

The History of NACADA: An Amazing Journey

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In this article, we trace the history of NACADA from many perspectives. The NACADA mission, organization, programming, and services throughout the past 30 years provide a story of innovation and change. The effect of technology on NACADA's growth, especially in the last decade, has created enumerable opportunities for more comprehensive programming, services, sharing of expertise and resources, and support to members. NACADA has had a phenomenal impact on the perceptions of advising, the redefined the role of advisors, and the means by which students have benefited directly and indirectly from the professionalism it has engendered.

KEY WORDS: advising profession, advisor role, faculty advising, history of advising,

"An invasion of armies can be resisted, but not an idea whose time has come."

Victor Hugo, *Histoire d'un crime*, 1852

The history of higher education that was described in the Thelin and Hirschy (2009) article emphasizes how the events that shaped higher education also influenced the perception of and impact on academic advising. The impressive growth and scope of influence of NACADA since its inception in 1979 have proven that a national organization of advising was an idea whose time had come. Some of the issues that confronted higher education in the 1970s and early 1980s included increased student consumerism, institutional competition for students, and students' need to negotiate the bureaucracy (Cook, 2009; Thelin & Hirschy, 2009). As the American college curricula expanded, academic planning became more complex and demanded a more involved and expanded role for academic advising. As diverse populations of students entered college, the recognition of advising as a process rather than a one-stop contact also became apparent. The need for academic advising was emphasized by the Carnegie Commission on Higher Education in 1972 when it stated that academic advising was as an increasingly important function in higher education.

In addition to faculty advisors who were still the major conveyors of academic advising, the number of full-time professional-type academic advisors

from a wide variety of academic backgrounds expanded exponentially. The need for a professional organization where all types of academic advisors' common interests and needs could be recognized and met became obvious. This was the milieu in which the National Academic Advising Association was founded, and its rapid growth and increased scope of influence has been nothing short of amazing.

NACADA's Vision and Purpose

Throughout the First National Conference on Academic Advising in Burlington, Vermont, in October 1977, a certain buzz permeated the atmosphere. Between, during, and after every conference program session, participants talked about a second conference and the need for a national association dedicated exclusively to academic advising. The NACADA vision was being formed: It was to be a new professional association that would focus on academic advising and those who provide this service and expertise. Development of such an organization meant that advisors need no longer search for a place to present a professional program; wonder where to engage in discussions about roles, tasks, issues, and ideas related to academic advising; or seek venues to publish their thoughts. The vision was becoming very clear after four short but action-oriented days on the bank of Lake Champlain.

As the image emerged so did the daunting task of channeling this tremendous surge of enthusiasm and energy into reality. Would people remain as committed when they returned to their campuses and reimmersed in their daily routines? Would their supervisors permit them time on the job to dedicate to off-campus efforts? Who would manage all the necessary tasks to maintain the momentum that had been generated? How would everyone communicate? What should be the next step? These questions began to coalesce as a group of 17 conferees met to form a steering committee that would attempt to materialize these initiatives.

Two immediate questions and tasks were obvious: Where would the next conference be held, and who would sponsor and run it? Committee member Frank Dyer of (then) Memphis State University called his vice president, who agreed to

host the conference in October 1978, and Tom Grites of (then) Stockton State College volunteered to develop the program for it. Although other sites were considered, the committee ultimately selected Memphis as the next conference site.

The next most important job was to identify the tasks required to start such an association. Toni Trombley, Chair of the First Conference and Chair of the Steering Committee, agreed to do the legal research, and Mike McCauley (Ball State University) volunteered to chair a subcommittee that would write the original bylaws required to seek initial nonprofit association status. Thus, the work began as 275 first national academic advising conferees departed for home on October 19, 1977.

Without describing all the details that were addressed since the first conference and May 2, 1979—the official date of incorporation of the National Academic Advising Association—the original Steering Committee members and many other individuals volunteered many, many, many hours to make the vision a reality. Trombley described it best in the first issue of the *NACADA Newsletter* (1979).

A Letter from the President

Three years ago, I sat at my desk to write a letter to my colleagues in search of information concerning academic advising and policies on other campuses. I became painfully aware that I didn't know where, with few exceptions, to send the letters. The field of Academic Advising had no national organization to represent it, nor were academic advisors or advising visible on most campuses.

Later, as I attended national conferences during the fall, 1976, I found few interest sessions that dealt directly with my own professional needs. I eagerly sought out other professionals with whom I could discuss the issues faced in developing a newly established Academic Advising Center at the University of Vermont.

A few contacts were made and each of these reinforced my growing belief that Academic Advisors were largely invisible, starved for communication with their colleagues, and eager to share their ideas and concerns.

It was at this time that the idea of a national gathering to deal with different aspects of

Academic Advising was conceived. With financial and personal support from the University of Vermont, the initial steps that led to the 1st National Conference on Academic Advising were put into motion. On arrival at the ACT [American College Testing Service] [*The conference was held by the American College Personnel Association, not ACT*] Conference in the spring of 1977, I distributed cards announcing the conference and solicited proposals that addressed major topics garnered from a review of the literature and conversation with peers.

I handed those cards to everyone at the meeting and was invited by Dr. Thomas Grites, then Director of Academic Advising, College of Education, University of Maryland, to speak briefly during an evening discussion session. The session mediated by Tom, entitled *Academic Advising: Student Service or Faculty Function*, was attended by over 60 persons, even though the NCAA basketball championship was going on at the same time. The involvement of that group of people served to underscore the timeliness of and need for a forum to exchange information. From that humble beginning, news of the conference spread rapidly.

I attended other conferences and again spoke to large groups of people assembled in the one or two interest sessions at each that applied to Academic Advising. Over 75 program proposals were received during the spring; they covered a breadth of interest.

Originally limited, a conference was planned for 200 conferees. But initial response was so overwhelming, and the expectation of need so great, that registration was increased to 275. Even then, we had to refuse more than 50 persons [*including the co-author of this article, Virginia Gordon*] as we did not have the staff resources nor hotel accommodations to deal with the increasing requests.

The conference was a huge success both in terms of quality of program presented and the enthusiasm of the conferees.

A large group, representatives of whom later became the first Executive Steering Committee, met to address the issues now confronting aca-

ademic advising. Specifically, there emerged plans for another national conference for 1978 and a resolve to deal with the question of a national organization.

The rest is history. The equally successful Second National Conference in Memphis, Tennessee, October, 1978, as well as the series of seminars on Academic Advising sponsored by ACT, were evidence that an organization was needed to provide leadership and to address professional concerns of academic advisors and advisees. It was no longer a question of whether we should organize, but when and how. The details of the 2nd National Conference and subsequent meetings leading to the official organization of NACADA in Montpelier, Vermont, on May 2, 1979, are described elsewhere in this *Newsletter*.

Many individuals and institutions have given generously of their time and financial assistance. To these and others who have shared their talents and insights, I express my sincere thanks for this support and dedication. I look forward to our first year as a nationally recognized association with eagerness and awareness of the challenges before us.

Toni B. Trombley

From October 14 through 17, 1979, the Third National Conference on Academic Advising was held in Omaha, Nebraska. The first official NACADA National Conference and the first official association meetings were conducted by officially elected officers of the new association. As 435 individuals had already paid \$15 to become charter members, the association began with a meager balance of \$6,677.10 in its treasury. Today, 15 of these charter members still retain their memberships.

From the outset, the purpose of the association captured the spirit, passion, inclusiveness, and diversity of its leaders and members in their national and local roles. The initial draft of the bylaws of the proposed association stated:

The purpose of the National Academic Advising Association is to promote the quality of academic advising in institutions of higher education, and to this end, it is dedicated to the support and professional growth of academic advising and advisors. NACADA serves its constituency—faculty members, adminis-

trators, counselors, and others in academic and student affairs concerned with the intellectual, personal, and vocational needs of students. It is the forum for discussion, debate, and the exchange of ideas regarding academic advising with the other areas and activities of higher education. And NACADA is the representative and advocate of academic advising and academic advisors to higher education. (Article II. Sec. 2)

Through the years many changes have been made to the bylaws to reflect improved organization and management, membership, committees structures, voting procedures, programming, and service, but the fundamental purpose of NACADA has remained intact almost verbatim (except for a few editorial changes). For a complete review of the current bylaws, visit www.nacada.ksu.edu/PolicyProc/bylaws.htm.

A number of other documents have also been developed that guide the philosophy and operations of the association. One of the early records was the set of standards as prescribed by the Council for the Advancement of Standards for Student Services/Development Programs. Upon the strong recommendation of NACADA Directors on the Council, Eric White and Linda Higginson, the name of the organization was changed to the Council for the Advancement of Standards in Higher Education to reflect a wider range of higher education constituencies; it is commonly referenced as "CAS." However, the creation of these standards was not without controversy. Initially NACADA President Toni Trombley did not support joining the CAS group. However, the Association of Academic Affairs Administrators (AcAAd), a Commission of the American College Personnel Association (ACPA), would write the standards for academic advising if NACADA chose not to do it, so NACADA needed to assume this task. At the Fourth National Conference in Asheville, North Carolina, (1980) the members passed a resolution for NACADA to join CAS, and Dan Wesley (Oklahoma State University) was appointed as NACADA's Director on the Council.

After several attempts to blend the AcAAd and NACADA documents failed, CAS approved NACADA's version in 1986. These standards were adopted, revised as needed, and have guided NACADA's progress as an association, as well as advising programs, since that time. The current standards are available at www.nacada.ksu.edu/Resources/Standards.htm#CAS.

As the profession and the association continued to grow and become recognized as “the representative and advocate of academic advising and academic advisors to higher education” (as intended) (National Academic Advising Association, 2008), the need for a common set of guidelines for advisors became apparent. Although faculty members had always been, and continue to be, the largest group of individual academic advisors on most campuses, the number of full-time professional academic advisors was also growing, especially in large research universities. To provide some consistency in expectations, responsibilities, and behaviors among the variety of individuals, institutions, and students that now relied on the advising process to support student success, NACADA established a Task Force to develop a set of guidelines, which became known as The Statement of Core Values of Academic Advising and were initially adopted on October 8, 1994. The complete and current version of the Core Values can be reviewed at www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Core-Values.htm. Both the CAS Standards and the Core Values have retained and reinforced the original vision and purpose of the association.

In a relatively short time after the association was fully launched and operating successfully, the association leadership realized the need for a more systematic approach to its management functions and long-range planning efforts, so an initial strategic plan was developed and approved as a working document on October 8, 1994. The original plan has undergone continuous review, assessment, and revision to move the association continuously toward its purpose within the rapidly changing landscape of higher education.

The current plan includes five strategic goals that support the purpose of the association by addressing the global needs of academic advising, encouraging the advancement of knowledge about academic advising, enhancing student learning outcomes, advancing the profession and importance of quality academic advising, and ensuring the effectiveness of the association. The full Strategic Plan can be reviewed at www.nacada.ksu.edu/Leadership/StrategicPlan/index.htm.

While NACADA had established, nurtured, and preserved its strong purpose, a recurring question kept surfacing: What is academic advising anyway? How do we (NACADA) define this activity, if we are the representative, advocate, and spokesperson for it? The complexity of the activity itself, along with the diversity of personnel engaged in it, the various organizational structures

used to implement it, and the multiple sizes and types of institutions represented in the association, made it difficult to define. Still, the lack of an operational definition was inconsistent for a new professional association that had thrived. Many definitions have been provided over the years, but none was ever proffered by NACADA itself. A representative sample of those that have been proposed over the years can be reviewed at www.nacada.ksu.edu/Clearinghouse/Research_Related/definitions.htm.

In 2003 President Betsy McCalla-Wriggins (Rowan University) appointed a task force and charged it with developing a definition of academic advising. Through several drafts, many discussions, and four more NACADA presidents charged with completing this task, a brief, concise, Webster-like definition proved nearly impossible to craft. Through discussions, the task force members decided to focus on a concept of academic advising rather than a definition, and on October 21, 2006, the Concept of Academic Advising was approved by the board of directors. This statement serves as the guide for all types of advisors and types of institutions, advising systems, students served, and advising programs and resources. It can be reviewed in its entirety at www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Concept-advising-introduction.htm.

For over 30 years, the purpose of the NACADA has been sought, and met, through the programs, publications, and other resources that have been developed in all aspects of the Association. The CAS Standards, the Core Values, the Strategic Plan, and the Concept Statement have all emerged to enhance and achieve the original stated purpose of the association. The fundamental purpose of NACADA will no doubt continue to stimulate growth in membership, continued professional development, quality research and publications, and strength in the support of student development in higher education for at least another 30 years.

NACADA Organization

Just as it attempted to span the diversity within the academic advising world in its statement of purpose, the original steering committee attempted to be inclusive in its membership, elected officers, and overall organizational structure. Faculty members, administrators, academic counselors and advisors, and students were welcomed as members.

Along with the typical executive officers of a professional association (president, vice president, secretary, and treasurer, plus the immediate past president), the architects of the bylaws recognized

the need for national support that emanates from all types of higher education institutions. The original board of directors, therefore, included voting representatives from seven geographic regions of the country that were similar to those used by other professional associations, along with voting representatives from seven different types of institutions.

To facilitate the operations of the association, brief position descriptions and responsibilities were stated for each officer, and six standing committees were established. Committee chairs were appointed by the president for nominations and elections, membership, regional planning and development, calendar and rules, conference, and financial affairs.

This structure served the association well in establishing itself as a viable, national professional organization. Growth in membership, expansion of services, and the burden of responsibilities that were often borne by single individuals or offices on many campuses began to take their toll, and the need for a centralized management unit became evident. President Gary Kramer (Brigham Young University) set out to explore the options.

Although the use of an association management firm was considered at one point, a request for proposals was formally drafted in consultation with the American Society of Association Executives. Five proposals were received and the one from Kansas State was selected. The conference planning office at Kansas State had already assisted the association in managing several of the national conferences, so it had earned the confidence of NACADA for further collaboration. NACADA and Kansas State entered into a partnership agreement on February 15, 1990, and the NACADA Executive Office was established. Roberta (Bobbie) Flaherty was appointed as Executive Director and remained in that position until her phased retirement in 2007 when Charlie Nutt was appointed the Executive Director. With the diligence of President Carol Ryan, and with the assistance of her husband Jay (an attorney), the association was rechartered in the State of Kansas on October 16, 1991, and the relationship between NACADA and Kansas State University has continued to grow ever since.

With all of the operational aspects of the association now managed by the Executive Office, the leaders could focus more deliberately on the programmatic aspects of the association. A number of significant organizational changes throughout the years are worth highlighting.

The most significant annual event for NACADA has always been the national conference. With the Executive Office having established well-managed

membership, publication, finance, and all conference functions, the elected leaders of the association could now turn their attention to the overall governance structure and future planning for the continued and future success of NACADA. The ever-evolving issues and conditions in higher education—nearly all of which have some relationship with the academic advising process—required the leaders of the national representative and advocate for academic advising to be fully engaged in those issues. For example, in 1983 a minority concerns committee was appointed by Virginia Gordon (The Ohio State University), the NACADA President. This new committee, chaired by Judith Sanford (then of Bunker Hill Community College), was to identify the needs of NACADA's minority members. Since that time the NACADA bylaws have been modified to insure that all aspects of diversity are recognized and supported in its membership. Further, the current diversity committee strives to identify and encourage inclusiveness in the full range of leadership roles and opportunities.

The sustained and rapid growth, the expanded diversity, and changing distribution of the NACADA membership prompted the board of directors to review board representation for both regions and institutional types. In 1984, the board approved an expansion in the regions from 7 to 10 but elected to preserve the institutional-type representation on the board. Ten regions, each with its own elected chair, still exist today. To recognize the participation of the Canadian members in the association, this regional reorganization also included each Canadian province in the most proximate U.S. region.

At the 1988 national conference in Miami, the board of directors agreed to submit to the membership a ballot to modify some of the programmatic and the organizational aspects of the association. New descriptions were developed for the standing committees, task forces, ad hoc committees, and the newly conceived commissions. The board established these new descriptions in October 1988.

In 1991 the institutional-type classifications were changed to conform more closely to those of the Carnegie Classification system, and an "other" category was added to accommodate those members who did not work on a campus or were employed in an institution not defined by the Carnegie system (the latter had no voting representative on the board of directors).

Prior to incorporation and an approved set of bylaws, all working groups were considered task forces. However, once standing committees were established, task forces were appointed and nor-

mally charged with researching and reporting on issues specific to academic advising in general or to the association in particular. The initial task forces were appointed by President Chuck Connell (then of West Virginia University) to address the issues of faculty as advisors, standards for academic advising, difficult groups (those in oversubscribed majors), and affiliation. The first task force to issue a formal report, which initiated the monograph publication series, was on advising students in oversubscribed and selective majors, edited by Virginia Gordon and published in 1985. Some of the other task forces have addressed advising adult learners, advising as a profession, graduate student advising, and the more recent ones have focused on infusing research, international name change, leadership orientation, and sustainability.

Although a wide variety of programmatic special interests had evolved and required consideration, a new vice presidential position (for programs) and the institutional representatives could not meet all the needs and expectations of these constituencies; therefore, the commission structure was adopted in 1992. The first five commissions were established in 1992, and each was led by an elected chair who reported to the vice president for programs. The first commissions addressed adult learners, advising administration, advising as a profession, multicultural concerns, and standards.

Subsequently, the demand for additional commissions required the association to initiate interest groups on a preliminary or trial basis prior to becoming commissions. Currently 23 commissions, 18 interest groups, and 3 potential interest groups operate within NACADA. These 44 groups address various topics of specific populations of students (e.g., business majors, students with disabilities, and transfer, first-year, and doctoral students), advisor support and development (e.g., advising administration, technology in advising, distance education advising, and appreciative advising), and broader professional issues (e.g., advisor training and development, assessment of advising, ethics and legal issues in advising, and even the history of academic advising).

The most significant change in the overall governance of the association led to the current organizational structure. Again, the sustained growth in the association, along with concerns for leadership opportunities, terms of office, and voting membership on the ever-expanding board of directors necessitated a review of the operating structure

of the board.

After an initial task force recommended the need to review the existing structure, President “Buddy” Ramos (then of Peoplesoft) appointed Betsy McCalla-Wriggins (Rowan University) to chair a second task force in 1999 to review the structure as it related to the strategic plan. After 3 years of study and revision, the new organizational structure was adopted and implemented at the 2002 National Conference in Salt Lake City. The organizational chart reflecting the current governance structure for the association can be viewed at www.nacada.ksu.edu/AboutNACADA/orgstr.htm.

One rather unique organizational component that characterizes NACADA’s inclusiveness is that of formal affiliation. In response to local interests and support, the board of directors approved a policy on affiliation in 1986 whereby institutions could formally organize with full endorsement of the association and thereby request funds, access mailing lists, publicize its events through the national communications, and use the NACADA logo. The first requests came in 1991 from Purdue University and the University of Texas–Austin. Both were granted affiliation status. To date, NACADA has 33 recognized allied members (affiliates).

NACADA’s Programming

One of the reasons for NACADA’s success through the years has been its focus on offering a wide variety of programs to meet the needs of its diverse membership. Before NACADA’s founding, national and regional conferences or any type of professional development meetings were rarely offered exclusively for academic advisors. The pent-up demand for this type of program even astounded the organizers at the University of Vermont as the number of registrants at the first national conference in 1977 on academic advising quickly filled to capacity. Toni Trombley and her staff had tapped into an interest and need that had obviously long existed.

At the second national conference in Memphis, many of the issues involved in planning for future conferences were identified. The minutes of the steering committee of the Second National Conference on Academic Advising, taken on October 8, 1978, document the issues of the time:

- Future conference sites needed to be identified at least 2 to 3 years in advance; Memphis conference attendees were encouraged to submit proposals for future conferences.

- Registration fees must cover conferences because the new organization's treasury would not be able to handle deficits.
- A sliding scale for conference surpluses was proposed in case a profit was earned; excess was to be divided between the sponsoring organization and the conference planning committee.
- Discussion centered around whether conference planning should be given to professional planners versus university planners; as the organization grew, the commission decided that professional planners should be used.
- States that had ratified the Equal Rights Amendment (first proposed in 1923 and vigorously brought up again for states' votes between 1972 and 1982) would be given conference site priority over states that had not.
- Future conference coordinators would be appointed to the NACADA Executive Committee for 2 years.

At this 1978 meeting, the name and structure of the organization were approved.

30 Years of National Conferences on Academic Advising

The sessions at the Memphis conference typified the important issues that were of interest to advisors in 1978. Many of the same topics discussed then are of interest to advisors today. Some 1978 session topics included defining advising models, advisor training, assessment of advising, and organizing an advisor handbook. The tradition of inviting well-known speakers in higher education, such as Alexander Astin and David Crockett, was also established at this conference.

The theme of the Third National Conference in Omaha in 1979, *Impact: Advising for the 80s*, reflected the growing interest in applying academic advising to theoretical frameworks. Keynote speaker John Holland discussed the integration of academic advising and career theory. Individual sessions also dealt with the timely concerns of professional identity issues of advisors and the ethical dilemmas that advisors might face associated with student retention. The developmental theme was carried into the 1980 conference in Asheville, North Carolina, with keynote speakers William Perry and Lee Knepfelkamp.

The number of conference participants during the next 5 years almost doubled. The conference themes continued to reflect the multifaceted role of advisors on college campuses. Two conference themes that emerged in the 1980s included advisors as change agents and advisors as teachers. In 1987 the conference theme was concerned with advising diverse student populations, and Terry O'Banion discussed his well-known model for advising students. The next year Vincent Tinto urged advisors to become more proactive and research oriented. By the end of the 1980s, the number attending the national conference in Houston first exceeded 1,000, and Ernest Boyer emphasized that advising plays an important role in helping higher education achieve excellence.

National conferences in the 1990s continued to attract increasing numbers of participants as NACADA as an organization continued to grow. As noted earlier, the national office that was established at Kansas State University in 1990 took over many aspects of conference planning, including site selection. Conference themes in the 1990s continued to reflect many of the issues that were of interest to advisors during that time. Featured speakers and other presentations focused on the challenge of change, global issues, working with diverse students, advisors as advocates, retention, and other timely topics. A truly unique feature of NACADA national conferences is the NACADA Choir, which debuted in Denver in 1999 and has performed at every subsequent national conference.

The first national conference of the new century was held in Orlando, Florida, and featured *Advising in the 21st Century: Tradition, Innovation, and Vision* with almost 2,500 in attendance. The national conference in Ottawa, Ontario, in 2001 was the first to be held outside the United States. NACADA celebrated its 25th Anniversary in 2004 at the national conference in Cincinnati, Ohio, with special events and publications celebrating the history of the organization. The 30th National Conference on Academic Advising in 2006 was held in Indianapolis with almost 2,600 attendees, exactly 25 years after the 5th National Conference was held there in 1981 with 466 attendees.

The 32nd National Conference, which marked the record number of over 3,500 registrants, was held in Chicago in 2008. The theme was *Advising to New Heights*, and the 30-year history of national conferences sponsored by NACADA will reveal that it very appropriately and accurately described the evolving scope and success of these important gatherings.

Regional Conferences

One of the original committees established in 1978 was the regional planning and development committee. From the beginning of the national organization, regions with coordinators were needed to facilitate contact with members. The possibility of sponsoring regional meetings was first raised in 1979. Although some concern was expressed that regional meetings might detract from national conferences, the wisdom of providing professional growth opportunities at a more local level prevailed. By 1983 regional conferences were endorsed and a year later the first were held in Michigan and New York. By 1988 every region sponsored a conference and over the ensuing 20 years, thousands of members have taken advantage of regional meetings.

Other Conference Programs and Meetings

Over the years, many types of conferences and meetings have been developed by NACADA's members and its professional staff to provide the opportunity for professional growth. Eventually, many annual state conferences and meetings sponsored by university advising associations that are allied members of NACADA were offered. In addition to the Canadian conference in 2001, an international conference was cosponsored with The Higher Education Academy and held in Edinburgh, Scotland, in 2007. The second international conference was held the next year in conjunction with the Region II annual meeting in Pittsburgh. NACADA's international presence and recognition are also noted in association activities in Dubai (the United Arab Emirates) and Japan. Attendees at the 2008 National Conference represented 23 different countries.

In a new NACADA initiative, the association cosponsored an academic institute with the National Collegiate Athletic Association (NCAA) in 2007. Division I institutional participants in the 2008 program focused on practices that relate to student-athlete success and academic advising as well as ways to create institutional alliances through collaboration and integration and to develop problem-based advising action plans.

The first Summer Institute was offered in 1987 in cooperation with ACT, and NACADA assumed responsibility for planning these institutes in 1993. The Summer Institutes have been so successful that two have been offered every summer since 2003. The Wesley R. Habley NACADA Summer Institute Scholarships are awarded to selected NACADA members who wish to attend a Summer Institute, are involved in advising organizations at

any level, and exhibit the potential for national leadership roles.

The great need for professional growth opportunities created a demand that led to the development of many other types of seminars and institutes. Examples include the development of the Advising Administrators Institute and the Assessment of Academic Advising Institute as well as focused seminars on such topics as faculty advising, technology in advising, data-driven decision making, and advising by design. As the use of technology by NACADA's office staff increased, Webinars were created to offer a live program over the Internet on a wide variety of advising-related topics. The first Webinar, offered in 2006 on Advising as Teaching, has been followed by over 25 more. Recent topics include presentations about special student populations (e.g., transfer, first year, student-athletes), legal issues, advising and technology, and career advising.

Other Types of Programming

The wide variety of other program elements that NACADA's professional staff and members have developed over the 30 years of the association's existence is truly remarkable.

Awards programs. The first Research Award given by the new association was presented in 1982 to ACT for its role in initiating a research agenda for academic advising. ACT Vice President David Crockett accepted the award. Two years later, NACADA collaborated with ACT to develop an awards program for outstanding advisors and outstanding advising programs. In 1993, NACADA assumed administrative responsibility for this program. ACT remained a cosponsor of the awards until 2003 when NACADA assumed full responsibility for the program. The Outstanding Advisor Award was established to "recognize individuals who have demonstrated qualities associated with outstanding academic advising of students" (see www.nacada.ksu.edu/Programs/Awards/OutstandingAdvising.htm). From 1984 to 2000, over 200 advisors were first-place award winners with hundreds of others receiving certificates of merit. In 2002 the award was divided into three categories: academic advisors in a primary role, faculty academic advisors, and academic advising administrators. Since then 36 primary-role advisors, 45 faculty academic advisors, and 27 advising administrators have received the award. Several hundred nominees in these three categories have received the certificate of merit.

The Outstanding Advising Program Award also was established in 1984 to recognize advising pro-

grams that demonstrate innovation and creativity, solve current advising problems, demonstrate an institutional commitment to advising and the impact on student and institutional outcomes, and describe how the program is transferable to other institutions. Since 2002, Outstanding Advising Program award winners have totaled 23, and 48 program award certificates have been given.

Other notable NACADA awards. The Virginia N. Gordon for Excellence in the Field of Advising was established in 1982 (renamed in 1993) to recognize NACADA members who have had a significant national or international impact on the academic advising profession through research, publications and presentations, and leadership, as well as a demonstrated commitment to the importance of academic advising over an extended period. The first recipient was Lowell Walter (then of San Jose State University).

The Service to NACADA Award, established in 1984, honors NACADA members who have made significant contributions to the association and academic advising as well as demonstrated leadership at a regional or national level. The first recipient of this award was Billie C. Jacobini, NACADA's first newsletter editor (then of Southern Illinois University–Carbondale).

The Pacesetter Award recognizes an upper level administrator (e.g., chief executive officer, vice president, provost, dean) who has made significant contributions to academic advising, leadership in the advising field or related professional areas and a commitment to the importance of advising at a regional or national level. The first recipient was James W. Vick (University of Texas–Austin) in 1992.

A newer recognition, the Outstanding New Advisor award, was given for the first time in 2004. It recognizes an outstanding professional or faculty academic advisor who has served for 3 or fewer years and who is employed by a regionally accredited postsecondary institution.

NACADA has a long history of supporting research within the field of academic advising. Since 1988 research grants have been awarded to members who initiate research projects that contribute to the field. In 1983 the Student Research Award was established to support graduate students who have significantly added to the body of knowledge on academic advising through research associated with their master's or doctoral degrees. The first recipient of the Student Research Award was Julie Dryden (then of The Ohio State University) to support her master's thesis research (1984), *The Myers-Briggs Type Indicator (MBTI)*

Preferences as a Differentiating Factor in Academic Advising Relationships. Students are also supported through NACADA Scholarships that were established in 1993 to assist a currently enrolled graduate student who has been a member of NACADA and has worked as an academic advisor for at least 2 years.

Other awards created over the years include the Advising Technology Innovation Award (1998) and the Service to Commission Award (2002). Currently five regions give awards to individuals who demonstrate qualities associated with excellence as an advisor or advising administrator. Many affiliated university groups also honor outstanding advisors with local awards on their campuses.

Graduate Programs

In conjunction with the Kansas State University graduate education program, NACADA offers an on-line graduate certificate in academic advising and an on-line master of science in academic advising degree. These programs are designed for advisors and administrators who desire more formal education related to academic advising. The certificate program was first offered in 2003 and the master's degree program was initiated in 2008. As of 2008, a total of 119 advisors have completed the certificate program and 6 have graduated from the master's program with 138 more accepted to date.

Emerging Leaders Program

The Emerging Leaders program was created in 2006 to encourage members of diverse groups to become involved in leadership opportunities with NACADA. Ten emerging leaders and their assigned mentors are selected annually to work closely together for 2 years in association activities for which the leader has an interest. Leaders, with the help of their mentors, develop plans for their continued involvement and growth in the association. Leaders receive stipends from the board and their respective regions to assist them with travel to state, regional, and national conferences as well as to assist in regional programming efforts.

Advisory Boards

The growth and extent of programmatic efforts by the association have required a broader review of their nature and quality. Consequently, various advisory boards have been appointed by NACADA presidents to assist the Executive Office in this task. These boards vary in scope and size, but all provide additional opportunities for those NACADA members with specific interests and expertise to

become involved in the ongoing success of the association. A complete list of the nine current advisory boards and their members can be viewed at www.nacada.ksu.edu/Leadership/advboard.htm.

The history of NACADA's success is reflected in the ongoing efforts to create the unbelievable variety of programs that have served its members through the last 30 years. Building on its past efforts, NACADA will continue to foster the professional growth of its members through the continued timely and innovative programs required to serve a changing student population and an evolving higher education environment.

NACADA Resources and Services

NACADA has always been cognizant of the needs of its membership and has always attempted to fulfill them in a timely manner and at an affordable cost. As the organization grew, the membership diversified, and the higher education landscape changed, the association both initiated and maintained a wide variety of resources and services for its members and the profession at large.

Publications

The need to communicate among the membership was of immediate concern to the first board of directors. Both informal and formal means were necessary, so the leaders set out to publish both a newsletter and a professional journal. Billie Jacobini (Southern Illinois University–Carbondale), who was later elected the first NACADA secretary, was appointed editor. The first *NACADA Newsletter* was published in June 1979 (1 month after incorporation) and mailed to 3,000 individuals. (Incidentally, the first issue indicated the new organization was named the National Association for Academic Advising, not the National Academic Advising Association as it was chartered.)

The name of the newsletter was changed to *Academic Advising News* with volume IX issue number 1 in February 1987. Since volume 25, number 2 (2002) was released, this regular publication has been distributed electronically and is now known as *Academic Advising Today*. In addition, a more frequent communiqué, “Monthly Highlights,” has been sent to members monthly since January 2003. This electronic notice keeps members well-informed about deadlines, events, publications, elections, and other noteworthy information.

From the first meeting of the original steering committee, the need for a professional journal that addressed the specific issues, research, and practices

related to academic advising was discussed. Though several individuals were committed to meeting this need, only one person had experience in such a start-up effort: Ed Jones (University of Washington). He had served as his own publisher for several works in his faculty role and knew all the legal protocols for establishing the *Journal* everyone so desired. Ed was appointed the first editor, and his inaugural issue was published in January 1981. In 1980 C. B. (Bob) Darrell (Kentucky Wesleyan College) was appointed as managing editor and later (1985) as associate editor to assist with copy editing and other details of publication.

A 10-member planning committee was appointed and served as the initial editorial board. This group was also charged with developing a statement of purpose for the *Journal* and its editorial policies, along with the format, size, name, frequency of publication, budget, pricing, and procedures for determining editorship. The look of the *NACADA Journal* has changed several times over the years.

Clearly the electronic age has enabled improved communications in many ways. One of the early means of electronic communication for academic advisors was developed by Harold (Hal) Caldwell at Ball State University in 1988. Still known as the ACADV Network, this listserv, which began with five initial members, now provides over 3,000 members a forum for discussion of advising questions and issues. ACADV also serves as a means to announce upcoming events, position openings, and other relevant information for academic advisors. As of September 2009, the NACADA Executive Office was preparing to take over the management of ACADV.

During the early organizational phase of the association the need for easy and identifiable recognition was a concern. How would others know how to refer to this new organization? How would it be recognized in print? Two answers emerged: an acronym and a logo. The acronym was proposed as part of the motion to establish the bylaws for incorporation, and it has remained. Though not a true acronym, *NACADA* reflects the essence of the National ACademic ADvising Association. How to pronounce this new word was yet another concern. Although the steering committee came to agreement on the official pronunciation in Omaha, the name still suffers from alternative pronunciations today.

A visual identifier, a logo, was also needed for increased recognition. A contest was advertised in the first issue of the *NACADA Newsletter*, and nine

entries were received. The winning entry was submitted by Janice Yates, a pre-major advisor from Southern Illinois University–Carbondale, and it appeared on the second issue of the newsletter. In 1997 the logo was changed; the new one first appeared on the April 1997 (Vol. XIX, No. 2) issue of *Academic Advising News* and is still used today.

Producing NACADA's own literature about academic advising was certainly a priority, but making it accessible to others was also a concern. Although much more information related to academic advising was recorded in conference proceedings and in other places, the *NACADA Journal* was the only official publication that could be referenced. Through the tireless and persistent efforts of Carol Ryan (then of Metropolitan State University in Minnesota), *academic advising* finally became a descriptor in the ERIC Clearinghouse in 1981 so that anyone could access previous research and information about academic advising, and NACADA's publications thereafter were submitted, indexed, and available regularly in ERIC.

The three early task force reports published by the association provided the basis for another type of publication both in content and format. The popular monograph series, which includes in-depth descriptions of issues and programs related to a specific topic, was initiated in 1995. *Reaffirming the Role of Faculty in Academic Advising* (1995) has been followed with 18 additional monographs addressing such topics as advisor training, technology in advising, peer advising, assessment, and a wide range of special student populations. Because each commission tends to focus on a specific topic, issue, or student population, each has facilitated this publication series.

As the need for information about academic advising grew and as new ways of thinking about academic advising emerged, new publication options were also developed. Joint ventures were contracted with Jossey-Bass Publishers as well as with other national professional organizations. *Academic Advising: A Comprehensive Handbook* (Gordon & Habley, 2000) became the premier resource for all aspects of the advising process because it provided the information implied by the title and that the advising profession needed: a comprehensive presentation and analysis of principles and theories that guided the profession at that time. The second edition of the *Handbook* (Gordon, Habley, & Grites, 2008) built upon and extended the first edition to provide the most recent research, theory, and practices that continue to evolve and guide the profession.

The age of technology also enabled the association to develop new avenues, concepts, and formats within its publications options. A national teleconference, *Academic Advising: Campus Collaboration to Foster Retention*, was held on November 4, 1999, in collaboration with the PBS Adult Learning Service. Videos, CDs, DVDs, and pocket guides are now available to provide instant access to a wide variety of topics that are used by practitioners and researchers and especially by those who have responsibility for advisor training and development programs. Descriptions of these publications are all available on the NACADA Web site at www.nacada.ksu.edu/Resources/index.htm.

The Clearinghouse

Beyond refereed journal articles, program abstracts in conference proceedings, and newsletter anecdotes, information about academic advising existed in other forms but was relatively inaccessible except through collegial inquiry, referral, and sharing. Despite ERIC availability, not everyone who produced advising information and materials submitted their work for possible inclusion in it. Because she was receiving many requests from advisors all over the country for many years, Virginia Gordon was aware of the need for a central repository for information. In 1987 she applied for and received a grant from The Ohio State University to set up the National Clearinghouse for Academic Advising, which was organized to provide information about advising topics. Two years later the board of directors approved the Clearinghouse as an official NACADA function.

For many years a wide variety of incidental papers, campus reports, bibliographies, and other materials were collected, stored, and shared upon request through the University College at The Ohio State University. In April, 2002 the NACADA Clearinghouse of Academic Advising Resources was moved to the Executive Office and made available through the NACADA Web site. Updated daily, this resource contains hundreds of ideas, suggestions, guides, models, opinions, and other materials that enable advisors and administrators to improve their advising programs and services.

Consultants Bureau and Expertise Database

Early association leaders were often asked for recommendations of persons with specific expertise who could visit a campus and provide consultation services to improve or establish an academic advising program. Others were asked to lead workshops or address a local professional development

or conference program. The need to share this new source of available expertise through NACADA was obvious.

At the March 1983 board meeting, President Virginia Gordon proposed that a formal Consultants Bureau (now known as the Consultants and Speakers Service) be formed, and she appointed Gary Kramer as chair of a committee to introduce the concept and conduct an exploratory session at the St. Louis Conference. The Consultants Bureau was established by the board at its pre-conference meeting, and over 50 NACADA conferees attended the special session to introduce the bureau concept. Although early documentation of official consultations are not available, formal records indicate that the Bureau contracted 91 consultation visits by 34 different consultants to 83 different institutions between 2003 and 2006. Fifty-one requests from institutions were received in 2007. The full range of Consultant Bureau services can be viewed at www.nacada.ksu.edu/AACSS/index.htm.

In addition to the formal services of the Consultants and Speakers Service, NACADA maintains a member expertise database. This source is used to identify potential consultants, association representatives on state or regional committees or work groups, authors for various publications, or presenters at other conferences. Any NACADA member is eligible to submit his or her areas of expertise to be included in the database by completing the form at www.nacada.ksu.edu/expertise.htm.

Placement

As institutions began to recognize the need for good academic advising, more positions directly related to this function were developed. In addition, those who had been engaged in this role for some time were now better able to advance their careers. NACADA recognized the need to make such jobs more widely known and available and now promotes employment opportunities.

In 1983 NACADA President Virginia Gordon appointed Joan Morgan (then of Bowling Green State University) as chair of an ad hoc placement committee to coordinate this new service. Positions Wanted and Position Available forms were included in the July 1983 issue of the *NACADA Newsletter*. Positions and candidates were collected, distributed, and announced at national and regional conferences. The first position to be advertised in the *NACADA Newsletter* (May 1986) was for an Academic Advisor II in the University Advising Center at Wayne State University in Detroit.

With only these limited communication vehicles

available to announce such positions, the usage of the service was relatively limited. Once the NACADA Web site was launched, however, the Executive Office administered the service and now posts announcements almost immediately when they are received. Currently approximately 60 positions are listed; these and future positions can always be viewed by NACADA region at www.nacada.ksu.edu/PositionAnnouncements/index.htm

Cost of Membership Services

The leaders of the association have always been concerned with the cost of membership. The original board of directors constantly argued for minimal costs to be borne by individual members, especially because academic advisors normally have relatively low salaries and often are not supported in professional development activities. Although the range and wealth of services now available to members have continually expanded, membership dues have only increased from the initial \$15 Charter Memberships in 1979 to \$55 for a general membership in 2009. This may be the least expensive membership dues for any professional education association.

The programs and services described above are clearly a bargain and are reflected in the significant growth to over 11,000 members. The Association manages a substantial annual operating budget and secures its financial stability with conservatively invested reserve funds. The number of NACADA members certainly will continue to grow and services will concomitantly expand in the years to come.

Technology

No one could predict the tremendous influence of technology on the growth and success of NACADA. Nine years after Hal Caldwell initiated the ACADV listserv, the NACADA Web site was launched to provide the association's organizational information, such as membership lists, conference registration, and marketing information. The amount and use of NACADA information increased as the advent of different technologies evolved. General communication to members expanded to include more listservs, video conferencing, Webinars, and other social networking tools such as WiKis. An example of a newer application includes a course management system (Haiku) from which an orientation course for NACADA leaders was developed.

As technology advanced, NACADA embraced it and the staffing needs of the Executive Office changed with it. In 1997 George Steele, who coor-

minated the National Clearinghouse on Academic Advising that was then housed at The Ohio State University, downloaded advising bibliographies and other information on the Web site for member convenience. The Clearinghouse now provides resource links to Web sites on many topics, articles about advising topics written by members knowledgeable about the subject, and annotated bibliographies of articles and books on a wide range of advising-related topics. In the late 1990s, the *NACADA Journal* editors began receiving article submissions as E-mail attachments, and in 2004 the editorial board members began to send their article reviews through the Web site. The book review section that had occupied a great deal of space in the *Journal* was moved, except for one featured review in each issue, to the Web site in 2005.

As new electronic communication technologies become more diverse, NACADA will continue to adapt and update its methods for communicating with members. Although some express concern that too much technology will detract from the interpersonal student contact that advisors hold dear, no one can deny that the technological age will continue to impact the way NACADA offers services to its members.

30 Years of NACADA Influence

Very few would dispute the profound impact that NACADA has exerted on advisors, students, administrators, and academic advising in general over its 30 years of existence. Advising has grown from a course scheduling function to an all-encompassing approach to the whole student due in no small part to NACADA's influence. The focus on academic advising has expanded to incorporate many facets of a complex process that continues to unfold. Future advisors will need to address educational planning that will encompass much more than that currently considered a part of advising students. The financial situation of many students has a profound effect on their educational planning, and advisors will need to increase their knowledge of funding resources as they help students incorporate financial planning into academic-related decisions.

NACADA's tremendous influence on the quality and quantity of advisor training and development can be directly related to the myriad of services that NACADA has provided over the years. The association has had a positive effect on how institutions perceive and support academic advising as a critical component in facilitating growth, development, and success in their students.

Affiliations with other professional organizations

have provided a relationship that benefits both. The various collaborative efforts with ACT have already been acknowledged and described, and others continue to evolve. In concert with the NCAA, for example, an institute has been offered to benefit administrators and advisors associated with student-athletes. Over the years other affiliations have been sought or enacted with the National Orientation Directors Association, the Association of General and Liberal Studies, and the National Resource Center for the First-Year Experience and Students in Transition. For example, joint publications with the latter have included a monograph on the topic of academic advising in the first-year experience (Hunter, McCalla-Wriggins, & White, 2008) and two editions of *A Family Guide to Academic Advising* (Smith & Gordon, 2003, 2008).

NACADA also has influenced certain higher education representatives who are frequently sought to work with state legislatures. Budgetary issues, collaborative ventures, and statewide transfer issues and initiatives have all been affected through the support and expertise of NACADA members, the Executive Office, and the overall impact of the association itself.

The Journey Continues

Considering the distance that the association has traveled in a short 30 years, one might reflect on several of the questions that George Schubert, Dean of the University College at the University of North Dakota, posted in the February 1985 issue of the *NACADA Newsletter*. Schubert asked:

1. What is an appropriate number of undergraduate advisees which should be assigned to a faculty member who has a full-time teaching commitment as defined by the institution?
2. What is an appropriate number of advisees which should be assigned to a person who is employed as a full-time academic advisor? Does the advisor/advisee ratio change when advising students who are undecided on a major, as compared to advising students who have selected a major? Should other factors such as advising students on academic probation affect advisor/advisee ratios?
3. Should NACADA become involved with professional certifying organizations such as North Central Accreditation and attempt

to convince agencies that academic advising of students should be examined and identified as an individual unit when agencies certify institutions of higher education?

4. Should there be certification of people who advise university/college students? Should there be special requirements and special certification for advisors who need exceptional knowledge or training? Examples of advisors needing special knowledge and/or training are advisors who advise students who participate in varsity athletics, those who advise students from foreign countries, and advisors of minority students.
5. Is there a valid relationship between quality of academic advising and student retention?
6. Can computerized academic scheduling and academic advising exist as a reliable and viable substitute for the personal contact advising system? What is gained or lost through the use of a computer as a substitute for a person?
7. In what ways does early career planning affect the retention and graduation rates of undergraduate students?
8. What are the "real" gains from an evaluation of academic advisors? Are the long and short term perceptions of students of their academic advisor useful?
9. In what ways should the NACADA National Conference be modified to better serve its constituents?
10. Is it appropriate to revise the NACADA By-Laws to better serve women and minorities of the organization? Should there be a minimum number of minorities and women on committees and within the organizational structure?

The questions and statements presented here are meant to stimulate interest among NACADA members. In particular, there is much data which needs to be collected and analyzed by researchers. Also, officers and other leaders within NACADA need to address their roles and commitment to the profession.

As a whole, NACADA has to act on important issues and needs to react to other issues in order for the profession to exist, grow and mature. (p. 4).

We feel very strongly that NACADA has grown and matured tremendously, but it is a bit ironic that we are still trying to answer many of Schubert's questions from 1985. NACADA still has much to achieve, so we hope this historical review stimulates theoretical perspectives, research questions, and innovative practices that will not only provide answers to some of Schubert's questions, but also raise even more to be answered. Clearly, NACADA's rich history suggests that this creative, responsive, concerned, and influential national education association will continue to flourish, following its original purpose as it was framed in 1979 to be "... the representative and advocate of academic advising and academic advisors to higher education" as it continues to focus on student development and success.

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He was one of the founding members of the National Academic Advising Association (NACADA) and served as its president for two terms. He currently serves as a Senior Editor of the NACADA Journal and regularly provides other services to NACADA.

Dr. Grites has written over 50 journal articles, book chapters, and professional reports; he has delivered more than 70 conference presentations; and he has conducted faculty development workshops and academic advising program reviews on over 100 campuses. He has served on the Absecon Board of Education for over 20 years. He is the only person who has attended all 32 National Conferences.

He earned his BS and MS degrees from Illinois State University and his PhD from the University of Maryland. Both institutions have awarded him their Distinguished Alumni Awards, and he was inducted into the College of Education Hall of Fame at Illinois State in October 2007.

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Dr. Gordon was a charter member of NACADA and its third president. She is the founder and first Director of the National Clearinghouse on Academic Advising. Dr. Gordon has received national acclaim and numerous awards, the most fitting of which is NACADA's naming of its award for outstanding contributions to the field of academic advising the Virginia N. Gordon Award.