



## NACADA National Conference Offered Wide Variety of Sessions for Advisors.

The 2008 NACADA National Conference held at the Hyatt Regency Hotel in Chicago, IL this past October 1-4 offered the 3,500 plus attendees a wide variety of sessions.

The Hyatt's conference rooms, located on several floors of the two-towered building was filled to capacity in many sessions and often overflowed into the hallway.

Many attendees mentioned that they wanted to hear more than one presentation in an hour. To do that they went to one at the beginning of the time and then

left halfway through it to attend another.

Below is a photo of the room where breakfast and the optional box lunch was served. Even though there was no lunch included in the cost of the conference, attendees could purchase sandwiches, salads, and drinks, ala carte, and sit in this room to eat.

On pages 2 and 3 there is a brief summary of three of the sessions. There is no time or space to summarize them all. It was truly a good conference.



## IAAN Mission

The Indiana Academic Advisors Network (IAAN) is a group of professionals from colleges and universities across the state of Indiana. The organization was formed to foster the personal and professional development of its members. The membership of IAAN is comprised of faculty members, administrators, peer advisors and other professionals who are concerned with the advising needs of students.

The goal of the organization is to promote communication among its members. By joining IAAN members will get the opportunity to share ideas, learn about new programs, and meet colleagues with similar professional interests and situations.

IAAN will also provide to its members additional services, such as professional referrals, job placement information and an in-state resource clearinghouse. Because IAAN is a National Academic Advising Network (NACADA) allied organization, members will also be able to obtain links to other professionals, associations, and resources beyond Indiana, extending members' networking and information circle.

## **CSI: Chicago—Media vs Reality when advising students about forensic science**

Kristin Shea of IUPUI presented an excellent workshop on what students need to know when wanting to major in Forensic Science. Kristin is the Program Coordinator and academic advisor for Forensic and Investigative Sciences in the School of Science at IUPUI.

According to Kristin, this major has doubled in size in the last 5 years, but the job market has not increased to meet it. What is happening is that individuals can work in the field as experts in forensic science but not necessarily as technicians or criminologists.

Students need a science degree, usually Biology and/or Chemistry, to get a job in the field. The job titles—forensic scientist and criminalist—sound similar, but they do very different things. A forensic evidence technician does lab preparation and preliminary testing but never draws conclusions or produces findings. Pairing a science degree with a criminal justice degree can be helpful to students who are looking for a job.

The average salary for a beginning forensic science major, depending upon the job location, experience, and education is between 40K-50K. Internships are strongly recommended. Background checks are a must. Any student convicted of a felony or who has a relative convicted of a felony will not get a job in the field. This also applies to students with bad credit and DUIs.

What the CSI TV shows have done is increase awareness of this field and increase the amount of evidence collected, which is now causing a backlog of work for the investigators.

Many of the jobs in the forensic science area require advanced degrees. Women make up the majority of students who want to get into this field because crime and safety are a big issue for them.

The only thing that the TV criminalists portray accurately is analyzing evidence and testifying in court.



Kristin Shea of IUPUI

## **Advising as Teaching**

Kristi Shea of IUPUI and Rich Robbins of Bucknell (previously at Cornell) presented Advising as Teaching: Same Skills, Differing Venues.

Advising As Teaching, pointed out how advisors use similar and sometimes the same techniques in advising sessions as instructors do in the classroom.

Their Power Point presentation went into much detail about the comparison of advising and teaching.

They pointed out some very good reasons as to why advising should be considered as teaching.

One reason they mentioned is that students learn from their struggles.

Continued on the next page

## 7 Habits of success for Highly Effective Advising Leadership

Another reason is that advisors empower students with the skills they need to survive college life so they can be successful. According to the presenters it is not the major that gets the student the job, but the ability to think and to learn.

DePaul University's College Office presented this workshop. They defined good leadership as fair, patient, smart, with a skill that is learned. You can learn from your mistakes and unlearn some things that don't work. The work environment is shaped by good leadership.

One of the biggest detractors from this premise is administrators who view students from a customer service approach. In viewing advising as a customer service item, it tells advisors to just fix the problem and to ignore teaching the student a better way..

The seven habits are:

- trust—be committed to the advising team
- communication—share & listen—set aside individual meetings with advisors
- consistency—make sure advising policies/procedures are followed
- alliances—form alliances with other departmental advising offices
- networking—working with other university departments
- recognition—verbal praise only goes so far—nominate staff for rewards such as free lunch
- development—allow professional development, knows advisors strength