

Assessment Institute Intern/Faculty Interest Questionnaire

Are you interested in serving as a faculty member for an upcoming Assessment Institute? If you would like to submit your name for consideration, please complete **BOTH SIDES** of the form. Your form will be submitted for review when the Institute Management Team begins to look at faculty members for the next Institute. The application is good for one year.

Participation as a faculty member for the Institute requires the faculty to be available for team conference calls, have the time/ability to develop presentations and PowerPoint slide shows, have the time available to travel in early February, and the willingness to participate in post-event contact with event participants. A sample list of faculty expectations can be found below.

Please complete the form in its entirety with as many details as possible. Submission of the form does not indicate a placement as an intern/faculty in an upcoming Institute; it is simply an interest indicator. To be considered for an upcoming Institute, your form must be received by June of the year prior to the Institute.

Please refer to the Faculty Interest web page:
<https://www.nacada.ksu.edu/Events/Faculty-Interest.aspx>
for a complete listing of the Faculty Criteria and expectations related to this Institute.

Full Name: _____

Title: _____

Institution: _____

Email: _____

Business Phone: _____

Current Institution size: 5,000 students 5,000-10,000 students Over 10,000 students Not Applicable

How many Assessment Institutes have you attended as a participant? _____
 (Two years attendance is required for consideration as an Intern or Faculty)

Current Institution Type

- 4-Year Private
- 4-Year Public
- Proprietary
- 2-Year
- Other

Past Institution Type 1

- 4-Year Private
- 4-Year Public
- Proprietary
- 2-Year
- Other

Past Institution Type 2

- 4-Year Private
- 4-Year Public
- Proprietary
- 2-Year
- Other

Past Institution Type 3

- 4-Year Private
- 4-Year Public
- Proprietary
- 2-Year
- Other

Current Role (pick one)

- Faculty Advisor
- Academic Advisor/
Academic
Counselor
- Advising
Administrator
- Licensed Counselor
- Non-Institutional
- Other

Past Role 1 (pick one)

- Faculty Advisor
- Academic Advisor/
Academic
Counselor
- Advising
Administrator
- Licensed Counselor
- Non-Institutional
- Other

Past Role 2 (pick one)

- Faculty Advisor
- Academic Advisor/
Academic
Counselor
- Advising
Administrator
- Licensed Counselor
- Non-Institutional
- Other

Past Role 3 (pick one)

- Faculty Advisor
- Academic Advisor/
Academic
Counselor
- Advising
Administrator
- Licensed Counselor
- Non-Institutional
- Other

References – please list at least two individuals that can speak to your Assessment skill set

Name	Title	Phone
Institution	Email	

Name	Title	Phone
Institution	Email	

COMPLETE BOTH SIDES OF THIS FORM.
Please use another sheet of paper if more room is needed

Illustrate one improvement/enhancement accomplished due to the completion of an assessment process at your Institution:

Why do you want to serve as a faculty member for the Assessment Institute?

Please indicate the areas you have personally participated in during the Assessment Process:

- A vision statement for academic advising has been developed.
- A mission statement for academic advising has been developed.
- A set of student learning outcomes for academic advising have been developed.
- A set of advisor outcomes for academic advising have been developed.
- The services have been mapped to the learning outcomes.
- Tools have been developed to measure the learning outcomes.
- Data from the measurement tools has been analyzed to identify change for the academic advising program.
- Improvements and enhancements have been implemented for academic advising based on assessment.

Please indicate and list your presentation experience:

Presenter at a National Conference:

Presenter at a Regional Conference:

Presenter at a State/Local Conference:

Previous NACADA Faculty member:

NACADA Consultant:

What areas of expertise can you bring to the Institute (check all that apply):

- | | | |
|--|--|--|
| <input type="checkbox"/> Academic Affairs/Student Services Collaboration | <input type="checkbox"/> Advising Skills and Techniques | <input type="checkbox"/> Undecided & Exploratory Students |
| <input type="checkbox"/> Advising & Academic Coaching | <input type="checkbox"/> Advising Special Populations | <input type="checkbox"/> Lesbian, Gay, Bisexual, Transgendered & Allies Concerns |
| <input type="checkbox"/> Advising & Career Planning | <input type="checkbox"/> Advising Student Athletes | <input type="checkbox"/> Liberal Arts Advisors |
| <input type="checkbox"/> Advising Administration | <input type="checkbox"/> Advising Students with Disabilities | <input type="checkbox"/> Mentoring Aspiring/New Administrators |
| <input type="checkbox"/> Advising Adult Learners | <input type="checkbox"/> Advising Transfer Students | <input type="checkbox"/> Multicultural Concerns |
| <input type="checkbox"/> Advising as Teaching | <input type="checkbox"/> Advisor Evaluation | <input type="checkbox"/> New Advising Professionals |
| <input type="checkbox"/> Advising at Community Colleges | <input type="checkbox"/> Advisor Training & Development | <input type="checkbox"/> Orientation Programs |
| <input type="checkbox"/> Advising At-Risk Students | <input type="checkbox"/> Appreciative Advising | <input type="checkbox"/> Peer Advising & Mentoring |
| <input type="checkbox"/> Advising Business Majors | <input type="checkbox"/> Assessment of Academic Advising | <input type="checkbox"/> Persistence & Retention |
| <input type="checkbox"/> Advising Education Majors | <input type="checkbox"/> Conducting Advising Research | <input type="checkbox"/> Probation/Dismissal/Reinstatement Issues |
| <input type="checkbox"/> Advising Fine Arts Students | <input type="checkbox"/> Distance Education Advising | <input type="checkbox"/> Professional Development |
| <input type="checkbox"/> Advising First-Year Students | <input type="checkbox"/> Doctoral Students | <input type="checkbox"/> Relationship Building |
| <input type="checkbox"/> Advising Graduate & Professional Students | <input type="checkbox"/> Engineering and Science Advising | <input type="checkbox"/> Research Methodology |
| <input type="checkbox"/> Advising High Achieving Students | <input type="checkbox"/> ESL & International Student Advising | <input type="checkbox"/> Restructuring Academic Advising |
| <input type="checkbox"/> Advising in Living/Learning Communities | <input type="checkbox"/> Establishing an Advising Center | <input type="checkbox"/> Small Colleges & Universities |
| <input type="checkbox"/> Advising Veterans, Military Students & Family Members | <input type="checkbox"/> Ethics & Legal Issues in Advising | <input type="checkbox"/> Students in Distress/Mental Health issues |
| <input type="checkbox"/> Advising Models | <input type="checkbox"/> Facilitating Change in Advising | <input type="checkbox"/> Study Abroad Advising |
| <input type="checkbox"/> Advising Program Review | <input type="checkbox"/> Faculty Advising | <input type="checkbox"/> Technology in Advising/Social Media |
| <input type="checkbox"/> Advising Publications | <input type="checkbox"/> Faculty Advisors - working with them | <input type="checkbox"/> Theory & Philosophy of Advising |
| <input type="checkbox"/> Advising Second-Year Students | <input type="checkbox"/> First-Generation College Student Advising | <input type="checkbox"/> Two-Year Colleges |
| | <input type="checkbox"/> Four-year Public Universities | |
| | <input type="checkbox"/> Grant Writing | |
| | <input type="checkbox"/> High School to College Advising | |
| | <input type="checkbox"/> Large Universities | |