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## The historical path of academic advising evolution: (Part 2)

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### Abstract

To build up a future successfully you need to, know the past efficiently and to start building the bridge between past and future you have to fix your steps on a hard solid present through your wide knowledge. This review will display the initiation and development of academic advising since it was a simple spontaneous tool of student guidance, and could be done by anyone in the educational field until it reached now a days that higher level of professionalization, by being the most important target and distinct for success and efficiency specially in higher education. This professionalism is the normal result of continuous studies and sincere practice during a very long fruitful non-stop journey. In this part (1), we will discuss a brief review, screening the Trended Articles in Academic Advising during 2009 to 2015, and then the second part will discuss from 2016 to 2020.

**Keywords:** psychiatric disorders, suicide, suicide attempt; first admission; recurrent admission

### Introductions

**Brief History About The Initiation Of Academic Advising:** The history and development of academic advising in the United States paralleled and reflected the history and development of higher education and student personnel work. The history of U.S. higher education is a chronicle of continuing growth and diversity of higher education institutions, their curricula, and their students. In loco parentis and the prescribed curriculum of the early years, as well as the small population of students in higher education, allowed the president of the college and the faculty to attend to the academic and moral needs of the students.

As higher education moved from the English, rural, residential model to the German paradigm, which based on learning and research for its own sake, faculty roles began to change. After the Morrill Acts of 1863 and 1869 motivated the founding of land grant institutions and Black colleges and universities, the inclusion of practical subjects into the curriculum made higher education available to more students.

As this diversification of students, curricula, and institutions continued, the need for more specialized services for students also grew. Coeducation was the catalyst for the creation of the position of dean of women, which consider being as the forerunner of student personnel services from which many forms of advising were employed.

After World War I, counselors of every ilk were hired and the use of psychometric assessments aided their work.

After World War II, the almost overwhelming influx of veterans on campus (thanks to the GI Bill) solidified modern student personnel work as an important component of higher education.

In the 1940s and 1950s, faculty members were still the primary academic advisors for students. The tidal wave of enrollments in the 1960s and 1970s, the development of community colleges, the advent of federal financial assistance for college and the increasing smorgasbord of curricular offerings all set the stage for the development of complementary ways to advise students.

Within this historical backdrop, Academic Advising had its beginnings, but only with the founding of NACADA in 1979 academic advising begin the journey to professionalization.

In a very detailed and interesting demonstrative study, about the initiation of Academic Advising Process, Cook, S. (2009) <sup>[1]</sup> went smoothly and briefly with the raising of higher education quality in USA before academic advising have been defined. She illustrated it through several decades, starting from 16<sup>th</sup> through 19<sup>th</sup> centuries. Then by the beginning of 20s century Academic Advising became defined but unexamined activity.

After that the specialization of this process before first world war WW1, until WW2. Finally, since 50s until 21<sup>st</sup> century, Academic Advising raised as a defined and examined activity. By 21<sup>st</sup> century until 2009, she went through that significant and effective evolution of this process, proving by it how much it became initial and significant in Higher Education world.

#### From 2016-T0 2020

##### Here are Brief Review, Screening the Trended Articles in Academic Advising during This Period: 2016: Kyllö [2]

said, As Lewis Carroll wrote in his famous book, *Alice in Wonderland* “it is possible to arrive somewhere even if a person is not quite sure where they want to go”, even if it might not be the easiest or best route. As an advisor for first-year students, a big part of her/his job is to help students figure out where they want their journey to take them, not only during their first year of college but throughout their lives. A map is usually a great thing to reference before heading out on a path or trip. Developing a Roadmap For The First Year of College, is a tool many universities have created as a visual representation of the important transitions, milestones, experiences, knowledge, and skills that students are expected to gain during year one.

The hope is that this roadmap will guide students throughout their college careers so they are prepared when they move on to the next transition. From Advisors past accumulated experiences, it is become so realistic to redesign college’s roadmap for the first-year students, Moreover, it will lead to think of all the milestones that cannot always be plotted out for students on a simple sheet of paper.

**2016:** Haley, [3] she was interested in “Emotional intelligence” (EI), the ability to understand and act on personal emotions and the emotions of others, has become a popular subject in corporate America, spanning from hiring practices to professional development initiatives. Surprisingly, it has not yet been measured empirically in the academic advising field, though many of the best practices in academic advising seem to require a significant aptitude for emotional intelligence. It may even be that emotional intelligence itself mediates the relational component of advising.

(Habley, 1987) [4] Suggests that quality advising requires presence of three major components: the informational, the conceptual, and the relational. While informational knowledge and conceptual understandings are necessary, alone, they are insufficient in providing quality-advising services. Communication skills and interpersonal approaches such as listening, interviewing, rapport building, self-disclosure, and referral. directly influence advisor-advisee interactions and are critical to establishing positive advising relationships, (Habley, 1987; [4] (NACADA, 2005) [5] (Gordon-Starks, 2015)[6] defines academic advising as “relationship-building” (p. 1) in which the academic advisor acts as a mentor, guide, and positive influence throughout the academic journeys of his/her students. These relationships are the necessary third component of quality advising, and is the component that is possibly mediated by Emotional intelligence “EI”.

It is known that emotional intelligence “EI” is critical to conflict resolution, positive leadership, and relationship-building, and it seems as though many of the best practices in academic advising, such as motivational interviewing and

proactive advising, require a significant aptitude for “EI” as well. Advisors have a responsibility to hold a high level of emotional intelligence in order to establish and maintain positive relationships with their students. The literature on self-awareness, self-regulation, and positive communication is vast; one can certainly refine and strengthen his or her skills with practice. In the same vein, it may be of greatest importance for institutions of higher education to ensure, either through hiring decisions or through professional development initiatives, that the academic advisors they have entrusted with the maintenance of positive relationships with their students are emotionally intelligent advisors.

**2016:** Rans [7] had discussed a new field in academic advising. From 2000 to 2012, nearly one million veterans and military service members obtained educational benefits through the U.S. Department of Veterans Affairs. As of last year, veteran undergraduates comprise approximately 4% of the national student body, and this enrollment is expected to grow as service men and women return home from Iraq and Afghanistan in the coming years (“Veterans and College,” 2014). [8] An increase this large of veteran students transitioning to campus has not been seen since World War II (Whiteman, Barry, Mroczek & MacDermid Wadsworth, 2013). [9] Mirroring national trends, the number of veteran students and veteran dependents has become more apparent within advisee caseloads. His experience working with and advising adult learners has been helpful in assisting student service members because they are not typical first-year freshman. They come to our university with rich life experiences, some being unique to the military. These students often bring great leadership skills that can benefit any campus community.

**2017:** Higgins [10] The advising relationship grew through the support and full acceptance of individuals within the dyad. The action of authentic sharing created the trusted, comfortable learning environment that assisted the development of a relationship grounded in connectedness, underscoring the definition of advisor-advisee relational fit, concluded by, Higgins [11].

The advising relationship plays a critical role within a college student’s experience, is a frequent fact raised by, (Ender, 1994; [12] Harrison, 2009). [13] Academic advising continues to be an activity that supports the student experience as well as student retention because of the work of advisors who keep enhancing advising practices. The (NACADA, 2006) [14]. Concept of Academic Advising places academic advising directly within the teaching and learning mission of higher education. The (NACADA, 2017) [15] has identified the relational element of academic advising as one of the core competencies of the profession along with the conceptual and informational elements. Distinct from the others, the relational element highlights the dynamics within the advising practice. There are particular relational elements that contribute to and promote an engaged advising partnership trust, communication, and connectedness. As with any developing relationship, there is an amount of authentic sharing from both partners that must occur in order to develop a trust-filled relationship. Trust has been found to create a bond between individuals as they work cooperatively and explore experiences (Bordin, 1979 & 1983) [16, 17]

**2017:** Latrellis <sup>[18]</sup> they aimed through their paper to provide the reader with a comprehensive background for understanding current knowledge on Academic Advising Systems (AAS) and its impact on learning. It constitutes an overview of empirical evidence behind key objectives of the potential adoption of AAS in generic educational strategic planning. This paper discussed the emerged added value of AAS research and highlights the significance of further implications. Finally, the authors set their thoughts on possible unexplored key questions to investigate both from academics and from technical considerations.

Previous works on AAS research provided significant insight into the conceptual basis of this rapidly growing domain. However, these studies did not conduct an analysis of actual research results. The current paper presents a systematic review of empirical evidence of AAS research. They searched the literature and gathered representative, mature, and highly cited articles of real case studies with actual data from AAS domain. The analysis of selected case studies and their results shed light on the approaches followed by the respective research communities and revealed the potential of this emerging field of educational research. Along with the arising opportunities, they discovered a number of gaps that require the researchers' attention.

**2017:** Thomas <sup>[19]</sup> She support the efficiency of academic advising, and explained in her article that ACAD is one of the two most important levers to pull within the university to positively impact student success (the other being creating learning-centered curriculum in the classroom). It is academic advising that "provides perhaps the only opportunity for all students to develop a personal, consistent relationship with someone in the institution who cares about them" according to Drake in her 2016 article on student persistence (as cited in Miller, 2016, p. 50-51). <sup>[20]</sup> .In addition, not only dependability and caring are important. It is also advisors' abilities to help students make meaning out of their disparate experiences within the university and its curriculum, meaning making that ultimately facilitates self-awareness, leads to the discovery of unique talents, and encourages degree completion.

Academic advising, while viewed as a unique contribution to university life since the 1970s, is now vital if institutions are to achieve goals of persistence and timely graduation, in addition to the humane goals of student self-realization and growth. Institutions have grown in size leading to larger courses and less frequent contact with faculty.

Advising, as a professional field, helps students reach graduation by providing a forum and context in which individual experiences that could be confusing, discouraging, or alienating can instead be opportunities for developing self-awareness, flexibility, and expertise.

If there are enough advisors who are trained to engage students in self-discovery and degree exploration in their first years, time to degree will improve. Advisors can change this. Academic Advising Research Center (ACADRC) is an idea offering best practices easier to locate, thereby encouraging advisors to learn and grow in their practice. It will also produce easy-to-digest findings on advising's efficacy, making it easier to make the case for supporting advising even when resources are scarce.

**2018:** Ewing-Cooper and Merrifield, <sup>[21]</sup> with all the talk

about helicopter parents and over parenting, it is clear there is a new era in academia that includes parents. Advisors observed an increase in parental involvement in college students' academics (Merriman, 2007). <sup>[22]</sup> .While this participation can be useful at times, it is common to hear of parent horror stories and worst-case scenarios. It can be easy to forget that many parents have an incredible investment of time, love, money, and energy in their child's education. A college degree represents an enormous financial investment for many students' parents. The impact of a college education is not just financial; a college degree is associated with many quality of life indicators, including overall job satisfaction and more stable employment (Pew Research Center, 2014). <sup>[23]</sup> , although, parents invest emotionally in their child's participation in college. There is also evidence that a certain amount of parental involvement is beneficial for students (Harper, Sax, & Wolf, 2012), <sup>[24]</sup> but parental involvement is not always helpful. Relating to that conclusion, Advisors should collaborate with their advising team or departmental personnel to make a game plan and develop policy. Advisors can be more confident in their interactions with parents by knowing they have the law (FERPA) and their department behind them. Clear department policies based on FERPA regulations and outlining expectations for parental contact give advisors a safety net. Outline these expectations on the departmental web page so that parents can understand what information advisors can and cannot share. By this framework, advising process can control parental involving and direct it in the needed and beneficial way.

**2018:** French <sup>[25]</sup>, this quantitative study was designed to answer the following research question: "what is the effect of academic advisor type on retention of first-year, full-time, four-year degree-seeking students at a mid-size research university in the western U.S.?"

The purpose of this study was to determine whether academic advisor type has an effect on student retention, while controlling for the following factors at the point of students' matriculation to the institution: socioeconomic status, whether students are first-generation in family to attend college, and high school grade point average. The study also controlled for the following student characteristics after matriculation to the institution: first semester grade point average and enrollment in developmental coursework.

As previously stated, various studies have established a link between effective academic advising and increased retention rates of colleges and universities. However, the important contribution of academic advising is often underestimated, or omitted altogether, in studies of student success and retention (Light, 2001). <sup>[26]</sup> . This study attempted to provide additional insight into the contributions of academic advising to student success, by investigating the effect of academic advisor type on student retention, but additional research is needed to identify aspects of academic advising that stand-in student success and to investigate the effect of advisor type on student retention. These important points for improving researching in that field summarized in (five recommendations), are essential in raising the benefits in that approach.

**2018:** Kersey <sup>[27]</sup>. He Explained and Discussed A Look at A Classic Text on Grieving. How to Identify Grieving (sad)

Students. On Grief and Grieving: Finding the Meaning of Grief through the Five Stages of Loss, by (Kübler-Ross and Kessler, 2005) <sup>[28]</sup>, those stages help positively in recognizing students problems level. The five stages are Denial, Anger, Bargaining, Depression, and Acceptance. While the stage theory of grief is not the only one that exists, its familiarity might prove useful in making a quick judgement about whether a student is academically grieving.

Students may come to advisors in any of the five stages, but the advisor would argue that a student would be more open to parallel planning once they have experienced Acceptance. Words used to describe someone in the denial stage include “numb” and “in shock.” Anger may be a little easier to recognize, as it will often manifest itself through physical signs such as a raised voice or a clenched fist, also, anger is not an emotion that we are born with, rather one that is learned, We learn how to become angry in multiple ways (Mills, 2005) <sup>[29]</sup>. Bargaining or negotiating is often showcased with “what if” or “if only” statements. Depression can be tough to spot, but may include symptoms such as “feelings of guilt, worthlessness, helplessness” or “feelings of hopelessness, doubt” (Anxiety and Depression Association of America, n.d.) <sup>[30]</sup>.

As advisors, they cannot replace professional help in overcoming grief, potentially even academic grief. Advisors can, however, utilize the knowledge found in other disciplines to “provide support to grieving students,” as Freedman (2017, para. 3) <sup>[31]</sup> suggests in her perceptive article, that the more rich and knowledgeable advisors the more effective and familiar tools to use when that tougher conversation comes along with students/advisees.

**2019:** Firestein and Fink <sup>[32]</sup> raised a very important and needed topic especially through pandemic, crises or even personal bad circumstances in student’s life. Supporting Students Who Struggle with Mental Wellness as an important issue to be discussed and cared with it. One of the first priorities advisors should consider when working with a student is the best advising approach to utilize. Adapting to multiple advising approaches is important since each student may react best to different approaches. According to many researches, there are several advising approaches such as strengths advising, intrusive advising, appreciative advising, and developmental advising. Developmental is one advising approach advisors can consider utilizing when supporting students that struggle with wellness. “Developmental academic advising recognizes the importance of interactions between the student and the campus environment, it focuses on the whole person, and it works with the student at the person’s own life stage of development” (King, 2005) <sup>[33]</sup>.

They refer to the importance of providing the institution with CARE TEAM, as an interdisciplinary team, which meets on a regular basis to ensure that students of concern are receiving timely and consistent support (Simmons, 2019) <sup>[34]</sup>. The Care Team is an example of how institutions are utilizing their resources to flag and then support students that are struggling with mental wellness and other challenges.

Also other example for help, by comprehensive training to faculty and staff in identifying students who struggle with mental wellbeing. “Programs such as I CAN HELP are designed for students, faculty, staff, and other non-mental

health professionals and are sometimes called gatekeeper training” (Mistler, 2019) <sup>[35]</sup>. When requested from the website, materials for educational use such as campus training are free.

These different facilities are available, just to improve and develop the process of advising and strengthen it through qualified advisors, follower advisees and enhanced tools.

**2019:** Robinson <sup>[36]</sup>. Discussed one from advisors challenges, to be an expert on the culture of all students that advisors advise and teach is unrealistic. However, getting to know students in terms of their personal stories individually, and backgrounds is possible. This is particularly important as the student population in higher education continues to diversify (Cohen, Brawer, & Kisker, 2014) <sup>[37]</sup>. Building meaningful relationships with students is key, but this can be a challenge. This is particularly true when difference, whether real or perceived, presents a barrier to connection between advisor and student. Difference comes in many forms including, but not limited to, ethnicity, nationality, religion, gender identification, sexual orientation, etc., and this difference can make it difficult for advisors to connect with their students. She also faced many demands to be clarified, “How do advisors, as educators, overcome self-doubt about their ability to connect with students whose lives and experiences are so different from their own? How do advisors build trust with students who may see their advisor as an authority figure whom they feel cannot possibly understand their life challenges?”

Through student’s stories and professor’s experiences, learning and gaining the technique of Real Talk for effectively advising and teaching across differences. In addition, this all help in anticipating how they will perceive advising and classroom lessons and activities based on advisors understanding of their closed screens.

It was so important to know that not all students are the same. The advisor and teacher, at least, still has so much to learn, and any talented advisor, usually looking forward to the challenge and blessing of that continued growth with each new student, whom they privileged to know.

**2019:** Braithwaite <sup>[38]</sup>, in Brigham Young University, after her long past years of experience as a professional academic advisor prior to her installment as supervisor, it was a great, impressive and fruitful history by providing advisement to literally thousands of students, and numerous shifts in administrative leadership. As she have matured in her position, providing advisement needed acquired and subsequently shared lessons of learning with connected staff, hoping to provide them with training that just might prepare them for supervisory positions someday!

She summarized (10) valuable and effective points in academic advising success as follows: “Provide a constant message addressing the function and importance of academic advising. Beat the drum (a lastingly profound mantra) means, that advisor must persist in continuing to promote his/her area’s resource needs. Recognize and utilize the strengths of your staff. Delegate. This approach resulted in undue stress, uncompensated over-hours, and an under-utilized staff. Means, to offload some of the roles that had clung for years. Continue professional training and development. Teach and trust students. Establish a presence in curricular matters. Value collegial relationships. Practice humble confidence. Honor personal needs. Leonardo da

Vinci offered these powerful words of advice: “Every now and then go away, have a little relaxation, for when you come back to your work your judgment will be surer”.

All these precious reached points, observed as an important and valuable keys in supervising and influencing tools of advisement successfully.

**2019:** Stanfield <sup>[39]</sup>. Discussed an interesting issue. Nontraditional students, or adult learners as they are commonly described, are typically defined by specific characteristics, and they may have one or multiple of these characteristics to identify them as nontraditional.

Generally, the first and easiest to measure is age. Other characteristics include a delay in entering college after high school completion or completing a GED, having dependents other than a partner, and having part- or full-time employment to which the importance of their educational pursuits is secondary (Astin, 1977 <sup>[40]</sup>; Benshoff, 1993 <sup>[41]</sup>; Bergman, 2012 <sup>[42]</sup>; Choy, 2002 <sup>[43]</sup>; Chung, Turnbull, & Chur-Hansen, 2014 <sup>[44]</sup>; Compton, Cox, & Laanan, 2006 <sup>[45]</sup>; Goncalves & Trunk, 2014 <sup>[46]</sup>; Graham & Donaldson, 1999 <sup>[47]</sup>; Kasworm, 2010 <sup>[48]</sup>; Schlossberg, Lynch, & Chickering, 1989 <sup>[49]</sup>; Tannehill, 2009 <sup>[50]</sup>; Wyatt, 2011) <sup>[51]</sup>.

Nontraditional Student Enrollment continues to make up a large portion of undergraduate student populations on both traditional college campuses and in the distance-learning sector across the U.S. With nontraditional students making up nearly 41% of the postsecondary student body, institutions of higher education should be aware of the unique demands of this population. Four-year, public, nonprofit, degree-granting institutions need to research the needs of their nontraditional students as, according to the National Center for Education Statistics, 45% of the part-time student population and 11% of the full-time students were aged 25 or older (McFarland *et al.*, 2017) <sup>[52]</sup>.

(Anderson's, 2003) <sup>[53]</sup> The study revealed that; over the previous 30 years, the number of older students increased by 144%, whereas the number of traditional students increased by only 45%. This student population is even surpassing the traditional student population at some institutions (Choy, 2002) <sup>[43]</sup> Research by (Bergman, Gross, Berry, and Shuck, 2014) <sup>[54]</sup> indicated that by 2025, over half of the jobs in the United States will require a college degree, and in the eight years after 2010, the U.S. would experience a three-million-person gap between college graduates and jobs requiring a degree (Carnevale, Smith, & Strohl, 2010) <sup>[55]</sup>; Lumina Foundation, 2011) <sup>[56]</sup>.

Therefore, it is essential in advising nontraditional students that the advisor seeks to create a spirit of partnership with the student in their educational journey in order for the adult learner to feel they have an ally and advocate in their corner. (Hayter, (2015) <sup>[57]</sup> discovered “when relationships developed, the tenacity to stay the course also increased, solidifying the need to make sacrifices with a determination to complete the program together” (p. 94). Sometimes the best practice in advising this unique population is simply being the sympathetic ear to their academic and non-academic situations alike. Other times it is imperative to help adult learners navigate the intersection of their academic life and their real lives and to direct to relevant support services both on and off campus. No matter what interaction occurs, advisors have a significant impact on nontraditional students and their perception of their value on campus.

**2019:** Snyder & Zona, <sup>[58]</sup>. They discussed the Importance of Listening to Advisees/Students (Storytelling). As academic advisors, they can relate to the many hints of a life lived in pursuit of something that until now has been a journey delayed. Advisors listen to stories that highlight the vulnerabilities and shortcomings that students choose to share. It is their emotional unpacking. It is how they interpret their world. Advisors have a responsibility to respond with compassion and truth. (Buchanan, 2013) <sup>[59]</sup> Tells us “a story is a journey whose beginning and end you can see” (para. 10). For many of students, it is a difficult journey of self-discovery predicated on competing demands in their personal and professional life. Stories have a powerful role to “clarify, mollify, unite, inspire, and stir to arms” <sup>[59]</sup>. Ultimately, students’ stories become a powerful resource in which the momentum gained is powered by the desire for achievement.

Storytelling is a developmental process for students. It most closely resembles the theory of self-authorship, which “emphasizes the development of an individual’s capacity to balance critical evaluations of information, personal beliefs and values, and relationships with others when setting goals and taking action” (Schulenberg, 2013, p. 121). <sup>[60]</sup>

Advisors can promote an environment of storytelling in each meeting with advisees. Open-ended questions allow the conversation to begin; however, advisors like to take it a step further. They listen, digest, and relay their stories. Advisors ask them how they can aid in being supporter for them and assume their stories in order to further their persistence. Last, Advisors consider developing student stories for recruitment by posting them on advising center’s web page or working with a marketing team to use them on a larger scale.

**2020:** Liotine & Magee. <sup>[61]</sup> The spring 2020 semester will be remembered as one of the most challenging in the history of higher education. Students have endured significant crises throughout time; however, having multiple crises occurring concurrently has rarely, if ever been experienced. Covid-19 threatened the health of students and their family members. This led to a sudden economic downturn as nationwide (quarantined at home) and orders were strictly respected by all.

Within the span of a few weeks during the middle of the semester, students may have lost their job or had to get a job to support their families if their parents were laid off, furloughed, or became unemployed. This may be more applicable to community college students, non-traditional age students, or those who are commuters. Residential Students (During Crisis) had to leave their campuses and move out two months early.

Many students (Fischer, 2020) <sup>[62]</sup> did not have the resources to move off campus let alone to continue their education in an online modality. Students lost their homes, meals and health care, with very little warning. Currently, there are hundreds of lawsuits from students seeking refunds of tuition, room and board, and other college related expenses (Keshner, 2020). <sup>[63]</sup>

College students have overcome many obstacles throughout the history of higher education. However, this may be the most uncertain time as there is a global pandemic, economic depression (and potential recession), combined with civil unrest. How advisors can best help students is to understand where they are coming from, acknowledge the difficulties

they have faced and may continue to face, and then help them pick up the pieces to help them sustain their overall long-term goals. Advisors are not meant to have all the answers, but in order to best serve their students in this current situation, it is critical that academic advisors continue to serve as inspiratory of hope that can help guide their students through these hard times.

**2020:** Steele <sup>[64]</sup> provide in this article a framework for conceptualizing how a Flipped Advising Approach Can Complement Those Advisors who find themselves predominately interacting with their students through video-conferencing technologies, trying to replicate the synchronous one-on-one encounters they were familiar with before the onset of the pandemic. If every picture tells a story, then examine adopting a flipped advising approach has become critical as they always react and embrace new ways to advise and guide students during the COVID-19 pandemic. The success of this model was due to its familiarity with past practices and the dedication of advisors who worked long hours to make it succeed. Flipped advising relies on using technologies designed for learning. The most familiar technologies used for learning, the LMS and e-Portfolios, provide means for organizing and publishing multi-media content, tools for student feedback and evaluating learning, and venues for communicating between multiple parties through private and community-based interactions.

**2020:** Mulcahy, <sup>[65]</sup> focused on How Much the Impact and The Progression of Time may have never been as important to education as they are presently. As advisors, teachers, and students were currently surrounded on all sides by uncertain timelines and unknown schedules ahead. The concept of time as a driving force on student success and development during college careers is marked by today's situational time of where we are right now in 2020. Students' college education and development are badly effected by COVID-19. The impacts that COVID-19 will have on their development during that time of pandemic may affect them for several semesters to come, and for years for all and specially student's life, and refers if this pandemic negatively affects the health of their family or their own health, that it must be the worse.

As advisors, they must appreciate that the role of education in student development is both timely and time dependent. This is how to interpret the chronosystem, a model that considers time as an influence on human development, and one of five parts of Bronfenbrenner's theory of ecological systems (Bronfenbrenner, 1988; <sup>[66]</sup> Edinete & Tudge, 2013). <sup>[67]</sup>, the chronosystem considers how and when major events occur and how the timing of these events can influence a person's life. These major events could be within the person's life itself or external such as natural disasters, pandemics, or global civil rights protests. Moreover, students experiencing such dramatic events may need an advising structure which is closely matching with mental health services (Firestein, 2019).<sup>[68]</sup>

**2020:** Turner & Farr, <sup>[69]</sup> refer in their article To the Quick Decisions They Had to Take Due To Global Pandemic. It is hard to pinpoint exactly when realized that lives would change due to the coronavirus. It was clear at the start of the spring 2020 semester that this was already influencing some

of the Chinese students enrolled in the Division of General Studies (DGS) at the University of Illinois. At least one student from Wuhan were trapped due to quarantine and was not able to return to campus or the United States by the start of the semester in late January. With over 5,000 international students from China enrolled at the University of Illinois, it was clarified that virus would affect badly students, but there were no idea how dramatic the impact would be.

Although, what happened was a bit of a blur to the majority, but very quickly, all were adapted. As skills of academic advisors at problem solving are quite good, it was so impressive to recognize their talented reactions towards problems they faced. What really happened was support and care for staff and students. They made thoughtful decisions and relied upon the expertise of each other. They, have empathis, cheerleaders, logisticians, planners, and weavers. They all have a gift, and already used them. Advisors were gifted by being always thinking about students and how they are doing and trying to figure out ways to ensure they know they are cared for.

At this period (2020-2021) academic year, they understood that it would be unlike any other. Their effort directed to focus on the health and safety of their students and staff and look to creative approaches to delivering exceptional student support services in a mostly online environment. Advisors have exceptional interpersonal skills and will continue to rely on these in support of their students.

Now more than ever, all must use technology, communication skills, and care for each other and students are the critical competencies to be effective academic advisors. It is too early to reflect on the true impact the pandemic will have on higher education and our culture. Advisors know how to continue to adapt to provide opportunities for students and support their personal and academic growth and development.

**2020 :** Fink and Firestein <sup>[70]</sup> discussed in their article what Academic Advisors are seeing about the remarkable increment in Generation Z students, as they may are coming to campus with mental wellness struggles and concerns that intensify and become transformational with the transition to college. With the transition to remote and hybrid higher education learning models, mental wellness is the unseen and largely forgotten struggle for college students. The World Health Organization (WHO) defines mental wellness, "as a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community" (American Mental Wellness Association, n.d.)<sup>[71]</sup> · Students are changing, and with that, advising must adapt to meet student needs in the best way.

New research around student bandwidth recognizes that students possess finite cognitive resources to take in new information and manage commitments such as classes, homework, health, family obligations, and/or a job (Verschelden, 2017)<sup>[72]</sup> .Young people whose cognitive bandwidth has been taxed even further by "economic insecurity, discrimination and hostility against non-majority groups based on race, ethnicity, sexual orientation, or gender identity, and other aspects of difference" (Vershelden, 2017)<sup>[72]</sup>, experience vast and long-lasting challenges in their transition to college. The only difference

between young people is the degree of depletion or weakening of cognitive and mental resources; strategies around “growth mindset and self-efficacy” can help combat a diminished cognitive bandwidth (Vershelden, 2017) <sup>[72]</sup>, The concept of bandwidth is connected to new data that suggests that when the mind is overly burdened and loaded, decision-making efficiency is impaired and decreased, that spurs poor decision-making which engenders more poor decisions and thus, an increase in poor outcomes.

Advisors are learning that as part of their role they will need to offer emotional support while simultaneously identify, triage, connect, and refer students to supplemental support and resources. Advisors must help students tackle the normal and abnormal stressors of life, because advisors will be a student’s first point of contact.

Despite mental wellness struggles, Generation Z has shown itself to be a resilient generation, adapting to the changing landscape of work and school, while experiencing first-hand a global pandemic. Generation Z is developing new coping strategies through online platforms, connecting with resources, learning problem-solving skills, becoming more flexible in the wake of remote work and learning, testing their bandwidth, grappling with grief, exercising grit, and practicing resilience. As advisors, we have the privilege of supporting their journeys, both academically and personally.

### Conclusion

After this overview of some samples, which screened the common publications in academic advising and most of the related important issues, it came to be clear to realize the importance of this process to higher education, and all the wide and continuous steps during this long and past time until now. These wide steps are referring to that huge interesting, caring and this valuable impact in higher education field.

This valuable impact not only for the main target (Advisee/s) but also to the main processor (Advisors) and all these alternative respected mutual skills between them. This complementary relation raise the quality of the education process through not ended, continuous, sincere and successful role, initiated in the past and still raising its efficiency until now.

Student success does not arise by chance. It is the result of intentional strategies, which provide a clear structure for students and are proactive in addressing their needs. No need is more important than that of academic advising, as a tool assisting today’s advisors to gain better understand about how much history has shaped their professional skills, and how it will affect innovation in the coming years. Many authors concluded from their study that the development of academic advising aligned side by side the history of higher education and reflects decades of faculty and student personal work. Changes in funding, curricula, disciplines, educational demands, global circumstances, students, and faculty roles, have all affected the means by how the academic advising was so effective in the students’ academic life and the whole shape of higher education. This overview present clearly the aim of this literature review in history of academic advising. “Quality Search in Past History Will Carry You to Promising Present and Guarantee You a Hopefully Future”.

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