

Letter from Coeditors: Essays in Honor of Dr. Marc Lowenstein

The coeditors and the editorial board are pleased to bring you this special issue of the *NACADA Review* to celebrate the contributions Dr. Marc Lowenstein has made to scholarly inquiry in academic advising. Such a celebration is called a *festschrift*: a celebration of scholarly writing, a collection of writings by scholars in tribute to a truly notable scholar. Dr. Marc Lowenstein is such a scholar, one whose influence is widely felt in the world of academic advising scholarship.

Dr. Lowenstein has done more to promote the expansion of scholarship in academic advising than anybody with his provocative and ongoing work drawing on utopian thought. As he has always done, with his most recent work, Dr. Lowenstein is expanding our collective thinking on what advising **is** while pointing the way to what advising might **become**.

His published work in advising theory really began in 1993 with an article he co-wrote with Thomas Grites called “Ethics in Academic Advising,” (*NACADA Journal*, 13[1]: 53-61). In 1999 at the NACADA conference in Denver, there was a great deal of discussion about how the widely-accepted developmental theory was fine as far as it went but was nowhere near adequate as a comprehensive theory to undergird the whole of advising. Within a month following that conference, Dr. Lowenstein had published the truly influential, “An Alternative to the Developmental Theory of Advising” (*The Mentor*, November 1999). This was followed in short order by “Academic Advising and the ‘Logic’ of the Curriculum” (*The Mentor*, April 2000).

Others soon began publishing and presenting their work on the theory and philosophy of advising that looked beyond the developmental theory. Various called “learning-centered advising” or “academically centered advising,” it was Lowenstein’s influential work that gave us the language to think of advising in new ways. What we now call “The Concept of Advising” would not have been possible without Lowenstein’s groundwork having stimulated others to publish works that expanded on these notions. The idea that “advising is teaching” began to catch fire.

Meanwhile, Lowenstein was pondering the obvious: if advising is teaching, then it stands to reason that there must be something that we teach. His most influential and far-reaching article “If Advising is Teaching, What Do Advisors Teach?” was published in 2005 (*NACADA Journal*, 25[2], Fall 2005). It posed that provocative question and provided a very clear and concise answer: if advising is teaching, we teach the meaning of the curriculum itself. This work has come to be one of our *ex post facto* founding documents in the theory and philosophy of advising.

Since 2005, in addition to numerous invited presentations, his publications include:

- (2008). Ethical Foundations of Academic Advising. In V. N. Gordon, W. R. Habley, & T. J. Grites (Eds.), *Academic advising: A comprehensive handbook* (pp. 36–49). Jossey-Bass.
- With Kuhn, T. L. (2010). Ethical considerations in academic advising research. In P. L. Hagen, T. L. Kuhn, & G. M. Padak (Eds.), *Scholarly inquiry in academic advising* (pp. 113–122). National Academic Advising Association Monograph.
- (2011). Academic advising at the University of Utopia. *The Mentor: An Academic Advising Journal*, 13, <https://doi.org/10.26209/MJ1361342>
- (2013). Envisioning the future. In J. K. Drake, P. Jordan, & M. Miller (Eds.), *Academic advising approaches: Strategies that teach students to make the most out of college* (pp. 243–258). Jossey-Bass.
- (2014). Toward a theory of advising. *The Mentor: An Academic Advising Journal*, 16, <https://doi.org/10.26209/MJ1661268>
- (2015). General education, advising, and integrative learning. *The Journal of General Education*, 64(2), 117–130.
- With Bloom, J. L. (2016). Advanced advising practice: Becoming a master advisor. In T. J. Grites, M. A. Miller, & J. G. Voller (Eds.), *Beyond foundations: Developing as a master advisor* (pp. 123–136). Jossey-Bass.

- (Forthcoming). Ethics in the conduct of scholarly inquiry in academic advising. In *Scholarly Inquiry in Academic Advising* (2nd ed.).

And there has even been an article published about him:

- Winham, I. P. (2015). Marc Lowenstein and the future of academic advising: The view from Penn State. *The Mentor: An Academic Advising Journal*, 17. <https://doi.org/10.26209/MJ1761254>

While this issue of the *NACADA Review* celebrates Lowenstein's body of work in academic advising, we are confident his good work on the theory and philosophy of academic advising will continue to influence researchers and thinkers in academic advising for many years to come.

In assembling this special issue, we first reached out to prospective authors to submit essays that reflect on how Lowenstein's scholarship may have influenced their own work; how it might benefit future practitioners, scholars, and students; or any topic that involves the work of this major figure in scholarly inquiry in academic advising. The response was immediate and far exceeded our expectations. We received articles that praised Lowenstein's contribution to their own work, and two of those works are included here. We received articles that expanded on Lowenstein's thought, and we received at least one that uses his theories in ways that he himself probably didn't expect, also included here. While there may be other articles devoted to assessing the work of Lowenstein in future issues of the *NACADA Review*, here is the line-up for the current issue, Issue 2(1).

Cunningham has given us what we might think of as autoethnography, a mixture of autobiography and ethnography, as she explores the influence of Lowenstein's oeuvre on her own career and thought in "The Foundation Lowenstein Laid."

As with Cunningham's work, Gabra shows us how this influential scholar's work has influenced her own in "A Tribute to Dr. Marc Lowenstein."

Grites draws upon his 40 years of collaborations with Lowenstein in "Marc Lowenstein: A Personal Retrospective."

Lucero calls for advisors to strive to embody the ideals of social justice in a democratic society. She argues that Lowenstein's work can guide us in that endeavor in "Provocative Moments: Learning-Centered Advising, Self-Authorship, and Social Justice."

New approaches abound in this issue. McGill, along with five coauthors, all of whom are graduate students in the Ph.D. program in Leadership in Academic Advising at Kansas State University, provide a dialogical approach among the six authors to assess Lowenstein's impact in "Towards a Unified Theory of Advising?: Lowenstein Revisited."

Coleman and her coauthors have provided an article that is innovative in both format (dialogical) and content that delves deep into the notion of advising as teaching, but from the point of view of primary and secondary teachers who became academic advisors in "From the Classroom to the Advising Office: Exploring Narratives of Advising as Teaching"

Himes, drawing upon Lowenstein's work in the philosophy of academic advising, and on her own work in that area, calls for scholars to focus in on the integrative learning paradigm in "A Philosophy of Advising and the Challenges of Implementation."

Schulenburg argues strongly that Lowenstein's work can become a new normative theory for academic advising in "The Context and Potential of Lowenstein's Learning-Centered Theory of Academic Advising".

Finally, Van den Wijngaard interviews Lowenstein himself in "Normative Theory, Scholarship and the Need to Disagree: Conversations with Marc Lowenstein."

We are truly pleased and proud to present you with this cornucopia of works from scholars who explore the impact of Marc Lowenstein on their own scholarly work, on scholarly inquiry into academic advising more generally, and on the practice of academic advising. We hope you enjoy this *festschrift*.

Respectfully submitted,

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