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Nota di contenuto	The New Advisor Guidebook; Contents; Preface; Changing Emphases in Higher Education; Current State of Advisor Training and Development; The Academic Advisor Core Resource Library; The New Advisor Guidebook: Audience, Focus, and Aims; Organization; Definitions; Final Thoughts; References; Acknowledgments; Review Panel for The New Advisor Guidebook, First Edition; Content Review Panel for The New Advisor Guidebook, Second Edition; Authors; Executive Office; Reference; The Editors; The Authors; PART ONE Mastering the Art of Advising; 1 Mastering the Art of Advising; Mastering the Art of Advising The Art of AdvisingDeconstructing the Magic: Essential Components and Competencies; Gaining Mastery; The New Advisor Development Chart: A Developmental Framework; The Developmental Journey; Chart Example: The General Education Program; The Learning Taxonomy: A Developmental Road Map; Self-development; Experience and the Learning Taxonomy; The New Advisor Development Chart and Learning Taxonomy; Mastery Matters; References; NEW ADVISOR DEVELOPMENT CHART: BUILDING THE FOUNDATION; References; PART TWO

Foundations: The Conceptual Component; 2 Academic Advising within the Academy
A Short History of Academic Advising; Defining Academic Advising; The Pillars of Academic Advising; Mission and Vision Statements; Roles and Responsibilities of Advisors; Academic Advising Reporting Channels; Organizational Structures for Academic Advising; The Role of Academic Advising in Student Success; Promoting the Professional Status of Academic Advising; References; Aiming for Excellence; Applications and Insights; 3 Ethical Issues in Advising; Defining Ethics; NACADA Core Values and CAS Standards; Ethical Guidelines for Resolving Dilemmas; Ethical Decision-Making Steps; The Case Considerations; Resolution; Using Ethical Practice in Appointments; Summary; References; Aiming for Excellence; 4 Theory Matters; Foundational Developmental Theorists and Theories; Burns Crookston and Terry O'Banion; William Perry; Alexander Astin and Vincent Tinto; Arthur Chickering and Linda Reisser; Nancy Schlossberg; Marcia Baxter Magolda; Student Identity; Social Constructivist Theory of Appreciative Inquiry; Advice for Advisors; Aiming for Excellence; References; Voices From the Field; LaPortes Model of Core Desired Feelings; Theory to Practice Activities; Focus Shifting
Values Clarification; Questions That Lead to Clarity; Summary; Aiming for Excellence; References; Voices From the Field; The Personal Philosophy Statement; Definition; Purpose; Content; Creating a Personal Philosophy of Academic Advising; References; Glossary of Conceptual Terms; References; PART THREE Foundations: The Informational Component; Reference; 5 The New Professional Advisor; Internal and External Information; Managing Advising Information; Assessing Challenges to Learning Advising Knowledge; Acquiring Advising Information; Organizing Information for an Effective Appointment
Planning for Practical, Intentional Self-development

Sommario/riassunto

This is an exciting time to be an academic advisor—a time in which global recognition of the importance of advising is growing, research affirms the critical role advising plays in student success, and institutions of higher education increasingly view advising as integral to their missions and essential for improving the quality of students' educational experiences. It is essential that advisors provide knowledgeable, realistic counsel to the students in their charge. The New Advisor Guidebook helps advisors meet this challenge. The first and final chapters of the book identify the knowledge
