

**Glossary of Conceptual terms.** Parenthesis behind author's name indicates (date) of a seminal work.

**Advising as Teaching:** A view of advising as an activity focused on learning; that student learning is at the core of effective advising and therefore teaching is an essential task of the advisor (Lowenstein, 2005; Hunter, 1982).

**Advising's impact on retention, persistence, and completion:** Klepfer & Hull (2012) showed that students who are advised are retained at rates up to 53% higher than those who do not work with an advisor. Ross & Kena (2012) discovered that "students who met with their college advisor in their first year... had 30% higher odds of completing a degree program than those who did not" (p. 261).

**Approaches:** Recognized ways to structure advising sessions derived from a varied of social science, education and humanities theories. Advising approaches are made up of strategies (e.g., problem solving, decision making, career exploration) that help advisors efficiently work with students (Drake, Jordan, & Miller, 2013).

**At-risk students:** students with characteristics, or a combination of factors, that indicate they may not succeed in our institution (Harding & Miller).

**Baxter Magolda, Marcia.** (2004). **Self-authorship** researcher. Self-authorship challenges college students to ask three questions: '*How do I know?*' (intellectual and/epistemology) '*Who Am I?*' (interpersonal) and '*How do I want to construct relationships with others?*' (constructing relationships).

**Career Advising:** A collaborative process that 'helps students understand how their personal interests, abilities and values might predict success in the academic and career fields they are considering and how to form their academic and career goals accordingly.' (Hughey & Hughey, 2009)

**CAS Standards:** The Council for the Advancement of Standards in Higher Education (CAS) sets standards of practice that every advising program is expected to reach with reasonable effort and diligence. Pillar of Advising.

**Chickering, Authur W.** (1969). Vectors of identity development including: developing Competence, managing emotions, moving through autonomy toward interdependence, developing mature interpersonal relationships, establishing identity, developing purpose, and developing integrity.

**Components** of academic advising. Habley (1995) delineated three components of academic advising: 1) informational (what advisors must "know"), 2) relational (what advisor must "do", and 3) conceptual (what advisors must "understand") in order to do their jobs well.

**Concept** of Academic Advising (2006): One of the three NACADA's pillar documents. Lays out advising as teaching; many campus definitions of academic advising are drawn from the Concept.

**Core Competencies of Academic Advising Model** (2017). Broad range of knowledge and skills that support and guide academic advisors. This NACADA model is built upon the three component of academic advising first postulated by Habley (see above).

**Core Values** of Academic Advising (2005) serves as the association's statement of ethics in advising. Pillar document.

**Crookston, Burns** (1972). One of two founding fathers of developmental advising: "Advising is concerned not only with a specific personal or vocational decision but also with facilitating the student's rational process, environmental and interpersonal interactions, behavioral awareness, and problem-solving, decision making and evaluation skills. Not only are these advising functions but...they are essentially teaching functions as well."

**Dewey, John** – Nineteenth century philosopher and education reformer focused on democratic and intellectual development. He furthered the idea of an educated citizenry for a functioning democracy.

**Developmental advising** is dialogue-based advising, based upon student needs. It is 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, Ender, Miller & Grites, 1984, p. 19).

**Erickson, Erik** (1968). Developed stages of psychosocial development including "intimacy vs. isolation" (ages 18-35) that affect college-age students.

**Foreclosure** is a psychology term applied to students who prematurely commit themselves to academic majors or careers. Foreclosure can be self-defeating for students struggling in prerequisites (Shaffer & Zalewski).

**Gardner**, John (1986). Professor emeritus of the University of South Carolina and founder of the first-year experience movement. Gardner was the first executive director of the National Resource Center for the First-Year Experience and Students in Transition.

**Glennen, Robert** (1975) introduced the term 'intrusive academic advising' (now known as Proactive Advising) in *College Student Journal*, 9(1), 2-4. See 'Intrusive (proactive) advising' below and 'Advising's effect on retention, completion and retention' above for results of Glennen's work.

**Gordon**, Virginia. (1994,2006). Past NACADA president especially known for her work with career advising.

**Graduation Rate:** The percentage of first-time, full-time students who **persist** to receive their degree. In 4-year institutions, the graduation rate is calculated to reflect a four or six year time frame. At community colleges the rate is based upon percent of entering students who complete an associates degree within three years.

**Habley**, Wes. (1983,1995). Past NACADA president and widely quoted author who coined the three components of academic advising and developed the first models of academic advising.

**Hermeneutic advising:** A humanities based advising approach, based upon the art or science of interpretation, used as a tool by advisors to decipher, interpret, and understand students.

**Holland**, John (1959). Created the career development model based upon codes that bear his name including realistic (doers), investigative (thinkers), artistic (creators), social (helpers), enterprising (persuaders), and conventional (organizers).

**Intrusive** (proactive) advising. (1975). The original term of "intrusive" advising was coined by Robert Glennen. Varney (2013) delineated "proactive" advising strategies that have become a staple of the retention and persistence movement. Proactive advisors reach out to students prior to students encountering difficulties.

**Jung**, Carl (1920s). Considered the father of personality theory.

**Kohlberg**, Lawrence (1958). Six stages of moral development: Obedience/punishment, self-interest, interpersonal relationships, maintain social order, individual rights, universal ethical principles.

**Kuh**, George (1998). Emeritus professors at Indiana University Bloomington and founder of the National Survey of Student Engagement (**NSSE**) and related instruments that assess the time and efforts students devote to their educational activities and what schools are doing to help students

**Learning-centered advising: An academic advising approach centered on students, they goals students establish, and what students learn because they were advised.**

**Light**, Richard (2001). Harvard educational researcher and author of *Making the Most of College: Student Speak Their Minds* who found academic advising to be perhaps one of the most "underestimated characteristics of a successful college experience" (p. 81).

**Marcia**, James (1966). Identity theorist whose work is based upon the work of Eric Erikson. Looked at four levels of identity: diffusion (no identity crisis so no decisions need to be made), 2) foreclosure (students accept what is told to them), 3) moratorium (currently in crisis and may be too confused to make a decision), and 4) achievement (successful completion of a crisis; identity is established).

**Models of Advising/Advising Delivery Models** – The centralized, decentralized and shared structures of academic advising delivery systems. Originally described by Habley in 1983, Miller (2012) suggested that in searching for like advising models that we ask 1) Who is being advising?, 2) Who is doing the advising?, 3) Where advising is done?, and 4) How are advising responsibilities divided?

**Motivational Interviewing** – A counseling process that focuses on developing intrinsic motivation and resolving ambivalence. In advising, it is often associated with working with student in difficulty and undecided/undeclared students.

**Myers Briggs** (1962). A psychological type indicator developed by the mother/daughter team Katharine Briggs and Isabel Briggs Myers, based upon the work of psychologist Carl Jung. Myers and Briggs based their indicator on preferences based upon our interests, needs, values and motivation. Sixteen personality types are derived from answers to questions regarding four preference pairs: E/I (extravert/introvert), S/N (sensing/iNtuition, T/F (thinking/feeling) and J/P (judging/perception).

**NACADA (National Academic Advising Association):** Founded in 1977 and chartered in 1979, NACADA is the global community for academic advising. 12,000+ advisors, administrators, counselors, faculty, and other interested individuals belong to NACADA which is headquartered at Kansas State University.

**O'Banion, Terry** (1972). One of the two founding fathers of the developmental advising movement; he postulated that the process of academic advising starts with (1) exploration of life goals, then moves to (2) exploration of vocational goals, (3) program choice, (4) course choice, and (5) scheduling courses.

**Pascarella, E.T. and Terenzini, P.T.** (1991). Researchers within the field of persistence and retention noted for their book *How College Affects Students*.

**Perry, William** (1970). Author *Forms of Ethical and Intellectual Development in the College Years*. Perry's 9-stage model describes steps that move students from dualism (a single right answer to all questions) through multiplicity (knowledge is an opinion), to knowledge constructed through critical thinking based upon values and experiences.

**Personal Philosophy of Advising** - A personal philosophy statement describing the theoretical, motivational and overarching purpose of an individual's advising practice.

**Pillars of Academic Advising:** 1) CAS Standards, 2) NACADA Concept of Academic Advising, 3) NACADA Core Values of Academic Advising, 4) NACADA Core Competencies (2017).

**Prescriptive advising:** Knowledge is one-sided; there is a right answer (e.g., when is the last day to withdraw from a class?) (Drake, Jordan, and Miller, 2013).

**Retention:** percent of first-time, full-time freshmen (FTFTF) who return for 2<sup>nd</sup> year. This figure is reported each year by an institution's registrar via IPED reports to the US government. Much discussion has surrounded retention figures since the early 1990s culminating in today's discussion regarding the percentage of students (not just FTFTF) who complete their degree (known as persistence & completion) either at the same institution or at another.

**Socratic advising:** Advising approach rooted in the Socratic method; characterized by advisor asking probing questions to encourage students to examine their own life, career and educational goals.

**Schlossberg, Nancy** (1989). Theory of marginality and mattering: students must feel they matter to someone or some group at the institution to be retained (Davis, 2010).

**Strategies of academic advising:** activities advisors employ to implement a particular academic advising approach (Drake, Jordan & Miller, p. xiii).

**Success coaching:** Advising approach that draws connections between leadership/life coaching & developmental advising to provide students with useful, practical strategies for implementation to implement. (Drake, et al, p. xv).

**Super, Donald** (1957). A five stage developmental process for making career decisions including: growth, exploration, establishment, maintenance, and disengagement (Denham, 2010).

**Theories:** the conceptual frameworks routinely used in the practice of academic advising (e.g., student development, career). At this point theories are borrowed from the social sciences, education, and the humanities.

**Tinto, Vincent** (1987). Author of *Leaving College: Rethinking the causes and cures of student attrition*, the ground-breaking work in the field of retention.

**Undeclared/undecided:** Terms used to describe students who are currently attending an institution of higher education but have not officially indicated an academic major.

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