

Cumulative Subject Index to Volumes 16–30 of the *NACADA Journal*

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The first cumulative index to the contents of the NACADA Journal, covering the first 15 years of publication, was published in 1995. This second cumulative index covers the subsequent 15 years of the Journal, making it possible for readers to follow the progress of scholarship in academic advising concerning subjects of interest across all 30 years of publication of the NACADA Journal.

Fifteen years have passed since the *NACADA Journal* editors last offered readers a cumulative index to *Journal* contents, and because this is the second issue of Volume 30 of the *NACADA Journal*, it is time for another index to appear. The last cumulative index appeared in Volume 15, issue number 2, which was published in 1995, and the current index covers every issue published since then. These two indexes together allow readers to search the complete set of articles published by the *Journal* and identify relevant literature for their professional development activities.

A number of important changes to NACADA services and resources result in notable differences between these two cumulative indexes. The first cumulative index featured three distinct sections: an author/title index, a subject index, and a third section entitled “Index by Type of Institution at Which the Research was Undertaken.” The functions of the author/title index can now be accessed by readers online through the NACADA web site. On the NACADA homepage, readers can click on the link to the *NACADA Journal* under the Resources heading and then click on the *Journal* Index link to search for published *Journal* articles and book reviews. The online index displays the contents of each issue, which can be searched individually, but it is also accompanied by a browser that allows readers to conduct a key word search of the complete contents of the 30 *Journal* volumes. Thus, readers can now do for themselves what only the first author/title index made possible for the first 15 volumes of the *Journal*: By entering author(s) names or titles as keywords, they can now conduct a comprehensive search of the *Journal*. Therefore, inclusion of an updated author/title index in the current issue proved unnecessary.

The last section of the first index, the “Index by Type of Institution at Which the Research was Undertaken” was also discontinued in the current

index. The main purpose for that section—searching for content based upon the Carnegie classification of institution—did not seem sufficiently valuable to justify the costs of maintaining that feature.

For these reasons, the current issue features only a cumulative subject index for the contents of *Journal* volumes 16 through 30. The compilation and publication of a subject index remains valuable to readers for one simple reason: The key word search available on the *Journal* Index link can only search the posted summaries of issue content; that is, readers can search only the names of the author(s), title, and set of key words listed for each article. Because the subject search did not yield the text of these articles, researchers could not use a more detailed search, via key words or phrases, to support a scholarly literature review.

The Cumulative Subject Index is organized around an alphabetical listing of descriptors built from the list of descriptors in the subject index for volumes 1 through 15 and in compiling the new index. When possible, recent articles appear under one of the prior descriptors so that readers can follow the accumulating literature on a common subject through all 30 volumes of the *Journal*. However, to capture the emerging concepts and empirical findings of the growing literature on academic advising, new words or phrases extend the existing list of descriptors.

In the index, all descriptors are printed in **bold-face type**. The new descriptors are distinguished from the existing ones by the addition of *italics to the boldface* print. As readers find descriptors of interest in the current index, they can use this differentiation as a key to using the index to volumes 1 through 15. That is, descriptors in simple bold-face print were used in the previous subject index, so readers can find additional sources of interest on that topic by consulting the subject index for volumes published before 1996.

The entries in the current index are presented in the form of the familiar name-date citations used in articles published per the *Publication Manual of the American Psychological Association* (5th and 6th eds.). The complete reference for each article cited is in the reference list at the end of the index. This format is a departure from the approach used in the subject index for volumes 1 through 15, but the change should prove easier for contemporary

readers to follow. It also takes less space than the previous format.

As Co-Editors, Rich Robbins and I hope that this Cumulative Subject Index to Volumes 16 through 30 of the *NACADA Journal* will be a valuable resource for NACADA members and for other readers, scholars, and potential contributing authors of the *NACADA Journal* as well. A healthy scholarly discipline features literature that shows cumulative growth; that is, newer scholarship is informed by the body of previously published literature in that field. Because the *NACADA Journal* is intended to be the primary outlet for scholarly work written by and for academic advisors, we wanted to be sure that all authors compiling literature reviews for future *Journal* articles have every opportunity to cite all of the relevant past work published in the *Journal*.

Thanks to Elisa Hindman, NACADA Graduate Research Assistant, ERIC descriptors are also represented in the updated Cumulative Subject Index. An asterisk designates ERIC descriptors identical to those used in the Cumulative Subject Index; when no ERIC descriptor matched those in the Cumulative Subject Index, the closest related ERIC descriptor was added to the listing in parentheses after the term.

The Cumulative Subject Index to Volumes 16-30

Descriptors found in the cumulative index for volumes 1-15 are printed in **boldface** type. New descriptors found for the first time in this index are printed in *boldface italics*.

A

Academic achievement (*)

Guiffrida, 2004; Schreiner & Anderson, 2005

predictors of (predictors)

DesJardins & Jie, 2002; Graunke, Woosley, & Helms, 2006; Smith, Dai, & Szelest, 2006

Academically underprepared students (see *At-risk students* [*])

*Academically talented students (academically gifted) (see *High ability/achieving students*) (high achievement or high achievers)*

Academic difficulty, students in (academic probation or academic failure)

Kelley, 1996; Brooks-Harris, Mori, & Higa, 1999; Molina & Abelman, 2000; Abelman &

Molina, 2001; Kirk-Kuwaye & Nishida, 2001; Abelman & Molina, 2002; Preece, Beecher, Martinelli, & Roberts, 2005; Rehffuss & Quillin, 2005; Ryser & Alden, 2005; Vander Schee, 2007

Academic integrity (integrity)

Forsbach-Rothman, Padró, & Rice-Mason, 2005

Academic persistence (*) (see *Retention* [*] and *student attrition*)

Academic planning (*) (see *Educational planning* [*])

Academic probation (*) (see also *Academic difficulty, students in*)

Molina & Abelman, 2000; Abelman & Molina, 2001; Kirk-Kuwaye & Nishida, 2001; Abelman & Molina, 2002; Vander Schee, 2007; Schwebel, Walburn, Jacobsen, Jerrolds, & Klyce, 2008
consequences of
Kelley, 1996
precursors to
Kelley, 1996

Academic program closure (or discontinuance) (program discontinuance)

Maher, 2006

Academic success (*)

Meadows & Tharp, 1996; Rugsaken, Robertson, & Jones, 1998; Abelman & Molina, 2001; Miller & Woychek, 2003; Davidson & Beck, 2006

Academic support services (*)

Brooks-Harris, Mori, & Higa, 1999; Wiseman & Messitt, 2010

Accountability (*)

Migden, 1996

ACT (American College Testing Program)

Rugsaken, Robertson, & Jones, 1998

Program materials for career choice (career choice)

Childress, 1998

Action inquiry (inquiry)

Aiken-Wisniewski, Smith, & Troxel, 2010

Add-a-course strategy to improve retention (see *Retention* [*])

Adjustment to college (adjustment [to environment] or school adjustment or student adjustment) (see also Freshmen)

Paul, Manetas, Grady, & Vivona, 2001; Smith, 2002; McDonald, 2003; Kem & Navan, 2006; Torres, Reiser, LePeau, Davis, & Ruder, 2006; Oliver, Ricard, Witt, Alvarado, & Hill, 2010
student-athlete
Ridinger & Pastore, 2000

Administration (*)

O'Banion, 1972/1994/2009; Danis & Wall, 1987, 1988/2009; Begley & Johnson, 2001; Gaston-Gayles, 2003; Hurt, 2004; Kuhtmann, 2004; McQuestion & Abelman, 2004; Forsbach-Rothman, Padró, & Rice-Mason, 2005; Steele, 2006; Abelman, Atkin, Dalessandro, Snyder-Suhy, & Janstova, 2007; Donnelly, 2009; Ford & Ford, 2009; Keeling, 2010a; Wiseman & Messitt, 2010

financial management (*)

Lynch, 1997b

support for advising

O'Banion, 1972/1994/2009; Lynch, 2002b; Gaston-Gayles, 2003; Leonard, 2004; Ryser & Alden, 2005; Kuhn & Padak, 2009b; Torres, Reiser, LePeau, Davis, & Ruder, 2006; Donnelly, 2009

Administrative organizational systems (Administration organization)

delivery method

Severy, Lee, & Polson, 1996; Steinhaus, 1999; Woodbury, 1999; McCarthy & Mangione, 2000; Weir, 2000; Lynch, 2002a, 2004; Kuhtmann, 2004; Ryser & Alden, 2005; Melander, 2005; Heiss-Arms, Cabrera, & Brower, 2008

models (*)

O'Banion, 1972/1994/2009; Danis & Wall, 1987, 1988/2009; Tukey, 1996; Kinoshita & Bowman, 1998; Jeschke, Johnson, & Williams, 2001; Steele, 2003; Huggett, 2004; Kuhtmann, 2004; Lynch, 2004; Steele, 2006

Adult students (*)

Arbuckle & Gale, 1996; Fiddler & Alicea, 1996; Matheson, Moorman, & Winburn, 1997; Jeschke, Johnson, & Williams, 2001; Gordon, 2004; McQuestion & Abelman, 2004; Tokpah, Padak, Baycich, Trehan, & Turnidge, 2006

Advising, role on campus

Elam, Taylor, & Strother, 1996; Jarrow, 1996; Stowe, 1996; Shaffer, 1997/2009; Gordon,

1997; Lynch, 1997b; Childress, 1998; Gordon, 1998/2009, 2004; Cornett-DeVito & Reeves, 1999; Smerglassia & Bouchet, 1999; Reinartz & Ehrlich, 2002; Gruber, 2003; Yudof, 2003; Jackson, 2005; Lowenstein, 2005/2009; Melander, 2005; Ryser & Alden, 2005; Lerstrom, 2008; Grites & Gordon, 2009b; Barnes, Williams, & Archer, 2010; Wiseman & Messitt, 2010

Advising approaches

Crookston, 1972/1994/2009; Hemwall & Trachte, 2005; Propp & Rhodes, 2006; Kelley, 2008; Lerstrom, 2008; Ford & Ford, 2009; Wiseman & Messitt, 2010; Museus & Ravello, 2010;

chaos theory (*)

Beck, 1999

collaborative advising (collaboration)

Huggett, 2004

customer service/ consumerism (*)

Yudof, 2003; McQuestion & Abelman, 2004; Propp & Rhodes, 2006; Abelman, Dalessandro, Janstova, & Snyder-Suhy, 2007; Thelin & Hirschy, 2009

developmental (see Developmental advising) dialectical

Rawlins & Rawlins, 2005

faculty (*) (see Faculty advising/advisors) (faculty advisers)

graduate students (*)

Lan & Williams, 2005

high involvement (see Advising approaches, intrusive)

holistic (holistic approach)

Museus & Ravello, 2010

human capital (*)

Shaffer, 1997/2009, 1998a, 1998b

humanized

Museus & Ravello, 2010

integrative

Burton & Wellington, 1998; Huggett, 2004

intrusive

Molina & Abelman, 2000; Abelman & Molina, 2001, 2002; Jeschke, Johnson, & Williams, 2001; Kirk-Kuwaye & Nishida, 2001; Gaston-Gayles, 2003; Huggett, 2004; Vander Schee, 2007; Schwebel, Walburn, Jacobsen, Jerrolds, & Klyce, 2008

learner-centered advising

Huggett, 2004; Hagen, 2005; Lowenstein, 2005/2009; Kelley, 2008; Wiseman & Messitt, 2010

metaphor, use of

Kirk-Kuwaye, 1998

peer (*see* Peer advising/advisors [peer coaching/or peer counseling])

prescriptive (prescriptive teaching)

Crookston, 1972/1994/2009; Danis & Wall, 1987, 1988/2009; Daller, Creamer, & Creamer, 1997; Cornett-DeVito & Reeves, 1999; Hemwall & Trachte, 1999/2009; Grites & Gordon, 2000/2009a; Jordan, 2000; Jeschke, Johnson, & Williams, 2001; Banta, Hansen, Black, & Jackson, 2002; Smith, 2002; Gaston-Gayles, 2003; Huggett, 2004; Lowenstein, 2005/2009; Mottarella, Fritzsche, & Cerabino, 2004; Weir, Dickman, & Fuqua, 2005; Moore, 2006; Smith & Allen, 2006; Abelman, Dalessandro, Janstova, & Snyder-Suhy, 2007; Barnes, Williams, & Archer, 2010

proactive

Museus & Ravello, 2010

relational

McClellan, 2007

servant leader

McClellan, 2007

sincere support

Barrows & Murray, 1997

skills approach (skills)

Knotts, 2002

Socratic method (*)

Kuhtmann, 2005

solution focused

Burg & Mayhall, 2002, 2005; Mayhall & Burg, 2002; Spight, 2005

situational leadership model

Lerstrom, 2008

strengths based

Schreiner & Anderson, 2005

student centered (student centered curriculum)

Matheson, Moorman, & Winburn, 1997; Schein & Laff, 1997

students with disabilities (disabilities)

Jarrow, 1996

Advising as friendship

Rawlins & Rawlins, 2005

Advising as teaching (see Developmental advising)

Advising centers

Glennen, Farren, & Vowell, 1996; Migden, 1996; Vander Schee, 2007; Heiss-Arms, Cabrera, & Brower, 2008

Advising coordinators (coordinators) (see Personnel)

Advising compensation (compensation [remuneration])

Lynch, 2002a

Advising competencies

Fiddler & Alicea, 1996

Advising curriculum (curriculum)

Shaffer, Zalewski, & Leveille, 2010

Advising profession

Crookston, 1972/1994/2009; Danis & Wall, 1987, 1988/2009; Gordon, 1998/2009; Gordon & Grites, 1998; Hemwall & Trachte, 1999/2009; Begley & Johnson, 2001; Lynch & Stucky, 2001; Steele & Gordon, 2001; Banta, Hansen, Black, & Jackson, 2002; Lynch, 2002a, 2002b; Yudof, 2003; Donnelly, 2004; Gordon, 2004; Lynch, 2004; Jackson, 2005; Hemwall & Trachte, 2005; Steele, 2006; Schulenberg & Lindhorst, 2008; Beatty, 2009; Cook, 2009; Donnelly, 2009; Grites & Gordon, 2009b; Habley, 2009; Joslin, 2009; Padak & Kuhn, 2009; Champlin-Scharff, 2010; Shaffer, Zalewski, & Leveille, 2010; Keeling, 2010a

bundled faculty responsibility

Kuhn & Padak, 2008a

discipline (*)

Kuhn & Padak, 2008a; Shaffer, Zalewski, & Leveille, 2010

emerging profession (emerging occupations)

Kerr, 2000; Schulenberg & Lindhorst, 2008; Cook, 2009; Shaffer, Zalewski, & Leveille, 2010

field of inquiry (inquiry)

Kuhn & Padak, 2008b; Habley, 2009; Shaffer, Zalewski, & Leveille, 2010

service

Kuhn & Padak, 2008a

Advising sessions, designing for success

Kelley, 2008

Advising systems (see Administrative organizational systems)

Advising workplace

Gordon & Steele, 2005

Advisor accessibility

Bloom, Propst Cuevas, Hall, & Evans, 2007

Advisor awareness (awareness or vocational awareness)

McClellan, 2007

Advisor burnout (burnout) (see Stress management [*])

Advisor foresight

McClellan, 2007

Advisor motivation (motivation)

Hancock, 1996

Advisor Perception Inventory (see Instruments)

Advisor role (role)

Gordon, 1998/2009; Lynch & Stucky, 2001; Steele & Gordon, 2001; Lan & Williams, 2005; Abelman & Molina, 2006; Kuhn & Padak, 2006b; Kuhn, Gordon, & Webber, 2006; Maher, 2006; Propp & Rhodes, 2006; Steele, 2006; Torres, Reiser, LePeau, Davis, & Ruder, 2006; Preece, Roberts, Beecher, Rash, Shwalb, & Martinelli, 2007; Cook, 2009; Grites & Gordon, 2009a; Bitz, 2010; Keeling, 2010a

advisor as researcher

Aiken-Wisniewski, Smith, & Troxel, 2010

boundary tension

Ryser & Alden, 2005

care

Kerr & Kramer, 2001; Bloom, Propst Cuevas, Hall, & Evans, 2007; Ford & Ford, 2009

change agents (*)

Light, 2004; Demetriou, 2005; Hurt & Barro, 2006; Beatty, 2009

professionalism

Aiken-Wisniewski, Smith, & Troxel, 2010

scholar-practitioner model

Schulenberg & Lindhorst, 2008

Advisor satisfaction (satisfaction or vocational satisfaction)

Lynch, 2002a; Donnelly, 2009

Advisor stress (stress) (see Stress management [*])

Advisor training (professional training)

Danis & Wall, 1987, 1988/2009; Huggett, 2000; Jeschke, Johnson, & Williams, 2001; Lynch, 2002b; Waters, 2002; Steele, 2003, 2006; Gordon & Steele, 2005; Refhuss & Quillin, 2005; Barnett, Roach, & Smith, 2006; Bloom, Propst Cuevas, Hall, & Evans, 2007; Shaffer, Zalewski, & Leveille, 2010

African American students (*)

Guiffrida, 2004

Alternatives advising (educational alternatives) (see Major, changing and Major, selection)

The American College Personnel Association

Hemwall & Trachte, 1999/2009

American College Testing Program (see ACT)

Americans with Disabilities Act (ADA) (see Disabilities)

Anxiety in students (anxiety) (see Student anxiety)

Appointment keeping

Schwebel, Walburn, Jacobsen, Jerrolds, & Klyce, 2008

Approaches to advising (see Advising approaches)

Assessment of Advising (assessment) (see Evaluation and assessment [evaluation])

Athletes (*) (see Student-athletes)

Athletics (*) (see also Student-athletes)

Attachment theory (attachment behavior)

Simmons, 2008

At-risk students (*)

Rugsaken, Robertson, & Jones, 1998; Brooks-Harris, Mori, & Higa, 1999; Chizhik, 1999; Molina & Abelman, 2000; Abelman & Molina, 2001; Abelman & Molina, 2002; DesJardins & Jie, 2002; Maddi, Khoshaba, Jensen, Carter, Lu, & Harvey, 2002; Preece, Beecher, Martinelli, & Roberts, 2005; Hurt & Barro, 2006; Smith, Dai, & Szelest, 2006; Malmgren & Galvin, 2008; Schwebel, Walburn, Jacobsen, Jerrolds, & Klyce, 2008

Attempt and fail philosophy of accommodation

Forsbach-Rothman, Padró, & Rice-Mason, 2005

Attending to advisees (see Tools for advising)

Attitudes of students (see Student attitudes)

Attrition (attrition [students]) (see Student

attrition [*])

B

Black students (*) (*see African American students [*]*)

Bloom's taxonomy of educational outcomes
Hurt, 2007; Gerdes & Crews, 2010

Boom generation

Keeling, 2003; Gordon & Steele, 2005

Boyer, Ernest

Kuhn & Padak, 2005b; Aiken-Wisniewski, Smith, & Troxel, 2010

Branding

Abelman, Dalessandro, Janstova, & Snyder-Suhly, 2007

Budget (budget allocations or budget cuts)

Glennen, Farren, & Vowell, 1996

Burnout (*) (*see Stress management [*]*)

Business students (*see Departmental/course advising*)

C

Campus environment (academic environment)

Gruber, 2003; Demetriou, 2005; Thelin & Hirschy, 2009

community building (community)

McClellan, 2007

Career advising (career education or career exploration)

O'Banion, 1972/1994/2009; Borgard, 1981/2009; Schein & Laff, 1997; Shaffer, 1997/2009; Childress, 1998; McCollum, 1998; Dollarhide, 1999; Knotts, 2002; Mayhall & Burg, 2002; Miller & Woycheck, 2003; Gordon, 2004; McQuestion & Abelman, 2004; Reardon & Bullock, 2004; Spight, 2005; Hurt & Barro, 2006; Simmons, 2008; Kuhn & Padak, 2009b; Cunningham & Smothers, 2010

Career Maturity Inventory (career maturity)
(*see Instruments [assessment instruments]*)

Case study method (case study approach [teaching])

Lerstrom, 2008

Centralized advising

Migden, 1996

Change agents (*) (*see Advisor role*)

Characteristics, student (*see Student characteristics [*]*)

Chickering, Arthur

Arbuckle & Gale, 1996; Hemwall & Trachte, 1999/2009; Grites & Gordon, 2000/2009; Jordan, 2000; Banta, Hansen, Black, & Jackson, 2002; McDonald, 2003; Demetriou, 2005; Weir, Dickman, & Fuqua, 2005; Hsu & Bailey, 2007

Citizenship (*) (*see Values education [*]*)

Civic learning (*see Values education [*]*)

Clearinghouse for Academic Advising

Gordon, 1998/2009

Clearinghouse on Higher Education (*see NACADA*)

Cognitive style (*)

Uhlik & Jones, 2008; Joslin, 2009

learning style profile (learning style)

Uhlik & Jones, 2008

Cohort analysis (*)

Malmgren & Galvin, 2008

Collaboration, professional (collaboration)

Smith, Dai, & Szelest, 2006

College admission (*)

Gaston-Gayles, 2003; Simmons, 2005; Moore, 2006; Thelin & Hirschy, 2009

College environment (*) (*see Campus environment [academic environment]*)

College Level Examination Program (CLEP)

McQuestion & Abelman, 2004

College Results On Line (CRO) database

Museus & Ravello, 2010

College selection (selection)

McQuestion & Abelman, 2004

College Survival Skills Game

Kem & Navan, 2006

Commitment (see Majors, selection)

Communication

Fiddler & Alicea, 1996; Tukey, 1996; Daller, Creamer, & Creamer, 1997; Steele & Gordon, 2001; Banta, Hansen, Black, & Jackson, 2002; Demetriou, 2005; Gordon & Steele, 2005; Kuhtmann, 2005; Rawlins & Rawlins, 2005; Barnett, Roach, & Smith, 2006; Graunke, Woosley, & Helms, 2006; Kuhn, Gordon, & Webber, 2006; Lerstrom, 2008; Wrench & Punyanunt-Carter, 2008

Community (*) (see Campus environment [academic environment])

Community college, transfer from (college transfer students or transfer students) (see Transfer student advising and matriculation [*])

Community colleges (*)

O'Banion, 1972/1994/2009; Pascarella & Terenzini, 1995/2009; Messitt, & Wiseman, 2010

Community service (community service learning) (see Values education [*])

Commuting students (*)

Matheson, Moorman, & Winburn, 1997

Competitive admissions (competitive selection)

Elam, Taylor, & Strother, 1996

Comprehensive advising (see Advising approaches)

Computer-assisted advising (computer assisted instruction)

Leonard, 1996, 2004; Steele & Gordon, 2001; Moore, 2006

Computerized

Abelman, Dalessandro, Janstora, & Snyder-Suhy, 2007; Abelman, Dalessandro, Janstova, Snyder-Suhy, & Pettey, 2007

Conflict management (conflict resolution), techniques of

McClellan, 2005

Consulting (see Advising profession)

McClellan, 2005

Content analysis (*)

Gordon & Grites, 1998; Dillon & Fisher, 2000

Continuous Quality Improvement (CQI) (*) (see also Total Quality Management [*])

Tukey, 1996

Costs of college education, calculation of true costs (college costs [financing for individual students] or college costs [incurred by students])

Shaffer, 1998b

The Council for the Advancement of Standards in Higher Education Guidelienes

Donnelly, 2004; Hsu & Bailey, 2007; McClellan, 2007; Schulenberg & Lindhorst, 2008; Keeling, 2010a

The Council of Student Personnel Associations in Higher Education

Hemwall & Trachte, 1999/2009

Counseling (*)

O'Banion, 1972/1994/2009; Danis & Wall, 1987, 1988/2009; Arbuckle & Gale, 1996; Fiddler & Alicea, 1996; Kinoshita & Bowman, 1998; Jordan, 2000; Gordon, 2004; Preece, Beecher, Martinelli, & Roberts, 2005; Ryser & Alden, 2005; Kuhn, Gordon, & Webber, 2006; Cook, 2009

Course difficulty (*)

Szafran, 2002

Credentialism/credential society

Shaffer, 1997/2009; Thelin & Hirschy, 2009

Credit for life experiences

McQuestion & Abelman, 2004

Credit load

Szafran, 2002

Crisis intervention (*)

Jordan, 2000

Critical thinking (*)

Jackson, 2005

Crookston, Burns (see Developmental advising)

Cross-sectional study (*)

Reinarz & Ehrlich, 2002

Cross-training

Tukey, 1996

Culturally diverse students (see also Multicultural issues)

Gordon, 1997; Kinoshita & Bowman, 1998; Shaffer, 1998a; Cornett-DeVito & Reeves, 1999; Oliver, 1999; Guiffrida, 2004; McQuestion & Abelman, 2004; Torres, Reiser, LePeau, Davis, & Ruder, 2006; Malmgren & Galvin, 2008; Baruch-Runyon, Van Zandt, & Elliot, 2009; Thelin & Hirschy, 2009; Museus & Ravello, 2010; Oliver, Ricard, Witt, Alvarado, & Hill, 2010

Culture broker

Shaffer, 1998a

Curricular advising (see Departmental/course advising)

Curriculum and curriculum development (*)

Lowenstein, 2005/2009; Kem & Navan, 2006; Kelley, 2008; Thelin & Hirschy, 2009

Cuspers (*)

Gordon & Steele, 2005

Customer service/consumerism (see Advising approaches)

D

Decision making (*)

Bertram, 1996; Hagstrom, Skovholt, & Rivers, 1997; Begley & Johnson, 2001; Layton & Lock, 2003; Miller & Woycheck, 2003; Reardon & Bullock, 2004; Graunke, Woosley, & Helms, 2006; Pizzolato, 2006; Torres, Reiser, LePeau, Davis, & Ruder, 2006; Firmin & MacKillop, 2008; Lerstrom, 2008

Defamation (defamation of character) (see legal issues)

Defense mechanisms (*)

Jordan, 2000

Degree audit systems

Severy & Slinger, 1996; Joslin, 2009

Degree completion (degree completion time)

Zeno & Hansen, 2000; McQuestion & Abelman, 2004

Delivery of advising (delivery systems) (see Administrative organizational systems, delivery method)

Departmental/course advising

O'Banion, 1972/1994/2009; Matheson, Moorman, & Winburn, 1997; McCollum, 1998; Knotts, 2002; Szafran, 2002; Layton & Lock, 2003; Forsbach-Rothman, Padró, & Rice-Mason, 2005; Simmons, 2005; Steele, 2006; Gerdes & Crews, 2010

arts and science

Knotts, 2002

business (*)

McDonald, 2003; Hurt & Barro, 2006; Moore, 2006; Hsu & Bailey, 2007; Forsbach-Rothman, Padró, & Rice-Mason, 2005

health and medicine

Elam, Taylor, & Strother, 1996; Elam, Burke, Wiggs, & Speck, 1998; Simmons, 2005

mathematics (*)

Forsbach-Rothman, Padró, & Rice-Mason, 2005

Developmental advising

Crookston, 1972/1994/2009; O'Banion, 1972/1994/2009; Borgard, 1981/2009; Danis & Wall, 1987, 1988/2009; Pascarella & Terenzini, 1995/2009; Daller, Creamer, & Creamer, 1997; Matheson, Moorman, & Winburn, 1997; Burton & Wellington, 1998; McCollum, 1998; Cornett-DeVito & Reeves, 1999; Hemwall & Trachte, 1999/2009; Smerglia & Bouchet, 1999; Woodbury, 1999; Grites & Gordon, 2000/2009a; Jordan, 2000; Jeschke, Johnson, & Williams, 2001; Lock & Layton, 2001; Banta, Hansen, Black, & Jackson, 2002; Smith, 2002; Gaston-Gayles, 2003; Gruber, 2003; McDonald, 2003; Huggett, 2004; McQuestion & Abelman, 2004; Mottarella, Fritzsche, & Cerabino, 2004; Demetriou, 2005; Hagen, 2005; Lan & Williams, 2005; Lowenstein, 2005/2009; Melander, 2005; Rawlins & Rawlins, 2005; Ryser & Alden, 2005; Schreiner & Anderson, 2005; Weir, Dickman, & Fuqua, 2005; Kuhn, Gordon, & Webber, 2006; Moore, 2006; Propp & Rhodes, 2006; Smith & Allen, 2006; Bloom, Propst Cuevas, Hall, & Evans, 2007; Hurt, 2007; Kuhn & Padak, 2007a; Kelley, 2008; Malmgren & Galvin, 2008; Barnes, Williams, & Archer, 2010

responses to Burns B. Crookston

Borgard, 1981/2009; Hemwall & Trachte, 1999/2009; Grites & Gordon, 2000/2009a; Huggett, 2000; Banta, Hansen, Black, & Jackson, 2002; Smith, 2002; Huggett, 2004; Demetriou, 2005; Lan & Williams, 2005; Lowenstein, 2005/2009; Weir, Dickman, & Fuqua, 2005; Hurt, 2007

responses to Terry O'Banion

Borgard, 1981/2009; Burton & Wellington, 1998; Hemwall & Trachte, 1999/2009; Banta, Hansen, Black, & Jackson, 2002; Huggett, 2004

Dialectical indeterminism

Arbuckle & Gale, 1996

Diffusion of innovation

Abelman, Dalessandro, Janstova, & Snyder-Suhy, 2007; Abelman, Dalessandro, Janstova, Snyder-Suhy, & Pettey, 2007

Disabilities (*)

Jarrow, 1996; Showell, 1998; Abelman & Molina, 2002; Layton & Lock, 2003; Forsbach-Rothman, Padró, & Rice-Mason, 2005; Preece, Beecher, Martinelli, & Roberts, 2005; Rehfuss & Quillin, 2005

Accommodations (Academic accommodations [disabilities])

Forsbach-Rothman, Padró, & Rice-Mason, 2005; Preece, Beecher, Martinelli, & Roberts, 2005; Rehfuss & Quillin, 2005

Americans with Disabilities Act (ADA)

Jarrow, 1996; Showell, 1998; Lock & Layton, 2001; Forsbach-Rothman, Padró, & Rice-Mason, 2005; Preece, Beecher, Martinelli, & Roberts, 2005; Rehfuss & Quillin, 2005; Preece, Roberts, Beecher, Rash, Shwalb, & Martinelli, 2007

Attention Deficit/Hyperactivity Disorder (AD/HD) (*)

Rehfuss & Quillin, 2005; Ryser & Alden, 2005
course substitution as accommodation for disabilities (mathematics, foreign language, etc. [academic accommodations {disabilities}])
Forsbach-Rothman, Padró, & Rice-Mason, 2005

emotional, mental, or psychiatric disabilities

Preece, Beecher, Martinelli, & Roberts, 2005; Rehfuss & Quillin, 2005

hidden disabilities

Rehfuss & Quillin, 2005

Dismissal (dismissal [personnel] or personnel

dismissal or teacher dismissal)

Meadows & Tharp, 1996; Molina & Abelman, 2000

Distance advising (distance or distance education)

Dawson & Dell, 1997

Distance education (distance learning)

McQuestion & Abelman, 2004

Diversity (*)

Keeling, 2003

E

Early College High Schools (ECHSs)

Oliver, Ricard, Witt, Alvarado, & Hill, 2010

Early College High Schools Initiative (ECHSI)

Oliver, Ricard, Witt, Alvarado, & Hill, 2010

Economic instability (economic insecurity)

Fries-Britt, 2008

Economic literacy

Fries-Britt, 2008

Editors' comments

Lynch, 1996a, 1996b, 1997a, 1997b, 1998a, 1998b; Danis, 1997; Freund, 1999a, 1999b, 2000; Kerr, 2000, 2001, 2002a, 2002b, 2003; Kuhn & Padak, 2004, 2005a, 2005b, 2006a, 2006b; 2007a, 2007b; 2008a, 2008b, 2009a, 2009b; Robbins & Shaffer, 2010a, 2010b

Educational objectives (*) (see Student educational objectives [educational objectives or goals of students])

Educational planning (*)

Melander, 2005; Moore, 2006

Education outcomes (educational outcomes or instructional outcomes or learner outcomes) (see Outcomes of education [*])

Education reform (educational reform)

Theilin & Hirschy, 2009

Effectiveness of advising (see Evaluation and assessment)

Efficiency (*)

- Matheson, Moorman, & Winburn, 1997
- Electronic mail (*) (e-mail)**
Weir, 2000; Steele & Gordon, 2001; Joslin, 2009
- Employment patterns (*)**
Fries-Britt, 2008
- Encounter**
Yarbrough & Brown, 2003
- Entitlement, students sense of**
McDonald, 2003
- Epistemology (*)**
Bertram, 1996; Hagen, 2005; Jackson, 2005
- Erikson, Erik**
Hemwall & Trachte, 1999/2009; Jordan, 2000
- Ethics (*)**
Jackson, 2005
- Ethnic studies curricula/programs (ethnic studies)**
Gordon, 1997
- Ethnography (*)**
Gordon, 1997
- Evaluation and assessment**
Danis & Wall, 1987, 1988/2009; Fiddler & Alicea, 1996; Glennen, Farren, & Vowell, 1996; Tukey, 1996; Barrows & Murray, 1997; Robbins, 1998; Woodbury, 1999; McBeth, Richardson, Cregler, & Meyer, 2000; Banta, Hansen, Black, & Jackson, 2002; Reinartz & Ehrlich, 2002; Layton & Lock, 2003; Hurt, 2004; Light, 2004; Abelman & Molina, 2006; Moore, 2006; Steele, 2006; Hsu & Bailey, 2007; Hurt, 2007; Macaruso, 2007; Malmgren & Galvin, 2008; Schwebel, Walburn, Jacobsen, Jerrolds, & Klyce, 2008; Trombley & Holmes, 2009; Habley, 2009; Nutt & Self, 2009; Thelin & Hirschy, 2009; Keeling, 2010a; Wiseman & Messitt, 2010
- balanced scorecard approach to assessment**
Hurt, 2004
- classroom assessment techniques (CAT)**
Hurt, 2007
- factors in promotion and/or tenure decisions**
Dillon & Fisher, 2000
- formative and summative assessment (formative evaluation)**
Woodbury, 1999
- Harvard assessment seminars**
Light, 2004
- instruments for (assessment instruments [individuals]) rubrics for assessment (assessment rubrics)**
Hurt, 2007
- value added**
Light, 2004
- Expectations of advising**
Hancock, 1996; Chizhik, 1999; Smith, 2002; Keeling, 2003; Demetriou, 2005; Propp & Rhodes, 2006; Abelman, Atkin, Dalessandro, Snyder-Suhy, & Janstova, 2007; Heiss-Arms, Cabrera, & Brower, 2008; Lerstrom, 2008
- Expectations of college**
Paul, Manetas, Grady, & Vivona, 2001; Smith, 2002; McDonald, 2003
- Experimental method**
Molina & Abelman, 2000; Abelman & Molina, 2001, 2002; Maddi, Khoshaba, Jensen, Carter, Lu, & Harvey, 2002; Schwebel, Walburn, Jacobsen, Jerrolds, & Klyce, 2008
- Exploratory/exploration (exploratory learning)**
Schein & Laff, 1997; Shaffer, 1997/2009; Childress, 1998; Burton & Wellington, 1998; Beck, 1999; Dollahide, 1999; Sams, Brown, Hussey, & Leonard, 2003
- Extracurricular activities (*)**
Guiffrida, 2004
- F**
- Faculty advising/advisors (faculty advisers)**
Danis & Wall, 1987, 1988/2009; Lynch & Stucky, 2001; Lynch, 2002a; Waters, 2002; Kuhtmann, 2004; Maher, 2006; Hsu & Bailey, 2007; Grites & Gordon, 2009b; Barnes, Williams, & Archer, 2010; Messitt & Wiseman, 2010
- different from student affairs professionals (student affairs workers)**
Hemwall & Trachte, 1999/2009; Lynch, 2002b
- evaluation and assessment**
Dillon & Fisher, 2000
- mentoring**
Oliver, 1999; McCarthy & Mangione, 2000; Light, 2004; Kuhn & Padak, 2006b; Kuhn,

Gordon, & Webber, 2006; Propp & Rhodes, 2006; Bloom, Propst Cuevas, Hall, & Evans, 2007; McClellan, 2007; Wrench & Punyanunt-Carter, 2008

Faculty development (*)

Waters, 2002

False consensus

Demetriou, 2005

Federal Educational Rights and Privacy Act (FERPA)

Showell, 1998; Keeling, 2003

Fifth National Academic Advising Survey (ACT)

Kinoshita & Bowman, 1998

Financial aid (financial aid applicants or financial services or financial support)

Kinoshita & Bowman, 1998

Fink's taxonomy of significant learning

Kelley, 2008

First-generation college students (*)

Torres, Reiser, LePeau, Davis, & Ruder, 2006

First-year students (*) (see Freshmen)

Fiscal accountability (accountability)

Glennen, Farren, & Vowell, 1996

Focus groups (*)

Barrows & Murray, 1997; Dillon & Fisher, 2000; Smith, 2002; Donnelly, 2004; Ryser & Alden, 2005; Simmons, 2005; Kem & Navan, 2006; Baruch-Runyon, Van Zandt, & Elliott, 2009

Follower behavior (student behavior)

Lerstrom, 2008

Foreign language requirement (foreign language enrollment) (see General education [*])

Foreign students (*) (see International students [*])

For-profit colleges and universities (for profit schools)

McQuestion & Abelman, 2004; Abelman, Dalessandro, Janstova, & Snyder-Suhy, 2007

Freshmen

Danis & Wall, 1987, 1988/2009; Arbuckle & Gale, 1996; Tinto, 1999; Glennen, Martin, & Walden, 2000; McBeth, Richardson, Cregler, & Meyer, 2000; Paul, Manetas, Grady, & Vivona, 2001; DesJardins & Jie, 2002; Maddi, Khoshaba, Jensen, Carter, Lu, & Harvey, 2002; Smith, 2002; Szafran, 2002; Layton & Lock, 2003; McDonald, 2003; Sams, Brown, Hussey, & Leonard, 2003; Yarbrough & Brown, 2003; Gordon, 2004; Abelman & Molina, 2006; Graunke, Woosley, & Helms, 2006; Smith, Dai, & Szelest, 2006; Schwebel, Walburn, Jacobsen, Jerrolds, & Klyce, 2008; Baruch-Runyon, Van Zandt, & Elliott, 2009; Bitz, 2010; Oliver, Ricard, Witt, Alvarado, & Hill, 2010

course/seminar (freshman seminar)

Danis & Wall, 1987, 1988/2009; McCollum, 1998; Schnell, 1998; Hsu & Bailey, 2007; Bitz, 2010

major selection (course selection)

motivational profiles (profiles)

Oliver, Ricard, Witt, Alvarado, & Hill, 2010

orientation (school orientation)

Danis & Wall, 1987, 1988/2009; Paul, Manetas, Grady, & Vivona, 2001

Friere, Pablo, concept of praxis

Hemwall & Trachte, 1999/2009; Grites & Gordon, 2000/2009a; Huggett, 2004

Functional analysis of advisor activities (functional analysis)

Migden, 1996

Functional relationships

Tukey, 1996

Future issues in advising

Gordon, 1998/2009; Steele, 2006; Schulenberg & Lindhorst, 2008

G

General education (*)

Simmons, 2005; Thelin & Hirschy, 2009

Generations of students

Keeling, 2003

Generation X

Keeling, 2003; Gordon & Steele, 2005

Gifted students (*) (see High ability/achieving)

students [high achievement or high achievers])

Goals for education (educational goals or educational goals for students) (see Student educational objectives or goals [*])

Grade Point Average (*)

Dawson & Dell, 1997; Abelman & Molina, 2001, 2002; DesJardins & Jie, 2002; Szafran, 2002; Moore, 2006; Vander Schee, 2007

competition (*)

Light, 2004

computer calculation of

Leonard, 1996

Graduate admission, advising for (school admission or admission criteria)

Sorenson & Jackson, 1997; Elam, Seaver, Berres, & Brandt, 2000

Graduate students (*)

Demb & Funk, 1999; Polson, 1999; Lan & Williams, 2005; Maher, 2006; Bloom, Propst Cuevas, Hall, & Evans, 2007; Wrench & Punyanunt-Carter, 2008; Habley, 2009; Barnes, Williams, & Archer, 2010

proactive integration of students into profession

Bloom, Propst Cuevas, Hall, & Evans, 2007

Graduation (*) and graduation rates (*)

Glennen, Farren, & Vowell, 1996; Miller & Woycheck, 2003; Malmgren & Galvin, 2008

predictors of (predictors)

Graunke, Woosley, & Helms, 2006

Grounded theory (*) (Glaser & Strauss)

Guiffrida, 2004; Huggett, 2004; Pizzolato, 2006; Torres, Reiser, LePeau, Davis, & Ruder, 2006; Bloom, Propst Cuevas, Hall, & Evans, 2007; Aiken-Wisniewski, Smith, & Troxel, 2010

H

Hardiness training

Maddi, Khoshaba, Jensen, Carter, Lu, & Harvey, 2002

Heidegger, Martin

Champlin-Scharff, 2010

Hidden curriculum (*)

Theelin & Hirschy, 2009

High ability/achieving students (high achievement or high achievers)

Glennen, Martin, & Walden, 2000; McDonald, 2003; Kem & Navan, 2006

Higher education (*)

current issues in

Gordon, 1998/2009; McQuestion & Abelman, 2004; Fries-Britt, 2008

curriculum reform (*)

Theelin & Hirschy, 2009

history of (history of education)

Gordon, 2004; Cook, 2009; Theelin & Hirschy, 2009

future of

Gordon, 1998/2009; Yudof, 2003; McQuestion & Ableman, 2004; Trombley & Holmes, 2009

myths of (myths)

Pascarella & Terenzini, 1995/2009

Higher Education Act

Gordon, 1997

The Higher Education Project

Hemwall & Trachte, 1999/2009

High risk students (*) (see Academic difficulty, students in [academic probation or academic failure])

High school advising (see Preadmission or precollege advising)

Historically Black colleges and universities (HBCU) (historically black colleges)

Guiffrida, 2004; Pascarella & Terenzini, 1995/2009

History of advising (history)

Gordon, 2004; Schulenberg & Lindhorst, 2008; Cook, 2009; Grites & Gordon, 2009b; Habley, 2009; Joslin, 2009; Padak & Kuhn, 2009; Shaffer, Zalewski, & Leveille, 2010

Holland interest and occupational categories

Childress, 1998; Miller & Woycheck, 2003

Holland personality types

Miller & Woycheck, 2003; Reardon & Bullock, 2004

Honors programs (honors curriculum)

Glennen, Martin, & Walden, 2000

Honors students

Glennen, Martin, & Walden, 2000; McDonald, 2003

Human capital (*)

Bertram, 1996; Shaffer, 1997/2009, 1998a, 1998b

I

Incentives for advising (incentives) (see Faculty advising/advisors [faculty advisers])

Individuals with Disabilities Education Act (IDEA)

Forsbach-Rothman, Padró, & Rice-Mason, 2005

Information economy/society

Bertram, 1996; Shaffer, 1997/2009; Gordon, 1998/2009; Knotts, 2002; Gordon & Steele, 2005

Information hierarchies

Bertram, 1996

Institutional culture (institutional environment)

Kinoshita & Bowman, 1998; Kuhlmann, 2004; Steele, 2006

generating ethnic minority success institutions
Museus & Ravello, 2010

Institutional development (institutional goals or institutional objectives)

Kuhlmann, 2004; Abelman & Molina, 2006

Institutional mission (*)

Lynch & Stucky, 2001; Lynch, 2002b; Abelman & Molina, 2006; Abelman, Atkin, Dalessandro, Snyder-Suhy, & Janstova 2007; Abelman, Dalessandro, Janstova, & Snyder-Suhy, 2007; Abelman, Dalessandro, Janstova, Snyder-Suhy, & Pettey, 2007; Malmgren & Galvin, 2008

Institutional size

Lynch & Stucky, 2001; Lynch, 2002b

Institutional type

Lynch & Stucky, 2001; Lynch, 2002b

Institutional vision (institutional mission)

Abelman & Molina, 2006; Abelman, Dalessandro, Janstova, & Snyder-Suhy, 2007; Abelman, Atkin, Dalessandro, Snyder-Suhy, & Janstova,

2007; Abelman, Dalessandro, Janstova, Snyder-Suhy, & Pettey, 2007

Instruction (*)

Fiddler & Alicea, 1996

instructional design (*)

Hurt, 2007

Instruments (assessment instruments)

Academic Advising Inventory (AAI)

Mottarella, Fritzsche, & Cerabino, 2004; Weir, Dickman, & Fuqua, 2005

ACT Survey of Academic Advising

Lynch, 2004; Abelman, Atkin, Dalessandro, Snyder-Suhy, & Janstova, 2007

Adaptiveness index of Survey of Academic Orientations (SAO)

Davidson & Beck, 2006

Advising Role and Responsibility Inventory

Smerglia & Bouchet, 1999; Propp & Rhodes, 2006

Advising Style Questionnaire-I (ASQ-I)

Lan & Williams, 2005

Advising Style Questionnaire-II (ASQ-II)

Lan & Williams, 2005

Advisor Perception Inventory

Ford & Ford, 2009

Anticipated Student Adaptation to College Questionnaire (ASACQ)

Chizhik, 1999

Astin Index of Undergraduate College Selectivity

Sorenson & Jackson, 1997

Clifton Strengths Finder

Schreiner & Anderson, 2005

College Student Inventory—Form B

Oliver, Ricard, Witt, Alvarado, & Hill, 2010

College Students Experiences Questionnaire (CSEQ)

Banta, Hansen, Black, & Jackson, 2002

Cultural Anxiety Scale (CAS)

Kinoshita & Bowman, 1998

Developmental Advising Inventory (DAI)

Arbuckle & Gale, 1996

Entering Student Survey (ESS)

Smith, Dai, & Szelest, 2006

General Education Development (GED)

Tokpah, Padak, Baycich, Trehan, & Turnidge, 2006)

General Self-efficacy Scales (GSES)

Cunningham & Smothers, 2010

Graduate Student Development Scale (GSDS)

Lan & Williams, 2005

Graduate Student Satisfaction Scale (GSSS)

- Lan & Williams, 2005
Hardi Survey III-R
 Maddi, Khoshaba, Jensen, Carter, Lu, & Harvey, 2002
Humor Assessment instrument (HA)
 Wrench & Punyanunt-Carter, 2008
Humor Orientation instrument (HO)
 Wrench & Punyanunt-Carter, 2008
Learning and Study Strategies Inventory (LASSI)
 Rugsaken, Robertson, & Jones, 1998
Learning Disabilities Diagnostic Inventory (LDDI)
 Lock & Layton, 2001; Layton & Lock, 2003
Learning Styles Inventory (LSI)
 Uhlik & Jones, 2008
Life Skills Inventory-College Form (LSDI-CF)
 Cunningham & Smothers, 2010
NEO Five Factor Inventory (NEO-FFI)
 Mottarella, Fritzsche, & Cerabino, 2004
Student Adaptation to College Questionnaire (SACQ)
 Chizhik, 1999; Ridinger & Pastore, 2000
Student Advising Report (SAR)
 Banta, Hansen, Black, & Jackson, 2002
Student Developmental Task and Lifestyle Inventory (SDTLI)
 Arbuckle & Gale, 1996
Student Satisfaction Questionnaire
 Banta, Hansen, Black, & Jackson, 2002
Survey of Academic Orientations (SAO)
 Davidson & Beck, 2006
Survey of Advisor Satisfaction (SAS)
 Donnelly, 2009
Unisex Edition of the ACT Interest Inventory (UNIACT)
 Childress, 1998
- International students (*)**
 Kinoshita & Bowman, 1998; Oliver, 1999
- Internet (*)**
 Steele & Gordon, 2001
- Interventions (see Advising approaches, intrusive)**
- Interview (research methodology)**
 Gaston-Gayles, 2003; Donnelly, 2004; Maher, 2006; Tokpah, Padak, Baycich, Trehan, & Turnidge, 2006; Torres, Reiser, LePeau, Davis, & Ruder, 2006; Firmin & MacKillop, 2008; Simmons, 2008; Baruch-Runyon, Van Zandt, & Elliott, 2009
- Interviews, advisor/student (interviews) (see Communication)**
- Interviews for graduate admission (interviews)**
 Sorenson & Jackson, 1997; Elam, Burke, Wiggs, & Speck, 1998
- Intrusive advising (see Advising approaches)**
- J**
- Journal of College Student Development (JCSJ)**
 Reardon & Bullock, 2004
- K**
- Keynote address (see NACADA)**
- Kohlberg, Lawrence**
 Hemwall & Trachte, 1999/2009
- Kuhn, Thomas**
 Hagen, 2005; Schreiner & Anderson, 2005
- L**
- Learning disabilities (*) (see Students, learning disabilities)**
- Learning and Study Strategies Inventory (see Instruments)**
- Learning communities (learning environment)**
 Tinto, 1999; Heiss-Arms, Cabrera, & Brower, 2008
- Learning paradigm**
 Hemwall & Trachte, 2005
- Learning Partnerships Model (LPM) (model programs)**
 Pizzolato, 2006
- Learning style (*) (see Cognitive style [*])**
- Leaving behavior (see Retention and student attrition [retention {in school}])**
- Legal issues (legal problems)**
 Showell, 1998; Forsbach-Rothman, Padró, & Rice-Mason, 2005
defamation
 Showell, 1998

indemnity

Showell, 1998

negligence

Showell, 1998

personal federal liability (liability [responsibility])

Showell, 1998

privacy (*)

Showell, 1998; Preece, Beecher, Martinelli, & Roberts, 2005; Rehfuss & Quillin, 2005

privileged communication

Showell, 1998

student-athletes (athletes)

Liberal arts and sciences (liberal arts or liberal arts majors) (see Departmental/course advising)

Life planning/life goals (goals or planning)

O'Banion, 1972/1994/2009; Burton & Wellington, 1998; Hurt & Barro, 2006; Firmin & MacKillop, 2008

Life skills (*)

McClellan, 2005

Linked courses in learning communities

Tinto, 1999

Listening to advisees (listening or listening skills) (see Tools for advising)

Logic, informal fallacies of

Jackson, 2005

M

Mailing list servers (*)

Weir, 2000

Majors (student) (*)

changing

O'Banion, 1982/1994/2009; Severy & Slinger, 1996; Mayhall & Burg, 2002; Burg & Mayhall, 2002; Steele, 2003; Gordon, 2004; Reardon & Bullock, 2004; Graunke, Woosley, & Helms, 2006; Moore, 2006; Firmin & MacKillop, 2008; Cunningham & Smothers, 2010; Shaw & Barbuti, 2010

commitment

Graunke, Woosley, & Helms, 2006

interviews (*)

Schein & Laff, 1997

program availability model

Schein & Laff, 1997

selection (*)

Danis & Wall, 1988, 1989/2009; Bertram, 1996; Schein & Laff, 1997; Burg & Mayhall, 2002; Layton & Lock, 2003; McDonald, 2003; Steele, 2003; Spight, 2005; Graunke, Woosley, & Helms, 2006; Moore, 2006; Pizzolato, 2006; Shaw & Barbuti, 2010

Management (see administration [*])

Mass media images of advising (mass media or mass media use)

Kuhn & Padak, 2007b

Master's thesis

Demb & Funk, 1999

Math anxiety (mathematics anxiety) (see Student anxiety [anxiety])

The matriculant myth

Chizhik, 1999

McDonaldization

Matheson, Moonman, & Winburn, 1997; Gordon, 1998/2009; Jeschke, Johnson, & Williams, 2001

Medical College Admission Test (MCAT)

Sorenson & Jackson, 1997

Medical students (*) (see Departmental/course advising, health and medicine)

Mentoring (see Faculty advising/advisors [faculty advisers])

Metamorphosis

Yarbrough & Brown, 2003

Micro skills for advisors

Barnett, Roach, & Smith, 2006

Millennial generation

Keeling, 2003; Gordon & Steele, 2005

Minority students (minority groups) (see Culturally diverse students and Multicultural issues [multicultural education])

Models of advising systems (models) (see Administrative organizational systems [administrative organization])

Modes of inquiry (inquiry) (hypothetical, assumptive, and phenomenological)

Kuhn & Padak, 2006a

Monitoring academic progress policy (MAPP)

Severy & Slinger, 1996

Multicultural competence

Shaffer, 1998a; Cornett-DeVito & Reeves, 1999

Multicultural diversity training (multicultural training)

Shaffer, 1998a

Multicultural issues

Cornett-DeVito & Reeves, 1999; Guiffrida, 2004; Torres, Reiser, LePeau, Davis, & Ruder, 2006; Shaw & Barbuti, 2010

Multipotentiality

McDonald, 2003

Myths about studying abroad (myths or study abroad)

Malmgren & Galvin, 2008

N**NACADA**

Fiddler & Alicea, 1996; Dillon & Fisher, 2000; Lynch & Stucky, 2001; Steele, 2006; Schulenberg & Lindhorst, 2008; Barnes, Kuhn, & Grites, 2009; Habley, 2009; Joslin, 2009; Padak & Kuhn, 2009; Shaffer, Zalewski, & Leveille, 2010

awards (*)

Beatty, 2009; Grites & Gordon, 2009b; Habley, 2009

Clearinghouse

Gordon, 1998/2009; Reinartz & Ehrlich, 2002; Grites & Gordon, 2009b

Commission on the Assessment of Teaching

Macaruso, 2007

Committee on the Adult Learner

Beatty, 2009

Core Values of Academic Advising

Donnelly, 2004; Abelman & Molina, 2006; Hsu & Bailey, 2007; Malmgren & Galvin, 2008

future of

Beatty, 2009; Nutt & Self, 2009; Padak & Kuhn, 2009

history of (history)

Danis & Wall, 1987, 1988/2009; Beatty, 1991/2009; Gordon, 1998/2009; Habley, 2000;

Barnes, Kuhn, & Grites, 2009; Cook, 2009; Joslin, 2009; Kuhn & Padak, 2009b; Nutt & Self, 2009; Padak & Kuhn, 2009; Trombley & Holmes, 2009; Shaffer, Zalewski, & Leveille, 2010

keynote address

Jarrow, 1996; Habley, 2000; Kerr & Kramer, 2001; Yudof, 2003; Light, 2004; Fries-Britt, 2008

Master's degree for academic advising

Habley, 2009; Shaffer, Zalewski, & Leveille, 2010

Research Committee (research committees)

Lynch, 1996; McGillin, 1996

Research throughout Advising Task Force

Aiken-Wisniewski, Smith, & Troxel, 2010

Research throughout Advising Task Force action plans

Aiken-Wisniewski, Smith, & Troxel, 2010

Scholars Award

Beatty, 1999/2009

survey of members

Lynch, 2002a, 2002b; Leonard, 2004; Abelman, Atkin, Dalessandro, Snyder-Suhy, & Janstova, 2007; Preece, Roberts, Beecher, Rash, Shwalb, & Martinelli, 2007

Technology Commission

Leonard, 2004

Themes of national conference

Barnes, Kuhn, & Grites, 2009

"Wonder Years" of

Beatty, 1991/2009

NACADA Journal

Reardon & Bullock, 2004; Hagen, 2005; Kuhn & Padak, 2007; Cook, 2009; Grites & Gordon, 2009b; Nutt & Self, 2009

Editors (*)

Gordon & Grites, 1998, 2001

history of (history)

Gordon, 1998/2009; Gordon & Grites, 1998

milestones

Gordon & Grites, 1998

readability (*)

Kuhn & Padak, 2007a

NAFSA: Association for International Educators

Oliver, 1999

Narrative methodology

Fiddler & Alicea, 1996; Jordan, 2000

NASPA Journal

Reardon & Bullock, 2004; Keeling, 2010a

National Collegiate Athletic Association (NCAA)

Ridinger & Pastore, 2000; Gaston-Gayles, 2003

NCAA CHAMPS/Life skills Program

Ridinger & Pastore, 2000

proposal number 48

Gaston-Gayles, 2003

Title IX

Gruber, 2003

National Joint Committee on Learning Disabilities (NJCLD)

Forsbach-Rothman, Padró, & Rice-Mason, 2005

National Survey of Living-Learning Programs (NSLLP)

Heiss-Arms, Cabrera, & Brower, 2008

National Survey of Student Engagement (NSSE)

Heiss-Arms, Cabrera, & Brower, 2008; Simmons, 2008

National Survey on Technology and Academic Advising

Steele, Miller, Steele, & Kennedy, 2005

Naturalistic inquiry method (naturalistic observation)

Kem & Navan, 2006

Nominal group technique (*)

Barrows & Murray, 1997

Nontraditional students (*) (see also Adult students [*], Culturally diverse students, Women students and career issues, Students, learning disabilities)

Arbuckle & Gale, 1996; Fiddler & Alicea, 1996; Matheson, Moorman, & Winburn, 1997; Jeschke, Johnson, & Williams, 2001; McQuestion & Abelman, 2004; Tokpah, Padak, Baycich, Trehan, & Turnidge, 2006

Nonverbal immediacy

Wrench & Punyanunt-Carter, 2008

O

Occupational Outlook Handbook

Childress, 1998; Miller & Woycheck, 2003

On-the-job training (*)

Shaffer, 1997/2009

Open Access to Student Information Systems (OASIS)

Leonard, 1996

Operant conditioning (*)

Molina & Abelman, 2000

Opportunity costs of college education (college costs [incurred by students])

Shaffer, 1998b

Orientation (*)

McBeth, Richardson, Cregler, & Meyer, 2000; Miller & Woycheck, 2003

Organizational death, process model of

Maher, 2006

Outcomes of education (*) (educational outcomes or instructional outcomes or learner outcomes)

Macaruso, 2007

P

Paradigm shift (paradigms)

Schreiner & Anderson, 2005

Paradigms, scientific (paradigms)

Hagen, 2005; Schreiner & Anderson, 2005

Parents of college students (parents)

Paul, Manetas, Grady, & Vivona, 2001; Keeling, 2003; Firmin & MacKillop, 2008; Simmons, 2008; Joslin, 2009

helicopter parents

Simmons, 2008

Pedagogy (*) (see Instruction [*])

Peer advising/advisors (peer coaching or peer counseling)

McCarthy & Mangione, 2000; Jeschke, Johnson, & Williams, 2001

Peer mentoring (peer coaching or peer counseling) (see Peer advising/advisors [peer coaching or peer counseling])

Peer personality

Keeling, 2003

Perceptions of advising/advisors (role perception)

Severy, Lee, & Polson, 1996; Smerglia & Bouchet, 1999; Reinarz & Ehrlich, 2002; Smith, 2002; Lynch, 2004; Demetriou, 2005; Propp & Rhodes, 2006; Smith & Allen, 2006; Simmons, 2008; Wrench & Punyanunt-Carter, 2008; Barnes, Williams, & Archer, 2010; Museus & Ravello, 2010

Persists and Nonpersists (see Retention [*] and Student attrition [*])**Personnel (*)****advising coordinators and supervisors (personnel administrators or personnel management or coordinators or supervisors)**

Abelman, Atkin, Dalessandro, Snyder-Suhy, & Janstova, 2007

faculty advisors (faculty advisers) (see Faculty advising/advisors [faculty advisers])**peer advisors (peer coaching or peer counseling) (see Peer advising/advisors [peer coaching or peer counseling])****professional development (*) (see also Faculty development [*])**

Huggett, 2000; Begley & Johnson, 2001; Lynch, 2002a, 2002b; Waters, 2002; Donnelly, 2004; Leonard, 2004; Barnett, Roach, & Smith, 2006; Smith & Allen, 2006; Steele, 2006; Shaffer, Zalewski, & Leveille, 2010

training (*)

Huggett, 2000

Perry, William

Beatty, 1991/2009; Hemwall & Trachte, 1999/2009; Grites & Gordon, 2000/2009a; Demetriou, 2005;

Philosophies and theories of advising (theories)

Arbuckle & Gale, 1996; Grites & Gordon, 2000/2009a; Hagen, 2005; Hemwall & Trachte, 2005; Kuhn & Padak, 2005b; Kuhtmann, 2005; Lowenstein, 2005/2009; Melander, 2005; Rawlins & Rawlins, 2005; Pizzolato, 2006; McClellan, 2007; Hagen, 2008; Schulenberg & Lindhorst, 2008; Champlin-Scharff, 2010; Shaffer, Zalewski, & Leveille, 2010; Shaw & Barbuti, 2010

analogic theories (theories)

Hagen, 2005

attribution theories (theories)

Kelley, 1996

chaos theory (*)

Stowe, 1996

dialectical

Rawlins & Rawlins, 2005

existentialism (*)

Champlin-Scharff, 2010

expectancy-value model (expectancy)

Henning, 2009

feminist theory (theories)

Kuhtmann, 2005

hermeneutics (*)

Hagen, 2005, 2008; Baruch-Runyon, Van Zandt, & Elliott, 2009; Champlin-Scharff, 2010

metatheory

Hagen, 2005

narrative theory (theories)

Hagen, 2008

normative theory (theories)

Hagen, 2005

Perry, William

Bertram, 1996

postcolonial theory (theories)

Kuhtmann, 2005

postmodernism (*)

Stowe, 1996

pragmatism

Borgard, 1981/2009; Aiken-Wisniewski, Smith, & Troxel, 2010

reasoned action

Demetriou, 2005

self-concept, self-worth theory (self concept or theories)

Henning, 2009

social cognitive career theory

Shaw & Barbuti, 2010

Philosophies of advising (see also Philosophies and theories of advising [theories])**Piaget, Jean**

Hemwall & Trachte, 1999/2009

Placement (*)

Moore, 2006

Planning (*)

Sams, Brown, Hussey, & Leonard, 2003

Pluralistic ignorance

Demetriou, 2005

Policy-capturing method

Mottarella, Fritzsche, & Cerabino, 2004

Postmodernism (*)

Stowe, 1996

Praxis (see Friere, Pablo)

Preadmission or precollege advising

Paul, Manetas, Grady, & Vivona, 2001; Kuhn & Padak, 2009a

Predominately White Institutions (PWI)

Gordon, 1997; Guiffrida, 2004; Museus & Ravello, 2010

Premedical advising (premedical students) (see Departmental/course advising)

Premedical syndrome

Simmons, 2005

Prescriptive advising (prescriptive teaching) (see Advising approaches)

Pressures felt by students (group pressures or social pressure or peer pressure)

Keeling, 2003; McDonald, 2003

Presuppositional question (see Advising approaches, strengths based)

Priority, institutional

Lynch, 1997b

Privacy (students' rights of) (privacy) (see Family Educational Rights and Privacy Act [FERPA])

Probation (scholastic probation) (see Academic probation [*])

Productivity (*)

Shaffer, 1997/2009

Professional development (*) (see Personnel [*])

Professionalization, process of

Danis & Wall, 1987, 1988/2009; Schulenberg & Lindhorst, 2008; Cook, 2009; Padak & Kuhn 2009; Shaffer, Zalewski, & Leveille, 2010

Profession of advising (see Advising profession)

Program effectiveness (*)

Kinoshita & Bowman, 1998

Program evaluation research (program evaluation)

Sams, Brown, Hussey, & Leonard, 2003; Aiken-Wisniewski, Smith, & Troxel, 2010

Proprietary institutions (proprietary schools) (see For-profit colleges and universities)

Purposive sampling (sampling)

Guiffrida, 2004

Q

Qualitative methods of research (qualitative research)

Demb & Funk, 1999; Smith, 2002; Gaston-Gayles, 2003; Guiffrida, 2004; Huggett, 2004; Simmons, 2005; Kuhn & Padak, 2006a; Tokpah, Padak, Baycich, Trehan, & Turnidge, 2006; Maher, 2006; Firmin & MacKillop, 2008; Baruch-Runyon, Van Zandt, & Elliott, 2009; Museus & Ravello, 2010

Quality Function Deployment (QFD)

Barrows & Murray, 1997

R

Readmitted students

Meadows & Tharp, 1996; Moore, 2006

Reasoning abilities (reasoning skills)

Layton & Lock, 2003

Referral systems (referral) (see counseling [*])

Reframing

Jordan, 2000

Rehabilitation Act of 1973

Forsbach-Rothman, Padró, & Rice-Mason, 2005; Rehfuss & Quillin, 2005; Preece, Roberts, Beecher, Rash, Shwalb, & Martinelli, 2007

Reinstated students (see Readmitted students)

Research (*)

Lynch & Stucky, 2001; Smith, Dai, & Szelest, 2006; Kuhn, 2007; Grites & Gordon, 2009b; Habley, 2009; Trombley & Holmes, 2009; Nutt & Self, 2009; Aiken-Wisniewski, Smith, & Troxel, 2010; Gerdes & Crews, 2010

agenda, approaches to starting

Padak, Kuhn, Gordon, Steele, & Robbins, 2005;

Kuhn & Padak, 2006a

needs for (research needs)

Lynch, 1996; McGillin, 1996; Habley, 2000; Gordon & Grites, 2001; Padak, Kuhn, Gordon, Steele, & Robbins, 2005; Schulenberg & Lindhorst, 2008; Habley, 2009; Aiken-Wisniewski, Smith, & Troxel, 2010

Residence halls (*) and residence hall advising

Heiss-Arms, Cabrera, & Brower, 2008

Resources to support advising

Severy, Lee, & Polson, 1996; Smith, Dai, & Szelest, 2006; Hsu & Bailey, 2007; Grites & Gordon, 2009b

Responsibility (*) (see Values education [*])

Retention (*) and student attrition (*)

Glennen, Farren, & Vowell, 1996; Severy & Slinger, 1996; Dawson & Dell, 1997; Gordon, 1997; Sorenson & Jackson, 1997; Mahon & Dannells, 1998; Robbins, 1998; Schnell, 1998; Brooks-Harris, Mori, & Higa, 1999; Chizhik, 1999; Glennen, Martin, & Walden, 2000; Molina & Abelman, 2000; Zeno & Hansen, 2000; Abelman & Molina, 2001, 2002; DesJardins & Jie, 2002; Szafran, 2002; Yudof, 2003; Graunke, Woosley, & Helms, 2006; Vander Schee, 2007; Firmin & MacKillop, 2008; Malmgren & Galvin, 2008; Trombley & Holmes, 2009; Barnes, Williams, & Archer, 2010; Gerdes & Crews, 2010; Museus & Ravello, 2010; Oliver, Ricard, Witt, Alvarado, & Hill, 2010; Shaw & Barbuti, 2010

add-a-course strategy to improve retention

Tinto, 1999

graduate students (*)

Polson, 1999

Habley advisement-retention model

Cook, 2009; Ford & Ford, 2009

long-run benefits of retention without academic success

Robbins, 1998

Tinto's model of retention

Beatty, 1991/2009; Tinto, 1999; Szafran, 2002

Rewards for advisors (rewards)

Tukey, 1996

Rhetoric (*)

Abelman, Dalessandro, Janstova, & Snyder-Suhy, 2007

Rogers, Carl

Jordan, 2000

S

Sampling methodologies (sampling)

Szafran, 2002; Guiffrida, 2004; Huggett, 2004

Satisfaction with advising (satisfaction)

Jeschke, Johnson, & Williams, 2001; Donnelly, 2004; Lynch, 2004; Mottarella, Fritzsche, & Cerabino, 2004; Lan & Williams, 2005; Smith & Allen, 2006; Hsu & Bailey, 2007; Wrench & Punyanunt-Carter, 2008; Crookston, 2009; Barnes, Williams, & Archer, 2010

Scholastic Aptitude Test or Scholastic Achievement Test (SAT)

Rugsaken, Robertson, & Jones, 1998

Self-advising (self-instruction or self-assessment) (see Advising approaches)

Self-directed Search (SDS)

Miller & Woycheck, 2003; Reardon & Bullock, 2004

Self-direction/self-management (*)/self-determination (*)/-awareness (*)

McCollum, 1998; Layton & Lock, 2003; Miller & Woycheck, 2003; Pizzolato, 2006; Firmin & MacKillop, 2008; Simmons, 2008

Silent generation

Keeling, 2003

Socialization (*)

Yarbrough & Brown, 2003; Reardon & Bullock, 2004

anticipatory

Yarbrough & Brown, 2003

Social norms theory (social norms or theories)

Demetriou, 2005

SOLER techniques for communication

Barnett, Roach, & Smith, 2006

Solution-focused therapy (solution-focused brief therapy)

Burg & Mayhall, 2002, 2005; Spight, 2005;

Spider graphs

Gerdes & Crews, 2010

Sports (*) (*see Athletics and Student-athletes*)

Stakeholders (*)

Banta, Hansen, Black, & Jackson, 2002

Standardized tests (*see ACT and Scholastic Aptitude Test*)

Standards for advising and student services (standards)

Donnelly, 2004; Hurt, 2004; Keeling, 2010a

Storytelling (story telling) (*see Narrative methodology*)

Stress management (*)

McClellan, 2005; Davidson & Beck, 2006

Student adjustment to college (adjustment [to environment] or school adjustment or student adjustment) (*see Adjustment to college [adjustment {to environment} or school adjustment or student adjustment]* (*see also Freshmen*))

Student anxiety (anxiety)

Hagstrom, Skovholt, & Rivers, 1997; Kinoshita & Bowman, 1998; McClellan, 2005; Davidson & Beck, 2006; Maher, 2006

Student-athletes (athletes)

Ridinger & Pastore, 2000; Gaston-Gayles, 2003; Gruber, 2003

attitudes toward (attitudes)

Gruber, 2003

graduation rates (graduation rates)

Gaston-Gayles, 2003

Student attitudes (*)

Demetriou, 2005; Hurt & Barro, 2006

Student attrition (*)

Severy & Slinger, 1996; Robbins, 1998; Rugsaken, Robertson, & Jones, 1998; Oliver, Ricard, Witt, Alvarado, & Hill, 2010

predictors of (*)

Rugsaken, Robertson, & Jones, 1998

reasons for

Arbuckle & Gale, 1996

Student characteristics (*)

O'Banion, 1972/1994/2009; Gordon, 1998/2009; Kinoshita & Bowman, 1998; Keeling, 2003; Miller & Woycheck, 2003; Rear-

don & Bullock, 2004; Gordon & Steele, 2005; Davidson & Beck, 2006; Kem & Navan, 2006; Smith & Allen, 2006; Tokpah, Padak, Baycich, Trehan, & Turnidge, 2006; Joslin, 2009; Thelin & Hirschy, 2009; Oliver, Ricard, Witt, Alvarado, & Hill, 2010

disillusioned

Chizhik, 1999

generational personality

Gordon & Steele, 2005

learning readiness (*)

Henning, 2009

peer personality (peer influence)

Keeling, 2003

perfectionism

McDonald, 2003

self-criticism (self-esteem or self-abuse)

McDonald, 2003

Student development (*) (*see also Developmental advising*)

Pascarella & Terenzini, 1995/2009; Hsu & Bailey, 2007; Cunningham & Smothers, 2010

Student educational objectives (*) or goals (*) (*see Student educational objectives [educational objectives or goals of students]*)

Woodbury, 1999; Guiffrida, 2004; McQuestion & Abelman, 2004; Melander, 2005; Simmons, 2005; Graunke, Woosley, & Helms, 2006; Kem & Navan, 2006; Maher, 2006; Hurt, 2007; Heiss-Arms, Cabrera, & Brower, 2008; Gerdes & Crews, 2010; Malmgren & Galvin, 2008

Student engagement (*) (*see Student motivations [*]*)

Student motivations (*)

Hurt & Barro, 2006; Smith, Dai, & Szelest, 2006; Heiss-Arms, Cabrera, & Brower, 2008; Baruch-Runyon, Van Zandt, & Elliott, 2009

Student organizations (*)

Guiffrida, 2004

Student outcomes (*) (*see Outcomes of education [*] [educational outcomes or instructional outcomes or learner outcomes]*)

Student populations (student subcultures)

Arbuckle & Gale, 1996; Fiddler & Alicea, 1996; Matheson, Moorman, & Winburn, 1997; Jeschke, Johnson, & Williams, 2001; Layton & Lock, 2003

Student prematriculation knowledge of college (prior knowledge)

Chizhik, 1999

**Student problems (*) (see also Counseling [*])
reluctance to seek help (success avoidance)**

Gordon, 1997; Oliver, Ricard, Witt, Alvarado, & Hill, 2010

Student services

Danis & Wall, 1987, 1988/2009

Student success (success)

Meadows & Tharp, 1996; Dawson & Dell, 1997; Robbins, 1998; Brooks-Harris, Mori, & Higa, 1999; Molina & Abelman, 2000; Yudof, 2003; Rehfuß & Quillin, 2005; Gerdes & Crews, 2010; Oliver, Ricard, Witt, Alvarado, & Hill, 2010

graduate students (*)

Polson, 1999

student learning strategies (learning strategies)

Henning, 2009

workshop

Brooks-Harris, Mori, & Higa, 1999

Students (*)**adjustment to college (adjustment [to environment] or school adjustment or student adjustment) (see Adjustment to college and Freshmen)****adults (*) (see Adult students [*])****anxiety (*) (see Student anxiety [anxiety])****attitudes (*) (see Student attitudes [*])****characteristics (see Student characteristics [*])****development (*) (see Student development [*])****educational objectives (*) (see Student educational objectives [*] or goals [*])****graduate (see Graduate students [*])****international (see International students [*])****learning disabilities**

Lock & Layton, 2001

organizations (see Student organizations [*])**perception of advising (perception or role perception)**

Severy & Slinger, 1996; Severy, Lee, & Polson, 1996; Smerglia & Bouchet, 1999; Reinarz & Ehrlich, 2002; Smith, 2002; Lynch, 2004; Bitz, 2010

persisters and nonpersisters (see Retention [*] and student attrition [*])**problems (*) (see Student problems [*])****progress (academic progress)**

Severy & Slinger, 1996

rural students (rural education or rural youth)

Dawson & Dell, 1997

tracking (*) (see track system [track system {education}])**transfer (see Transfer student advising [transfer students] and matriculation [*])****undecided/undeclared students (see Undecided/undeclared students)****women (*) (see Women students and career issues)****Study abroad (*)**

Malmgren & Galvin, 2008

Super, Donald

McCollum, 1998; Grites & Gordon, 2000/2009

Survey

Severy & Slinger, 1996; Severy, Lee, & Polson, 1996; Barrows & Murray, 1997; Mahon & Dannells, 1998; Chizhik, 1999; Smerglia & Bouchet, 1999; Dillon & Fisher, 2000; Glennen, Martin, & Walden, 2000; McBeth, Richardson, Cregler, & Meyer, 2000; McCarthy & Mangione, 2000; Ridinger & Pastore, 2000; Jeschke, Johnson, & Williams, 2001; Lynch & Stucky, 2001; Paul, Manetas, Grady, & Vivona, 2001; Steele & Gordon, 2001; Lynch, 2002a, 2002b; Reinarz & Ehrlich, 2002; Waters, 2002; Miller & Woycheck, 2003; Donnelly, 2004; Leonard, 2004; Forsbach-Rothman, Padró, & Rice-Mason, 2005; Lan & Williams, 2005; Ryser & Alden, 2005; Abelman & Molina, 2006; Graunke, Woosley, & Helms, 2006; Pizzolato, 2006; Propp & Rhodes, 2006; Abelman, Atkin, Dalessandro, Snyder-Suhy, & Janstova, 2007; Hsu & Bailey, 2007; Heiss-Arms, Cabrera, & Brower, 2008; Donnelly, 2009; Henning, 2009; Barnes, Williams, & Archer, 2010; Bitz, 2010; Cunningham & Smothers, 2010; Oliver, Ricard, Witt, Alvarado, & Hill, 2010; Wiseman & Messitt, 2010

Web-based methods (web-based instruction or web-based training or web-based universities)

Weir, 2000; Wrench & Punyanunt-Carter, 2008; Barnes, Williams, & Archer, 2010

Suspension (*)

Meadows & Tharp, 1996; Molina & Abelman, 2000

Systems approach (*)

Tukey, 1996

T

Teacher education (*) (*see Departmental/course advising*)

Teaching (*) (*see Instruction [*]*)

Technology (*)

Elam, Taylor, & Strother, 1996; Gordon, 1998/2009; Jordan, 2000; Gordon, 2004; Steele, Miller, Steele, & Kennedy, 2005; Steele, 2006; Fries-Britt, 2008; Grites & Gordon, 2009b; Joslin, 2009

Advisor web page

Wellborn, 1998

Thirty reminders for effective advising (ACT)

Ford & Ford, 2009

Title IX Amendment to the Civil Rights Act

Gruber, 2003

Tools for advising (skills)

Elam, Taylor, & Strother, 1996; Glennen, Faren, & Vowell, 1996; Leonard, 1996; Meadows & Tharp, 1996; Migden, 1996; Severy & Slinger, 1996; Austin, Cherney, Crouner, & Hill, 1997; Dawson & Dell, 1997; Schein & Laff, 1997; Ting, 1997; Childress, 1998; Kirk-Kuwaye, 1998; Schnell, 1998; Shaffer, 1998; Wellbourn, 1998; Brooks-Harris, Mori, & Higa, 1999; Dollarhide, 1999; Steinhaus, 1999; Huggett, 2000; Weir, 2000; Paul, Manetas, Grady, & Vivona, 2001; Steele & Gordon, 2001; Burg & Mayhall, 2002; DesJardins & Jie, 2002; Mayhall & Burg, 2002; Sams, Brown, Hussey, & Leonard, 2003; Hurt, 2004; McQuestion & Abelman, 2004; Jackson, 2005; McClellan, 2005; Moore, 2006; Champlin-Scharff, 2010; Gerdes & Crews, 2010

listening skills (*)

Jordan, 2000; Barnett, Roach, & Smith, 2006; McClellan, 2007

Total Quality Management (*) (TQM) (*see also Continuous Quality Improvement [*]*)

Tukey, 1996; Barrows & Murray, 1997

Track system (education) (*)

Severy & Slinger, 1996

Traditionalists (*)

Gordon & Steele, 2005

Training for advisors (job training) (*see Advisor training [job training]*)

Transfer shock (culture shock)

Dawson & Dell, 1997

Transfer student advising (transfer student) and matriculation (*)

Mahon & Dannells, 1998; Zeno & Hansen, 2000

Transferable skills (employable skills)

Shaffer, 1997/2009

Triggers for referral to counseling (referral or referral services [community]) (*see Counseling [*]*)

U

U Choose institution

Steele, 2006

Undecided/undeclared students

Bertram, 1996; Hagstrom, Skovholt, & Rivers, 1997; Schein & Laff, 1997; Shaffer, 1997/2009; Childress, 1998; Beck, 1999; Dollarhide, 1999; Burg & Mayhall, 2002; Mayhall & Burg, 2002; Miller & Woycheck, 2003; Sams, Brown, Hussey, & Leonard, 2003; Steele, 2003; Gordon, 2004; Pizzolato, 2006; Cunningham & Smothers, 2010

Personal profile of

Schein & Laff, 1997

Underprepared students (*see Academically underprepared students*)

Unionization of advisors (union members) (*see Personnel, unionization*)

V

Values (*)

Fiddler & Alicea, 1996; Begley & Johnson, 2001

Values education (*)

Begley & Johnson, 2001; Hurt & Barro, 2006

Volitional planning (planning)

Pizzolato, 2006

Voluntary student contact with advisor

Schnell, 1998

Vygotsky, Lev

Bloom, Propst Cuevas, Hall, & Evans, 2007

W**Walking office hour exercise**

Steinhaus, 1999

Withdrawal (course withdrawal or withdrawal [education]) (see Student attrition [*])**Women students (women) and career issues**

Bloom, Propst Cuevas, Hall, & Evans, 2007

Working environment (work environment)

Donnelly, 2009

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