry for recipes to handle the distribution of advising information; to deal with lack of recognition, adequate pay, and opportunities to advance; to train new advisors and peer advisors; to evaluate advising; to link advising with career development, enrollment management, and retention strategies; to better define what academic advising was really all about; to assist undecided students; and to build networks at their institutions. The bottom line was that the enormous thirst to know what worked and how it could be adapted to one's local environment was unquenchable. And that need still exists. NACADA continues to draw a

significant number of "first-timers" as national and regional conferences move from site to site because the Association has not overlooked this basic need.

The Association's movement toward adolescence also brought a keen awareness that the majority of academic advising on college and university campuses is done by faculty and is likely to continue to be done by faculty. The fervor of disputes between professional advisors and faculty seems to have waned at the national conferences, with both sides possibly being drawn closer together by the realities of declining or changing enrollment and the shared recognition that both have similar advising goals. Their differences may be primarily those of job expectation because most faculty devote a small portion of their time to advising and the major portion of their time to research and teaching.

The academic community's lifeblood is research and teaching; thus, academic advising will not gain equal footing in the academic community until it can compete on similar ground. Many advisors have motivated themselves, and been assisted by their institutions, to broaden their roles beyond that of practitioners. Theoretical and experimental avenues in advising are being pursued by a growing number of advisors today, as witnessed by changes in the type and quantity of presentations at the national and regional conferences. In turn, many faculty advisors have a growing interest in research projects connected to academic advising. The division between professional advisors and faculty has faded, and the prospect for cooperative research is growing. A broader cross section of the membership now plays an active role in presenting and publishing the results of its advising programs. Again "people helping people"—by providing a nurturing and stimulating environment as well as solid information and innovative strategies for improvement—defines the NACADA spirit.

The Association's research stipend and scholarship programs have been an additional catalyst to generate research activity as well as visibility. The journey to full academic acceptance is not complete but is well underway and holds great promise.

The National Clearinghouse for Academic Advising was established at Ohio State University and was endorsed by the NACADA Board in **1989**. The Clearinghouse serves NACADA members as a repository of research on academic advising and related topics as well as examples

of materials commonly used in advising (e.g., handbooks, brochures, and mission statements).

The Association is beginning to see the fruits of its labor. It has suffered some adversity, but it has become stronger. The time spent discussing issues vital to the organization's survival (finances, representation, inclusiveness, etc.) was worthwhile, but now the Association has the confidence and the opportunity to focus its energies upon research areas such as advising's role in retention, student development theory, advisor evaluation, outcomes assessment, and the effectiveness of proactive advising strategies. An example of this new focus is "A Position Paper on Assessment," authored by a task force chaired by Buddy Ramos.

Maintaining its strong tradition while at the same time breaking new ground has marked the Association's second decade.

The last four conferences have demonstrated the Association's ever-evolving maturity and broadened roles. In 1987 in Chicago NACADA began its second decade of conferences. The conference tackled the issue of "Diversity in Academic Advising: Changing Populations/Increasing Standards." Jacqueline Fleming challenged advisors to make a difference as she outlined how White and Black students' performances differed during their college years. Terry O'Banion echoed Fleming's remarks and described a process advisors could use to better work with the increasing diversity of students on the nation's campuses (the diversity that Harold Hodgkinson had systematically defined in 1985). A panel of local top administrators shared a variety of observations about the importance of academic advising; the frustrations associated with evaluating and rewarding it, as well as increasing its visibility; and its fit into the traditional institutional triumvirate of research, teaching, and service.

In 1988 the Association visited Miami. The conference theme was "Academic Advising: Tradition Versus Innovation." Vincent Tinto described the role of academic advising in student retention and asked advisors to become more proactive, research-oriented, and assertive in their activities. Bernice Sandler demonstrated that higher education was still not warmly welcoming women into the academy, either as students or members of the professorate, and suggested some advising strategies to increase awareness of and sensitivity to issues of equity and opportunity. The luncheon remarks of Charles Elkins (aka Jonathan Swift) were both

humorous and thought-provoking as he led the audience through "A Modest Proposal: To Eliminate Academic Advising," thereby strengthening his own academic department.

Houston was the site of the 1989 conference, which addressed "Academic Advising and Institutional Effectiveness." Ernest Boyer shared his wealth of knowledge and research from the political and academic arenas, as well as the Carnegie Foundation, to propose a prescription for effectiveness in higher education and explained advising's role and responsibilities in achieving excellence. Kay McClenney outlined the criteria upon which institutional effectiveness could be judged and provided suggestions for advising's role in the assessment-results continuum.

The Association headed west to Anaheim for its 1990 conference. It seemed only appropriate to share some of the wonderment with Disneyland. The conference theme, "Academic Advising: Continuing Visions, Renewed Commitments, New Frontiers," was symbolized through the variety of Disneyland's kingdoms and accompanied by the challenge to live it out on our own campuses. Blandina Cardenas-Ramirez, the first keynoter, urged advisors not to let issues of equity concerning diversity go unchallenged. She maintained, as did Harry Edwards, the *Journal's* symposium speaker, that advisors often are best suited, because of information, access, and knowledge of the potential for the abuse of students, to lead challenges to the exploitation of students. Edwards' address also listed a litany of abuses that have been heaped upon student athletes. He asked advisors to join his battle for equal treatment. Alexander Astin argued in his keynote address that "reputational and resource" approaches to defining excellence in higher education were lacking and asserted that a "talent development" approach, one that focused on the institution's effectiveness in educating its students, would be a sounder approach. He asked advisors to support this new approach.

Observations

NACADA has addressed the issues of special population advising as well as the liberal arts advising that occupies most advisors' time. Its presentations and publication have discussed topics such as the adult learner, students of color, oversubscribed programs, developmental advising, advising for academic recovery students, student athletes, learning-impaired stu-

dents, preprofessional program advising, honors program advising, the freshman year and retention, and graduate student advising. The list could go on, but the purpose is always to improve advising and to serve the membership's interests and needs.

In some respects the Association's growth has followed the developmental model outlined by William Perry, one of the keynoters at Asheville in 1980. The Association initially had to pull together diverse needs and focus them into a conference theme; it did so by offering prescriptions for right and wrong advising strategies—the "it worked for me, it could do the same for you" approach or the "it didn't work for me, it won't for you either" approach. As the Association grew, it became more willing to accept multiplicity, both in the delivery of advising services and in the advisors delivering those services. It incorporated student development theories into its work and found that professional and faculty advisors often stood on mutual ground; this understanding allowed both

groups to refine their roles and to share goals. The shared experiences are generating a growing pool of professional literature on academic advising. There is every reason to believe, given current NACADA presentations, publications, and leadership, that the Association will continue to move up the developmental ladder. If we can do it, so can our advisees!

Looking back upon those six assumptions Toni Trombley placed before the Association in Omaha in 1979, one sees over a decade dedicated to addressing each of them. The Association is entering adolescence, so there are still bumps and bruises to endure, but it has neither lost nor forgotten the wonder years, and many chapters remain in its rich future. We have promises to keep, and miles to go before we sleep.

J. D. Beatty is NACADA's archivist. Address correspondence regarding this monograph to him at College of Sciences and Humanities, 204 Caruer Hall, Iowa State University, Ames, IA 50011.

Executive Steering Committee Resulting From the First National Conference

Reginald L. Browne University of San Francisco	Billie C. Jacobini Southern Illinois University	Wennette Pegues* University of Tulsa
Frank M. Dyer, Jr.*** Memphis State University	Edward Jones University of Washington	E. Bruce Potter University of New Mexico
Richard Eppinga Anderson College	Peggy King Ocean County College	Sandra Pfeiffer Indiana University Purdue University
Tom Grites* Stockton State College	Michael E. McCauley* Ball State University	Enid Rieser Chicago State University
Andrew Goodrich University of Maryland	Joe Metz* University of Maryland	Toni Trombley** University of Vermont
David Hershiser Oberlin College	Joan Parsons Mitchell University of Alabama	Dan Wesley Oklahoma State University
Marvin A. Hoss Catonsville Community College	Joan Nelson Dartmouth College	Dorothy Wynne SUNY at Buffalo

* Subcommittee Chairpersons

** Steering Committee Chairperson

***Second National Conference Coordinator

Official Annual Membership

1979-80	429
1980-81	438
1981-82	465
1982-83	667
1983-84	703
1984-85	1096
1985-86	1380
1986-87	1700
1987-88	1953
1988-89	2157
1989-90	2452

Officers

	President	Vice President Programs (P) -Membership (M)	Secretary	Treasurer
1979	Toni Trombley	Joan Mitchell	Billie Jacobini	Frank Dyer, Jr.
1980	Toni Trombley	Michael McCauley	Billie Jacobini	Frank Dyer, Jr.
1981	Thomas Grites	Sister Margaret A. Landry	Billie Jacobini	Frank Dyer, Jr.
1982	Thomas Grites	Sister Margaret A. Landry (P) Frank Dyer, Jr. (M)	Charles Connell	Wes Habley
1983	Virginia Gordon	Sister Margaret A. Landry (P) Frank Dyer, Jr. (M)	Charles Connell	Wes Habley
1984	Charles Connell	Gary Kramer (P) Carol Patton (M)	Lynn Gardner	Wes Habley
1985	Charles Connell	Gary Kramer (P) Carol Patton (M)	Lynn Gardner	Wes Habley
1986	Wes Habley	Cheryl Polson (P) Michael Keller (M)	Peggy King	Mike McCauley
1987	Wes Habley	Cheryl Polson (P) Michael Keller (M)	Peggy King	Mike McCauley
1988	Gary Kramer	Carol Ryan (P) Peggy King (M)	Peggy King	Mike McCauley
1989	Gary Kramer	Carol Ryan (P) Peggy King (M)	Eileen McDonough	Mike McCauley
1990	Carol Ryan	Buddy Ramos (P) Jerry Ford (M)	Eileen McDonough	Mike McCauley

National Conference Guest Keynote and General Session Speakers

'77	Thomas Jones	'84	L. Lee Knefelkamp Roy Heath
'78	Alexander Astin David Crockett and Donald Carson N. T. Winston	'85	Sunny Hansen Harold (Bud) Hodgkinson
'79	John Holland Collette Mahoney , Donald Mash, Robert Glennen Donald Carstensen, William Cashin	'86	Nancy Schlossberg John N. Gardner
'80	William Perry, Jr. L. Lee Knefelkamp	'87	Jacqueline Fleming Terry O'Banion Gordon Lamb, Donald Langenberg, Harold McAninch , John Richard, Leo Goodman-Mclamuth III
'81	Paul Dressel Laurine Fitzgerald D. Parker Young, Cliff Travis and Joseph Beckham	'88	Vincent Tinto Bernice Sandler Charles Elkins
'82	John Crystal Jack Lindquist Rosalind Loring	'89	Ernest Boyer Kay McClenney
'83	K. Patricia Cross Lee Noel Silas Purnell Charles Schroeder Marcia Mentkowski	'90	Blandina Cardenas-Ramirez Alexander Astin Harry Edwards

National Conferences

Site/Date	Attendees	Theme	Number of Sessions	Conference Chair
Burlington, Vermont '77	275		36	Toni Trombley
Memphis, Tennessee '78	310	Impact: Advising Makes the Difference	58	Tom Grites
Omaha, Nebraska '79	355	Impact: Advising for the 80s	66	Tom Grites
Asheville, North Carolina '80	480	Academic Advising As a Developmental Process	56	Tom Grites
Indianapolis, Indiana '81	466	Academic Advising: The Pivotal Point	62	Virginia Gordon
San Jose, California '82	310	Breaking with Tradition: The Advisor as Change Agent	72	Charles Connell
St. Louis, Missouri '83	600	Beyond Change: Managing the Multi-Faceted Role of the Academic Advisor	92	Charles Connell
Philadelphia, Pennsylvania '84	650	Academic Advising as a Form of Teaching	67	Cheryl Polson
Kansas City, Missouri '85	703	Academic Advisors— Responding to a Call for Excellence in Higher Education	95	Buddy Ramos
Seattle, Washington '86	800	Ten Years Later: Academic Advising Reconsidered: Perspectives, Promises, Performances	118	Gary Kramer
Chicago, Illinois '87	975	Diversity in Academic Advising: Changing Populations/Increasing Standards	139	Judy Gustawson
Miami, Florida '88	1000	Academic Advising: Tradition vs. Innovation	135	Eileen McDonough
Houston, Texas '89	1010	Academic Advising and Institutional Effectiveness	146	Jerry Ford
Anaheim, California '90	1072	Academic Advising: Continuing Visions, Renewed Commitments, New Frontiers	168	Tom Brown Garry Hart
Louisville, Kentucky '91		Academic Advising: New Visions for a New Century		David Goldenberg Brenda Hart McAnulty

Board of Directors

Reginald Browne	1979	Calvin Campbell	Sister Margaret Landry
Robert Clayton	Michael McCauley	Frank Dyer, Jr.	Eileen McDonough
Andrew Goodrich	Joe Metz, Jr.	Claudia Fischer	Anna Newton
Thomas Grites	Joan Nelson	Virginia Gordon	Michael Onorato
Marilou Healey	Wenette Pegues	Thomas J. Grites	Warren Robb
David Hershiser	Bruce Potter	Sister Gabriel Hoare	William Young
Edward Jones	Enid Rieser		
Peggy King	Dan Wesley		
	1980	Katharine Antommara	1986
Reginald Browne	Edward Jones	J. D. Beatty	Thomas Kerr
Carl Chando	David King	Thomas Brown	Anna Newton
Michael Collette	Peggy King	Calvin Campbell	Gene Pratt
Charles Connell	Linda Nieman	Charles Connell	Buddy Ramos
Virginia Gordon	Cheryl Polson	Frank Dyer, Jr.	Warren Robb
Wes Habley	Bruce Potter	Claudia Fischer	Richard Seeger
Bruce Herrick		Jerry Ford	Robert Standing
		Judy Gustawson	Sister Catherine Tauer
			Roger Winston
			1987
J. Richard Arndt	1981	Calvin Campbell	Eileen McDonough
Carl Chando	Joseph Metz, Jr.	Charles Connell	Douglas Neitzel
Virginia Gordon	James Moore	Virginia Dailey	Gene Pratt
Bruce Herrick	Linda Nieman	Frank Dyer, Jr.	Buddy Ramos
Michael Keller	Carol Patton	Jerry Ford	Richard Seeger
David King	Cheryl Polson	Judith Gustawson	Robert Standing
Michael McCauley	Judith Sanford	Linda Higginson	Ruth Swenson
	Toni Trombley	Thomas Kerr	Sister Catherine Tauer
		Anne Kopera	Thomas Trebon
			1988
J. Richard Arndt	1982	Katharine Antommara	Eileen McDonough
Reginald Browne	Joseph Metz, Jr.	Thomas Brown	Sister Eileen Meyer
Carl Chando	James Moore	Virginia Dailey	Douglas Neitzel
Virginia Gordon	Linda Nieman	Martha Garing	Gene Pratt
Bruce Herrick	Carol Patton	David Goldenberg	Judith Sanford-Harris
Michael Keller	Cheryl Polson	Wes Habley	Richard Seeger
David King	Judith Sanford	Linda Higginson	Ruth Swenson
Michael McCauley	Toni Trombley	Nancy King	Thomas Trebon
		Anne Kopera	Faye Vowell
			1989
Ronald Adkins	1983	Katharine Antommara	Anne Kopera
J. Richard Arndt	Raymond Ledford	Thomas Brown	Karen McDaniel
Carl Chando	Michael McCauley	Joyce Buck	Victoria McGillin
George Commenator	James Moore	Cynthia Cone	Sister Eileen Meyer
Claudia Fischer	Carol Patton	Barbara Doster	James O'Connor
Tom Grites	Cheryl Polson	Martha Garing	Judith Sanford-Harris
Michael Keller	Carol Ryan	David Goldenberg	Faye Vowell
David King	Judith Sanford	Gregory Hall	Hope Williams
	Eric White	Nancy King	
			1990
Ronald Adkins	1984	Juan Alvarez	Gary Kramer
Katharine Antommara	Raymond Ledford	Julianne Arbuckle	Nancy Lapp
George Commenator	Eileen McDonough	Joyce Buck	Karen McDaniel
Claudia Fischer	Anna Newton	Cynthia Cone	Victoria McGillin
Virginia Gordon	Michael Onorato	Barbara Doster	Martha McMillian
Sister Gabriel Hoare	Carol Ryan	Martha Garing	James O'Conner
Mike Keller	Linda Syrell	David Goldenberg	Melissa Parker
Margaret King	Eric White	Gregory Hall	Marc Schwarz
Sister Margaret Landry	William Young	Anne Kopera	Hope Williams
	1985		
Katharine Antommara	Michael Keller		
J. D. Beatty	Margaret King		

Excellence in the Field of Advising Award

- 1982 - Lowell Walter
 - 1983 - Dan Wesley
 - 1984 - Tom Grites
 - 1985 - Ed Jones
 - 1986 - Virginia Gordon
 - 1987 - John Fiore
 - 1988 - Christine Schelhas-Miller
 - 1989 - Robert Glennen
 - 1990 - No award presented
-

Service Award

- 1984 - Billie C. Jacobini
 - 1986 - Carol **Patton**
 - 1987 - Michael **McCauley**
 - 1988 - Cheryl **Polson**
 - 1989 - Wes Habley
 - 1990 - Peggy King
-

Student Research Award

- 1983 - **Julie Dryden** - "Freshman Perceptions of Academic Advisors at The Ohio State University"
 - 1984 - Michael F. Welsh - "A Comparative Study of Persistence, Time to **Graduation**, and Changes in Major among Undeclared and Declared Majors at the University of South Carolina during the period **1976-1983**"
 - 1986 - Kevin M. **McKenna** - "A Proposed Framework for Program Management as a Possible Approach to Effective Academic Advising"
 - 1987 - Linda **Kuenzli** - "Academic Advising: A Structural Model"
 - 1988 - Susan Frost - "The Effects of Academic Advising and the Frequency of Faculty Contact on the Cognitive Development of College Freshmen"
 - 1989 - Norrine B. Spencer - "The Impact of Academic Advising Center Interventions on Freshmen"
 - 1990 - Jan P. Eriksen - "Academic Counselors' Perceptions of Adult Learners in Higher Education"
-

Outstanding Research Award

- 1982 - ACT
 - 1983 - Cheryl **Polson**, John Borgard
 - 1984 - Gary Kramer, Roger Winston, Jr.
-

NACADA Scholars

- 1987 - Jan P. Eriksen
Karen D. Moses
Charles R. Patterson
Cristine A. Salazar-Langley
 - 1988 - **DeWayne** Backhus
Sabrina Ford
Carolyn Harriger
Raymond Zarvell
 - 1989 - Christine Cress
Carol Lunney
William Sharp
Portia **Weston**
 - 1990 - Nancy Surma
Pamela Castellanos
Linda Lueken
Robert Bertram
-

NACADA Research Award Winners

	Recipient	Research Title	Institution
1988	Greg L. Dickson	Developmental Advising Inventory	Washington State University
	Gail Zeller	Reinstatement Profile	Kansas State University
	Michael Curran	Ego-Identity Status of Undecided Students and Their Perceived Advising Needs	Ohio State University
	Carol L. Lunney	Integrating the Academic, Residential, and Advising Environments	Centre College
	James Levin, John H. Wyckoff	Identification of Predictors of Persistence and Success in Baccalaureate Engineering, The Sophomore Year: Implications for Academic Advising	Penn State University
	Carolyn G. Brewer	Training Model for Developmental Academic Advising Based on Empirical Examination of Perry's Theory of Cognitive Development	Eastern Washington University
1989	Margaret Brooks-Terry	Adult Student Retention—What Are the Determining Factors?	Baldwin-Wallace College
	Kerry McCaig	The Relationship of Self-Regulatory Learning Processes and Academic Achievement of High-Risk Students in Higher Education	Florida State University
	James Levin, John Wyckoff	Identification of Predictors of Performance and Success in Baccalaureate Engineering, The Sophomore Year: Implications for Academic Advising	Penn State University
	Elisah Lewis	The Philosophy, Organization, Delivery, and Evaluation of Traditional and Computerized Academic Advising Systems in American Research Universities	University of Miami
	Sandra Kuchler	Re-entry Women	San Diego State University North County
	Marian Glenn	Training Academic Advisors Using Case Study Analysis	Seton Hall University
	Nancy Gedney	Personality Correlates of Decidedness in the Choice of a Major Career Field	University of Arizona
	Susan Frost	A Survey of Academic Advising Perceptions of College Freshmen	Brenau College

(Conti

NACADA Research Award Winners (Continued)

	Recipient	Research Title	Institution
1990	Susan Frost	The Effects of Advisor Training on the College Freshman's Perception of the Academic Advising Experience	Brenau College
	Kateri Topitzhofer	Stages and Processes of Intentional Change for Students on Probation	University of Minnesota
	Robert Baker	Use of the Student <i>Adaptation to College Questionnaire</i> in Identification of Freshman for Selective Intervention and in Assessment of Outcome	Clark University
	Linden Foster	Undecided vs. Indecisive Students: A Study of Two Distinct Career Decision-making Styles	Purdue University
	Patricia Boaz	Assessment of Returning Adults as an Academic Aid to Advising	Indiana University/Purdue University at Indianapolis
	Ann Birney	Advising Needs of Graduate Professional Students in a Distance Education Program	Emporia State University

ACT/NACADA Award Winners

Outstanding Advisor Awards

An award is normally given each year to the outstanding individual advisor in each NACADA region.

1984

Dan Maloney Hahn
State University College at Cortland

Francis L. **Merat**
Case Western Reserve University

Susan A. Morgan
Vanderbilt University
Remedios "Medy" Alfonso
Indiana University

Shirley J. Black
Texas A & M University

Karl J. **Wetzel**
University of Portland

Ila M. Niemann
Ricks College

1985

Barbara J. **Stahl**
St. Anselm College

Virginia N. Gordon
Ohio State University

Svend Erling Thomas
Georgia Southern College

Jane E. **Linnell**
Michigan State University

Bert **Bostrom**
Northern Arizona University

Ralph Leon Saroyan
University of the Pacific

Kevin **Oltjenbruns**
Colorado State University

1986

Michael G. **McGrath**
College of the Holy Cross

Esther Mildred Iglich
Western Maryland College

Gregory Scott Wells
Davis & **Elkins** College

Karen D. Squires
University of Tampa

Thomas C. Kishler
Michigan State University

Leah M. Serck
Concordia Teachers College

Alice S. Fisher
University of Texas at Austin

Iris M. **Landa**
Loma Linda University

Kathleen Pope
Dixie College

1987

Thomas Sebok
Chesapeake College

Barbara B. Mabry
University of Kentucky

Paul S. Miko
Georgia Southern College

James T. **Bushey**
Eastern Michigan University

Jennette Dittman
North Dakota State University

Lendley Black
Emporia State University

Michael J. **McBride**
Whittier College

Stephen Wallace
Navajo Community College

Robin Garcia
Navajo Community College

1988

Andrea S. Walsh
Clark University

Randolph A. Coleman
College of William and Mary

Trudy Knicely **Henson**
University of South Carolina, Aiken

Barbara **F. Epting**
University of Georgia

Drew C. Appelby
Marian College

John V. **Bothel**
Purdue University

Sr. Grace Mary Flickinger
Xavier University of Louisiana

William G. Lane
California State University, Chico

Thomas E. Bambrey
University of Denver

(Continued)

ACT/NACADA Award Winners (Continued)

1989

Richard Archer
Whittier College
Beverly Atkinson
University of Minnesota
Joel S. Freund
University of Arkansas—Fayetteville
Donna J. S. Lynch
University of Massachusetts at Amherst
Cathy Martin
Northwestern University
LaVona I. Spencer
Wichita State University
Judith Chelius Stark
Seton Hall University
Miriam Stephenson
Florence-Darlington Technical College
Robert E. Taylor
Colorado State University

C. Randall Byers
University of Idaho
Joe Catanese
Saint Anselm College
Sr. Kathleen Gibney
Rollins College
Mary Elizabeth Gutermuth
Sam Houston State University
Paul Hiemenz
California State Polytechnic University
Kenneth W. Hollman
Middle Tennessee State University
Doris S. Jackson
Xavier University
Douglas C. Munski
University of North Dakota
Karen W. Peterson
Utah State University
G. Thomas Wilhide
Cecil Community College

1990

Alan F. Arcuri
Stockton State College

Journal Editors

1980-86 Ed Jones
1986-89 Ed Danis
1989- Howard Schein

Newsletter Editors

1979-84 Billie Jacobini
1984-86 Ron Adkins
1986- Claudia Fischer

Archivists

1979-86 Jane Merchant
1986-89 Mike Onorato
1989- J. D. Beatty

Outstanding Institutional Advising Program Awards

An award is normally given each year to the outstanding institutional advising program in each institutional category. The title of the cited program appears with its institution.

1984

Iowa State University
 Multifaceted Approach to Advising
 University of Hawaii at Manoa
 Hui **Aikano** Peer Advising Program
 Tufts University
 Freshman Explorations
 College of the Holy Cross
 Revised Academic Advising Program
 Heidelberg College
 Total Student Development
 Eastern Illinois University
 Centralized Advisement for Special Populations
Genesee Community College
 Academic Advisement Center

1985

University of **California—Los Angeles**
 College of Letters and Science Counseling
 Service
 Western Illinois University
 Comprehensive Academic Advising Program
 Bradley University
 Comprehensive Approach to Advising
 Providence College
 Integrated Advising and Orientation Program
 Wittenberg University
 Rejuvenated Freshman Advising Program
 Western Kentucky University
 Integrated Academic Advising, Career
 Guidance, and Placement
 Seminole Community College
 Co-Advisement

1986

George Mason University
 Advising and Orientation in Enrollment
Management
 University of Detroit
 Project **100/Challenge** Program
 College of New Rochelle
 Adult Career Counseling: Education and
 Support Services
 Emporia State University
 Student Advising Center
 Eastern Wyoming College
 The Winning Edge

1987

Wichita State University
 Meeting the Challenge of Urban Diversity
 Utah State University
 Comprehensive Advisement Information
 Program
 Houston Baptist University
 Smith College of General Studies

Williamsport Area Community College
 Advisement and Career Services Center

1988

Purdue University
 Purdue Academic Advising Association
 University of Maryland—University College
 Small Group Advising Program
 West Chester University of Pennsylvania
 Centralized Intrusive Advising System
 Southern Methodist University
 Degree Audit System
 University of South Carolina, Aiken
Advisement Center
 New Mexico Military Institute
 Student Assistance Center
 St. Louis Community College at Meramec
 Meramec Advising Model

1989

York University
 Advising Network of the Faculty of Arts
 Cleveland State University
 Mentor Program
 University of Denver
 Comprehensive Academic Advising
 Grace College
 Student Academic Advising Center
Loyola University (New Orleans)
Mentored Sections of Required Freshman
 Courses
 University of Minnesota—Duluth
 Information-Based Advising System
 Phillips County Community College
 Centralized Advisement and Assessment Center
 University of California, Davis
 Los Rios Community College (**Joint** Award)
 Transfer Opportunity Program

1990

San **Diego** State University
 Ethnic **Prehealth** Mentor Program
 University of North Florida
 Model Academic Advising Program
 Pepperdine University
 In-Office Freshman Registration and
 Advisement
 Columbia College, Chicago
 New Student Orientation
 Monmouth College
 Integrated Developmental Advising System
 Nashville State Technical Institute
 Student Development Center
 California State Polytechnic University
 Science Educational Enhancement Services