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Good advising may be the single most underestimated characteristic of a successful college experience.

—Richard Light, Making the Most of College: Students Speak Their Minds, 2001
This book is dedicated to academic advisors across the globe whose efforts help students make the most of their college experiences.
The publication of this book signals a significant step forward in the evolution of academic advising as a profession. Its purpose is to expand the knowledge base of advising and link theory with practice. It provides a deep look at the scholarship that underpins advising and offers practical applications for advising contact with students. It highlights the various interdisciplinary connections between advising and other disciplines, especially the social sciences, education, and the humanities. It also challenges professional and faculty advisors, counselors, personal tutors, and advising administrators around the world to become thought leaders and scholar-practitioners (Schulenberg & Lindhorst, 2008, p. 43)—those who study the knowledge base, engage in research, explore the viability and applicability of various theories to student interactions, and assess the practical applications to their own advising practice. As Shaffer, Zalewski, and Leveille (2010) stated in “The Professionalization of Academic Advising,” “academic advisors need to develop a body of theory from which to educate future advisors” (p. 73). Doing so, they maintain, “is as critical to the future of the profession as is the need for empirical research into the effectiveness of academic advising practice” (p. 73). Good practice is grounded in knowledge, research, and assessment.

To serve increasingly complex and diverse institutions of higher education around the world and their burgeoning diverse student populations, academic advising professionals need to understand that one unified theory of academic advising is neither possible nor necessary (Hagen & Jordan, 2008, p. 19). They must be able to recognize various advising approaches and adapt them to their own student populations with the expectation of enhancing student satisfaction with their academic experiences and helping students articulate and achieve their academic goals and career aspirations.

The contributors to this book provide theoretical background and practical developmental approaches to advising around the understanding that students are learners who establish a partnership of responsibility with their advisors and who ultimately take charge of their own academic, personal, and professional progress. Building relationships and encouraging this holistic development of all students are key elements in all the described approaches.

Prescriptive Advising as the Foundation

In the years following the 1972 publication of Burns Crookston’s “A Developmental View of Academic Advising,” in which he distinguishes between developmental and prescriptive practices, advisors have embraced a more student-centered, active-learning approach to the advising process. Attention turned from the necessity of a
service orientation—the advisor as the repository and disseminator of knowledge on curricular requirements and other academic information about students’ records and academic progress—to the advisor as teacher, mentor, facilitator, guide. Prescriptive advising, Crookston (1972/1994/2009) wrote, may best be seen as a largely one-way process in which the student offers little to the process. It is hierarchical in nature, “with the advisor in command of the knowledge and the advisement sessions; the advisee is passive and in receipt of advice” (1972, p. 13). His guiding metaphor is of the advisor as doctor who examines patients and prescribes the medication that will make them better. In the prevailing literature, this do-as-I-say approach has increasingly fallen on hard times and sometimes contrasts unfavorably with student development theories and approaches; some have dismissed it as a viable option for advising students.

However, all student populations, whether comprising first-year, first-generation, international, at-risk, exploratory, or military veteran students, respond well to a more prescriptive approach when direct instruction is necessary and appropriate. Students are encouraged to view their advisors as expert information and advice givers: “If you need to activate your PIN number, see your advisor.” “If you need to pick several electives, see your advisor.” “If you want to change your major, see your advisor.” “If your GPA has slipped, see your advisor.”

In the same way that classroom teachers must impart critical subject matter to their students for them to learn the discipline, so too must advisors offer key information to students as part of the learning process. Once important data, ideas, and concepts are communicated and understood, teachers incorporate the processing and application of that information as well as encourage the development of the critical and analytical thinking skills that characterize knowledge development. In both the classroom and advising settings, the prescriptive information that attracts student attention forms the basis for critical thinking and intellectual growth.

Today’s practitioner knows that developmental and prescriptive advising approaches should not be seen as separate and mutually exclusive. In fact, prescriptive advising serves as the sturdy platform from which developmental advising approaches take wing. The need for information and advice often draws students into advising offices. The informational necessities of prescriptive advising create the opportunity for advisors to engage students in knowledge building and active learning—the developmental and relational components of advising. While no one will argue that a prescriptive model should be employed in isolation or adopted as the sole approach to student advising and learning, it is, nevertheless, an important and necessary element in the teaching and student-centered learning process that defines academic advising. Therefore, it warrants attention, research, and assessment.

**Definition of Terms: Theories, Approaches, and Strategies**

The academic approaches in this book are not considered theories. *Theories* provide the conceptual frameworks for academic advising as derived largely from social
science, humanities, and education disciplines and applied to advising students. This book focuses on the variety of both approaches to academic advising as derived from a number of theories and strategies that advisors may employ to implement a particular approach.

**Organization of the Book**

The chapters in this book are arranged into four parts: the foundations and history of developmental advising, advising as filtered through the prism of social science disciplines, theories from other disciplines that inform advising practice, and possible futures for the profession of advising. Although the sequence of the chapters is meant to provide a reasonable ordering of the theories, approaches, and strategies that influence advising practice, it is not critical to understanding the material. Whether this book is read from cover to cover or the chapters read selectively, the chapters stand on their own as important guides that influence advising practice and student success.

The chapters in part one look at the foundations of academic advising that owe their beginnings to a developmental view of students as individual learners with their own academic, career, and personal goals. Chapter 1 invites advisors to think critically and intentionally about their professional responsibilities by becoming familiar with the scholarly research in the field, advising approaches, and strategies, and then applying those tools to enhance student success and retention. Chapter 2 views academic advising from the versatile perspective of teaching and learning and in the context of the student as learner and advisor as teacher. The **advising-as-teaching** model rests on the important connections advisors forge with students. Chapter 3 shifts from the advisor as teacher to the student as learner and explores the principles and strategies that promote learning and underpin learning-centered advising. It lays out the **teacher's dozen**—research-based, practical strategies for teaching and learning—with the caveat that advisors are not just teaching skills or values; they are teaching students. Chapter 4 carefully traces the history and principles of developmental advising as a “systematic process based on a close student–advisor relationship intended to aid students in achieving educational, career, and personal goals through the utilization of the full range of institutional and community resources . . .” (Winston, Miller, Ender, & Grites, 1984, p. 19).

The chapters in part two offer perspectives on advising from the time-honored and time-tested approaches derived from the social sciences. Chapter 5 defines and discusses the person-centered or motivational-interviewing approach that encourages positive behavior change. This approach when placed in the context of academic advising situates the advisor as the key facilitator in encouraging such change. Chapter 6 on appreciative advising, like the other chapters in this section, discusses the importance of intentional and collaborative relationships that rely on a positive, trusting advisor–student rapport. Appreciative advising is built on the practice of asking open-ended questions designed to help students think critically about their
own strengths and then constructing a pathway to help their goals become a reality. Chapter 7 on strengths-based advising focuses on the talents all students bring to the academy and how advisors might use these talents to challenge and motivate students to be successful. From its deeply social science–based roots, this approach offers strong evidence of effectiveness with a wide variety of students. Chapter 8 on self-authorship theory stresses the development of students’ complex decision-making skills and their capacity to balance personal beliefs and values with critical evaluation of information. Rooted in constructivist-developmental theories in cognitive psychology, self-authorship theory encourages students to learn how to learn and to develop higher order thinking skills. Chapter 9 discusses proactive (formerly intrusive) advising as purposeful outreach to students before they find themselves in academic difficulty. Using the best of both prescriptive and developmental advising approaches, proactive advising has the goal of helping students engage the institutional services and programs designed to improve their academic skills and lead to increased academic motivation and persistence. Chapter 10 on advising as coaching draws connections between leadership/personal life coaching and developmental advising approaches. It provides useful, practical coaching approaches to academic advising and outlines how to implement them to strengthen advisor–student relationships and enhance student-learning outcomes.

Part three provides a new lens, new ways of seeing, by applying theories from other disciplines not typically applied to advising—constructivism and systems theory, Socratic dialogue, and hermeneutics. Chapter 11 argues that constructivism, which defines learning as an active process of constructing knowledge rather a passive process of simply receiving it, serves as a broad foundation for nearly all advising approaches. Through the use of system theory, the chapter also offers a visual mind map of the four basic elements that underpin any advising interaction—the student, advisor, institution, and external influences. Chapter 12 delves into an exploration of the Socratic method as it applies to academic advising and the cultivation of students’ critical-thinking skills. The goal of this approach is to produce a self-aware, educated citizenry who can make informed decisions, engage in self-reflection, and consider different viewpoints. Chapter 13 looks at academic advising through the perspective of hermeneutics or the art of interpretation as grounded in the humanities through the work of Martin Heidegger and Hans-Georg Gadamer. It begins by outlining and conceptualizing the process of “understanding” and ends by offering hands-on suggestions for applying a hermeneutics approach to advising practice.

In part four, Envisioning the Future of Academic Advising, chapter 14 does not presume to predict the future of academic advising, but it does describe a possible future and posits a number of ideas and goals to consider. It is a world in which advising is “the most important academic resource in higher education if only the advising community will embrace the ideas and goals set forth here and effectively articulate them to the wider academic world.”
Scenarios

Students frequently ask academic advisors to help them problem solve and make decisions. To best assist them, advisors consider various approaches, often wondering which will yield the best outcomes for a specific situation or individual advisee.

To illustrate how particular advising approaches work in practice, most chapters incorporate one or both of the scenarios provided below. Each scenario features typical issues students bring to advisors. Kimball and Campbell state in their chapter that “approaches to academic advising mirror personal values and beliefs as well as the diversity of ways students learn, grow, and develop.” While the scenarios are the same throughout the book, the practical strategies used to address them vary with each advising approach and thus lead to different student-learning opportunities.

**Scenario I: Academic Reasons**

A first-generation college sophomore, Riley, comes to Skylar, an academic advisor, and says, “I’m having trouble in two of my classes. I don’t understand what the professor is talking about in one of them, but it’s a required course in my major. The other is only a gen ed course, but I keep getting low grades on the writing assignments. I was always good in writing in high school. If I do poorly, this will lower my GPA, and I just got off academic probation last term. I want to stay in my major, but I don’t know if I can pass this one course and that would really disappoint my family. What do you suggest I do?”

**Scenario II: Nonacademic Reasons**

Ali, a second-year student, comes to Drew, an academic advisor, to discuss withdrawing from school: “I’m really not doing well this term. It’s not the courses or the professors—I just don’t feel like I fit in. A few of my friends left after last year, and I haven’t really found any new ones. My new roommates are not really like me, so they kind of stick together by themselves. I’m not in any clubs or anything like that although I do work off campus. Also, I feel my parents and I have spent lots of money, but I’m not sure it’s worth spending more if I’m not that interested. Do you have any suggestions? What do you think I should do?”

**Voices From the Field**

In Voices From the Field articles, practicing advisors share their experiences, including successes and challenges, with the approach discussed in the accompanying chapter. We hope that the stories will encourage readers to try the featured practice with students facing a variety of academic, career, and life issues.
The Challenge

The authors and editors of Academic Advising Approaches challenge advisors, counselors, faculty members, personal tutors, and advising administrators everywhere to take up this book. Choose a chapter a month for a reading circle or workshop. Discuss the various strategies connected to the approach. Debate their applicability to various advising circumstances. Create the academic advising experiences that promote student growth and learning. Test them with students who will benefit most from the approach. Record your findings. Write a research article on the empirical study.

We invite everyone to interrogate the chapters in this book by using the following questions (Nutt, 2008) as guides:

○ What are the key concepts that will make me a better advisor?
○ What are the key concepts that will enhance the academic advising experiences of my students?
○ How can I use the strategies I have learned to impact our advising program?
○ What have I learned that I can use in working with my colleagues and administrators on my campus to affect change in our advising program?
○ What have I learned that triggers my own thoughts for research and publication within the field? (p. xii)

The authors and editors challenge readers to use the theories, approaches, and strategies in this book to influence advising practice and help students better meet their academic goals and career aspirations.

Jayne Drake
Peggy Jordan
Marsha Miller

References


Is there a list somewhere of which states are still being contested and how many electoral votes in each? I wonder what the path is for Trump to win and it would be really nice to see a breakdown. Part Three. As the demonic horse and its carriage bore down on them, Harry slammed himself at the nearest door, crashing through into the empty building along with the Doctor just as the deadly hooves and wheels rattled passed. Inside, they found themselves in what appeared to be an abandoned warehouse. Coming Soon: The Fourth and Final Part! © BBC, 2012. bbc.co.uk/doctorwho not to be reproduced or sold. Part three may refer to: Part 3 (KC and the Sunshine Band album). Part III (2001 album), R&B album by 112. Part III of the Mathematical Tripos. Stardust Crusaders, the third story arc of the Japanese manga series JoJo's Bizarre Adventure, written and illustrated by Hirohiko Araki, later adapted to an anime as JoJo's Bizarre Adventure: Stardust Crusaders. Part 3 (Twin Peaks). PT3 (disambiguation). Part III is the third studio album by American R&B group 112, released on March 20, 2001 by Bad Boy Records. Unlike the previous releases, the album is described as having edgier, techno-flavored jams, resulting in a more modern and forward-sounding effort. The album was the group's last album with the label. Upon its release Part III received mixed reviews from music critics, who praised the groups edgier performance, and described the album as one of the most varied and truly captivating albums that