

NACADA: THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING



The New Advisor Guidebook

Mastering the Art of
Academic Advising

Pat Folsom
Franklin Yoder
Jennifer E. Joslin
EDITORS

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THE NEW ADVISOR GUIDEBOOK

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Published by Jossey-Bass
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www.josseybass.com

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Library of Congress Cataloging-in-Publication Data

The new advisor guidebook : mastering the art of academic advising / [edited by] Pat Folsom, Franklin Yoder, Jennifer Joslin.

1 online resource.

Includes index.

Description based on print version record and CIP data provided by publisher; resource not viewed.

ISBN 978-1-118-82358-3 (pdf) - ISBN 978-1-118-82360-6 (epub) - ISBN 978-1-118-82341-5 (cloth) 1. Counseling in higher education. 2. Faculty advisors. I. Folsom, Pat, editor. II. Yoder, Franklin L., editor. III. Joslin, Jennifer, editor.

LB2343

378.194-dc23

2015019132

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and
Adult Education Series

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

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

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: Getting Started

Mastering the Art of Advising

The New Advisor Development Chart: A Developmental Framework

The Learning Taxonomy: A Developmental Road Map

Self-development

[Mastery Matters](#)

[References](#)

[New Advisor Development Chart: Building the Foundation](#)

[References](#)

[PART TWO Foundations: The Conceptual Component](#)

[2 Academic Advising within the Academy: History, Mission, and Role](#)

[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](#)

[3 ETHICAL ISSUES IN ADVISING](#)

[Defining Ethics](#)

[NACADA Core Values and CAS Standards](#)

[Ethical Guidelines for Resolving Dilemmas](#)

[Ethical Decision-Making Steps](#)

[The Case](#)

[Using Ethical Practice in Appointments](#)

[Summary](#)

[References](#)

[Aiming for Excellence](#)

[4 Theory Matters](#)

[Foundational Developmental Theorists and Theories](#)

[Advice for Advisors](#)

[Aiming for Excellence](#)

[References](#)

[Voices From the Field: Career Advising: A New Paradigm](#)

[LaPorte's Model of Core Desired Feelings](#)

[Theory to Practice Activities](#)

[Summary](#)

[Aiming for Excellence](#)

[References](#)

[Voices From the Field: Creating a Personal Philosophy of Academic Advising](#)

[The Personal Philosophy Statement](#)

[Creating a Personal Philosophy of Academic Advising](#)

[Note](#)

[References](#)

[Glossary of Conceptual Terms](#)

[References](#)

[PART THREE Foundations: The Informational Component](#)

[Reference](#)

[5 The New Professional Advisor: Building a Solid Informational Advising Component](#)

[Internal and External Information](#)

[Managing Advising Information](#)

[Summary](#)

[Aiming for Excellence](#)

[References](#)

[6 The Faculty Advisor: Institutional and External Information and Knowledge](#)

[Ready or Not—Pop Quiz!](#)

[The Unique Role of the Faculty in Academic Advising](#)

[Faculty Academic Advising: A Dynamic, Multidimensional Process](#)

[Components of Quality Academic Advising](#)

[Thriving in the First Year: Mastering the Basics](#)

[Mastering and Managing Information](#)

[Final Lessons for First-Year Faculty Advisors](#)

[Pop Quiz—Ready!](#)

[Aiming for Excellence](#)

[References](#)

[7 Career Advising: The Intersection of Internal and External Information](#)

[Building a Knowledge Base for Career Advising](#)

[Obtaining and Managing Information for a Career-Advising Model](#)

[Decision-Making Follow-Up](#)

[Career-Advising Interviewing Techniques](#)

[Career Advising in Action: A Case Study Using Gordon's 3-I Model](#)

[Summary](#)

[Aiming for Excellence](#)

[References](#)

[8 Legal Issues in Academic Advising](#)

[Confidentiality and Privacy of Student Information](#)

[Advisors as Agents of the University](#)

[Equal Rights and Due Process](#)

[Legal Issues in a Global Context](#)

[Summary](#)

[Aiming for Excellence](#)

[References](#)

[9 Informational Component: Learning About Advisees —Putting Together the Puzzle](#)

[Student Data](#)

[The Individual Student: Gaining Experiential
Knowledge](#)

[Campus Environment](#)

[Note](#)

[References](#)

[10 Developing Self-Knowledge as a First Step Toward Cultural Competence](#)

[Knowing and Educating Oneself](#)

[Understanding Diverse Students](#)

[Summary](#)

[Aiming for Excellence](#)

[Note](#)

[References](#)

[Voices From the Field: Advising International Students](#)

[Value of International Education](#)

[Five Questions](#)

[Summary](#)

[Aiming for Excellence](#)

References

PART FOUR Foundations: The Relational Component

11 Effective Communications Skills

Listening and Self-awareness

Critical Thinking

Dealing With Complex Questions

Referral Skills

Electronic Communication

Realistic Expectations

Aiming for Excellence

References

12 Academic Advising Approaches from Theory to Practice

Prescriptive Advising

Advising as Teaching

Proactive Advising

Strengths-Based Advising

Motivational Interviewing

Self-authorship

Summary

Aiming for Excellence

References

PART FIVE Delivering Advising

13 ONE-TO-ONE ADVISING

Necessary Interpersonal Skills

The One-to-One Academic Advising Session

Conclusion

Aiming for Excellence

[Note](#)

[References](#)

[Voices From the Field: Teaching the Decision-Making Process](#)

[Aiming for Excellence](#)

[References](#)

[14 Group Advising](#)

[Understanding Group Advising](#)

[Characteristics of Effective Group Advising Sessions](#)

[Group Advising: Benefits for Students and Advisors](#)

[Group Advising: Challenges and Pitfalls](#)

[Summary: Group Advising as Teaching](#)

[Note](#)

[References](#)

[15 Group Advising: An Update](#)

[Benefits of Group Advising](#)

[Setting the Stage for Group Advising](#)

[Summary](#)

[Aiming for Excellence](#)

[References](#)

[16 ADVISING ONLINE](#)

[Organizing](#)

[Prioritizing: Managing Caseloads](#)

[Personalizing: Building the Relationship](#)

[Maintaining a Professional Network](#)

[Summary](#)

[Aiming For Excellence](#)

References

PART SIX Advisor Development for Foundational Mastery

17 Advisor Growth and Development: Building a Foundation for Mastery

A Self-directed Training Plan

Developing a Training Plan

Key Training Elements

Sample Self-development Plan

Advisor Evaluation and Self-assessment

Case Study

Summary

Aiming for Excellence

References

Voices From the Field: Sample Calendar for a Year-Long Self-Development Program

Ongoing Weekly or Monthly Activities

August

September

October

November

December

January

February

March

April

May

June

July

[Note](#)

[Voices From the Field: The Case Study: A Powerful Tool in Self-Development Plans](#)

[Reference](#)

[APPENDIXES](#)

[Appendix A Higginson's Informational Framework](#)

[Reference](#)

[Appendix B Case Study Review Questions](#)

[Appendix B1 Case Study Review Questions](#)

[University of Houston Academic Advisor Certification Program](#)

[Note](#)

[Appendix B2 Using Case Studies with a Sample Exercise](#)

[Case Study Questions and Responses](#)

[References](#)

[Appendix B3 Sample Case Studies](#)

[University of Houston](#)

[University of Alaska Fairbanks](#)

[The University of Iowa](#)

[Note](#)

[Index](#)

[EULA](#)

List of Tables

[Chapter 12](#)

[**Table 12.1**](#)

[**Table 12.2**](#)

Chapter 15

Table 15.1

List of Illustrations

Chapter 4b

Figure 4.1 Listing of terms related to core desires

Chapter 11

Figure 11.1 Communication circle

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

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