

What is Academic Advising? Challenges and Opportunities to Define a Profession.

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Overview



▣ Introductions

▣ Panelists

▣ Article Review

▣ “The Professionalization of Academic Advising: A Structured Literature Review” by Dr. McGill.

▣ Panel Discussion



Article Review



□ Reason for the article

- Research Questions 1 - What characteristics of professionalization have been discussed in the literature of academic advising since 1980?
- Research Question 2 - What obstacles have impacted the development of academic advising as a distinctive and independent profession?

□ Research methods

- Database search: ERIC, Education Source; Google Scholar
- Sample: 17 publications published between 1981 and 2016

□ Findings

- Characteristics of Professionalization
- Obstacles to Professionalization



Characteristics of Professionalization



❑ Issues with scholarship

❑ Defining the field

- ❑ Statement defining the field vs a concept *advising is teaching* (advising curriculum, related pedagogy and learning outcomes)

❑ Articulating the knowledge base

- ❑ *Prescriptive advice and developmental perspective*
- ❑ *"the field had not made substantial progress since the early 1980s in laying claim to a sufficient knowledge base"*

❑ Demonstrating effectiveness

- ❑ Impact of advising on students
- ❑ NACADA strategic goal is to define knowledge base and impact



Characteristics of Professionalization



▣ Expanding graduate programs

- ▣ Kansas State University offers graduate credentials

▣ Community

- ▣ Establishment of NACADA in 1977
- ▣ Administrative home for academic advising
 - ▣ Until the 1970s, academic advising was done exclusively by faculty members



Obstacle to Professionalization

❑ **Need to further define the field**

- ❑ The CAS Standards
- ❑ NACADA's Core Values of Academic Advising
- ❑ Still lack of clarity regarding role boundaries and responsibilities limits the field from a status consistent with professionalization

❑ **Role of the professional association**

- ❑ NACADA – a single professional association and cannot lobby



Obstacle to Professionalization



❑ **Training and required education to perform advising**

- ❑ Currently practitioners come from a variety of fields and backgrounds which complicates delivery of professional development (trained vs educated)

❑ **Personal and occupational professional autonomy**

- ❑ “Members of a profession have a high degree of control over their work, are actively involved in creating policy, and are equipped to evaluate the quality of work within a profession.” p. 96
- ❑ “The field is becoming more specialized, with more primary role advisors, but the degree to which individual autonomy exists in practice still very much depends on institution and departmental settings.” p. 96

❑ **Consistent administrative home for advising**

- ❑ Reporting line (Academic Affairs vs Student Affairs) impacts the type of advising and consistency of practice



Panel Discussion



- Please share a little about your background and if you were trained or educated to conduct your advising responsibilities?
- Keeping in mind that you all report to Academic Affairs, what kind of advising do you offer, and do you think there is some consistency in your practice?
- Based on your current role what is your view on the lack of clarity regarding role boundaries and responsibilities?