

TABLE I — CONTINUED

	DUALISM stage 2	EARLY MULTIPLICITY stage 3	LATE MULTIPLICITY stage 4	CONTEXTUAL RELATIVISM stage 5
ADVISOR STRATEGIES	Encourage independence. Increase personal insight and awareness of self. Use few absolutes in conversation. Structure experiential activities; have student report back and/or keep log of activities.	Generate alternative perspectives on issues. Use supporting evidence to challenge. Use handouts on how to do tasks, requirements, etc. Provide concrete experience of ideas. Encourage introspection on study techniques.	Help to discriminate between choices. Allow free approach, loose structure. Analyze and evaluate from own perspective and experiences. Use unstructured group experiences.	Synthesize skills. Focus on narrowing down the variety of choices. Encourage commitment.

By recognizing the student's intellectual advancement as a logical progression and incorporating the basic assumption that students develop sequentially, the advisor can better engage the student in discussions at appropriate levels of sophistication. By ascertaining the student's expectations, the advisor can stretch their notions to include more complex attitudes about learning and growth. Though growth ultimately depends on the student, the advisor serves as a valuable facilitator at each level of the student's intellectual growth and development.

CONCLUSION

Developmental advising occurs when advisors view the whole student and integrate that student's social, physical, psychological, and cognitive needs. Growth occurs when advisors find the stimulating balance of support and challenge ratio for each individual student. Knowledge of cognitive theory offers the advisor a tool for understanding and analyzing student concerns and problems.

As empirical and applied research findings in cognitive theory evolve, advisors can experiment and invent new and useful advising strategies. This experimenting and inventing, in turn, will produce the next round of questions for research, thus building a theoretical foundation for our profession.

Changes in Student Attitudes and Goals During the Undergraduate Years

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The changes in student attitudes and goals during the undergraduate years may be detected in the freshman surveys conducted annually at colleges and universities to determine whether freshmen are becoming materialistic and less liberal in their politics.

Annual surveys of first-time, full-time freshmen at colleges and universities throughout the United States have been conducted since 1966 as part of the Cooperative Institutional Research Program (CIRP) sponsored by the American Council on Education and the Graduate School of Education at The University of California at Los Angeles. According to Astin, Green, Korn, and Maier (1984), the results of these surveys reveal a steady trend between 1967 and 1984 towards material concerns and financial security and away from political liberalism on the part of entering freshmen.

Being very well off financially, for example, was an important personal goal for 71.2 percent of the freshmen surveyed in 1984 compared with 43.5 percent in 1967. In contrast, interest in developing a meaningful philosophy of life declined from 82.9 percent in 1967 to 44.6 percent in 1984. Freshmen who identified their political orientation as liberal declined from the peak of 38.1 percent in 1971 to 22.1 percent in 1984.

Although these freshmen surveys provide a useful picture of the characteristics of entering freshmen classes and how these characteristics change from year to year, they do not reflect the changes that occur for students as a result of their experience in college. Of the follow-up studies that have been conducted with students who participated in the CIRP survey as freshmen (Astin, 1975, 1976, 1977, 1982; Astin, Astin, Bayer, and Bisconti, 1975; Bisconti and Solomon, 1976; and Green, Astin, Korn, and McNamara, 1983), only Astin (1977) focused on changes that occur in students attitudes and goals during the undergraduate years. The students involved in his study became more liberal in their attitudes toward social and political issues and less traditional in their religious affiliations. The results did not reveal a definite trend in terms of whether the students' personal goals became more or less altruistic during the undergraduate years.

The longitudinal study by Astin (1977), however, involved students who attended college in the late 1960's and early 1970's when these trends were also reflected in the entering freshman classes during that period. A research question which has not been answered is whether or not similar changes took place during the undergraduate years for students enrolled in the early 1980's, when entering freshmen were becoming more materialistic and less politically liberal.

The purpose of the study in this article is to analyze changes in certain characteristics, personal goals, and political and social attitudes that took place between the freshman and senior years for a sample of undergraduate students at a large public university from 1981 to 1985, a period when freshmen were becoming more materialistic and less politically liberal. The results may be useful to administrators, faculty members, and counselors in higher education, researchers, policy makers, and others interested in the impact of the college experience on students.

METHOD

A random sample of 500 seniors at The University of North Carolina at Chapel Hill were sent questionnaires during the 1984-85 academic year with instructions to rate the importance of 18 personal goals and to indicate the extent of their agreement with 31 statements about political and social issues. The importance of each of the personal goals was rated on a four-point scale ranging from 1 = not important to 4 = essential. Agreement with each of the political and social issue statements was indicated on a four-point scale ranging from 1 = disagree strongly to 4 = agree strongly.

The questionnaire also included a request for social security number, academic major, highest degree planned, political orientation, and religious preference. For purposes of analysis, academic majors were grouped in the following categories: arts, humanities, and social sciences; biological and physical sciences; business; health professions; and other. The highest degrees planned were categorized as either bachelor's, master's, Ph.D. or Ed.D., or other graduate degrees. Conservative, middle-of-the-road, and liberal were the three groups of political viewpoints, and religious preferences were categorized as either Protestant, Roman Catholic, other, or none.

The items included on the questionnaire were taken from the 1981 Student Information Form, which was filled out in the fall of 1981 by new freshmen at The University of North Carolina at Chapel Hill and at other colleges and universities throughout the United States as part of the CIRP survey. Each participating institution may retain the responses provided by its own freshmen for further analysis and research.

Frequency distributions were calculated for the group as freshmen and as seniors as to academic major (intended major for freshmen), highest degree planned, political orientation, and religious preference. The chi-square procedure was used to determine whether the differences between the freshman year and senior year distributions were statistically significant at the .05, .01, .001, or .0001 level.

For each student's responses to each of the statements related to personal goals and to political/social issues, a change score was computed by subtracting the value chosen in the freshman year from that selected in the senior year. A mean change score for the group was then figured for each statement and a t-test used to determine whether the difference between

the freshman year and the senior year was statistically significant at the .05, .01, .001, or .0001 level. Also, a mean value for each statement was computed for the group in their freshman year and senior year so that the goals could be placed in rank order of importance and the political/social issues could be placed in rank order as to extent of agreement for the total group as freshmen and as seniors.

RESULTS AND DISCUSSION

Response

Completed questionnaires were returned by 239 of the sample of 500 seniors, for a response rate of 48 percent. Of these 239 respondents, 208 had completed the Student Information Form as freshmen in the fall of 1981, provided their social security numbers, and given their permission for their answers to be used in research projects. Social security numbers were used to match the responses given by each of these 208 seniors with the answers given during their freshman year to the same questions. The results of this study, therefore, are based on the responses of these 208 students.

Student Characteristics

Table 1 presents the distribution of categories of characteristics of the group as freshmen and as seniors. Statistically significant differences were found between the freshman year and the senior year as to academic major ($\chi^2 = 14.72$, $df = 4$, $p < .01$), highest degree planned ($\chi^2 = 9.54$, $df = 3$, $p < .05$), political orientation ($\chi^2 = 11.46$, $df = 2$, $p < .01$), and religion ($\chi^2 = 10.44$, $df = 3$, $p < .05$).

TABLE I

Differences Between Freshmen and Senior Years on Selected Student Characteristics

Student Characteristics	Freshman Year		Senior Year		χ^2	df
	N	%	N	%		
Academic Major (Intended Major for Freshmen)						
Arts, Humanities, and Social Sciences	42	20	62	30	14.72*	4
Biological and Physical Sciences	27	13	30	14		
Business	45	22	48	22		
Health Professions	59	28	29	14		
Other	35	17	41	20		
Highest Degree Planned						
Bachelor's	56	29	83	42	9.54**	3
Master's	62	32	59	30		
Ph.D or Ed.D.	22	11	17	9		
Other Graduate Degree	56	28	37	19		
Political Views						
Conservative	61	29	61	29	11.46*	2
Middle-of-the Road	114	55	87	42		
Liberal	33	16	60	29		
Religion						
Protestant	136	67	150	74	10.44**	3
Roman Catholic	23	11	22	11		
Other	37	18	17	8		
None	7	4	14	7		

* $p < .01$ ** $p < .05$

The primary trends revealed by the data related to academic majors were that more seniors majored in the arts, humanities, and social sciences area and less in the health professions area than as freshmen they had planned to do. This change may be due to the difficulty encountered by many students with chemistry and other sciences required for most academic majors related to the health professions.

In terms of highest degree planned, it appears from the results that seniors were less likely to plan on continuing their education toward a graduate degree than they had been as freshmen. This was especially true for the category of other graduate degrees, which included degrees in medicine, dentistry, law, and other professions. This lowering of expectations during the undergraduate years may be due to unrealistically high expectations as freshmen. Seniors may be more realistic about their chances of being admitted to medical school, law school, and other professional schools with highly competitive admissions requirements than they were as entering freshmen.

Regarding political orientation, the results of the study indicate a shift from the middle-of-the-road position to the liberal category during the undergraduate years. The percentage of students describing themselves as conservative remained the same.

The main trend in religious preferences from the freshman to the senior year was an increase in the percentage of Protestants and a decrease in the percentage of those in the category of other religions. This implies a shift during the four years to a more traditional religious orientation by the participants.

Personal Goals

Tables II and III present information about the importance of the 18 personal goals to the respondents. Table II, for example, provides the rank order of importance of these goals for the group during their freshman year and during their senior year. Although the relative order changed somewhat between the freshman and senior years, Table II reveals that the four most important goals at both time periods were becoming an authority in my field, raising a family, helping others who are in difficulty, and developing a meaningful philosophy of life. The five least important goals at both times were influencing the political structure, making a theoretical contribution to science, writing original works, becoming accomplished in one of the performing arts, and creating artistic work. The goal which changed the most in rank order was being successful in a business of my own, which dropped from eighth to thirteenth during the four years.

TABLE II

Rank Order of Importance of Personal Goals in Freshman Year and Senior Year

Personal Goals	Rank Order*	
	Freshman Year	Senior Year
Becoming an authority in my field	1	4
Raising a family	2	1
Helping others who are in difficulty	3	3
Developing a meaningful philosophy of life	4	2
Being well off financially	5	8
Keeping up to date with political affairs	6	5
Obtaining recognition from my colleagues for contributions to my special field	7	6
Being successful in a business of my own	8	13
Participating in a community action program	9	9
Influencing social values	10	11
Helping to promote racial understanding	11	7
Having administrative responsibility for the work of others	12	10
Becoming involved in programs to clean up the environment	13	12
Influencing the political structure	14	15
Making a theoretical contribution to science	15	17
Writing original works (poems, novels, short stories, etc.)	16	16
Becoming accomplished in one of the performing arts	17	18
Creating artistic work (painting, sculpture, decorating, etc.)	18	14

* 1 = most important and 18 = least important

Table III presents the mean change scores for the 18 goals during the undergraduate years, along with the *t* values and indications of whether the differences are statistically significant. As shown in the table, the following goals became significantly more important from the freshman year to the senior year: raising a family ($t = 4.94$, $p < .0001$), having administrative responsibility for the work of others ($t = 3.17$, $p < .01$), creating artistic work ($t = 5.89$, $p < .0001$), becoming involved in programs to clean up the environment ($t = 4.25$, $p < .0001$), developing a meaningful philosophy of life ($t = 2.97$, $p < .01$), participating in a community action program ($t = 3.87$, $p < .0001$), and helping to promote racial understanding ($t = 5.77$, $p < .0001$). Being very well off financially, on the other hand, became significantly less important during the four years ($t = -2.69$, $p < .01$).

TABLE III

Mean Changes From Freshman Year to Senior Year in Importance of Personal Goals

Personal Goals	mean change	standard error of mean	<i>t</i>
Becoming accomplished in one of the performing arts	-.03	.04	-0.78
Becoming an authority in my field	-.12	.07	-1.66
Obtaining recognition from by colleagues for contributions to my special field	.04	.07	0.60
Influencing the political structure	.04	.06	0.75
Influencing social values	.12	.06	1.90
Raising a family	.31	.06	4.94**
Having administrative responsibility for the work of others	.23	.07	3.17*
Being very well off financially	-.17	.06	-2.69*
Helping others who are in difficulty	.10	.06	1.89
Making a theoretical contribution to science	-.03	.06	-0.47
Writing original works (poems, novels, short stories, etc.)	.10	.06	1.65
Creating artistic work (painting, sculpture, decorating, etc.)	.37	.06	5.89**
Being successful in a business of my own	-.12	.07	-1.64
Becoming involved in programs to clean up the environment	.24	.06	4.25**
Developing a meaningful philosophy of life	.19	.06	2.97*
Participating in a community action program	.24	.06	3.87**
Helping to promote racial understanding	.35	.06	5.77**
Keeping up to date with political affairs	.05	.06	0.88

Note. Values are based on a 1 to 4 scale in which 1 = not important and 4 = essential

* $p < .01$

** $p < .0001$

These results indicate that the main impact of the undergraduate experience on the personal goals of this group of students was to make them less interested in financial success and more interested in making a positive contribution to society (i.e., cleaning up the environment, participating in a community action program, promoting racial understanding) and in developing themselves (i.e., raising a family, having administrative responsibility for the work of others, creating artistic work, developing a meaningful philosophy of life).

Political and Social Issues

Tables IV and V present information pertaining to the extent of agreement with 31 statements about political and social issues. Table IV, for example, provides the rank order of agreement with these statements during the freshman year and the senior year. As indicated in the table, the two statements with which there was most agreement at both time periods were that women should receive the same salary and opportunities for advancement as men in comparable positions and that all college graduates should be able to demonstrate some minimal competency in written English and mathematics.

TABLE IV

Rank Order of Agreement with Statements about Political and Social Issues in Freshman Year and Senior Year

Political and Social Issues	Rank Order*	
	Freshman Year	Senior Year
Women should receive the same salary and opportunities for advancement as men in comparable positions	1	1
All college graduates should be able to demonstrate some minimal competency in written English and mathematics	2	2
The Federal government should do more to discourage energy consumption	3	8
Energy shortages could cause a major depression or even wars in my lifetime if action is not taken now to prevent them	4	9
Inflation is our biggest domestic problem	5	23
There is too much concern in the courts for the rights of criminals	6	10
The Federal government is not doing enough to control environmental pollution	7	4
Faculty promotions should be based in part on student evaluations	8	3
Wealthy people should pay a larger share of taxes than they do now	9	7
Abortion should be legalized	10	5
Grading in the high schools has become too easy	11	6
The Federal government is not doing enough to protect the consumer from faulty goods and services	12	12
Parents should be discouraged from having large families	13	15
Women should be subject to the draft	14	11

TABLE IV (CONTINUED)

Urban problems cannot be solved without huge investments of Federal monies	15	16
It is important to have laws prohibiting homosexual relationships	16	24
Divorce laws should be liberalized	17	19
Busing is O.K. if it helps to achieve racial balance in the schools	18	14
A national health care plan is needed to cover everybody's medical costs	19	13
Student publications should be cleared by college officials	20	27
The death penalty should be abolished	21	20
People should not obey laws which violate their personal values	22	25
A couple should live together for some time before deciding to get married	23	18
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	24	22
If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time	25	17
College officials have the right to ban persons with extreme views from speaking on campus	26	28
Marijuana should be legalized	27	21
The activities of married women are best confined to the home and family	28	30
College grades should be abolished	29	26
College officials have the right to regulate student behavior off campus	30	31
Open admissions (admitting anyone who applies) should be adopted by all publicly supported colleges	31	29

* 1 = agree most strongly and 31 = disagree most strongly

Table V presents the mean change scores for the 31 statements during the undergraduate years, also the *t* values and indications of whether the differences are statistically significant. As shown in the table, there were significant increases from the freshman year to the senior year in the extent of agreement with the following statements: the federal government is not doing enough to control environmental pollution ($t = 3.97, p < .0001$), abortion should be legalized ($t = 5.85, p < .0001$), grading in the high schools has become too easy ($t = 4.08, p < .0001$), a couple should live together for some time before deciding to get married ($t = 3.18, p < .01$), if two people really like each other it's all right for them to have sex even if they've known each other for only a very short time ($t = 4.91, p < .0001$), wealthy people should pay a larger share of taxes than they do now ($t = 2.61, p < .01$), marijuana should be legalized ($t = 3.93, p < .0001$), busing is o.k. if it helps to achieve racial balance in the schools ($t = 3.05, p < .01$), faculty promotions should be based in part on student evaluations ($t = 5.34, p < .0001$), and college grades should be abolished ($t = 3.78, p < .001$).

TABLE V
Mean Changes From Freshman Year to Senior Year in Attitudes About Political and Social Issues

Political and Social Issues	mean change	standard error of mean	<i>t</i>
The Federal government is not doing enough to protect the consumer from faulty goods and services	-.15	.05	-3.09*
The Federal government is not doing enough to control environmental pollution	.22	.05	3.97***
The Federal government should do more to discourage energy consumption	-.20	.06	-3.47**
There is too much concern in the courts for the rights of criminals	-.25	.07	-3.41**
Urban problems cannot be solved without huge investments of Federal monies	-.01	.07	-0.21
People should not obey laws which violate their personal values	-.06	.07	-0.86
Inflation is our biggest domestic problem	-.98	.07	-13.74***
The death penalty should be abolished	.01	.07	0.07
A national health care plan is needed to cover everybody's medical costs	.17	.07	2.42
Energy shortages could cause a major depression or even wars in my lifetime if action is not taken now to prevent them	-.43	.06	-6.74***
Abortion should be legalized	.40	.07	5.85***
Women should be subject to the draft	.16	.07	2.29
Grading in the high schools has become too easy	.29	.07	4.08***
The activities of married women are best confined to the home and family	-.40	.06	-6.26***
A couple should live together for some time before deciding to get married	.20	.06	3.18*
Parents should be discouraged from having large families	-.19	.07	-2.82*
Divorce laws should be liberalized	-.14	.07	-2.10
If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time	.32	.06	4.91***
Women should receive the same salary and opportunities for advancement as men in comparable positions	.08	.03	2.46
Wealthy people should pay a larger share of taxes than they do now	.17	.07	2.61
Marijuana should be legalized	.26	.07	3.93***
Busing is O.K. if it helps to achieve racial balance in the schools	.19	.06	3.05*
It is important to have laws prohibiting homosexual relationships	-.35	.07	-4.77***
College officials have the right to regulate student behavior off campus	-.24	.05	-4.76***

TABLE V (CONTINUED)

Faculty promotions should be based in part on student evaluations	.33	.06	5.34***
College grades should be abolished	.22	.06	3.78***
Student publications should be cleared by college officials	-.35	.07	-4.79***
College officials have the right to ban persons with extreme views from speaking on campus	-.28	.07	-4.18***
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	.06	.07	0.89
Open admissions (admitting anyone who applies) should be adopted by all publicly supported colleges	-.06	.06	-0.93
All college graduates should be able to demonstrate some minimal competency in written English and mathematics	.06	.04	1.55

Note. Values are based on a 1 to 4 scale in which 1 = disagree strongly and 4 = agree strongly

* $p < .01$

** $p < .001$

*** $p < .0001$

The tables also reflected significant decreases in the extent of agreement with the following statements: the federal government is not doing enough to protect the consumer from faulty goods and services ($t = -3.09$, $p < .01$), the federal government should do more to discourage energy consumption ($t = -3.47$, $p < .001$), there is too much concern in the courts for the rights of criminals ($t = -3.41$, $p < .001$), inflation is our biggest domestic problem ($t = -13.74$, $p < .001$), energy shortages could cause a major depression or even wars in my lifetime if action is not taken now to prevent them ($t = -6.74$, $p < .0001$), the activities of married women are best confined to the home and family ($t = -6.26$, $p < .0001$), parents should be discouraged from having large families ($t = -2.82$, $p < .01$), it is important to have laws prohibiting homosexual relationships ($t = -4.77$, $p < .0001$), college officials have the right to regulate student behavior off campus ($t = -4.76$, $p < .0001$), student publications should be cleared by college officials ($t = -4.79$, $p < .0001$), and college officials have the right to ban persons with extreme views from speaking on campus ($t = -4.18$, $p < .0001$).

Based on these results, it appears that during their undergraduate years, the respondents have attitudes demonstrating less concern about inflation, energy shortages, and consumer protection and more concern about environmental pollution. Also, they showed more liberal attitudes about sex, opportunities for women, homosexuality, the legalization of marijuana, abortion, busing to achieve racial balance in schools, the rights of criminals, and the need for the wealthy to pay more taxes. Finally, they became less willing in the senior year compared with the freshman year to accept control by college officials of student behavior.

CONCLUSIONS

Astin's (1977) study of undergraduate students enrolled in institutions of higher education in the late 1960's and early 1970's revealed that, during their undergraduate years, the students became more liberal on political and social issues and less traditional in their religious beliefs. There was no clear trend as to whether the students' personal goals became more or less altruistic.

The study reported in this article involved undergraduates who were enrolled in the early 1980's, a period when entering freshmen were more materialistic and less liberal than in the period studied by Astin. However, as in Astin's study, attitudes toward political and social issues became more liberal for the students in this study during the years of undergraduate enrollment. The percentage describing themselves as politically liberal increased from 16 percent as freshmen to 29 percent as seniors, and their self-perception was supported by a shift during the four years to more liberal positions on many of the political and social issues included on the questionnaire.

The results of this investigation also revealed that, unlike the absence of a strong trend in Astin's project, there was a definite increase during the four years in the importance of altruistic goals and a decrease in financial concerns. For example, becoming involved in programs to clean up the environment, developing a meaningful philosophy of life, participating in a community action program, and helping to promote racial understanding became more important, and being well off financially became less important.

The main difference between this study and Astin's project was in the area of students' religious preferences. While Astin found a trend away from traditional religious preferences during the undergraduate years, the sample of students at The University of North Carolina at Chapel Hill tended to become more traditional.

Although students entering higher education may change from year to year, the findings of this study indicate that the impact of the college experience remains the same over time in some respects and differs in other respects. The University of North Carolina at Chapel Hill is a large public university with a selective admissions policy and a research-oriented faculty. Most of the undergraduate students are in the traditional college-age group and live either on campus or in apartments near the campus. Similar research, therefore, needs to be conducted at other types of colleges and universities to determine whether the findings of this study can be generalized to students at other types of institutions.

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TABLE V (CONTINUED)

A couple should live together for some time before deciding to get married	.20	.06	3.18*
Parents should be discouraged from having large families	-.19	.07	-2.82*
Divorce laws should be liberalized	-.14	.07	-2.10
If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time	.32	.06	4.91***
Women should receive the same salary and opportunities for advancement as men in comparable positions	.08	.03	2.46
Wealthy people should pay a larger share of taxes than they do now	.17	.07	2.61
Marijuana should be legalized	.26	.07	3.93***
Busing is O.K. if it helps to achieve racial balance in the schools	.19	.06	3.05*
It is important to have laws prohibiting homosexual relationships	-.35	.07	-4.77***
College officials have the right to regulate student behavior off campus	-.24	.05	-4.76***
Faculty promotions should be based in part on student evaluations	.33	.06	5.34***
College grades should be abolished	.22	.06	3.78***
Student publications should be cleared by college officials	-.35	.07	-4.79***
College officials have the right to ban persons with extreme views from speaking on campus	-.28	.07	-4.18***
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	.06	.07	0.89
Open admissions (admitting anyone who applies) should be adopted by all publicly supported colleges	-.06	.06	-0.93
All college graduates should be able to demonstrate some minimal competency in written English and mathematics	.06	.04	1.55

Note. Values are based on a 1 to 4 scale in which 1 = disagree strongly and 4 = agree strongly

* $p < .01$

** $p < .001$

*** $p < .0001$

Faculty Development: The Advising Coordinator's Changing Scene

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Faculty development is now shifting from the margins of institutions to the center.¹ Increasingly we recognize that if institutions of higher education remain dynamic and alive, capable of growing qualitatively in an increasingly restricted market, we must attend to the faculty vitality. In this context, institutional vitality will require imaginative linking of professional development of individual faculty with carefully planned development of academic programs and institutional policies.

Academic Advising as Faculty Development

One program used to facilitate faculty development — whose effects for such purposes likely could expand — is *academic advising*. Advising provides relevance to both student and institution, and offers an institutionally-sanctioned means of supplying challenge and support for faculty advisors. This tandem of challenge, the task of advising and advisor support provided by the advising coordinator, or other colleagues, relates to the continuing professional development for faculty — development that facilitates the elaboration and organization of advisor personal knowledge into systems of increasing utility as well as complexity. For example, faculty have the opportunity to learn about advising as a "knowable subject," that is, a body of information upon which one's advising behavior may be predicated. In addition, faculty may master advising as a "medium" for learning, a process for helping students with intellectual and philosophical maturation.

People carry around with them cognitive schemes that organize their feelings, attitudes, and choices in their work or social behavior. Personal development arises from individual interaction with specific situations, in this case advising situations. This paper discusses challenges inherent in shepherding the professional development fortunes of an institution's advising program.

1 R. Eugene Rice. "Faculty Lives: Vitality and Change." *Northwest Area Foundation Report: A Study of the Foundation's Grants in Faculty Development, 1979-1984*. St. Paul, Minnesota: 1985, p. 42.