

From the Co-Editors

Academic advisors work with students of almost limitless differences. Even individual students at the same institution and within the same cohort present unique circumstances and needs (Robbins, 2013). Although the concept and practice of developmental advising (Crookston, 1972/1994/2009; O'Banion, 1972/1994/2009) as well as other advising approaches include consideration of each student's characteristics, needs, and goals, advisors and others in higher education often tend to categorize them into specific cohorts or populations based on identified similarities. The Clearinghouse from NACADA: The Global Community for Academic Advising (<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Student-Populations-Index.aspx>) identifies 34 separate student cohorts or populations, not including classifications by institutional type, academic major, or student issue. Although the Clearinghouse does not offer an exhaustive list, those populations described are not mutually exclusive of one another.

The articles in this issue address five different student cohorts. A small sampling of all found at U.S. institutions, these groups demonstrate the variety of students and issues with which academic advisors work on a daily basis.

By considering exploratory first-year students, Jamie L. Workman performed a phenomenological analysis using grounded theory techniques to explore advising experiences of six students with undeclared majors who received a modified version of appreciative advising. Using Schlossberg's (2011) transition model, Workman provides insight into the meanings students assigned to their advising experiences. In another angle on this cohort, Claire Wiley and Judy Williams liken the needs and stages of the undecided to those learning the research process. Students in both circumstances seek to solve a problem or answer a question via new information.

Donna L. Menke investigates career development for student-athletes with an emphasis on their tendency toward self-foreclosure on their athletic identities, which in turn impedes their career development. Menke suggests that Gordon's (2006) 3-I decision-making process can be used to advance the career maturity for the student-athlete. To determine the effects of a 3-week course in study strategies on improving the academic performances of students on probation, Sara J.

Renzulli used comparative case study methodology and found that students reported feeling that they benefited from the intervention. Renzulli offers suggestions for advisors working with students who struggle academically.

Adult graduate learners comprise the final student cohort addressed in this issue. Shawnda M. Schroeder and Katherine L. Terras provide insight into the academic advising needs of adult learners via phenomenological inquiry. They undertake the study in the absence of literature that describes the nondissertation advising needs of graduate students and those who study in cohort, online, and classroom environments. They conclude that, regardless of learning environment, adult students require complex and holistic advising that addresses more than their research or dissertation and thesis concerns. They also found that adult graduate students across environments presented variations on their specific needs for contact and encouragement.

The issue concludes with a transcript of a keynote presentation by Terrell Lamont Strayhorn given at the 2014 NACADA Annual Conference. This well-received presentation concerned the important role of academic advisors as cultural navigators of all cohorts in promoting a sense of belonging for students at their respective institutions.

Regardless of the student populations in need of guidance, effective academic advising requires practitioners to consider so many factors, while serving as a cultural navigator, that the ability to undertake such a monumental enterprise seems a wonder. However, advisors every day build bridges to those entering and leaving their institutions, contributing to the mission of the university and of society to graduate well-prepared adults. They help the foreclosed, underachieving, and overlooked to reach the dreams they bring to college and the ones they form while enrolled. They come from all across the institution, applying overarching skills and making connections to practice advising holistically and equitably to meet the unique needs of each advisee.

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