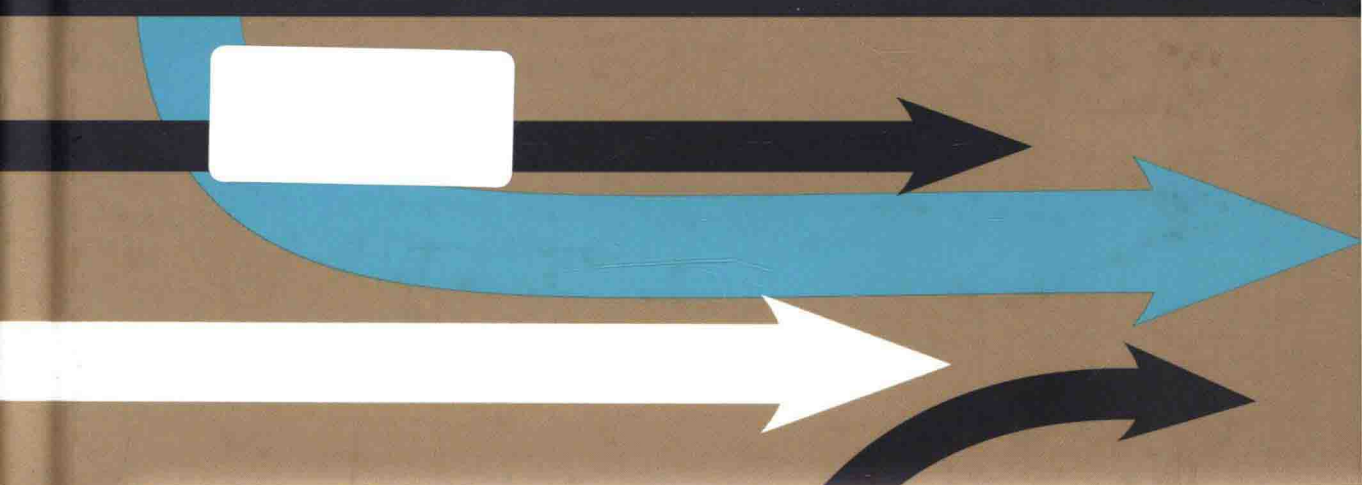


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An abstract graphic at the top of the cover features a thick black horizontal arrow pointing right, a large blue arrow curving upwards from below the black one and pointing right, and a white arrow pointing right below the blue one. A small black curved arrow is also visible below the white one. A white rectangular box is positioned on the black arrow.

# The New Advisor Guidebook

Mastering the Art of  
Academic Advising

Pat Folsom  
Franklin Yoder  
Jennifer E. Joslin  
EDITORS

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It is essential that advisors provide knowledgeable, realistic counsel to the students in their charge. *The New Advisor Guidebook* helps advisors meet this challenge by providing an introduction to what advisors must know to do their jobs effectively.

### → Praise for *The New Advisor Guidebook*

"Academic advising matters for student success. Advisors of all stripes—professional staff, faculty, and others—who enact the wise counsel offered by this masterful resource will enhance their effectiveness and boost student accomplishment."

—**George D. Kuh**, director, National Institute for Learning Outcomes Assessment (NILOA), and adjunct research professor, University of Illinois

.....  
"This book empowers new and seasoned academic advisors to enhance the depth and breadth of their skills. Its 'New Advisor Developmental Chart' is an essential guide for all who help students reach their personal, academic, and career goals."

—**Susan R. Komives**, professor emerita, University of Maryland, and past president of the Council for the Advancement of Standards in Higher Education (CAS) and ACPA-College Student Educators International

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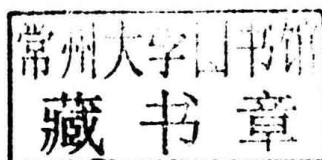
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The  
**New Advisor**  
Guides



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Pat Folsom, Franklin Yoder, and  
Jennifer E. Joslin



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# THE NEW ADVISOR GUIDEBOOK



The Jossey-Bass Higher  
and  
Adult Education Series



*This book is dedicated to all embarking on the journey  
to master the art of academic advising.*

## PREFACE

This is an exciting time to become an academic advisor—a time in which global recognition of the importance of advising is growing, and research affirms the critical role advising plays in student success (Klepfer & Hull, 2012). This positive attention to the field also means that advisors, regardless of their specific responsibilities, face the intense challenge to deliver quality services responsive to the specific contexts of the institution and the changing needs of students (Wallace, 2013, ¶3). This second edition of *The New Advisor Guidebook* is specifically designed to help first-time advisors meet this challenge. As the first of three books in the newly developed academic advisor core resource library, it also prepares advisors to meet the students' advising needs over time and within a continuously changing higher education environment.

### Changing Emphases in Higher Education

State, provincial, federal, and national parliamentary bodies are compelling postsecondary institutions to focus on degree completion, financial affordability, career attainment, the worth and efficacy of higher education, and the burden borne by citizens, students, parents, and governments. The resulting focus on college completion has increased the scrutiny of policies extant before the global financial crisis in the late 2000s and inspired new policies; for example, performance-based funding has replaced enrollment-based funding. This reprioritization is associated with increased involvement of government entities and higher education foundations.

Agents of change are paying attention to graduation rates and progression, career and work readiness, appropriate major choices, and careers in science, technology, engineering, and math as well as service-oriented business environments. The Georgetown Center on Education and the Workforce, The Lumina Foundation, and other nonprofit organizations stress that college-bound students should consider financial aid responsibilities, graduation and progression rates, and majors that lead to the best job postgraduation (e.g., Carnevale, 2013; Carnevale, Smith, & Strohl, 2010). In the United States, President Obama has called for greater institutional transparency such that students and their parents can access information helpful for making optimal choices for the postsecondary experience.

As the burden for higher education has shifted from taxpayers to students and parents in the United States, the United Kingdom, and elsewhere, institutions have redoubled efforts on effective academic advising, personal tutoring, and other student support services (Field, 2015; Organisation for Economic Co-operation and Development, 2012; Thomas, 2012). Advising administrators as well as practitioners have responded to the new demands by highlighting the importance of adequate staffing,

state-of-the-art technology tools, assessment, and training and ongoing professional development for long-term effective advising.

## Current State of Advisor Training and Development

The increased attention on the importance of effective academic advising leads to greater recognition of the importance of and need for advisor training and ongoing professional growth and development. To deliver advising that enhances students' educational experiences, aids in fulfilling institutional missions and goals, and meets the changing emphases in higher education, advisors must participate in opportunities for professional growth.

The first edition of this *Guidebook* (Folsom, 2007) offered a vision for a comprehensive approach to advisor training and development, calling for programs that include “year-long new-advisor development programs” (Folsom, 2007, p. 8) and “that provide ongoing training support” to ensure that newcomers to the field “fully develop as advisors” (p. 8). More recently, Julie Givans Voller (2011) explicitly outlined the requisite components of a comprehensive approach to advisor training and development:

Comprehensive programs include pre-service training for new advisors as well as ongoing support throughout a new advisor's first year in the field. Moreover, they include continuous professional development through multiple delivery methods for experienced advisors at all stages of their careers. (§3)

However, upon review of the 2011 NACADA *National Survey of Academic Advising*, Givans Voller (2013) noted that “fewer than one half of the respondents indicated receiving pre-service training and individualized development and nearly one tenth received no training or development” (§3). She also pointed out, “Even though the success of advising hinges upon the strength of training provided from pre-service until the end of an advisor's career, the number of institutions supporting comprehensive training and development programs for advisors is low” with “fewer than one half (47%) of institutions [offering the components] . . . , which embody the definition of *comprehensive*” (Givans Voller, 2013, §3).

Recent publications indicate that despite making some progress in training content, institutions need to substantially improve access to extensive initiatives (Fusch & Phare, 2014). An Academic Impressions survey of advising directors (Fusch & Phare, 2014) indicated that the content of training has improved since the publication of the first edition of the *Guidebook*: “Most formal training programs remain short, heavily information-driven sessions” (Folsom, 2007, p. 7, summarizing from Gordon & Habley, 2000). In fact, the Academic Impressions survey revealed that most directors of advising offer “some training in developmental and intrusive advising, rather than merely prescriptive [*sic*] advising” (Fusch & Phare, 2014, §4) and that “approximately

65% provide training in the other skill sets: relational (establishing trust, communication, questioning, mentorship), conceptual (the theory and practice of advising, student rights/responsibilities), and personal (including personal growth and professional development)” (§2). Although conceptual and relational components of advising are incorporated into initiatives at some institutions, in general, training programs appear to remain information heavy: “More than 90% of directors provide some training on informational skills” (Fusch & Phare, 2014, §2).

The amount of training advisors may receive remains discouraging. According to the Academic Impressions survey, “Only 61% offer an orientation for new advisors” and “a sizeable minority offers no training at all” (Fusch & Phare, 2014, §6). These findings indicate little, if any, improvement since 2011, when the *NACADA National Survey of Academic Advising* revealed that 40% of institutions provide pre-service training (Carlstrom & Miller, 2013). As Givans Voller (2013) explained, these findings “suggest that college students may know more about the institution than their advisors do” (§8).

In fact, ongoing training and development efforts fall short of the continuous professional development critical for comprehensive programs (Givans Voller, 2013). According to the Academic Impressions survey, ongoing training and development—a critical component of comprehensive programs—is not being maximally offered by advising directors (Fusch & Phare, 2014, §7):

- 65% . . . offer occasional workshops.
- 62% facilitate some form of peer advising or mentorship.
- . . . 51% offer a structured series of ongoing trainings (which may, or may not, be mandatory).

Most of the directors responding to the 2014 Academic Impressions survey worked with professional advisors, but an earlier survey targeting academic deans and department chairs as well as advising directors paints an equally alarming picture of training for faculty advisors (Fusch, 2012). Survey results indicate that “three quarters of the institutions surveyed rely heavily on faculty advisors,” yet “faculty advisors often receive little or no training” even at institutions where “there were many resources available for training and developing professional staff” (Fusch, 2012, §2).

Results from the Academic Impression surveys (Fusch, 2012; Fusch & Phare, 2014) suggest that institutions are not fulfilling goals for preparing and developing effective academic advisors. The question posed by directors in the latest Academic Impressions survey may reveal much about the work left to do: “How do you move training beyond just an information dump, and ensure that advisors will be equipped and driven to implement what they’re learning?” (Fusch & Phare, 2014, §8). In the long term, this question can be addressed by the implementation of comprehensive advisor training and development programs at all institutions of higher education. More immediately, leaders in the advising field must (a) create a common advising

curriculum delineating the knowledge and skills new advisors must acquire, (b) provide advisors with the resources to study this curriculum, and (c) give advisors the tools to manage their development. The academic advisor core resource library offers effective tools for new advisors, even for those without access to formal training programs.

## The Academic Advisor Core Resource Library

The academic advisor core resource library supports all advisors in their development over time: as they enter the field, gain proficiency, and master the art of advising. The resource library is composed of three books, each of which addresses one of the three essential components of advising (Habley 1987, 1995; chapter 2):

- The informational component includes knowledge advisors must acquire.
- The relational component reflects the communicative skills and approaches advisors must master.
- The conceptual component refers to the ideas and theories that advisors must understand.

The *Guidebook* offers the informational component. It introduces readers to and provides the foundational basis for all three components of advising. The book also offers guidelines for meeting goals related to the three components in the advisor's first year through foundational mastery (three or more years). The *Guidebook* is Advising 101 and serves as the entry point to the core resources for most new advisors.

*Academic Advising Approaches: Strategies That Teach Students to Make the Most of College* (Drake, Folsom, & Miller, 2013) focuses on the relational component. As they grow more proficient in their craft, academic advisors expand their relational skills to include a variety of approaches and strategies that help students understand and take advantage of the college experience. *Approaches* provides a comprehensive examination of the communicative strategies advisors invoke, as appropriate, to address the diverse and sometimes difficult issues students bring to advising sessions. The *Approaches* book is considered Advising 201, the second-level core resource for advisors (Year 2 and beyond).

*Beyond Foundations: Becoming a Master Advisor* (Grites, Miller, & Givans Voller, forthcoming) concentrates on the conceptual component of academic advising, including a variety of topics that experienced, master advisors must understand to make a difference for their students, campus, and profession. *Beyond Foundations*, Advising 301, is targeted to advisors who have been practicing the craft for more than three years.

## *The New Advisor Guidebook: Audience, Focus, and Aims*

The audience for the updated *New Advisor Guidebook* extends to faculty or professional advisors new to the field. We anticipate that those establishing or refining training programs will utilize the *Guidebook* as a resource for advisors, and it will serve as the primary resource for advisors managing their own development. We encourage those institutions and associations worldwide to use the *Guidebook* as a curriculum guide for those new to the profession, especially those responsible for their own self-development.

Advisors develop excellence through formal study, training, practice, and observation (The American Heritage College Dictionary, 1993). As experiential learners, academic advisors remain students in their fields to gain mastery and achieve excellence (chapter 1). The content and design of the new *Guidebook* support the experiential learning journey advisors take to master the art of advising.

Each chapter focuses on foundational content: the basic terms, concepts, information, and skills advisors must learn in their first year and upon which they will build expertise over time. In addition, within each chapter, contributors have created pathways to practice for new advisors: strategies, questions, guidelines, examples, and case studies that help them connect foundational content to their work with students. For example, Kim Roufs (chapter 4) describes a number of student development theories and demonstrates ways they may be employed in advising sessions; Karen Archambault (chapter 10) identifies five questions advisors can use to gain awareness of their biases and avoid making assumptions about students and then illustrates their use in student situations; Jayne Drake (chapter 12) presents case studies to demonstrate various advising approaches. Additional practice-oriented materials are included in Applications and Insights, such as Peggy Jordan's checklist for listening, interviewing, and referral skills (chapter 11), and Voices From the Field, that feature advising concepts in practice; for example, Anna Chow (chapter 10) applies Archambault's self-knowledge questions to advising international students.

In addition to pathways to practice, we embedded other key elements of advising within chapter content. The authors integrated concepts of diversity as they apply to the advising field (e.g., student populations, advisor role, and institutional type) into their chapters. They also integrated the use of technology, focusing on ways it affects practice. Contributors aimed to keep the full scope of advising practice in their specialized treatises. Those who have served as trainers recognize that new advisors often focus on the mastering of information and the acquisition of communication as the goals for development. As editors, we wanted new advisors to understand that fundamental knowledge and skills provide the tools to use in helping students succeed.

The *Guidebook* also offers new advisors a framework as well as strategies and tools for managing their own development. An updated New Advisor Development Chart (chapter 1) outlines the knowledge and skills practitioners must acquire to effectively advise students. In the Chart, advisors will find two sets of expectations: those realistic for mastering knowledge and skills at the end of one year and those for

foundational mastery at the end of three years (chapter 1). The first chapter also includes a learning taxonomy (Anderson et al., 2000) advisors can use to benchmark their development. Aiming for Excellence activities at the end of each chapter give advisors concrete ideas and strategies for expanding their knowledge and improving their skills. Franklin Yoder and Jennifer E. Joslin (chapter 17) present advisors with a framework, guidelines, and a calendar template to manage their growth through a year-long self-development program.

## Organization

The first and final chapters of the book identify the knowledge and skills advisors must master. These chapters also present frameworks for setting goals, benchmarking progress, and creating self-development plans. Between these two chapters lies the heart of the book—the content advisors need to read, learn, and apply, as well as use for reflection, as they begin to work with students. This core material is divided into four parts. The first four individual parts present the three essential components of academic advising: conceptual, informational, and relational. Parts four and five address the various ways in which advisors deliver advising: one-to-one, in groups, and online. The book concludes with a section on training and professional growth. Readers will find that the New Advisor Development Chart (chapter 1) closely aligns with this organizational scheme.

## Definitions

We made an editorial decision to use Linda Higginson's (2000) framework for the informational component of advising—institutional, external, and self-knowledge as well as student needs—in part three of the book. The use of this framework provides consistency across chapters in addressing various aspects of the informational component. We offer a new feature in this edition: a glossary of terms specific to the advising field (part two). The glossary offers new advisors a quick, easy-to-use point of reference as they read chapters or seek to refresh their understanding of advising terminology.

In addition to chapters, we include practice-based features: Applications and Insights, Voices From the Field, and Aiming for Excellence activities. These terms may be applied differently in other NACADA materials. For the purposes of this publication they are defined as follows:

- Applications and Insights are short, practice-based materials that assist advisors in thinking about or applying concepts outlined in the chapters. They may include checklists, questions, outlines, and brief descriptors or strategies (e.g., characteristics of effective advisors).
- Voices From the Field feature information, concepts, and theories applied to the practice of advising as explained by seasoned practitioners.



- Aiming for Excellence activities and queries offer concrete strategies and ideas for advisors to use in managing their growth and development.

## Final Thoughts

We congratulate readers on entering this vibrant and rewarding field. We, too, were once new, and we remember how excited—and nervous—we were at the prospect of getting to know and work with our students. We assure readers that they are not expected to possess the knowledge and skills they need to be master advisors on their first day or even in their first year. Advisors achieve excellence through an experiential learning process over many years.

This book sends the advisor on the first leg of the journey. It is designed to help new advisors gain proficiency in advising and to chart their growth as they do so. Although the content focuses on the knowledge and skills advisors need to acquire in their first year, the practice-based materials offer guidance for the years leading to foundational mastery. As advisors apply knowledge they have gained from this book and reflect on their specific experiences in the field, they should return to various chapters and features to document their progress and set new goals. Like the editors and contributors to the first edition of the *Guidebook*, we hope that each advisor's personal copy of this edition "has notes in the margins and becomes dog-eared" (Folsom, 2007, p. 9). We wish all new advisors a rewarding and successful journey!

PAT FOLSOM  
FRANKLIN YODER  
JENNIFER E. JOSLIN

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