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Visit

www.nacada.ksu.edu

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

Determining the Worth of an Advising Unit

Tom Grites, Assistant to the Vice-President of Academic Affairs

In tough economic times, higher education administrators are obliged to seek cost-saving measures and/or to conduct cost-benefit analyses of programs. Academic advising programs have often been the targets for such reviews. Academic advising administrators, therefore, must be prepared to respond to these challenges before they occur.

This article provides a framework for administrators of academic advising programs to demonstrate the worth of the work they do. The framework is based on an operational analysis of the advising unit—not on mere survey data that show students are “satisfied” with the services provided. Although the latter kinds of data are important in supporting the overall effectiveness of an advising unit or program, they do not demonstrate its functionality. The framework presented here is not intended to assess effectiveness; it is process-oriented.

Identification of Responsibilities

The first step in this analysis is to identify all of the actual activities (functions) that are conducted by the advising unit. This identification establishes what the advising unit actually does—how the unit’s personnel actually spend their time and effort. Obviously, they advise students, but do they serve special student populations, e.g., students on academic probation, undecided students, prospective transfer students, readmitted students, non-degree students, etc.?

What administrative responsibilities are fulfilled by the unit? Does the unit assign students to advisors? Does it process all changes of major? Does the unit have responsibilities for advisor training, to develop advising materials and resources, and/or to maintain degree audits and other computerized tools and information that are important for advisors—faculty and others? Does the unit have signatory authority/ responsibility for policy exceptions, course substitutions, graduation clearance, etc.?

Does the unit play a role in campus College Orientation programs, residence hall workshops, career planning efforts? Are there classroom teaching responsibilities, e.g., Freshman Seminar, for the unit?

The list can become exhaustive, but it is critical to identify every single responsibility for the unit—no matter how infrequently it occurs—because they must all be taken into consideration in the cost analyses noted above. Those making the cost-cutting decisions or the cost-benefit analyses are not likely to be aware of the breadth of responsibilities and activities fulfilled by the advising unit unless they are clearly identified.

Analyzing Alternatives and Their Effects

The next step in the process of determining the worth of the advising unit is to review the available alternatives for each function identified. What will happen to this activity if the advising unit no longer has responsibility for it, i.e., if the unit is eliminated or suffers a significant reduction in resources—human, fiscal, or physical (space)? Who will assume the responsibility for it? What will be the impact of this shift? Will the activity be eliminated?

This aspect of the framework is likely to be the most difficult and troublesome, for two reasons. First, the advising unit is forced to look at itself as though it didn’t exist, that is, someone else can do the job. Second, the undesirable option of elimination of an activity altogether must be considered. However, this aspect should also

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Betsy McCalla-Wriggins

Presidents Column

Dear Colleagues,

It seems that everywhere I turn these days, there is news of another state or system that is experiencing budget cuts. And unfortunately, in many of these cases, our students are the ones who are most adversely affected when the dollars disappear.

We are very aware that you may be on a campus that is in this difficult situation.....so this is how we are trying to support

ing. Issues of accountability and limited resources are not going away. For those of you who have developed an effective economic model, please consider sharing your expertise. Developing a proposal for either a regional or national conference, submitting an article to our journal, or writing an article for the newsletter are things that would help us all.

Thanks in advance for your willingness to share information. As has been said before, "Information is power" and with this type of information we have the potential to make an even greater difference in the lives of the students we serve.

Have a great Spring....

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you so that you can continue the good work you do on behalf of the students you serve.

The Commission on Advising Administration has compiled a list of effective budget strategies that others have found useful on their campus. Visit www.nacada.ksu.edu/Clearinghouse/admintips.html to see a list of tips compiled by the Advising Administrators Commission.

From my own perspective, I have found another approach to dealing with a budget reduction. In the course of 28+ years in higher education, I have heard several times "your budget has been reduced" and more often "your budget will remain the same" for the next year. When I get over my frustration and all of my persuasive abilities have not resulted in any change to the bottom line, I then move into high gear with these questions: What does our mission mandate that we do? How can we do it differently and perhaps more effectively? What are we doing that we do not need to do? Why are we doing _____? What would happen if we stopped doing this or doing this a particular way? What other offices can we work with to share a responsibility? How can technology assist with _____? What additional responsibilities can student workers, interns, and graduate assistants be given to enhance their experience in our office and to assist our full-time advisors? What are other funding sources that support our mission? There are many other possible questions...but you get the idea.

Taking this pro-active approach has allowed me to feel some sense of control over the situation. If I can't change the facts, at least I can control how I respond to the budget reduction. Many positive changes in our operation have occurred as a result of asking these tough questions.

For those of you who are lucky enough not to be dealing with budget reductions, you may find it worthwhile to begin asking the questions listed above anyway. My guess is that you will find something that could be done differently or not at all. As a result you may be able to redirect those resources to a new program or service that more effectively serves your students.

However, regardless of your current budget situation, we recognize we need to do a better job of conducting research that demonstrates the economic impact of quality academic advis-

TEACH, ENCOURAGE, EXCEL, ADVISE, SUPPORT: BUILDING STRONGER NETWORKS FOR STUDENT SUCCESS

October 2-5, 2003

It is with great pleasure that we invite you to participate in the **27th National NACADA Conference in Dallas, Texas, October 2-5**. The goal is to connect advisors from across the country, to TEACH each other new theories and best practices; ENCOURAGE each other to make changes on our home campuses; eXCEL in our jobs with a newfound energy; ADVISE our students towards success; and SUPPORT academic advising as a profession.

February 10 is the deadline for submitting proposals! We invite you to submit proposals for preconference workshops, concurrent sessions, discussion sessions, and poster sessions. Submit on-line at www.nacada.ksu.edu/2003proposals/.

To avoid congestion on the server, please do not wait until the last minute to enter your proposal!

Academic Advising news

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Send address changes to the Executive Office. This newsletter is part of membership to NACADA. Membership information is available through the Executive Office or on-line at www.nacada.ksu.edu.

Writing and Publishing about Academic Advising: Are we Preaching to the Choir or Spreading the Good Word?

Mary Stuart Hunter, Director

James Gahagan, Graduate Assistant

National Resource Center for The First-Year Experience and Students in Transition

Research and best practices in academic advising can be valuable to new and veteran advisers looking to improve their effectiveness in serving students. However, if academic advising as a profession is to realize its deserved value and status on our campuses, we must find ways to spread the good word about advising to faculty, administrators, and decision-makers beyond the existing advising community. As Dr. Richard Light, in his book *Making the Most of College* (2001) stated, "good advising may be the single most underestimated characteristic of a successful college experience" (p. 81). Academic advising plays an important role in student success and retention. Therefore, we must strive to collaborate and build partnerships to further research and assessment and spread the good word about academic advising to the broader higher education community.

In the academy, one of the prerequisite elements for any innovation, process, or discipline's establishment and acceptance is that of a solid literature base. Therefore, we submit two strategies for raising the status of advising on our campuses and in the greater higher education community.

First, advisors can circulate copies of the *NACADA Journal*, *Academic Advising News* (NACADA newsletter), and other articles related to academic advising among colleagues and administrators. Dialogue about academic advising issues with colleagues outside advising circles benefit all concerned. Campus chief academic officers receive a free paper copy of the *Academic Advising News*, so NACADA members may refer to newsletter articles in communicating with administrators.

Secondly, we encourage advisors to consider publishing advising related research and writing in journals and newsletters whose readership is beyond our own community of advising professionals. Thus, we offer the following information on submission guidelines for publishing in nationally disseminated periodicals that reach beyond the advising community. The information presented was gathered from the websites listed below.

Refereed Journals

Journal of Career Planning and Employment—Established in 1940, this journal speaks to both sides of the college career services and HR/staffing field. The journal, published by the National Association of Colleges and Employers (NACE), is filled with current, in-depth information, articles, reports, and features.
www.naceweb.org

Journal of College and University Student Housing—The journal features articles on current research and trends in the housing profession, book reviews, and other in-depth discussions of interest to Association of College and University Housing Officers—International (ACUHO-I) members.
www.acuho.ohio-state.edu/publications/pubsnew.html

Journal of College Orientation and Transition—Published by the National Orientation Directors Association (NODA), the journal focuses on the trends, practices, research, and development of programs, policies, and activities related to the matriculation, orientation, transition, and retention of college students. Also encouraged are literature reviews, "how-to" articles, innovative initiatives, successful practices, and new ideas.
www.nodaweb.org/Publications/Journal.htm

Journal of College Student Development—Published by the American College Personnel Association (ACPA), requests quantitative and qualitative manuscripts on recent original research, replication of research, reviews of research, graduate education in student affairs, or essays on theoretical, organizational, and professional issues.
www.acpa.nche.edu/pubs/public.htm

Journal of Higher Education—Founded in 1930, the *Journal of Higher Education* is a leading scholarly journal on the institution of higher education. Articles combine disciplinary methods with critical insight to investigate issues important to faculty, administrators, and program managers.
muse.jhu.edu/journals/jhe/information/guidelines.html

Journal of The First-Year Experience—Designed to disseminate research findings on retention of first-year students, publish information on applied first-year programs, share methodology and results of first-year program assessments, and to examine institutional policies/programs that affect first-year students.
www.sc.edu/fye/publications/submissions.html

The NACADA Journal—Published by the National Academic Advising Association, this journal is dedicated to the support and professional growth of academic advisors and the advising profession through the publication of research, theory, practices and book reviews regarding academic advising in higher education.
www.nacada.ksu.edu/Journal/journal_guidelines.htm

NASPA Journal—The National Association of Student Personnel Administrators journal, published quarterly, provides articles written primarily for the student affairs generalist who has broad responsibility for leadership, policy, staff development, and management.
www.naspa.org/publications/j_guide.cfm

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Newsletters

FYE, Newsletter of the National Resource Center for The First-Year Experience and Students in Transition—A quarterly newsletter offering innovative and practical ideas for improving programs for first-year students, transfers, and seniors. Practical, diverse, and current examples from around the world demonstrate how effective programming can help improve a student's academic career.
www.sc.edu/fye/publications/submissions.html

Magna Publications Inc.—Founded in 1972 by William Haight, Magna produces eight subscription newsletters in the field of higher education including, *Academic Leader*, *Administrator*, *The National On-Campus Report*, *Perspective*, and *Recruitment and Retention in Higher Education*.
www.magnapubs.com

NACADA Academic Advising News—The quarterly newsletter of the National Academic Advising Association welcomes articles and opinion pieces directed to advisors, faculty advisors and administrators.
www.nacada.ksu.edu/Profres/newsltr.htm

Other Publications

About Campus—Sponsored by the American College Personnel Association (ACPA), *About Campus* is dedicated to the idea that student learning is the responsibility of all educators on campus. Six times a year, *About Campus* offers a mix of articles and features designed to illuminate the critical issues faced by both student affairs and academic affairs staff working on the shared goal of helping students learn.
www.josseybass.com/cda/sec/0,,8378,00.html

Change—*Change* is a magazine covering contemporary issues in higher learning. It is intended to stimulate and inform reflective practitioners in colleges, universities, corporations, government, and elsewhere. *Change* spotlights trends, provides new insights and ideas, and analyzes the implications of educational programs, policies, and practices.
www.heldref.org/html/body_chg_manu.html

The journals, newsletters, and other publications we have cited here represent a small portion of those where articles on academic advising would be appropriate. We encourage you to pursue writing and research on the importance of academic advising. Join us in spreading the good word to the rest of the higher education community.

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Visit www.nacada.ksu.edu

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

Using a Portfolio to Document

Advising Effectiveness

Faye Vowell, *Western New Mexico University*

Janet Wallet-Ortiz, *Western New Mexico University*

Why use an advising portfolio?

An advising portfolio provides a rich and diverse way to document advising expertise. Portfolio use is increasingly prevalent in higher education. Student portfolios are used to demonstrate that students have met the desired outcomes of a given major or program. Faculty use teaching portfolios to illustrate their mastery when they apply for promotion or tenure. Universities create portfolios for a number of purposes and audiences—such as accreditation or student recruitment. Portfolios provide flexibility; advisors can use both quantitative and qualitative measures and can customize their portfolio to fit their particular advising situation. So using a portfolio to document advising performance puts advisors in the mainstream of assessment activities which are becoming more demanding as well as more sophisticated in their call for accountability.

Portfolios can respond to a variety of needs both formative and summative. A formative portfolio documents growth; it is most often used for personal development. A summative portfolio illustrates mastery in a specified area and might be used for an annual performance review or to apply for promotion or tenure. When assembling a portfolio, it is important to know exactly who the audience is in order to assemble the most convincing evidence and to know the purpose of the portfolio.

Assembling the Portfolio

Consider including the following artifacts: an advising philosophy statement, advising goal/objective(s) to be addressed in this portfolio, advisee demographics, your specific advising responsibilities, evidence of mastery or growth in addressing these responsibilities, and a reflective essay which provides the context for the artifacts or items included.

Your advising philosophy is a personal statement growing out of your own beliefs and experience. It should fit within the institution's mission as well as the advising mission statement of your campus. Advising goals/objectives need to be appropriate for the specific portfolio. Student demographics would address the kinds and number of your advisees. This information will probably be directly related to your advising responsibilities or job description. All of these would provide a context for the evidence of mastery or growth in meeting job responsibilities.

For example, a summative portfolio created for an annual review could have as a goal to demonstrate expertise in critical advising areas deemed important on your campus. If confidentiality and accuracy are the critical issues on your campus, you could document training in the legal and ethical procedures regarding the release of student information. You could include examples of current, dated instruments that show degree plans, general education requirements, interview questions, or special institutional forms and demonstrate awareness of procedures for each item. You could discuss your use of the advice of colleagues to keep abreast of any specific changes that may not yet be in the catalog.

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Student Retention and Persistence

Charlie L. Nutt, NACADA Associate Director

The issue of student retention and persistence has continued to grow in importance throughout the history of higher education in our country. Early studies (Astin, 1977) focused on the characteristics of those students who did not persist. Beginning in the 1970's, the research began to focus on the reasons students remained enrolled and how colleges and universities could make changes or develop programs to increase the retention of their students.

In his research, Alexander Astin (1977,1993) determined that the persistence or retention rate of students is greatly affected by the level and quality of their interactions with peers as well as faculty and staff. Tinto (1987) indicates that the factors in students dropping or "stopping" out include academic difficulty, adjustment problems, lack of clear academic and career goals, uncertainty, lack of commitment, poor integration with the college community, incongruence, and isolation. Rendon (1995) indicates in her study that two critical factors in students' decisions to remain enrolled until the attainment of their goals are their successfully making the transition to college aided by initial and extended orientation and advisement programs and making positive connections with college personnel during their first term of enrollment. Noel (1985) stated:

It is the people who come face-to-face with students on a regular basis who provide the positive growth experiences for students that enable them to identify their goals and talents and learn how to put them to use. The caring attitude of college personnel is viewed as the most potent retention force on a campus (p. 17).

Want to Read More About It?

Find an annotated bibliography of retention resources along with a copy of this article in the *Clearinghouse of Academic Advising Resources* at www.nacada.ksu.edu/Clearinghouse/retention.html.

Academic advising is the only structured activity on the campus in which all students have the opportunity for one-to-one interaction with a concerned representative of the institution. Tinto (1987) indicates that effective retention programs have come to understand that academic advising is the very core of successful institutional efforts to educate and retain students. For this reason, academic advising, as described by Wes Habley, should be viewed as the "hub of the wheel" and not just one of the various isolated services provided for students. Academic advisors provide students with the needed connection to the various campus services and supply the essential academic connection between these services and the students. In addition, academic advisors offer students the personal connection to the institution that the research indicates is vital to student retention and student success.

However, successful academic advising programs cannot be solely responsible for retention rates on a campus. As the hub, advising is one piece of the retention puzzle. Retention efforts

must focus on all components of the campus and building strong and effective connections between the advising program and the various components of campus. For example, as financial concerns often affect student persistence, it is vital that advisors build strong collaborations with the financial aid departments on campus. Advisors need to be able to understand the policies and procedures that affect students' financial aid as well as have a clear understanding of how to refer effectively those students in financial need.

Since student indecision as to major or career options is a primary factor in student persistence, advising programs should have strong links to the career services on campus as a part of any retention plan. Several institutions, for example, Rowan University (www.rowan.edu), have combined advising and career services into one unit where career counselors and academic advisors are cross trained to work with students in both areas.

Residence life is another area where essential collaborations are needed with advising services in order to enhance student retention and persistence. Several institutions, such as the University of Georgia (www.uga.edu) and Kansas State University (www.ksu.edu), have established advising centers in residence halls to provide students with on-site advising and assistance. This model is extremely valuable in establishing a sense of community where advising is viewed as an essential part of the community.

Last, it should be clearly established that academic advising is the direct link between the academic affairs and student affairs components of a campus that can build a culture of student retention. Some campuses, such as Coastal Georgia Community College (www.cgcc.edu), have established committees or advisory boards for advising which represent all constituencies of the campus, including faculty, students, student affairs personnel, and staff. Often these committees report to both the Vice Presidents for Academic Affairs and Student Affairs establishing that campus-wide collaborations, with advising as the central focus, is necessary for establishing effective retention efforts.

In these times of financial cut backs, student retention, persistence, and success will continue to be a major emphasis on our college campuses. Any retention effort must clearly recognize the value of academic advising to the success of students and the necessity that advising become a central part of a collaborative campus-wide focus on the success of our students.

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Determining Worth of Advising Unit *continued from page A1*

provide the clearest demonstration of the unit's worth to the institution. Two examples will illustrate the process.

Example 1: FUNCTION: advising special populations of students

Alternative 1: transfer responsibility to another office

Effects: new training efforts needed for different personnel; reduction of services currently provided by that office; likely delay in same level of service and/or effectiveness, which could result in higher attrition of these students

Alternative 2: transfer responsibility to faculty advisors

Effects: new training effort needed for faculty; increased student-faculty advisor ratios; decreased consistency of treatment likely more dissatisfaction of both students and faculty, thus resulting in reduced effectiveness and potentially higher attrition of these students

Alternative 3: eliminate this service

Effects: these students must assume more responsibility for their success, which would be viewed by some as a positive effect; likely more dissatisfaction of students, which could result in higher attrition

Example 2: FUNCTION: assigning students to advisors

Alternative 1: transfer responsibility to another office, e.g., admissions, registrar, Dean, or Department Chairs

Effects: additional time and clerical demands on that office—potentially less effective matching (by major, by instructor in courses, by special needs, etc.); likely less satisfaction of students, which could result in higher attrition

Alternative 2: computerize the assignments

Effects: program(s) must be written; variables used in matching are fixed at the time when the program is run, which could result in subsequent requests for changes, for which someone must be designated to respond; likely dissatisfaction of students, which could result in higher attrition

Alternative 3: eliminate this function

This is an activity for which elimination is not an option. All students need to be assigned an advisor, and some process for achieving this task in a systematic way, and the notification to students must occur.

Once all the functions are identified by the advising unit, and all are reviewed in the above manner, it should become obvious to those analyzing cost measures that the advising unit is a valuable resource that needs to be retained. In fact, the advising administrator might even be able to provide enough evidence that would warrant additional resources.

The important recommendation here is that advising unit administrators prepare their cases now and not wait for a crisis, or a threat, or an assault on the unit to occur. This functional analysis will equip them to defend their roles and responsibilities in difficult economic times.

The Next Step(s)

Although this article was not intended to address the effectiveness of an advising unit, such assessment is still an important component of demonstrating worth. Student satisfaction surveys, retention data, numbers of student contacts, etc. are also impor-

tant data to collect and present. One extension of the exercise and framework presented here is to quantify, in dollars, the worth of an advising unit. This part of the process is normally presented in a workshop format at the National Conferences.

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Using a Portfolio to Document . . . *continued from page A4*

Accessibility and advocacy create powerful and fruitful relationships with advisees. Crucial to this relationship is helping students feel capable of succeeding. (Rendon, 1994). Document what you do to make students comfortable and validated as well as help them define abilities and match them with personal, educational, and career goals.

Evidence of Advising Outcomes: Qualitative and Quantitative

Self-assessment tools using rubrics with specific concrete goals and scales can identify obstacles and measure progress in overcoming them. Timelines for projects met or deadlines delayed (and reasons why) could be recorded and submitted. The results from advising evaluations can be collected, analyzed, and presented.

Summaries of advising stories can be a focus, in addition to such things as numbers of advisees, number of times an advisor is requested, and the number of advisees retained from year to year.

Evidence of various efforts to address student needs can demonstrate concern for student validation inside the advising session. Letters of support from colleagues can attest to your willingness to "go the extra mile" to find answers for advisees. Advisors could also include copies of any training/development certificates, awards, honors, presentations and/or publications.

All of the above could be woven into a reflective statement or essay that would showcase the advisor's baseline and subsequent growth in various specific areas used in evaluation or to demonstrate mastery in job responsibilities.

Conclusion

In today's climate of increased accountability and diminishing resources, portfolios demonstrate quality advising outcomes that are flexible and can be customized to individual situations. Two large challenges exist in creating a portfolio: finding time and motivation for reflection and creating a process that is not too time consuming.

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For example portfolios visit: www.nacada.ksu.edu/Clearinghouse/portfolioexamples.html

From the Executive Office

It is my hope to keep you all apprised of significant projects within NACADA that may impact your professional life at some point in the future. These projects may simply be "exploratory" or they may be providing the framework for a new service or understanding within the field of advising. My point is, though, that much is happening beyond what the members usually see, and that there is a multitude of volunteers diligently addressing a number of issues at any given time. Without the work of these willing volunteers, NACADA would never be able to accomplish its goals related to enhancing the development of students through effective academic advising. A BIG new year THANKS to all who have contributed (and will contribute) to NACADA's successes!

There are several such projects underway at this time.

- **Definition of Advising Task Force**—many members have sought and asked for a comprehensive, succinct definition of "academic advising". Knowing that there are many such definitions in the literature, this Task Force has been asked to pursue the task of developing one such definition that could be endorsed by NACADA. As you might guess, with variety of expectations of advisors and advising coupled with the variety of organizational and delivery models, this will be a monumental task. Yet, volunteers have agreed to tackle this task.
- **Advisor Certification Task Force**—another monumental task is the focus of this group. These very dedicated members are researching, analyzing, and building a system to recognize the competencies of advisors. Their charge includes working with the Professional Development Committee on the identification of "advising competencies" and the identification of what competencies are being addressed by current NACADA or outside professional development opportunities. Then they will propose what and how an advisor must demonstrate to earn the NACADA "stamp of approval" - be that a certificate, certification, registry listing or whatever.

- **CAS/Core Values Task Force**—updating is the challenge to this Task Force. They are working to update the NACADA Core Values and working through the Council for the Advancement of Standards (CAS) to review and update the standards for advising programs. These two elements are critical to the field and such attention will assure that guidelines for the conduct of advising programs remain current and useful to professionals in the field.

- **Member Career Services Task Force**—reviewing and recommending! With a goal to enhance the career development of NACADA members, this group is looking at how career services can be enhanced - position searches, resume assistance, resource person, career guidance, etc. Much of what we offer to students could be offered to our members!

As you can see, a lot of folks are tackling some tough issues! We look forward to their reports and encourage members who would like to volunteer in such capacities to complete the volunteer form on our web site at www.nacada.ksu.edu/Associnfo/volform.html. If there is not space available on current committees or task forces, we will keep you in mind for a later assignment. NACADA's strength is the work of its volunteer members! And, the members benefit from discussion of the issues with colleagues who often become a national network of friends!

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2003 NACADA Awards Program

Nominations are being accepted for the 2003 NACADA Awards Program. The deadline for submitting nominations or applications for most award categories is **March 3, 2003**. Final research grant applications and retiree recognition notifications are due **June 9, 2003**. Information on the 2003 Awards Program is available on the NACADA web site at www.nacada.ksu.edu.

NACADA Academic Advising Summer Institute

The most comprehensive professional development event for academic advising

Choose to attend!

San Diego, CA
Town and Country Resort
June 22–27, 2003

or

Choose where and when!

St. Charles (Chicago area), IL
Pheasant Run Resort
July 27–Aug 1, 2003

The Institute is designed for individuals or teams who have responsibility for academic advising

- Academic advising campus task force members •
- Teams or individuals from an institution desiring to refine or redesign campus advising services •
 - Advising program directors •
- Campus administrators including deans or vice presidents with responsibility for advising •

Join us for a week designed to make a difference in you and your institution.

Further information and registration materials are located at www.nacada.ksu.edu

WATCH FOR THE SIXTH NATIONAL SURVEY OF ACADEMIC ADVISING

In mid-to-late February, The Sixth National Survey of Academic Advising will be arriving at two-year and four-year public and private colleges throughout the nation. The survey, first conducted by ACT, Inc. in 1979, has been frequently cited by members of the advising profession, and the results have been utilized as a catalyst to upgrade advising services on many campuses. NACADA will, as with the fifth survey, publish the final results of this survey in a monograph.

The sixth survey features an expanded section on technology used to support and deliver advising. And, although previous surveys drew stratified random samples of institutional types, the sixth survey will be mailed to all two-year and four-year public and private institutions.

In a pre-mailing in early February, chief academic officers will be asked to identify the individual most knowledgeable of campus advising. If the chief academic officer responds, on those campuses, the survey will be mailed to the individual identified. On all other campuses, the survey will be mailed to the chief academic officer. The results of the survey will be published in an upcoming NACADA monograph.

NACADA CONFERENCE—2003 CALENDAR

Regional Conferences

<i>Region</i>	<i>Date</i>	<i>Location</i>	<i>Contact</i>
Northeast (1)	March 17–19, 2003	Newport, RI	Susan Campbell
Mid-Atlantic (2)	April 2–4, 2003	Pittsburgh, PA	Steve Pajewski
Mid-South (3)	February 23–25, 2003	Charleston, South Carolina	David Goss
Southeast (4)	March 9–11, 2003	Pensacola Beach, FL	Anna Shiplee
Great Lakes (5) & North Central (6) combined	March 23–25, 2003	Madison, WI	Rebecca Ryan Adrienne Thunder
South Central (7)	April 24–26, 2003	Baton Rouge, LA	Paul Ivey
Northwest (8) & Pacific (9) combined	April 30–May 2, 2003	Vancouver, BC	Kay Reddell Evette Castillo
Rocky Mountain (10)	February 26–28, 2003	Sedona, AZ	Paula Fuhst Mark Ebert

National Conference

Dallas, TX October 2–5, 2003 Chairs: Karen Stucky and Cole Holmes

Academic Advising Summer Institute

San Diego, CA June 22–27, 2003
St. Charles (Chicago), IL July 27–August 1, 2003

See detailed information at www.nacada.ksu.edu • e-mail NACADA@KSU.EDU • call 785-532-5717

Regional CONFERENCES

We've got to keep meeting like this!

A simple list of conference places and dates says little to tell you about the great things that happen both at the conferences and on individual campuses as a result of the meetings! Registration is proceeding for all conferences—find registration forms at www.nacada.ksu.edu in the Events section.

An added feature at many conferences



Advising Administrator's Preconference Workshop

Designed for those who have responsibilities for advising programs and services on their campuses, this 4 hour pre-conference workshop will provide assistance to those

- developing new advising programs and altering existing programs
- enhancing their administrative skills
- searching for new ideas
- developing a network of colleagues in the advising administration domain.

Topics will include:

- Advising models
- Hiring and evaluating advisors
- Building connections and collaborative advising relationships across campuses
- Designing development programs
- Developing or enhancing faculty advising programs
- Other topics as indicated by participant need.

Participants will be encouraged to share their own experiences, success stories, and concerns. A certificate of participation will be presented at the end of the workshop.

This 4 hour workshop will be presented at the following conferences by Charlie Nutt, Associate Director, NACADA and regional associates:

- Region 4—Pensacola—March 9
- Region 1—Newport—March 17
- Region 5/6—Madison—March 23
- Region 7—Baton Rouge—April 24
- Region 8/9—Vancouver—April 30

Cost for the workshop is \$50. See www.nacada.ksu.edu and go to Events to register and choose a convenient time and location.



Over 2200 individuals attended Region Conferences last year. All states in the U.S. and the great majority of provinces in Canada were represented!

FEBRUARY

Southwest Region 10 members and colleagues are headed for the rocks - but that is a good thing—as they are the Red Rocks of Sedona, AZ at the lovely Hilton Sedona Resort. If you need a winter time lift in your spirits as well as your professional development, this is the place to head in February! **Paula Fuhst** and committee invite you to increase *"The Spirit of Academic Advising: Our Commitment to Students."* You will leave energized, challenged and motivated towards quality advising and student success. (February 26–28, 2003)

Mid-South Region 3 is *"Making Advising History"* in Charleston, home of so many memories of early Americana. The theme highlights how important advising is in the history of each student. Knowing that a student's personal history can be determined by the effects that quality advising programs and individuals can have, **David Goss** and company are planning a program to help you be a history maker at your own institution! (February 23–25, 2003)

MARCH

Southeast Region 4 encourages advisors to *"Catch the Wave"*—what better place to do this than on the white beaches of Pensacola—or the offices and campuses of advisors everywhere! Put your imagination to work and you can catch the advising wave wherever you are! **Anna Shiplee** and her committee invite their region to come on down to the shore for a quality conference! It will be worth the trip! (March 9–11, 2003)

★ *Advising Administrator's Preconference Workshop offered*

Northeast Region 1 is meeting in beautiful Newport, RI—hardly what we would consider something to merely "survive" but the committee has used a spin on the popular show to create their own *"Advisor Newport—Can you Survive the Challenges?"* This conference that should be memorable as well as educational! **Susan Campbell** and her seasoned conference committee will surely make this a meeting you do not want to miss! (March 17–19, 2003) ★ *Advising Administrator's Preconference Workshop offered*

Great Lakes Region 5 and **North Central Region 6** are becoming *"Allies for Success"* in the great city of Madison, for truly "Mad-is-On" and everyone hopes to have a capital time at the lakeshore Monona Terrace. An excellent response to the call for proposals resulted in additional sessions—thus giving participants every opportunity to explore how explore alliances within their institutions, states and regions to give students what they need for success. **Becky Ryan, Adrienne Thunder** and a committee too large to mention without forgetting someone are working diligently to prepare for their participants! (March 23–25, 2003) ★ *Advising Administrator's Preconference Workshop offered*

Regional CONFERENCES

Over 30% of the participants who register for Regional Conferences became new NACADA members last year! Attendance at a Regional Conference is one of the best ways to get acquainted with our great people and programs offered through our association.

APRIL

Mid-Atlantic Region 2, takes to big city life this year in Pittsburgh, PA. **Steve Pajewski** and committee are definitely making ready for you to see the **“Advising-Teaching Connection”** that will be in evidence in the quality concurrent sessions and workshops. Pittsburgh is a great place to make lots of great connections with colleagues from Region 2 and neighboring states! (April 2–4, 2003) *Several preconference sessions are offered; including Faculty Advising in 60 Minutes. See the web for information on all preconferences!*

South Central Region 7 is heading south to Baton Rouge, LA! **Paul Ivey** and his band of committee members have been having lots of jam sessions to prepare for **“Advising and all that Jazz”**, a meeting that will help you put all the sections of your institutions on the right track to student success. It will be worth the drive, so let's support this southern most state and see which Region 7 state can bring the most complete ensemble to Baton Rouge! (April 24–26, 2003) ★ *Advising Administrator's Preconference Workshop offered*

AND INTO MAY!

Northwest Region 8 and **Pacific Region 9** are headed north, way north, to Vancouver, BC for what they predict will be a record breaking harvest of great ideas to help advisors, administrators and faculty. **“Academic Advisors as Gardeners: Cultivating Competence and Confidence”** will provide the framework for a wide field of sessions which deal with issues that are important to student success. **Kay Reddell** and **Evette Castillo** are working with their respective regions to share the responsibilities of conference planning and implementation. Vancouver in the spring is a fantastic place to see the fruits of good gardening in more ways than one, so join the crowd for a great meeting! (April 30–May 2, 2003) ★ *Advising Administrator's Preconference Workshop offered*

Many NACADA national and regional leaders began their NACADA career by volunteering at a Regional Conference. Volunteer today to climb up the leadership ladder!



For the June Newsletter Share a Great Idea!

Describe a great idea you gleaned from your Regional Conference that you have already put into practice or one of those “Ah-ha!” moments that hit you during a session. E-mail **Diane Matteson** at matteson@ksu.edu with 3 or 4 lines describing the idea and how you implemented it. Include your name, institution and department and the source of your idea!

This section will be for small practical ideas that others can start using immediately! Spread the word!

Regional REPORT

Northeast Region (1)

Greetings! We are a few short weeks away from your 19th Regional Conference in Newport, RI, March 17–19, 2003. Our colleagues will be sharing more than 35 presentations and pre-conference workshops and then we will enjoy the wonderful atmosphere in Newport. Come learn, re-energize, and enjoy. Be sure to check out the region 1 website at www.nacada.ksu.edu/regions to get up to date hotel and conference registration information. Please make your hotel reservations before February 12 to ensure your stay.

DRIVE IN NEWS! Our area representatives are gearing up for the spring. Look for future announcements about events in the New York City area, Eastern and Western New York, Maine, and New Hampshire. **Susan Moyer** recently organized 'Transitions in Adulthood', presented at Excelsior College, Albany, NY on November 1. Fifty advisors enjoyed lunch and a presentation by **Vicki Carr** (Excelsior), followed by small group discussion.

Please feel free to email me with your questions, announcements, and innovative ideas! We look forward to seeing you in March in Newport!

Maura Ivanick
Region 1 Representative
Syracuse University
315-443-2207
MLIVANIC@SYR.EDU

A Time Saver for You!

You may notice a request for more information on the Regional Conference registration forms.

- NACADA now offers two membership years to accommodate the many people who join and then renew on a regular basis with their National conference registrations (September to September) and with their Regional conference registrations (March to March).
- You may now register for a conference, join NACADA, select commissions and interest groups, and submit demographic information at one time.

Mid-Atlantic Region (2)

Hello Mid-Atlantic! As the new Regional Representative for Region 2, I'm honored to take over for **Terry Musser**, who served our region for 4 great years! We have a lot planned for the upcoming year, so I hope I can continue the outstanding work that she did for the region!

I just wanted to take a minute to thank all of the people who came out to support the region at the regional meeting at the National Conference in Salt Lake City! I believe it was one of the largest turnouts we've had at a regional meeting at the National Conference, so I hope we can continue to support the region in such a strong fashion. We shared a few ideas and got a chance to network a little . . . all in all, a great time.

The plans for the 2003 Regional Conference are well under way! The conference theme, "The Advising-Teaching Connection," considers the role that advisors play as educators of college students and the affinities between academic advising and college teaching. The conference will be held at the Sheraton Station Square Hotel in Pittsburgh, Pennsylvania from April 2-4, 2003. We had our regional conference at the same location in 1997, so we hope that this conference will be as much of a success as that one! If you have any questions or would like to volunteer to help out, please contact our conference chair—**Steve Pajewski**—at sp4g@andrew.cmu.edu or 412-268-9592. Or you can visit the conference website from the NACADA website at www.contrib.andrew.cmu.edu/%7Esp4g/conference/index.html.

The Mid-Atlantic Region governance is composed of the regional representative, the conference chair, and state coordinators. The state coordinators for the Mid-Atlantic Region are:

Jessica DiPietro—District of Columbia (Washington, DC)
Cindi Shenkle—Delaware
Jeff Gardner—Maryland
Michael Tress—New Jersey
Linda Lantaff—Eastern Pennsylvania
Harriett Gaston—Western Pennsylvania
Donna Dunn—Virginia

The State Coordinators assists the regional representative and the conference chair with the planning of the regional conference as well as coordinate state one-day conferences. For the upcoming year, we have one-day state conferences plans at the following locations:

Washington, DC—possibly at George Washington University at end of February or beginning of March
Maryland—John Hopkins University on January 23, 2003 (conference chair—**John Bader**)

Regional REPORT

New Jersey—Burlington County College on May 29, 2003 (conference chair—**Linda Tromp**)

Eastern Pennsylvania—possibly Temple University sometime in the Fall Semester

If you are interested in hosting a state or regional conference, please contact your state coordinator or the regional representative. We are still looking for potential conference sites and/or potential conference chairs for the 2004, 2005, and 2006 regional conferences. You can get more information about the Region by visiting the Mid-Atlantic Regional web page at <http://shoes.intrasun.tcnj.edu/nacada/mid-atlantic/mid-atl.htm>

The Regional Board has plans to provide more opportunities for members to get involved at a state/regional level. If you have an interest in increasing your involvement in NACADA at the state/regional level, please feel free to contact me for more information; we'll also have updated information on the regional website.

I look forward to hearing from you and to meeting you at future state, regional, and national conferences. If you have an interest in becoming more involved or have general questions about the organization in general, please feel free to contact me at:

Bill "Shoes" Johnson
Region 2 Representative
The College of New Jersey
609-771-2882
SHOES@TCNJ.EDU

Southeast Region (4)

"Catch the Wave" to enjoy the beautiful white beaches of Pensacola while exploring the future in advising. Our theme is intended to make you think outside the normal realm of programs and take a risk to develop innovative, timely, action-oriented sessions. Conference attendees will be rejuvenated, invigorated and empowered!

This conference is about establishing a sense of community with fellow advisors while in the wonderful locale of Pensacola Beach. We will have fun in the sun while refreshing our professional outlook through a wave of invigorating programs. Be prepared to navigate your way to the annual conference of NACADA Southeast Region 4!

Pre-Conference Workshop (and Fees)

On Saturday, March 8, 2003, we will offer a special pre-conference workshop for advising administrators sponsored by the

Visit www.nacada.ksu.edu

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

National Organization. **Charlie Nutt**, Associate Director of NACADA, will be the primary facilitator of this activity. The fee for participating in the Advising Administrator's pre-conference workshop will be \$50.00.

Where: Pensacola Beach, FL

Hotel: Beachside Resort

Dates: March 9-11, 2003

Additional information: www.nacada.ksu.edu/regions/region4/2003/home.htm

Glenn Kecip
Region 4 Representative
University of Florida
352-392-1521
GKEPIC@ADVISING.UFL.EDU

Great Lakes Region (5)

Region 5 members have two exceptional candidates to choose from for regional representative in February. **Beck Ryan** from the University of Wisconsin at Madison and **Kay Solomon**, from Purdue University are both running. Visit the NACADA website to see their platforms at www.nacada.ksu.edu/Associnfo/Elections/Candidates2003.html.

The 8th annual Illinois Academic Advisors' Association Conference was held at the Holiday Inn Select Hotel and Convention Center in Tinley Park on November 8. The theme of this year's conference was "A Time of Change" and included presentations on Technology in Advising, Working with Consumer-Oriented Students, and The Importance of a Partnership between Academic and Career Services. The hard work of the 2002 Conference Planning Committee was rewarded with record attendance. This year's conference had 225 active participants representing 18 universities and 23 community colleges.

New officers were elected. Congratulations to: **Ann Anderson**, Moraine Valley Community College, President & State Representative, **Judy Wood**, Governors State University, Vice-President, **Bonnie Jepson**, Governors State University, Secretary, and **Janet Blue**, Illinois State University, Treasurer. As President of Illinois Academic Advisors' Association Conference, Ann Anderson will also serve on the Region 5 steering committee, as the Illinois state liaison.

Paula Hanley has accepted a new position at De Paul University. We are happy to see that she is staying in our region. However, her departure from the University of Illinois at Chicago means we have a vacant regional conference chair for our 2004 regional conference. We are currently in consultation with the University of Illinois at Chicago for an appointment of a new regional conference chair.

Regional REPORT

The Region 5 steering committee met in early autumn and selected a site for our 2005 regional conference. We are going to Toronto! We are all looking forward to returning to Ontario after the very enjoyable National Conference in Ottawa in 2001. We will keep you informed of developments for Chicago in 2004 and Toronto in 2005. In the meantime, we hope to see you all in Madison Wisconsin for our 2003 joint regional conference with Region 6, on March 23-25.

George Steele
Region 5 Representative
The Ohio Learning Network
614-995-3240
GSTEEL@OLN.ORG

North Central Region (6)

Region 6 is in the process of changing its structure. Because of the size of the region, which includes eight states and provinces, we are forming a steering committee. This committee, which will function as an advisory board, will be composed of seven state or province representatives, the current and future Regional Conference Chair, and the Regional Chair. Anyone interested in being on the committee should contact the Region 6 chair, **Kim Roufs**, kroufs@d.umn.edu

The purpose of the Steering Committee is to better connect the states to each other and to the NACADA National Office. In addition, it will provide leadership development opportunities for members of Region 6 within the NACADA organizational structure.

We are, for the first time in history, having a combined Regional Conference. Regions 5 and 6 are meeting in Madison, March 23-25th. This should be a great conference in a great location. We will enjoy meeting with our colleagues to the east. We are fortunate to have **Charlie Nutt**, Associate Director of NACADA, giving a pre-conference workshop for Advising Administrators. This workshop is for those who have responsibilities for advising programs and services on their campuses.

Also, for the first time, we are planning to have a strategically placed drive-in conference within the next year. This day long conference will be very budget friendly and tailored to the needs of the area hosting. It will be through this conference that we hope to recruit new NACADA members. Although this is the first, we hope that there will be others to follow.

Kim Roufs
Region 6 Representative
University of Minnesota
218-726-8761
KROUFS@D.UMN.EDU

South Central Region (7)

Region 7 was well represented at the 2002 NACADA Conference in Salt Lake City. We had a successful regional meeting, and your steering committee met for planning at 5:30 AM (Yes, that's in the morning!) on Monday. We accomplished a much needed region business concerning the 2003 conference in Baton Rouge, the 2004 conference in Kansas, and working out future meetings of the committee. We also worked on the budget.

As usual, Region 7 had many national award winners recognized at the National Conference. We rock!

The Region 7 membership pins have been ordered and will be distributed at the next conference.

The current members of the Region 7 Board/Steering Committee are as follows:

Harry Cook (hbc103t@SMSU.EDU), Region Chair
Patricia Griffin (pgriffin@FHSU.EDU) from Kansas
Eileen O'Brien (OBrienE@HSSC.EDU) from Missouri
Frances Wood (fwood@SELU.EDU) from Louisiana
Rhonda Cannon (Rhonda.Cannon@NHMCCD.EDU) from Texas
Michelle Roberts (mmcaward@OU.EDU) from Oklahoma
Karen Boston (KBoston@walton.uark.edu) from Arkansas
Leslie Yard (lyard@STLCC.EDU) immediate past conference chair
Paul Ivey (pivey1@LSU.EDU) the chair for the 2003 conference in Baton Rouge
Jill Hieb (jhieb@UKANS.EDU), 2004 conference chair

This committee does the nuts and bolts work of establishing a leadership system for the region and establishing the manner in which region funds are used. Please feel free to contact a steering committee member with ideas for future activities or any questions that you may have concerning Region 7's goings on.

Harry Cook
Region 7 Representative
Southwest Missouri State University
417-836-5258
HBC103T@SMSU.EDU

Northwest Region (8)

Oregon State University hosted a Drive-In Conference on Friday, November 1st. **Nancy King** from Kennesaw State University (NACADA's Consultant's Bureau) was the keynote speaker. From all reports, the conference was a HUGE success with over 100 in attendance. Congratulations to all who put in so many hours: **Sarah Ann Hones**, **Kerry Kincannon**, **Rachel Repp**, **Connie Patterson** and **Karen Kvidt**. And a special thanks to **Dr. Robert Burton**, Assistant Provost for Academic Programs, and **Dr. Larry Roper**, Vice Provost for Student Affairs. Additional support by **Kay Shaffer**, Dean of the College

Commission REPORT

of Liberal Arts, and the Dean's staff: **Stephanie Cross, Brad Dennis** and **Barbara Melton**. It takes a "village" to put on a conference. It is clear by the list of "thank you's," that NACADA has great support at Oregon State University. Attendees included advisors from Washington, Oregon, California and the province of British Columbia in Canada. Twenty-one institutions were represented and we increased the Region 8—Oregon NACADA membership by 10%—WAY TO GO!!

Bring your rakes and hoes and participate in the Region 8/9 conference in Vancouver, Canada—*"Academic Advisors as Gardeners: Cultivating Competence and Confidence."* Regional Conference plans for our Pacific Region 9 and Northwest Region 8 Conference are rolling along. It is going to be an exciting conference. Be sure to get on board and reserve the dates April 30 - May 2, 2003, for this super conference. We are planning a surprise event for the opening on April 30. With participation of two active regions, we are looking at the possibility of 6 break-outs for each session. The Ramada has been great to work with and they have offered to extend the conference rate to families who would like to stay over the weekend. The Vancouver area is full of exciting things to do. There is Whistler Ski Resort (and others), China Town, the Science Center, the Planetarium, the Aquarium, Ford Center for the Arts, and the shopping is EXCELLENT. The Resort is large, with an indoor pool and waterslide, and child care is provided while parents use the facilities. The restaurants also have excellent food (we sampled them all)!

So, Region 8—let's welcome our neighbors and show what we have to offer!

Kay Reddell
Region 8 Representative
Western Washington University
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KAY.REDELLE@WWU.EDU

Guidelines for Newsletter Submission

Academic Advising News is a quarterly publication of the National Academic Advising Association. Newsletter articles are generally quite short and informal. Original articles and opinion pieces that are directed to practicing advisors and advising administrators and have not been printed elsewhere are welcome. They are printed on a space-available basis and should not exceed 500 words. Articles may be sent to the editor, Brenda Hart, by e-mail at BGHART01@GWISE.EDU.

The deadlines for the newsletter are as follows:

<u>Issue</u>	<u>Copy Deadline</u>	<u>Publication Date</u>
1	November 15	February 1
2	April 15	June 1
3	July 15	September 1
4	October 15	December 15

Advising Administrators Commission

At the commission meeting during the National Conference in Salt Lake City, **Susan Campbell** (chair for 2000-2002) thanked members for their support. She presented to **Kevin McKenna** the first Award for Service to the Advising Administrators Commission. The commission members all appreciate Kevin's leadership and contributions to our goals. Most of the time for the commission meeting was devoted to discussion in small groups of goals for next year. Although a number of different objectives were named, a focus of suggestions was networking and exchanging best practices.

One response to the call for information exchange has been the collection from commission members of "tips" for surviving difficult budget times. We appreciate the good suggestions from many administrators that you can find summarized on the NACADA website at www.nacada.ksu.edu/Clearinghouse/admintips.html. Thanks to the staff at the NACADA central office for efficiency in collecting these ideas and making them available in a timely fashion. Additional tips are welcome and can be submitted to the NACADA office or to **Alice Reinarz**. Clearly, the use of listservs and websites has increased our communication capabilities. While we have long appreciated the benefits of networking, these tools are currently critical to sharing information for mutual benefit.

Many commission members are enthusiastic about the new Advising Administrators Institutes in San Antonio this spring. If you are interested, you may still register for the February 15-17 program through the NACADA website.

Individuals in the Commission who will serve as the Steering Committee during the next year include:

Alice Reinarz, University of Michigan
Susan Campbell, University of Southern Maine
Jayne Drake, Temple University
Cindy Iten, University of Kentucky
Dianne Castor, Coastal Georgia Community College
Anne Kopera, University of Nebraska-Lincoln
Shannon Williams, University of Texas-Arlington

Please contact any of us with your comments and concerns.

Alice Reinarz
Advising Administration Commission Chair
University of Michigan
734-647-9289
AREINARZ@UMICH.EDU

Commission REPORT

COMMISSIONS & INTEREST GROUPS

GETTING INVOLVED in NACADA: CONSIDER COMMISSIONS

NACADA Commissions give Association members an opportunity to network with others having similar advising interests. The Commissions advise the NACADA Council and the Commission & Interest Group Division leadership on specific concerns. The Commissions also work to contribute to the knowledge base in their area. NACADA members may formally affiliate with up to two Commissions and up to two Interest Groups.

Benefits

- Identifying professional development needs
- Networking with others with similar interests
- Sharing information from the commissions on specific activities
- Participating in commission business meetings, projects, discussion groups, e-mail lists
- Serving on commission steering committees
- Serving elected leadership positions within the commission
- Participating in mini-conferences related to commission topics
- Presenting ideas to the NACADA Council
- Nominating advisors and programs for national NACADA awards
- Collaborating on choices of presentations for national conferences
- Nominating colleagues for elected leadership positions

Commission membership assumes a commitment to active participation in programming and activities. Members are encouraged to select commissions to which they are able to devote time and energy. The work of the commissions is regularly reviewed by the Commission & Interest Group Division Representatives and the NACADA Council for effectiveness and contributions to NACADA. Therefore, the commissions can exist only if members contribute significantly to the activities.

CURRENT COMMISSIONS

Advising Administration
Advising Adult Learners
Advising Business Majors
Advising Graduate and Professional Students
Advising Student Athletes
Advising Students with Disabilities
Advising Transfer Students
Advisor Training & Development
Engineering & Science Advising
Faculty Advisors
Lesbian, Gay, Bisexual, Transgendered and Allies Concerns
Multicultural Concerns
Small Colleges and Universities

Technology in Advising
Two-Year Colleges
Undecided/Exploratory Students

www.nacada.ksu.edu/ and go to Association Information or About NACADA.

INTERESTED IN AN INTEREST GROUP?

If members have an interest in a topic or constituency not included in the commission structure, an interest group may be formed. A meeting is held at the national conference to generate support, the interest group is formed and when sufficient interest and commitment is generated, the interest group may apply for commission status. Currently, the following interest groups have been organized:

Advising Education Majors
Advising Fine Arts Students
Advising High Achieving Students
Assessment of Advising
Canada
Distance Education Advising
ESL/International Student Advising
First-Generation College Student Advising
Health Professions Advising
High School to College Advising
Liberal Arts Advisors
Pre-Law Advising
Probation/Dismissal/Reinstatement Issues
Theory and Philosophy of Advising

For a list of Interest Group leaders, visit www.nacada.ksu.edu/ and go to either Association Information or About NACADA

Leadership Opportunities

Those interested in a leadership opportunity in the NACADA organization may want to start as a member of a commission steering committee or serve on a Commission committee. The Chair provides leadership for commission activities in support of the profession. The Chair represents the members of the commission, their needs and concerns, assists with the selection and evaluation of presentations for both national and regional conferences, and communicates with the members through the national newsletter. The Chair attends the fall Division meeting and communicates commission needs and concerns to the Division Representatives on the NACADA Council. To qualify for this elected position as Chair requires at least one year of membership in the commission and a commitment of 2 years of service.

Academic Advising Summer Institute

One Great Program—Two Great Locations!

June 22–27, San Diego, CA or July 27–Aug 1, St. Charles (Chicago Area), IL

NACADA provided our team . . . the theoretical underpinnings, models for consideration, wonderful sharing of ideas and best practices, a team of professionals for future consultation, and a “can-do” approach to our monumental task. The institute was an invaluable immersion experience with other committed professionals focused on indentifying effective ways to meet the advising needs of students so they can achieve their academic and career goals.

**Cynthia Armster, Associate Vice
Chancellor Student Affairs,
City Colleges of Chicago—
Richard J. Daley College**

I really feel like I am taking a great deal of valuable information back to campus. I have a clearer understanding of the profession with ways to apply the knowledge gained. It has helped provide ideas and direction.

**David Spight, Academic Advisor,
Colorado State University**

Experienced Faculty

Our team of expert faculty brings together a wide variety of advising and administrative experiences. Regardless of the type of higher education institution you represent, you will have ample opportunity to interact with faculty and others who share common challenges and commitments.

Quality Advising for Student Development and Retention

Research in the area of retention, in nearly all instances, concludes that the single most important contributor to student persistence is the development of strong relationships between students and members of the faculty and staff. Because academic advising is the only structured service on the campus in which all students have the opportunity to develop an on-going, one-to-one relationship with a concerned member of the college community, quality academic advising should be a major strategy in every college’s retention planning.

The Academic Advising Challenge

Student growth, persistence and campus vitality—all are linked to academic advising and influenced by programs and policies that you help deliver or administer! Many campuses have not developed effective strategies to implement the critical changes necessary for high quality advising. The Institute is designed to assist participants in developing such strategies and programs.

The Institute utilizes an effective integration of expert group presentations with small group discussions, workshops, and topical sessions led by skilled practitioners and organized by institutional type. Through these activities, you will develop a network of supportive colleagues throughout the nation.

Who Should Attend

The Institute is designed for individuals or teams who have responsibility for academic advising, such as:

- Teams or individuals from an institution desiring to refine or redesign campus advising services
- Academic advising campus task force members
- Advising program directors
- Campus administrators including deans or vice presidents with responsibility for advising

Registrations for both Institutes are now being accepted. Enrollment is limited so register now at

www.nacada.ksu.edu

or contact the
NACADA Executive Office at

nacada@ksu.edu

or call

785-532-5717