Columns 7 and 8 are completed for the progress report due August 15, 2020. Please send your report to ACD Reps: Rebecca Hapes (rhaps@tamu.edu), Amber Kargol (akargol@iastate.edu) and EO Liaison Dawn Krause (dawnkrause@ksu.edu). Please copy your Cluster Rep as well. Thank you!

<table>
<thead>
<tr>
<th>1. NACADA Strategic Goal(s)</th>
<th>2. Specific desired outcome</th>
<th>3. Actions, activities or opportunities for outcome to occur</th>
<th>4. Outcome measurements &amp; related data instrument(s)</th>
<th>5. Other groups or individuals to connect</th>
<th>6. Anticipated challenges</th>
<th>7. Progress toward outcome (Complete in August 2020 report)</th>
<th>8. Future action(s) based on data (Data-informed decisions) (Complete in August 2020 report)</th>
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<tbody>
<tr>
<td>Develop and sustain effective Association leadership</td>
<td>Sustain the membership of the Faculty Advising Community Steering Committee by defining and assigning key roles.</td>
<td>1. Establish roles and expectations within the steering committee. 2. Distribute steering committee activities among members based on expectations of each individual’s role.</td>
<td>Documented roles and expectations for process for steering committee members.</td>
<td>Other advising communities that have successfully implemented sustainable leadership structures will serve as examples for this work.</td>
<td>Some steering committee roles will involve more time and effort than others (e.g., virtual journal club coordinator), and it may be difficult to attract volunteers to fill those positions.</td>
<td>The AC successfully recruited and added 3 new steering committee members who have been active, though individual roles have not yet been established.</td>
<td>The steering committee needs to establish roles and expectations for each member.</td>
</tr>
</tbody>
</table>
1. Expand and communicate the scholarship of academic advising.
2. Provide professional development opportunities that are responsive to the needs of advisors and advising administrators.

Advising Community Self-Assessment Rubric - [https://docs.google.com/document/d/1QRd4FTxuE72NDOMdcw8cnDP7k5pISRZIYhYzG-EgP0o/edit?usp=sharing](https://docs.google.com/document/d/1QRd4FTxuE72NDOMdcw8cnDP7k5pISRZIYhYzG-EgP0o/edit?usp=sharing)  
Advising Community Chair Self-Assessment Rubric - [https://docs.google.com/document/d/1Z-4O7ir_AzjM088vGNOsC5odtYOEMbNAYYseEUU6U88/edit?usp=sharing](https://docs.google.com/document/d/1Z-4O7ir_AzjM088vGNOsC5odtYOEMbNAYYseEUU6U88/edit?usp=sharing) |  
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1. Expand our collaboration with other advising communities to engage the membership in shared dialogue about faculty advising and advising scholarship via a virtual spotlight series or similar activities. | 1. Contact potential collaborators.  
2. Organize and conduct identified activities. | Learning outcomes for each activity/session will be developed as part of the planning process, based on the content of each activity/session, and will be assessed after each activity/session. | We will continue to partner with NACADA Center for Research and the Small Colleges and Universities advising community. Other potential partners include, STEM Advising, Advisor Training and Development, and/or Assessment of Advising. | After trying both the virtual journal club and panel discussions the two biggest challenges are 1) scheduling at a time when members are available to participate and 2) assessing the impact of these activities, since our average attendance is low enough (~10) to make meaningful assessment difficult. | The AC continued to provide virtual journal club sessions through the beginning of the pandemic. | The AC is planning a new professional development series for fall, potentially collaborating with the new advisor wellness AC. |