

Voices From the Field: Veteran Advisors

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Recently veteran academic advisors were asked to share their experiences. The respondents to an E-mailed survey self-identified as advisors or administrators and represented six American regions and various sizes of public and private 2- and 4-year institutions. Their responses reflect a genuine interest in the welfare of students today and a thoughtful reflection on the changes in advising and advisees in the last 3 decades.

KEY WORDS: advising profession, history of advising, NACADA, student characteristics

Few people stop to reflect . . . on the radiating waves of change in their lives. When they do, they may find that apparently minor events have had major impacts. . . . Not all transitions affect us deeply, of course, but some endings do close entire chapters in our lives, and some beginnings open new ones.—William Bridges (1991, pp. 21–23)

Three years ago, three veteran advisors (the “youngest” had 17 years of experience and his two colleagues had been advising for over 25 years) retired from an advising center at a large public university in the American Midwest. At their party, they received gifts to enjoy in their retirement and the good wishes of their colleagues, but the most important gift was the one they gave to their fellow advisors. For over 2 hours that day, they talked about the lessons they had learned in their years working with students. They reminisced about good years and bad, shared hilarious stories about parents and colleagues, and spoke movingly about the most meaningful part of their jobs: their work with students. It was a magical staff meeting: The three had wise words for new advisors and cynical administrators; they spoke to everyone’s heads as well as their hearts. They used words to describe their work such as “calling” and “service” and phrases such as “the best job in the world” and “I consider myself very lucky.” When they left, their colleagues felt that they had gained years’ worth of insight and were losing something irreplaceable. From that staff meeting, as from all truly good staff meetings, an idea was saved for later.

In anticipation of the 30th anniversary of NACADA, the time seemed right to hear again from veteran advising colleagues on a larger scale

than a staff meeting. The editors of the *NACADA Journal* agreed and offered NACADA members the opportunity to reflect briefly on the changes they had witnessed in advisees and the field of advising over the course of their careers. In addition, members were asked to assess the impact of technology on the field and the art of advising as well as identify mentors and students who inspire them in their daily work. They were also given a chance to offer advice to new advisors as a Voice from the Field.

Advisors and administrators responded to the call for participation with concern and hope, cynicism and support. Veteran NACADA members feel fortunate to be advising even as they express concern about “students today.” They reveal both great concern for students and heartfelt gratitude for the opportunity to work with them.

In a September 2008 E-mail sent to all members with 15 years or more of advising experience, NACADA members were asked to respond to any one or all of six questions that tugged at them. Respondents were encouraged to submit short anecdotal accounts in answer to the question(s). Sixteen respondents submitted answers to some or all of the questions. In their submissions, respondents indicated that they had been advising between 16 and 37 years. The six questions purposefully encouraged both professional recollections (“Describe what advising was like before the personal computer. . .”) and personal reflection (“If you could think of anyone for helping you to be the advisor you are today, who would it be, and why?”). The questions were as follows:

- In your years as an advisor, what is the biggest change you have seen in your students? In yourself?
- There have been unbelievable developments in technology in the educational environment in the past 10 to 15 years. What one change has transformed advising the most, in your opinion, and why?
- If you could think of anyone for helping you to be the advisor you are today, who would it be, and why?
- It is important for each one of us to discover a rejuvenating experience at some point in our careers. What was/is yours? (Was it a research or advising trend that made you think about advising in an entirely new way? Was it a spe-

cific student or student situation?)

- Describe what advising was like before the personal computer. What skills or perspective do you retain from that period that you find yourself using even today?
- If you had an opportunity to meet with advisors new to the profession and could share only one piece of advice about advising, what would you share and why?

Advising professionals from institutions in the American Northwest, South, Mid-South, Midwest, Northeast, and Southeast are represented. Respondents self-identified as advisors or administrators working with first-year or at-risk students in Colleges of Business, Health, and Liberal Arts as well as in specialized programs throughout their institutions. Members identified as faculty members, professional advisors, and advising administrators. They work at large and small institutions, private and community colleges as well as public universities. They shared their perspective on one or more of the questions, and several included their personal advising philosophy in longer responses to the questions. Everyone who responded demonstrated a thoughtful respect for the work they do on behalf of their most important constituency: the students at their institutions.

The phrase “veteran advisor or administrator” does not refer to someone of a specific age. For example, a respondent who started advising in 1994 immediately after graduate school could be as young as 39 in 2009 (if he or she graduated at age 24 years). Many respondents volunteered their experience as more than 20 years, which could mean an age range from 44 years (graduate school at 24 in 1989) to retirement age, which varies widely by institution and state. Other cultural and historical factors can be more firmly fixed. Advisors who have been working for at least 15 years have seen the development of the personal computer, the evolution of E-mail, and the information explosion that is the World Wide Web. In that time period, they have had to adjust to Banner, PeopleSoft, DARS, and DARwin among other innovations in educational systems management. Twenty-year NACADA members have lived with the horror of the shootings at the University of Iowa (1991), San Diego State University (1996), Penn State University (1996), the University of Arkansas (2000), the University of Arizona (2002), Appalachian School of Law (2002), Case Western Reserve (2003), Shepherd University (2006), Virginia Tech University (2007), and Northern

Illinois University (2008). NACADA veterans who trace their beginnings to 1979 and before have seen advising evolve from a little-understood “schedule-building activity” to its current recognition as a critical tool for retention in higher education.

The most provocative question, as evidenced by the number as well as the passion of the responses, was the first question: “In your years as an advisor, what is the biggest change you have seen in your students? In yourself?” Advisors and administrators identified significant changes that they felt marked this generation of college students as different from previous generations. One administrator identified these differences in terms of perceived learning styles. She feels that students today are sensate learners; that is, they learn educational material through their visual, auditory, and kinesthetic senses. In her opinion, the experience of clicking through Web pages and text messages makes the educational environment of the lecture hall a far different and foreign experience for students.

They certainly are not accustomed to reading a textbook to garner information . . . These students believe they need only to use their listening skills and powers of observation to assimilate the essential information. Most of our professors are intuitive learners. They learn from reading information in the abstract and developing a framework of ideas they can apply. When the freshman sensate learner butts heads with . . . an experienced intuitive learner, reality smacks the student upside the head . . . The realization usually happens after a bad grade on the first exam. (administrator, medium-sized public university)

Perceived changes in student learning styles mean that advisors and advising offices have created different strategies to reach students. That same administrator, having tried to caution students in advance about the different learning environment they have entered, now organizes student panels comprised of juniors and seniors in the major willing to talk about their struggles with first-year peers.

The student panel . . . [is] happy to share their experiences and let students know how hard it is to get out of the academic difficulty they can create for themselves when they do not read. It was interesting to hear the wealth of good advice coming from the experienced students and to also note how attentive the freshmen were when the panel was giving advice. We are hoping this approach may help a few starry-

eyed freshmen avert an avalanche of academic trouble.

This administrator, a 27-year veteran, eloquently ties her perception and experience to the hope of new answers and fresh approaches. Many respondents shared this perspective: They seemed to be saying, collectively and in exasperation, “kids today!” and yet they feel a conviction that their the job is worth doing and the right methods worth the trial of discovery.

An administrator at a small university wrote that she did not think students have the “same level of self-motivation. . . . They need to be constantly entertained in order to be engaged. There is an underlying sense of entitlement. . . . Many seem to feel there should not be consequences.” This 20-year veteran identified her chief obligation as helping students understand their responsibilities and accept the outcomes of their actions. Despite expressing serious generational concerns, she readily identified individual students as playing a critical role in keeping her invigorated as an advisor. This can occur when “after academically dismissing a student from our program, the student does what is asked of them while on leave and comes back to try again. Those experiences solidify why I do what I do.”

Several members reflected on the generational differences they see. An administrator at a large public university remarked:

Today’s students process information differently since they grew up with computers as a dominant force in their lives. They tend to learn more using the “sound bite” model and definitely want more individual attention. Also, appreciating . . . delayed gratification seems to be a rare quality in our students today.

While another advisor from a similar type of school identified two key issues she notices: over-committed students with poor time management skills and students unwilling to take initiative to “be an equal partner in their education/learning both in and outside the classroom.” Both factors, in her more than 20 years of experience as a departmental advisor, contribute to a “less than optimal college experience.”

One administrator from a medium-sized university identified a “lifestyle of convenience” and pinpointed those behaviors as typified by “doing less work, but expecting higher grades, taking courses online when possible so their personal lives are not disrupted . . . less of a sense of their obligations and responsibilities . . . as members of a community.” Interestingly, these cynical statements (how the pre-

vious respondent described his own answer) were followed by affirmations of the role advising can play in furthering student development. This same administrator identified the advising relationship as critical “to try to effect changes in those behaviors or at least help them [students] realize and understand the consequences [of those behaviors].”

In addition to the generational issues the respondents noted, the increased presence of parents in the advising relationship led to several comments such as the following: “Parental involvement is the single biggest change I have witnessed among the students our center advises and supports,” reported an administrator at a large public university. An administrator at a medium-sized public university wrote:

When I first started advising (twenty years ago) students were more independent Today I speak with many more “helicopter parents” than in the past. And not only do the parents want control, the students seem to rely on the parent’s control for many aspects of college life.

An associate provost at a small public university responded solely to this question, saying, “The biggest change I see in students and the advising they require is all the baggage they now bring that is outside the academic realm. There is the ‘helicopter parent’ and unusual financial burdens and lately more . . . personal issues.” One administrator who is also a faculty member at a small private college had wondered if she sees more parents today but has come to believe that she sees “a small number of parents who take up a lot of time.”

The use of personal technology, such as cell phones, MP3 players, and E-mail, also warranted comments from NACADA members when asked about their students:

The students’ use of hand-held technological devices (such as iPods [sic] and cell phones) is widespread. It is sometimes quite alarming to watch students bicycle . . . and not have an auditory compass. . . . Student behavior, when asked to remove the device from their ears, . . . often borders on rudeness or worse. (administrator, large public university)

Some think that use of hand-held technology is the mark of a generation accustomed to fulfillment of instant gratification. Several respondents mentioned the impact of E-mail and advisor accessibility. In describing the characteristics of students today, some discussed the ways computers and technology are interfering with one-on-one communication

between advisors and advisees. A retired faculty advisor suggested a decline in real knowledge:

The educational concept that says you must manipulate numbers in order to learn them and the concepts that govern them seems to evaporate with hand-held computers. . . . The same problem appears in science teaching. Just because you can text message and play computer games does not necessarily assume that you have the eye-hand coordination to carry out chemistry lab experiments.

A few respondents did not see major changes in students today. "They remain interesting folks to work with, concerned with making a difference (most of them), hoping for a career they love, concerned about decisions," says an administrator and faculty advisor. An advising administrator at a small 2-year college wrote: "There have been changes to students but not changes that significantly affect their need for advising. They still struggle with clarifying personally meaningful goals and needs, and they still need help navigating the complexities of higher education. . . ."

Respondents identified many ways they had changed and grown as professionals. The veteran from the 2-year college who did not think students had significantly changed identified his own growing administrative role over time:

My focus has shifted over the years from quick, practical solutions to finding bigger cultural solutions to some of the significant problems in advising. How to get students to understand the value of advising and to actively engage in it? How to fully invest faculty in their role as advisors? How to deliver advising to students? How to adapt advances in technology to meet the specific needs in advising?

Another administrator described the new focus she developed as a result of a revealing student interaction. A nontraditional student was facing a difficult transition and found that she could not handle college. She described the experience as going to a foreign country and being surrounded immediately by people speaking a foreign language that she did not understand. The student's frustration and description reminded this administrator that "we as advisors are so engrossed in relaying all the facts and details about programs, scheduling and requirements that it sounds like a foreign language." She determined never to forget that student's frustration and to remember the student's words as she worked with other students in

the future at her 2-year college.

Advisors and administrators have needed to adapt their programming and focus to address issues related to increased parental involvement. An administrator at a medium-sized university spoke to this trend: "I have had to change as an advisor to be more helpful to parents and to explain privacy issues a lot more often than I used to." Another veteran, an administrator of a large public university, has changed her program's emphasis to

stress the process where students move from dependent (depending on families for just about everything) to independent ("Leave me alone if you are not my peer") to interdependent (know when to ask for help and are receptive to receiving help).

The desire to be of service permeated responses and was typified by this advisor from a large public university:

I am more than one generation removed (but not yet two) from today's students. But I still desire to witness their successes, transformations, and pride in their accomplishments and hope that my work with them may play some small role in choices they make and their ongoing development.

When asked to name one technological change that has transformed advising the most, members named two: E-mail and campus-wide degree audits. Advisors and administrators pointed to the degree audit as essential for allowing advisors to move away from prescriptive registration-based advising and allow more time for developmental advising. A faculty advising administrator at a small private college wrote, "For me, it is the automated degree audit/evaluation. Before its use, faculty advisors needed to focus on tracking on paper. . . . Because of the degree audit, we can talk about asking faculty to be and do more. Hooray!" Several advisors tied the development of the degree audit with larger developments in campus-wide, Internet-based applications.

I think the web degree audit has transformed advising. We no longer have to update paper progress sheets of requirements when students complete a semester to keep up with their progress. That information is immediately available online to professional advisors, faculty advisors, and the students themselves. . . . It is a useful tool and gives us more time for developmental advising instead of prescriptive advising.

ing. (administrator, medium-sized public university)

Electronic documentation and paperless files have made student information more accessible to advisors; we no longer run around the office asking who has a file on their desk. It has also made it possible for students to be anywhere in the world and still be able to access their advising file. (administrator, large public university)

Full use of the internet . . . has significantly changed how students access information in higher education. . . . Delivery of education and services has been extended and enhanced by the easy organization, access and presentation of information. (administrator, small 2-year college)

This round-the-clock accessibility of information leads students to expect 24 hours a day 7 days a week availability of advisors by E-mail. Some advisors saw this as a positive development. An advisor at a large public university responded,

[E-mail] is available 24/7 (although my replies aren't). And this definitely suits the lifestyles of students. . . . Email allows for the truly "quick question" to be asked. It also allows for the complex and multiple questions to be asked. . . . Email allows me to keep students informed of events, progress toward degree requirements, opportunities, resources, policies and procedures. . . .

This same advisor lamented, as did several of her colleagues, that E-mail could also "keep students away thereby creating situations where I don't have the benefit of an in-person meeting which affords me the opportunity to more fully assess a student's needs. . . ." This sentiment was echoed by others.

I am not convinced that technology has really "transformed" advising as much as I feel it has taken something away. Email and social networking has [sic] removed the personal side of connecting with our students in the advising relationship. Communication in its true/real form has been lost. The use of technology has removed the ability to use non-verbal communication to flesh out problems and issues that students are having. We allow our students to hide behind the screen where we are unable to see them fidget in their seat or avoid eye contact when we hit a nerve. . . . I find it

very sad. Not that I do not use technology in advisement but I still demand face to face weekly interaction. (administrator, small private college)

"[E-mail] has made advisor/advising available 24/7, which is fine. However it also enables students to attempt to be 'advised' in only this mode, which can be a problem" (administrator, medium-sized public university).

On a related note, only a few advisors replied to the question regarding advising before the personal computer. Respondents emphasized, as one would expect, the interpersonal qualities that define the advising relationship. An administrator in a small private institution wrote,

Advising before the PC was about face to face true communication. . . . The more we rely on technology to assist us, the more we lose in the way of non-verbal indicators of ongoing or potential issues our students have.

Another administrator at a large public university responded, "The advising skills I continue to use are active listening and knowing what questions to ask. . . ." Another administrator summarized the issues eloquently:

Computers provide so many convenient ways to communicate but the importance of communication in advising hasn't changed. Establishing personal connections as an objective in good communication was easier before the computer became such a consistent intermediary. It is still important to find ways of fulfilling the value in caring and creating connections when using computers to communicate with students.

One veteran said simply, "Focusing on students and helping them get the most from their college experiences will never go out of style."

Three questions encouraged advisors to reflect on individuals or factors that played a critical role in their development. The responses to one of these questions were personal. "If you could think of anyone for helping you to be the advisor you are today, who would it be, and why?" prompted one respondent to talk about family:

My father would be the one I would give credit to for helping me to be the advisor I am today. . . . My father raised me in a very discipline oriented environment. [A] strong work ethic and assumption of responsibility were expectations. . . . As I grew into my own and became

a professional assisting young adults I soon realized how valuable my upbringing really was. It taught me life lessons that I find more useful with each passing day. . . . (administrator, small private college)

Some focused on students:

Most of what I learned about advising I learned from students. Listening to their stories, understanding their challenges, admiring their determination, and watching the ways they have succeeded and failed. Good advising requires knowing students and knowing the institution they are trying to use to change their lives. (administrator, small 2-year college)

Most said “thank you” to a colleague:

If I could thank anyone for helping me begin and mold my career as an advisor, I would thank Dr. Janice Abel. . . . I do believe she was in the forefront when the organization was begun [*Editor’s Note: Dr. Janice Abel is a charter member of NACADA*]. . . . Janice Abel was a team player. There were no turf wars as far as she was concerned. We regularly met and discussed the obstacles I found in my way. . . . She was remarkably cooperative, accommodating and more than happy . . . to help make advising and registration work better for students and faculty. Her understanding, advice and support were invaluable to me and I owe her a debt of gratitude. . . . I often think back on how fortunate I was to have had her in my corner and how fortunate the University was to have had her as their advising leader. Hats off to Dr. Janice Abel—a great advising pioneer! (administrator, medium-sized public university)

Marti Hemwall, formerly at Lawrence University in Appleton, Wisconsin. Marti talked about situational advising in a learning context long before others and helped me think more purposefully about how to engage faculty. . . . And at my first NACADA conference, I went to a talk by the late Chip Anderson who was then at UCLA. His commitment to students was so clear. . . . (administrator/faculty advisor, small private college)

Lee Noel who introduced me to enrollment management and advising in 1979-80 when he visited our campus. . . . Dr. Virginia Gordon has provided written gems as well as the basics of

advising over the years. And NACADA has made ALL THE DIFFERENCE [*emphasis in the original*]. NACADA and CAS [*Council for the Advancement of Standards in Higher Education*] have vastly improved the quality of advising on the campuses where I have worked. . . serving as a national standard-setting agency that we can cite to our resource providers. . . . (administrator, large public university)

It would have to be a specific faculty member at my institution who got me thinking about the real essence of the curriculum and the value of general education within it. Our discussions over the years have enabled me to have a perspective that I advocate and practice in my teaching, my advising, and my administrative decision-making. (administrator, medium-sized university)

A key issue for veteran advisors is longevity and how to stay energized over time. When asked about rejuvenating experiences, respondents provided wonderful stories of student-advisor relationships as well as personal experiences that affected advisors’ perspectives and their subsequent work with students. Few advisors gave just one example of a rejuvenating experience. “Often it’s been attending NACADA and talking with colleagues at smaller schools. Talking with students is the fuel that keeps me going,” said an administrator and faculty advisor. Bridging his role as an advising administrator, one wrote, “I am consistently rejuvenated when students succeed and when advisors I supervise joyfully discover the many ways they can influence student success.” One respondent shared the experience of a lifetime:

I was selected by my peers to present the student address at the [university’s] Graduation Ceremony. . . . It was an auspicious time to reflect, and I did that by writing and presenting the graduation address. Was it a rejuvenating experience in my career? Yes. Was it the only one? Certainly not. (administrator, large public university)

She also pointed to many different parts of her job as energizing:

Throughout the years I have spent advising, there have been scores of events and moments that have reinvigorated me. Notable to no one but me, it is the stuff that makes the life—my life—of an academic advisor richer and more rewarding professionally.

One advisor mentioned two pivotal events that occurred 30 and 21 years ago, respectively, with astonishing clarity:

The first happened in 1979 when I went to my first Council for the Advancement of Experiential Learning Conference. I had never been around so many creative, scholarly, and enthusiastic people before. Their topic was creating ways for adult students to get credit for their life and work experience. Awesome!! The second “breath of fresh air” happened in 1988 and 1989 when I made the unbelievable discovery of a professional organization called NACADA. . . . For the first time in my 14 year career [*at that time*] I was meeting, mingling and mixing with people who all did the same thing at work, as I was doing. . . . That discovery . . . has never gone stale (now 34 years). I must thank all the leaders, presenters, and colleagues (especially Community College colleagues) for the continued fresh air that has been injected into my career for these 20 years. (advisor, medium-sized 2-year college)

Another advisor’s work was transformed, not by a student or conference, but a difficult personal experience:

I spent several months as a patient in physical therapy, rehabilitating an injury associated with a car accident. My physical therapist was highly skilled at creating an excellent relationship with patients. I was so impressed by her extraordinary ability in this area that I was inspired to improve my interactions with students during my one-on-one advising sessions. In the role of a patient, I could see parallels with my advisees who depend on me for certain knowledge and skills, who were sometimes apprehensive, and who became motivated to work in partnership with me through the type of relationship we established. Soon after completing therapy, I systematically analyzed how this therapist had been able to relate so well to her patients. I then applied this information to the . . . work I do in individual advising sessions The response from students was so positive . . . that I quickly moved to full implementation. My advisees are more complimentary and appreciate of my efforts, but most importantly, they frequently ask for help in many additional areas. I’m now able to give students greater assistance directly and through referrals, and my work has become

much more meaningful to me as a result. (advisor, large public university)

This advisor had found, through careful analysis, a transformative experience that could be translated to her work as an advisor. This frequently is the result of rejuvenating experiences that take an individual out of current patterns and jumpstart his or her daily life and work.

Almost every respondent had advice to give to someone new to the profession. Some was practical: “Get an advanced degree in an academic area, spend time in the classroom every semester, get out and talk to retired faculty advisors” (retired faculty advisor, large public university). Many were straightforward, such as this administrator: “Have a good listening ear and a lot of patience. . . .”

An administrator of a medium-sized public university said:

My advice would be “first, do no harm.” Students look up to their advisors and believe what they say, so be sure to be accurate in what you tell students and be sure your advice doesn’t limit them. To be a good advisor, you have to be knowledgeable and available, but you also have to care about the students (and sometimes put yourself in their place).

Many of the words of wisdom were inspirational:

I would encourage advisors to be themselves. . . . You will be respected for who you are. . . . Students today need people guiding them who may not agree with their belief systems but who generally respect their differences and will not shy away because of the differences. . . holding the student accountable to follow protocol and teach them how to play within the system of higher education and life beyond. This requires that advisors gain a true knowledge of themselves and a willingness to risk revealing themselves. (administrator, small private college)

An administrator said, “Go to where each student is instead of expecting students to move to where you are. . . . Love what you do. . . . You make a difference in someone’s life every day.”

Advising is not giving advice. Advising is teaching students how to accurately identify and successfully fulfill their goals and needs using the resources in higher education. Advising isn’t about what the advisor knows,

it's about helping students know . . . who they are and how they can become the person they want to be. (administrator, small 2-year college)

My advice would be to adopt and practice the concept of advising as a teaching process and use a developmental perspective in doing so. Consider every interaction with students as an opportunity to teach them—something. Take every student where they are in their academic, personal, and career lives and use your skills and resources to move them incrementally along a continuum that includes and enhances all three of these aspects of growth and development in college students. (administrator, medium-sized university)

This final gem is from a veteran advisor who offers wisdom and a strategy:

Here's the key to being a good advisor: never let yourself forget that it's all about the students. It's easy to get lost in the shuffle of campus politics and bureaucracy, and in doing so to forget that it's not the procedures, protocols, and policies that really matter—it's the students you are there to serve who matter most. It's easy to become obsessed with professional development/education, salary and benefit fairness, recognition and reward for your work, and moving up the career ladder, and in that process of growing personally to forget the very people your career is all about—the students. Reflect each day on just one student you're working with in the present, and one student whose path has crossed yours in the past. Think about the lessons you've learned (and continue to learn) from those students, both positive and negative. Doing that will help you focus on what matters most.

Summary

I thank all the veteran advisors who generously contributed their time and comments to this endeavor. The inspiration for this article is all the veteran advisors and administrators who have played an inspirational role in my development. The advisors in my previous and current office as well as the mentors I have found in NACADA have given gen-

erously of their time and wisdom and helped me become the advisor, administrator, and person I am today. A recent professional move—leaving one office to join another—provided the transition experience that prompted this reflection. A specific and notable event, such as a 30th anniversary celebration of NACADA, also encourages contemplation. As Bridges (1991, p. 5) wrote, “The function of transition times are clear. They are key times in the natural process of development and self-renewal.”

I encourage advising offices to make the most of these transition moments. Whether the anniversary of the creation of the office, the retirement of a veteran advisor, or the departure of a veteran member of the advising staff, the reflection and sharing of memories can provide a common emotional point of reference and bring important issues and values into perspective. Senior staff need a chance to reflect publicly and for new advisors to hear how the field has developed, the history of their office, and their colleagues' perspectives on the ways that working with students have evolved (or not!) over the years. These reflections and the celebration of how far advising has come—as a field, an office, and for professionals—provide advisors a chance to pause and yet still move forward. Advisors recognize their accomplishments and continue on, more committed than ever to the work that remains.

Reference

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