



Conducting Needs Assessment for Professional Development Panel Discussion Handout

Panelists:

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Overview

Comprehensive professional development for academic advisors is essential to effective academic advising. If we are to provide quality advisor training and development opportunities we must identify the professional development needs of all who advise including faculty, professionals, and peers. This panel discussion will focus on ways to effectively conduct a professional development needs assessment and how to use the results to plan valuable advisor training and development opportunities.

Initial Questions to be addressed

1. *Why do you feel conducting a needs assessment was valuable on your campus?*
2. *How did you conduct the needs assessment on your campus?*
3. *How have you used the needs assessment to drive professional development activities?*
4. *Have you used the needs assessment to drive funding requests?*
5. *Do you plan to use needs assessment processes in the future? How often? Why?*

Suggested Resources

Needs Assessment section of the NACADA Clearinghouse of Academic Advising Resources:
<http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Needs-Assessment.htm>

Academic Advising Administration: Essential Knowledge and Skills for the 21st Century, NACADA monograph 22. Available at <http://www.nacada.ksu.edu/Monographs/M22.htm>

Comprehensive Advisor Training and Development: Practices that Deliver, NACADA monograph 21. Available at <http://www.nacada.ksu.edu/Monographs/M21.htm>

Nora Allen Scobie discusses *Creating Advisor Professional Development Opportunities on a Limited Budget* (segment from the April 2011 Webinar *Strategies for Increasing Advising Effectiveness with Decreasing Resources*) - available at <http://www.nacada.ksu.edu/Webinars/Recordings/profdev.htm>

University of Idaho Academic Advising Website <http://www.uidaho.edu/academicadvising>

University of Idaho

University of Idaho ADVISOR NEEDS ASSESSMENT Fall 2010

In your current position, do you--officially or unofficially--advise students?

- Yes, I advise students.
- No, I do not advise students.

In my experience:

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
Advising is personally rewarding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe I have significantly impacted students' lives through advising.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department provides adequate resources to student advising.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received adequate training for my advising duties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Below is a list of typical academic advisor activities (drawn from UNESCO descriptions of academic advising). Please mark one response for each row.

As an advisor I typically:

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
Assist students in the selection of courses & other education experiences (e.g. internships, study abroad.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Use Degree Audit to deliver advising information.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Assist students in developing educational plans that are consistent with their life goals.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide students with accurate information about academic progression & degree requirements.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assist students in understanding academic policies and procedures.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help students access campus resources that will enhance their ability to be academically successful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Assist students in overcoming educational & personal problems.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Review & use available data about students' academic & educational needs, performance, aspirations & problems (i.e. ACT/SAT scores, early warning/midterm grades, transcripts, Degree Audit).	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Serve as a personal contact for students, which helps connect them to the institution.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Below is a list of core values of academic advising (from the National Academic Advising Association). Please mark one response for each row.

Advisors are responsible for:

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
Fostering individual potential.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Gaining insight into students' diverse needs & experiences.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assisting student transition to college.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping students become successful learners.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping students clarify their educational & career goals.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of available services (e.g. financial aid, housing, health services, disability services) when appropriate in the advising process.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Referring students to appropriate services for those interested in co-curricular activities (e.g. study abroad, service learning, alternative service break, community service).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging students to participate in diverse experiences.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

How many years have you advised students at UI?

--Click Here-- 

- <1
- 1-2
- 3-5
- 6-10
- 11-15
- 15+

How many students do you currently advise?

--Click Here-- 

- 1-10
- 11-20
- 21-30
- 31-40
- 40+

You are a (select one)

--Click Here-- 

- Faculty Advisor
- Professional Advisor
- Staff Advisor
- Other

Other (please indicate title or position)

Your college (or administrative unit)

--Click Here-- 

- Agricultural & Life Sciences
- Art & Architecture
- Business & Economics
- Education
- Engineering
- Graduate Studies
- Law
- Letters, Arts & Social Sciences
- Natural Resources
- Science
- WWAMI
- Other administrative unit

CALS Departments

--Click Here--

- Agricultural & Extension Education**
- Agricultural Economics & Rural Society**
- Animal & Veterinary Science**
- Biological & Agricultural Engineering**
- College of Agricultural & Life Sciences**
- District I**
- District II**
- District III**
- District IV**
- Extension**
- Family & Consumer Sciences**
- Food Science & Toxicology**
- MMBB**
- Plant Soil & Entomological Science**

Other (please specify)

Other administrative unit (please specify)

How much time does your job description allocate for advising?

--Click Here--

- 0**
- 2.5% or less**
- 2.6 to 5%**
- 5.1 to 7.5%**
- 7.6 to 10%**
- more than 10%**

What resources or support do you need to equip you better for your advising responsibilities?

Thank you very much for your participation!

Time Stamp Tribune

All the news that's fit to print...right now.

Special points of interest:

- Find out more about NACADA's Emerging Leaders Program at: <http://www.nacada.ksu.edu/Programs/EmergingLeaders/Index.htm>

Inside this issue:

From the Editor	2
Changes for Scholarship Renewals	3
Useful Contacts	4
Change in Transfer Policy	6
Odds & Ends	7
Call for Proposals	8
Dates & Deadlines	9

April 28, 2011 2:36 pm

Volume 8, Issue 4

CLAS Corner

Michelle Howe, Student Engagement Coordinator,
School of Mathematical & Statistical Sciences

My role as Student Engagement Coordinator in the School of Mathematical and Statistical Sciences includes working to reach students earlier and more frequently to connect them with student services (advising, career counseling, orientation, tours, tutoring), opportunities (advanced challenges, conferences, clubs, internships, independent studies, REUs), and funding (hourly positions, research assistantships, scholarships). Advisors are the



resident experts on students and procedures so we work closely together to ensure that the students have an enriched experience with minimal obstacles.

Recently, the Undergraduate Mathematics Office has been making a concerted effort to help our students feel more connected to the School. This has not been easy. For various reasons, the culture we envision for our School persists to be an elusive dream.

One area of success that we have had stems from us getting to know our students as

(Continued on page 2)



Congratulations
Andrew Edwards
School of Politics and Global
Studies

Winner of the College of
Liberal Arts & Sciences
2011 Excellence in
Academic Advising Award!

The advisors from International Letters and Cultures will not be in their offices from May 16—18 due to asbestos abatement. They will be working from home, so if you need to contact Doug or Susan during that time, please do so via e-mail. Thanks!

CLAS Corner

(Continued from page 1)

individuals. For example, as we learn that one has great love for music, another for soccer, and another for medicine, we have had opportunities to bond with them in ways that go beyond DARS reports or the sharing of resources. Maybe it will follow that the more we engage students in casual conversation and the more we invest in them as persons, the more they will trust us with their time and talents. Hopefully, this will continue to translate into greater participation.

One highly held belief regarding higher education that influences my own work with students is that they learn a great deal from their time at ASU beyond the academic knowledge listed on their syllabi. Indirectly, they develop skills that are of great value. Similarly, maybe some of the best things we can offer them come to us by less direct means.

- Michelle Howe, Student Engagement Coordinator, School of Mathematical and Statistical Sciences

From the Editor

Ahh... the end of the semester is almost here, and it's a good thing. Although everyone is as busy as ever, the shift from super-high-volume-students all the time to lower-high-student-volume-plus-paperwork-and-planning-ceremonies-for-your-departments signals the change of seasons for advisors.

The amount there is to do shows here too: this TimeStamp issue is the biggest one ever—9 pages. And no “fluff!” It is chock-full of important information on scholarship renewal changes, bits about AP credits and GPA calculation, dates to know, and the call for proposals for our Fall CLAS advisors workshop/symposium. Please do take the time to read it.

In addition to all those important topics, I have



just a couple of things I want to share personally. First, thanks to all who attended our April advisors meetings and gave me your input via secret ballot regarding how the college should handle the phone orientations this year. Based on the vote, these appointments will continue to be handled by OSAP advising staff. You gave me great comments and feedback, and I appreciate that; it allows me to make sure I am truly representing your preferences.

I also want to thank everyone for supporting the

new FaculTea professional development program. We are on hiatus during the summer—not enough faculty around—but feedback has been positive, so I will look to continue that program in the future. The main benefits so far appear to be, first, that the faculty presentations provide advisors with stories and ‘real life’ examples to share with students when they advise, and second, creating connections with faculty.

So, on that note I will sign off by wishing everyone a happy Reading Day (still my favorite holiday)! See you at convocation!

- Julie Givans Voller
Director, Academic Advising
Liberal Arts & Sciences

“We have to talk about liberating minds as well as liberating society.”

~ Angela Davis

Changing Criteria for Scholarship Renewals

Volume 8, Issue 4

All of us at ASU recognize the need to ensure efficiency in how we serve our students and support their academic success. At the same time, we must also be diligent and conscientious in how we manage the university's scholarship investments.

Over the past few years, more than 1,000 students have filed scholarship appeals because they have not met their scholarship renewal requirements, and we have been extremely liberal in granting approvals for these appeals. We no longer have the resources to continue that practice. We are working to 1) increase proactive communication with students to reduce the number not meeting their academic goals, and 2) create clear expectations for students who may consider the appeals process.

The first step toward accomplishing these goals is to define examples of extenuating circumstances that may be considered for appeal (see example list below). This information will be posted on websites and forms so students can be more knowledgeable about their options. We ask you to review this list and work with your students to understand these important points of distinction so they can develop realistic expectations of the process.

If you find one of your students doesn't meet the renewal criteria at the end of the spring semester, please make sure the student is aware of the following options and deadlines:

Students may submit a Summer Consideration Request for Scholarship Renewal form to the ASU Scholarship Office for the opportunity to meet criteria by increasing their ASU cumulative GPA and/or completing additional ASU credit hours in ASU summer session classes. **The deadline for submission of this form is close of business May 31**; late requests will not be accepted. For additional information and the form, visit students.asu.edu/forms/scholarships.

Students may file an appeal for reinstatement if they are unable to use the summer option to meet criteria AND they experienced significant extenuating circumstances beyond their control (such as an extended, serious medical emergency). **Completed appeals must be submitted no later than close of business July 1**.

We also will be reviewing our communications and seeking opportunities to proactively reach out to our students before they are unable to meet their scholarship renewal requirements. We welcome your ideas on how we can effectively connect with students so they are able to make necessary adjustments before they lose their scholarships. We will keep you posted once we have outlined some strategies.

“...students will be notified by the end of May/early June if their scholarships are not renewed for 2011-12.”

(Continued on page 4)

Timeline for Scholarship Appeals

Students who do not meet the criteria for having their scholarships renewed are allowed to appeal — a process that includes a visit to, and often a letter from, the student's academic advisor. The deadline for submission of scholarship appeals this year will be July 1, 2011.

Students may also appeal to use summer school to make up needed hours or to raise their GPA to the required level.

The deadline for submission of these appeals is earlier: May 31, 2011 (also the first day of classes for summer session I).

For additional details for renewal, options/eligibility to appeal, and other requirements, the Scholarship Office suggests turning to their website: <http://students.asu.edu/scholarships/renewals>

Students were notified in early February if they were on-track

for renewal or not and for those who are on track, their 2012 awards were already posted based on that early evaluation. Final review will take place after spring grades post and students will be notified by the end of May/early June if their scholarships are not renewed for 2011-12.

- Carol S. Takao, Ph.D.
Director of Scholarships

Useful Contacts: Names & Numbers

Volume 8, Issue 4

These are back line numbers for advisors and staff only — Be sure not to share with students.

- **MMR immunization** temporary waivers (available only under certain circumstances). Contact Diane in Records at Student Health and Wellness: 480-965-8177 (select 5)
- **Student Financial Assistance.** Susan Sedik-Barker, Associate Director of Client Relations & Quality Assurance: 965-1104
- **Undergraduate Admissions.** Susan England, Director of Freshman Applicant Services: 965-4048

Scholarship Renewals

(Continued from page 3)

Examples of extenuating circumstances

Valid extenuating circumstances. When considering an appeal, the appeals committee may consider the following circumstances as valid for not meeting scholarship renewal criteria.

1. **Medical.** Only serious conditions may be considered extenuating circumstances. Both physical and mental illness will be evaluated as a medical circumstance. A doctor's statement should be present that indicates the illness significantly hindered the student's ability to attend class or fulfill academic obligations.
2. **Death in family.** A death in the immediate family may be a valid circumstance. The death of an extended family member or friend will only be considered a valid circumstance if the student explains and documents why that death was exceptionally distressing to the student.
3. **Compassionate care.** The care of a seriously ill immediate family member may be a valid circumstance. Credible documentation should accompany the appeal.
4. **Victim of crime/abuse.** Acts of crime or abuse may be considered extenuating circumstances if the student explains how it significantly impacted the ability to attend classes or fulfill academic obligations. Credible documentation, such as a copy of a police report, should accompany the appeal.
5. **Other miscellaneous circumstances.** Other circumstances may be considered extenuating if they are outside of the student's control, significantly hindered the student's ability to attend class or fulfill academic obligations, and quality documentation supports the student's claim.

Non-valid extenuating circumstances. The following circumstances may not be considered valid for granting an appeal. However, if the student has a related medical circumstance (e.g., depression) that is documented through a doctor's note, the appeals committee may use their professional judgment to determine if an exceptional circumstance existed.

1. **Adjustment to university life.** Unexpected challenges in level of course work or adjustment to social life in college (dorm life, Greek life, etc.).
2. **Employment.** Hours worked at a job or internship during the semester.
3. **Loss of pet.** The death or loss of a family pet.
4. **Change in romantic relationship.** Marriage, divorce, separation, break-up or new relationship.
5. **Unfair grading/lack of understanding.** Claims of being graded unfairly or not understanding course content and requirements.
6. **Change of major or enrollment in a difficult major.** Changing majors, even if part of a plan for improvement, or enrollment in a major generally considered difficult.

We want to be sure the word gets out so that students know what we mean by "extenuating circumstances." Thanks, as always, for the excellent work that you do.



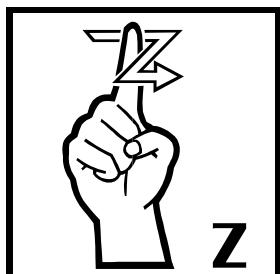
Fred Corey
Vice Provost

Kent R. Hopkins
Vice Provost for Enrollment Management

Can Undergraduates Graduate with a Z?

Volume 8, Issue 4

The Graduation Section of the University Registrar's Office has clarified that they DO post undergrad degrees with Z grades -- as long as the class is not needed to meet degree requirements. Thus, students who show a Z for JAC 101 or who get a Z grade for their honors thesis and then never actually finish it CAN graduate with those Z grades intact.



The "Z" grade indicates a "course in progress," according to

the ASU Academic Catalog. Students do not earn credit hours for a class they have a Z in, and the grade is not computed into the student's GPA.

Remember, JAC 101 students earned their 3 credits via the TRANSFER of the MAT 122: Intermediate Algebra they took via the community college, NOT by completing and earning credit for JAC 101. "JAC 101" was just the placeholder class for the ASU registration system.

Specifics about this policy got confused back when ASU converted to PeopleSoft and upgraded DARS, so are grateful to Jennifer Glawson and Doreen Phippen for clarifying this policy.

Complete Withdrawal Referrals

When an ASU student needs to completely withdraw from all their Fall or Spring semester classes, they are required to make contact with a Student Retention Specialist. These folks work for the University Registrar's Office, guide students through the steps of completely withdrawing and talk with them about their options for returning to ASU to complete their studies at a later time.

Recently, the Student Retention Office, staffed by the three Student Retention Specialists, Jennie Pearson, Sue Hackbarth, and Eric Parsons, has moved to a new office down the hall in Interdisciplinary B (INTDS-B) – Rm B369. They are still in the same building and floor – just a different room.

Additionally, please note a new office phone number – 480-965-0493. Please use this number when transferring student calls – this will ensure timely service.

The Student Retention Office also provided some more detailed information to help advisors in referring students to their office:

Please explain to students that because completely withdrawing from school is such a big decision, ASU now offers an in-person, one-on-one service for students considering completely withdrawing from ASU.

As a reminder: beginning the first day of classes (for the fall and spring semesters *only*), undergraduate students are required to work with a Student Retention Coordinator to facilitate the withdrawal process or explore other potential options.

Students do not need to schedule an ap-

pointment, but are encouraged to come in for a walk-in appointment. Please direct students to Interdisciplinary B Wing (near the MU & Student Services Building), RM 369.

If the student cannot come in person: Please direct them to submit an email to studentretention@asu.edu so that a student retention specialist can provide information about the withdrawal process as well as instructions on how to submit a signed withdrawal form or if they wish to speak with someone on the phone please transfer their call to our general number – (480) 965-0493.

Please feel free to contact Jennie Pearson directly if you have any questions. Thank you for all you do in supporting ASU students!

The "Z" grade indicates a "course in progress..."



- *Jennie Pearson, M.Ed.
Student Retention Coordinator
University Registrar's Office*

Policies for Academic Recognition

Volume 8, Issue 4

An undergraduate student must have completed at least 56 credit hours of resident credit at ASU to qualify for graduation with academic recognition for a baccalaureate degree. Note: West campus students following a catalog year prior to fall 2007 are required to have completed at least 50 credit hours of resident credit at ASU.

The cumulative GPA determines the designation, as shown in the Academic Recognition table below. The cumulative GPA for these designations is based on only ASU resident course work. For example, ASU independent learning



courses grades are not calculated in the honors GPA. All designations of graduation with academic recognition are indicated on the diploma and the ASU transcript. Graduation with academic recognition applies only to undergraduate degrees.

A student who has a baccalaureate degree from ASU and is pursuing a second baccalaureate degree at ASU (with a minimum of 30 hours of resident credit) is granted academic recognition on the second

degree based on the credit hours earned subsequent to the posting of the first degree. If fewer than 56 credit hours are completed at ASU subsequent to completion of the first ASU degree, the level of academic recognition can be no higher than that obtained on the first degree. If 56 or more credit hours are completed at ASU after completion of the first ASU degree, the level of academic recognition is based on the GPA earned for the second ASU degree. Inquiries about graduation with academic recognition may be directed to the Graduation Section, 480-965-3256.

"An undergraduate student must have completed at least 56 credit hours of resident credit at ASU to qualify ..."

Academic Recognition	
Cumulative GPA	Designation
3.40–3.59	cum laude
3.60–3.79	magna cum laude
3.80–4.00	summa cum laude

Change in transfer policy for math classes

A few weeks ago, the School of Mathematical and Statistical Sciences announced a change in their override policy for students who are transferring in math classes from another institution. Now, if students show that they are enrolled in a math class at another post-secondary institution, they will be allowed an override into the next math class. When the override is entered into PeopleSoft, it will have an expiration date. For example, students given overrides for Fall 2011 will have a July 24 expiration date for their override.

Thus, students must have their transfer transcripts received and evaluated prior to July 24, otherwise the override will expire and the student will be dropped from their ASU math class when the pre-requisite purge occurs.

The math advisors are hopeful that this will eliminate a portion of the many, many, student records they needed to check each term when the pre-requisite purge rolled around.



Procedural Reminders to Facilitate Forms

Volume 8, Issue 4

Concurrent Degree Notifications: As of April 1, we began using the new criteria for approving Concurrent Degree Petitions. As such, we ask that you please begin using the updated Concurrent Degree Notification form on our website (<http://clas.asu.edu/concurrent>). The updated form includes the new minimum credit hour and GPA requirements, outlines the need for matching catalog years if pursuing concurrent degrees within the same college, and provides additional information for students whose primary major is not in CLAS. These items offer some clarity on the process that are not included with the old form which we feel is beneficial for the students to see.

Undergraduate Certificates: Students wishing to REMOVE a certificate from their program of study simply need to fill out and sign a Request to Add, Remove, or Validate Completion of an Undergraduate Certificate and submit it to di-

rectly to the Graduation Office. Students may either scan and e-mail the form to graduation@asu.edu, fax it to (480) 965-3628 or hand-deliver it to SSV 140. Requests to remove a certificate do not require signatures from any advisors nor the College.

All requests to ADD or VALIDATE COMPLETION of a certificate must still be filled out in their entirety and submitted to the College for approval. Please note that we can only approve those certificates offered by schools or departments within CLAS – any request to add a certificate that does not have a program code beginning with “LA” (i.e., LAENGCERT), needs to go through the appropriate college for approval.

- Christen White, Kelli Wallace, Martie Fowles
Office of Student & Academic Programs

Odds and Ends

New Location for Finding ASU Advisors on the Web

The ASU web directory of academic advisors has moved! Old links and bookmarks need to be updated to point to the directory's new home on the web: <http://students.asu.edu/advising/directory>. This refers, of course to the directory for all academic advisors in all the colleges at ASU. The CLAS academic advising directory is still in the same place.

Online Majors Can Add Some Minors

I received clarification about minors and here is the policy: A minor can be pursued by ASU Online students provided all of the courses for the

minor that the student needs are available in ASU Online courses. Since the minor itself is not tied to a campus (as is a certificate), if the student can do it by taking only ASU Online courses, it can be posted.

- Tamara Popovich, Ed.D
Assoc. Director, Student Services
Arizona State University Online

Cum GPAs Capped at 4.00

A student wrote to an advisor after completing her first term at ASU, asking why her cum GPA was lower than her semester GPA (the student had earned a 4.09 for the term, but her cum was just a 4.00). In case you are lucky enough to have a student like this, who emails you with the same question, remember, that term

GPA will reflect the A+ grades a student receives, so it is possible for a semester GPA to be above 4.0, if they have earned some A+ grades. Cumulative GPAs, however, are capped at 4.00 will never be reported as any higher.

Two AP Calculus Tests: AB and BC

The College Board offers two different versions of the Calculus Advanced Placement test. At ASU, the Calculus “AB” test awards credit for MAT 270 if the student earns a 3 or better. The Calculus “BC” test gives credit for MAT 270 if the student earns a 3. If the student earns a 4 or a 5 on the AP Calculus “BC” test, students are awarded ASU credit for both MAT 270 and 271.



If the student earns a 4 or a 5 on the AP Calculus “BC” test, students are awarded ASU credit for both MAT 270 and 271.”

Call for Proposals

- Get ready to share your ideas, your research, your favorite theory of academic advising, or a ‘best practice’ that makes life easier for you, your colleagues or your students!
- If you had a presentation accepted to NACADA national conference, here is a great opportunity to practice right before you leave!
- If you are hoping to submit a proposal for the upcoming NACADA regional conference, take your idea out for a test drive among colleagues!
- If you hate to travel (or have no funding), but want to grow as a professional – this is your chance!

**Submit a proposal to present at our
3rd annual CLAS Academic Advisors Fall Symposium!**

Proposals are welcome from both experienced and novice presenters. Group presentations or panels are also welcome (at least one group/panel member must be a CLAS advisor). Presentation sessions will be 50 minutes long, including any time you devote to discussion or question/answer sessions.

Proposals are due via e-mail by midnight on Friday, June 24. Send completed proposals via e-mail to Julie Voller at julie.givans@asu.edu. To be considered complete, proposals must include:

- **Title of the Presentation**
- **Names of All Presenters**
- **Abstract or Description of Presentation**
- **Presentation Objective** (one or two sentences)
- **Format:** Lecture or Panel or Discussion?
- **Target Audience:** small/large/extralarge department? New or experienced advisors?
- **What, if any, “advising interest area” your presentation targets.** For example: research in academic advising, advising on-line students, advising probation/at-risk students, advisor professional development, student engagement, advising transfer students, advising first-year students, or another, or none.

Presenters will be notified of their inclusion by Friday, July 8.

The Fall CLAS Academic Advising Symposium will take place from 9:00 am to 4:00 pm on either September 22 or 23, in a location yet to be determined. Logistical details are dependent on the budget (which we don’t have yet), but we don’t need money to share our knowledge!

Don’t hesitate to contact Julie Voller if you have any questions!

Convocation Training , April 26, 2011

Office of Student and Academic Programs

Fulton Center #110
300 East University Drive
Ste. 110
Tempe, AZ 85287-6605
Phone: 480-965-6506
Fax: 480-965-2110



Above: Amber Soergel (Chemistry & Biochemistry) came to hear about changes to the convocation program.

Right: Miranda Carlton-Carew (left, Social Transformation) and Norma Valenzuela (right, Transborder Studies) catch up before the training starts.



Left: Melissa Beresford (left, Human Evolution and Social Change) chats with Michelle Laws (right, Film and Media Studies) in the arborum.

Upcoming Dates & Deadlines



- | | |
|-----------------------------|--|
| May 3 | Complete withdrawal deadline |
| May 3 | Last Transaction deadline |
| May 4 | Reading Day |
| May 5 | CLAS Academic Advisors Lunch and Learn: <i>Disability Resources at ASU</i> with Shannon Murphy and Debora Gebert.. Noon—1:30pm Fulton 2490 |
| May 12 | Commencement |
| May 13 | CLAS Convocation |
| May 16, 17, & 18 | CLAS Academic Advisor Area meetings 8:30—10:00 am. Fulton 2490. |
| May 19 | NACADA Webinar: <i>The Relational Component of Academic Advising: Strategies for Effective Communication, Rapport Building, and Student Engagement</i> . 11 am, Cooley Ballroom, Student Union, ASU Polytechnic campus |
| May 30 | Memorial Day holiday—University closed |
| May 31 | Summer Session I begins |
| June 1 | Drop/Add deadline for 5-week summer session I classes |

Thank you for coming to today's Lunch and Learn program!

Part A: Please complete these first two questions prior to the start of the program:

1. In your own opinion, how much do you already know about today's topic? (Circle one)

Nothing Very Little Some/A Few Facts A Lot/Can Answer Common Questions Very Well Informed

2. What is one question you have about today's topic?

Part B: Please complete these remaining questions after the program, but before you leave:

1. What were some things you liked about today's program?

2. Please share any suggestions you have for improving the program.

3. Now that you have attended this program, how much do you feel you know about today's topic?

Nothing Very Little Some/A Few Facts A Lot/Can Answer Common Questions Very Well Informed

4. Was your question (above) answered?

5. Will you use this information in your work with students?

6. Please suggest any questions or topics you would like to see addressed at future Lunch and Learn programs

Today's Date: _____