From the Co-Editors: Guests Thomas J. Grites & Terry O'Banion

The Fall 1994 *NACADA Journal* was a special issue that recognized two articles on academic advising as "classics in the literature of academic advising and the most cited in the literature," *A Developmental View of Academic Advising As Teaching*, by the late Burns Crookston, and *An Academic Advising Model* by Terry O'Banion. In that *Journal*, leaders in the field of academic advising provided critiques of the two articles and assessed their impact on the practice of academic advising. We have invited Dr. Tom Grites, Past President and founding member of NACADA, to provide commentary on these two influential articles as well as Dr. Terry O'Banion to review the impact of his original work. We begin with observations from Dr. Grites, and conclude with Dr. O'Banion's remarks.

Rich Robbins
Leigh Shaffer

It is with great delight that I am able to join Terry O'Banion, and it is with utmost pride and humility for me to represent Burns Crookston and his article published in the *Journal of College Student Personnel* in 1972, as we celebrate the 40th anniversary of these two seminal works in the field of academic advising.

As I was conducting the literature review for my dissertation research I used these two articles as the foundation of my own thinking about academic advising—the field into which I had just entered professionally and in which I have spent over 40 years.

As I tried to understand and apply these two approaches to my own work, I visualized each as providing an axis for a graphic representation of the advising process. O'Banion provided the vertical axis—a structure upon which *all students* would build their complete academic-advising experience; Crookston provided the horizontal axis along which *each individual student* progressed in this endeavor. The linear relationship depicted on the graph culminated in the student having experienced the totality of O'Banion's model while progressing along Crookston's developmental continuum as far as possible. All along the way, the student was challenged to demonstrate progressive development (i.e., growth, maturity, or learning) by synthesizing the steps in O'Banion's model.

In the terms that Crookston provided for us, academic advisors moved from a *prescriptive* (medical) model of advising to a *developmental* (educational) one that was holistic in nature, that is, where all of the student's life circumstances were examined in the developmental view that Crookston described. These circumstances were identified as the educational, the personal, and the career aspects of students' lives while they experienced the college environment. The interactions among these aspects created an intellectual learning community in which individuals interacted with social systems both inside and outside the classroom and both on and off the campus. Both the student and the academic advisor became engaged in a series of developmental tasks along 10 operational dimensions.

The academic advising function became a teaching (and learning) function in which both advisors and students participated. Students assumed more responsibility and more control of their education as the developmental relationship grew through the academic advising process. As with O'Banion's "model," Crookston's "view" has stood the test of time and is being practiced by academic advisors in many advising settings throughout the NACADA global community.

Again, I am grateful for this opportunity to acknowledge and honor the work of Burns Crookston in this small way. His work will continue to influence my own work as well as that of many other academic advisors for many years to come.

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My article, "An Academic Advising Model," was published in 1972 in the *Junior College Journal*. In recognition of the 40th anniversary of this article, the American Association of Community Colleges is publishing an updated version in the October/November issue of the *Community College Journal* and a monograph I have edited, *Academic Advising: The Key to Student Success*, to be released in early 2013.

In the late 1960s, I was Dean of Students at Central Florida Junior College in Ocala, and academic advising was our greatest challenge. In those days who should do academic advising was the key issue to address. Melvene Hardee at Florida State University had written the seminal work, *The Faculty in College Counseling*, and had claimed that faculty members were the only ones who should do advising. So in Year 1 all faculty members at Central Florida served as advisors, and a survey

of students revealed very low rates of satisfaction with academic advising. In Year 2 we selected and trained a group of faculty as advisors; the student satisfaction ratings were still low. In Year 3, we used only professional counselors for advising, and the rates of satisfaction remained the same. For Year 4, we allowed students to self advise or select a counselor or faculty member as an advisor; still the satisfaction rates did not improve. We came to realize that "who should do academic advising?" was the wrong question.

We first needed to ask: "What is academic advising?" We created an ideal framework for the academic advising process that included five key steps: a) exploration of life goals, b) exploration of vocational goals, c) program choice, d) course choice, and e) scheduling courses. This is, of course, an ideal sequence of steps that moves a student through complex and significant explorations regarding key issues and goals to decisions about which courses to take next term and when to take them. Too often, colleges fail to connect this sequence for students; too often colleges give short shrift to the first two steps because of the pressing need to address the last three steps. If a college wants to improve the opportunities for student success—in a student's first term and through completion—the student must experience all five steps of the academic advising process.

With this model as a framework we could then ask the question: "Who should do academic advising?" One of the values of the article, often overlooked, is that we created a set of skills, attitudes, and knowledge needed to implement each of the steps. Then we could determine appropriate roles for counselors, faculty members, special advisors, and students. We learned that academic advising is a very complex process requiring a team approach from many staff members with students playing a key role as advising assistants and in their own advising. This simple framework has stood the test of time, and after 40 years is still being used by community colleges across the country.

Terry O'Banion, President Emeritus and Senior League Fellow, League for Innovation in the Community College