

Beyond Foundations: Developing as a Master Advisor

Chapter 1 - Evolution of Academic Advising as a Practice and as a Profession

Reader Learning Outcomes

Readers will use knowledge gained on the history of advising to:

- Identify several influences on the development of academic advising in the United States,
- Select participation opportunities that may influence future change, and
- Explain implicit and explicit structures of the institutional system and their relationship to the local and global history of academic advising.

Aiming for Excellence discussion questions and activities

- Reflect on a conversation with a student, faculty member, staff, or administrator at your institution. How have the historical trends influenced daily practice? Consider mission statements, vision statements, advising philosophies, advising models, and structures.
- How has advising changed since you first experienced the field as a professional in higher education? Are these changes positive or challenging?
- The history of academic advising presented in this chapter is based primarily on documents from large research universities; how does the history of your institution fit this narrative? To learn more about the development of academic advising at your institution, talk to administrators, faculty members, and staff and read institutional records.
- How have academic advising structures and personnel positions evolved at your institution? How does the history compare to that of other institutions? Do you recognize any trends by institution type? Speculate on the reasons for the variation in institutional histories of advising.
- What preconceived ideas about the nature of advising have you developed? Do your initial perceptions fit the history presented in this chapter? If they do not, how do they differ?
- To learn more about and consider the forces acting on academic advising, attend a conference, seminar, or class that addresses current issues in education policy and theory. How can institutions and advisors intentionally direct advising and higher education?
- If a comprehensive statement of the role and purpose of advising were created, as MacIntosh (1948) advocated, what should be included and excluded from the statement?