

eful definition and preliminary work would be essential. Neither performance by the student or on the basis of numbers served appear to be appropriate.

CONCLUSION

Although academic advising is recognized as a significant part of an institution's mission, it does not rate high in terms of the traditional reward structure. What rewards are available come through departments and department chairs. But chairs and faculty who have a major involvement in advising differ in terms of the extent to which advising is currently being rewarded. However there is general agreement that it should be rewarded with commensurate reduction in teaching and research responsibilities, with merit salary increases, and by consideration in promotion and tenure evaluations.

If advising is to be rewarded, it must be evaluated. First, an institutional description of possibilities for advising must be developed and mechanisms using students and possibly peers for evaluating performance established. Second, the weight given to advising in the overall rewards system will depend upon institutional priorities and missions. Third, a clear definition and process for evaluating advising will help improve the current situation.

Producing A Comprehensive Academic Advising Handbook

JERRY FORD, *Dean of the Smith College of General Studies, Houston Baptist University.*

One of the basic elements in developing and implementing a successful academic advising program is the utilization of an advising handbook.¹ Producing a comprehensive academic advising handbook that is attractive, useful, versatile and inexpensive has been a point of concern on many college and university campuses. Administrators at Houston Baptist University (H.B.U.) during the past four years have met the challenge of developing a faculty advising handbook to assist advisors in making their advisees' educational experiences more meaningful and significant.

A few brief comments concerning part of the administrative structure of H.B.U. are essential for an understanding of the role of academic advising on this campus. The foundation unit in the organizational program of H.B.U. is the Smith College of General Studies. Since the Smith College is the academic advising arm of H.B.U., each student admitted to the University, regardless of past experiences, is assigned there for evaluation and guidance. The guidance and advising, both vocational and educational, are performed by a staff of faculty advisors under the direction of the Smith College Dean. Each advisor is responsible for counseling a group of student advisees, and it is imperative that he or she have the most current information available concerning H.B.U. academic advising procedures. Thus, the concept of disseminating ideas to the faculty advisors in the form of an advising handbook was born, and the responsibility for developing and updating such a handbook became operative under the Dean of the Smith College of General Studies.

Once the Vice President for Academic Affairs and the Dean of Smith College made the decision in June, 1979, to develop an advising handbook, the following questions arose:

- (1) What should be the target date for the completion and distribution of the first handbook?
- (2) What should be included in the handbook?
- (3) What format should be used?
- (4) What costs will be incurred?
- (5) How should the faculty advisors be informed concerning the purpose and use of the handbook?
- (6) How often should the handbook be updated, revised, and/or produced? In other words, where do we go from here?

¹The American College Testing Program. *Midstate: A Model Use of the ACT Assessment Program*. Iowa City, Iowa: 1979a. p. 478.

In response to the first two questions, the Smith College Dean decided that the *H.B.U. Academic Advising Handbook* would be produced immediately and the first handbook could be available to faculty for Fall 1979 advising. It was also decided by the Smith College Dean in consultation with the Vice President for Academic Affairs that the numerous departmental advising handouts being utilized by advisors should become an essential part of the handbook. Procedures were initiated to notify the different departments of plans for a university-wide advising handbook and to collect from those various departments forms, rules, guidelines, etc., to be included in the handbook. Among the items accumulated were:

- "Checklist For Advising Freshmen Students"
- "Ground Rules For Freshman Mathematics Advising"
- "English Placement"
- "Suggestions For Advising Students Interested In Becoming Teachers"
- "Guidelines For Counseling Of Music Students"
- "Interdisciplinary Studies Topics for 1979-1980"
- "Chapel/Assembly Policies"
- "Military Science Cross-Enrollment Program"
- "CLEP Examinations"—Results for February, July, and September, 1979.

Things were happening as far as collecting materials, accumulating additional ideas, and having contacts with other colleges and universities concerning their use of advising handbooks. In addition, a reservoir of valuable information had been made available earlier in the year at the American College Testing Midstate Seminar held in Houston, Texas. The Seminar, entitled "Serving Students More Effectively," contained extensive handouts, information sheets, activities, results of studies, etc., related to academic advising and several other topics.²

The question of "What format should be used?" kept surfacing. It was evident that a faculty advisor handbook had to be devised to clarify the role of the faculty advisor and to serve as a quick reference for useful and pertinent information. It also needed to describe briefly, for the benefit of new and veteran advisors, what a faculty advisor should normally do and where a faculty advisor might turn for assistance. Thus, as materials were collected and reviewed, they seemed to fall into one of the following three categories:

1. Essential information about the role of the advisor and about academic regulations in general.
2. Articles and other resource materials useful to the faculty member who wished additional help in improving advising know-how.
3. Pertinent information pertaining to specific departments and to specific regulations at H.B.U.

To get the maximum usage, the Smith College Dean determined that the preceding three categories should be incorporated into a handbook that would be inexpensive to produce, attractive, useful, and versatile. The format that evolved was simple. The *Houston Baptist University Academic Advising Handbook Fall 1979* became a single volume containing three distinctive sections. Each section was printed on one of three different colors of

paper, utilizing H.B.U.'s school colors of blue, orange and white. The first section, blue in color and entitled, "The Role of the Advisor," contained essential information about the role of the advisor and about academic regulations in general. Specific items included in the section were general statements about:

- (1) "The Student Is . . ."
- (2) "Introduction"—A few historical comments concerning advising.
- (3) "Academic Advising"—A few facts about academic advising.
- (4) "Samples of Questions Students May Ask You"—The Faculty Advisor.³

The second section, orange in color and entitled "Advising Skills, Techniques And Resources," exhibited a collection of articles and other advising resource materials. Included in Section Two were:

- (1) "Thirty Reminders For Effective Advising."
- (2) "Advisor Checklist"—A forty-one item list that each advisor responded to with a simple yes or no answer.
- (3) "Student Expectations From The Advising Process"—A list of specific functions that advisees expect of advisors.
- (4) "Limitations On Advising Responsibilities"—A summary of six "should nots" and "cannots" relative to the faculty advisor.
- (5) "Types of Questions"—Five groups of questions the advisor might ask the advisee to enhance the advising process.
- (6) "Active Listening Skills Necessary For Effective Advising"—Fourteen specific suggestions for aiding the advisor in communicating with the advisee.
- (7) "Skills, Knowledge, and Attitudes Required For Good Academic Advising"—A collection of skills, knowledge, and attitudes grouped into five helpful categories.
- (8) "Comparison of Annual Graduates and Annual Openings 1974-1985" and "Employment Outlook"—Lists of job opportunities and statistics useful in advising situations.
- (9) "If You Were My Faculty Advisor"—Statements made by a student.⁴

The third and final section, white in color, contained "Information Pertaining To Specific Regulations At Houston Baptist University." Included in Section Three from specific departments were:

- (1) "Checklist For Advising Freshmen Students"—From the Smith College of General Studies.
- (2) "Ground Rules For Freshman Mathematics Advising"—From the Mathematics Department.
- (3) "English Placement"—Guidelines for the enrollment of freshmen in the appropriate classes from the Languages Department.
- (4) "Suggestions For Advising Students Interested In Becoming teachers"—From the College of Education and Behavioral Studies.
- (5) "Guidelines For Counseling of Music Students"—From the College of Fine Arts.
- (6) "INDC for 1979-1980"—Topics for the interdisciplinary studies classes from the Smith College of General Studies.

² American College Testing Program. *Midstate: A Seminar on Serving Students More Effectively*. University of Houston, January 25-26, 1979b.

³ ACT Program 1979a, pp. 4.121-4.129.

⁴ ACT Program 1979a, pp. 4.138-4.170.

-) "Chapel/Assembly Policies"—From the office of Vice-President for Student Affairs.
-) "Military Science Cross-Enrollment Program"—Guidelines for the Reserve Officers Training Corps offered jointly between H.B.U. and Rice University from the Military Science Department at Rice University.
-) "CLEP Examinations"—Results for February, July, and September, 1979, as reported from the H.B.U. Testing Center.
-) "Finale"—Words of encouragement from the Smith College of General Studies.

order to make the faculty advising handbook interesting and versatile, numerous allusions, poems, definitions, and statements were employed throughout the book. Included were numerous "Food For Thought" and "More Food For Thought" statements, as well as advice to academic advising such as the following:

The measure of success is not whether you have a tough problem to deal with, but whether it is the same problem you had last year.

John Foster Dulles

He that will not apply new remedies must expect new evils.

Sir Francis Bacon

Academic advising assists students to realize the maximum educational benefits available to them by helping them to better understand themselves and to learn to use the resources of an educational institution to meet their special educational needs and aspirations.

David S. Crockett

The student is... the most important person on the campus. Without him there would be no need for the institution.

The American College Testing Program 1979a

The student is... not someone to be tolerated so that we can do our thing. He is our thing.

The American College Testing Program, 1979a

Academic advising, properly delivered can be a powerful institutional influence on student growth and development.

The American College Testing Program, 1979a

To make the handbook as useful as possible, it should be uncomplicated with a simple table of Contents," followed by an introductory letter to each faculty advisor, inside the front cover. Since the "Contents" and the letter were a part of Section One, they were printed on blue paper.

Imagine if you will, a single volume, forty-page handbook containing the three distinct sections and three distinctive colors with each section printed on a single color. The front and back covers and the first section were printed on blue, the middle section was printed on orange, and the last section was printed on white. Imagine, also, the ease with which an advisor could use the handbook by making a quick reference to a particular section by color. If the reference concerned a specific H.B.U. requirement, the faculty member would simply turn to the white pages; if the reference concerned essential information about the role of the advisor, the faculty member would turn to the blue pages, etc.

October 1983

In answer to the question, "What costs will be incurred?" and to minimize the production expense, the original manuscript was typed by the Smith College Secretary, and reproduced and bound by the H.B.U. Secretarial Pool, rather than being printed off campus. A simple front cover motif was designed using the H.B.U. Seal and was duplicated on card stock paper, using the same color blue as the first section of the handbook. The three sections of the handbook and the covers were bound together with an inexpensive white plastic spiral binder. The entire duplication and binding operation occurred in the H.B.U. Secretarial Pool. No off-campus assistance was necessary.

TABLE I
COMPARISON OF ANNUAL COST OF THE
HOUSTON BAPTIST UNIVERSITY ACADEMIC ADVISING HANDBOOK

Year	Number of Copies	Pages per Copy	Total Cost	Single Copy Cost
1979	125	40	\$185.00	\$1.48
1980	125	66	\$276.25	\$2.21
1981	135	87	\$349.65	\$2.59
1982	135	85	\$346.95	\$2.57

One primary concern was the answer to the question, "How should the faculty advisors be informed concerning the purpose and use of the handbook?" Since new faculty orientation was one of the activities associated with the beginning of the school year, it was decided that the faculty advising handbook would be introduced to the new faculty during their orientation to afford them an opportunity to peruse the information in the handbook before its presentation to the entire faculty. The day after new faculty orientation, a series of faculty meetings was held, and the handbook was presented by the Smith College Dean in its entirety at one of those meetings. Presenting the handbook involved a page-by-page explanation. In addition, department chairmen and deans were encouraged to make comments, give additional details, and emphasize specific aspects of advising information shown in the handbook relative to requirements in their areas of responsibility.

Most faculty members were impressed and pleased to have their advising materials in a single publication. Many advisors commented about the utility of the book, the helpfulness of the three-color scheme, and the "Food For Thought" items.

But, alas, where do we go from here? How often should the handbook be updated, revised, and produced? Since changes occur in the academic setting on a regular and irregular basis, and faculty advisors must be informed of these changes, the Smith College Dean and the Vice President for Academic Affairs agreed that the advising handbook should be produced annually and be distributed to the faculty before the beginning of the fall quarter each year. Why tamper with success? The schedule of production, distribution, and utilization for the first handbook had been very successful. The three-section format with three-color scheme had worked satisfactorily and it was continued. Plans were coordinated for the development and improvement of the next edition of the handbook. Attending the annual conference of the National Academic Advising Association in Omaha in October, 1979, the Dean of the Smith College gathered information.

about the use of advising handbooks at other institutions of higher learning, our sessions focused on such handbooks from which a wealth of ideas surfaced.

Months that followed the distribution of the 1979 Handbook, plans continued enhancement of the 1980 edition using information obtained at the NACADA conference. Meetings were attended in various locations at H.B.U. and on the other campuses regarding advising, retention, good teaching, student data, management, or assisted records, etc. Research was conducted and a bibliography was begun. Lists, resource materials, and articles related to advising and higher education collected.

Retention of students was an important topic in academic circles, especially on the campus. Therefore, the emphasis for the first section of the 1980 edition of the handbook became retention and the role of the advisor. A fifteen page narrative entitled "Academic Advising—A Necessity For Student Retention," was developed and the primary part of Section One.

of "Houston Baptist University Advisor Responsibilities—1980-1981" was added to help advisors in their quarter-by-quarter advising activities. The set of responsibilities became the introductory item of Section Two of the 1980 Handbook.

The other new items included in Section Two for 1980 included "Highlights of Amendments To The Family Education Rights And Privacy Act of 1974," "The Open Records Law," "Best-And Worst-Careers for the 1980's," and the "Regional Educational Board Enrollment Projections Through 1986."

In three of the 1980 edition, like the earlier edition, contained information pertaining to specific departments and to specific H.B.U. regulations. A comprehensive "Registration Dates 1980-1981" and a bibliography were new additions to the third section.

In the 1980 edition, use of the three-color scheme (H.B.U. school colors of blue, red, and white) was maintained. However, to make the new edition different from the previous edition, the blue and orange sections were reversed. The 1980 edition had, in addition, orange colored covers and an orange first section rather than blue, while the second section rather than orange. The third section (like its predecessor) was on white paper so that advisors seeking answers to specific questions about H.B.U. policies could turn to the white pages.

In addition to the 1979 Handbook, the 1980 edition contained numerous quotations, comments, and statements about academic advising. Designed to add interest and variety to the handbook, these comments were added to pages where extra space was available.

of the Amendments to the Family Educational Rights and Privacy Act of 1974." Southeast Texas Association of Collegiate Registrars and Admissions Officers. North Harris County College, Houston, Texas. 1976.

Open Records Law." Southeast Texas Association of Collegiate Registrars and Admissions Officers. North Harris County College, Houston, Texas. October 7, 1976.

Best-And Worst-Careers for the 1980's. Pleasantville, New York: The Reader's Digest Association. 1978.

Regional Education Board. "A Profile of Southern Post-secondary Education in the Implication of Part-Time Enrollment Trends." Issues in Higher Education 14. Atlanta, Georgia: 1978.

The sixty-six page 1980 Handbook was typed by the Smith College Secretary, and reproduced and bound by the H.B.U. Secretarial Pool. (See Table I.) Again, no off-campus assistance was necessary.

The last two editions (1981 and 1982) of the H.B.U. *Academic Advising Handbook* were developed using the same methods and procedures as the first two editions (1979 and 1980). The last two editions differed from the first two in that Section One contained a fifteen-page essay of research data concerning academic advising. Included were definitions of advising, roles and functions of academic advisors, behavioral objectives, and limitations of academic advising. The fifteen-page essay was not a part of the first two editions. Additional differences of the 1981 and 1982 handbooks from the 1979 and 1980 handbooks included the incorporation of the following items into the 1981 and 1982 editions:

1. A summary of information obtained from the "Adviser Perception Inventory" utilized during spring quarter registrations.*
2. Nineteen "Adviser Behaviors."¹⁰
3. "The Stereotypes of Faculty Advisement."¹¹
4. "Seven Hints on Time Planning,"¹² and,
5. "Sample Lecture Notes on Taking Lecture Notes."¹³
6. "Tips to Help Dilatory Persons Overcome Frequent Tardiness."¹⁴
7. "Student Misbehavior."¹⁵
8. "Scholastic Difficulty Analysis Form."¹⁶
9. "Students on Academic Probation: The Role of the Faculty Adviser."¹⁷
10. "How to be a Listener: Tips for the Learner."¹⁸
11. A twelve-page comprehensive "Bibliography" coded with specific holdings found in H.B.U.'s Moody Memorial Library.
12. Numerous quotations from the *Holy Bible* as space allowed.¹⁹
13. The use of pictures, drawings, sketches, and cartoons in the 1982 edition as space allowed.
14. The three-color scheme was maintained, but, to be distinctive, the colors of green, yellow, and white were used, rather than the previously used colors of blue, orange, and white.

*Act Program 1979a, pp. 4, 168-4, 169.

¹⁰Aiken, James, et al. "Orientation Advisor Effectiveness: A Continuing Search." *Journal of College Student Personnel*, XVII, 1 (January, 1979), p. 18.

¹¹Hardee, Melvane D., and Mayhew, Lewis B. *Faculty Advising in Colleges and Universities*. Student Personnel 9. (Washington, D.C.: American College Personnel Association, 1970), pp. 10-11.

¹²Webe, Nathan Otto. *Effectiveness of Student-to-Student Counseling Upon Subsequent Scholastic Adjustment of Potential College Drop-Outs*. Unpublished masters thesis, Southwest Texas State College, 1968, pp. 85 and 88.

¹³Burtoff, Barbara. "Late Again: A Closer Look at the Problems of Tardiness." *Extra-Continental Airlines*, III, 4 (April, 1981), pp. 28-32.

¹⁴Holland, Paul A. *Student Group Advising in Higher Education*. Student Personnel 8. (Washington, D.C.: American College Personnel Association, 1967), p. 27.

¹⁵Brown, William F. *Student-to-Student Counseling: An Approach to Motivating Academic Achievement*. (Austin, Texas: The University of Texas Press, 1972), p. 163.

¹⁶Russell, James E. "Problem Areas for the Student on Probation." *NACADA Journal*, 1, 2 (September, 1981), pp. 56-58.

¹⁷Ryan, James L. "Tips For the Learner: How to be a Listener." *The Lifelong Learner*, IX, 2 (December, 1981), p. 2.

¹⁸Scotfield, C.L., ed. *The Holy Bible*. (New York: Oxford University Press, 1909).

eighty-seven page 1981 Handbook and the eighty-five page 1982 Handbook were by the Smith College Secretary, and reproduced and bound by the H.B.U. Serial Pool. The same procedures developed for the earlier editions were used. (See 1.)

Faculty advisors' use of the advising handbook is one of the basic reasons for the cement of a successful academic advising program. Although the development of a handbook for advising has been a concern on many campuses, officials at H.B.U. produced a comprehensive advising handbook for the past four years by emphasizing the following guidelines:

Making the commitment to develop and utilize a faculty advising handbook to enhance academic advising.

Assigning the responsibility of coordinating the development and maintenance of the academic advising handbook to a specific office—the Smith College of General Studies.

Determining what items should be included in the handbook.

Requesting the input of as many departments on campus as feasible.

Deciding on a format that is attractive, comprehensive, inexpensive, and versatile.

Determining the cost or the projected cost of printing and binding.

Developing a method of disseminating the handbook and instructions for its use to faculty advisors.

Updating the document regularly—usually every year.

The success of an advising handbook's success depends upon the key ingredients of creativity, dedication, imagination, patience, and flexibility of the persons developing the handbook and the faculty advisors using the handbook. The ultimate objective of an academic advising handbook is to make advisees' educational experiences more meaningful and relevant.

Book Reviews and Notes

Dorothy K. Bestor, *Aside From Teaching, What in the World Can You Do*, University of Washington Press, Seattle and London, 1982, Pp. v-304, \$6.95

It is refreshing to read a publication which expands perspective and encourages new approaches to career planning. *Aside From Teaching, What in the World Can You Do*, is written as career strategies for liberal arts graduates who are unable or do not want to pursue a career in teaching. Bestor, an English teacher and placement center counselor, observed that some students majoring in English and other liberal arts disciplines have tunnel vision—namely, that if one does not teach, other career opportunities were not available.

In addition to personal perspective and experiences, Bestor cites responses from extensive surveys and interviews of employers, and successful job seekers with backgrounds in English who selected non-teaching careers. The author also obtained additional information from:

- Placement center counselors;
- Freelance editors;
- Institutional staff editors;
- Persons in book publishing and the media;
- Former liberal arts majors of business and government; and
- The Modern Language Association.

The research illustrates the underlying thesis of the book: "That the world is wide, and there are many uses to which one can put a degree in the humanities to work other than by following in the footsteps of one's college instructors and trying eventually to replace them in the classroom."

The book is written to seven groups of readers: (1) college students wondering whether to major in any of the humanities; (2) recent B.A.'s in these fields; (3) graduate students looking ahead; (4) M.A.'s, or Ph.D.'s, looking for their first jobs; (5) Ph.D.'s from other years, especially those who have been teaching, trying to change jobs, or start new careers; (6) college educated women returning to work; (7) and counselors of any of these job seekers. Although the book is applicable to all of the liberal arts areas, the author acknowledges that the primary focus is on English majors.

Principally, the book describes how and where to look for non-teaching positions and specifically addresses duties and opportunities relative to liberal arts majors. The book