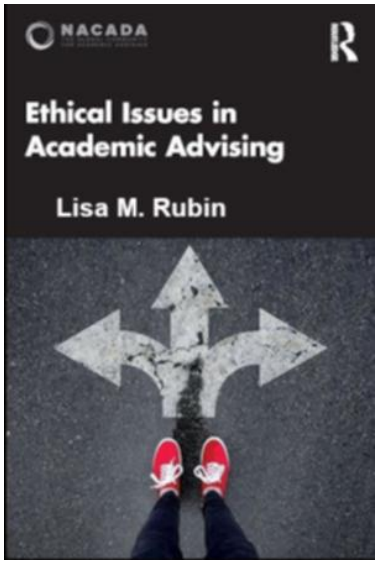
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Rubin, L. M. (2025). *Ethical issues in academic advising.* Routledge.

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Reviewed by Elizabeth Hamilton
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Lisa M. Rubin sets out to equip advisors and advising leaders with practical tools for ethical decision-making across recurrent and emerging dilemmas. Writing for both new and seasoned practitioners, she argues that effective advising ethics require situational judgment anchored in professional standards and reflective practice, rather than simple right–wrong rules.

The book is organized into three parts across 10 chapters. Part I defines advising ethics and traces key historical and professional standards. Part II examines recurring dilemmas—confidentiality, equity and access, dual roles, technology, and compliance. Part III turns to specialized contexts, including transfer, online, and international students, and concludes with implementation tools: reflection questions, decision frameworks, and case analyses.

Among the book's chief strengths are its clear chapter roadmaps and the way individual chapters build toward a coherent picture of ethics in advising. Each chapter concludes with thoughtful reflection questions and case studies that surface the nuanced dilemmas advisors encounter. A particularly insightful case at the end of Chapter 9 examines the distinct risks and challenges involved in advising international students, attending carefully to the cultural landscapes they bring to U.S. campuses. These, and the other cases, feel timely and well calibrated to advising realities.

Rubin also illuminates the creative, student-centered solutions advisors often employ. She weighs the trade-offs of such approaches with nuance, resisting binaries and inviting readers to reflect personally while maintaining professional decorum. This stance is especially vital in today's polarized climate, in which students may arrive with "us vs. them" mindsets. By

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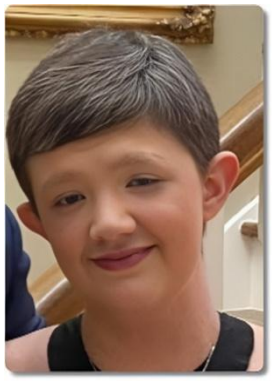
modeling balance and empathy, the book reinforces an advising ethic that treats students as human beings first.

Positioned alongside standard resources from NACADA (National Academic Advising Association) and recent practitioner guides, Rubin's volume distinguishes itself by pairing concise conceptual grounding with teachable cases and end-of-chapter prompts well suited to graduate seminars and advisor onboarding.

One area that merits deeper treatment is organizational ethics: how staffing levels, caseloads, and performance metrics shape the very dilemmas advisors face. While Rubin foregrounds student-centered judgment, limited attention to labor conditions risks individualizing problems with structural roots. A brief bridge from practitioner ethics to institutional responsibility—such as the continuity-of-care implications of high advisor turnover—would strengthen the book's practical uptake.

Even with this caveat, the scenarios and ethical questions the book addresses are consistently strong. Rubin demonstrates command of advising practice, ethical theory, and the psychology of today's students. Taken together, these strengths make *Ethical Issues in Academic Advising* a valuable addition to advising offices and to the shelves of readers with an interest in higher education and its ethical complexities.

About the Reviewer



Elizabeth Hamilton is in the final year of an EdD program at Southern Illinois University Carbondale. She is passionate about the adaptability of higher education for individuals with disabilities and is a proud member of the disability community, having both a visual impairment and Asperger's syndrome. She has participated in regional and national conferences and presented research regarding ensuring that college students with visible and invisible disabilities have the necessary resources for success.

About the Author



Lisa M. Rubin is a Professor in the College of Education at Kansas State University, where she supports master's programs in College Student Development and Academic Advising and doctoral programs in Student Affairs in Higher Education and Leadership in Academic Advising. She coordinates graduate credentials in Academic Advising and College Athlete Development, chairs Kansas State's Institutional Review Board, and serves as Editor of the *NACAD: The Journal*

of The Global Community for Academic Advising. Her scholarship centers on advising and developing college athletes and current issues in intercollegiate athletics, grounded in broad experience across student affairs roles. She was named one of the Top 25 Woman Leaders in Higher Education and Beyond by *Diverse: Issues in Higher Education* in 2017.

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