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“Wait! Don’t We All Want the Same Thing Here?”

**From Helicopter to Lawn Mower
Parents: Collaborating to Enhance the
Advising Experience”**



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Outline

- ✗ Why we chose this topic
- ✗ The importance of working collaboratively with parents in advising
- ✗ Definitions
- ✗ Statement of the problem
- ✗ Theories
- ✗ Exercise: Advising Scenarios
- ✗ Useful tools and resources
- ✗ Discussion
- ✗ Questions?



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Definitions: Millennial Student

Born between 1982-2002, Children of the late Boomers and Early “Gen X” generation, Began arriving on campuses in 2000.

- Sheltered
- Team-Oriented
- Possess Lofty Goals
- Central to their parents sense of purpose
- Pressured
- Multi-Task abilities
- Born into the era of the Perfect Child
- Focused on grades and performance
- Pack their resumes with extracurricular and summer activities
- Eager to volunteer for community service
- Talented in digital-mobile technologies

(Howe and Strauss, 2007)



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Definitions:

Teacup Student

A teacup is a person who is easily discouraged or weakened by a difficult situation — a college student with a fragile psyche because of excessive interference by his or her parents at each stage of his/her life. It can leave the person feeling he or she is incapable of handling problems independently .



<http://timesofindia.indiatimes.com/home/sunday-toi/open-space/Who-is-a-teacup-/articleshow/9169329.cms?referral=PM>

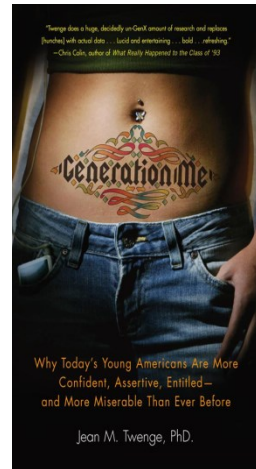


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Definitions: Students

- **Millennial Student**: Also known as Generation Y, are the demographic cohort following Generation X. There are no precise dates when the generation starts and ends. Commentators use beginning birth years from the early 1980s to the early 2000's (Howe and Strauss 2011).
- **Peter Pan Generation**: The “boomerang generation” or *Peter Pan generation*, students have perceived tendency for delaying some rites of passage into adulthood, for longer periods than most generations before them. These labels were also a reference to a trend toward students living with their parents for longer periods than previous generations (Kathleen Shaputis, American Sociologist 2014).
- **Generation Me**: Most commonly, Generation Me is simply another name for Generation Y, which includes everyone born between the early 1980s and the turn of the century. However, some sociologists extend Generation Me back into the 70s to include a portion of Generation X (Author: Jean M. Twenge, Generation Me, 2006).



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Definitions:

Alternate University



Meanwhile, in an alternate universe...



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Definitions:

Parent

- **Helicopter Parent**: a parent who takes an overprotective or excessive interest in the life of their child or children: college officials see all this as the behavior of an overindulged generation, raised by helicopter parents and lacking in resilience. 1980s: from the notion of the parent 'hovering like a helicopter' over the child or children (*Oxford Dictionary 2013*).
- **Lawnmower Parent**: A parent who tries to smooth his or her children's paths through life by solving their problems for them. Lawnmower parents have taken up where helicopter parents left off. Instead of hovering over their children and closely monitoring them as helicopter parents are known to, lawnmower parents get out in front of their children to try and clear the way for them.
(2014 CRJEnglish.com <http://english.cri.cn/8706/2013/03/04/1943s751584.htm>)
- **Black Hawk Parent**: Gets angry and often overreacts to real or perceived slights to child such as a disappointing grade, exclusion from a party, rejection from private school or college. Goes straight to the top (teacher, principal, coach, admissions head, etc.) when upset about treatment of child and has hard time seeing other parents', children's, or administrators' perspectives (*Washington Post 2014*).



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Definitions: Parent

- **Snowplow Parent:** A new moniker, [snowplow parents](#), refers to those who not only hover like helicopter parents but also plow ahead to preemptively eliminate any obstacles from their child's path (*Washington Post* 2013).
- **Involved Parent:** Parents have been sent messages all through their child's life that students of involved parents do better in school. Study after study has suggested that when parents are involved in their student's experiences in elementary, middle and high school, that the students do better academically and are more likely to attend college. Suddenly, when students enter college, the message changes, but parents' habits may not change (*College Parents of America Website-2014*).



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Statement of the Problem

Who are we advising?

Academic Advisors must take a multi-perspective approach to advising in efforts to meet the individual needs of:

1. Advisor
2. Student
3. Parent
4. Institution



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Research and Data

- 38% of students reported that parents had called or attended meetings with academic advisors.
- 31% of students reported that their parents had called professors to complain about a grade.
- Vanguard Group: 7 of 10 college recruits that are offered positions state "'Let me talk to my parents. I'll get back to you.'"
- According to the 2006 Recruiting Trends, 31% of employers reported receiving student resumes from parents.
- Parents have highest influence on career choice for Generation X (31%) and Millennials (42%)



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Research and Data



National Survey of Engagement (2007)

Students who had high levels of contact with their parents and whose parents advocated for them to college officials on their behalf are more satisfied with their college experience, and report higher levels of engagement and academic fulfillment than do their counterparts, according to the report.

Yet, too much contact with family and H.S. friends can inhibit learning according to the survey. Students with the hyper-involved parents had significantly lower grades than others.

One study, published in the Journal of Child and Family Studies, found that over-controlling parents undermine the competence and confidence of college students and can negatively affect the parent-student relationship.

This same study suggested that parental over-involvement can produce “teacups.” “Students so fragile, they break easily.

Read more: <http://www.insidehighered.com/news/2007/11/05/nsse#ixzz2tj5nKnFD> & <http://www.bostonglobe.com/arts/2013/11/09/parents-overly-involved-college-students-lives/mfYvA5R9lhRpJytEbFpxUP/story.html>



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Research and Data

Why Work with Parents in Advising?

1. Parents are paying tuition.
2. Parents have a desire to be more involved in the education of their children.

Many colleges and universities are providing information and offering services specifically for parents.

Examples of specialized parent services include:

- *Separate orientation sessions for parents
- *Offices devoted to serving parent needs
- *1-800 number for parents
- *Parental notification for violations of alcohol and substance abuse
- *Fundraising targeted to parents
- *Web sites directed to parent needs/questions
- *Family weekends

Parental involvement is not necessarily unhealthy or unacceptable.
There are many benefits in including parents and families in the college experience.

Glenn Kepic, Nacada Clearinghouse 2014

<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Parent-involvement-in-advising-.aspx>



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Theory: Parental Attachment Styles

Patterns of Attachment:

1. Secure Attachment
2. Ambivalent Attachment
3. Avoidant Attachment
4. Disorganized Attachment

Ainsworth 1970 "Strange Situation" -- Main & Solomon 1986 later added the "Disorganized Attachment"



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You Might Be a Helicopter Parent If You...

1. Write admissions essays.
2. Bypass chain of command -proceed directly to the President's office.
3. Contact faculty about grades.
4. Challenge disciplinary decisions.
5. Select courses and are involved in the academic advisement process.
6. Contact employers regarding internships and job opportunities.
7. Play the lead role in planning and scheduling your child's activities.



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FERPA

- **The** Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a U.S. Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

- **FERPA** gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."



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Using FERPA and CAS as Tools for Working with Parent

Share with Parents the Goals of NACADA's CAS Standards in Advising including:

- Assisting students in evaluating their personal values and beliefs.
- Assisting students in considering their life goals by relating their interests, skills, abilities, and values to careers, the world of work, and the nature and purpose of higher education.
- Assisting students in developing educational goals consistent with their life goals and objectives and using these goals as a guide to decision making.
- Assisting students in developing decision-making skills
- Providing accurate information about institutional policies, resources and programs.



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Tools to Enhancing Communicating with Parents

- Provide parents (whether in person or by mail) with some written information they can read later about advising theory used at the institution.
- Be sympathetic but not apologetic: if the student has run afoul of the college's rules and policies, he or she needs to take responsibility.
- Stay cool and clearly outline the student's options.
- Do not attempt to interpret or fix family dynamics. However, continue to emphasize the student's responsibility for his or her progress and encourage student-parent communication about grades and progress.

**Stack (2003)*



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The Advisor's Conflict

What do parents want us to share with them?

What do our students want us to share with their parents?

What will our institutions allow us to share with parents about our students?



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Solution: The Advisor Must Clearly Define Roles and Expectations



WHERE DO I FIT IN...?



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Role of Advisor

- Monitor student progress and guide the student toward academic success
- Help the student understand his or her responsibilities toward academic success
- Act as a liaison between the institution and the student
- Act as an advocate for the student
- Refer the student to appropriate institutional resources

**(Crookston 1972)*



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Role of Student

- Responsible for learning and understanding
- Monitor his or her own academic progress
- Know the degree requirements of the college and major of interest
- Communicate with the advisor regarding issues and/or concerns about academics or student life
- Attend classes
- Manage time for class preparation
- Become familiar with university resources
- Understand and adhere to university policies

**(Davis & Murrell, 2003)*



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Role of Parent

- Be available to support and encourage
- Maintain regular contact
- Offer advice (when appropriate)
- Encourage students to do things they can do for themselves
- Allow students to make mistakes in this safe environment

<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Working-with-parents.aspx>

[Mark D. Menezes](#)

State College of Florida Manatee-Sarasota



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Checklist for Working with Parents

- Ask the student at the beginning of the session if they mind having their parent(s) join them in the advising session. The student has a right to say 'No'
- Consider the placement of the student and parent(s) in your office
- Direct parents toward student and maintain eye contact with the student
- If the parent(s) asks or answers a question, redirect the issue back to the student to get his/her input
- Always let the student know that he/she can return to see if they wish to continue the discussion one-on-one.



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Exercise: Case Studies

- Get into Groups of 3
- Review the real-life case scenario with your group
- Decide how your group would handle the parent situation
- Report back
- Discussion



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Summary

1. Focus on what you CAN do and not what you cannot do.
2. Always make attempts to de-escalate situations.
3. Encourage parent-student communication.
4. Clearly define Advising roles and expectations pre-admission and stay true to these roles.



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Next Steps...

- Where can I learn more about working with parent?
- How can I implement these skills in advising?
- Where do I begin?
- How can I get my colleagues to buy in?



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Advising Resources

- NACADA Clearinghouse
- Nacada Family Guide
- **National Orientation Directors Association (NODA)**
- **National Association of School Personnel Administrators (NASPA)** Parents Knowledge Community listserv.
- *Empowering Parents of First-Year College Students: A Guide for Success* Richard Mullendore & Leslie Banahan (2007)
- *A Family Guide to Academic Advising* Donald Smith & Virginia Gordon (2003)



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Advising Resources

Parent resource links

- Categories: [Advising Students](#)
- NACADA publications:
 - [A Family Guide to Academic Advising](#), print resource for parents and family members available in the *NACADA Store*
- Clearinghouse articles:
 - [Advisors and parents: Together building stronger advising relationships](#), Mark D. Menezes
 - [Causes and implications of parental involvement in the advising process](#), Glenn Kepic
- Articles 2010 to current:
 - [A new attitude: Rethinking advisor interactions with parents](#), via *Academic Advising Today*
 - [College 101 for parents](#), by Drew Appleby - via *Indian University Purdue University Indianapolis*



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Advising Resources

- [Helicopters, snowplows and bulldozers: Managing students' parents](#), via the *Association of College Unions International*
- [Leveraging parents as allies in student success](#), via *Academic Impressions*
- [Parents: Help or hinderance?](#) via *Inside Higher Education*
- [Students, welcome to campus; parents, go home](#), via *NY Times*

Articles 2009 and before:

- [Educating parents about college life](#), via *The Chronicle Review*
- [Involved parents, satisfied students](#), via *Inside Higher Education*
- [It's your child's education, not yours](#), via *Chronicle of Higher Education*
- [Letting up and letting go](#) via *Academic Advising Today*
- [Students, parents, colleges: Drawing the lines](#), via *Chronicle of Higher Education*
- [Survey finds mismatch in student achievement and parents' college expectations](#), via *Education*
- [The emotional toll of being too involved in your kid's life](#), via *The Wall Street Journal*

Parent Resource Links: Nacada 2014 Website



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Advising Resources

Chronicle of Higher Education

- [Surveys of students challenge 'Helicopter Parent' stereotypes](#), via *Chronicle of Higher Education*
- [The emotional toll of being too involved in your kid's life](#), via *The Wall Street Journal*
- Resources:
- [College Parents of America](#)
- [FAQ for working with parents](#), via *Clearinghouse*
- [Legal issues in academic advising: Parents and FERPA](#), via *Clearinghouse*
- [Reaching out to parent](#), via *Clearinghouse*
- <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Working-with-parents.aspx>
- [Release of information to parents](#) via *Clearinghouse*



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Advising Resources

Parent handbooks:

- Biola University, [Parent Handbook](#)
- Colorado State, [Parent Handbook](#)
- Hope College, [Connections](#)
- Mississippi State, [Parent Handbook](#)
- University of California, Santa Barbara, [Online Parent Handbook](#)
- University of Minnesota, [CLA PARENT](#)
- Westminster College, [Handbook for Parents](#)

Parent Web sites

- California Polytechnic University, [Parents Transition Guide](#)
- East Carolina University, [Office of Parent Services](#)
- George Fox University, [Parents Web site](#)
- Hope College, [Parent's Place](#)
- Kutztown University, [Advising Undeclared Students Parent Web site](#)



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Thank You for Attending

Questions

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