INDEX

A

Academic advising: approaches to, 95; communications in teaching and, 234; components and competencies in, 6–8, 96; concept of, 96; creating welcoming atmosphere for, 265; defining, 41; developing skills for, 9–11; educational malpractice claims related to, 165–166; encouraging student self-exploration, 88; ethics for, 55–56; foundation for, 51–52; global context for legal issues, 168–170; history of, 39–41; identity development and, 71–74; is teaching, 40, 95, 233–235; knowledge required for, 4–6; learning taxonomy for, 11–12; mastering art of, 3–4, 8, 9–11, 15; milestones for, 137–138; mission and vision for, 42–43; NACADA Pillars of Academic Advising, 42, 99, New Advisor Development Chart for, 8–9; organizational structures for, 45–46; personal philosophy of, 91–94, 99; practical techniques for, 247; promoting professional status of, 47–48; reporting channels for, 44–45; self-authorship for students, 75–76, 100, 242–244; shared responsibilities of advisor and advisee in, 68–69; Socratic, 100; strengths-based, 100, 236–238. See also Academic advising

Advising delivery models, 32–34, 98; about, 98, 249; delivery methods, 32–34, 98; emerging forms of, 281; group advising, 273–280; one-to-one advising, 252–266; online advising, 289–298; selecting group advising, 284–285; 3-I model, 95, 144–148, 149–152. See also specific models

“Advising Students of Color and International Students” (Clark and Kalionzes), 110–111

Advising syllabi, 44

Advisor Checklist for Listening: Interviewing, and Referral Skills, 226–228

Advisor Checklist of Questions: Institutional Information to Learn in Year 1, 123

Advisor Checklist of Questions: Student Information to Learn in Year 1, 126, 183

Advisor Checklist of Questions: Teaching Students to Make Academic Decisions, 271

Advisor Checklist of Questions: Teaching Students to Navigate the Institutional System, 140–141

Advisor Checklist of Questions: Teaching Students to Use Resources, 202

Advisor notes, 260

Advisors: admiring ease of master, 3; advice for, 79–80; advising student’s with different life experiences, 189–190, 192, 194, 197, 205; assessing how to learn advising knowledge, 109; assessing own learning proficiency, 111; biases of, 215–216; career advising by, 83–84; challenges in group advising, 278–279; characteristics of effective, 248; communicating with remote students, 221–222; conducting individual conferences, 262–264; cultural competence of, 185; designing students’ academic goals, 133–134; developing referral skills, 219–221; discovering on-campus resources, 310; evaluating limitations in cultural competence, 185–186; finding best information sources, 110–111; finding student’s core desired feelings, 84–85; gaining experiential knowledge about students, 179–180; gathering student information, 178–179; group advising benefits for, 277–278, 281–282; handling stress, 325; identifying knowledge needed for new, 107–108; knowing
INDEX


Ambrose, G. A., 290
Ambrose, L. W., 290
American College Health Association, 220
American Heritage College Dictionary, The, 5, 14
Amundson, N. E., 149, 150–152, 268, 269, 335
Anderson, E., 111
Anderson, L. W., 11, 12, 13, 14, 306, 308, 311
Appointments with students, 113–116, 320
Appreciative advising, 95
Appreciative inquiry, 78–79
Archambault, Karen L., 185–202, 216
Aronson v. University of Mississippi, 164
Art, 4–5
Arum, Richard, 84
“Ask why six times” strategy, 247
Assessments, self, 138, 223, 311–312
Astin, A. W., 68, 70–71, 181
At-risk students, 95, 320, 321
Atkinson, D. R., 188
Audit of Legal Issues in Advising Practice, 174–176
B
Barnett, S., 213
Barron, Kenneth, 98
Baxter Magolda, Marcia, 68, 75–76, 80
Bean, J., 45
Beneficence, 58
Bentley-Gadow, J. E., 273
Benton, Sherry, 220
Benton, Stephen L., 220
Beyond Foundations (Grites et al.), 14, 111
Block, J., 164
Blogging, 114
Bloom, J., 78–79, 80, 95, 305
Board of Curators of the University of Missouri v. Horowitz, 168
Body language, 252
Bolman, L. G., 187
Bourdieu, P., 207
Bowman, K. D., 207
Bridges, B. K., 4
Briggs, Katharine, 98
Buckley, J. A., 4
Byrd v. Lamar, 165
C
Calendar: self-development, 317–322; using online, 296
Campbell, E., 160, 161
Campbell, S. M., 42–43, 100, 231
Canadian laws, 169–170
Career advising: about, 153; building knowledge base for, 143–148; decision-making follow-ups, 148–149; defined, 95; excellence in, 153–154; finding student’s core desired feelings, 84–85; focus shifting, 85–86; interviewing techniques for, 149; new
paradigms for, 83–89; using Gordon’s 3-I model, 149–152; values clarification in, 86–87
Career Advising (Gordon), 144
Career development theory, 95
Career Path case study, 333–336
Carlstrom, A. H., 41, 43–44, 45, 46, 51–52, 109, 126, 135
Carnegie Classification of Institutions of Higher Education, 41
Carstensen, D. J., 40
CAS Standards for Academic Advising programs, 46, 47, 56–57, 60, 63, 64, 65, 66, 96
Case studies: applying ethical principles, 61–63; career advising using Gordon’s 3-I model, 149–152; Career Path, 333–336; developing cultural competence, 192–199; motivational interviewing, 98, 239–242; proactive advising, 235–236; review questions for, 324, 331; sample, 337–344; self-authorship, 243–244; strengths-based advising, 237–238
Caseloads for online advising, 293–294
Cass, B., 188
Castillo, L. G., 220
Cate, Patrick, 39–53, 95–103
CCRC, 294
Cerabino, K., 180
Chart. See New Advisor Development Chart Chats, 292
Checklists: Advisor Checklist for Listening, Interviewing, and Referral Skills, 226–228; Checklist of Questions: Teaching Students to Make Academic Decisions, 271; of institutional information needed by faculty advisors, 132. See also New Advisor Development Chart; and specific Advisor Checklist of Questions
Chickering, Arthur, 67, 68, 71–74, 80, 83–84, 101, 251, 304, 335
Chow, P., 203
Chow, Yung-Hwa Anna, 203–209
Cieplak, B., 160
Clarifying questions, 217–218
Clark, D., 11, 12, 13, 14
Clark, C. E., 110–111
Clifton, D., 111
Close-ended questions, 253
Closing sessions, 259–260
Cloud County Community College, 257
Coleman, A. L., 167
Collegiate Employment Research Institute, 203
Common law and civil law traditions, 168–169
Communications: about effective, 213; in advising and teaching, 234; Communication Circle, 224; critical thinking and, 218; dealing with complex questions, 219; delivering knowledge effectively, 115–116; electronic, 221–222; excellence in, 223–225; group exercise in, 224; listening and self-awareness for, 213–218; for one-to-one advising, 252–253; realistic expectations about, 222; referral skills as good, 219–221; using electronic, 292–293
Community College Research Center, 289
Competencies: defined, 96; requirements for advising, 6–8. See also Cultural competence
Complete College America, 45
Completion agenda, 96
Components of academic advising, 6–8, 96; conceptual component, 6, 9, 19–21, 37, 303–304; informational component, 6, 9, 105, 177–178; relational component, 6, 9, 30–31, 211, 304–305. See also Informational component
Computers for advising sessions, 121–122
Conceptual component: about, 6, 9, 37; of New Advisor Development Chart, 19–21; self-directed training for, 303–304
Consent-based disclosures of student data, 161
Contract for online advising, 292
Core desired feelings, 84–85
Council for the Advancement of Standards in Higher Education: Academic Advising Programs, 42, 46, 47, 56–57, 60, 63, 64, 65, 66, 96; defined, 96, 99; foundations supported by, 19; knowledge required for advisors, 6; resources for ethical decisions, 55
Covey, S. R., 312
CPP, 87, 98–99, 111, 119, 145
Critical thinking, 218
Crookston, Burns, 39, 40, 67, 68, 97, 232
Cultural capital, 206
Cultural competence: advisors’ need for, 185, 199; evaluating limitations in, 185–186; excellence in, 199–200; recognizing own assumptions, 186–187, 189–192; understanding diverse students, 188–192; understanding institutional cultures, 187–188
Cunningham, Leigh, 216
Cuseo, Joe, 234, 257

D
Daggett, L. M., 163
Damminger, Joanne K., 55–66
D’Augelli, A. R., 188
Deal, Terrence, 187
DeBono Group, The, 268–269
INDEX

Deci, E., 83
Decision-making: follow-ups for career, 148–149; questions for teaching, 271; teaching process of, 267–270
Denham, T., 95
Depression, 220
Development: advisors' professional, 116–119, 138, 309, 317–322; career, 95; identity, 71–74, 101; moral, 100; Perry's theory of personal, 70, 100; vectors of identity, 101
Developmental advising, 39, 68, 97, 232
“Developmental View of Academic Advising as Teaching,” (Crookston), 39
Disabilities case study, 194–195
Disclosing student information, 160–162
Diversity: assumptions about student success and, 191, 193, 196, 198, 206–207; campus support for diverse students, 191, 193–194, 196, 199, 207; case study in, 196–199; encouraging students representing areas of, 191; gender, 188, 190, 192–194; visible and invisible areas of, 190, 192–193, 195, 197–198, 205
Doubleday, J., 44
Drake, J. K., 11, 47, 95, 100, 128, 231–248, 254, 281, 335
Dropping/adding classes, 318, 319
Due process rights, 167–168, 176
Duval, 84
Dyer, A. N., 92

E

E-mails, 292, 296
Eckerty, James, 115
Educational malpractice claims, 165–166
Electronic communications: blogging, 114; e-mails, 292, 296; with remote students, 221–222; using, 292–293
Ellis, K., 267
Emerson, Ralph W., 242
Emotional state of advisors, 214
Empathy, 217
Ender, S. C., 68, 97
Endres, J., 286
Enrollment management, 97
Enzo v. D'Youville College, 165
Equal rights, 166–167, 176
Erikson, Eric, 98
Ethics: case study in applying, 61–63; for decision making, 60–61; defining advising, 55–56; found in NACADA Core Values of Academic Advising, 42, 55, 56–57, 64, 96; guidelines for resolving dilemmas, 57–60; resolving questions of, 63–66; using principles of, 63–64
Ethnic diversity, 188–189
Evaluation in self-directed training, 311–312
Evans, N. J., 93

F

Faculty advisors: aiming for excellence, 137–138; assisting students with goals, 132–134; checklist of institutional information needed, 132; as continuing learners, 136; creating resource tool kit for, 135–136; dealing with students’ questions, 125–126; demonstrating competence, 137; encouraging student use of resources, 134; finding sources of information for, 135; first-year basics for, 131–136; identifying needed information, 134–135; knowledge required of, 129–131; linking students to external resources, 130–131; offering student-centered advising, 130; role of, 126–128; as teachers, 136–137. See also Advisors
Falkner, T. M., 160
Family Educational Rights and Privacy Act (FERPA), 25, 59, 97, 134, 159–163, 170, 174–175, 260, 293
Family Policy Compliance Office, 171
FAQs lists, 135, 136, 138, 286
Fidelity, 58, 59
Field, M. A., 169
Fifolt, Mathew, 213
Fine, T. M., 168
First-year experience (FYE), 97
Fischer, K., 204
Fisher v. University of Texas at Austin, 167
Five questions: applying to international students, 204–207; assessing advisor presumptions with, 189–191; case studies using, 192–199; using, 191–192
Focus shifting, 85–86
Folsom, Pat, 3, 4, 6, 8, 12, 121, 131, 247, 248, 262–264, 265, 266, 273, 280, 281, 286, 309, 323–325, 333
Forney, Deanna, 93
Freedom of Information and Protection of Privacy Act (FIPPA), 97, 170
Freitag, D., 47, 91–94
Freiman, P., 206
Fritsche, B., 180
Frost, Susan, 251
Funnel model, 69
Fusch, D., 245

G

Galinova, E., 205, 206
Gallup, 87
INDEX

Gamson, Z. F., 251
Gardner, P., 203, 204
Gender diversity, 188
General education program (New Advisor Development Chart), 9–11, 23
Giannetti, I., 205, 206
Gilman, Daniel Coit, 39
Givens Voller, J., 111
Glennen, R., 40, 153
Global Community for Academic Advising, The (NACADA), 19, 40, 41, 53, 55, 80, 91, 92, 95, 96, 99, 107, 135, 167, 177, 208, 228, 229, 247, 257, 264, 265, 266, 273, 283, 309, 325, 331, 337
Glossary, 95–101
Goals: designing academic, 133–134; helping students discover long-term, 85–86; online advising, 291; setting for self-directed training, 307–308
Gonzaga v. Doe, 163
Gordon, V. N., 7, 40, 95, 105, 143, 144–145, 148, 149–152, 231, 267, 269, 335
Graduation, 99
Graduation rate, 97
Gratz v. Bollinger, 167
Grites, T. J., 14, 68, 97, 111
Gross, L., 203
Group advising: about, 273–274; benefits of, 276–278, 281–282; challenges in, 278–279; creating effective sessions for, 285–287; excellence in, 287–288; one-to-one advising vs., 274; planning to meet student learning outcomes, 281, 282–284; selecting delivery means for, 284–285; sessions for, 275–276, 280; as teaching, 279
Grutter v. Bollinger, 167
Guided Pathways to Success (Complete College America), 46–47
Guido, Florence, 93

H

Habley, W. R., 3, 6, 8, 40, 41, 96, 98, 105, 129, 251, 301, 302
Hagen, P. L., 47
Harding, B., 95, 110, 185, 187
Hart Research Associates, 83
Hayek, J. C., 4
He, Y., 78–79, 95
Health and safety exceptions to FERPA, 162
Hendricks v. Clemson University, 166
Hermeneutic advising, 97
High School Rigor and Good Advice (Klepfer and Hull), 50

Holland, J. L., 98, 143
Holland-type indicator, 98
Horton, Sarah, 113–114
Hossler, D., 45
How College Affects Students (Pascarella and Terenzini), 99
Huber, Jo Anne, 40–41
Hughey, Judy, 239–242, 335
Hull, J., 4, 45, 50
Humphries, S., 160
Hunter, M. S., 4
Hutchens, N. H., 164
Hutson, B. L., 78–79, 95
Hynes, D. J., 163, 164

Identity: development of student, 70–74; identity status theory, 98; theories of student, 76–78; vectors of identity development, 101
Immigration policies, 206
Inform phase of Gordon’s 3-I model, 145–146
Information: assessing own proficiency in acquiring, 111; finding best sources of, 110–111; identifying needed by advisors, 134–135; locating sources of available, 135; managing advising, 108–109; organizing student appointments, 113–116, 320; retrieving key advising, 115. See also Knowledge
Inquire phase of Gordon’s 3-I model, 144–145
Institute for Professional Excellence in Coaching (iPEC), 86
Institutions: advisors as agents of, 163, 175; checklist of information needed, 132; disclosing student data to officials, 161; gaining advising knowledge about, 108, 123, 129–130, 132, 138; helping students navigate, 133, 140–141; how student fits into campus, 180–181, 190–191, 193–194, 195, 198, 206; initiatives focusing on advising, 44–45; understanding cultures of, 187–188
Integrate phase of Gordon’s 3-I model, 146–148
Internal and external information, 107–108, 150–152
INDEX

International students: applying five questions to, 204–207; excellence in advising, 208–209; increase in, 203–204; integrating, 204
Interviewing: checklist for, 226–228; motivational, 98, 239–242; techniques for career advising, 149
Intrusive advising, 98
Invisible areas of diversity, 190, 192–193, 195, 197–198, 205

J
John Holland’s Self-Directed Search (PAR), 87–88, 98, 145, 152, 336
Johnson, D., 46
Johnson, J., 107–123
Joslin, Jennifer, 6, 121–122, 131, 264, 266, 301–315
Jung, Carl, 98
Justice, 58–59

K
Kalionzes, J., 110–111
Kaplin, W., 164, 167, 168
Kerr, Thomas, 127
Kihn, T. L., 47
Kim, E., 77
Kimball, E., 100, 231
Kincanon, K., 116
King, M. C., 40, 68, 127
King, N., 45, 282
Kinzie, J., 4, 281
Klepf, K., 4, 45, 46, 50
Knowledge: assessing how to learn, 109; building for career advising, 143–148; of external resources for students, 130–131, 138; foundation of advising, 4–6; identifying needs of new advisors, 107–108; proficiency in acquiring, 111; required by faculty advisors, 129–131; variation in requirements for advisors, 107
Kohlberg, L., 100
Kolls, Susan, 177–184
Kramer, G., 181
Kuh, C. D., 3, 4, 16, 99, 281
Kuhn, T. L., 39

L
Lamont, Barbara, 216
LaPorte, D., 84–85

Law of Schools and Universities, The (Sarna and Sarna), 170
Laws. See Legal issues; Legal decisions
Learning: about conceptual component, 303–304; about informational component, 302–303; art of advising, 3–6, 8; assessing own proficiency in, 111; developing plan for, 305–306; faculty advisors and continuing, 136; from students, 112–113, 118, 184; tips for advisor’s, 112–113, 118. See also Learning taxonomy;
Self-directed training
Learning-centered advising, 98
Learning taxonomy: experience developing, 12–13; New Advisor Development Chart and, 14; as road map, 11–12
Leaving College (Tinto), 99
Lee, B., 164, 167, 168
Legal issues: about, 159, 170; advisors as agents of university, 163, 175; Audit of Legal Issues in Advising Practice, 174–176; Canadian vs. U.S. laws, 168–169; common law and civil law traditions, 168–169; due process rights, 167–168, 176; equal rights, 166–167, 176; FERPA, 25, 59, 97, 134, 159–163, 170, 174–175, 260, 293; global, 168; knowledge required of, 23; liabilities in tort law, 164–165; liabilities of advisors, 164–165; promoting excellence in, 170–171; relating to international students, 206; student confidentiality and privacy, 159–163
Lenz, J. G., 147
Lesbian, gay, bisexual, transgender, and queer (LGBTQ), 188, 190, 192–194
Leveille, J., 47
Levinson, R., 163
Liabilities of advisors, 164–165
Light, R., 98, 213, 282
Listening: active, 213, 217, 252–253; checklist for, 226–228; need for, 213
Lock, R. D., 147
Loewenstein, M. J., 163
INDEX

Lowenstein, M., 15, 55, 56, 57–58, 59, 95, 164, 233
Lynch, Patrick J., 113–114, 278

M

Making the Most of College (Light), 98, 282
Marcia, James, 98
Marginality of students, 74–75, 101
Martin Jenkins, K-M., 46
Maslow, A., 85
Mastering advising: developing skills, 9–11; identifying advising components and competencies, 6–8; importance of, 1, 15, 299; learning art of advising, 3–6, 8; mastering general education program, 9–11. See also Aiming for Excellence activities; New Advisor Development Chart
Mattering and marginality of students, 74–75, 101
McCalla-Wriggins, B., 4
McClellan, J. L., 96, 114
McLeod, S., 83, 89
Mental health issues, 220–221
Mentor, The, 278
Mestayer, Kathi, 216
Meyers, Isabel Briggs, 98
Military veterans, 71
Miller, T. K., 68, 97
Mind Tools, 268, 335
Mission statement for advising, 42–43
Models. See Advising delivery models
Moral development: stages of, 100
Morales, R. H., 40
Morten, G., 188
Motivational interviewing (MI), 98, 239–242
Mottarella, K., 180
Musser, T., 244
Myers-Briggs Type Indicator, The (MBTI), 87, 98–99, 119, 119, 145

N

NACADA: Certification Task Force, 40; Clearinghouse of Academic Advising Resources, 41, 44, 93, 110, 135, 223, 245, 257, 269, 320; competencies of advising, 7, 96; Listserv, 52, 297–298; Pillars of Academic Advising, 42, 99; professional development resources for self-directed training, 309; Task Force on Advisor Certification, 96
NACADA Concept of Academic Advising, 42, 96, 99, 107, 119
NACADA Journal, 135
NACADA Statement of Core Values of Academic Advising, 42, 55, 56–57, 60, 63, 64, 65, 66, 91, 92, 96, 99
National Association of School Board, 46
National Association of School Psychologists, 185
National Survey of Student Engagement (NSSE), 4, 99
Nelson, Dorothy Burton, 143–157, 269, 335
New Advisor Development Chart: about, 1, 134–135; advising delivery methods, 32–34; conceptual components of, 6, 9, 19–21, 37; framework of, 8–9; illustrated, 19–34; informational component, 22–29, 105; learning taxonomy and, 14; mastering general education program, 9–11; relational component, 30–31; using, 13
New Advisor Guidebook, The (first edition) (Folsom), 3, 8, 53, 122, 177, 184, 228, 229, 247, 248, 265, 266, 273, 279, 280, 281, 286, 317, 325, 331
Newton, Fred B., 220
Nicholson, J. L., 163
Noel-Levitz, 3–4
Nonmaleficence, 58
Nova Southeastern University v. Gross, 165
Nutt, Charlie L., 40, 95, 251–266

O

O*Net Online, 146, 152
Obama, B., 96
O’Banion, Terry, 39, 67, 69, 80–81, 97, 143, 232
Occupational Exploration Worksheet, 156–157
Offices: calendar for setting up, 318; information retrieval in, 115; organizing, 121; welcoming atmosphere for, 265
One-to-one advising, 252–266; about, 251, 260; atmosphere for, 265; closing sessions, 259–260; conducting individual conferences, 262–264; content and process of sessions, 258–259; excellence in, 260–261; group advising vs., 274; planning and preparing for, 256–258; sessions for, 256–260; skills required for, 251–255; using session time wisely, 266
Online advising, 289–298; about, 289–290, 295; advice for, 297–298; building relationships in, 294–295; caseloads for, 293–294; contracts for, 292; excellence in, 296; goals for, 291; methods of, 292; professional networks supporting, 295
Open-ended questions, 253
O'Reardon, M. E., 163
Orientation programs, 320, 321
Other-awareness of advisors, 216–217

P
Padak, G. M., 47
Palmer, S. R., 167
Palmer, V. V., 168
PAR, Inc., 87–88, 98, 145, 335
Parallel plans dialogues, 115–116
Pardee, Celeste, 45
Parental access to student records, 161
Parsons, F., 143
Pascarella, E. T., 99
Passeron, J-C., 206
Patton, Lori, 93
Pellegrin, Jeanette, 289–298
Perry, William, 67, 68, 69–70, 100, 232
Persistence, 99
Personal Information Protection and Electronic Documents Act, 169–170
Personal philosophy of academic advising, 91–94, 99
Peterson, G., 147
Pettay, Robert, 239–242, 335
Pew Internet Project, 289
Phare, C., 245
Phone calls, 292
Physical state and self-awareness, 214
Piaget, Jean, 100
Pillars of Academic Advising, 42, 99
Planning: to meet student learning outcomes, 281, 282–284; one-to-one advising, 256–258; self-directed training, 305–307, 310–311
Powell, D. N., 45, 98
Prescriptive advising, 99, 232–233
Presentation skills for group advising, 278
Privacy: FERPA, 25, 59, 97, 134, 159–163, 170, 174–175, 260, 293; state laws on student, 163
Proactive advising, 98, 235–236
Professional development: promoting professional status of advisors, 47–48; resources for self-directed training, 309; self-development plans for, 116–119, 137–138, 301–304. See also Self-directed training
“Professionalization of Academic Advising, The” (Shaffer et al.), 52
Q
Questions: to ask advisees, 229; “ask why six times” strategy, 247; asking in one-to-one advising, 253–254; case study review, 324, 331; clarifying, 87–88, 217–218; dealing with complex, 219; regarding academic organizational models, 45; revealing presumptions, 189–192. See also Five questions; and specific Advisor Checklist of Questions
R
Reardon, R. C., 135
Referral skills: checklist for, 226–228; developing, 219–221; using in one-to-one advising, 254–255
Regents of the University of California v. Bakke, 167
Registration deadlines, 319–320
Reisser, Linda, 67, 68, 71–74, 80, 83, 101, 304, 335
Relational component: about, 6, 9, 211; of New Advisor Development Chart, 30–31; self-directed training for relational skills, 304–305
Relationships in online advising, 294–295
Renn, Kristen, 93
Resources: creating tool kit of, 135–136; encouraging student use of, 134; linking students to external, 130–131, 138; Teaching Students to Use Resources checklist, 202
Respect, 58, 59
Retention, 99
Reynolds, Maura, 98
Richards, F. S., 167
Rinsky v. Trustees of Boston University, 165–166
Roach, S., 213
Road maps, 247
Robertson, John, 220
Rodriguez, B., 160
Role models in communication, 223
Rooker, L. R., 160
Roska, Josipa, 84
Roufs, Kathleen (Kim), 67–81, 178, 231, 232, 335
Rugsaken, Kris, 216
Rust, Matthew M., 159–176
Ryan, C. C., 253
Ryan, R., 83, 273–288
S
Sallee, D., 117
Sampson, J. P., Jr., 147
Sanford, N., 83
<table>
<thead>
<tr>
<th>INDEX</th>
<th>353</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santoro, Jennifer, 83–89, 269</td>
<td></td>
</tr>
<tr>
<td>Sarna, L., 170</td>
<td></td>
</tr>
<tr>
<td>Sarna, N., 170</td>
<td></td>
</tr>
<tr>
<td>Saudi Arabian Cultural Mission to the U.S., 204</td>
<td></td>
</tr>
<tr>
<td>Schlossberg, Nancy, 68, 74–75, 101, 304</td>
<td></td>
</tr>
<tr>
<td>Scholarly Inquiry in Academic Advising (Hagen, Kuhn, and Padak), 47</td>
<td></td>
</tr>
<tr>
<td>Schreiner, Laurie A., 4, 100, 236–238, 335</td>
<td></td>
</tr>
<tr>
<td>Scholarly Inquiry in Academic Advising (Hagen, Kuhn, and Padak), 47</td>
<td></td>
</tr>
<tr>
<td>Schreyer, Linda, 213</td>
<td></td>
</tr>
<tr>
<td>Self-assessments, 138, 223, 311–312</td>
<td></td>
</tr>
<tr>
<td>Self-authorship, 75–76, 100, 242–244</td>
<td></td>
</tr>
<tr>
<td>Self-awareness: about, 23; emotional state and, 214; other-awareness of, 216–217; personal biases and, 215–216; of physical state, 214</td>
<td></td>
</tr>
<tr>
<td>Self, C., 41, 45, 109</td>
<td></td>
</tr>
<tr>
<td>“Self-Reliance” (Emerson), 242</td>
<td></td>
</tr>
<tr>
<td>Sessions: creating effective group advising, 285–287; group advising, 275–276, 280; one-to-one advising, 256–260; using time wisely in, 266</td>
<td></td>
</tr>
<tr>
<td>Shaffer, L.S., 47, 52</td>
<td></td>
</tr>
<tr>
<td>Silverhorn, C., 40</td>
<td></td>
</tr>
<tr>
<td>Silversson, K., 273</td>
<td></td>
</tr>
<tr>
<td>Skills: Advisor Checklist for Listening, Interviewing, and Referral Skills, 226–228; developing advising, 9–11; group advising presentation, 278; referral, 219–221, 226–228, 254–255; relational, 304–305; required for one-to-one advising, 251–255; teaching and advising, 233; using in one-to-one advising, 254–255</td>
<td></td>
</tr>
<tr>
<td>Smith, Martha, 213</td>
<td></td>
</tr>
<tr>
<td>Smits, J. M., 168</td>
<td></td>
</tr>
<tr>
<td>Social constructivist theory of appreciative inquiry, 78–79</td>
<td></td>
</tr>
<tr>
<td>Socratic advising, 100</td>
<td></td>
</tr>
<tr>
<td>Stages of moral development, 100</td>
<td></td>
</tr>
<tr>
<td>State laws. See Legal issues</td>
<td></td>
</tr>
<tr>
<td>State privacy laws, 163, 174–176</td>
<td></td>
</tr>
<tr>
<td>Statements: mission, 42–43; NACADA Statement of Core Values of Academic Advising, 42, 55, 56–57, 60, 63, 64, 65, 66, 92, 96, 99; personal philosophy, 91–92; vision, 42–43</td>
<td></td>
</tr>
<tr>
<td>Steele, G., 267</td>
<td></td>
</tr>
<tr>
<td>Steglic, J., 203</td>
<td></td>
</tr>
<tr>
<td>Steward, Misti Dawnn, 83–89, 269</td>
<td></td>
</tr>
<tr>
<td>Strengths-based advising, 100, 236–238</td>
<td></td>
</tr>
<tr>
<td>StrengthsQuest (Gallup), 87</td>
<td></td>
</tr>
<tr>
<td>Stress, 325</td>
<td></td>
</tr>
<tr>
<td>Strong Interest Inventory, 145</td>
<td></td>
</tr>
<tr>
<td>Student-centered advising, 130</td>
<td></td>
</tr>
<tr>
<td>Student data: academic and demographic, 138; consent-based disclosures of, 161; disclosing to school officials, 161; gaining insight from, 178–179; health and safety exceptions for disclosing, 162; parental access to, 161; state privacy laws protecting, 163; student access to, 162</td>
<td></td>
</tr>
<tr>
<td>Student Development in College (Evans, Forney, Guido, Patton, and Renn), 93</td>
<td></td>
</tr>
<tr>
<td>Student learning outcomes (SLOs), 281, 282–284</td>
<td></td>
</tr>
<tr>
<td>Students: academic and demographic data of, 138; advising and success of, 46–47, 132–134, 191, 193, 195, 196, 198, 206–207; answering career questions of, 143; appointments with, 113–116, 320; campus support for diverse, 191, 193–194, 196, 199, 207; career advising for, 83–84, 149; confidentiality and privacy of, 159–163; contracts for online advising with, 292; designing academic goals for, 133–134; disclosure of information about, 160–162; discovering long-term goals, 85–86; due process rights of, 167–168, 176; electronic communications with remote, 221–222; encouraging resource use by, 134; equal rights of, 166–167, 176; finding core desired feelings of, 84–85; fitting into campus, 180–181, 190–191, 193–194, 195, 198, 206; focus shifting with, 85–86; gaining knowledge about, 179–180; gathering information about, 178–179; group advising benefits for, 276–277, 282; helping navigate institutions, 133, 140–141; identity development of, 71–74; importance of involvement of, 70–71; information in folders of, 179–180; international, 203–209; learning from, 112–113, 118, 184; life experience differing from advisor’s, 189–190, 192, 194, 197, 205; making eye contact with, 232; mattering and marginality of, 74–75, 101; questions leading to clarity, 87–88; recognizing presumptions</td>
<td></td>
</tr>
</tbody>
</table>
about, 189–192; self-authorship for, 75–76, 100, 242–244; sharing in advising responsibilities, 68–69; skipping group advising sessions, 279; teaching to use resources, 202; theories of departure, 71; undeclared or undecided, 101; understanding diverse, 188–192; values clarification for, 86–87

Students at risk, 95, 320, 321

“Students with Specific Advising Needs” (Harding), 110

Success coaching, 100
Sue, D. W., 188
Super, D. E., 95
Swecker, Hadyn, 213

T

Teaching: advising is, 40, 95, 233–235; communication in, 234; decision-making process, 267–271; developing proficiency in, 5; faculty advisors as teachers, 136–137; group advising as, 279; students to use resources, 202
Technology: computers for advising sessions, 121–122; using e-mail, 292, 296; using in advising, 114
Telling Lies exercise, 224
Terenzini, P. T., 99
Test data, 178–179
Theories: advising as teaching, 40, 95, 233–235; Astin and Tinto, 70–71; career development, 95; Chickering and Reisser, 71–74; Crookston and O’Banion on, 68–69, 97; defined, 100; developmental advising, 39, 67, 68, 97, 232; excellence in applying advising, 244–245; excelling in use of, 80–81; identity status, 98; importance to advisors, 67–68; LaPorte’s model of core desired feelings, 84–85; Magolda, 75–76; of marginality and mattersing, 101; motivational interviewing, 98, 239–242; Perry, 69–70, 100; prescriptive advising, 99, 232–233; Schlossberg, 74–75; self-authorship, 75–76, 100, 242–244; social constructivist theory of appreciative inquiry, 78–79; strategies of academic advising, 100, 231–232; strengths-based advising, 100, 236–238; of student identity, 76–78
3-I model, 95, 144–148, 149–152
Time: in group sessions, 275–276, 278; timing in training plans, 306–307; using calendars for self-development, 317–322; using online calendar, 296
Tinto, Vincent, 67, 68, 71, 99, 232

Tisinger, D., 286
Torres, V., 188
Tort law, 165–166, 175
Trabant, Tonya McKenna, 44
Transitions, 112
Tribbensee, N. E., 162
Tseng, Wen-Chih, 220
2011 NACADA National Survey of Academic Advising (Carlstrom and Miller), 43–44, 45, 46, 51–52, 109

U

Undeclared or undecided students, 101
United Nations Education, Scientific and Cultural Organization, 203, 268
Universities: advisors as agents of, 163, 175
University of Houston Academic Advisor Certification Program, 324, 331, 333
University of Louisville Board of Trustees, 43
University of Louisville Undergraduate Advising, 43
University of Michigan v. Ewing, 168
University of Nevada, Las Vegas, 43
Upcraft, M. L., 181
U.S. Constitution, 167
U.S. Department of Education, 97, 160, 293

V

Values clarification, 86–87
Vansteenkiste, M., 83
Varney, Jennifer, 235
Vectors of identity development, 101
Vision statement for advising, 42–43
Vowell, F. N., 153

W

Wallace, Beverly A., 123, 125–141, 183, 202, 271
Wallace, Stephen O., 123, 125–141, 183, 202, 271
Web Style Guide (Lynch and Horton), 113–114
Webster’s Dictionary, 55
Webster’s Encyclopedic Unabridged Dictionary of the English Language, 4
Webster’s New Twentieth Century Dictionary, 108
White, E. R., 4, 96
Whitt, E., 288
Wicklund, R., 84
Wiki for advising, 114
Wilson, K., 164
INDEX

Winston, R. B., Jr., 68, 97
Woolston, Donald, 273–280, 282, 284, 287, 291, 294
Yoder, F., 6, 121–122, 131, 244, 264, 266, 301–315, 317–322

Y
Yearly calendar for self-development, 317–322

Z
Zalewski, J. M., 47
Zick, K., 163