

ACT/NACADA 1985 Awards and Certificates of Merit

OUTSTANDING ADVISOR AWARDS

North Atlantic
Barbara J. Stahl
Professor of Biology
St. Anselm College

Mid Atlantic
Virginia M. Gordon
Coordinator, Academic Advising
University College
The Ohio State University

South Atlantic
Rand Erling Thomas
Assistant Professor of Management
School of Business Administration
University of Southern California

East Central
Jane E. Unwell
Supervisor/Advisor
Undergraduate University Division
Michigan State University

Southwest
Bert Boskum
Director of Admissions Center
Northern Arizona University

Pacific
Ralph Leon Seayman
Director of Preceptor, Student Affairs
and Instructor, Health Care
Administration
School of Pharmacy
University of the Pacific

West Central
Karon O'Brien
Assistant Dean, College of Human
Resources Sciences
Department of Human Development and
Family Studies
Colorado State University

OUTSTANDING INSTITUTIONAL ADVISING PROGRAM AWARDS

University
University of California, Los Angeles
Submitted by
Jane C. Ingraham, Director of Counseling
Sue Norton, Assistant Director of
Counseling

Public University
Western Illinois University
Submitted by
Charles R. O'Brien, Acting Director,
University Advising Center
Anne Margrove, Faculty Advisor

Private University
Bradley University
Submitted by
Alan Galsky, Acting Associate Provost
for Student Affairs
Ray Zarwell, Unit Director of Educational
Development
David Grubbsberg, Director, Center for
Orientation and Adjustment

Private College
Providence College
Submitted by
Jacqueline Kuersten MacKay, Director of
Student Development Center
Francis Patricia Mackay, Associate
Professor of Chemistry
(Coordinators of Summer Orientation
Program for Undeclared Students)

Church-Related College
Wittenberg University
Submitted by
Judith D. Calvert, Coordinator of
Academic Advising

Public College
Western Kentucky University
Submitted by
Jerry R. Wader, Director, CAP Center

Two-Year Junior/Community College
Seminole Community College
Submitted by
Marguerite M. Culp, Director of Student
Services

INSTITUTIONAL PROGRAMS CERTIFICATES OF MERIT

Anna Arnold Community College

Aquinas College

Bethlehem Area College

Bridgewater State College

Central Missouri State University

Clarkson University

Cleveland Scholarship Programs, Inc.

Eastern Michigan University

Fish University

The University of Hawaii at Hilo

Houston Baptist University

Kent State University Honors College

Marquette College

Marshall College

University of the Pacific

The University of Rhode Island

University of Wisconsin, Milwaukee

University of Wisconsin, Stout

Yakima Valley Community College

ADVISOR CERTIFICATES OF MERIT

Dub Ashton

University of Arkansas

Margot S. Baker

Southern Methodist University

George Berlow

Hendelberg College

Elly Bates

Eastern Wyoming College

Herbert Wilson

Yakima Valley Community College

Sister Helen Marie Boules

Brescia College

Norma J. N. Camp

California State University-Northridge

Christopher F. Carroll

University of Arizona

Daniel B. Dail

Berry College

Craig Donahue
University of Michigan-Dearborn
William C. Duesterhoeft
The University of Texas at Austin
Gladys I. Fardo
Fish University
Harold W. Franke
Texas A & M University
Jay Freeman
University of Maryland-Baltimore County
Jerry R. Gaudin
Houston Baptist University
Lisa Gray-Sheiberg
California State University-
Domerguez Hills

Ann Hall
Emory Middle Aeronautical University
Deanna S. Hanson
California State University-
Domerguez Hills
Vernice E. Howard
Howard University
Robert J. Janssen
University of Arizona
Gordon L. Jaspersen
Oklahoma-Wallace Junior College
Edgar L. Jones
Eastern Michigan University
Mark J. Kilber
Southern Illinois University at Carbondale
Cindy Formanek Kirk
University of Alabama at Birmingham
Anne Kopper
University of Nebraska-Lincoln
Gerald F. Kuhl
Western Washington University
Leonard Moley, Jr.
Nazareth College of Rochester
Candace Strong McLaughlin
Western Illinois University
Anne P. Minter
Rosne State Community College
Cecile Mitchell
Florida Bible College
Ray C. Moddrell
Bethel Area College
H. C. Morgan
Auburn University
Marlow Orlinski
University of Cincinnati
JoAnn Perachetti
Alvin Community College
Merrile L. Patrick
Central Missouri State University
Harold L. Raker
State University of New York-Brockport
Russell L. Rasmussen
Wayne State College
Sarah H. Rockwell
University of Rhode Island
Carol Ryan
Metropolitan State University
Frank J. Stevens
Auburn University
Martin Tadore
The University of Texas at Austin
Mary Yashovech
Kent State University
Myrna A. Whigham
Iowa State University

CAS Standards and Guidelines for Student Services/ Development Programs

General Standards

The Council for the Advancement of Standards for Student Services/Development Programs (CAS) developed and adopted standards and interpretive guidelines for specific functional areas of student services/development programs within post-secondary educational institutions.

There are important General Standards that govern the activities of all student services/development programs. These General Standards are integral to each functional area. Thus, each functional area standards and guidelines must be interpreted and applied in conjunction with the General Standards below.

Since institutions vary in size, character, location, and type of students, the organization and nature of student services/development programs will vary. Accordingly, each specific standard and its related guidelines must be read and interpreted in the context of the unique characteristics of the institution. Nonetheless, all standards are intended to apply regardless of organizational differences.

General Standards for Student Services/Development Programs

Mission

Each institution and each functional area must develop, review, and disseminate regularly its own specific goals for student services/development, which must be consistent with the nature and goals of the institution and with the standards in this document.

Program

The overall student services/development program must be (a) purposeful, (b) coherent, (c) based upon or related to theories and knowledge of human development and learning characteristics, and (d) reflective of the demographic and developmental profiles of the student body. Such programs and services must (a) promote student development by encouraging such things as positive and realistic self-appraisal, intellectual development, appropriate personal and occupational choices, clarification of values, physical fitness, the ability to relate meaningfully with others, the capacity to engage in a personally satisfying and effective style of living, the capacity to appreciate cultural and aesthetic differences, and the capacity to work independently

and interdependently; (b) assist students in overcoming specific personal, physical, or educational problems or skill deficiencies; and (c) identify environmental conditions that may negatively influence welfare and propose interventions that may neutralize such conditions. The educational experience of students consists of both academic efforts in the classroom and developmental opportunities through student services and development programs. Institutions must define the relative importance of these processes.

Leadership and Management

The institution must appoint a chief student services/development officer or designate an individual to fulfill that role. This leader must be positioned in the organization so that the needs of the students and the functional areas are well represented at the highest administrative level of the institution. This leader must be an experienced and effective manager, must have substantial work experience in one or more of the student services/development functional areas, and either be an acknowledged leader on the campus or have obvious background and experience to command such respect. The specific title and reporting relationship of this individual may vary among institutions. The individual must be selected on the basis of personal characteristics and formal training.

The officer must create an effective system to manage the services/programs. The officer must plan, organize, staff, lead, and assess programs on a continuing basis. The result should be an integrated system of student services and development activities for the institution, funded and otherwise supported at a level that permits the effective delivery of these programs.

The officer must be able to develop, to advocate, and to use a statement of mission, goals, and objectives for student services/development on the campus. The officer must attract and select qualified staff members who make effective decisions about policies, procedures, personnel, budgets, facilities, and equipment. The officer must assume responsibilities for program and personnel development, assessment, and improvement of the services and development activities of the organization.

Organization and Administration

Each functional area must have its own set of policies and procedures that include a detailed description of the administrative process of the office and an organizational chart showing the job functions and reporting relationships within and beyond the functional area.

Human Resources

Each functional area must have adequate and qualified professional staff to fulfill the mission of that service and to implement all aspects of the program. To be qualified, professional staff members must have a graduate degree in a field of study relevant to that particular job in question or must have an appropriate combination of education and experience. In any functional area in which there is a full-time director, that director must possess levels of education and/or professional experience beyond that of the staff to be supervised.

Preprofessional or support staff members employed in a functional area must be qualified by relevant education and experience. Degree requirements, including both degree levels and subject matter, must be germane to the particular job responsibilities. Such staff members must be trained appropriately and supervised adequately by professional staff.

Paraprofessionals must be carefully selected, trained with respect to helping skills and institutional services and procedures, closely supervised, and evaluated regularly. Their compensation must be fair and any voluntary services must be recognized adequately. Paraprofessionals must recognize the limitations of their knowledge and skills and must refer students to appropriate professionals when the problems encountered warrant.

To ensure that professional staff members devote adequate time to professional duties, each functional area must have sufficient clerical and technical support staff. Such support must be of sufficient quantity and quality to accomplish the following kinds of activities: typing, filing, telephone and other receptionist duties, bookkeeping, maintaining student records, organizing resource materials, receiving students and making appointments, and handling routine correspondence.

Salary level and fringe benefits for staff must be commensurate with those for similar professional, preprofessional, and clerical positions at the institution and in the geographic area.

To ensure the existence of suitable and readily identifiable role models within the campus teaching and administrative ranks, staff employment profiles must reflect representation of categories of persons who comprise the student population. However, where student bodies are predominantly nondisabled, of one race, sex, or religion, a diverse staffing pattern will enrich the teaching/administrative ranks and will demonstrate institutional commitment to fair employment practices.

All functional areas must have a regular system of staff selection and evaluation, and must provide continuing professional development opportunities for staff including in-service training programs, participation in professional conferences, workshops, and other continuing education activities.

Funding

Each functional area must have funding sufficient to carry out its mission and to support the following, where applicable: staff salaries; purchase and maintenance of office furnishings, supplies, materials, and equipment, including current technology; phone and postage costs; printing and media costs; institutional memberships in appropriate professional organizations; relevant subscriptions and necessary library resources; attendance at professional association meetings, conferences, and workshops; and other professional development activities. In addition to institutional funding commitment through general funds, other funding sources may be considered, including: state appropriations, student fees, user fees, donations and contributions, fines, concession and store sales, rentals, and dues.

Facilities

Each functional area must be provided adequate facilities to fulfill its mission. As applicable, the facilities for each functional area must include, or the function must have access to, the following: private offices or private spaces for counseling, interviewing, or other meetings of a confidential nature; office, reception and storage space sufficient to accommodate assigned staff, supplies, equipment, library resources, and machinery; and conference room or meeting space. All facilities must be accessible to disabled persons and must be in compliance with relevant federal, state, and local health and safety requirements.

Legal Responsibilities

Staff members must be knowledgeable about and responsive to relevant civil and criminal laws and must be responsible for ensuring that the institution fulfills its legal obligations. Staff members in all functional areas must be well versed in those obligations and limitations imposed on the operation of the institution, particularly in their functional area, by federal, state, and local constitutional, statutory, regulatory, and common law, and by institutional policy. They must utilize appropriate policies and practices to limit the liability exposure of the institution, its officers, employees, and agents. The institution must provide access to legal advice to professional staff as needed to carry out assigned responsibilities.

Equal Opportunity, Access, and Affirmative Action

Each functional area must adhere to the spirit and intent of equal opportunity laws in activities. Each area must ensure that its services and facilities are accessible to and provide hours of operation that respond to the needs of special student populations, including cultural and special needs subgroups, evening, part-time, and commuter students.

Personnel policies shall not discriminate on the basis of race, sex, color, religion, age, national origin, and/or handicap. In hiring and promotion policies, student services professionals must take affirmative action that strives to remedy significant staffing imbalances, particularly when resulting from past discriminatory practices. Each functional area must seek to identify, prevent, and/or remedy other discriminatory practices.

Campus and Community Relations

Each functional area must maintain good relations with relevant campus offices and external agencies, which necessarily requires regular identification of the offices with which such relationships are critical.

Multicultural Programs and Services

The institution must provide to members of its majority and minority cultures educational efforts that focus on awareness of cultural differences, self-assessment of possible prejudices, and desirable behavioral changes. The institution also must provide educational programs for minority students that identify their unique needs, prioritize those needs, and respond to the priorities to the degree that numbers of students, facilities, and resources permit. In addition, the institution must orient minority students to the culture of the institution and promote and deepen their understanding of their own culture and heritage.

Ethics

All persons involved in the provision of services to students must maintain the highest standards of ethical behavior. Staff members of each functional area must develop or adopt standards of ethical practice addressing the unique problems that face personnel in that area. The standards must be published and reviewed by all concerned. In the formulation of those standards, ethical standards statements previously adopted by the profession at large or relevant professional associations may be of assistance and must be considered.

Certain ethical obligations apply to all individuals employed in student services/development programs, for example:

All staff members must ensure that confidentiality is maintained with respect to all communications and records considered confidential. Unless written permission is given by the student, information disclosed in individual counseling sessions must remain confidential. In addition, all requirements of the *Family Educational Rights and Privacy Act* (Buckley Amendment) must be complied with and information contained in students' educational records must not be disclosed to third parties without appropriate consent, unless one of the relevant statutory exceptions applies. A similar dedication to privacy and confidentiality must be applied to research data concerning individuals.

All staff members must be aware of and comply with the provisions contained in the institution's human subjects policy and in any other institutional policy addressing ethical practices.

All staff members must ensure that students are provided access to services on a fair and equitable basis.

All staff members must avoid any personal conflict of interest so they can deal objectively and impartially with persons within and outside the institution. In many instances, the appearance of a conflict of interest can be as damaging as an actual conflict.

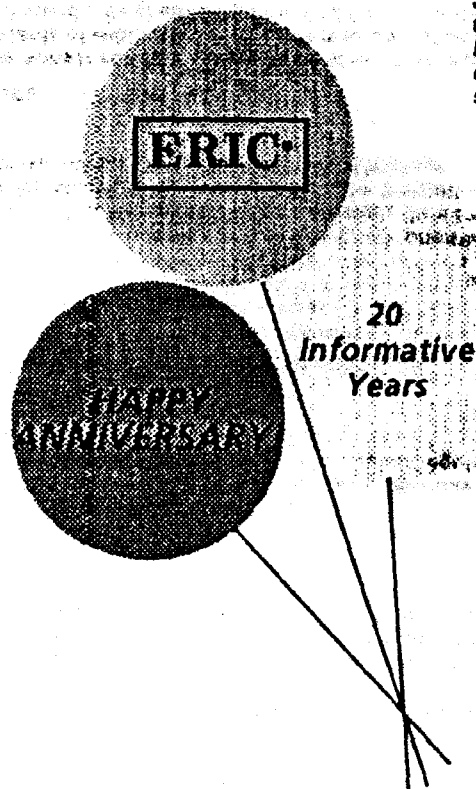
Whenever handling funds, all staff members must ensure that such funds are handled in accordance with established and responsible accounting procedures.

Staff members must not participate in any form of sexual harassment. Sexual harassment is defined to include sexual advances, requests for sexual favors, as well as other verbal or physical conduct of a sexual nature if (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic progress, or any other outcome of an official nature, (2) . . . is used as the basis for such decisions or outcomes. . . . (3) . . . has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. (29 Code of Federal Regulations, C.F.R., Section 1604.11(a).)

All staff members must recognize the limits of their training, expertise, and competence and must refer students in need of further expertise to persons possessing appropriate qualifications.

Evaluation

There must be systematic and regular research and evaluation of the overall institutional student services/development program and each functional area to determine whether the educational goals and the needs of students are being met. Although methods of evaluation may vary, they must utilize both quantitative and qualitative measures. Data collected must include responses from students and other significant constituencies. Results of these regular evaluations must be used in revising and improving the program goals and implementation.



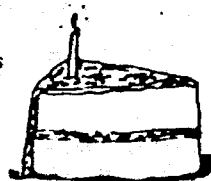
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Standards and Guidelines for Academic Advising*

Mission

See General Standards

The primary purpose of an academic advising program is to assist students in the development of meaningful educational plans which are compatible with their life goals.

The institution must have a clearly written statement of philosophy pertaining to academic advising which must include program goals and set forth expectations of advisors and advisees.

Academic advising should be viewed as a continuous process of clarification and evaluation.

The ultimate responsibility for making decisions about life goals and educational plan rests with the individual student. The academic advisor assists by helping to identify and assess alternatives and the consequences of decisions.

Institutional goals for academic advising may include:

- clarification of life and career goals;
- development of suitable educational plans;
- selection of appropriate courses and other educational experiences;
- interpretation of institutional requirements;
- increasing student awareness of educational resources available;
- evaluation of student progress toward established goals;
- development of decision-making skills;
- reinforcement of student self-direction;
- referral to and use of other institutional and community support services, where appropriate; and
- collecting and distributing student data regarding student needs, preferences, and performance for use in institutional policymaking.

*Prepared by the Council for the Advancement of Standards for Student Services/Development Programs, 1986.