ADVISING COMMUNITY ON APPRECIATIVE ADVISING

Community description: This community identifies and addresses issues pertaining to the theory-to-practice framework of Appreciative Advising. Ongoing discussions focus on how best to implement the six phases of Appreciative Advising in a variety of advising contexts and with a diverse array of students.

Chair Name & Contact Info

Jennifer Bloom, Florida Atlantic University
jennybloom14@gmail.com

Current HOT TOPICS in this area and one related article or resource:
- Appreciative Assessment:
  - Appreciative Assessment in Academic Advising
- Appreciative Approach to Diversity Training:
  - An Appreciative Approach to Diversity Training

Two things you need to know about working effectively with Appreciative Advising
- Appreciative Advising is a framework for delivering high quality advising services. This allows advisors to adapt the framework to meet their needs and those of their students.
- The focus of Appreciative Advising involves building trusting relationships with students, peers, and faculty. We build those relationships by asking generative, open-ended questions and carefully listening to the answers and stories.

For more information check out our webpage at:
https://www.researchgate.net/publication/273455917_An_Appreciative_Approach_to_Diversity_Training
ACADEMIC ADVISING AND COACHING COMMUNITY

The increase in the academic advising and coaching movement for college student populations nationally at two and four-year institutions, requires interactive strategies for effectively addressing the needs of the whole student. The members of the Academic Advising and Coaching Community are from a variety of institutions. Our diverse membership includes advisors, faculty advisors, advising administrators, student affairs professionals and graduate students all working together to develop the resources to help students produce fulfilling results, improve their performance and the quality of their lives.

Linnette C. White, Indiana University School of Medicine (on the campus of Purdue University-West Lafayette, IN)
lcwhite@purdue.edu

Current HOT TOPICS in this area and one related article or resource:
Coaching Certifications- Spotlight Series online discussions from 2018:
July 2018 Spotlight Recording
April 2018 Spotlight Recording

Advising as Coaching Toolkit available for purchase through the NACADA Store $10 (member rate)

Two things you need to know about effective coaching with students:
- The student is the “expert” in his or her own life.
- The student drives the conversation; the advisor provides the guidance and exemplary listening skills.

For more information check out our webpage at:
https://www.nacada.ksu.edu/Community/Advising-Communities/Academic-Coaching.aspx
Advising Adult Learners Community

The Advising Adult Learners Community serves advisors who spend a significant portion of their duties in serving adult students. Through the sharing of information and experience our community assists advisors of adult learners to understand and address the unique needs of adult students. This community's network assists members in working directly with students and administrators to properly address the needs of adult students. The community works to advocate for the needs of adult learners in terms of providing: 1) support for their learning development; 2) services convenient for adults; 3) networking and community building opportunities; 4) strategies for dealing with financial and family responsibilities; and, 5) motivation to complete their programs.

Current Hot Topics:

- Technology
  5 Technology Challenges Faced by Adult Learners:
  [https://elearningindustry.com/5-technology-challenges-faced-adult-learners](https://elearningindustry.com/5-technology-challenges-faced-adult-learners)

- Retention
  Strategies for Retaining Adult Students:
  [https://www.encdices.org/pre-929/adult.htm](https://www.encdices.org/pre-929/adult.htm)

- Degree Completion Programs
  Degree Completion Programs for Returning Undergraduate Seniors:
  [https://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Degree-Completion-Programs-for-Returning-Undergraduate-Seniors.aspx](https://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Degree-Completion-Programs-for-Returning-Undergraduate-Seniors.aspx)

Two things you need to know about working with adult learners:

- Adult learners need the utmost flexibility from their advisors and institutions. What methods are available to conduct advising appointments? What office hours are provided for your students? What classroom options are available? What course options do they have?

- Adult learners need to feel like they are being respected and receiving good customer service. How quickly and accurately do you respond to students’ needs? Do you take the extra step to help an adult learner find information, ask more in-depth questions, and plan their curriculum?

For more information check out our webpage at: [http://www.nacada.ksu.edu/Community/Advising-Communities/Advising-Adult-Learners.aspx](http://www.nacada.ksu.edu/Community/Advising-Communities/Advising-Adult-Learners.aspx)

Connect with us on Facebook at: NACADA Advising Adult Learners Commission
ADVISING COMMUNITY ON ADVISING GRADUATE & PROFESSIONAL STUDENTS

Community Description: This community comprises professionals who advise the post-baccalaureate student community. We welcome individuals who work with traditional graduate students, with students seeking professional degrees, as well as adults returning for advanced degrees or certificates and alternatively delivered and structured graduate, doctoral, and professional programs. Small in size but great in commitment, our commission provides a mutually supportive context for discussion of issues particular to serving these student populations. Ongoing projects include encouraging discussion of pertinent topics on our Community listserv, keeping our website up-to-date, and increasing our presence at association and regional meetings through oral dissemination of knowledge in addition to scholarship.

Chair Name & Contact Info:
Shelley Price-Williams, PhD
Southern Illinois University Edwardsville
shewill@siue.edu
shelleypricewilliams@gmail.com

For more information check out our webpage at:
https://www.nacada.ksu.edu/Community/Advising-Communities/Advising-Graduate-Professional-Students.aspx

Connect with us on Social Media at:
https://www.facebook.com/gradadvising/

Current HOT TOPICS in our area and one related article or resource:

- Advising, Experiences, and Needs of Graduate Learners

- Engaging Graduate Students on Campus

- Graduate Student Success

- Doctoral Students' Perceptions of Advising

Two-Three things you need to know about working with Graduate & Professional Students:

- The advising needs of post-baccalaureate students are no less complex than that of undergraduate learners and these needs are underpinned by an expansive body of adult learning theory and literature ripe for application.

- The field of graduate, doctoral, and professional student advising and support is growing rapidly. Thus, the need for this professional community is never more needed.
ASSESSMENT OF ADVISING COMMUNITY

This community provides NACADA members resources and expertise to support their efforts in assessment of academic advising. From effectively defining goals and outcomes, selecting appropriate methods, creating and sharing information, engaging stakeholders, and the effective use of technology, we promote the importance of the assessment of advising and support research and scholarship activities.

Brian E. Buckwald, Hunter College, CUNY
brian.buckwald@hunter.cuny.edu

Current HOT TOPICS in this area and one related article or resource:

- How to engage others in assessment and building culture:
  - Charting the Course: Ten Attitudes and Behaviors Essential to Assessment Success. (Academic Advising Today, Sept 2017)
  - Cultivating Curiosity to Build Assessment Culture. (Student Affairs Assessment Leaders Blog, February 2018)
    http://studentaffairsassessment.org/entries/blog/cultivating-curiosity-to-build-assessment-culture
  - Making Assessment Meaningful: What New Student Affairs Professionals and Those New to Assessment Need to Know. (NILOA Publication, August 2011)
    http://www.learningoutcomesassessment.org/documents/ABStudentAffairs.pdf

- Collecting evidence of student learning and development and methods of direct assessment:
  - Beyond Foundations: Developing as a Master Academic Advisor. (Jossey-Bass Publication, Sept 2016)
    https://www.wiley.com/en-us/Beyond+Foundations%3A+Developing+as+a+Master+Academic+Advisor-p-9781118922897
  - Using Multiple Assessment Methods to Explore Student Learning and Development Inside and Outside of the Classroom. (NASPA, 2002)

Three things you need to know about working effectively with assessment in academic advising:

- Assessment has multiple levels, from looking at specific activities or workshops, to goals for a campus advising office, to institution-wide goals for advising.
- Assessment starts with defining clear goals. Administrators must be explicit about the overall purpose of a campus advising programs and advisors must do same for activities and workshops.
- Assessment is about program improvement. It is not about evaluating performance of individual staff or students.

For more information check out our webpage at: https://www.nacada.ksu.edu/Community/Advising-Communities/Assessment-of-Advising.aspx
CANADIAN ADVISING COMMUNITY

Community description: This community provides an opportunity for advisors within Canada to find a common space to identify and address issues pertaining to the role of academic advising as it evolves within the Canadian context.

Neil Cole, University of New Brunswick
nencole@unb.ca
Shea Ellingham, Mount Royal University
sellingham@mtroyal.ca

Current HOT TOPICS in this area and one related article or resource:
  • Recognize the diversity of approaches to advising across Canada
    o The relationship between academic advising and student success at Canadian Colleges: A review of the literature
  • Promoting the field of advising across the country and encouraging advisors to seek out training and professional development opportunities
    o Advisor training and development online discussion

Two things you need to know about working effectively with the Canadian Advising Community:

Our primary goal is to provide a space for discussion, sharing best practices and advancing the field of advising across the country. We encourage all academic advisors in Canada to engage with their profession and NACADA, present at conferences, facilitate informal online discussion groups and publish articles in Academic Advising Today.

Your community leaders are here to support advisors across the country. Reach out and connect with us! We want to hear from you and what you want to learn from your fellow advisors.

For more information check out our webpage at: https://www.nacada.ksu.edu/Community/Advising-Communities/Canada.aspx
Advising Community on Career Advising

Description: Virginia Gordon (2006) describes career advising as a process that “helps students understand how their personal interests, abilities, and values might predict success in the academic and career fields they are considering and how to form their academic and career goals accordingly.” The Advising Community on Career Advising will explore the connection between academic and career advising and will provide a forum for discussing career decision issues.

Matt Eng, University of Hawai‘i at Mānoa
engm@hawaii.edu

Current HOT TOPICS in our area and one related article or resource:

- How do you integrate Career and Academic Advising?
  - Article by Betsy McCalla-Wriggins

- Getting a Foundation in Career Advising theories and frameworks

Two things you need to know about Career Advising:

- Career Advising takes on many different forms at many different institutions, and there is no one ‘perfect’ model. A lot depends upon the needs and dynamics of the individual campus structure.
- Just as the world of work is constantly changing, Career Advising is continuing to evolve to meet the needs of our students.

For more information check out our webpage at:
https://www.nacada.ksu.edu/Community/Advising-Communities/Career-Advising.aspx
Advising Community for Distance Advising for Online Education (DAFOE)

This community is dedicated to providing advisors with resources and insight into best practices relating to distance advising in online education. Advisors within this community can network and share resources with professionals who are responsible for providing advising services to students whose primary method of instruction is online.

Current HOT TOPICS in this area and one related article or resource:

- Engaging Online Learners from a distance:

- How to Have Effective Virtual Advising Sessions
  - [http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Distance-advising-resource-links.aspx](http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Distance-advising-resource-links.aspx)

- Standards for Advising Distance Learners
  - [http://www.nacada.ksu.edu/Portals/0/Commissions/C23/Documents/DistanceStandards.pdf](http://www.nacada.ksu.edu/Portals/0/Commissions/C23/Documents/DistanceStandards.pdf)

Two things you need to know about working effectively with students at a distance:

- Understanding the unique needs of online students can help you and your institution better meet their needs and improve retention. How do you engage your students to learn more about them? How do you make them feel connected to your institution even though they are at a distance?

- Online students want access to the same information and support that on-campus students receive. Consider the resources your institution has available to help students succeed. Are these easily accessible to online students? How are students referred to these resources and how is this information provided to online students?

For more information check out our webpage at:

Connect with us on Facebook at:
facebook.com/groups/NACADADistanceAdvising/
EDUCATION MAJORS ADVISING COMMUNITY

The Education Majors Advising Community seeks to identify and address the issues involved in advising education majors. The Community serves as a support network for discussion, sharing of knowledge and practices, recruitment and retention strategies, and utilization of technology to enhance advising. Individual and collaborative presentations and publications at the national, regional, and local levels are encouraged.

MISSION STATEMENT: To identify and address critical issues in advising education majors and to provide a forum of support by encouraging the sharing of best practices through presentations and discussions.

Current HOT TOPICS in our area and one related article or resource:

- Barriers to Teacher Preparation

- Professional Behaviors and Dispositions of Educators

- Recruitment and Retention

Two things you need to know about working with education majors:
- There are multiple majors going into education and multiple career paths coming from education; it is not only about teacher preparation.
- Education has an image problem and advisors need appropriate tools to support the students who are choosing this field.

Visit our webpage: [http://www.nacada.ksu.edu/Community/Advising-Communities/Advising-Education-Majors.aspx](http://www.nacada.ksu.edu/Community/Advising-Communities/Advising-Education-Majors.aspx)

Connect with us on Social Media at:
FACULTY ADVISING COMMUNITY

Description: The Faculty Advising Community is a group of colleagues with an interest in the important role faculty can play in advising students at all levels of higher education. We welcome members regardless of advising experience, position title, institutional affiliation or academic discipline.

Calley Stevens Taylor, Cedar Crest College
calley.taylor@cedarcrest.edu

Current HOT TOPICS in our area and one related article or resource:
- Collaboration and mutual support between professional and faculty advisors
  - Professional Advisors and Faculty Advisors: A Shared Goal of Student Success
- Empowering faculty as academic advisors
  - Assessment for Faculty Advising: Beyond the Service Component
- Advising as mentoring
  - From Advising to Mentoring: Shifting the Metaphor

Two things you need to know about faculty advising:
- You are not alone! Although it might seem like your colleagues don’t understand your work as an academic advisor, there are many faculty who recognize the importance of good advising practice, whether they work with just a few students or more than 100.
- Your work as a faculty advisor improves your teaching and mentoring skills, helps you build strong relationships with students, and provides unique opportunities for scholarship.

For more information check out our webpage at:
https://www.nacada.ksu.edu/Community/Advising-Communities/Faculty-Advising.aspx

Connect with us on our blog at:
https://nacadafacultyadvising.wordpress.com/
FINE ARTS ADVISING COMMUNITY

Community description: This community identifies and addresses issues pertaining to fine arts college students. Our focus is on students in creative, performing, and cinematic disciplines. We have a particular interest in fostering increased collaboration, research, and scholarship in this arena. Ongoing discussions center on the unique pressures attendant to academic assessment in the arts, and how best to support cultural producers in today’s world.

Marissa Georgiou, Tyler School of Art at Temple University marissa.georgiou@temple.edu

Current HOT TOPICS in this area and related articles or resources:

- What can you do with an arts degree?
  - Strategic National Arts Alumni Project (SNAAP)
  - Uncle Henry is Wrong — There’s A Lot You Can Do With An Art and Design Degree
  - Busting the Art School Myths

- How can Advisors help students experiencing Creative Burnout?
  - When Music Goes Up in Flames: The Impact of Advising on Music Major Burnout

- Issues of Mental Health in Arts Education
  - Art Students’ Mental Health: A Complicated Picture

Three things you need to know about working effectively with fine arts students:

- Majoring in Fine Arts is not all fun and games—Art is serious work! Students majoring in the arts will spend immense amounts of time in studio experimenting, practicing, and making their work. Often, the process of producing their work cannot be “crammed” or postponed in any significant way. Effective time management is vital to success in these majors.

- A primary method of assessment in the arts is peer critique, or “crit” in the common parlance of an art school. Crits require students to present and defend their work to faculty and peers in an open discussion format. The merits of an artwork are by nature subjective, so a student may receive harsh criticism regardless of how many hours of preparation they have put into their work. Artists often have a strong emotional connection to their projects, so this process can be very stressful and upsetting to students in these majors.

- Our students have heard all the jokes about job prospects in the arts, and they are not laughing. Today’s fine arts majors are keenly aware that their fields do not have clearly prescribed career paths. Money and career concerns are a source of anxiety throughout their time in college. What resources does your institution provide for career development? How can you encourage students to be proactive in their approach to professional opportunities?

For more information, check out our webpage at:
https://www.nacada.ksu.edu/Community/Advising-Communities/Advising-Fine-Arts-Students.aspx

Connect with us on Facebook at:
https://www.facebook.com/groups/NACADAFineArts/

Join the conversation on our Slack Channel here:
https://join.slack.com/t/nacadafinearts/shared_invite/enQthDE5M7kxNDU4Mja4LW0OVWmOGZINWQ4ZmiyEIjNTikZDE0YTkyMGQ2YjIhODU5ZDA4YTU2N2NyZm02TUzOTBjMTA5Nzc1NDY4MTI
FIRST-GENERATION COLLEGE STUDENT ADVISING COMMUNITY

Community description: This community identifies and addresses issues pertaining to first-generation (first-gen) college students. Ongoing discussions focus on the definition of terms, ways of identifying first-generation students, and concerns particular to these students.

Chair: Brittany Hoover, University of Florida  
bhoover@advising.ufl.edu

Current HOT TOPICS in this area and one related article or resource:
- Intersectional Growth Mindset for Serving First-Generation Students- Fabiola Mora and Jill Putman
- How to encourage first-gen student success:
  - NACADA Clearinghouse page with over 30 resource links
    - (Enter “First-Generation Students Resources”)

Two things you need to know about working effectively with first-gen students:
- Understanding your campus’ first-gen student population can aid program design. What do you know about first-gen student success on your campus? What do you need to know to act?
- First-gen students can feel isolated. What resources does your campus have for first-gen students? How can you help all campus advisors learn about these resources?

For more information check out our webpage at:  
https://www.nacada.ksu.edu/Community/Advising-Communities/First-Gen-College-Student-Advising.aspx
Advising First-Year Students Community

The Advising First-Year Students Community discusses the challenges and strategies associated with advising first-year students as they make the transition from being high school graduates to successful college students. We strive to provide opportunities to exchange information and resources on issues and trends academic advisors of first-year students face including innovative ways to engage with students, planning a first year seminar course, and enjoyable orientation events and activities. Our goal is to support your work as advisors of first-year students. Please contact the chair if you would like to become involved in any of these initiatives.

Current HOT TOPICS in our area and related resources:

- Emerging Concerns of First Year Students
- Learning Tips for Students
  - Smarter Studying: Two Core, Evidence Based Approaches https://bsc.harvard.edu/files/smarter_studying_8-10-16.pdf

Two things you need to know about working with first-year students

- “The secret to outstanding achievement is not talent alone but also a combination of passion and perseverance which Angela Duckworth refers to as “grit”. She explains “grit” as a psychological characteristic that can predict student success. Her compelling equation for success, Achievement + Talent x Effort acknowledges that natural talent is critical to succeed but emphasizes the obsession with the talent variable is overrated. She argues there is not enough emphasis on both effort and the psychology of effort”. Donahue, C. (2015) Helping Students Succeed by Building Grit. Carnegie Foundation for the Advancement of Teaching. Retrieved from https://www.carnegiefoundation.org/blog/helping-students-succeed-by-building-grit/
“The advisor’s job is not complete if discussions do not focus on the ways a student’s learning can make an impact on the world. With learning comes responsibility. Not only is it necessary to help students see the connection among the different branches of knowledge. Students need to be encouraged to perceive links between their developing skills and areas of expertise and the needs of the present and the future world. Students are called to discover ways they can respond to those needs.” LaSalle, Rev. Donald G. Jr., Cultivating Insight: Integrative Advising at a Catholic University, (2016) Integrative Advising Theory and Practice: A Compendium Of Essays and Abstracts by Academic Advisors Notre Dame, IN: The First Year of Studies, University of Notre Dame

For more information check out our webpage at:
https://www.nacada.ksu.edu/Community/Advising-Communities/Advising-First-Year-Students.aspx

Connect with us on Facebook at:
https://www.facebook.com/groups/nacadafirstyear/
GLOBAL ENGAGEMENT ADVISING COMMUNITY

Description: The Global Engagement Advising Community aims to create a space where advisors can share and discuss approaches, techniques and strategies used to advise ESL, international and education abroad students. The Global Engagement community promotes the values of diversity, inclusivity and global citizenship.

Jenny Cornet-Carrillo, University of California Berkeley
jennyv.cornet@gmail.com

Current HOT TOPICS in our area and one related article or resource:
- Advising International Students
  - Advising from the Heart: Six Strategies for Working with International Students
- Study Abroad resources
  - NACADA Clearinghouse
- ESL Student Advising
  - A New Trend in Advising: ESL Advising

Two things you need to know about working with International, ESL, or Study Abroad students:
- Changing political environments around the world are impacting student study abroad destinations and home countries. Visa regulations, evolving traveling restrictions, and increasing fees continue to complicate future projections.
- There remains strong interest from international students who want to study in the US, Canada, and other English-speaking locations. This will impact programs at all levels of education.

For more information check out our webpage at:
https://www.nacada.ksu.edu/Community/Advising-Communities/Global-Engagement.aspx

Connect with us on Social Media at:
https://www.facebook.com/groups/NACADAGlobalEngagement/
Historically Black Colleges and Universities Advising Community

As NACADA strives to increase diversity in its membership, Historically Black Colleges and Universities can contribute to this purpose. One immediate aspect would be ethnicity. There are 103 HBCUs in the United States that range from 4-year, 2-year, private and public institutions, many of which are concentrated in Regions 3, 4, and 7. The strongest point in this rationale is the needed platform for administrators, staff and students at HBCUs to discuss, collaborate, and share the success and challenges of advising students at these institutions at the regional or national level. Many students that attend create a profile that may be sparse at traditional institutions. However, at an HBCU, this becomes a concentrated campus-wide profile, which may therefore highlight non-traditional success and challenges.

Hot topics and resources:

- Nurtured Advising is an Essential Approach to Advising Students at Historically Black Colleges and Universities
- 5 TIPS TO HELP YOU SURVIVE HBCU LIFE
- Bridging the Gap between Economic Development and Cultural Empowerment: HBCUs’ Challenges for the Future
- Exploring Challenges That Threaten to Impede the Academic Success of Academically Underprepared Black Males at an HBCU

For more information check out our webpage at: https://www.nacada.ksu.edu/Community/Advising-Communities/Advising-at-HBCUs.aspx

Connect with us on Social Media at: https://www.facebook.com/groups/132302444113775/
Health Professions Advising Community

This community has been created for individuals who work with students preparing for careers in the health professions, ranging from medicine, dentistry, and optometry to nursing, pharmacy, and other areas of health care. The focus of this group is to provide a means for sharing best practices, exchanging ideas, and discussing current trends.

Kimberly Taylor, Texas Woman’s University
ktaylor15@twu.edu

Current HOT TOPICS in our area and one related article or resource:

- Pre-Health advising resources
  - NACADA Clearinghouse page with resource links
- Breaking Bad News: Helping Students Make Good Alternative Choices
  - NACADA Digital Recording

Two things you need to know about working with Health Professions Advising:

- Helping students prepare for the careers in selective admissions programs in health professions.
- Discovering the resources that are available on your campus to assist this student population.

For more information check out our webpage at:
http://www.nacada.ksu.edu/Community/Advising-Communities/Health-Professions-Advising.aspx
Three things you need to know about working with high school students who are taking advantage of advanced opportunities:

- Understand the differences between high school and college and communicate how participation in advanced opportunities can help prepare students for the successful transitions. Communicate how early opportunities can impact future goals.
- Opportunities vary by state and location. What do you know about the specifics happening in your area? What are the best resources you have developed for the benefit of students and how do you share those resources?
- Reach out for help. This is a growing advising specialty. Develop a network of colleagues with similar interests.

For more information check out our webpage at:
http://www.nacada.ksu.edu/Community/Advising-Communities/High-School-to-College-Advising.aspx

Connect with us on Social Media at: fb.com/COMMISSIONNAME/
LGBTQA Advising and Advocacy Community

Whether or not you recognize it, you probably work with students who identify as LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, and Asexual). Our community is committed to educating the NACADA membership about current research and resources available for advising students of all sexual and gender identities. We encourage open, supportive, and productive dialogue regarding sexual orientation, sexual identity, gender identity and gender expression and its relationship to advising, education/career planning, curriculum and retention. Let us be clear: our group serves as a community for all advisors who work with LGBTQ students (and we all do), not just those who might self-identify as LGBTQ.

Current HOT TOPICS in our area:
- Working with Transgender students
- LGBTQ students and sexual assault
- LGBTQ in STEM
- LGBTQ Athletes
- LGBTQ mental health in college

Three things you need to know about working effectively with LGBTQA students:
- There are more LGBTQA students than you think. You most likely work with at least one, even if you are unaware of it. Listen to how students describe and identify themselves and use inclusive language that reflects those identities. Be kind, but assertive, when correcting non-inclusive language.
- As people, we are more than one identity factor. We exist at the intersection of multiple identities (e.g. gender, race, ethnicity, sexuality, socioeconomic class). This intersection shapes our unique experience of existing in the world and how we view that experience.
- Coming out is deeply personal. It is a continual process of recognizing, accepting, and sharing one’s identity and/or orientation with others.

NACADA LGBTQA Resources

Peer-Reviewed Publications & Book Chapters:

Non-Peer Reviewed Publications:

Webinars:

For more information check out our webpage!  
Connect with us on Social Media at:  
https://www.facebook.com/groups/NACADALGBTQA/
LIBERAL ARTS ADVISING

Description: Liberal Arts refers to a broad-based education in a variety of disciplines whose emphasis is on understanding humanity from multiple perspectives (e.g. history, literature, philosophy, psychology) while developing the skills of critical thinking, analytical reasoning, oral and written communication and problem solving with the aim of developing an educated individual who respects diversity and accepts global responsibility. In an ever-changing world, liberal arts majors offer an opportunity for breadth and depth of study while producing flexible, well-rounded individuals with an understanding of life-long learning. It is our mission to develop and provide the necessary resources to advise effectively in this environment.

Vince Hernandez, Texas A&M University
vhernandez@tamu.edu

Current HOT TOPICS in this area and one related article or resource:

- Cutting of Liberal Arts Majors:
  - Liberal Arts Face Uncertain Future at Some Institutions
- Benefits of a Liberal Arts Education
  - Embracing the Uncertain, Scary Future-With a Liberal Arts Degree

Two things you need to know about working with Liberal Arts students:
- Many students face challenges in not knowing what they can do with their degree. That challenge is magnified when the same students are trying to answer the same questions from friends and family members who sometimes critique the reasoning for pursuing such a degree.
  
- As advisors in this field, we are challenged to help our students gain an understanding of the educational, professional and personal skillset they will gain while earning a degree in the Liberal Arts. In doing so, we have an opportunity to empower our students and to strengthen their ability to sell their educational and professional skillset to any employer and graduate/professional school they choose to apply for. It is critical that advisors have the proper information, data and resources to have that dialogue with our student population-prospective, current and alumni.

For more information check out our webpage at:
https://www.nacada.ksu.edu/Community/Advising-Communities/Liberal-Arts-Advisors.aspx

Connect with us on Social Media at: https://www.facebook.com/groups/27627329673/
MULTICULTURAL CONCERNS COMMUNITY

Multiculturalism on today's campuses is much more than advising. Students attending college during the 2018-2019 academic year negotiate a demographically diverse and sometimes openly hostile learning space. They look to higher education professionals (often less diverse demographically) to help them: (1) make meaning of what they are informally learning on- and off- campus; and (2) to chart their path to undergraduate success, persistence, and graduation. NACADA's Multicultural Concerns Community stands ready to help advising professionals address the issues related to advising college and university students from diverse cultures and to enhancing institutional commitment to cultural diversity.

Kim Nañez, Texas A&M University-San Antonio
kinnane@tamusa.edu

Current HOT TOPICS in our area and one related article or resource:
- Advising Undocumented and DACAmended students
- Multicultural Awareness issues for Academic Advisors
  - http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Multicultural-a84.aspx

Two things you need to know about working with Multicultural Students:
- Multicultural students have their own cultural capital that can advance their success in college. Academic Advisors can assist students by calling on that cultural capital to show students how those experiences that may be different can actually help them achieve in college.
- Multicultural students can feel that they have "imposter" syndrome. Helping multicultural students find a sense of belonging at your institution, may help dissuade some of the fears they have about making it in college.
New Advising Professionals
As new advisors become involved in NACADA, there is a need for a community in this area to discuss common issues, create professional development opportunities and provide a network to help new advisors succeed and progress in the profession.

Current HOT TOPICS in our area and one related article or resource:
- Adopting an advising philosophy
  - Creating a Personal Philosophy of Academic Advising
- Approaches to Advising
  - What’s your story? A Narrative Approach to Advising
  - Intrusive Academic Advising: A Proactive Approach to Student Success

Two-Three things you need to know about being a new advising professional:
- Establish a network of resources: you can’t know everything but you can know people to ask!
- It is important to set boundaries and empower students by teaching them to become independent. It can be easier to complete tasks for your students

For more information check out our webpage at:
https://www.nacada.ksu.edu/Community/Advising-Communities/New-Advising-Professionals.aspx

Connect with us on Facebook at:
https://www.facebook.com/NACADAs-New-Advising-Professionals-112257235535507/
PEER ADVISING AND MENTORING ADVISING
COMMUNITY

Commission description: The Peer Advising community was established to bring together advising administrators, advisors and peer advisors in a forum to discuss peer advising in higher education. The community meets at the NACADA annual conference and encourages meetings, round-table discussions and presentations at regional and annual conferences.

Derek Furukawa, University of Nevada, Reno dfurukawa@unr.edu

PEER ADVISING AND MENTORING Resources:
- Creating Peer Advising Programs eTutorials
- Articles and Resources from the NACADA Clearinghouse
- Peer Advising and Mentoring — NACADA Monograph

Things you need to know about working with COMMISSION NAME RELATED:
- The term peer advisors is a comprehensive term that is used to identify many peer support positions including peer advisors, peer mentors, peer educators, orientation leaders, and many others
- Peer advising programs continue to grow in campuses across the country as advising centers try to do more with less resources, place an emphasis on student engagement, and see increasingly diverse student populations
- Successful peer advising programs should consider creation and implementation, including: recruitment and selection; training of peer advisors; resources; supervision and evaluation of peer advisors; and assessment of peer programs

For more information check out our webpage at:
https://www.nacada.ksu.edu/Community/Advising-Communities/Peer-Advising-Mentoring.aspx

Connect with us on Facebook at:
fb.com/ NACADA Peer Advising and Mentoring Community
SMALL COLLEGES AND UNIVERSITIES ADVISING COMMUNITY

Description: The Small Colleges and University Commission focuses on those whose professional setting is the smaller institution. It provides a forum to facilitate sharing ideas, gathering information and raising questions. Making connections with others in similar circumstances is important. We often wear many hats and may be the only person on our campuses whose work centers on advising.

SMALL COLLEGES AND UNIVERSITIES ADVISING COMMUNITY

Current HOT TOPICS in our area and one related article or resource:

- Small Colleges are NOT a dying breed:
- Small Colleges and Enrollment

Two things you need to know about working at Small Colleges and Universities:

- Small Colleges and University employees often “do it all”
- Campus Culture is the key to decoding

For more information check out our webpage at:
https://www.nacada.ksu.edu/Community/Advising-Communities/Small-Colleges-Universities.aspx

Connect with us on Social Media at:
FB: fb.com/nacadasmall Twitter: nacadascuc
ADVISING COMMUNITY ON TRANSFER STUDENTS

Description: With the increase in the transfer student population nationally, two and four-year institutions must develop strategies for effectively addressing the needs of these students. The members of the Advising Community on Transfer Students are from all types of institutions. Our diverse membership includes advisors, admissions professionals, faculty advisors, and advising administrators.

Tony Lazarowicz, Chair, University of Nebraska - Lincoln
tlazarowicz2@unl.edu

Current HOT TOPICS in this area and one related article or resource:
- Transfer Credit Issues:
  - Help Reduce Challenges of Transferring College Credits
- Transfer Student Transition:
  - Creating Bridges Between Institutions

Two things you need to know about working with transfer students:
- Often, transfer students will take courses that they have already taken. Ensure once the student’s transfer credit has been received that it is recorded and applied appropriately to their degree requirements.
- It is important to realize that transfer students are very diverse, and that not all transfers fit into one broad group, thus it is important to look at their individual needs. The transition is both academic and social. How was the student’s former institution similar and different to your institution? What resources do you have on your campus that cater specifically to transfer students?

For more information check out our webpage at:
Advising Community on Transfer Students

Connect with us on Social Media at:
https://www.facebook.com/groups/nacadatransfers/
https://twitter.com/NACADATransfers
BUSINESS MAJORS ADVISING COMMUNITY

Community description: This community identifies and addresses issues pertaining to advising business majors. Ongoing discussions focus on sharing advising techniques and best practices.

Stacy Outlaw, Elon University
soutlaw@elon.edu

Current HOT TOPICS in this area and one related article or resource:

- First-Year Seminars Specific to Business Majors
- Managing a Large Advising Caseload
  - Effective Ways to Deal with Large Advising Loads

Two things you need to know about working effectively with business majors:

- Admission processes for business programs vary across institutions. For programs with a secondary admission process, it is critical that advisors work with students early in their collegiate careers to create a parallel plan for situations where admission is not granted.
- Internships and cooperative programs are instrumental in preparing business students for employment. It is important that business advisors encourage students to develop relationships with the Career Services office on their campus as the field of business is competitive and ever-changing.

For more information check out our webpage at:
https://www.nacada.ksu.edu/Community/Advising-Communities/Advising-Business-Majors.aspx

Connect with us on Social Media at:
https://www.linkedin.com/groups/8428738

https://www.facebook.com/groups/743191845846900/?id=743191845846900 &ref=content_filter
Advising High Achieving Students Community

Description: This community identifies and addresses issues pertaining to high achieving college students. The Steering Committee defines high achieving students as individuals who demonstrate exceptional performance in academic (e.g. high GPA, awards/honors/distinctions) as well as complex experiential pursuits (e.g. Honors program, community-based, leadership, research, internships, creative, political, athletic), and/or display certain personal qualities (e.g. intrinsic motivation, self-directed, resourceful, intellectually curious, goal-oriented, diversity of interests, love of learning). Ongoing discussions focus on identifying and recruiting high achieving students of diverse backgrounds, administering honors programs, teaching high-achieving students, developing enriched curricular opportunities both inside and outside of the classroom, helping students manage their mental, physical, and social wellbeing, and advising strategies to use when interacting with this student population.

Hot topics and resources:
Understanding the advising needs of high-achieving students:


- Additional resources can be found in the Journal of the National Collegiate Honors Council (JNCHC).

How to encourage high achieving students to identify a manageable pace:


Considerations for working effectively with high achieving students:

- In their pursuit of perfectionism, high achieving students often overlook their mental, physical, and social wellbeing. What resources does your campus have for high achieving students? How can you empower high achieving students to excel academically and professionally without sacrificing wellbeing?
- To understand high achieving students, it is necessary to examine this student population’s demographics and trends in your campus’ honors programs and honor colleges. What do the demographic trends reveal about the student population? Does the data reveal a diverse student population? If not, what initiatives are in place to recruit and retain students of diverse backgrounds? What barriers are in the place that prevent students of diverse backgrounds from participating in honors programs and colleges?

For more information check out our webpage at: https://www.nacada.ksu.edu/Community/Advising-Communities/Advising-High-Achieving-Students/Resources.aspx

Connect with us on Slack at: https://nacadahighachievers.slack.com
Science, Technology, Engineering & Mathematics
Advising Community

This community supports advisors working with students in all Science, Technology, Engineering and Math (STEM) fields. The community focuses on challenges specific to STEM majors, sharing best practices and providing a mechanism for new collaborations aimed at solving challenges as defined by members of the Community.

Current HOT TOPICS in our area and one related article or resource:
- Remedial Education
- Training for STEM advisors without STEM backgrounds
- Increasing STEM degree achievement in minority populations
- Sustainable outreach funding models

Two-Three things you need to know about working with the STEM Advising Community:
- Many advisors within the STEM Advisor community do not come from STEM backgrounds. Knowing this, the community is very supportive, helping new STEM advisors build a strong foundation to ensure success in working with STEM students.
- STEM students are undergraduates pursuing specific majors, therefore their needs often fall into many other groups, some of which also have Advising Communities within NACADA. We acknowledge this overlap and work to embrace partnerships whenever appropriate.

For more information check out our webpage

Join us on Facebook
STUDENT-ATHLETES ADVISING COMMUNITY

This community identifies and addresses issues pertaining to collegiate student-athletes. Ongoing discussions focus on the definition of terms and concerns particular to these students.

Wesley Maas, Florida International University
(307) 223-6429 Cell
Wmaas@FIU.edu @WesDMAas (Twitter / Instagram)

Current HOT TOPICS in our area and one related article or resource:

Understanding the NCAA uniform transfer rule proposal and its impact
  •  https://on.ncaa.com/2HcrAER

Understanding the NCAA time commitment legislation for student-athletes
  •  http://on.ncaa.com/2vNGq3C

Two things you need to know about working with Student-Athletes:
  •  Understanding the unique NCAA eligibility requirements, especially progress towards degree for continuing eligibility, can assist in the advising process. What do you need to know in order to support this population?
  •  Student-athletes can struggle with their identity as both a student and a person. What resources does your campus have for student-athletes? How can you help all campus advisors learn about these resources?

For more information check out our webpage at:
Advising Students with Disabilities

**Community**

**Description:** Members in this group seek to raise awareness of the legal and ethical responsibilities of institutions of higher education for the students with disabilities who attend institutions of higher education. It serves as a resource by providing models for administrators, faculty, and staff whose primary responsibility is providing advising services for students with disabilities. The community seeks to establish standards of good practice in such areas as protection of privacy, documentation of disability, and determination of reasonable accommodation.

**Chair:** Robert Detwiler, Defiance College Registrar
rdetwiler@defiance.edu, 419-783-2358

**Resources:**

Association on Higher Education and Disability (AHEAD):
https://www.ahead.org


Journal of Postsecondary Education and Disability (JPED):
https://www.ahead.org/professional-resources/publications/jped


**Considerations for working effectively with students with disabilities:**

- Each student’s situation is unique. Some students are quite open with disclosing their disability to you and their accommodations, and some will not want to talk about their situation. It is the student’s choice whether they want to disclose their situation to you or not.
- Know a little bit about your Office of Accessibility/Disabilities Services. Where are they located? What are their hours? How do they accept paperwork to determine accommodations?
- Remember the difference between accommodations in high school and college. In high school, accommodations are put in place to ensure student success; in college, accommodations are put in place to ensure *equal access and opportunity for success*. The main difference is success v. access and opportunity.
- If a student has disclosed to you that they have accommodations, be mindful of issues that might pose barriers to the student’s success. Examples:
  - Physical limitations – does the student have easy access to the building(s) where their classes are being held?
  - Does the student know of the specific hours of tutoring services that they will need to access if needed?
  - Does your campus have a TRIO Student Support Services program?
  - If a student is taking medication, is there a best time of the day when they should take classes so that they are alert?

**Connecting with the Advising Community:**

*For more information check out our webpage at:*
https://www.nacada.ksu.edu/Community/Advising-Communities/Advising-Students-with-Disabilities.aspx

*Connect with us on Facebook at:*
https://www.facebook.com/NACADADisabilities/
The things you need to know about working with technology in advising:

- Technology provides advisors with ways to communicate, network, train, and access research, peer products, models of competence, and professional development.
- Technology is not neutral and requires training and modeling to effectively enhance engagement.
- Technology provides access to supplemental, non-educational assessments that support academic advising.

Technology needs to be integrated into student success, academic advising, student learning data, and student data.

NACADA Technology and Advising Conference

Current Hot Topics & Articles:

John Santar, Niagara University

Using technologies in advising:

Help academic advisors, faculty advisors, and advising administrators understand the impact of community advisors.

For more information, check out our website at:

www.nacada.edu/communities/advising
ADVISING COMMUNITY ON TRANSFER STUDENTS

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Tony Lazarowicz, Chair, University of Nebraska - Lincoln
tlazarowicz2@unl.edu

Current HOT TOPICS in this area and one related article or resource:

- Transfer Credit Issues:
  - Help Reduce Challenges of Transferring College Credits
- Transfer Student Transition:
  - Creating Bridges Between Institutions

Two things you need to know about working with transfer students:

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Advising Community on Transfer Students

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http://www.facebook.com/groups/nacadatransfers/
http://twitter.com/NACADATransfers

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tlazarowicz2@unl.edu

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http://twitter.com/NACADATransfers
Theory, Philosophy, and History of Academic Advising
Community

**Description:** Our focus is the self-reflexive work of examining the theoretical, philosophical and historical foundations of academic advising, in addition to supporting theory building initiatives and their applications. We welcome the study of academic advising from any theoretical vantage point and look to incorporate theory in new ways. We seek to promote the study and understanding of theory, philosophy, and the historical foundations related to academic advising, and to support and encourage conference presentations, publications, and research in these areas. We seek to develop and advance philosophical and historical reflection in the field of academic advising both within NACADA and outside associations, administration, faculty and other stakeholders.

**Current HOT TOPICS in our area and one related article or resource:**

- **Narrative Theory**

- **Theory of advising**
  - [https://dus.psu.edu/mentor/2014/08/toward-a-theory-of-advising/](https://dus.psu.edu/mentor/2014/08/toward-a-theory-of-advising/)

- **History of Advising**

**Two-Three things you need to know about working with COMMUNITY:**

- We are friendly people!
- We are inclusive of multiple paradigms of scholarship
- We are open to challenge each other and advising orthodoxy.

*For more information check out our webpage at: [https://www.nacada.ksu.edu/Community/Advising-Communities/Theory-Philosophy-History-of-Advising.aspx](https://www.nacada.ksu.edu/Community/Advising-Communities/Theory-Philosophy-History-of-Advising.aspx)*

*Connect with us on Social Media at:*

*Join us on Facebook*
TWO-YEAR COLLEGES ADVISING COMMUNITY

This group focuses on the unique needs of students who are studying at 2-year colleges. Continuous conversations focus on advising methods to improve the overall student experience leading to increased success rates which include: retention, persistence, and completion. The goal is to provide networking opportunities among member to promote the sharing of ideas, data, and support.

Current HOT TOPICS in our area and one related article or resource:

- Focus on retention and on-time graduation
  - Driving Toward a Degree
- Integrated Student Support Advising
  - Integrated Advising and Student Support Readiness Assessment
- Transfer and Articulation Planning/Reform
  - Tackling Transfer

Three keys to effectively advising at a 2-year institution:

- The key is understanding the student profile and their needs. Complete a needs assessment and/or student focus groups! What data is available to you? Are you using it?
- Many 2-year college students are balancing multiple roles and responsibilities. Helping students understand how to be successful and providing them with key campus resources is essential.
- Each student’s definition of success is different. Understanding where the student is and where they want to go is important. Ask questions and actively listen.

For more information check out our webpage at:
https://www.nacada.ksu.edu/Community/Advising-Communities/Two-Year-Colleges.aspx

Connect with us on Facebook at:
Undecided and Exploratory Students

Description: The Undecided and Exploratory Students Advising Community develops advising resources, advances dialogue and research related to this population, and connects advisors who work with undecided students to the larger advising community.

Maureen Bell-Werner, Southern Illinois University Edwardsville
mabell@siu.edu

Current HOT TOPICS:
- Working with undecided students:
  - NACADA eTutorial on Advising Undecided Students
- Strategies and Resources
  - The NACADA Clearinghouse
- Connecting to Career
  - Career Advising Resources

Things you need to know about working with undecided and exploratory students:
- Students are undecided and exploring for many different reasons—there is not a single approach for advising these students.
- Being undecided, at any point in the academic career, can increase anxiety and uncertainty. Does your campus have the resources to help these students succeed?

For more information check out our webpage at:
Advising Community on Veterans, Military Students and Family Members

Community description: Active duty service members, veterans, and their family members are taking college courses in unprecedented numbers. As they enter into our colleges, they bring with them vast experiences, high levels of motivation, and unique perspectives. They may at times however, become overwhelmed or need additional support in order to be successful. Advisors have the opportunity to serve as advocates, mediators, and support for our military and veteran students.

Chair Name & Contact Info
Wendy Anderson, M.S.
678-407-5441
wanders1@ggc.edu

Two things you need to know about working with Veterans, Military Students and Family Members:

- Student Veterans are adult learners who are mature, mission-driven experienced leaders.
- To successfully transition to the higher education environment they often need our understanding of their experience.

For more information check out our webpage at:
http://www.nacada.ksu.edu/Community/Advising-Communities/Advising-Vets-Military-Students-Family.aspx

Advising Community on Veterans, Military Students and Family Members

Connect with us on Facebook at:
Fb.com/Veterans, Military Students, and Family Members Advising Community

Current HOT TOPICS in our area and one related article or resource:

- Successful Transition of Military-connected students to higher education and beyond
  - https://www.naspa.org/constituent-groups/kcs/veteransTopic 2

- Disability Services Liaison (DSL)

- Forever GI Bill
  - https://www.benefits.va.gov/gibill/forevergibill.asp