THE NATURE OF AMERICAN ACADEMIC ADVISING IN THE 21st CENTURY

G U I L D F O R D

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"We don't know a millionth of one percent about anything"

~Thomas Alva Edison~

ABSTRACT

This case study grounded in the tradition of practitioner-research (Jarvis, 1999) was carried out from 1994 to 1999 at a major land-grant university in the United States. Specifically, the study aimed to explore the nature of American academic advising in the 21st century using qualitative research techniques. A review of the traditional literature from the academic advising profession, as well as the literature from the more encompassing field of student affairs (Davis and Liddell, 1997; Gordon and Grites, 1998), suggested that much of the research conducted in these areas has been quantitative and insular in nature. Thus, in response to an apparent need for more naturalistic and broadly-based inquiries in these areas (academic advising and student affairs), this study employed a variety of different qualitative research approaches in an attempt to *investigate* and *contextualize* the practice of academic advising within the forces shaping contemporary society.

The first part of the thesis engaged the researcher in a comprehensive review of literature from a wide variety of disciplines including economics, history, political science, sociology and education that aided in the construction of a *prospective model of society*. As a result of this exercise, two research questions emerged that were later posed to 36 participants, representing the following classifications within the model of society: students, academic advisors, career services professionals, faculty, university hierarchy, and employers (6 in each classification). The research questions were: w*hat is the nature of American academic advising in the 21st century in light of the forces of information technology and globalized capitalism, and how were these forces of change resisted?* Using the general interview guide approach (Patton, 1990) and "qualitatively-based," content analysis interpretation techniques (Holsti, 1969; Krippendorff, 1980; Patton, 1990) these questions were explored and analyzed and the results compiled into a series of reports based on findings. These uniform reports were subsequently turned into separate chapters based on a comprehensive analysis of each of the 6 participant group "perceptions" of the nature of future academic advising practice. In particular, the inquiry aimed to illuminate participants' awareness of the forces shaping contemporary society, how they perceived the practice *would* change in the 21st century, how the participants thought the practice *should* be operated, their perceptions of the major *causes of change*, and how they perceived the forces of change being *resisted* in the future.

Findings suggested that participant's perceived the future of the practice of academic advising to be influenced greatly by information technology, requiring stakeholders, at all levels throughout the academic advising process to *humanistically* assess to what degree and in what capacities will information technology be utilized within each, unique practice setting. Other findings suggested that participants both perceived and endorsed a more collaborative mode of practice in the future – consolidating other student services together with academic advising. Recommendations to the profession included the adoption of a *new core value* that would engage the profession, and its members, in more "outwardly" directed practices reaching beyond institutional barriers. Additionally, there is a recommendation that the profession become more politically and strategically-oriented in the next century, employing "relevance-grounded" public relations efforts to secure stability. Future comparative institutional studies, studies using additional participant groups and the development of quantitative national, and possibly international, surveys using this study as a model and its findings for reference, replication, or further illumination are suggested.

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Of course I must acknowledge all of the **36 participants** in my study who took time out of their busy schedules and lives to make "room" for me in order to share their ideas, fears, questions, concerns, warnings, and visions of the practice of academic advising in the 21st century. Their perspectives were fascinating to capture, analyze, interpret and report. As a result of their efforts on my behalf, I am inspired to share the findings of my research with a wider audience of interested professionals in hopes of improving the practice of academic advising on behalf of the individuals the profession serves. Their "words" made this thesis.

Lastly, yet certainly not least, I most gratefully and lovingly acknowledge my **family** and **friends** for the many forms of support, encouragement, and sacrifice that were extended to me during the last five years. To be sure, my decision to pursue a Ph.D. in a country outside of my own could be considered unconventional by most peoples' standards. Yet, despite the "stresses" and "strains" that this alternative has contributed toward during my time as an international graduate student, my family and friends have remained steadfast in their "collaborative" commitment toward my achievement of this most personal of goals. My only wish is that several persons, no longer with us, could share in the joy of this grand accomplishment. Thus, I dedicate my thesis to the memory of them. Their spirits touched me.

CONTENTS

Chapter Three: Higher Education within the Context of a Changing World

Chapter Four: The World of Work

Chapter Five: Globalization and the Changing World

Chapter Six: Prologue to Methodology

Chapter Seven: Research Philosophy

Chapter Eight: Research Methodology

Chapter Nine: Content Analysis - Students

Chapter Ten: Content Analysis – Advisors

Chapter Eleven: Content Analysis – Career Services Personnel

Chapter Twelve: Content Analysis – Faculty

Chapter Thirteen: Content Analysis – University Hierarchy

Chapter Fourteen: Content Analysis - Employers

Chapter Fifteen: Findings from the Interviews

Chapter Sixteen: Reflections on the Interview Process

Chapter Seventeen: Conclusions and Recommendations

FIGURES

APPENDICES

PREFACE

In the midst of autumn 1984, a young man left the comforts, familiarity and security of his native state and country to embark upon a wonderful journey. It was a journey that would alter that young man's life in ways he would have never imagined. During the journey, the young man learned that he had much to learn. Restricted thoughts about the future and fear of the unknown were replaced by self-confidence grounded in achievement and an engaging sense of possibilities. In fact, the impact of these realizations, even to this day, burn brightly in the eyes, mind and heart of this now "somewhat older" man, as he pursues his chosen profession. As an academician and academic advisor, he imparts guidance and counsel to students who seek it. All of this is due, largely, to an international college exchange experience in England. I am, as you may deduce, the protagonist of this story. In retrospect, I can honestly look back on that initial experience abroad and point to the fact that my ability to more accurately and acutely assess my own personal strengths, weaknesses, values, goals and ambitions was facilitated through the "removed" or "internationalized" perspective that I gained from leaving my country. In a real sense it wasn't until I left home that I found out who I really was, and what I wanted to do with my life.

Fifteen years later, after a decade of service as both Assistant and Associate Director of Arts and Sciences Advising Services at the University of Tennessee, Knoxville, USA, I have completed a qualitative case study of my own practice. Grounded in the tradition of practitioner based research (Jarvis, 1999), this thesis represents that endeavor. *Illuminating* (Partlett and Dearden, 1977) upon specific themes and trends that may impact the future of the profession, this naturalistic inquiry was influenced greatly by the dynamic nature of my international experiences as both an undergraduate and graduate student here in England.

One consideration that never crossed my mind, while developing my ideas for a research project in Tennessee was the paradigm, or worldview, with which I was approaching this important task. After completing years of education in the social sciences, education and counseling, I recognized quantitative methods as the prevailing research choice used in almost all of the professional literature in these fields. Moreover, my own graduate training (master's level) in counseling and personnel services *required* specific training in quantitative theories and methods; qualitative methods courses were available – yet not required for graduation. As a result, most students entered their research endeavors with a strong, faculty-sanctioned, preference for using quantitative measures and theoretical approaches. Looking back, I must readily admit that I came to my *original* M/Phil-PhD proposal with much the same orientation. And this makes sense of course because I am indeed a product of the American Higher Education system, with all the perspectives, ideologies, and other academic trappings included.

Therefore, it should not be surprising that I wrote my original proposal with visions of even stricter guidelines, demands for even higher levels of rigor, and expectations from research supervisors that a disciplined, pre-existing research proposal be implemented within a rigid, predetermined time schedule. All of these vestiges of a restrictive quantitative framework had colored my entire notion of what the idea of research was. I thought that I had come to this process with, at minimum, a fundamental understanding of *the research process.* I was wrong. What I soon discovered, after my arrival in England as a graduate student was the concept that a "singular" research paradigm did not exist. Within the first three weeks of my research methods program at the University of Surrey, I was overwhelmed by the discovery of literally an entire other world of perspectives on the research process. I found contemplating the plethora of qualitative approaches, methods, techniques, philosophies and different ideologies extraordinarily illuminating on the one hand, yet painfully unsettling on the other. As the new information filtered in, I began to feel my original proposal start to unravel little by little. I was starting to have doubts about my original ideas, my original proposal, as well as my place in this new system. I felt incredibly vulnerable and naïve. It is in this sense that I began to feel a "disjuncture" with my past ideas about research methodologies as well as the philosophical assumptions that brace their foundation (see Chapter Six).

Looking for support and structured recommendations on how to get back on track, I began a series of tutorials with my research supervisor. I desperately wanted to know what were the "right" things to do so that I did not fall behind. Before each tutorial I frantically wrote down new thoughts and ideas, attempting to salvage my old proposal by adding new concepts recently covered in my research methods course, or by attempting to further explore a discussion point brought up in the preceding session. In a persistent search for the right answers and procedures needed to rescue my original research plan, I anxiously asked my supervisor for advice. He continuously suggested that I keep reading widely. During our tutorials we kept re-framing and exploring some of my original ideas and thoughts about the American academic advising system, yet we never seemed to reach any concrete resolutions about my proposal. I always felt better after the tutorials, having received more recommendations on relevant sources to read, yet I was still anxious about what "exactly" I was supposed to do. I did though, continue to read widely as suggested, which was exactly what I needed to do.

I had slowly come to the conclusion that I was experiencing dissonance or disjuncture because of the paradigm that I had brought with me from America. Indeed, I had come to England thinking that I was expected to implement my already completed (and accepted) research proposal in the way in which it was conceived back home; essentially conceived within a framework of thinking about doctoral research that was "lock-step," linear and quantitative in nature. Furthermore, I had attempted to facilitate a process of narrowing down my research topic within a different academic environment offering me the unique ability to look back on my job, my educational background, and even my own personal philosophies (as I did earlier in 1984) from a removed and introspective vantage point. In reality, I had been exposed to a series of novel vantage points compelling me to reconsider my early ideas and the very conception of what research should, and could entail.

Here in England, I was asked to examine the philosophical underpinnings of the research process itself. What is research? How is it conceived? What is its function? How has history and developments in society influenced the role and function of research? These were questions I had never before considered. In essence, I was confronting my own boundaries of knowledge with respect to the inquiry process and as a result my ideas about my research topic started to *expand*. I had started to take into consideration the importance of "context" within which research takes place. It became even clearer to me why my supervisor had asked me to read so widely. In effect, he had been encouraging me to develop an understanding of both the context and the forces shaping the world in which American academic advising actually takes place. It was in light of this most critical realization concerning the significance of context and the forces shaping contemporary society, that my research and thesis took form.

In this sense, my thesis has been influenced greatly by the extraordinary experience of moving in and out of my role as Associate Director of a large academic advising center in America, as well as in and out of my role of collaborative graduate student here in England. Throughout the last five years, I believe the international dimension and perspective accrued through this "study abroad" has entitled me both to inquire about and to begin to understand my profession from a particularly unique and valuable perspective. I can say, without hesitation, the thesis that has emerged from this "graduate" experience could not have been duplicated in quite the same manner back in America. Indeed, throughout the thesis that unfolds in the next seventeen chapters, the influence of my "internationalized perspective" is often referenced.

In closing, I contend that, as it helped to both "ground" and guide my own personal philosophies, values and goals, and ultimate career directions in 1984, my "study abroad" here at the University of Surrey some fifteen years later, has also contributed to a "grounding" and guiding process. *Grounding* the American academic advising profession within the context of the forces shaping contemporary society, and offering *guiding* ideas and principles for fellow advising practitioners to consider in the next century, I hope that the following chronicle of my inquiry proves to be just as inspirational.

CHAPTER ONE: ACADEMIC ADVISING WITHIN THE CONTEXT OF A CHANGING WORLD

1.1. Setting the Context For My Thesis

As an academic advisor at the University of Maryland at College Park (USA), and as both Assistant and Associate Director of Arts and Sciences Advising Services at the University of Tennessee, Knoxville (USA), I have worked with thousands of students and hundreds of faculty members and student affairs professionals for more than a decade. As a result, I have experienced a wide range of paradoxical problems, questions, and debates concerning the provision of advising services. Moreover, as a member of the academic advising profession and a contributor to the *American higher educational* system, my practice has been molded and patterned by the predominant values of that system, as has the practice of thousands of other professionals throughout the country who perform academic advising in a variety of different settings. Some of these values, such as *pragmatism* and *functional rationality,* have secured themselves within the core of various academic practices on American campuses, due to the fact that many of our institutions were founded at a particular time in history when such orientations were valued and institutionalized. Colleges and universities created under the *Morrill Act of 1862* would be a good example of this because they were established in order to serve a particular purpose within society. Harbison and Myers (1964: 149) state the following regarding the association between the creation of "land-grant" institutions and the rise of powerful industrial needs within the nation at that time in history:

> It may be argued whether this Act was a response to the growing industrial revolution in America or whether there was an early recognition by Congress of the importance or providing industrial and agricultural leadership for subsequent development of the country. In any case, there was a close connection between the land-grant college movement and emerging American industrial society.

A powerful and symbolic example of the *industrial traditions* of higher education in the United States, this particular link between higher education and its *relationship* and *response* to the forces of contemporary society is a critical theme explored in great detail throughout my thesis.

The rest of this first chapter is devoted to illustrating the *personal context* from which my interest in the nature of academic advising within the 21st century arises. In the ensuing five chapters I attempt to build and describe a *prospective model of society* that serves as a additional context from which to infer how some of the forces of contemporary society, mainly globalized capitalism and information technology, may ultimately influence the nature of higher education and subsequently the practice of academic advising. Following that discussion is a *content analysis* of thirty-six interviews from representatives of that model of society. Particular attention is focused upon the representatives' awareness of these forces, or lack thereof, and their interpretation of how these forces may *change* the practice of academic advising in the future. Lastly, a critique of the research process and implications and recommendations for future practice are offered in the final chapters.

1.2. Traveling with a Different View

In this section, and the next, I explore the relevance and significance of the *international perspective,* that my experience as an international, graduate student and practitioner-researcher (Jarvis, 1999) has provided me. In particular, the value of acquiring an *outside viewpoint* is established as well the *revelatory insights* on both the practice and literature in the academic advising field – which I became aware of as a result of my stepping both in and out of the system over a period of time.

In the passage, that follows, R.S. Peters (1964) captures a distinctive theme that relates to my *intellectual journey* as an international graduate student and practitioner-researcher. This story and the significance that it commands throughout my entire thesis is crucial, because like Peters (1964: 48) it was not a *fixed* point of knowledge acquisition that I am striving toward in my thesis, but rather a *fluid* and *emergent* exploration of *my practice* and *my case study* which has been enhanced through the pursuit of new knowledge within the intellectual sphere of another country:

> To be educated is not to have arrived at a destination; it is to travel with a different view.

As an American practitioner-researcher engaging in an inquiry process *within* the United Kingdom, I am privileged, because I possess the rare ability to explore the organization, design, and inquiry itself with a *different view*. As a result, I believe that my thesis approaches the problems, issues, and ideas influencing academic advising, higher education, society and the world of work from a novel perspective. Similar to Peters' motif about travel, Bloom (1987: 370) explores the premise that liberal educational experiences must encompass compelling, self-exploratory elements that require students to question and examine their own philosophical underpinnings:

> True liberal education ***requires*** that the student's whole life be radically changed by it, that what he learns may affect his action, his tastes, his choices, that no previous attachment be immune to examination and hence re-evaluation (emphases mine).

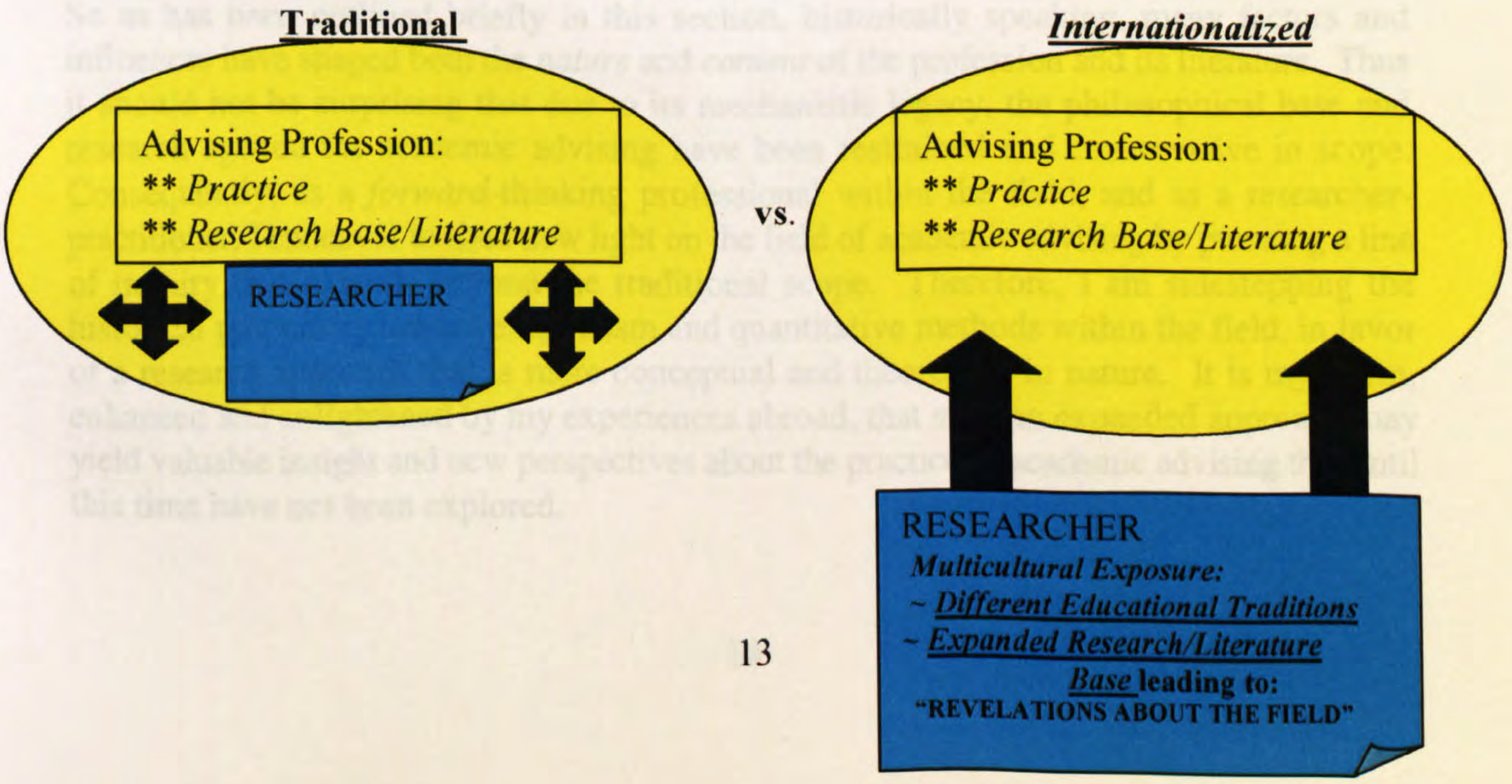
In a sense, my experiences within the European system of higher education, my exposure to broader philosophical issues influencing the nature of contemporary society (globalization, information technology), and my on-going affiliation with the University of Surrey as a student, have engaged me in Bloom's *examination* and *re-evaluation* process. Not only has the experience compelled me to revisit my original research ideas, methodologies, field literature, and research question from a critical and global standpoint, it has *required* me, in a sense, to approach the entirety of this inquiry from a fundamentally different point of view.

1.3. The Value and Pertinence of Gaining an Outside Perspective

As an American designing, formulating and *writing* this research in the United Kingdom, I have, in a sense, been able to adopt a distanced and differentiating perspective from not only my profession, but from the *nature* of the entire infrastructure within which it exists as well. What such an exercise provides to me as a practitioner-researcher (Jarvis, 1999) is an ability to stand back from the complex activity that I have been so actively engaged in for more than a decade, and see, reflect or "view" it (as Peters might interpret) through another set of eyes. Moreover, with specific regard to Peters' comment about travelling with a different view, I recognize a particularly unique and personal connection. Taking into consideration the diversity of research perspectives made available through internationally based graduate study; I am now capable of *seeing beyond* the scope of my initial research approach and design. Using a pragmatic research strategy, the original proposal focused specifically upon a quantitative exploration of traditional advising practices through which universities and colleges prepare undergraduate students for the labor market. Yet I discovered, during my first year in residence abroad and also during my subsequent years back home in reflective practice, that the original approach was too narrow, too confining.

Indeed, all of these *revelations* begin to make sense, including interpretations of both academic advising practice and literature, after consideration of what "stepping outside of the predominant paradigm of practice" enables the practitioner to experience and reflect upon. As will be explored later in this chapter and in Chapter Two, the *mechanical, pragmatic,* and *functional* nature of both practice and research within the *traditions of academic advising* can be rationalized, considering the insular structures within which they have been conducted. Figure 1.1. below illustrates the *value* of the outside vantage point which my internationalized perspective has entitled me to.

Figure 1.1. Internationalized Perspective Gained



1.4. The Historic Precedent of the Outside Perspective

Much in the same way individuals like De Tocqueville (1840) and later Parsons (Rocher, 1972: 3) examined the nature of American pragmatism and positivism from international perspectives, I also have realized the pervasive nature of these two inclinations within the context of the *American* national character, and more specifically, within our systems of education. Commenting upon Americans' penchant for practical science over the theoretical, De Tocqueville (1961: 47) commented: "Those who cultivate the sciences amongst a democratic people are always afraid of losing their way in visionary speculation. They mistrust systems; they adhere closely to the facts with their own senses." Furthermore, Parsons (1970: 830), upon his return to America after studies in both England and Germany, voiced concerns about the restricted mindset which characterized the state of social science at that time:

> Returning to this country I found behaviorism so rampant that anyone who believed in the scientific validity of the interpretation of subjective states of mind was often held to be fatuously naïve.

So it is with this *historical* understanding and recognition of the American propensity toward practical utility, that I have deliberately set upon a more expansive research approach. As is presented in greater detail later in this chapter and the subsequent five, much of the student affairs and academic advising literature reveals an imbedded preference for technical rationality over theoretical premises. In addition, reflecting back on my own practice as an academic advisor, trainer, and supervisor, I must concur that in many instances both the higher educational system and its client, the students, *regard* and *employ* student services (such as academic advising) in limited capacities.

As evidenced by a review of advising records documenting my own and other advisors' interactions with students over a ten year period, a predominant majority of the issues dealt with concerned matters which were *process*-oriented. Similarly, in her review of what students actually think about academic advising, Noble (1988: 87) reported that in a survey of over 19, 000 undergraduates, 50% indicated that advising sessions lasted only between 5 to 15 minutes and that "scheduling and registration" was the number one topic discussed.

So as has been outlined briefly in this section, historically speaking, many factors and influences have shaped both the *nature* and *content* of the profession and its literature. Thus it should not be surprising that due to its mechanistic legacy, the philosophical base and research agenda for academic advising have been restrained and conservative in scope. Consequently, as a *forward*-thinking professional within the field, and as a researcher-practitioner, I endeavor to shed new light on the field of academic advising by pursuing a line of inquiry that extends beyond the traditional scope. Therefore, I am sidestepping the historical propensity toward empiricism and quantitative methods within the field, in favor of a research approach that is more conceptual and theoretical in nature. It is my claim, enhanced and enlightened by my experiences abroad, that such an expanded approach may yield valuable insight and new perspectives about the practice of academic advising that until this time have not been explored.

1.5. Choosing the Road Ahead: "A Professional Dilemma"

Given that a specific rationale for the choice of a research method is particularly significant to my thesis, the consideration of paradigm is an important place to start. I that contend that a further parallel could be drawn to the way in which individuals think and act when performing research within a particular methodological paradigm. Of concern is the often-steadfast adherence to researchers' ingrained ways of *seeing* the world. As Patton (1990: 38) points out:

> Routine ways of thinking and paradigmatic blinders constrain methodological flexibility and creativity by locking researchers into unconscious patterns of perception and behavior that disguise the biased, predetermined nature of their methods 'decisions.'

Throughout his exploration of paradigms Patton (1990: 36-39) illustrates how they can become double-edged swords to individuals engaged in research paradigm decision making. On the one hand paradigms entitle researchers to go forth with their research strategies, secure in the notion that they are following a prescribed set of directions and rules that have already been validated by purveyors of that particular community of thought. On the other hand, researchers become immediately susceptible and open to scrutiny with regard to paradigmatic decisions because, in many instances, unquestioned assumptions are all that underpin any given paradigm. Using the field of student affairs as an example of this, "irony" arises as tenets of the profession (National Association of Student Personnel Administrators) are expressed and encouraged in official guidelines, yet are not capable of being explored or investigated using the predominant research paradigm, as Kuh and Andreas (1991: 397) make clear:

> It is ironic that a field based on premises such as "each person is unique" (p.10) and "feelings affect thinking and learning" (National Association of Student Personnel Administrators, 1987, p. 11) would exhibit a strong, persistent preference for quantitative methods. Conventional, quantitative methods are grounded in the positivist inquiry paradigm that tends to mask individual differences.

Taking these limitations into consideration, I posit that at the most fundamental level, the practice of academic advising, as well as the research generated about it, needs to extend farther into and permeate the different sectors of society within which it interacts and serves. As Patton raises the issue of unquestioned assumptions underpinning research paradigms, and Kuh and Andreas address the seemingly ill-suited nature of quantitative methods being used in student affairs research, one might question if the *right* "maps" are being used to plan the professions' *journey* forward? And, furthermore, one might question, has the profession ever considered looking *beyond* its immediate periphery or "backyard," if you will, to gain a sense of context with regard to its relationship to a much larger, more global, contemporary society?

From a sociology of professions standpoint, these questions loom rather large. Andrew Abbott (1988), in his examination of the system of professions, offers insight into the role of professions within modern society. He expresses concern regarding a tendency toward insularity that can be detrimental to a profession's growth, its connection with the outside world, and its ability to attract additional constituencies, or *jurisdictions,* as he calls them. I consider some of his following positions relevant in terms of their applicability to the field of academic advising at this particular juncture in time. First, Abbott (1988: 119) accurately depicts a how the phenomenon of "bounded" self-esteem within a given profession can have detrimental effects:

> Since professionals draw their self-esteem more from their own world than from the public's, this status mechanism gradually withdraws entire professions into the purity of their own worlds.

Abbott's analysis might serve as a defensible rationale for the voluminous research conducted within the academic advising field, which has focused mainly upon *technical* and *rational* instrumentality. Following such reasoning, as is demonstrated in various reviews of advising literature in later sections of this chapter, the profession seems to have engaged in a grand exercise of legitimization by means of the expansion of a research base steeped in the *tradition* of empiricism. This has in turn has led to a *provincial* outlook and resulted in the settlement of a narrow niche for the field within a larger, higher education framework. Yet, according to Abbott, there are ways for a profession to gain more of a foothold and a more secure sense of identity by the extending itself toward additional jurisdictions, which may then allow for a contextualization process to occur. Abbott's (1988:104) analysis again, may be usefully applied to the current state of academic advising as it relates, in a supportive role, to higher education:

> A profession that has yet to grow out of a limited area of work, possibly in tutelage under a dominant profession, will strengthen its current jurisdictions if it wins a new jurisdiction that justifies and encourages its developing a more abstract foundation.

Indeed, Abbott's framework on professions is useful as it helps to refocus the intention of my research which aims to explore the nature of academic advising by examining the role that some of the forces of contemporary society exact upon it within the context of higher education and other outside sectors such as the world of work. It seems apparent to me after a thorough review of the advising literature and multiple personal queries with professionals within the field, that very little research has ever extended outside of the periphery of practice-based analysis. In the next few sections of this chapter, the need for context in academic advising is explored through an investigation of academic advising and student affairs literature, and a contextualized model of academic advising is explained and diagrammed.

1.6. A Need for Context in Academic Advising:

What has become apparent throughout my review of the academic advising literature is that a "context" for academic advising with specific regard to its relationships to contemporary society has, for the most part, not been explored. And thus, in response to this apparent deficit, I plan to provide a comprehensive exploration of the forces and phenomena affecting contemporary society in the 21st century as they relate to advising, higher education, and the world of work. Specifically, globalization and the impact of information technology are examined in terms of their permeating effects on the structure, infrastructure, and superstructure of society.

Once again, following Bloom's notion of *liberal education,* I have examined and re-evaluated the literature related to the field of academic advising and recognize that much of the focus of the profession is centered upon functional and mechanistic aspects of the academic advising process. In a related sense, Bloom (1987: 371) condemns what he considers to be the narrowing of the conceptual nature of higher education in America and its increasing emphasis upon specialization and the tracking of students into professional schools of graduate study. He questions the intellectual capacity of undergraduate students and the preponderance of a value system that commodifies higher education as a means toward secure employment, as opposed to an activity designed to promote desire for knowledge. Furthermore, Fritzman (1995: 60) captures this dynamic; critiquing the culture of higher education:

> The friends of performativity urge that pedagogy should impart only the knowledge and skills necessary to preserve and enhance the operational efficiency of society...The content of what is taught is determined by the technological requirements of the system, and educators are evaluated by how efficiently this content is conveyed.

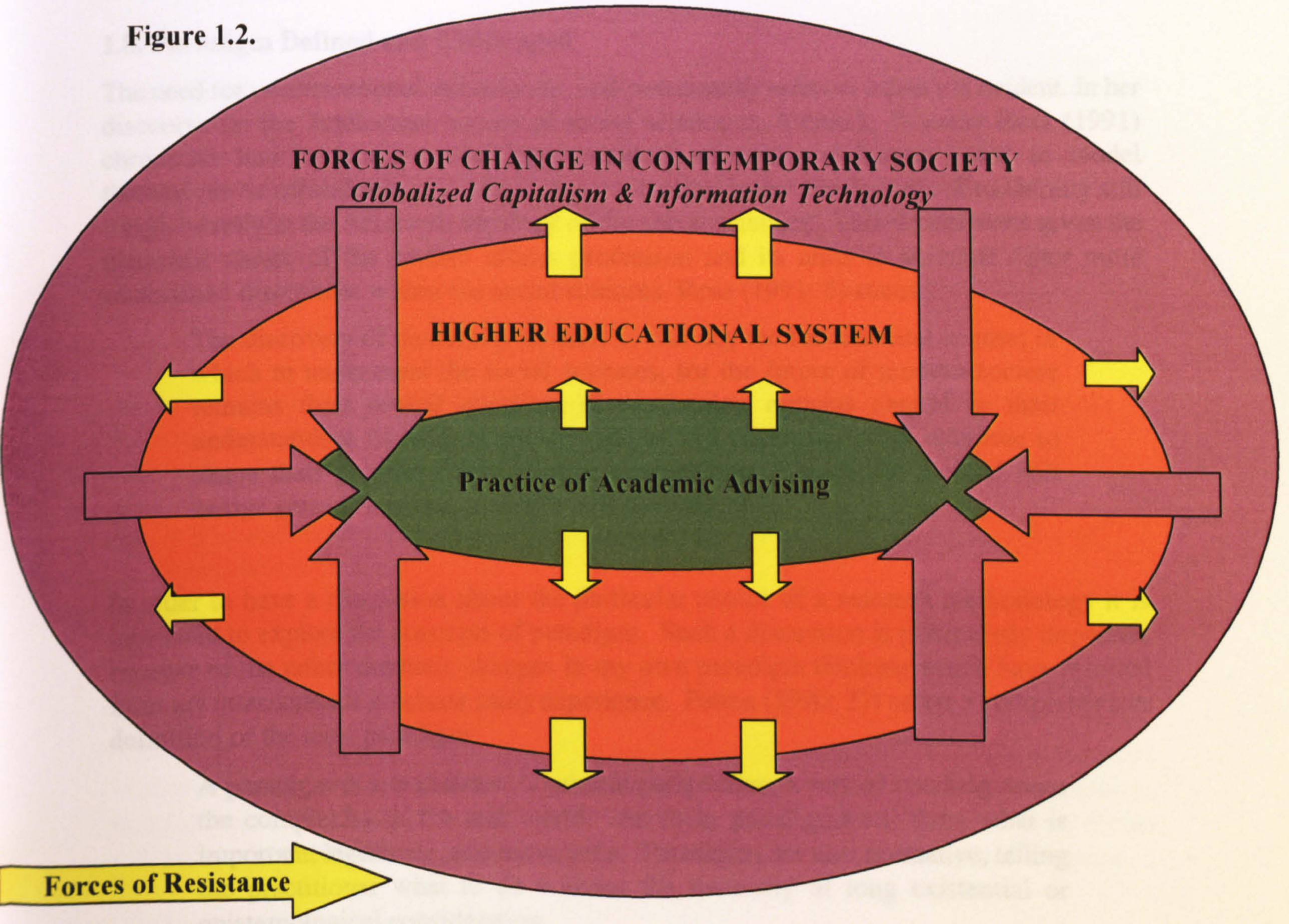
With specific regard to the academic advising profession, a similar philosophy or approach toward improvement or efficiency is evident in the following passages taken from the *foreword* of the most recent monograph by Habley and Morales (1998: 2) published by the **National Academic Advising Association**:

> This monograph provides a blueprint for all higher educators on what needs to happen to improve advising on the campus...The monograph editors establish that the areas of training, accountability, evaluation, and recognition and reward are the most significant methods through which advising can be improved. From their empirically based research, all involved in the production of this monograph hope that campuses through deliberate planning not only address but seek ways to improve these vital aspects of the academic advisement program.

While there is no argument that *training*, *accountability*, *evaluation*, and *recognition* and *reward* are important aspects related to the improvement of the academic advising profession, or any profession for that matter, there seems to be some serious oversights. One central question arises of particular importance: what about the relationship of academic advisors and the academic advising profession to the wider world? These statements from the monograph seem to reflect a professional outlook that excludes the impact, which outside forces compel. Below in Figure 1.2. a *Contextual Model of Academic Advising* is offered that attempts to locate academic advising within the context of higher education and contemporary society.

1.7. A Contextual Model of Academic Advising

Figure 1.2.



The model above illustrates a working model of academic advising within a contextualized format. This model, which is refined more specifically in the next chapter, represents a format that the thesis will follow, as well as an attempt to explore the practice of academic advising as it interacts and intercedes with several other sectors of society. In the chapters that follow, each of these sectors will be explored and contextualized in terms of its relationship to each other, the practice of academic advising, the research questions, and my internationalized perspective. Furthermore, as will be described in the methods chapter, a rationale is offered explaining why and how members of these different sectors were asked to take part in my case study. What is significant about this model is that it attempts to examine the nature of the academic advising practice not from the traditional, *inwardly* seeking rationality, but from an *outwardly* reaching mode of inquiry, that seeks to illuminate aspects of the relationships the field of advising maintains with the outside world, focusing specifically on the forces of change and the resistance to change that representatives of the sectors can and do exhibit.

1.8. Paradigm Defined and Challenged

The need for *unconventional*, *naturalistic*, and *contextually relevant* inquiry is evident. In her discourse on the intellectual history of social science in America, Dorothy Ross (1991) chronicles how economics, sociology, political science, and history came to model themselves on natural science. Her strong contention is that the dictums of modernity still weigh heavily in the American ideology of the social sciences. This is important given the historical nature of the student affairs profession and its aims to simulate other more established disciplines within the social sciences. Ross (1991: 8) states:

> The discovery of modernity remains to this day the fundamental context in which to understand the social sciences, for the future of modern society remains their central question; diversification remains central to their understanding of modern society, moral and utilitarian goals continue to shape their programs; and diverse conceptions of scientific method still bridge general law and particularistic investigation.

In order to have a discussion about the particular choice of a research methodology it is important to explore the concepts of paradigm. Such a discussion is particularly important because of the rather dramatic changes in my own paradigm thinking which have resulted from my *international graduate study* experience. Patton (1990: 37) offers a comprehensive definition of the term paradigm:

> A paradigm is a worldview, a general perspective, a way of breaking down the complexity of the real world. As such, paradigms tell them what is important, legitimate, and reasonable. Paradigms are also normative, telling the practitioner what to do without the necessity of long existential or epistemological consideration.

In a real sense, I experienced dissonance as a result of what might be considered a "research paradigm identity crisis." After the introduction of multiple, alternative research strategies presented within the context of my international graduate study, I have discovered that *I* was bound to a *mechanistic* framework of thinking – not just about the justification of my particular research interests, but in a more fundamental way, the entire research process itself. Reinharz (1981: 420) contends that such consciousness raising effects brought on by paradigm considerations is integral for shifts to occur:

> Sometimes the general need for a paradigm shift is recognized through personal experience, whereas the specific defects of the dominant paradigm are learned by examining the literature. In some cases a critical perspective can be acquired **within** a single training programme, whereas in other cases, students formulate their own criticism because of contradictions **among** programmes in which they participate (emphasis hers).

As the forces of information technology and globalization change and alter the frameworks of our culture, economy, and systems of education, academic advising too will be transformed. What will academic advising look like in the 21st Century? What role will academic advisors play? What will students, academic administrations, faculty, and employers expect of them? Are they even aware of these changes? These are all fundamental questions that deserve attention in light of an apparent scarcity of academic advising research devoted to contextual and environmental factors, and comprise my research question. Thus, I put forth the following as my primary research question:

What is the nature of academic advising in the 21st century in light of forces such as information technology and globalizaton?

1.9. A Discussion of Functional Rationality as Part of the Narrow Perspective of Academic Advising

What is apparent in the previous discussions about the nature of academic advising and student affairs research is that it is mostly driven by mechanistic and procedural objectives. The topics and problems examined represent aspects of practice that are important to facilitating and improving organizational, functional, and communication-oriented activities. Of course, such research efforts should be applauded and continued given the importance of improving the efficiency and effectiveness of services; the fostering of more sensitive, developmental, and ethical advising practices; and the ever-present need to justify and further our professional role within an increasingly, cost-conscious system of higher education.

Yet, strict devotion to topics of *function* and *practice* may prove to be detrimental in the long run considering the powerful, technological and economic changes that are bound to alter the nature of our practice, the role of our universities and colleges, society and world of work our students will enter into. Thus, I aim to explore the academic advising practice within the *context* of *contemporary society.* This approach, I anticipate, will yield results that will not only illuminate details critical to the current practice, but may also help to further an understanding of its relationship to career services, the larger university community, and industry. Lyotard (1984: 52) offers a critical perspective on the current status of knowledge production and its relation to education:

> Is it possible to conceive the world of postmodern knowledge as governed by a game of perfect information, in the sense that the data is in principle accessible to any expert: there is no scientific secret. Given equal competence (no longer in the acquisition of knowledge, but in its production), what extra performativity depends on in the final analysis is "imagination," which allows one either to make a new move or change the rules of the game.

Lyotard's point seems relevant to the position in which academic advisors, and others in higher education, find themselves with the advent of comprehensive technological innovations, including satellite broadcasting instantaneous telecommunications, exhaustive compact disc archives on all academic subjects, and finally, a growing inventory of administrative and advising technologies that offer precise reports on a myriad of campus and student-oriented matters. If academic advising is to play a significant role within the modifying structure of higher education in the 21st century, then a consideration of Lyotard's appeal for *imagination* and n*ew moves* is paramount. Undoubtedly, sophisticated degree audit systems and inclusive university-wide databases will enable students to manage their academic planning and decision making from an increasingly individualized framework. Yet, will this be the best system for serving students? Is an increasing trend toward "self-advising" a "move" (a phrase Lyotard uses to describe an approach or action) forward, or does it lead to fragmentation? A broad survey of topics students actually discussed with academic advisors Noble (1988: 87) supports the notion that the majority of substance actually discussed with advisees is mechanical and functional in nature. In addition, students reported that "career" related issues and subjects related to continuing education and life goals were ***not*** reviewed, yet were recognized by them as important:

> For all institutions, the topic students most often discussed with their advisor was scheduling/registration (80%), followed by my academic progress (63%), dropping/adding courses (56%), and meeting requirements for graduation (56%). The topics the students most frequently had not discussed with their advisor, but felt they should have, included finding a job after college/job placement (33%), identifying careers that fit my abilities (33%), matching my learning style to courses (29%), continuing my education after graduation (26%), and clarifying my life/career goals (25%).

Hence, much of the activity actually taking place in the practice of advising focuses upon the "handling" of students in an administrative sense, rather than in the engagement of humanistic concerns of students or their career evolvement. Obviously the training of advisors is a critical area to examine given the clear delineation between what advisors are actually *doing* and what students are *expecting*. In Habley and Morales (1998: 46, 47) the authors make the following observations on the *content* of training for staff in advising offices based on their longitudinal survey analysis (1987-1997):

- There is a significant decline in the comprehensiveness of topics covered in advising office staff training.
- The dominant focus of advisor training is the sharing of factual information.
- There is limited focus on advising concepts (definition, importance).
- Focus on relationship skills (counseling, interviewing, decision making) exists in less than one third of advising office training programs.

So, here at the end of the twentieth century, the advising profession needs to ask itself several questions in light of a tradition, both past and present, of systematic approaches and practices. Overlooking its research legacy, certainly students, faculty, administrators, and of course students have figured strongly throughout academic advising research literature. Yet there are some related players in the advising process, that have not received as much attention - mainly how will the forces of contemporary society impact the practice of academic advising? What is the nature of the profession's relationship with employers and members of industry? What perspective do *they* possess on the practice of academic advising? What are *their* expectations of advisors and higher education in the next century? How about the character of the relationship which academic advisors share with *career services* professionals? Some advising literature has been devoted to career issues in the past, yet what about the dynamic that advanced information technology raises? Could academic advising and career services be combined in the future? What are the implications for both professions? An exploration of these *contextual* issues will help to move the profession *progressively* forward. All of these questions will be dealt with in the following five chapters.

1.10. Chapter One Summary

In chapter one an attempt was to made to mount a strong argument for the need for a contextualization of the practice of academic advising within the forces shaping contemporary society. The nature of student affairs and academic advising literature was examined and found to be quantitative and narrow in scope due to historical aspects of social science research in America as well as a professional orientation that has sought to establish a functionalist research base. This base, however, may prove to be insufficient for the future progression of the field in light of globalization and the advent of information technology, which are currently changing the relationships and structures of higher education, the world of work, and, as will be argued, throughout this thesis, the practice of academic advising. A contextualized model for the exploration of such forces as they impact various constituencies spheres related to the advising practice was presented. Finally, a foundational, philosophical research perspective grounded in the intellectual transformation that an international perspective facilitates in the inquiry process was explored in great detail. This intellectualized, international perspective will serve as a future tool, linking the next five chapters that address advising, higher education, the world of work, and globalization all together. In the next chapter, the specific nature of academic advising, its history, philosophies, and practices will be explored.

CHAPTER TWO: ACADEMIC ADVISING AS A PRACTICE

2.0. Chapter Two Overview

In Chapter One, an overall plan and contextual framework was offered for this thesis. Of specific importance was the rationale established for an examination of the contextual nature of the forces of contemporary society, such as globalization and information technology, and the exploration of their impact as part of this study. In this chapter, a comprehensive investigation of the field of academic advising is carried out. Various definitions of academic advising, and methods of practice and delivery are delineated and juxtaposed. Moreover, a historical perspective regarding the emergence of the field and its relationship to the larger higher educational system is presented. Also, presented in this chapter is a detailed argument suggesting that both the field of student affairs and academic advising have been subject to a restricted research paradigm. This argument is supported by various reviews of the literature by the author and various members of the student affairs and academic advising fields. Also explored further in this chapter is a continuation the reasons for the need for an *internationalized perspective* described in chapter one, entitling the author to address the practice of academic advising from a magnified yet penetrating viewpoint. First, historical aspects of the social sciences are investigated, as they provide an important link to the foundations of educational and counseling-oriented professions in the United States.

2.1. The Narrow Perspective of the Academic Advising Profession:

It is my contention that as a result of "pragmatism" the academic advising profession (as a subsystem of higher education) has emerged as a practice born out of functionalist necessities and obligations. In this section, systematic reviews of the research literature from the major journals associated with the practice offer evidence to support this claim. Using its own professional journal as the basis for both theoretical and practical applications, static characteristics are evident in the academic advising literature. In their search for trends in a comprehensive review of ***all*** articles ***ever*** published in the **National Academic Advising Association (NACADA)** journal, Gordon and Grites (1998: 9) express wariness about a lack of *future*-oriented works, as well as vigilance regarding the fact that the NACADA journal has become the primary source for itself. While on the one hand they recognize the practical nature of this trend for those doing research in the field of academic advising, on the other hand they fear that researchers may become constricted in their purview of available resources. Gordon and Grites (1998: 9) state:

> This observation substantiates the need, purpose and utilization of the *Journal* by both practitioners and researchers in the field of academic advising. It also serves as a caution. That is, authors should not rely so heavily on NACADA publications that members lose sight of the many other resources available.

Also troublesome in terms of its *limited* or *limiting* perspective on issues pertaining to the future of university student services professions is a research publication trend which champions the advancement of "hypothesis testing" over the generation of new conceptual ideas regarding practice. In their review of articles between 1987 and 1995 in the **Journal of College Student Development**, Davis and Liddell (1997) found that 83% of the articles published were *data-based*. Moreover, in a statement that reflects the "functional rationality" of current student affairs research, they (1997: 331) trace the receding publication of conceptual articles over a recent, nine-year period:

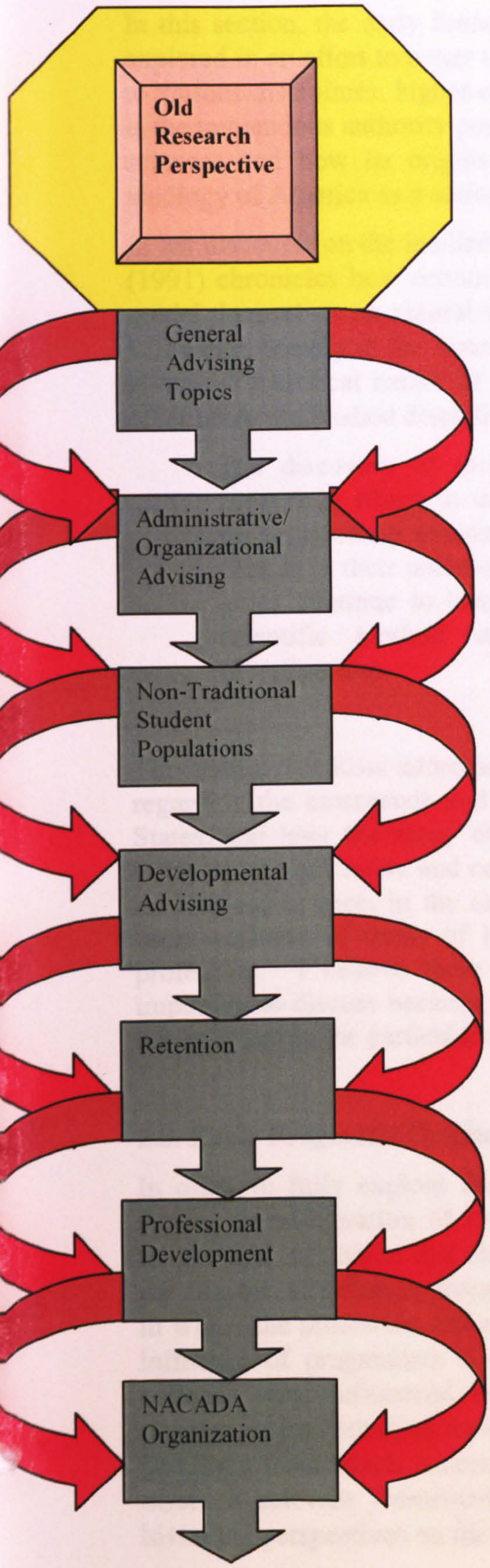
> Conceptual pieces (e.g., theoretical articles) made up 25% of the articles published in the 1987-89 period, but only 10% and 14%, respectively, in the 1990-92 and 1993-95 periods. The trend away from conceptual articles makes sense as student affairs research matures from hypotheses generation to hypotheses testing.

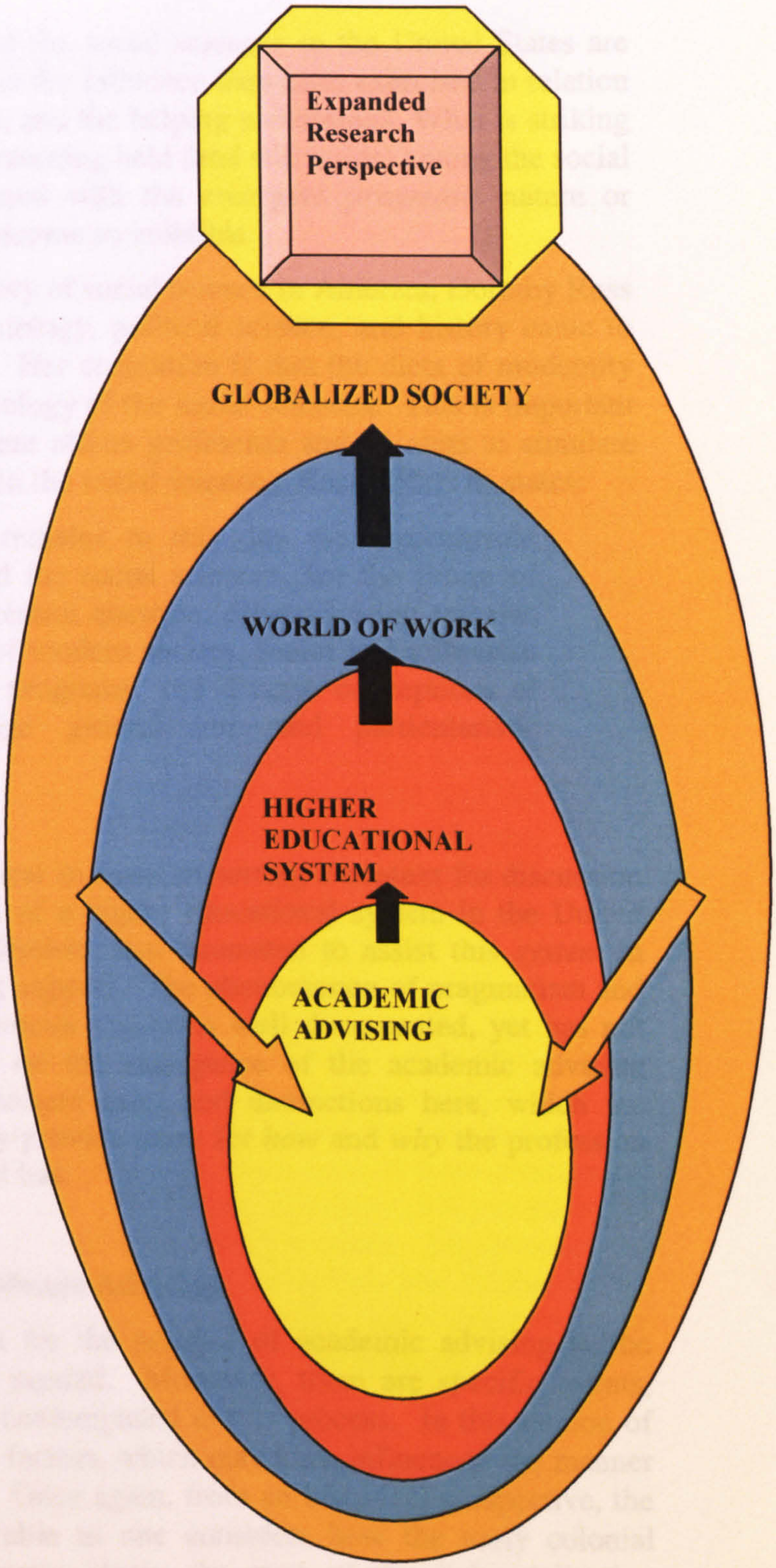
But does this "maturity" really make sense, considering the emergence of issues related to a globalizing society, economy, student-base, and system of higher education? Is the state of student affairs research within higher education so established that it can remain insular in light of these changes? I contend that such notions are difficult to support. Moreover, the review of the advising literature again implies that the nature of research being conducted and published is *narrow* in terms of its current dimensions. Gordon and Grites (1998: 7) found that only seven major themes emerged from a review of ***all*** published articles in the **NACADA Journal.** They are as follows:

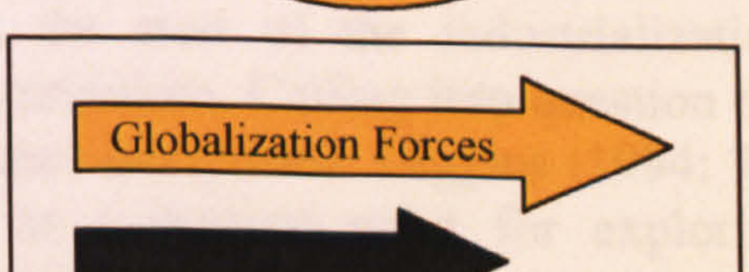
> general advising topics, administrative or organizational advising systems, non-traditional student populations, developmental advising, retention, professional development, and NACADA organization.

This issue of *insularity* within the academic advising literature that Gordon and Grites focus upon is critical and central to the approach I have adopted in this thesis. In an attempt to examine the academic advising practice from a more intellectually expansive, and more broadly based perspective, I have chosen to incorporate a *diverse* collection of resources from a variety of different fields. Throughout my thesis, references are made from disciplines as diverse as: history, economics, sociology, psychology, business, philosophy, and political science. Moreover, through the use of a qualitative and naturalistic research method, I interviewed a variety of members from *different social sectors* associated with the practice. In my case study, I interviewed academic advisors, students, faculty members, career services professionals, members of the university hierarchy, and representatives of industry. This more *comprehensive* data set has allowed me, as a practitioner-researcher, to extend my understanding of the *nature* of academic advising and to explore the impact of the forces which are shaping contemporary society, the world of work, higher education, and ultimately the practice of academic advising. Thus, in a sense, I have taken Gordon and Grites' (1998) forewarning into serious consideration and action in my thesis. The net result of which I hope will help to illuminate important issues for future research and further discussions **(see Figure 2.1. below).**

Figure 2.1. Juxtaposed Research Perspectives







Gordon and Grites (1998)

2.2. Ideological Pragmatism in America: Setting a Constricted Paradigm for Many Fields to Follow

In this section, the early foundations of the social sciences in the United States are explored in an effort to better understand the influence they have exercised in relation to various disciplines, higher education, and the helping professions. What is striking is the tremendous authority positivist reasoning held (and still holds) among the social sciences and how *its* origins, associated with the emergent *pragmatic* nature or ideology of America as a nation have become so indelible.

In her discourse on the intellectual history of social science in America, Dorothy Ross (1991) chronicles how economics, sociology, political science, and history came to model themselves on natural science. Her contention is that the dicta of modernity still weigh heavily in the American ideology of the social sciences. This is important given the historical nature of the student affairs profession and its aims to simulate other more established disciplines within the social sciences. Ross (1991: 8) states:

> The discovery of modernity remains to this day the fundamental context in which to understand the social sciences, for the future of modern society remains their central question; diversification remains central to their understanding of modern society, moral and utilitarian goals continue to shape their programs; and diverse conceptions of scientific method still bridge general law and particularistic investigation.

This theme that Ross addresses is critical in terms of setting a context for discussion regarding the emergence and creation of a higher educational system in the United States, and later the many other professions that emanated to assist this *system* in terms of administrative and counseling support. The phenomenon of pragmatism and its ideological roots in the early American psyche is well documented, yet has not been explored in terms of its *effect* on the emergence of the academic advising profession. I believe there are important links and distinctions here, which are important to discuss because they may provide clues for *how* and *why* the profession has emerged in the particular manner it has.

2.3. Early Pragmatic Origins of Academic Advising

In order to fully explore the context for the practice of academic advising in the future, a consideration of its past is needed. Moreover, there are specific events, trends, and legislation that should be contemplated in this process. In this section of the chapter, attention is given to such factors, which may have influenced the manner in which the profession has evolved. Once again, from an historical perspective, the influence of pragmatism is considerable as one considers how the early colonial colleges were influenced by democratic ideals, the start of the industrialization process, and a "breaking away" from a classical curriculum. Calling into question the paradigm from which American history is sometimes interpreted, Diggins (1994: 77) offers a relevant *framework* for consideration as a starting point for exploring historical perspectives on the practice of academic advising:

> In pragmatism the course of events becomes the course of experience; action incarnates thought and in the process leaves older ideas behind in order to adapt to new conditions. In this respect American history evolved pragmatically...

The origin of academic advising dates back to 1876 when the first system of faculty advisors was formed at Johns Hopkins University in Baltimore, Maryland. In 1888 Harvard followed and by 1940 almost all colleges and universities of in the United States had secured some authoritative system of faculty advising (Grites, 1979). In reality, the early colonial days of American higher education granted "no real need for a formalized advising structure since student bodies were small, course offerings limited, and programs rigid" (Grites, 1979: 5). Furthermore, what appears striking about the early roots of American higher education and the procedural nature of academic advising is a mutual foundation in the US Congress's Morrill Act of 1862. This important act of legislation secured land grants of thirty thousand acres for every congressional seat to which a state was entitled (Hutchins, 1956: 2). Specifically, the Act authorized the land for the following purposes:

> "...for the endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as they are related to agriculture and the mechanics arts, in such manner as the legislatures of the states may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life" (Hutchins, 1956:2).

So it seems that the "vocationally-oriented" nature of early American higher education may have sown strong seeds of practicality and utilitarianism into the character of land-grant universities at their very inception. And this in turn may have also nurtured a systematic philosophy towards the administration of these institutions, which has followed suit until recent times. Moreover, Gordon (1992) examines a *range* of influences that shaped the evolution of advising services. Importantly, she addresses, in a *holistic* sense, distinctive factors that are unique and critical to the history of higher education in America as compared to the other countries. Of particular significance is the emphasis which Gordon places upon the diversity of institutions that emerged within American higher education, the influence of democratic ideals, a "breaking away" from European influences, the impact of "inclusive" admissions philosophies, and finally, how the nature of the curriculum and administrative practices of different types of institutions influenced the shape of the advising service:

The evolution of advising services reflects a variety of settings, including small liberal arts colleges, state universities, church-supported schools, municipal institutions, and technical and community colleges. The very nature of American democracy dictated that the concept of education extend far beyond old-world traditions to include students of all socio-economic and cultural backgrounds. This diversity carried over into institutional goals and objectives, curricula, organization, and means of financial support. This diversity also influenced the type of advising delivery systems that were created to meet the unique needs of each institution (Gordon, 1992: 2).

Moreover, higher education during this early period of American history inherited a student-base that was not always prepared for the rigors of university study (Fenske, 1980; Appleton, Briggs, and Rhatigan 1982). And, as the influence of German-based models of education came into fashion (first initiated by Johns Hopkins) many scholars who had trained at German institutions returned to the United States with little interest in student life outside the classroom. This phenomenon, in conjunction with the increasing availability of elective courses, brought forth a paradox for these fledging universities and perhaps created the need for academic advising in its earliest cast. "As the number of elective courses grew, so did the fragmentation of higher education, and the resulting fractionalization of learning still exists today in most institutions," (Appleton, Briggs, and Rhatigan, 1982: 21). In view of such developments, a new vocation was emerging:

> A rapidly growing and heterogeneous population of students entered higher education needing substantive assistance in other than curricular matters at approximately the same time much of higher education was jettisoning that responsibility. The early efforts to restore the concern and effort to help students were principal conditions leading to the birth and early growth of the field of student personnel administration. No one knew for sure what needed to be accomplished, or how, but only that needs were there (Appleton, Briggs, and Rhatigan, 1982: 21).

2.4. The Dramatic Impact of the Elective System

It can be said that the adaptation of the *elective system* by Harvard in 1865 (Hinkle, 1980) marked a dramatic transition in the direction of higher education within the United States. It should be noted that the *conceptual nature* of this new elective system, which introduced notions of *choice* and *decision-making* into the academic process, was significant and foundational in terms of laying groundwork for the future *need* for academic advising. Indeed, over time, as this dynamic elective system grew, became more sophisticated, incorporated more expansive course options and proliferated into a complex assembly, it became apparent that educational counseling would become critical (Gordon, 1992: 2).

Furthermore, as America engaged in more agrarian and industrializing pursuits tied to its emergent economic base, once again the subject of the *curriculum* itself came into focus. To be sure, the locus of academic content became more *occupationally focused* in character, but in addition, there were also many more academic options to consider. Moreover, the shift toward the elective system should also be recognized for its particular significance in the foundations of academic advising as well as the field of student personnel administration (Appleton, Briggs, and Rhatigan, 1982; Gordon, 1992). Paul Buck (1965: ix), in his exploration of the foundation of the social sciences at Harvard University, asserts that the adaptation to the elective system was critical to both that university's ascendancy as well as an indication of a major transition within higher education itself:

> The elective system is a product of a revolution in the conception of the role of higher education in American society and, in a sense, is the vehicle by which this changed conception declared itself.

This revolution "in the conception" of higher education which Buck alludes to above is significant because it represented a proclamation of *systematic change* at both an intellectual and administrative level. Institutions of higher education were moving away from the established traditions of the past (religious affiliations and classical curriculum) toward a modern, secular, broader-based curriculum and system of delivery reflective of more occupational and *operational values*. Roscoe Hinkle (1980) elaborates further about the far-reaching implications related to the adoption of the elective system in his exploration of the foundations of American sociology:

> This concern with vocational preparation had direct consequences for the undergraduate curriculum with the possibility of exercising choice among courses. Although few institutions carried the principle of choice as far as Harvard did under President Eliot, the elective system generally won acceptance at the expense of traditional prescribed studies from 1865 until about 1903. The turn of the century brought especially noteworthy changes both in the adoption of the elective system and in the relaxation or abandonment of traditional classical requirements. Cornell, Columbia, and Yale Universities and the Universities of Michigan and Wisconsin were prominent in the movement.

Thus at the *turn of this century*, a parallel from the past to the present may be drawn. It seems that as the agricultural and mechanical needs of 19th century, American, contemporary society *challenged* the academic community to provide a more practical curriculum tailored to economic and industrial needs, we may now find ourselves with a similar challenge at the dawn of the 21st century. Once again, it seems that the impetus of trade and commerce may exact significant focus as higher education responds to the *new* needs, expectations, and demands of a *globally* focused industrial and economic base (Reich, 1990). How institutions of higher education will respond to these needs and pressures figures significantly in the present discussion of academic advising services. As a subsystem of higher education, the practice of academic advising has clear links with the students, the faculty, the administration, as well as professional schools and employers. Academic advisors may actually exhibit

the most influence regarding the critical decisions that students make throughout their undergraduate experience. In the next section, discussions of various definitions of academic advising and philosophical orientations for its practice are considered.

2.5. Different Definitions and Frameworks for the Practice of Academic Advising

In this section, several definitions of academic advising are explored and its theoretical foundations will be investigated as well. First though, Grites (1979) offers the following historical account of how the actual *nature* and *scope* of the academic advising practice has been extended and widened over time. Specifically, Grites (1979: 1) alludes to the more encompassing and "developmental" aspects of academic advising, which have become more conventional over time:

> Academic advising in American higher education has evolved from a routine, isolated, single-purpose, faculty activity to a comprehensive process of academic, career, and personal development performed by personnel from most elements of the campus community.

In terms of strict definitions for the practice of academic advising, there is literally a myriad of them (Crookston, 1972; O'Banion 1972; Ender, Miller and Winston, 1982; Crockett and Habley, 1987). Yet, as Grites suggests above, particular attention is often placed upon advising activities and methods that help to promote growth and human development in students as they progress through their academic planning. This comes as a reaction against the all-too-familiar misrepresentations and misunderstandings that have plagued the profession from its early inception. Ender, Miller and Winston (1982: 14-18) submit a comprehensive discussion rallying *against* the one-dimensional, bureaucratic, and prescriptive aspects of advising which are still often associated, albeit mistakenly, with the practice. They are particularly concerned about advising being considered a marginalized academic activity within the higher education structure:

> To place academic advising in a peripheral or ancillary position is to misconstrue its educational potential and importance. Academic advising is, most essentially, an instructional or teaching function that assists students in finding purpose and personal meaning in their educational experience (Ender, Miller and Winston, 1982: 18).

In response to this, the alliance of advising with *teaching* in terms of *recognition value* within the formal higher education system is an important dynamic to explore. As is described in much of the academic advising literature, the alignment between academic advising and teaching can be seen as an attempt by practitioners to gain deference and approval within the hierarchical value system of higher education. This dilemma concerning issues of *identity* and *worth* within the American higher educational structure is one that characterizes not only academic advising but also the aggregate of student personnel services. As Fenske (1984: 3) maintains, higher education's three principal functions are pivotal within the reward and recognition framework:

> In general, however, student services, as a distinct professional role had never become thoroughly integrated into any of higher education's three principal functions of teaching, research, and service. By assuming, over the years, a multitude of student-related roles and activities yet by remaining estranged from the vital functions of the academic enterprise, student services finds itself in the peculiar situation of being indispensable but peripheral.

Thus the practice of academic advising has found itself in a struggle for awareness and status as a member within the collective body of student personnel professions. And like other student personnel professions it has strategically sought *academic credibility* through its own literature, research, and espoused practices. Burns Crookston (1972), in what can be considered a pivotal article within the evolvement of the academic advising profession, puts forth an argument in favor of the "higher order" principles which he posits are inherent to both advising and teaching practices. He specifically extols the virtues of *relationship building* between students and university officials, their mutual responsibilities and shared commitment toward collaboration, and a focus upon fostering the *potentialities* of students as opposed to their limitations. Finally, Crookston (1972: 12) addresses the contrast between a prescriptive, mechanical, perfunctory modality of academic advising and the developmental modality for practice that he advocates:

> It follows that developmental counseling or advising is concerned not only with a specific personal or vocational decision but also with facilitating the student's rational processes, environmental and interpersonal interactions, behavioral awareness, and problem-solving, decision-making, and evaluation skills. Not only are these advising *functions*, but, deriving from the above assumptions, they are essentially *teaching* functions as well.

This movement toward *developmental* academic advising and its association with the recognized *teaching* function paved the way for advising practitioners and scholars to associate themselves with the most influential *student development*, *experiential learning*, and culturally sensitive theorists. In a sense, an adopted, *academically recognized* context was assumed in order for the profession to identify itself within the ideological debates with which university personnel were engaging. Gordon (1994: 4), also identifying advising with career development principles, honors the theoretical contributions of a host of scholars:

> One of the most important aspects to be recognized in the field of advising in the 1970's and 1980's was "developmental advising." The theoretical frameworks set forth by William Perry, Arthur Chickering, Lawrence Kohlberg, Carol Gilligan and others, as well as the vocational theories of Donald Super, John Holland, and David Tiedeman, were adapted to personalize advising in an approach that went far beyond the traditional advising agenda. Students were espoused as individuals with unique needs and concerns, and advising practices were broadened to include educational and vocational goal setting as well as the traditional scheduling of classes.

2.6. A Need for Context in Academic Advising: My Rationale for Inquiry

What has become apparent to me throughout this evaluation process is that a "context" for academic advising with specific regard to its relationships to contemporary society has, for the most part, not been explored. Strong evidence in support of this assertion was presented in chapter one. And thus, in response to this apparent deficit, I plan to provide a comprehensive exploration of the forces and phenomenon affecting contemporary society in the 21st century as they relate to advising, higher education, and the world of work. Specifically, globalization and the impact of information technology are examined in terms of their permeating effects on the structure, infrastructure, and superstructure of society. Critical in the exploration are how these forces are perceived, accounted for, and reacted against by the *participants* within the *prospective model of society* which I am constructing throughout the first six chapters of this thesis. Indeed, the literature I have read has suggested a logical outcome, yet my case study and content analysis will illuminate further details as to what the stakeholders actually think. By comparing their perspectives with mine, I hope to understand the field from an enhanced perspective.

Indeed, as academicians begin to reconsider various practices associated with higher education in the next century, it seems apparent that student affairs professions like *academic advising* have been slow to recognize the profound impact which forces like information technology will have on them. Examining two of the major professional journals associated with the academic advising: the **(Journal of College Student Development)**, and the **(NACADA Journal)**, it seems that in both cases recent publication trends suggest a paucity of articles related to the impact of technology.

Davis and Liddell (1997: 329) engaged in a comprehensive review of all articles published in the **Journal of College Student Development** between the years 1987 and 1995. Only one article focusing on the impact of technology on student affairs work was published during that entire period. Moreover, a similar exhaustive review of the research published in the academic advising arena is also illustrative of a lack of vision with respect to the impact of technology. Gordon and Grites (1998: 9) examined every article published in the **NACADA Journal** over an 18-year period and found that:

> One topical area of *Journal* articles that did not increase as expected was technology. In the first decade information about computerized advising was conveyed in five articles. Seven articles on the subject appeared in 1990's issues, many of which appeared in the Advisor's Toolbox section.

If the nature of research published in refereed journals serves as an accurate reflector of the needs, concerns, and prospective directions of a given profession, then the field of academic advising needs to modernize its outlook in terms of future practice and scope. As the above reviews of the literature suggest, little attention has been paid to the powerful factors impacting the world that students and advisors will inhabit in the 21st century. Conceptual theories associated with the globalization of the economy and ideas about postmodernism have not been fully explored within the academic advising literature. Gordon and Grites (1998) allude to the need for more research focused on emerging needs and trends. Suggesting that the NACADA Journal serve as a forum for such discussions, they appeal for the editors of the publication to

extend consideration to authors addressing new issues and for advisors to understand their role in relation to higher education in the next century. Gordon and Grites (1998: 12) state:

> As academic advising responds to future technological advances and student needs, the *Journal* editors must continue to encourage potential authors to submit articles about important issues related to advising as they emerge. The *Journal* must also continue to reflect the knowledge and practices of the broad spectrum of topics that advising embraces. As higher education evolves in the next century, academic advisors must be sensitive to the changing nature of tomorrow's student, the delivery of advising services in the distance learning environment, and how innovative and proven advising practices can influence institutional policies and procedures.

2.7. Chapter Two Summary

At the close of this chapter on academic advising, it is important to note that the National Academic Advising Association has made some effort through the publication of a recent monograph to address some of the mechanical implications of *information technology*. So it should be noted that the profession is starting to take notice of some of the contemporary forces of change. Yet, gaps in the perspective on this force and the other major force at work in the larger society – globalization - still exist in the literature. What I hope has been clearly discussed and presented in this chapter is how the historical impact of political, economic, and social pressures have altered and shaped both higher education and the advising profession. Once again, I believe that DeTocqueville's experiences in America and mine here in the United Kingdom have realizations in common. DeTocqueville (1961: 54) offered an observation about the American propensity for practicality in education. His observations parallel the nature and philosophical disposition of *my* thesis. He stated:

> In the present age, the human mind must be coerced into theoretical studies; it runs of its own accord to practical applications; and instead of perpetually referring it to the minute examination of secondary effects, it is well to divert it from them sometimes, in order to raise it up to the contemplation of primary causes.

This, in summary, is what my thesis aims to address. I am attempting to explore the practice of academic advising by "contemplating it" within the context of the "primary causes" or forces that are predominant within our modern society, those being *globalized capitalism* and *information technology*. Instead of following the historical protocol of student affairs research, which has generated a compendium of knowledge reflecting mostly instrumental *rationality* in terms of its relationship to the superstructure of higher education (Barnett: 1990), I posit that a naturalistic inquiry into the nature of academic advising that endeavors to illuminate upon factors related to its practice will be of benefit to those engaged in the profession. In the next chapter, I once again revisit academic advising, yet within the *larger* context of higher education.

CHAPTER THREE: HIGHER EDUCATION WITHIN THE CONTEXT OF A CHANGING WORLD

3.0. Chapter Three Overview

In this chapter I explore both historical and current themes relevant to higher education as well as higher education's relationship to society within a rapidly changing world. Also, explored in this chapter is the impact of how higher education has been changed in terms of its relationship to industry, arguably taking on many similar goals, objectives, and characteristics. Of central importance in this chapter is an exploration of how industry and higher education work together. I explore as a foundation Kerr, Dunlop, Harbison, and Myer's (1973) assertion that education is the handmaiden of industrialism. Factors such as the globalization of the economy and impact of information technology on various sectors of society including higher education (and academic advising as a subset) are investigated in light of a growing trend towards *corporatization*. Finally, manifestations of the corporatization process such as modularization & standardization, the potential of globalization, and commodification are examined.

3.1. The Past Foreshadowing the Future

It seems appropriate at this particular point in history, as we move toward the millennium and the 21st century that we *reconsider* how the powerful forces of contemporary society impact higher education in America. First, it may be useful to reflect upon events from the past once again briefly. In the last chapter, which focused upon *academic advising*, attention was paid to the dynamism the Morrill Act achieved with respect to the initiation of larger, more comprehensive academic institutions offering more vocationally oriented courses and academic majors. Yet, an interesting debate mounted at the time between established colonial colleges and their *land grant* counterparts over the actual *mission* of higher education and its *role* in society.

What actually was being taught and under *what rationale* became quite a contentious issue during the 1820's (Fenske, 1980: 8). During this period, many of the colonial, church-related colleges rallied to retain their Christian influences and their conservative, classical curriculum. Furthermore, these colleges, feeling threatened by a rising tide of secular and publicly funded institutions, attempted through various means such as the *Yale Report of 1828* to quell the momentum of more radical, non-religious academic movements launched by new factions within the academic community (Fenske, 1980). While such efforts were surprisingly successful for a short period, they ultimately proved debilitating as the powerful expectations of society and the economy established a new agenda for academia. Fenske (1980: 8) contends:

> The Yale Report effectively convinced the private, church-related colleges that dominated American higher education that they should maintain their narrow, prescribed curriculum and their focus on orthodox Christian piety. It ensured that these colleges would ultimately be superseded by institutions more responsive to the needs of a growing agrarian and industrializing society.

It seems like an important lesson was learned here. This was a critical time in America history, as the *new* country was searching for modern ways and mechanisms by which to forge an economic system based on specialized knowledge and practical vocations. Embedded in the *methodical rationality* which science and technology was able to proffer, higher education became a mechanism through which to secure and extend an emergent value system that championed scientific establishments and greater professional rigor. These new principles were powerful and transformational in terms of initiating new directions in leadership, in the reform of curricular options, and, significant to the current discussion, systems of delivery. Buck (1965: x-xi) contends that the shift toward the *elective system* was representative of a paradigm shift in academic thinking:

> That the elective system was the consequence of a new conception of higher education points up the fact that the transformation of the classical college was the product of the commitment of many minds to new ideals.

And these *new ideals,* which Buck refers to, were seized upon by an up and coming class of university presidents and influential academics. These new leaders were educated in the natural sciences as well as the newly reformed social sciences, and they were ready to advance their institutions in innovative directions. In the passage that follows, Ross (1991) chronicles the ascension of authority at America's most prominent academic institutions. She specifically makes reference to the fact that these new academic leaders had migrated away from the classical curriculum and were responsive to the formation of partnerships and alliances with an affluent merchant class. Ross (1991: 63) asserts the following with respect to these transformations:

> Trained in history and politics, Andrew White took over Cornell University in 1866; the chemist Charles William Eliot became President of Harvard in 1869; the geographer Daniel Coit Gilman opened the Johns Hopkins University in 1876, while advocates of social science disciplines like William Graham Sumner at Yale and John William Burgess at Columbia gained key academic appointments. Allying themselves with a new group of worldly and wealthy alumni; they constructed on the old college system a secularized apex of modern university instruction that began to set the standard for higher education.

I think these particular events, as well as the philosophies and actions which brought them to fruition, are critical to the current discussion. They are critical because they in effect foreshadowed a *systematic* view of higher education that has remained constant throughout both the 19th and 20th century. Within this systematic view, higher education responds to the demands of the current economic and cultural values of contemporary society. As we have reviewed in the last chapter, and in the introductory section of this one, the predominance of *pragmatism* in American culture and the operative response to commercial needs which American higher education historically sought to procure have been instrumental dynamics in the shaping of academic standards, procedures, missions, and services. Indeed, it can be argued that

our current system of higher education, while still advocating and valuing the vestiges of classical and liberal arts traditions, has more firmly incorporated roots within contemporary society. Noted American sociologists, Talcott Parsons and Gerald Platt (1973) set this axiom into perspective in their examination of the structural dynamics of the American University. In their critique, Parsons and Platt (1973: 266) explored the interrelationships of academia with other sectors of society in what they call the "academic-professional" complex:

> The development of the academic-professional complex has been made possible through increasing interpenetration with other sectors of the society. As in so many other contexts of increased division of labor, this development entails at the same time increased access to opportunity but also increased vulnerability because of the more ramified relational context within which particular events take place, be they corporate decisions, commitments to research projects, faculty appointments, or students' decisions to enroll in particular programs or courses.

Hence, what Parsons and Platt bring into focus here is the intricate and interrelated alliance which high education shares with other sectors of society, particularly with industry. What is important to note here, in terms of higher education and academic advising as a subset of it, are the important roles of context and interrelationships. As Parsons and Platt (1973) summarize and as was put forth in chapter one of this thesis, a comprehensive inquiry which aims to explore the "nature" of a given sector, like the *role of academic advising*, requires an examination of that sector within the *context* of a larger societal complex, with particular attention being given to the examination of the interrelationships, or as Parsons and Platt (1973) refer, "interpenetrations," of *other sectors of society*. Thus, after the current consideration of "higher education in the context of a changing world," in this chapter, the examination of other sectors of society continues with *the world of work* in chapter four, and the *globalized society*, in chapter five. In the next section of this chapter, Kerr, Dunlop, Harbison and Myers's (1973) assertion that *education* serves in the role of *handmaiden* to *industry* is investigated.

3.2. Is Education the Handmaiden of Industry - Or Just Its Reflection?

Kerr, Dunlop, Harbison, and Myers (1973) propose a relationship between societies and economic systems, which centers upon the advancement of technology as a unifying element. Within their vision of the industrial world, Kerr et al. maintain that the advancement of industrialism is closely intertwined with the fostering and advancement of technological developments within any given society. Their observations of industrial and non-industrial societies have led them to profess that the "logic of industrialism" induces and concentrates the initiatives of a working society toward the production of increasingly higher and higher levels of effective technologies. In the midst of this process, the social systems within various developing societies adapt to these new technologies, and over time, begin to resemble one another with respect to employment and consumption.

Indeed, the sheer power of market driven forces operating on a global scale has already, and will continue to, permeate, reshape, and empower the nature and directive of higher education in the 21st Century. In reaction to this trend, questions are being raised with respect to leadership styles within higher education. Moreover, both the public and industry are mounting growing pressure on higher education to provide "evidence" or "verification" that tangible goals and objectives are being met. As a result, faculty members, administrators, and those involved in the *practice of academic advising* are grappling with "re-definitions" of their roles and functions within the academy. In his examination of the role of technology in the *reengineering of academic support services*, Erlend Peterson (1996: 101) locates higher education in the same competitive *context* as industry and suggests further that they face the very same challenges:

> As higher education examines industry, careful consideration should be given to management and technology trends. Generally, industry trends precede higher education's use of them in support services by ten to fifteen years. Industry is a good reference point for higher education because it not only faces the same challenges as higher education in that it constantly competes for customers, but it also seeks the same objective: to provide improved services and product satisfaction while keeping costs within a competitive margin.

Within their *globalized framework*, Kerr et al. offer an early account of the "functional" nature of society as it responds to catalysts within a *capitalist* model. With technological innovations and without national boundaries, *industrial man* is empowered to expand individual skills and to allow for differentiation within occupations. Furthermore, as "industrialism" progresses - the *nature* of the actual labor which individuals perform is also affected and becomes altered in distinguishing ways. As an extension of the industrialization process, the system of higher education of and for those engaged in its employ, also deserves further exploration. Similar to Bloom's assertions about the narrowing of the curriculum and the strong trend toward functional outcomes: "An education, other than purely professional or technical, can even be seen as an impediment" (Bloom, 1987: 339), Kerr et al. (1973: 47) had predicted such notions about the changing nature of higher education more than two decades earlier:

> The higher educational system of the industrial society stresses the natural sciences, engineering, medicine, managerial training – whether private or public – and administrative law. It must steadily adapt to new disciplines and fields of specialization. There is a relatively smaller place for the humanities and the arts, while the social sciences are strongly related to the training of the managerial groups and technicians for the enterprise and for government.

As early espousers of *economic globalization*, Kerr et al. advanced a systematic framework on societal convergence (Waters 1995: 17) which was not rigid with respect to specific procedural adherence, yet relied quite heavily on the fostering of science and technology. Similar to the "entrepreneurial" economic theories of Joseph Schumpeter and the "world-system," political theories of Immanuel Wallerstein, Kerr

et al. acknowledged the "stimulative" effects of innovation and the dynamic forces of cyclical, market expansion which enable industrialism to endure and progress. In an allusion to both societal convergence and globalization brought about by the robust advancement of science and technology, Kerr et al. (1973: 45) asserted the following:

> The industrial society is world-wide. The science and the technology on which it is based know no national boundaries; they speak in a universal language.

Kerr et al.'s early views on the globalization process offer the reader a functionalist perspective on the economic, social, and cultural implications of a system focused solely on the development of material commodities (Waters 1995: 18). And finally, Bell (1976:11) offers an orderly summary of the functional rationality set in place by the culture of capitalism; these notions have direct implications for higher education, and, as will be discussed further in this chapter, students services as well:

> The techno-economic order is concerned with the organization of production and the allocation of goods and services. It frames the occupation and stratification system of society and involves the use of technology for instrumental ends. In modern society, the axial principle is *functional rationality*, and the regulative mode is *economizing*. Essentially, economizing means efficiency, least cost, greatest return, maximization, optimization, and similar measures of judgement about employment and mix of resources....There is a simple measure of value, namely utility.

So it seems that within a framework of society which values *functional rationality*, *economizing*, and *utility* – the higher educational system would be expected to resemble and/or expedite those very same principles. Considering the implications of such *operational standards*, particularly in light of *the* globalization of the economy and diminishing funding from government (state) agencies, Melody (1997: 76, 77) forecasts the following *corporatization* trends and changes for modern universities:

> ...an increasing role for markets (privatization, deregulation, and so on), and a declining role for government; a scaling back on the social responsibilities government will assume, and the objectives and quality of its programmes; greater attention to applying cost-benefit analysis, establishing performance standards and exacting greater efficiency in the delivery of programmes; more detailed government monitoring, control and influence over the management of programmes. In essence, significant steps are being taken towards the corporatization of the university.

So at the end of this section we can attempt to answer the question: is higher education the *handmaiden of industry* or just its *reflection*? I believe that the answer is *yes* on both counts. Indeed, as we have reviewed thus far in this chapter, and in portions of the first two, the pervasive nature of American pragmatism, coupled with early educational roots nourished during an intensive period of secularist growth and explosive commercial expectations certainly *did* place higher education into the immediate role of *servant to* industry in many respects. Yet, as the "logic of industrialism" (Kerr, et.al, 1973) progressed into the expansive globalized capitalist phase, in which it exists today, the higher educational system itself has become susceptible to the very same pressures and influences and thus finds itself having to become more *corporate* in its operations, functions, and roles. Thus, higher education may have transfigured from the role of *handmaiden* to industry to one of more of a *counterpart* or, ultimately, a *reflection* of it. In the next section, the implications of this corporatization process are explored with respect to the practice of academic advising.

3.3. Modularization and Standardization

As a result of market driven forces and their influence, the actual "delivery system" of higher education is changing in significant ways. Using a variety of different delivery formats (distance education, satellite campuses, evening-based programs, internet, etc.) institutions of higher education are striving toward meeting the demands of an increasingly diversified student population while at the same time attempting to employ cost-saving measures wherever possible.

Within such a new paradigm, institutions are more likely to look for "standardizing" measures which aim to secure specified levels of knowledge, skills, and intellectual exposure within a format which is highly structured while at the same time malleable enough to accommodate a wide range of students. Drawing a specific inference to the role of capitalism on higher education delivery systems, Jarvis (1993) asserts that modular structures are quickly emerging as the exemplar of choice when it comes to delivery. Highlighting the appeal to the bureaucratic needs and expectations of a market-oriented and more mobile student population, Jarvis (1993: 62) contends that as a "product" of a capitalistic society, modular structures offer ample forms of effectiveness, yet he also warns of their shortcomings as well:

> Modular structures are, therefore, standardised, effective, cost-efficient, relevant to specific groups or clients or students and flexible in different delivery systems and by different providers. Initially, therefore, the modular structure seems ideal for contemporary bureaucratic society. Indeed, it might be claimed that it is the educational structure for a late-capitalist society. It is the product, and has all the hallmarks, of this form of society – but it also has many of its disadvantages!

In terms of impact upon the student and his or her overall educational experience, Barnett (1997) expresses concern about the need for greater organization within higher education environments and this need manifests itself in the goal of credit accrual and "competency-based" learning objectives. Again, expressing apprehension about higher education's reaction toward the increasing need for evaluative measures and validation of outcomes, Barnett (1997: 52) explores the consequences related to modularization:

> The tight framing of the envelope of student formation, especially around a competency framework, requires it directly. And the move toward modularization and credit accumulation and transfer (which can be seen as a means of producing more efficiency, transparency and responsiveness) requires it indirectly. These dimensions of change interrelate. For example, the requirement that each curriculum unit should have an explicit set of stated objectives is an unintended consequence of modularizing the curriculum as offerings are made transparent to largely uninformed customers.

What Barnett alludes to here is a sense that modularization is endemic of a higher educational system that is becoming more and more directed by the principles of business and commerce. No longer bound to the medieval locus of learning as its core value, higher education in the modern era has shifted values more in the direction of "organization" and "structure." Moreover, Barnett likens students to customers within this new framework, and suggests that what they "purchase" in terms of their education is a "commodity" which has been precisely and strategically organized, and for the most part predetermined, in advance of their actual entry into the system.

Taking this premise further and extending it to a global scale, Jarvis (1993: 71) suggests that standardization and bureaucratization are working hand in hand to usher in systems of higher education throughout the world that reflect this growing focus upon the provision and obtainment of "measured" educational components:

> As a social institution, education will also reflect the values of the age and culture with which it is located. At the same time, within a technological and bureaucratic world, education demonstrates many similarities whatever the country with which it occurs. Education is adapting to the demands of a bureaucratic state and as more states become bureaucratic in their administration, a world of standardised procedures, education follows suit and credentialling and certification of modular courses will probably be discovered in most advanced societies – for one is but a manifestation of the other.

3.4. The Potential Inherent in Globalization for Higher Education

As those in the higher education reorganize and prepare for teaching, research, and administrative charges in the 21st century, new priorities and frameworks for practice are starting to take shape and the globalization of economic systems, labor, and knowledge will play a large role. No longer bound by the constraints of geography, limited means of communication, or nationalistic and cultural ideologies, globalization has led higher education into an exercise of reexamination.

Addressing the liberating appeal of globalization with respect to its ability to transform grand, static, narratives about society into occasions for all those involved in academic endeavors to take on an active, and equally important role, Martin Albrow (1996: 54) suggests the following:

> But intellectualism has become a necessary ingredient of everyday life and the quality of that life and the ability of individuals to cope with it is enhanced by the quality of the ideas embedded in it. In this sense education in the Global Age has ceased to be the transmission of dominant ideas and much more becomes the mass opportunity to participate in the cultural production process.

In reaction to "globalizing" economies, the influence of world-wide electronic communication capacities, and the advent of high technology in the labor, education and home environments, the direction of higher education today can be more "personal" and individualized in nature and scope. No longer bound to mass production principles and lock-step methods of teaching and evaluation, there is an opportunity for both "freedom" and the "taking of responsibility" which academics and students can engage in if they are willing to employ the dynamics of a globalized society. Henry Giroux (1996: 53) maintains that globalization can lead toward reinvigorated debate and consideration of political issues as they may relate to individual lives:

> It is within the postmodern politics of difference and the increasingly dominant influence of globalization that cultural studies and the field of education need to become more sufficiently attentive to restoring the language of ethics, agency, power, and identity as part of the wider revitalization of democratic public life.

Taking on a very different view toward the impact of globalization upon the political life and civil attitudes of individuals living and working in a highly modernized, yet market-driven society, Reich (1991: 304) openly questions the long term impact and "outward looking" pressure which he believes communities and citizens face in terms of the values and commitment:

> The question is whether the habits of citizenship are sufficiently strong to withstand the centrifugal forces of the new global economy. Is there enough loyalty to place – of civic obligation, even when unadorned by enlightened self interest – to elicit sacrifice nonetheless? We are, after all, citizens as well as economic actors; we may work in markets but we live in societies. How tight is the social and political bond when the economic bond unravels?

Underlying Reich's contention is a serious concern about fundamental changes within the structure and fabric of society regarding its ability to respond to the disintegrating forces of globalization. Reich openly questions whether the pressure of a globalizing economy forces long-held stabilizing structures within society – such as national identity and civic duty – to fragment and break down. Fearing that individuals with the workforce are already starting to divide along labor group categories (symbolic analysts vs. routine workers/in person servers) Reich (1991) wonders if the increasingly expanding gap between the "haves and have-nots" – in accordance to his "global web" theory of 21st century economics – will result in a debilitating disenfranchisement of large sectors of both modern economies and societies. Taking this position further in terms of domestic and foreign policy, Ashton and Green (1996: 40) reinforce the notion that defined boundaries concerning so-called "national interest" are not easily defined:

> As a result, there is a dialectical interplay between the interests of the domestic citizenry, the largely home-based capitalist class and the international bourgeoisie represented by the trading sectors (including financial capital) and the multinational corporations. State policies cannot be thought of as simply a linear resultant of these interests. They are, rather, the outcome of a conflict that cannot be predetermined.

Therefore, in summary, we can begin to understand how the dynamic quality of globalization raises many important questions about the direction of higher education within the 21st century. On the one hand, globalization encourages and facilitates more "engagement" of both students and teachers (due to more collaborative roles), promotes and legitimizes *localized* learning and knowledge, and calls into question dominant ideas and grand narratives. On the other hand, globalization, and its powerful influence over the economy, impels higher education to share in its aims, goals, and various manifestations. And in doing so, globalization facilitates relationships between the state, the economy, and higher education that are dynamic and yet problematic at the same time. Elaborating on the political dimensions of globalization upon the workforce, Ove Korsgaard (1997: 18) states:

> Today, nations are players in a highly competitive global game. When capital moves freely and internationally, competition is intensified. It will be a decisive political priority to create optimal conditions for the accumulation of capital and the establishment of new jobs within the framework of the nation-state. In this regard, education has become decisive.

Taking on this decisive role, higher education is faced with questions that are foundational in nature. What role will higher education play in the globalized 21st century and what specifically, in terms of content and curricula, will higher education adhere to?

3.5. Commodification within Higher Education

The previous exploration of modularization and standardization leads us to consider the notion of commodification within higher education. And once again, the specter of economic influence must be considered within such an analysis. Exploring the occurrence of commodification within higher education and within the larger context of our entire social experience, Wesley Shumar (1997) offers a clear delineation of how far pervasive the influence of the marketplace values have become. Shumar (1997: 16) suggests that even the academy, with its own unique, internal vernacular and culture has been infiltrated by the pressures of the economic:

> We need to theorize that notion of commodification, to slow down and pose an analysis of the penetration of the economic into all aspects of social life. Higher Education is clearly a very important arena of this economic hegemony, as the very ideas and terms we use to understand and analyze the world are influenced by the pressure to be traded, turned into capital, bought and sold in the marketplace of ideas and the scarce positions in the academy.

Shumar (1997: 39) goes on further to suggest, in terms of what he considers to be the "productive infrastructure of late capitalism," that because of a reduction of the *State* to provide education to its citizens, and due to the intermingling of private corporations and universities for research and development purposes, the culture of higher education is experiencing a transformation:

> The transformation of the university employees into producers of education, the creation of educational consumption and the sense that this is all obvious; are all aspects of what I am attempting to theoretically relate to the discourse on commoditization.

Illuminating on how commodification has drastically changed not only the content of higher education, but its purpose as well, Robin Usher (1997) states that we have now entered an age where *utility* and *direct value* in the marketplace are true hallmarks of a higher education:

> To put this another way, education is no longer concerned with transmitting Enlightenment messages and meta-narratives. Its performativity or usefulness within a market context becomes as, if not more, important. Educative processes are reconstituted as relationships where knowledge (as commodity and as image) is exchanged on the basis of its usefulness or performativity for the consumer. Learners-as-consumers seek an education that is value-adding.

Examining the experience of students within the commodification paradigm, we realize that they indeed are interested in a "value-added" higher education. Christopher Lucas (1996) explores the various rationales for the pursuit of higher education that students currently maintain. While Lucas (1996: 31) maintains that some students embark upon collegiate studies as a rite of passage, or an opportunity to engage in "intense self-exploration," and "discovery," other subscribe to a rather mechanistic and "asset-oriented" perspective. Once again, similar to Usher's (1997)

"knowledge as commodity as image" precept, Lucas (1996: 31) contends that the representation which a college degree warrants is arguably it most salient feature:

> For still others, college means little more than the pursuit of a paper credential and the opportunities thereby represented for achieving (or preserving) a certain level of socio-economic status within the marketplace.

3.6. The Implications of Corporatization for the Academic Advising Profession

Turning to the practice of academic advising, these forces of corporatization are also beginning to enter into the future planning or *reengineering* of support services in higher education. Peterson (1996) focuses specifically on ways in which *information technology* can support advisors in their work. He (1996: 105) particularly emphasizes the reduction of *economic pressures* via the implementation of various methods for *surrogate* electronic advisor/student communications:

> Advisement personnel spend their time preparing and printing advisement material, monitoring student progress, corresponding and meeting with students, and keeping student records. The economic pressures are counseling time, printing, monitoring, evaluating, document management, and postage. The technologies that may help the most would be the Internet/WWW, E-mail, and kiosks. Reengineering will focus on more information on the Web, computer advising, electronic monitoring, proactive notification, and E-Mail.

Peterson (1996: 106) goes on further to make the following recommendations to academic advisors regarding various aspects of the academic process which can be enhanced, economized, and expedited via information technology:

- *Maintaining a plan for graduation students can interact with, review, and update daily, if necessary*
- *Distributing degree audit reports via an intranet system*
- *Providing students access to four years of class schedules with suggested sequence of courses semester by semester*
- *Creating a college advisement center home page that includes a link with Admissions and Records, Major Academic Plans (MAPS), class descriptions, and career information*
- *Providing related academic and career information*
- *Notifying, via E-mail, high-risk students to meet with an advisor*
- *Monitoring major changes and other related time to graduation*
- *Providing "major-shopping" and related career options*
- *Enabling faculty advisors to communicate with students via E-mail*
- *Providing each advisement center with capabilities to create their own reports electronically*
- *Providing via the intranet semester sequence courses to graduation*
- *Monitoring students' degree goals and courses with proactive notifications*

So in a sense, we can start to see the direction in which the practice of academic advising might be heading toward in the immediate future. While on the one hand, this *corporatization trend* powered by information technology offers the practice of academic advising new opportunities for advanced efficiency, growth in output, and more sophistication in terms of services. Yet on the other hand, there may be a relinquishing or certainly a *"lessening"* of the humanistically-oriented relationship between advisor and advisee, which is considered to be a core value of the practice. Another concern related to this inclination toward *efficiency* as a prominent goal or objective to be seized upon by practitioners is the idea of advisors resigned to the role of *technicians* or as Winston, Grites, Miller, and Ender (1984) allude to, *agents of quality control.* While I realize that the authors were attempting use an illustrative analogy to make their point about the "hands-on" nature of both the works of automobile workers and advisors, it may be ironic to think that 15 years after its publication the advent of information technology has the potential to relegate both kinds of workers to just *monitory* roles. Indeed, we already know what robotics have done to Japanese auto manufacturing, thus the following references toward *educational quality control* as a paradigmatic framework for the role of academic advising in higher education may be troublesome at best. Winston, Grites, Miller, and Ender (1984: 539) espouse the following notions about *improving academic advising* in the epilogue of their primer on developmental academic advising:

> As Japanese auto manufacturers have demonstrated, quality control is most effective when practiced on the plant floor by those who are involved in production and assembly. In effect, academic advisors are on the "plant floor" and potentially can be in positions to ensure educational quality.

3.7. Chapter Three Summary: Turning to the Bigger Questions at Hand

In this chapter which focused on *Higher Education within the Context of a Changing World*, an attempt was made to explore various factors, both past and present, which have played a significant role in shaping modern higher educational systems. Once again, attention was focused upon the magnitude of defining aspects of early American higher education, such as the influence of pragmatism, the battle between classically oriented colonial colleges and the more modernistic land grant institutions, and finally the emergence of *functionalist/industrialist* ideals. Moreover, Kerr, et al's (1973) assertion regarding higher education serving in the role *of handmaiden to industry* was examined in detail with the speculation, according to the author, that higher education has not only been a servant to industry, but due to the pervasive nature of the forces of contemporary society (globalization and information technology), has actually been compelled to transform and become a reflection of it (industry). Lastly, the following manifestations of the *corporatization* of higher education were considered in light of their impact on the practice of academic advising, in addition to other sectors of contemporary society: modularization and standardization, the potential of globalization, and commodification. Now though, I would like to address how the issues contemplated in this chapter have further secured the importance and value, which my *internationalized perspective* has entitled me to.

Indeed, as I consider my experiences as an academic advisor for more than a decade, my professional training in the field, the *nature* of my graduate education in America, the professional literature in both the academic advising and student services fields, and finally, my informal discussions with colleagues in various capacities (meetings, conferences, e-mail listserves, etc.) a *deficit* has become increasingly clearer to me. Unfortunately, very little attention has been paid to these *contexts* in which both higher education (and academic advising as a subset) exists or the *forces of contemporary society,* which shape that context, and ultimately can transform those systems. It is through my extended periods of detachment from the practice of academic advising, and through my exposure to the European system of graduate education requiring me to examine the real significance of *context,* that I can attribute the unique nature and scope of my current inquiry.

CHAPTER FOUR: THE WORLD OF WORK

4.0. Chapter Four Overview

This chapter is devoted to a thorough exploration of factors and themes that can be used to describe the "world of work" in the 21st Century. An exploration of the dynamics and forces shaping the world of work is critical to my thesis, as I attempt to locate the practice of academic advising within the successive larger contexts of both higher education and contemporary society. As part of the research perspective outlined in chapter two, I feel that in order to better understand the nature of academic advising in the future, I must also consider the impact of forces shaping those large contexts. In this chapter several conceptual notions about the world of work are considered. First, as was the case in the other three chapters, some historical perspectives related to the world of work are considered. Next, issues related to the information society are considered in terms of their utility in describing aspects of the world of work in the 21st century. Throughout the chapter, particular attention is paid to the implications for higher education and academic advising that the dynamics of the *world of work* will undoubtedly impose upon them.

4.1. The Ushering in of Technological Revolutions: Industrial and Informational

In this section, an historical framework is referenced in an attempt to provide a *context* from which to launch an exploration of the key issues and themes that are addressed in this chapter, focusing upon the "world of work." While the later portions of the chapter do deal with issues that have become *multi-national* and *international* in scope and nature, it is important to at first examine ideological aspects of work as they specifically relate to American culture. One particular occurrence, of dramatic proportions, concerning the *phenomenon of work* in America, was the *Industrial Revolution.* It certainly can be noted that one of the most dynamic forces to transform both the *conditions* and *content* of early American work was "power-driven machine technology" (Rugg 1947: 33):

> Giant and efficient generators were invented and installed in central stations, transmitting power over long distances. Machines of great force and intricate cleverness of manipulation, huge and precise machine tools, and incredibly accurate measuring instruments were perfected and put to work.

Rugg's statement offers both an accurate portrayal of not only the "driving force" of *machine* technology during the *19th* and *20th* centuries, and foretells, quite effectively, the force behind *today's* modern *information* technology. As we head toward the *21st* century, his specific references to efficiency, intricacy, precision, and centrality (yet with the ability to *transmit* over long distance) are still key industrial properties and constructs highly desirable and prized within today's economic arena, as they were in the past.

Taking the comparison between the machine based *industrial* revolution and the computer based *information* revolution further, Rugg (1947), Castells (1996), and Reich (1991) offer some rather compelling accounts of how the "ushering" in of the industrial and information revolutions have altered and transformed almost every aspect of contemporary society. Of particular interest to all three authors are the changes in political, social, and economic contexts that technological advances brought forth. In the first account, which centers upon what he considers to be an extended, swaying pathway toward the Industrial Revolution, Rugg (1947: 33) makes particular reference to the social implications of what he considers to be one of the greatest "cultural shifts" of all time:

> After 1500 A.D. the surge and resurgence of waves of social advance and retrogression finally established a rhythm of movement that produced in the last century a social revolution that has already affected every phase of the culture. It transformed the production and distribution of goods and services, concentrated the people in the cities, broke down the isolation of communities and nations, altered the nature of family life, put government into the social system, changed the interpretation of law, and called into question the established objects of allegiance. As a consequence we are living today in a critical period, in one of the greatest cultural shifts that mankind has experienced in recorded history.

Notably, Rugg alludes to the transformation of several societal institutions, mainly the economy, government, law, and the family. From a *contextual* standpoint this is important because it helps us to recognize how the forces of society (the Industrial Revolution in this case) transform societal institutions. And, following the argument further, these transformations of societal institutions then *impact* and *alter* systems of higher education, in terms of the curriculum, academic majors, and services. This concept is critical to this chapter, and more specifically, is very important in terms of a foundational construct which undergirds a significant portion of my thesis. Addressing the changes that industrialization initiated in terms of preparation for work, Eurich (1985) contends that "specific training" had become a significant aspect of the preparation process and employment itself had become increasingly "impersonal." Moreover, Eurich (1985: 26) suggests that education does maintain a "functional" role within the business sphere:

> Industrialization meant two changes in work preparation. Specific training was now required before specific tasks could be performed. In the traditional craft and agrarian order, people had "grown-up" into stable, life-long occupations. The other change required a different orientation: Work activity was now focused away from the individual, family, or small group and toward a large, impersonal organization within a large, impersonal urban community. The Industrial Revolution required education for specific tasks and education to function within the emerging corporate organization.

Thus, we begin to recognize the *interconnectedness* of these various sectors and the impact which forces within contemporary society exact upon them. Technology, though, seems to be the common linking factor that fuels the *dynamic* nature of the changes, which have taken place in both the *industrial* and *informational* revolutions. Indeed, the influence of technology and its role as a *definitive change agent* is a critical theme that will be explored from several different perspectives in this chapter. In some of the sections that follow, technology's role in the advancement of globalization is offered, a *postmodern* exploration of the role of technology and its impact on the nature of work is examined, and technology's transformative position within higher education and academic advising is also taken into consideration. Now, though, we turn to the exploration of the "second" revolution of the later part of the 20th century, which has been specifically augmented by information technologies. In the passage which follows, Castells (1996: 1) addresses in a wholistic fashion, similar in nature to Rugg's (1947) assertions about the Industrial Revolution, the all-embracing features of yet another *technological* revolution:

> Toward the end of the second millennium of the Christian Era several events of historical significance have transformed the social landscape of human life. A technological revolution, centered around information technologies, is reshaping, at accelerated pace, the material basis of society. Economies throughout the world have become globally interdependent, introducing a new form of relationship between economy, state, and society, in a system of variable geometry.

Indeed both Rugg (1947) and Castells (1996) address the *comprehensive* nature of the changes that technology (both machine and informational) have imposed upon societal institutions for more than one hundred years. Important to note are Rugg's reference to the re-centering of "objects of allegiance" within one's life, and Castells' usage of "variable geometry" as an analogy to depict the *novel* kinds of relationships, or inter-relationships, between "economy, state, and society" within a "globally interdependent" world. At the core of both authors' assertions is a sense of how "people" and their relationship to "work" were changed by the *sweeping* forces shaping contemporary society. Also relevant and explored further in the next section, is how the forces of technology have changed the nature of business institutions and their relationships or inter-relationships with their workers, the actual *nature* of work, their sponsoring nations, and their expectations of higher educational systems.

4.2. Implications of the Information Society

Krishan Kumar (1995) explores in great depth the dramatic influences which technology, and more specifically "computer technology," has and will continue to exert on the nature of work, knowledge, the economy, and society. Using the term "information society," also used by many other theorists (Bell, Naisbitt, Toffler), Kumar suggests that the actual *labor* of producing knowledge has in a sense, superseded, in terms of importance, the production of other traditional tangible goods and services. According to Kumar (1995: 11): "Knowledge does not simply govern, to an unprecedented extent, technical innovation and economic growth; it is itself fast becoming the principal activity of the economy and the principal determinant of occupational change." Applying similar notions about the nature of work, in light of expanded information and communication structures, Lash (1994: 129) discusses how the manufacturing process itself has been redesigned and how this, in turn, impacts "class" relationships within the workplace:

> The working class and the production of manufacturing goods become instead a crucial moment in, though subordinated to, the roundabout production of *informational goods*. With the production of informational goods becoming the axial principle of capital accumulation, the (new) new middle class is created.

Here we begin to recognize how the forces of information technology impact and unravel aspects of both work and the *roles* which workers play in a *reengineered,* information-centered labor environment. No longer focusing exclusively upon the actual manufacturing of *tangible* goods, corporations find themselves in a *new* world of work and commerce which focuses upon *specialization* within the labor process. Commenting further on the interrelationship between the methods of production, and the differences in how goods are customized and sold to potential customers, Slater (1997: 175) suggests that the current dynamics of consumption reflect a notable shift from the modern to the postmodern:

> Above all, it is argued that the modern, Fordist mass production of standardized goods for mass consumption by homogeneous consumers has given way to the postmodern, post-Fordist specialized production of goods more specifically tailored for and targeted on precise consumer groups who are defined by lifestyles rather than by broad demographic variables like class, gender or age.

Furthermore, with respect to production and manufacturing processes, Krishan Kumar (1995: 44) explains how flexible specialization enables new ideas to be implemented quickly and allows firms (large and small) to react swiftly to market demands. No longer confined to large-scale, long-run, generic style production runs, manufacturing firms take advantage of information technologies and numerically controlled machine tools (1995: 43) in order to produce small batches of goods for a constantly fragmenting mass market and consumer demand cycles which are relatively short in duration: Kumar (1995: 44) submits the following regarding how flexible specialization has pushed modern manufacturing production out of the "Fordist" paradigm into what he considers to be a "post-Fordist" framework:

> Production is customized, geared to highly specific wants and needs in a constant state of flux. Customized, short-run production neither requires the large-scale plant and technology necessary to achieve economies of scale (which can be justified only by production in long series), nor can it depend on the unskilled or semi-skilled detail worker common in the industrial establishments of the Fordist kind.

Thus "specialized" and "industry-specific" information, has in itself, become an integral component of the economy, directly changing both the nature of work and structure of the workforce. Industry-specific information and the professional knowledge needed to enable businesses to operate and succeed have become the "new" indispensable factors to plan and accommodate for within operational functions. More and more, industries must anticipate and budget for the cost of fostering the "professional knowledge" needed to function even at the most basic level. Peter Tordoir (1995) suggests that in most cases businesses cannot anticipate any direct residual impact on specific business products (whatever they might be for a specific industry) with regard to the effects of "professional knowledge." According to Tordoir (1995: 1) modern businesses now recognize the "support" value and new role that "professional knowledge" generates, he states:

> An average-sized corporation in the United States or Western Europe, employing two to ten thousand employees are working in a medium-tech industry such as the automotive sector or banking, will probably spend somewhere between five and fifteen percent of its total expenditure on indirect inputs of professional knowledge. "Indirect" means that this knowledge is not traceable in the business output; it supports the business process itself.

Therefore in summary, it is clear that the *information revolution* has not only transformed the nature of business of and commerce, it has in a sense, transformed the manner in which *capitalism* manifests itself – constantly *reacting*, *transitioning*, and *reorganizing* itself to meet the demands of both consumers and providers. Information and knowledge are now, unquestionably, two of the most valuable commodities which most organizations will be engaged in the exchange of within a 21st Century economy. With direct implications for the foundation of my thesis, Castells (1996: 201) points out that information technology in conjunction with globalization, are the predominant forces shaping contemporary society:

> The process of work is at the core of the social structure. The technological and managerial transformation of labor, and of production relationships, in and around the emerging network enterprise is the main lever by which the informational paradigm and the process of globalization affect society at large.

And as an important constituent provider within the *World of Work*, higher education plays an important role in the "network enterprise," as Castells (1996) describes it. In the next section, implications of the information society for higher education and academic advising are considered.

4.3. Implications of the Information Society for Higher Education and Academic Advising

Influenced by the forces of information technology, higher education cannot escape the far-reaching impact and "re-defining" authority which technological advances in communication demand. To be sure, certain applications of information technology have the capacity to both revolutionize and reorganize a variety of different functions, services, and roles which universities have traditionally provided: not the least of which is teaching. Moreover, within the information society, all of these prior responsibilities are in line for reconsideration, "re-engineering," or in some cases, redundancy. Universities today are no longer insulated from the effects of the forces of contemporary society; they are in fact, in a constant state of flux as they *bend* to accommodate certain pressures and attempt to remain *rigid* in an attempt to defend against others. This particularly *fluid dynamic of higher education* is a critical aspect of not only this chapter, but as a foundational component of my entire thesis as well. As Melody (1997: 80, 81) contends, the expansive nature of information technology is undeniable:

> Steps for major reforms through widespread automation (for example, computer-assisted learning, video lectures, electronic access to libraries and data bases) have already begun. The broadband information superhighway now under construction will provide the electronic communication capacity for an order-of-magnitude increase in the automation of the "labour-intensive" educational services sector, including the university.

Thus, we can begin to observe and understand how information technology manages the capacity to completely revamp multiple, long-held, bastions of the university landscape such as the "classroom" and the "library". Electronic and *virtual* replicas of these university structures (and others) have arrived at many institutions already in some form or another. Turning to the practice of academic advising as a subset within higher education, many of the same issues are apparent. Wayne Childs (1996: 22) raises a fundamental question with regard to the use of information technology in the delivery of student services (like academic advising):

> What is the driving force in education to use technology to deliver student services? It is the same force that is driving technology outside of education. It is better service to the customer. Technology is more efficient in keeping costs down and making things truly functional for the student.

Turning to the practice of academic advising there seems to be a dilemma practitioners and administrators face in the provision of services in light of the informational technology that is now available and being implemented on a monumental scale. As was discussed in chapter two, the *humanistic* characteristics of academic advising, as defined and advocated so vehemently throughout the majority of the advising literature, are potentially in danger within the new *informational* and *technological* work paradigm. As Kramer (1996) infers, the current research literature from the field of academic advising has not addressed in a significant way "informed methods of practice" that fuse technology and academic advising together. Moreover, Kramer (1996: 9) also cautions the field to monitor its practice and the principles driving it, in light of the transformational qualities that information technologies offer to the practice:

> The research literature rarely mentions how to successfully connect students and advisors with technology. It simply discusses a few guidelines, patterns, or procedures for professionals to follow when assessing and applying technology to their work...The important issue of humanizing technology in academic advising centers on principles of developmental advising. Information technology should only add value to these principles, not interfere with them.

Consequently, the academic advising profession finds itself asking some rather weighty questions at the end of the 20th century:

*** How will market forces impact the institutions which academic advising serves?

*** What role will faculty play within the institutional structure in the future?

*** What kinds of new or altered demands might institutions of higher education make upon academic advising services?

*** How does the university hierarchy understand or advocate for advising services whilst under economic pressures and expectations?

*** How will technology change both the institutions and the practice of academic advising?

*** What will students demand of the services?

*** Will employers and representatives of industry become more interested in the role that advisors play in the educational process?

These and many other questions seem more relevant now than at any other time in the history of the field of academic advising, given the enormous forces shaping contemporary society. And it should be noted that these forces, while potentially beneficial in terms of efficiency, accuracy, and cost effectiveness, also carry with them the potential to dismantle aspects of the profession. As the profession of academic advising may become more *"systemized"* as a result of the influence of information technology, it may also become more vulnerable. Tony Watson (1995: 99), in his analysis of the sociology of work and industry, describes how *"knowledge"* within any given profession can, in essence, follow a *procedural* pathway into obscurity:

> The systemisation and transferability of knowledge within institutions of occupational socialisation not only provides a basis for the certification and legitimization of expertise, it also exposes knowledge to codification and ensures its ultimate vulnerability to routinisation and fragmentation in the production process.

What Watson alludes to above is a critical aspect of the reality of the *World of Work* for not only those working in higher education or the practice of academic advising, but for those working in any given field. In the next section, the more threatening side of the work in the remainder of this and the next century is addressed.

4.4. The Disappointments of the Information Revolution and Their Implications for Work in the Next Century

Despite all the apparent importance and perceived relevance, our collective fascination with the "dynamic" of information has led us, according to some theorists, to a disappointing destination. Barry Smart (1992: 25, 26) asserts that although the process of "modernization" has been forged within the information age, we still find ourselves without the control over circumstances we thought modernity would deliver:

> It is increasingly evident that the accumulation of complex, specialised forms of knowledge about social life has not allowed us to exercise greater control over our destiny.

Therefore as we come to the close of the 20th century and tally the scorecard on progress, can we conclude that the modern industrial society has succeeded in generating the utopian, idyllic state of affairs we had hoped for with respect to work, politics, economics, and education? Interestingly, social theorists interpret the consequences of modernization in different ways, yet many seem to conclude that we may have not entirely left this time period yet (modernity) and that we most likely will be entering into the 21st century with new opportunities, new risks, and an unbounded sense of control. On the one hand, theorists like Harvey (1989: 38) contend that the effects of modernism have propagated what could arguably be considered a foundational dynamic of the next century (globalized capitalism). Describing the impact of events and trends during 1960's counter cultural or "anti-modernist" movements, Harvey (1989: 38) lays the groundwork for a context from which to understand the "failed" success of modernization:

> It was almost as if the universal pretensions of modernity had, when combined with liberal capitalism and imperialism, succeeded so well as to provide a material and political foundation for a cosmopolitan, transnational, and hence global movement of resistance to the hegemony of high modernist culture.

Indeed, theorists like Smart (1992) directly question and doubt the premise that we have made progress. Smart (1992: 25) charges that we may have been disenchanted by the progressive potential of modernity, while not taking into consideration its "darker side." In the following comprehensive passage, Smart (1992: 25) describes in detail the erosion of what he considers to be "crucial constitutive premises." Doubting the idea that modernity has brought advancement, Smart maintains:

> If this idea of progress now seems to be at bay it is probably because its crucial constitutive premises are the subject of doubt, if not disillusionment. The erosion of (i) a sense of a common valued past; (ii) ideas about the superiority of Western civilisation; (iii) the desirability of the goal of economic growth; (iv) faith in scientific reason and knowledge; and (v) belief in the intrinsic value of the secular, 'this worldly,' existence seems to invite the conclusion that the idea of progress is in peril...

Thus Smart illustrates some of the limitations, disappointments, and what he considers to be "disillusionments" of the modern age. He sets forth, in his analysis and deconstruction of "constitutive premises," through which an opening for postmodernist ideology emerges. And within the postmodern framework, the concept of work and its role within contemporary society is very much a part of the debate. At issue here are the outcomes of an information and technology based, globalizing economy that is in a constant state of flux. Indeed, information technology has on the one hand transformed the nature of labor itself, increased capacity for more work and perpetual training for those working in specialized, symbolic capacities (Reich 1991), yet on the other hand there is a wholesale disengagement of other less fortunate members of disparate social and economic strata (Rifkin, 1995). Specifically addressing the so-called "promises" of industrialization, Eric Kramer (1997) demystifies some of the allegations that were projected to be advancements within the labor process. Kramer (1997: 8) suggests that in many ways, the projections made were inaccurate and misleading:

> The greater efficiencies that industrialization promised were originally supposed to enable people to produce more, faster, thus leading to a society of leisure. This has not been the case. Instead, people are in perpetual training and are working more hours today than they were thirty years ago.

Indeed Kramer's notion of "perpetual" training is significant for higher education in the next century. Where will individuals receive this training? Will traditional universities and colleges provide that function? Will these somewhat archaic, and traditionally inflexible, institutions be capable and able to respond to new and emergent industrial trends, or will some alternative provider take on this role, such as corporations? Nell Eurich (1985) contends that corporations have already taken on this responsibility and that the prospects for this trend to increase are imminent. Specifically, Eurich (1985: 1) contends that not only have corporations begun to provide a variety and an increase in subjects, their corporate classrooms are becoming globalized as well:

> Education and training within large private sector corporations of the United States has become a booming industry. Millions of adults, as employees, pass through corporate classrooms every year; an uncountable number more are given what is generally called on-the-job training. America's workers and managers have been going back to school for a long time, but in the last decade their numbers have increased, the variety of subjects they study has broadened and, most strikingly, America's business has become its own educational provider...Agendas for alternative education are emerging to meet the real needs of an interdependent global community. Corporate classrooms teach well beyond institutional walls and reach far across national boundaries.

Thus we begin to formulate a picture of the *world of work* at the end of this century that is complex, and unpredictable, and which requires a workforce made up of highly skilled, flexible, life-long learners. Globalized capitalism fueled by information technology has transformed the *economic landscapes* of almost every industrialized nation, reducing the nature and scope of labor, and those engaged in it, to its (the labor) and their (the workers) most *functional* capacity. And these aspects of contemporary society raise fundamental questions for higher education and the practice of academic advising in the 21st century. Within this new *world of work*, what role will traditional higher education provide and how will academic advising services go about either supporting it, transforming it, or is there a possibility that the service may cease to exist? Jeremy Rifkin (1995: 216) suggests that the anticipated *world of work* during the next century will maintain inherent characteristics and values that are *incompatible* with our current political, social, and economic philosophies, and thus will require fundamental reconsiderations:

> On the eve of the third millenium, civilization finds itself precariously straddling two very different worlds, one utopian and full of promise, the other dystopian and rife with peril. At issue is the very concept of work itself. How does humanity begin to prepare for a future in which most formal work will have passed from human beings to machines? Our political institutions, social covenants, and economic relationships are based on human beings selling their labor as a commodity in the open marketplace. Now that the commodity value of that labor is becoming increasingly unimportant in the production and distribution of goods and services, new approaches to providing income and purchasing power will need to be implemented.

During the 18th century DeTocqueville (1961: 52) made the following assertions about the practical nature of the American intellectual tradition as it related to labor:

> To minds thus predisposed, every new method which leads by a shorter road to wealth, every machine which spares labour, every instrument which diminishes the cost of production, every discovery which facilitates pleasures or augments them, seems to be the grandest effort of the human intellect.

Indeed, as I consider both the *world of work* and its relationship to higher education and academic advising – the sheer force and magnitude of America's historical, cultural, and intellectual engrossment with pragmatism becomes even clearer. As DeTocqueville experienced and wrote about in the 18th Century, and later American thinkers like Dewey and Bloom have expounded and reflected upon, America's preoccupation with the *applicable* vs. the *theoretical* may locate us in dangerous arena as we consider the complex contours of secure employment within the context of 21st century contemporary society.

4.5. Chapter Four Summary

In summary, this chapter explored a variety of key factors and themes relevant to the world of work in the 21st century. Starting with a review of the historical origins of both the industrial and information revolutions, the material covered in this chapter addressed the impact of technology upon the nature of labor, with specific reference to the provision of a context for both higher education and academic advising in the future. In the next chapter, the impact of the globalization of the economy is explored.

CHAPTER FIVE: GLOBALIZATION AND THE CHANGING WORLD

5.0. Chapter Five Overview

This chapter offers an exploration of the globalized nature of contemporary society. A variety of theories and perspectives about the past, present, and future of social, economic, and political ideas leading to "globalization" are examined. Following this, implications for higher education and academic advising are explored and placed in the context of contemporary society. At a foundational level, an understanding of the capitalist system is crucial to such an investigation. Starting with the political and economic theories of Wallerstein and Schumpeter – a variety of factors, influences, and catalysts to the capitalist-industrialist model are taken into account. Later, social and cultural interpretations of globalization are considered.

5.1. Globalization Defined

Roland Robertson, a preeminent globalization theorist, has written extensively about the sociological implications of a world becoming more consolidated through advancements in trade, military alliances, cultural exchange and material interdependence. Robertson's reference (1992: 8) to global compression and the pervasiveness of a global consciousness in the following definition offers a contextualized framework from which to discern rapidly changing issues relating to economics, politics, and even religion:

> Globalization as a concept refers both to the compression of the world and the intensification of consciousness of the world as a whole. The processes and actions to which the concept of globalization now refers have been proceeding, with some interruptions, for many centuries...but its main empirical focus is in line with the increasing acceleration in both concrete global interdependence and consciousness of the global whole in the twentieth century.

Robertson's conceptual description of globalization as a phenomenon helps us to better comprehend how social, educational, and occupational roles such far-reaching influences and factors will influence. Of particular relevance is Robertson's assertions about the relativizations of societies and self-identities as they relate to (1) the individual self; (2) a national society; (3) the international system; (4) humanity. According to Robertson, these four interacting constituencies comprise the "global field" and their relationship with one another in producing a phenomenonogically oriented world view, which asserts relativity from each constituency to another. Within Robertson's framework, all four elements are both inter- and intra-related with one another (Robertson, 1992). Roberston's depiction of *globalization* and its impact on various sectors of society helps to reinforce some of the notions about some of the *inter-* and *intra*-relationships between the different *constituency spheres* alluded to in chapter one. This concept of *contextualization* will be revisited several times throughout this chapter.

5.2. Capturing the Global Perspective as a Framework for My Thesis

In one of the only attempts to contextualize the profession of college student personnel administration that I have discovered in the student services literature, Appleton, Briggs, and Rhatigan (1982) revisit many of the historical, sociological, and philosophical ideas, and frameworks which may have shaped the nature of the field. In a sense, they understood, yet were puzzled by the complexity the forces of contemporary society had exacted upon their profession. Indeed, as a result of my experiences outside the American system of higher education, I can relate to and would like to respond to the following call to action which Appleton, Briggs, and Rhatigan (1982: 42) make to potential innovators in our profession:

> It is no doubt true that these schools of thinking do not arrange themselves as neatly in our lives and work as they are set out here. But neither are they simply interesting abstractions. Indeed, they are forces that are influencing us whether we know it or not. But how? This writer has found few persons with the capacity or interest to adapt the thinking inherent in these philosophies (and no doubt other philosophies) to our work. An important contribution to the field can be made by persons willing to examine and present these issues.

To begin to *contextualize* this chapter on *Globalization and the Changing World*, I believe that Immanuel Wallerstein offers an insightful point of departure for a comprehensive discussion about the scope and particular relevance of globalization. Specifically, the following passage offers a framework and rationale for why a discussion considering issues of a global nature is significant to this thesis. Wallerstein (1979: xii) contends:

> In trying to *interpret* the real world, which is perhaps the only thing we can do, we must apply to it successive abstractions, each capturing a part of the *global* reality (whatever this be, for the purposes of a specific piece of work) until, by adding abstraction to abstraction we have arrived at a comprehensive picture of what has existed over time and space (and how that relates to the social time and space in which we live and work) (emphases mine).

Wallerstein raises several important points. In essence, he suggests that "interpretation" of continuous abstractions enable researchers to construct an inclusive representation using (and merging) the available tenets of both historical and social science disciplines. Also important in this interpretation process is the need for "capturing part of the global reality" as abstractions are layered to produce meaning. In a real sense, this is what I have attempted to do in the first five chapters of this thesis: build up a comprehensive picture of contemporary society, layer by layer, using an *interdisciplinary* approach. Culminating in this chapter on *globalization*, I have endeavored to contextualize the forces that are impacting the different sectors of society as described throughout the five aforementioned chapters. While I do recognize that the *contextualized* picture depicted is incomplete, it does nonetheless represent a fairly accurate portrayal of my experience as a practitioner-researcher.

Once again, to summarize, I consider Wallerstein's reference to the *"layering of abstractions"* as a tool for interpretation useful because it represents, in a theoretical sense, my unique intention of pursuing my research question and thesis in the individualized manner in which I have. In passages, which follow, this linkage between Wallerstein's *interpretation* framework and particular aspects of my thesis rationale, are strengthened even further.

First, through the use of qualitative research methods I too have engaged in the process of *interpretation* via the collection of *abstractions* from numerous and diverse resources. In the process of conducting research for my thesis, I have reviewed literature from a variety of fields (economics, sociology, psychology, philosophy, etc.), in addition to interviewing a comprehensive cross-section of participants ranging from 18-year-old freshmen students to chancellors of major universities. These multiple points of reference should enable me to construct a "highly personalized" theory about the nature of contemporary society in a way that ultimately creates a "contextual" base from which I can begin to frame relevant questions about the nature of academic advising in the 21st century.

Secondly, in terms of these attempts to capture the global reality in the process, I believe that such a contextual base born out of a "global discussion" offers a distinctly unique and innovative paradigm for not only asking questions but also understanding and interpreting plausible answers as well. A thorough review of relevant literature regarding advising services yields very few, if any references to globalization or related topics. Finally, with specific reference to Wallerstein's allusion to "the social time and space in which we live and work," I believe he again reaffirms a strong endorsement for acknowledging and valuing "culture" in the process of interpretation. Wallerstein's theories of the modern world-system and capitalist world economy reflect an appreciation of historical, geographical, political, and social structures and their influence on people's lives. Moreover, Wallerstein makes specific reference to the concepts of "time and space" and their meaningful relationship to the social context, in which we live and work. In summary, I all the above themes have direct applications to the conceptual nature of my thesis. In the next section, these theories are explored by focusing on characteristics of globalized capitalism.

5.3. The Contextual Nature of Change: Capitalism in Contemporary Society

Joseph Schumpeter, the historical economist, considered capitalism to be a fairly stable economic system (Moss, 1996). He also gave credence to the extensive social impact and pervasive cultural affects, which it manifests within a particular society. He was particularly struck by the power of *innovation* within a market economy and the central role which entrepreneurs play in the facilitation of economic growth. In a dichotomous fashion, Schumpeter often seemed to sway back and forth throughout his writings on exactly what he considered to be the *real dynamic* in economic development (Oakley, 1990: 38). In the following passage Schumpeter (1947: 82), explains how capitalism is an emergent, ever-changing system:

> Capitalism, then, is by nature a form or method of economic change and not only never is but never can be stationary. And this evolutionary character of the capitalist process is not merely due to the fact that economic life goes on in a social and natural environment which changes and by its changes alters the data of economic action; this fact is important and these changes (wars, revolutions and so on) often condition industrial change, but they are not its prime movers.

In order to enter into a discussion about the effects of globalization, a brief definition of capitalism is required. Because of its multifarious nature, capitalism is linked to globalization for social, cultural, and economic reasons. As is examined further, later in this chapter, higher education and academic advising as a subset of it are not only influenced by capitalist modalities, but have become inextricably fused into its functional apparatus as well. In the passages both above and below, Shumpeter and Bell (1976) contend that capitalism, as a *system*, is in a constant state of evolvement, exerts pressures in a number of different directions (including back on to itself) and penetrates most sectors within society. Once again, this capitalist framework and depiction of various interactions *between* factions *within* a context is critical in the development of my thesis. In the passage that follows, Bell (1976: 14) defines capitalism as a widespread *cultural* phenomenon:

> Capitalism is an economic-cultural system, organized economically around the institution of property and the production of commodities and based culturally in the fact that exchange relations, that of buying and selling, have permeated most of the society.

What Schumpeter considers to be an economy's "prime movers" are entrepreneurs, evolving technology, and bankers (financiers). The interaction between these entities enables cycles of growth and transformation to flourish. In this particular sense, Schumpeter and Wallerstein (1979, 1990: 36) share similar beliefs in terms of the predominantly cyclical nature of the capitalist system and its reliance on the expansion and exploitation of markets. Uniting these important features of a capitalist world economy with regard to globalization, Featherstone (1995: 7) states:

> (G)lobal integration can be conceived as being furthered through the expansion of economic activity to the extent that common forms of industrial production, commodities, market behaviour, trade and consumption also become generalized around the world.

In a somewhat visionary capacity, Schumpeter seemed to have understood the dynamics and factors that shape and predominate our current globalized economy. In a real sense he was aware of the power which advanced technology and communication could afford any given society. During a series of lectures held at the Lowell Institute (Boston, Massachusetts, USA) in 1941, Schumpeter describes what amounts to be a precursor vision and rationale for the globalized economy that we now recognize as a direct manifestation of capitalism. Over 50 years later, Schumpeter's allusion to the disappearance of frontier boundaries and his

contextualization of geography with regard to the *idea of frontier* are still accurate and relevant:

> In this country (USA), in particular, much was made of the fact that the frontier was gone that took away so much of the social tension that developed. But the frontier of the capitalist world does not exist anymore. Even if this were true, we must not forget that the economic frontier that may be conquered does not necessarily carry a geographical connotation. The conquest of the air may have greater economic consequences than the conquest of India. We must not interpret the word "frontier" literally, that is, in the geographical sense (Swedberg 1991: 357).

Thus in a sense, Shumpeter perceived capitalism as a truly global process. Using other disciplines, Wallerstein examines the phenomenon of capitalism from a historical and sociological perspective. Tracing the roots of capitalism throughout world history he also supports the notion, similar to Schumpeter's, that the interminable need to expand and secure new markets for both goods consumption and production are major factors in the propagation of business cycles and the expansion of geographic boundaries (Wallerstein 1990: 36). The following well-known passage captures Wallerstein's depiction of capitalism on the global scale and summarily illustrates what he considers to be emblematic of a "modern world system:"

> (T)he capitalist world-economy has seen the need to expand the geographic boundaries of the system as a whole, creating thereby new loci of production to participate in its axial division of labor. Over 400 years, these successive expansions have transformed the capitalist world-economy from a system located in Europe to one that covers the entire globe (Wallerstein), 1990: 36).

Again, similar to Schumpeter, Wallerstein seems to place serious significance on the role of culture, the dynamic and transformative nature of markets, and the ultimately "dismantling" effects which capitalism brings upon itself. In the following passage, Wallerstein refers to the instability of cultural frameworks brought on by the shifting nature of the modern world system:

> The "culture," that is the idea-system, of this capitalist world-economy is the outcome of our collective historical attempts to come to terms with the contradictions, the ambiguities, and the complexities of the socio-political realities of this particular system. We have done it in part by creating the concept of "culture" as the assertion of unchanging realities amidst a world that is in fact ceaselessly changing" (Wallerstein, 1990: 38-39).

In summary, this past section aimed to illustrate the *expansive*, *vigorous* and *ever-changing* nature of the modern capitalist system. An understanding of these particular characteristics is important because they help to define the dynamic *context* within which various sectors of contemporary reside with one another. This concept of the interactions and inter-relationships of various sectors responding to the impact of globalized capitalism is critical to the conceptual nature of my thesis. In the next section, cultural implications of globalizations are weighed.

5.4. Cultural Implications of a Globalized Society

Considering the concepts presented in the earlier sections of this chapter which offer a framework for understanding the dynamics of the capitalist system and their rather distinctive mechanisms brought into effect by rapid globalization, we have come to understand some of the implications of their "theoretical" merger (capitalism & globalization). It is my contention that in the earlier review of theories espoused by Schumpeter, Wallerstein, Kerr et al., and Bell we come to understand the nature of the capitalist structure, its key forces and stimulants, and its relationship to labor and the economy in light of the industrialization process. We now turn to the cultural implications of globalized capitalism. As the aforementioned theorists supported the interrelationships between the economy and political and social spheres, Waters (1995:9) alludes to the sheer magnitude which globalization exerts on those interrelationships:

> ...material exchanges localize, political changes internationalize; and symbolic exchanges globalize. It follows that the globalization of human society is contingent on the extent to which cultural arrangements are effective relative to economic and political arrangements. We can expect the economy and the polity to be globalized to the extent that they are culturalized, that is, to the extent that the exchanges that take place within them are accomplished symbolically.

Thus, Waters' (1995: 10) assertion stands in opposition to Wallerstein's assertion that the driving force behind global interdependence is expansionist capitalism. Waters focuses upon the transition of material commodities to goods of a symbolic and informational nature. Decades ahead of contemporary globalization theorists, the German philosopher Max Scheler articulated ideas about the power of global markets on political systems, and, ultimately, the need and production of specific types of information. In the following passage, Manfred Frings' (1980: 160) translation of Scheler's earlier works offers insight on Scheler's sociology of knowledge:

> A much more significant role must be attributed, from the perspective of a sociology of knowledge, to *world-trade* and industrial expansion, in so far as they originated from economic motivations and only later took political forms, and they generally did not strive to enlarge *positive* science through *technical* and industrial agents, which only secondarily stimulate needs for their respective sciences.

Thus, in a sense, Scheler understood how the nature of knowledge and the need for its creation and dissemination would influence educational methods as well. Once again Frings (1980: 28) posits the following about Scheler's insight about the "narrowing" of the educational process:

> And modern education, confusing itself with technical training, aims at developing such control, thereby producing human fuel for society's technological and bureaucratic machinery rather than cultivating free personal spirit.

Indeed, Scheler was quite visionary in his perspective that education would become somewhat commodified in response to the *globalizing*, *capitalist* economy requiring new forms of knowledge and academic preparation for its proliferation.

5.5. Reich's Perspective on American Labor and Education

Specifically addressing the emergent nature of American corporate ideology, Reich (1991) describes how 20th century "thinking" has transformed from a "high volume" production format to a 21st century "high value" orientation. Reich (1991: 81) not only describes the dismantling of long-held tenants about American corporate structure, he also "uncovers" how the American corporation, in reality, is already functioning on a global basis and how such changes impact social class:

> America's core corporation no longer plans and implements the production of a large volume of goods and services it no longer owns or invests in a vast array of factories, machinery, laboratories, warehouses, and other tangible assets it no longer employs armies of production workers and middle-level managers it no longer serves as a gateway to the American middle class. In fact, the core corporation is no longer even American. It is increasingly, a façade, behind which teems an array of decentralized groups and subgroups continuously contracting with similarly diffuse working units all over the world.

Hence we can recognize from Reich's (1991) contentions that the *globalization* of corporations and the economy is the *consummation* of a long-range sequence of technological changes that have been taking place for more than 100 years. Yet, as Reich points out in the following passage, there are problems in terms of a mismatch between the approaches toward education currently in place and practice, as compared to the kinds of competencies and orientations required of individuals for work in the future. Indeed, the standardizing processes and lock-step methodologies employed by education systems are incompatible with the skill-sets required for growth orientated occupations in a 21st century economy. Reich (1991: 235) submits the following with regard to relevant skills needed for vocational progress and advancement:

> The fortunate student gains from formal education the techniques and habits of abstraction, system thinking, experimentation, and collaboration – all of which are pre-requisites for a lifetime of creative problem solving, identifying, and brokering. From then on, the learning comes from doing.

5.6. Time and Space Compression: A Condition of Globalization

Examining the cultural implications of globalization further, it becomes apparent that culture is affected by the compression of time and space inherent to the technological advances of the 20th Century. As early prognosticators of globalization as a *cultural phenomenon*, McLuhan and Fiore (1968: 88, 89) allude to the "restructuring" consequences which computer technology have exacted upon the labor process as well as the nature of its products:

> The extreme decentralizing power of the computer in eliminating cities and all concentrations of population whatever is as nothing compared to its power to translate hardware into software and capital goods into information. It is well to remind ourselves that the computer made possible the satellite, which ended nature in the sense that it has been understood during the past three thousand years.

Here, McLuhan and Fiore put forth a glimpse of the arrival of globalization in advance of the theoretical explanations and explorations that became more conventional during the late 1970's and 1980's. McLuhan and Fiore were perceptive in their outlook, especially with regard to ideas about the "nature of information." Specifically, their comments about the commodification of information and revolutionary implications which satellite technology holds for both fields of science and communications were way ahead of their time.

Scott Lash and John Urry (1994) explore particular dynamics of the aforementioned globalization and localization debate. They argue that "transnational" practices have eroded the historically democratic framework of nation-states and bring into question the validity of the concept of society (1994: 280, 281). Moreover, they question conventional theories relating to money, finance, and the environment and put forth a research agenda for social scientists to decipher ways in which to understand global/local relations and their impact on national societies and economies in light of powerful socio-spatial transformative factors. Lash and Urry state the following with regard to the transcendent power of transnational practices (1994: 280):

> These transformations include, first, the development of transnational practices which transcend individual nation-states through generating immense flows of capital, money, goods, services, people, information, technologies, policies, ideas, images, and regulations. Such transnational practices or flows do not simply dervive from single countries, nor even from one geographical area. Such economic, political, and cultural practices are relatively independent of each individual nation-state.

As we look toward the 21st century we realize that the world has become a smaller and more accessible place. Time and space no longer hold the traditional meanings or impact they once had on our individual or *collective* lives. With the advent of phenomena like information technology and international travel at supersonic speeds, we are no longer subjected to localized forms of communication and trade. These novel dynamics of contemporary society warrant new ways of thinking about our

Western society. In a sense, our traditional understanding of the world and accustomed aptitudes for processing information have been challenged, altered, and re-engineered. What Robertson argues is that due to the *transformative* capabilities of high technology and advanced electronic communication, our relationship with the conventional notion of time and space are no longer valid. In essence, individuals, cultures, and economies are no longer bound to the conventional definitions of "local" and "global" in terms of both meaning and character. Robertson (1992: 52) explains:

> Much of fashionable social theory has favored the abstract and, from a simplistic global perspective, "the local" to the great neglect of the global and civilizational contours and bases of Western social theory itself. The distinction between the global and the local is becoming very complex and problematic, to the extent that we should now perhaps speak in such terms as the global institutionalization of the life-world and the localization of globality.

Once more, the sense of intricacy spawned from the forces shaping contemporary society, such as globalization, becomes apparent and is significant because it illustrates our difficulty with the use of prevailing paradigms and notions of established perimeters for understanding the world around us. Relatedly, in my attempt to better understand the dynamics shaping the practice of academic advising, I have tried to honor the complexity of this contemporary world by designing an inquiry which seeks to explore the intricacies of the profession from what Robertson or Featherstone (1995) might consider a *localized* frame of reference. Conducting a case study of my own practice engages me in a highly, individualized exercise of *abstraction.* In a sense, my research attempts to abstract from the world that surrounds me and effects my profession an understanding of the dynamics that might be shaping its future. In the following passage, Featherstone (1995) illustrates how the propensity toward globalization actually spurs us on toward the uncovering or unraveling of the more *native* and *particular* within our own contexts. Moreover, Featherstone (1995: 114) offers an assertion that because the process of globalization often generates details and implications that defy customary definitions, we are often left with dilemmas and paradoxes, thus making postmodernism a possible venue for comprehension:

> From this perspective the changes which are taking place as a result of the current phase of intensified globalization can be understood as provoking reactions which seek to rediscover particularity, localism, and difference which generate a sense of the limits of the culturally unifying, ordering and integrating projects associated with Western modernity. So in one sense in can be argued that globalization produces postmodernism.

5.7. Postmodern Thought: A Historical Perspective

The subject of postmodernism has been a topic of sharp debate in many academic circles since its first mention as a "distinguishing" break from the "modern" age. In his 1947 book, A Study in History, British historian, Arnold Toynbee put forth the argument that beginning in 1875 a fourth stage in the development of Western History began. And, that this most recent stage was characterized by the predominant influence of technology and its impact on all aspects of life, with a specific emphasis on work and industry. Toynbee (1947: 332) offered a keen understanding and projection of the impact of technology on industry that established him as one of the progenitors of the postmodern debate:

> By putting an unprecedentedly powerful new drive into economic production, modern technology has made a customary social injustice seem remediable and therefore feel intolerable. When the newfangled cornucopia of mechanized industry had churned out fabulous wealth for those Western *entrepreneurs* who had sown the seed and reaped the harvest of the Industrial Revolution, why should wealth and leisure still be monopolized by a privileged minority? Why should not this new-found abundance be shared between the Western capitalists and the Western industrial workers and an Asian, African, and Indian-American peasantry that had been *herded* en masse into a world-embracing Western society's proletariat?

In a sense, Toynbee's questions represent, and are symbolic of the mystery, quandary, or dilemma which the bewildering force of "mechanized industry" invokes for both capitalists and workers within the "world embracing" enterprises he described. Indeed, many moral, ethical and philosophical queries became evident. And once again, these kinds of questions are representative of the entire postmodern debate with respect to the *perplexity, fragmentation* and the *unbounded* nature of contemporary society. In an unparalleled manner, technology had powered mechanized industry to the brink of a *paradigm.* As a result of this paradigm-fracturing advancement, many cultural, social, economic and *educational* issues were brought up for reconsideration. Attempting to define this new paradigm, or w*orld perspective,* prominent management theorist Peter Drucker (1957: 2) endeavored to describe a new, unprecedented framework from which to make sense of the world in 1957:

> But what matters most for us – the first post-modern generation – is the change in *fundamental* world view. We still profess and we still teach the world-view of the past three hundred years. But we no longer see it. We have as yet no name for our new vision, no tools, no method and no vocabulary. But a world-view is, above all, an experience. It is the foundation of artistic expression, philosophical analysis and technical vocabulary. And we have acquired this new foundation, all of a sudden, within these last fifteen or twenty years.

It seems interesting to me that Drucker, a management theorist, someone engaged in the assessment of business and industry, was so absorbed in the implications of these changes. Not only did he recognize that a *new perspective* on the world was required for future projections concerning the *World of Work*, he was also mindful that other sectors of society were affected by these changes as well. Indeed, his sense that an entirely new *foundational set of frameworks* were needed in terms of artistic expression, philosophical analysis and technical vocabulary are testament to his recognition that these changes *intersected* a variety of important institutions within society. And once again, this notion of *intersection* that the postmodern approach focuses upon is useful and illuminating in this current discussion, because of its focus upon understanding the driving forces shaping contemporary society and the interrelationships between various societal institutions.

5.8. Economic Underpinnings of Postmodernism

Dramatic economic, social, and cultural impacts have resulted from the transitory shift from what Featherstone (1991: 16) considers to be "capital logic" toward "consumption logic." Specifically addressing the impact of this alteration, Brown (1996: 153) suggests how "market" driven inclinations and globalized frameworks are introduced into the aesthetic domain:

> The late capitalist or postmodern relationship between realism and power in aesthetic representations is marked by a shift of emphasis from production to consumption and, with this, an accentuation of the turnover and the differentiation of artistic commodities available in differing markets.

So in a sense, both Toynbee's and Drucker's understanding of and projections about the dynamics of westernized capitalism are very much in tandem with the theories brought forth by current authors who have been influenced by postmodern ideology. Because technology and mechanization have enabled industrialized nations to benefit in terms of the massive, exponential generation of wealth, reduction of relative costs associated with manufacturing processes, and the compression of time as it relates to the production and delivery of goods and services, such nations arrive at the doorstep of the 21st century without the clear definition, structured economic strategies and social frameworks which brought forth such progress in the past. Similarly, the "logic of industrialism" which Kerr et al. propose as globally transformative runs a dynamic path to a stage that they consider to be "pluralistic" in nature. Kerr et al. (1973: 33-46) explain that "pluralistic industrialism" is overwhelming in its influence over multiple cultures and with regard to its mass influence on tastes and consumption:

> Industrialization creates vast urban areas; makes possible a great explosion of population; yields a new standard of living and of leisure: draws on new skills both social and technical; requires a vast network of rules to guide and coerce men in the complex and interrelated tasks essential to its successful growth; spawns new centers of organized power and furthers the concentration of authority in old centers, particularly the state, forges new methods of attaining and retaining this power; links men together in new chains of subordination and

> invites frictions at each of the links in these chains; and provides a new culture based on mass tastes and mass consumption which gradually overwhelms the many and varied preexisting cultures. It is the great transformation – successful, all-embracing, irreversible.

While many of the above contentions put forth by Kerr et al. have come to fruition and are indicative of various "postmodern" attributes of contemporary society, there is one particular conviction that has not translated accurately - that relating to the *concentration of power in the state.* It can be argued that the opposite has occurred in that because of industrialization first, and then globalization – multi-national firms have *reduced* the actual power that "the state" exerts. Thus, for Kerr et al., this "great transformation" of industrialism shifted modern societies toward a stage where they share more in common than at any other time in history. In their 1975 follow-up publication, Industrialism and Industrial Man Reconsidered, Kerr et al. (1975: 37) state: "Our view is that the logic of industrialization results in advanced industrial societies becoming more alike, despite cultural and political differences". Once again, while they still endorse most of their previously made assumptions, there is an acknowledgment that their views had fallen more in line with Daniel Bell (1973) regarding the premise of societal "convergence." Thus, representing *another change* in the troublesome terminology used to describe expansions within the global advancement of cultural, political, and economic domains, Kerr et al. (1975: 38-39), assert the following:

> ... Bell also sees a degree of convergence in the direction of the "post-industrial society" as we did earlier in "pluralistic industrialism," although the descriptions of the areas of convergence vary. Also, our terminology would be more post-*industrialized* society than post-industrial, since industry will be a major source of employment and production. What will have happened, however, is that the initial process of conversion to industrialization will have been completed.

Indeed, what Kerr et al. may have foreseen, given their perspective that *industrialization* would eventually reach a culmination, were the implications of what many consider to be the transformative nature of the *information society*

5.9. From Globalization to Postmodernity and its Impact on Higher Education

The sheer power of market-driven forces operating on a global scale has already, and will continue to, permeate, reshape, and empower the nature and directive of higher education in the 21st century. In response to these trends, questions are being raised with respect to leadership styles within higher education. Moreover, both the public and industry are mounting growing pressures on higher education to provide "evidence" or "verification" those tangible goals and objectives are being met. As a result, faculty members, advisors, and administrators are grappling with re-definitions of their roles and functions within the academy. Furthermore, what weighs heavily on their minds, beyond the issue of redefined roles, is how a balance can be struck between the inevitable transformations which globalization and information technology elicit and the need to maintain some kind of humanistic standard within

the educational process which will not be compromised. Postmodern theorists Usher and Edwards (1994: 226) do not take sides in the debate over whether mechanistic or profit-driven motives are "just" or "harmful," they merely foretell of a need to change in terms of paradigmatic consideration:

> Managerialism, vocationalism, instrumentalism have all come to play an increasing role in educational discourse and practice. In one sense then, we could say that education is becoming explicit about its role in servicing the requirements of the dominant power of capital and in providing an avenue for satisfying a desire to construct 'meaningful' lifestyles.

Also addressing managerial matters facing higher education, and expressing the paradox of a public's requirement of a standard which is hard to measure and illusive at best, Madeline Green (1997) concedes that in order to receive appropriate support and function aptly (in light of complexity) institutions will have to adhere to more "business-like" standards. Moreover, in the following passage, she explores the potentially escalating dynamic of "rationalization" within the higher education framework and describes how academics react to such an encroaching trend (1997: 41):

> Although there continues to be resistance to the growing "managerialism" in higher education, it is increasingly difficult to ignore the fact that complex enterprises must be expertly managed, especially because the public demands efficiency in return for its financial support. But the coexistence of academic and managerial values is an uneasy one, and academics bemoan the intrusions on their autonomy created by external evaluations, efficiency measures, and efforts to "rationalize" an enterprise that is fundamentally difficult to quantify and measure.

5.10. Chapter Five Summary

This chapter explored the globalized nature of contemporary society by highlighting a variety of social, economic and political theories and frameworks that have been used to define this complex phenomenon. With direct links to the world of work, the examination of globalization is critical to the model of society, which has been constructed in these earlier chapters of the thesis. Understanding globalization and its permeating impact toward other sectors of society, such as the realm of higher education, and academic advising as a subset of it, helps in contextualizing both higher education and the academic advising within one of the major forces shaping contemporary society. The next chapter, starts a series of three devoted to methodological issues related to my research.

CHAPTER SIX: PROLOGUE TO METHODOLOGY

6.0. Chapter Six Overview:

This chapter aims to provide conceptual link between the first five theoretical chapters and the next two methodological chapters. Its intention is to provide the reader with a clearer understanding of my research question, unique research approach, internationalized perspective, interdisciplinary model of society, and theoretically based projection regarding my conception of the future practice of academic advising in the 21st century. The tone of this chapter is highly personalized and is based almost exclusively on my experience of reading and writing about the forces that are influencing and shaping the contours of modern society. In the final section, a rationale for further investigation using interviews with the inhabitants of my prospective model of contemporary society is suggested. Thus a logical link between the first five theoretical chapters is established.

6.1. Quest for Context: Driving My Argument and My Research

The following passage from Jarvis (1999) captures a critical and foundational aspect of my inquiry into the practice of academic advising for the 21st Century. In particular, his contention that research be considered within the *context* of a given society is a keystone theme from which my thesis evolves. Jarvis (1999: 26) states:

> Research, then, is built into the very nature of the type of society in which we live, and all aspiring experts must have researched and discovered the most recent knowledge about their practice in order to be experts.

Unique to my inquiry design is *first* an extensive examination of the literature and current research that focuses upon both the *nature of* and the *forces* that shape contemporary society. In a sense, what emerges from this part of the inquiry is a current *model of society*, which is *contextual in nature* for the purposes of my research. This is important because while it can be noted that some literature from the field of academic advising is just beginning to address issues such as information technology (Kramer and Childs, 1996) and aspects of postmodernism (Stowe, 1996), very little has been devoted to other issues shaping or influencing contemporary society. As a practitioner- researcher within the field of academic advising, I thought that a wider, more comprehensive review of pertinent literature was in order; especially after taking into consideration the rather parochial nature of research that has been generated by the profession thus far. Gordon and Grites (1998: 7) argue the following with respect to their analysis of all the articles ever published in the **National Academic Advising Association Journal**:

> We analyzed the *Journal* articles for major themes and found seven emerged: general advising topics, administrative or organizational advising systems, nontraditional student populations, developmental advising, retention, professional development, and the NACADA organization.

Thus, in a sense, the above seven themes comprise what I consider to be the *present* or *current research paradigm* within the profession **(see Figure 2.1. in chapter two).** Therefore, in an effort to extend or expand the nature of this research paradigm, and to offer suggests for future practice - I engaged in two activities. First, I read extensively throughout a variety of different disciplines attempting to understand more about the forces, which are shaping and will continue to shape contemporary society; mainly globalized capitalism fueled by information technology. Second, I constructed, based on an analysis of this comprehensive reading, a *model of society* which I consider to more expansive and reflective of the societal infrastructure within which academic advising exists. Indeed, the first five chapters of my thesis is, in essence, a thorough discussion of the *several* different, *contextual* spheres which I believe academic advising both dwells within and is influenced by **(see Figure 2.1. in chapter two).** Moreover, it should be noted that my *internationalized perspective* has very much influenced the research paradigm that I have constructed. My exposure to a different culture, its higher educational system and research practices, in conjunction with my opportunities to step both in and out of the American higher educational system over a period of years has entitled me to approach my inquiry with *tools* I never would have had, if I had opted to conduct the project solely in America.

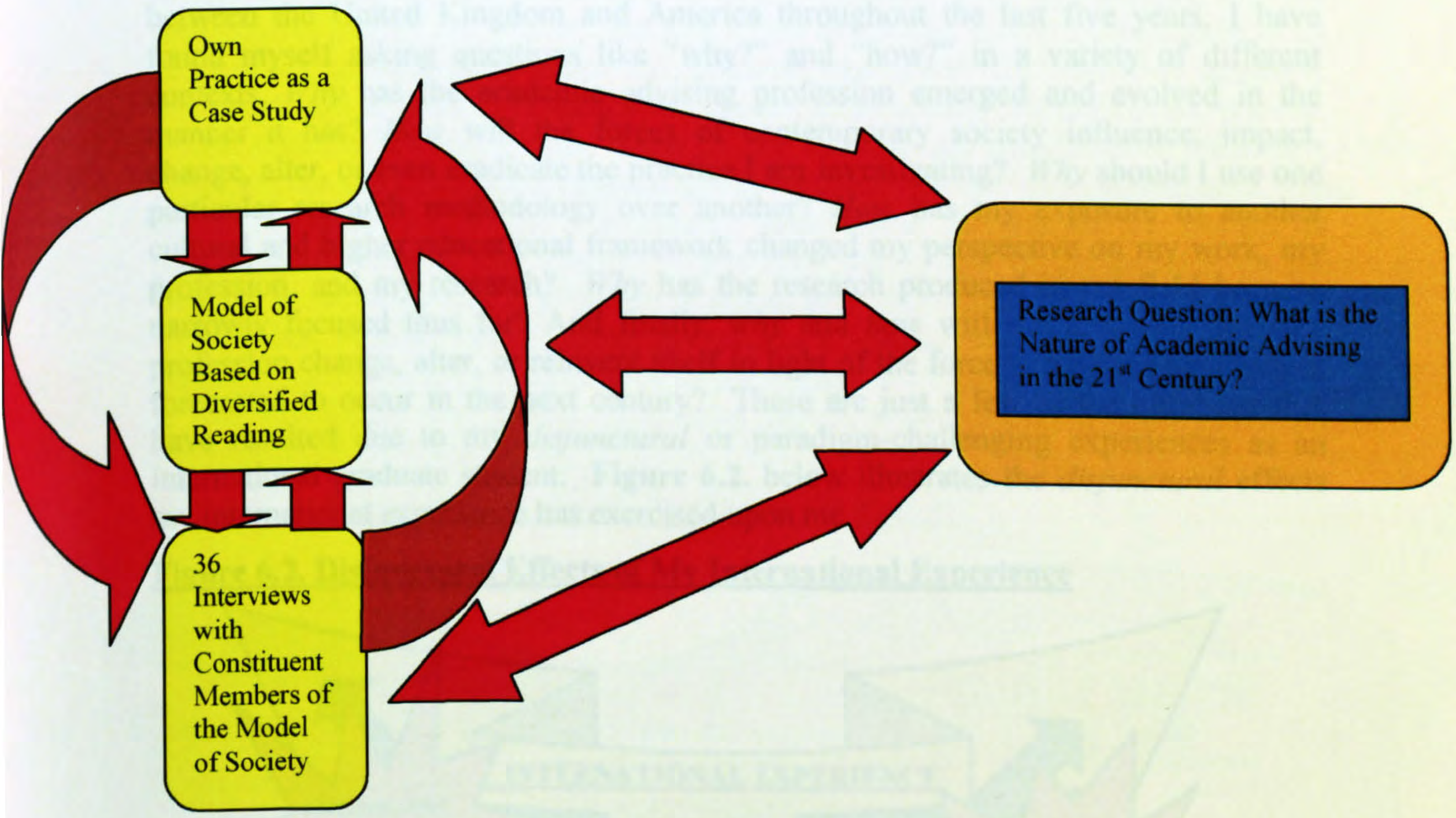
6.2. My Methodology

As was illustrated in the previous section, my research aims toward the expansion of the profession's perception and recognition of the forces, which shape contemporary society. My research methodology therefore requires a more *expansive* field of potential data sources in order to capture the more comprehensive, and most importantly, *contextual* nature of a larger, and more complex outside world. In this sense, I believe that Patton's (1990) assertions about triangulation are helpful and useful for the purposes of my research inquiry. Patton (1990: 188) states:

> It is possible to achieve triangulation within a qualitative inquiry strategy by combining different kinds of qualitative methods, mixing purposeful samples, and including multiple perspectives.

As a practitioner-researcher, I have used my own practice as an academic advisor and administrator over the past thirteen years as part of a highly, personalized *case study*. Moreover, I have read a considerable amount of extremely, diversified literature and research concerning the forces of contemporary society. And from that informed examination I have constructed what might be considered a prospective *model of society*; a model in which, I suggest, the practice of academic advising exists, is affected by and in some cases, gives resistance against. Finally, I have also engaged in a series of interviews with multiple constituents who inhabit that model of society. It should be noted that my *grand tour* research question: "what is the nature of academic advising in the 21st century " was posed, *contextually*, to all of the above three data sources. **Figure 6.1.** below illustrates my triangulated research methodology.

Figure 6.1. Triangulated Research Methodology



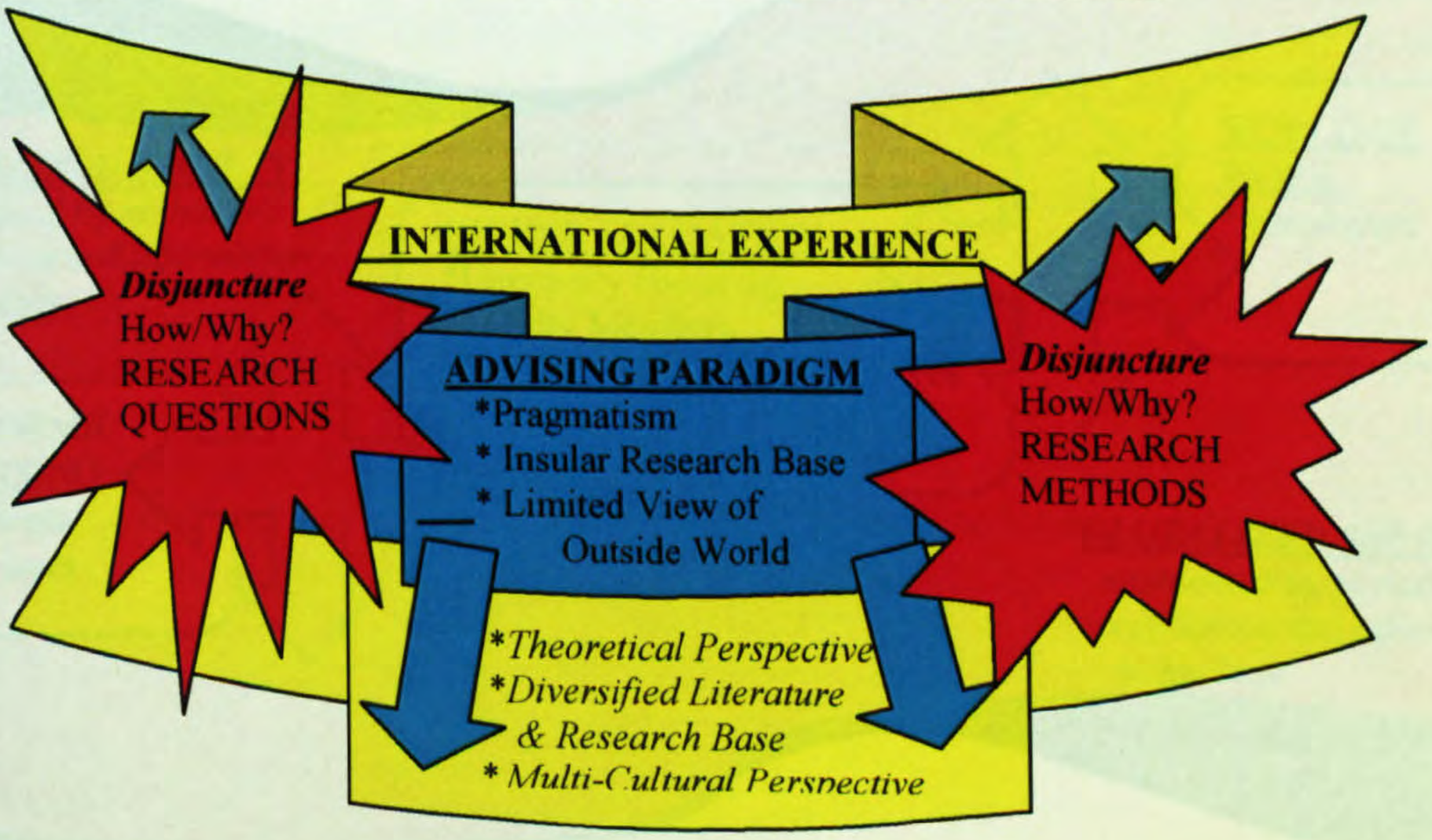
6.3. The Impact of My Disjunctural – International Experience

In the last section, a triangulated research methodology was presented which represents my unique research approach. Indeed this approach represents a culmination of a variety of different experiences, academic frameworks, personal and professional transitions, and most significantly, a perspective on my own practice and profession which has been expanded by my international experience as a graduate student and practitioner-researcher. In a sense, my ability to *step out* of my role as an academic advisor and traditional graduate student – roles which have been very much influenced by the American higher educational system – and experience what might be considered a "disjuncture" to my world view or paradigm has been extremely significant throughout my entire inquiry experience. Jarvis (1999: 164) speaks to the consequence of "disjunctural" experiences and how they can serve as initiators of the research process:

> Disjunctural experiences are often ones in which individuals ask why or how. These are the questions that commence the learning process; unsurpisingly, they are also the questions that commence the research process.

To be sure, as a result of my *trans*-national experiences moving back and forth between the United Kingdom and America throughout the last five years, I have found myself asking questions like "why?" and "how?" in a variety of different contexts. *Why* has the academic advising profession emerged and evolved in the manner it has? *How* will the forces of contemporary society influence, impact, change, alter, or even eradicate the practice I am investigating? *Why* should I use one particular research methodology over another? *How* has my exposure to another cultural and higher educational framework changed my perspective on my work, my profession, and my research? *Why* has the research produced in my field been so narrowly focused thus far? And finally, *why* and *how* will the academic advising profession change, alter, or reinvent itself in light of the force at bay and the changes forecasted to occur in the next century? These are just a few of the questions that have resulted due to my *disjunctural* or paradigm-challenging experiences as an international graduate student. **Figure 6.2.** below illustrates the *disjunctural* effects my international experience has exercised upon me.

Figure 6.2. Disjunctural Effects of My International Experience

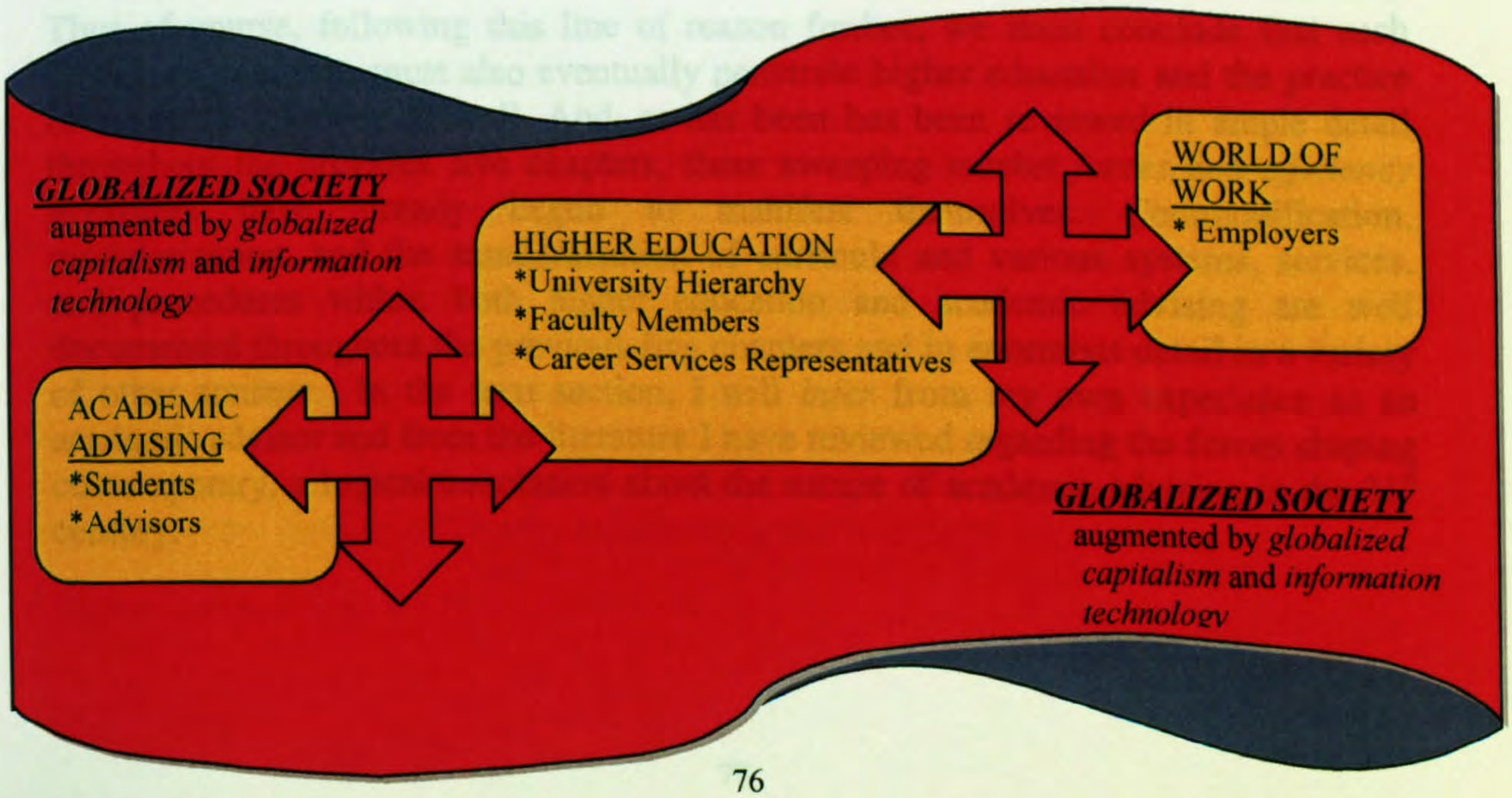


6.4. Learning From the Literature: Foundations of My Model of Society

In order for me to construct a contemporary model of society, I engaged in a thorough and extensive review of literature from a host of various disciplines. Drawing upon the interpretations of historians, economists, management theorists, social scientists, postmodernist writers, and experts from higher education and the field of academic advising, I have produced what I consider to be rather *expansive* and *inclusive* framework from which to examine, compare and constrast, extrapolate, and possibly infer hypotheses about the nature of academic advising in the 21st century. Indeed, this exercise has led me down a long, winding, bewildering, and, for the most part, *uncharted path.* As is evidenced by the narrow nature of the literature generated in the academic advising and student affairs fields thus far (Gordon and Grites, 1998; Kuh and Adreas, 1991), research has, on the whole, been an activity engaged in from within the purview of respective, specialized arenas. And I can infer from my extensive review of the *historical foundations* of higher education, student affairs, and the field of academic advising that such an *insular inclination* does indeed make sense and is logical, considering the towering influence which institutionalized principles such as *pragmatism*, and *technical rationality* levied upon America's colonial colleges and universities.

In contrast to this orientation though, my interdisciplinary reading, combined with my international experience, and my decision to use qualitative research methods have all enabled me to both think about and research, *differently,* the nature of academic advising practice in the 21st Century. In a much more holistic and naturalistic fashion, I have taken into consideration some of the foundational principles of sociology, political science, economics, psychology, counseling, art, and even architecture – in terms of these disciplines' influential role within a prospective model of contemporary society. As a result of this extensive review of perspectives on the world, I have formulated a prospective model of contemporary society **(Figure 6.3. below)** that incorporates my ***four*** constituency sphere categories (organized into chapters), and my ***six*** participant groups (organized into chapters). In the next section I will investigate the forces of change that I found apparent throughout my exploration of the literature and research.

Figure 6.3. Prospective Model of Contemporary Society



6.5. The Forces of Change and Their Implications

In this section, arguably one of the most significant in my thesis, I will present some of my findings about the *forces of change* that I discovered as a result of my extensive reading and consideration of a wide variety of resources throughout the last five years. To be sure, after a thorough review of literature, again the literature which served in the construction of my model of society, I have found that the major forces dominant within contemporary society are *globalized capitalism* fueled by *information technology*. As has been explored and expounded upon throughout the first five chapters of this thesis, the influence of capitalism, in all of its earlier and later manifestations, has permeated and transformed almost every sector of society throughout the 19th and 20th centuries. And looking ahead to the next century, an almost *"hyper"* form of capitalism, global in nature and almost instantaneous in impact, stands ready to redistribute, reinvent, reduce, or remove from our society, all manner of structures, commodities, jobs, institutions, and in some cases, even value systems which, we have come to rely on in the past. Thus, we are left in world filled with risk, blurring boundaries, and environments – societal, work-related, education-related – caught in a constant cycle of change. And a result, information and knowledge have both become relative, and in some cases, synonymous within both work and education applications. This last point has serious implications for both higher education and the practice of academic advising.

Starting with Schumpeter's economic notion that capitalism manifests itself upon the *ever-present* need for new inventions and the constant pressure toward the expansion of markets, we can begin to recognize how in a sense, he was quite an accurate prognosticator of a systematic framework for society that had, in effect, many different applications. Again, looking back at the foundational chapters of this thesis we see how capitalism, at first fueled by industrialism and advanced mechanical technology, and later, globalization and information technology, has permeated, transformed, and, in some cases, revolutionized various sectors of contemporary society, including the world of work and higher education. To be sure these market forces, now amplified and intensified by electronic communication, supersonic travel, and various forms of information technology, have exacted upon various structures and sectors throughout society a *compulsion* toward efficiency, cost and time reduction, and the elimination of *anything* considered superfluous, on a scale never before seen.

Thus of course, following this line of reason further, we must conclude that such efficiency pressures must also eventually penetrate higher education and the practice of academic advising as well. And, as has been has been reviewed in ample detail throughout the previous five chapters, these sweeping *market forces* and *efficiency pressures* have already begun to manifest themselves. Commodification, modularization, and the standardization of curricula and various systems, services, and procedures within both higher education and academic advising are well documented throughout the previous five chapters and in enormous detail in a variety of other sources. In the next section, I will *infer* from my own experience as an academic advisor and from the literature I have reviewed regarding the forces shaping contemporary, a logical conclusion about the nature of academic advising in the 21st century.

6.6. Implications for Academic Advising: What I Can Conclude from the Literature

Taking into consideration the preponderance of detailed descriptions, forecasts, and explicit analysis offered by various authors, professional associations, and government sources about the impact of globalization and information technology – it almost impossible to think *any* work environment can remain unaffected during the next century. Certainly, the academic advising profession will *not* be able to make such a claim, in that it is already beginning to address the impact and advent of information technology as a force meriting serious attention and planning. On the other hand though, and critical to the development of the argument driving my thesis, very little attention has been paid to the economic dimensions and forces at bay within contemporary society and upon higher education; thus making my attempt to incorporate such elements within the context of my research both noteworthy and important for future projections and practice.

Consequently, we have an interesting, yet indistinct depiction of academic advising emerging from an analysis of the contemporary literature. On the one hand, the profession has addressed an undeniably, positive *fundamental* regarding information technology, in that it certainly promises to *aid* and *improve* the *mechanical aspects* of the practice of academic advising. To be sure, limited research has been devoted to this topic within the literature base of the field, including a fairly recent (1996) monograph published by its professional association. Yet, on the other hand, there may be another side, *a darker side,* to the incorporation of information technology into the practice of academic advising. And it this darker, more menacing side associated with the globalized, capitalistic, economic conditions, demands and frameworks that the 21st century seems certain to unleash that has remained unexplored in the literature thus far.

Therefore, as a practitioner-researcher, I have to wonder, is the profession ready for these conditions? Do we understand what the implications of these forces might constitute for us in terms of the nature of our practice in the future? Indeed, the comprehensive review of the literature, which describes the forces of contemporary society in the 21st century, has warranted my attention as an academic advisor. In light of what I have read thus far, I can see the practice of academic advising possibly heading in two different directions. Going in one direction, the profession seizes upon information technology, honors its cost, time, and bureaucracy reducing capacities; is *prepared to launch an economic argument* in terms of its *relevance* and *service* to various constituencies (students most significantly); and finally, is successful in reinventing itself as a flexible, fluid, symbolically analytical, professional cadre within the university structure. Going in another direction, I can see the profession being *assaulted* by information technology, having the definition of advising revert backwards in time to its old meaning and association with the *mechanics* of registration and pure course selection. And moreover, without an understanding or awareness of the current, economic dynamics at bay which *do* and *will* exert pressures upon the systems of higher education that academic advising is practiced within the context of, the profession could indeed be declared vulnerable. In summary, I have found my review of the literature, which describes the contours of contemporary society, extremely enlightening and beneficial for my thesis.

6.7. One Advisor's Reaction to the Future: Mine

In the last section I sought to describe and illustrate my ideas about the future of academic advising based on inferences from literature which attempts to describe various facets of contemporary society. The pictures that I constructed were rather extreme in many ways. One scenario which I would like to see unfold is quite positive in terms of the profession's ability to successfully respond, react towards, and resist certain pressures and threats which will most likely be apparent within the context of higher education in the future. As I have illustrated thus far, the market-oriented and commodifying forces of globalized capitalism are sure to be exerting pressures in a variety of directions in the next century. And thus taking this into consideration we recognize why the other potential scenario may not be so positive for the profession. It should be noted that I am concerned about these potential turns of events and possible outcomes. Yet, at the end of the day, as an academic advisor, nationally certified counselor, nationally certified career counselor, and professional within the current higher educational system I have to pose the question: isn't the human interaction between members of the academic community and students fundamental and sacred enough to resist such looming, powerful outside forces? I would like to think that this particular interaction, academic advising, which is, in essence, a forum for the planning of futures, the solving of problems, and an opportunity for collaborative, developmental, and learning, can and will evolve and flourish during the next century. Yet, I, and I believe my profession, are not sure about the nature of and context within which that future of academic advising will take place. Hence, there is a further need for clarification and further investigation.

6.8. Further Investigation Through My Interviews

So as I conclude this chapter entitled *Prologue to Methodology*, I offer the following ideas about my strategy toward investigating the future of academic advising in the 21st Century. I propose that in order to better understand the dynamics, pressures, frameworks, and conceptions of the service in the future, I should ask the inhabitants of the model of society which I have constructed based on my extensive reading (**see Figure 6.3.**). Furthermore, I suggest that the following kinds of questions be posed in a semi-structured format catering individually to the participant set or category of inhabitant:

**** How do you perceive the role of academic advising?**

**** How do you perceive information technology changing the academic advising process?**

**** How do you perceive issues related to the globalization of the economy impacting the academic advising process?**

**** How would you feel about a totally computerized, web-based advising service?**

**** How would you feel about a service which, joined academic advising and career services together?**

6.9. Chapter Six Summary

This chapter provided a conceptual link between the first five theoretical chapters and the next two methodological chapters. Addressed were unique factors shaping the development of the research process, such as my internationalized perspective, and the construction of an interdisciplinary model of society as part of a parallel research design. Moreover, this chapter established a logical rationale for further investigation of my research questions by interviewing key individuals associated with the model assembled in the first part of the thesis. The next chapter explores the philosophical foundations of my inquiry strategies.

CHAPTER SEVEN: RESEARCH PHILOSOPHY

7.0. Chapter Seven Overview

In this chapter I explore several themes which are significant to the formation of my research methodology. Much of the content focuses upon the influence of my experiences as an international graduate student as well as the unraveling of the research "self-concept" which I brought with me from America. Moreover, references are made to my interdisciplinary academic training and the multifaceted professional work environment which nurtured my ability to accept and identify with concepts associated with qualitative research (Reinharz, 1981). Also addressed in this chapter is the impact of the research methods course I followed at the University of Surrey during my first year of residence. Indeed, the dramatic nature of the material covered, in addition to my directed readings (spanning a wide variety of topics and disciplines) compelled me to reconsider not only major elements of my old paradigm, but to begin to construct the foundations of a radically new and riskier one. In the final sections of the chapter, an argument for a more *humanistic* research methodology is introduced.

7.1. The American Paradigm

It should be noted that even with my diverse, interdisciplinary education and "hands-on" experiential learning encountered throughout my years of professional service, I continue to feel *bound* to an inquiry paradigm which reflects logical positivism (Patton, 1990). Indeed, foundational themes in American higher education (and academic advising) such as positivism, pragmatism, and instrumentalism are addressed rather extensively throughout the first five chapters. Moreover, throughout my *own higher education* in the social sciences, education, and counseling, quantitative methods were most prevalent in the studies published in these fields. Moreover, my own graduate training (master's level) in counseling and personnel services required specific training in quantitative theories and methods. Courses in qualitative research were available, yet not required for graduation. And therefore most graduate students entered their research project(s) with a strong, *faculty-sanctioned* preference for using quantitative measures and theoretical approaches. Thus, I readily admit that I produced the first draft of my MPhil/PhD (1994) proposal under the influence of such an orientation. In a similar fashion, Erlandson, Harris, Skipper, and Allen (1993: 6) describe the early influences of their collective "positivist" experience with prevailing research philosophies:

> Since our early days in elementary school we have heard the virtues of the scientific method extolled and have thoroughly digested the history that was presented to us of its contributions to human welfare. The ingrained bias in favor of an oversimplified representation of the scientific method has often led us to question abilities and ourselves when the results we have achieved have been unresponsive to the problems we have posed.

In the previous passage, Erlandson et al. capture the essence of a logical positivist's dilemma, that dilemma being the attempt to both understand and explain the intensely complex "nature" of human beings via theories which champion the reduction and reification of data rather than theories which espouse interpretation and participation (Reason and Rowan, 1981; Lincoln and Guba, 1985, 1989). Related to such notions, Hesse (1980: 174 her emphasis), offers further insight toward the precarious nature of scientific theory in its attempt to reveal the subtleties of human nature:

> The empiricist response to this instability of theory has been the positivist or instrumentalist view of science as constituted essentially by accumulating knowledge of phenomena or observables, rather than of the fundamental but hidden nature of things.

Again, as I reconsider the power and magnitude of my earlier experiences within research environments, I recollect having serious misgivings about the implementation of a quantitative research project during my master's experience. As a deliberate choice, I opted to pursue the development of two research proposals (quantitative in design) in lieu of an actual Master of Arts thesis (American collegiate definition). In so doing I expressed an avoidance of an undertaking with which I felt uncomfortable due to my suspicion and apprehension about the validity and applicability of data which a quantitative research project would have brought forth. Reinharz (1981: 421) states the following with respect to the existential crisis which researchers or students may encounter in such deliberations:

> These conflicts lead to disenchantment with previous practice in the dominant paradigm and foster the insight that the challenge is simply not to refine a method but to revise the entire paradigm. The existential crisis within an individual researcher (or student) can thus parallel the paradigm tension in the social sciences.

Reinharz effectively captures some of the determining factors that have led me into cognitive conflict regarding the selection of a specific research paradigm. Moreover, she also illustrates below an analogous personal expose' on her turbulent experience of attempting to acquire a professional identity within an emerging discipline (Sociology) while at the same time attempting to gain confidence in her ability to conduct personally significant research. Reinharz (1988: 371) states the following regarding her socialization process:

> My experience of socialization was the attempt to retain a sense of self as I adopted a new identity as a member of a problematic discipline. My feelings of identity wavered as I attempted to loosen the grip of objective science and reclaim my self as a knowing agent. Since my consciousness was changed during socialization, both with regard to liberation from certain conventions and openness to new forms, the account of that socialization must encourage readers to question their received notions and to envisage alternative modes of being a social scientist and doing research.

I find myself relating to Reinharz's experience on a number of different levels. Like Reinharz, I am currently attempting to find my own professional identity within an academic field (academic advising) which is, according to its own authoritative body (**NACADA**), still in an emergent stage. Moreover, from the experience of reviewing the professional journals and books written about academic advising thus far, I recognize a fairly strong reliance on quantitative studies used to chronicle "effective" programs and specific recommended advising techniques. In response to such research measures taken so far, as a researcher I would like to embark upon a more holistic and humanistic approach to explore the direction of this new, materializing profession, and, as Reinharz suggests, depart from the binding nature of objective science which has shaped the profession in the past.

7.2. The Contextual Nature of R.S. Peters' Vision

To conclude this discussion of the importance of research paradigm, I refer back to R.S. Peters (1964: 48) "What is required is not feverish preparation for something that lies ahead, but to work with precision, passion, and taste at worthwhile things that lie to hand." In this statement I find a related parallel to my decision to implement a qualitative methodological approach, and more specifically a case study research design using content analysis. As I interpret Peters' statement, I understand Peters to be positing a philosophy that advocates the pursuit of life (and education) understanding the relevance and "richness" of the "here and now," as opposed to the obsessive preoccupation with attempts to plan for or control factors of life (or educational systems) which, in so many respects, remain quite unpredictable.

Applying such a framework to the choice of a methodological approach, I would like to put forth the following analogy. After reconsidering my original proposal, its intention (seeking to predict economic/market factors which will affect students in their adaptation to a 21st century career; and methodology (quantitatively oriented), I see a parallel with both Peters' notion about the hazards of becoming preoccupied with preparing for (or predicting) future outcomes and some tenets of the quantitative paradigm, mainly predictability and generalizability. Alternatively, I interpret Peters' reference to "working with precision, passion and taste at worthwhile things that lie at hand," as an endorsement for more qualitative approach to research, emphasizing contextualism and flexibility. Indeed as Jarvis (1999: 31) suggests, as *practitioner-researchers,* individuals are capable of a much deeper understanding of the dynamics, which influence and effect their working environments:

> Practitioner-researchers might be involved in small surveys gathering quantitative data, especially when they are asked to provide information for managerial decisions – but then any researcher can gather such data. What is special about the practitioner's role is that they can record the more personal, subjective aspects of this ephemeral phenomenon of practice.

7.3. Irrational Rationale for Methods

In a related sense, Torbert (1981: 143) illustrates what I consider to be an accurate account of the type of environment within which most academic advising takes place, as well as the manner in which inquiries have, in my opinion, *narrowly* been conducted in the past:

> Most practitioners today, no matter how imposing their formal titles, would agree that they act under conditions that are almost exactly the reverse of pre-defined, unilaterally controlled (and hence interrupted) experimental conditions. Consequently, the conditions under which knowledge is gained when following the canons of rigorous experimental research are simply not generalizable to the conditions practitioners face.

Evaluating Torbert's rationale, I find similarity with these statements concerning the advancement and innovation of advising practices which have been curtailed, in my opinion, due to a predominant preoccupation with *operational concerns* which focus on *uniformity, efficiency* and *mechanistic procedures* implemented to expedite students through the university/college system. In a related sense, Barnett (1990: 112) puts forth a critique of higher educational systems caught up in cognitive-instrumental rationality and its consequences for both society and higher education:

> The consequence is that reason in modern society has been reduced in scope to a means-end form: debate is too often a technical discussion among experts about the means. The ends are seldom on the agenda for serious debate, for society is unable to handle that kind of discussion. We see precisely this happening in higher education. Discourse about higher education focuses on structure, finance, numbers and performance indicators: it is about means, method and systems for planning and resource allocation. The values or ends for which higher education stands are seldom raised as a serious matter for discussion. What appears on the surface as a reasoned form of life is in reality a mask for a partial approach to reason, if not sheer irrationality.

In this previous statement Barnett calls into question several "macro" issues which befall practitioners in the academic advising field – mainly that what counts in the "end" is having students graduate. Many American university directives, in my opinion, have at their very foundation an underlying operational philosophy, which objectifies students as "commodities" and places administrators and advisors in the position of acting as managers as opposed to facilitators or counselors. These issues were covered in a comprehensive fashion in chapters two and three, which deal with academic advising and higher education respectively.

Thus far an attempt has made to explore how industry-related management principles and values have infiltrated university and college campuses throughout the United States. Indeed, the forces at bay throughout contemporary society, such as *globalization* and *information technology,* have permeated almost all industrial practices. And therefore, given higher education's modern role of *provider* to business and industry, it can furthermore be assumed that the academic advising profession will also be affected by both the management tactics currently in effect in the larger higher educational system (cost reduction, greater efficiency, reduction of staff and time devoted to services) as well as directly by some of the forces, as is the case with information technology.

These forces cause dissonance within higher education and academic advising systems, requiring them to adapt and make fast changes, which they are, for the most part, unaccustomed to doing. Once again, it should be pointed out that these particular dynamics which relate specifically to academic advising and higher education were explored throughout chapters two and three. Finally, in such a state of *flux* and *transition*, it may be difficult to determine uniform inferences about the practice of academic advising using formal, quantitative research methods. On the topic of research methodology, the case for more collaboration and for more techniques that appraise the transforming and constantly altering nature of academic environments should certainly be reinforced. In the next section the quantitative paradigm and its principles are surveyed and critiqued.

7.4. The Quantitative Approach Considered

In this section properties of the quantitative paradigm are examined. Specific attention is focused upon criticizing the utilitarian and functionalist capacities in which quantitative methods have been used to propagate control and manipulation. Furthermore, I express serious concern about both my past and present mechanistic efforts associated with advising, administrative, and prospective research capacities. My original proposal and research questions are reevaluated and rejected because of their inability to capture underlying themes, stakeholder's claims, and environmental contexts (Lincoln and Guba, 1989). In the final sections of the chapter, advocacy for naturalistic research methods to be used within organizational settings is advanced because of their formative characteristics.

It must be pointed out that research paradigms are inherently associated with the application of appropriate tools for specific circumstances. Hughes (1990: 11) contends that:

> Researching a problem is a matter of using the skills and techniques appropriate to do the job required with the limits set: a matter of finely judging the ability of a particular research tool to provide the data required.

Hughes sets an interesting and relevant platform from which to launch a debate considering both the liabilities and advantages of quantitative and qualitative research methods. Echoing Hughes on similar grounds regarding the notion of clarifying context, Patton (1990: 14) offers this concise summary:

> The advantage of a quantitative approach is that it's possible to measure the reactions of a great many people to a limited set of questions, thus facilitating comparison and statistical aggregation of the data. This gives a broad, generalizable set of findings presented succinctly and parsimoniously. By contrast, qualitative methods typically produce a wealth of detailed information about a much smaller number of people and cases. This increases understanding of the cases and situation studied but reduces generalizability.

I find this significant because I had initially considered employing a triangulated approach that would have incorporated multiple data-collection methods, including structured interviews, case study profiles, questionnaires, standardized tests, and personality indexes. My original rationale was based on the premise that using method triangulation (Patton, 1990) as a research strategy compensated for the bias inherent in methods of one methodology through the counter-balancing strengths of another (quantitative and qualitative), thus offering more validity and confidence in the findings (Brewer and Hunter, 1989).

While I may have had conscientious aims and intentions with my prototype methodology, I must admit in hindsight that I was attempting to straddle both sides of the paradigmatic fence, if you will, stating the potential usage of different data-generating techniques in my prospective research design. In retrospect, I was uncertain about the exact parameters of "methodology" in the early stages, but was inclined to utilize quantitative techniques based on my past training and educational orientation. Yet, I contend that such quantitative techniques would have been difficult to implement in my particular case, given the fact that there are well over 5000 institutions of higher education in the United States where some form of academic advising exists on every campus. Moreover, as has been well documented and reviewed in previous chapters, the literature base within the field is already saturated with a copious amount of quantitative research which has contributed, in my opinion, to insularity within the academic advising profession and a lack of awareness of the potential impact of outside forces. Therefore, as a result of what Reinharz (1981: 419) would consider to be an "exposure to or an awareness of problems in the dominant paradigm, leading to conflict about methods and crisis of commitment," I began to question the potential outcomes of my original inquiry scheme. What I contemplated was whether or not the data generated would have helped to propagate a "scientific management" approach toward the formation of a new academic advising theory of practice. Similarly, Erlandson et al. (1993: 6) present their collective testimony, and suggest the following regarding the deficient character of *objective quantification*:

> We have persistently hoped for statistical procedures and computer capabilities that would enable us to quantify and manipulate the subtle and complex differences that we encounter in social settings, never suspecting that objective quantification might be part of the problem, not the solution.

Again, reviewing this chaotic phase in the development of my own concept of research, I have recognized the following: that taking into consideration the *humanistic orientation* which is at the very core of advising practice, the nature of the diversified and rapidly changing environments in which the practice of advising now takes place, and the propensity for the *forces of change* to continue their disruptive and disorienting effects on particular advising environments, a research orientation that honors *individuality* and *differences* would be more beneficial and enlightening for me as a practitioner – researcher, and ultimately for my profession. Again, Reinharz (1988: 253) puts forth principles, which substantiate such a claim:

> Uniquely human avenues are required to understand human behavior in contrast with the alternative scientific perspective of objective instruments, detached observers, and quantification, which miss the experiential phenomenon.

Moreover, following this theme of support for more *humanistic* styles of inquiry, I have been stimulated further by my meetings, interviews, and collaborations with students, advisors, administrators, career services professionals, faculty, and members of industry. Through the continuous process of human interaction, reflection, confrontation, negotiating, and rapport-building, the *subtleties* of the academic advising practice have become more apparent, which after careful analysis may actually lead back toward the creation of comprehensive, yet more *grounded* quantitative studies regarding future practice of academic advising.

7.5. Evidence of My Functionalism and Pragmatism...at Work

Reflecting back on my original proposal, research questions and to a large extent my professional roles as an academic advisor and administrator, I recognize how utilitarian both my research and practice aims have been. Moreover, I also acknowledge the functional and mechanistic framework that characterizes many of the efforts that I have engaged in during my career in the academic advising profession. Following this rationale even further, I have even begun to reconsider the motives behind one of my greatest administrative creations: a comprehensive set of "developmental" major sheets" which have been put into circulation at the University of Tennessee **(see Appendix A)** Yet, I now question whether I have contributed to the pragmatic underpinnings of the system by attempting to provide structured guidance to undergraduates in their attempts to select an appropriate academic program. Habermas (1988: 14) discusses the relationship between methodological frameworks and the pragmatic application of results:

> The controversial relationship between the methodological framework of research and the pragmatic function of applying the results of research can be clarified only when the knowledge-orienting interests invested in the methodological approaches have been made conscious. Only then will there be a precise answer to the question of when the social sciences in their internal structure are pursuing the intention of planning and administering, and when they are pursuing the intention of self-understanding and enlightenment.

After reexamining the major sheets and taking Habermas's challenge to solve the riddle of interpreting the intention of social science, I believe I would have to place my expressed and internal purposes right exactly between the categories of planning and administering and self-understanding and enlightenment. Therefore, according to this rationale the sheets can serve a useful purpose (planning and administering) and the techniques employed in my research should reflect more humanistic values (self-understanding and enlightenment).

7.6. Reflexive Questions

At this point in time it seems apparent to me that narrow framework within which I have been working and from which I was prospectively attempting to conduct research has begun to look rather vulnerable and incomplete. In fact, the reconsideration of potential inquiry paradigms led me into a phase of deep reflections about my particular perceptions and past experiences with research methodologies and their teaching. During this phase of introspection three underlying questions have come to the forefront:

(1) What major factors have shaped my framework of understanding about research thus far?

(2) Why did I think that research had to be conducted within a mechanistic, narrowly defined, pre-determined format?

(3) Could I turn this rather unsettling, paradigm challenging, event into a learning experience that could be used and explored as a unique, personal, dynamic within my research efforts?

7.7. Questioning the Original Proposal

While I still find significance in the intended aim of the original project, I now have realized that in order even to attempt to explore and understand a phenomenon as diverse and intricate as the delivery of advising services within the 21st century, a more comprehensive outlook is required. In response to the mechanistic, market driven, managerial approaches to both the process of academic advising and the current research ideology surrounding the field of academic advising, I have embarked upon new ways of thinking and conducting research about the nature of my practice. After many consultations with practitioners and leaders in the field of academic advising (via discussions at professional conferences and direct email contact), it seems fairly clear that no one in my field, currently, is approaching a research endeavor in the comprehensive manner in which I have. As has been pointed out in the previous sections and chapters, I have earnestly explored my initial ideas and conceptions about the dynamics of the field of academic advising as well as the coinciding research literature, which has evolved along with it. Furthermore, in reaction to the current "market-oriented" milieu, I have expressed criticisms about the dominant research paradigm and have adapted a more naturalistic research approach. Reinharz maintains that a critical perspective is essential for researchers to enter into the dialectic process, which is a fundamental principle within "New Paradigm Research." Reinharz (1981: 419) defines the dialectic process in the following way:

> In brief, the process is one of learning, discovering inadequacies, rejecting what has been learned, learning an alternative, discovering its inadequacies, rejecting part of it, etc. The process can be called dialectic, in that the forward movement is based on rejecting current conditions rather than simply building on them.

Moreover, underlying the dialectic process is a rudimentary premise that a cyclical technique to gathering data and working with subjects be implemented. According to Reinharz (1981: 431): "The striking characteristic of new paradigm research relations with subjects is that when they are cyclical, then the relationship lasts over a considerable period of time, and constitutes changes for both researcher and subjects." In a related manner calling scientific attempts at educational research "anti-educational," Torbert (1981: 142) states:

> The reason why neither current practice nor current research helps us to identify and move towards good educational practice is that both are based on a model of reality that emphasizes unilateral control for gaining information from, or having effects, on others.

In essence what Torbert is addressing and criticizing is the idea that scientific research, which involves descriptive theories about facts external to the researchers, ultimately creates a body of knowledge which has limited utility with regard to improvement of a given system. And it is this awareness which has prompted me to embrace a more encompassing research methodology falling under the naturalistic groupings. Patton (1990: 52) affirms that understanding organizations and their potential to change requires and active perspective:

> The qualitative-naturalistic approach to evaluation conceives of programs as dynamic and developing, with "treatments" changing in subtle but important ways as staff learn, clients move in and out, and as conditions of delivery are altered. A primary interest of qualitative-naturalistic evaluators is describing and understanding these dynamic program processes and their holistic effects on participants so as to provide information for program improvement (formative evaluation).

Here, Patton's premise is significant and one which I have attempted to parallel in my research: to explore the personal and organizational dynamics of one particular example of the American academic advising system (University of Tennessee) with the goal of advancing and improving the practice of academic advising and possibly putting forth new theoretical frameworks for future consideration. Moreover, addressing a researcher's ambition to bring about change or improvement within a particular institutional or organizational environment, Popkewitz (1984: 52, 53) both explains and attempts to validate how competing paradigms (with the inherent assumptions) offer progressive perspectives on change:

> To adopt a language for structuring existence is to give organization to the ways in which the existence is to be changed. The stances taken in the different paradigms, then, should not be considered as only providing rules about what is valid in scientific discourse. The rules for generating knowledge about reality also provide guidelines for determining appropriate operations for transforming that reality. The languages of science contain thought, ideas, and values, as 'mere' descriptions.

7.8. The Need for Critical Research

In this chapter thus far the quantitative paradigm has been scrutinized and ultimately rejected for the purposes of this project because of its inability to serve the illuminative and interpretative inquiry aims that I have. Special attention was placed on my original research questions and methodology because of their mechanistic and static characteristics. So, as the chapter on research philosophy ends and we begin to consider the specifics of research methodology, which is explored in the next chapter (chapter eight), the significance of context and its role within my particular research design becomes more apparent. Context also figures strongly in the answers to the ontological and epistemological questions posed earlier in the previous section. Again, because so much of the previous research conducted in the field of academic advising has focused upon technical rationality, with functionalist goals. In addition, because most of the research is conducted from an empirical and positivist framework, its results may be difficult to apply within a more comprehensive manner. As Kincheloe and McLaren (1994: 144) suggest these particular approaches to research to do not often take into consideration the forces which shape contemporary society:

> The rigorous methodological approaches of empirical inquiry often preclude larger interpretations of the forces that shape both the researcher and the researched. Empirical observation cannot supplant theoretical analysis and critical reflection. The project of critical research is not simply the empirical re-presentation of the world but the transgressive task of posing the research itself as a set of ideological practices.

7.9. Chapter Seven Summary

This chapter highlighted several of the important influences and factors that shaped my research philosophy. Dynamics related to the challenging of previously held notions about the nature of research were addressed, in addition to the unique dimension that my international background offers was explored as well. Alternative approaches to the methods chosen were examined (quantitative) and rejected in light of the naturalistic, illuminative nature of the data I intended to capture. In the next chapter, the specifics of research methodology are explored, specifically within the context of the constructivist paradigm.

CHAPTER EIGHT: RESEARCH METHODOLOGY

8.1. An Evolving Rationale for a Constructivist Paradigm

In the previous chapters, I have detailed many important elements of my personal academic journey as a practitioner-researcher and international graduate student. Well documented are the revelations and personal discoveries that have transpired throughout my entire intellectual journey both abroad and at home. I believe this notion that the researcher is the culmination of various cultural influences and traditions is very powerful and relevant in my particular case. As has been explored throughout the first five chapters of this thesis, the impact of my experiences of *traveling*, *living*, and *studying* abroad, in conjunction with my ability to *reflect* upon my practice as an academic advisor from the contexts of two different cultures (US and England) has been dramatic and critical in the formation of my research design and methodology. As a result of these experiences, I have indeed recognized now, more than ever before, how bounded I have been to both the intellectual and research traditions which are intrinsic to the culture in which I have lived and learned throughout most of my life.

In contrast to the prevailing viewpoints, cultural and historical traditions associated with my country, my experiences living and learning in England have enabled me to step out of that *bounded* perspective and consider the utility and benefit which the adoption of a *detached panorama* can foster. I can say without hesitation that the challenges I have encountered to my own concept of self, research, and practice figured significantly in the development of my research questions, the specific design which *emerged* over time, and the methods which I employed during my research project. Indeed, I would not have pursued my inquiry in the unique manner I have, if I had pursued this project within the periphery of the United States alone.

In summary, I again acknowledge and concede the influential *role* which history, research traditions, conceptions of self and other, and the ethics and politics of research all play in the inquirer's approach. I have attempted to explore and elaborate on their impact throughout the first six chapters of this thesis. What is now quite clear, though, is my resolution to operate within the *constructivist* paradigm because of, among other reasons that have been explored earlier, its malleable, emergent nature and its ability to honor the interpretation of experience by individuals within a constant state of reflexivity. Lincoln and Guba (1989: 54, 55) address both of these issues in the following passage:

> When evaluations are focused on few preordinate objectives, decisions, or effects, their results must necessarily be limited and formally quite predictable. Indeed, it is this very predictability that makes it possible to predesign an evaluation (or other conventional) inquiry. But when one does not know in advance what information is to be collected, it is literally impossible to design an inquiry that will provide it. Open-endedness (an emergent design) is called for. The utilization of stakeholder inputs (claims, concerns and issues) as foci for organizing an evaluation forces a degree of open-endedness well beyond that usually contemplated in an evaluation.

Turning now specifically to some of the fundamental principles which make up the constructivist paradigm, once again a specific emphasis is awarded to contextual issues as they relate to, as Lincoln and Guba (1989) define as, 'inquirers" (researchers) and "constructors" (participants). And once again, this particular research framework also emphasizes the significance of conducting an inquiry within the *actual* or *genuine* environment under investigation. These two issues are critical in the consideration of and argument for my specific research design and methodology. Addressing the issue of a relativist ontology, which is fundamental to constructivist thought, Lincoln and Guba (1989: 174, 175) suggest the following:

> First, there is a requirement that the study be pursued in a natural setting – a consequence of the relativist ontology that undergirds constructivism. If multiple realities are assumed, and they are dependent on the time and context of the constructors who hold them, it is essential that the study be carried out in the same time/context frame that the inquirer seeks to understand. If some other frame is used, for example, a laboratory, the findings (understandings) will not be relevant. Contexts give life to and are given life by the people in them.

Thus, Lincoln and Guba offer a rationale for the selection of a naturalistic research site, which is addressed in the next section. It is also worth pointing out again how much of an emphasis they place on the *parallel significance* between *findings* and the *context* from which they were drawn.

8.2. Selection of the Research Site

As a *practitioner-researcher*, I have endeavored to explore my own practice from within the context of my roles as an academic advisor and administrator at the University of Tennessee, in Knoxville, Tennessee, USA. Having spent close to a decade at this large (25,000 student), land-grant institution, working closely with students, advisors, and administrators for such an extended period has entitled me to closely examine the functions, philosophies and operations of a substantial academic advising operation from an intensive and personal framework. As Strauss and Corbin (1998) suggest, a researcher's professional work environment and experience can provide a rich perspective from which to conduct an inquiry. First, they (Strauss and Corbin, 1998: 38) suggest the following regarding the "informed" nature of the research problems for professionals:

> Choosing a research problem through the professional or personal experience route might seem more hazardous than choosing one through the suggested or literature routes. This is not necessarily the case. The touchstone or one's own experience might be a more valuable indicator of a potentially successful research endeavor than another more abstract source.

Strauss and Corbin (1998) further submit that "sensitivity" to prospective research sites may be enhanced by previous occupational exposure. They also point out the danger that researchers could have their perceptions of the research site impeded by the customary parameters within which work naturally occurs (1998: 47):

> Professional experience is another potential source of sensitivity. Although it can easily block perception, it also can enable the researcher to move into an area more quickly because he or she does not have to spend time gaining familiarity with surrounding or events.

Therefore, it should be admitted that my choice to investigate *the future of academic advising practice* from the context of my *own* practice does have some disadvantages, mainly the "perception block" alluded to above. As might be logically expected, the extremely *subjective* nature of my own work and practice environment could lead me toward prospective conclusions, which were *one-dimensional* and *biased* in scope. While I agree that there was certainly potential for this to occur, I can also state that some precautions to protect against this happening were implemented in a variety of planned procedures and via some unforeseen ones as well. First, the range of participants interviewed did extend considerably *outside* the immediate confines of my "day to day" practice environment. While I was familiar with and professionally linked with most of the participants from the University of Tennessee campus, some of the individuals I interviewed I had never met before. Furthermore, in other cases, due to the differences in the nature of our individual work and the student populations we catered toward, there were certain individuals interviewed who's actual "work world" within the university I was completely unfamiliar with and unexposed to.

In addition, due to family circumstances beyond my control, I did have to complete a portion of my interviews outside of the Tennessee area. While I readily admit that this detracted from my *original* research plan and the *original* integrity of my practice-based case study, on the other hand, though, it did entitle me to some novel perspectives and insights about my research question which otherwise would have remained undisclosed to me. In fact, some of the issues raised by the participants I interviewed in the New Jersey area of the United States were later found to be particularly *illuminating* and pointed out some visions toward prospective research projects which I or other researchers might pursue in the future. Those details are covered in greater depth during the *"discussion"* chapters at the end of the thesis. Yet, taking into consideration what has been covered thus far in this section dealing with the selection of my research site and the next few sections which deal with specific methodological concerns, I think that Burgess (1985) offers a perspective on the *emergent nature* of qualitative research designs which seems particularly relevant in my case. Burgess (1985: 8) posits the following view on the difference between *conventional* approaches toward the advantages of more open-ended approaches:

> All methods associated with qualitative research are characterized by their flexibility. As a consequence researchers can turn this to their advantage, as a rigid framework in which to operate is not required. Researchers can, therefore, formulate and reformulate their work, may be less committed to perspectives which may have been misconceptualized at the beginning of a project and may modify concepts as the collection and analysis of data proceeds.

8.3. Research Strategy: Case Study Approach

Indeed, as has been discussed throughout the introductory chapters of this thesis, a strong case has been put forth centering on the purposes behind my particular research inquiry. Two important highlights from that rationale are that (1) the literature generated thus far in the field of academic advising could be characterized as *functional* and *rational* in nature, and that (2) the literature and research conducted by scholars in the field has thus been isolated in terms of its relationship to the forces of change shaping contemporary society. Therefore, in an attempt to capture more the *contextual* nature of these issues and to formulate ideas about the nature of academic advising in the future I opted to apply a much *broader research question* to *a much broader spectrum* of relevant participants both inside and outside the academic advising practice. Yet, instead of using a *broadly-oriented* conventional research strategy using quantitative measures, like a large-scale survey, I opted instead to approach these *broader* issues from an *in depth* perspective: my own. Hence, I consider my own practice to constitute *the case study* for my research purposes. Yet, as is illustrated in next sections of this chapter, the scope of the inquiry itself is rather *expansive* and *comprehensive in nature*, and again, aims at illuminating details about the *future* of academic advising practice, as opposed to an addition to or refinement of an existing concept or theory. In this sense, Yin (1994: 44) points out that a single-case design is appropriate when revelational research is attempted:

> Overall, the single-case design is eminently justifiable under certain conditions – where the case represents a critical test of existing theory, where the case is a rare or unique event, or where the case serves a revelatory purpose.

Thus, taking Yin's above rationale for single-case study approaches into consideration – my ambition to challenge existing theories and conceptual notions about academic advising and my attempt to reveal, or illuminate upon, how the forces of contemporary may shape the future practice of academic advising – provides the means for me to utilize this particular approach. Moreover, helping to establish my rationale for using my practice as a basis for the study; the posing of a broadly-based research question; the usage of stratified categories of participants; and the extremely *contextual* nature of the conceptual chapters which make up the first part of my thesis, Stake (1994: 239) establishes an argument for the inclusion of a wider cross-section of participants from within which a case should be explored:

> With its own unique history, the case is a complex entity operating within a number of contexts, including the physical, economic, ethical, and aesthetic.

Here, Stake's contends that case studies should attempt to permeate more *outwardly* focused contexts that extend beyond the immediate functions and practicalities of the subject matter at hand. In this sense, the broadly based, yet focused literature review which was conducted throughout chapters one through six attempted to establish a more comprehensive context base from which to compare and contrast the data generated from my interviews with participants. Looking back on those conceptual chapters again, we recognize how the prospective model of society constructed did address and include some of the contextual arenas such as the *economical*, *ethical*, and *aesthetic* which Stake considers to be foundational in the engagement of a case study. Indeed, in my particular case study these complexities were certainly addressed through the following: a thorough exploration of the foundations and the current impact of the powers of information technology and globalized capitalism; the ethical dilemmas which such forces impose upon systems and people with regard to both higher education and the practice of academic advising; and to a certain degree how such forces manifest themselves within the aesthetic characteristics of society (in this case postmodernism). Moreover, in a relevant allusion to the analytical perspective which "critical workers" bring to a qualitative inquiry, the disjunctures which they have the potential to reveal, and the significance of the postmodern condition, Kincheloe and McLaren (1995: 148) state:

> Analyzing the various discourses that shape their subjective formation, critical workers attend to the effects of the disjunctures in the social fabric. These disjunctures reveal themselves in routine actions, unconscious knowledge, and cultural memories. Workers trace the genealogies of their subjectivities and the origins of their personal concerns. At this point in their self-analysis, critical workers acquaint themselves with the postmodern condition and its powerful mobilization of effect.

Thus Kincheoloe and McLaren touch upon some other important dynamics which are relevant to my decision to research my practice- through my perspective and the perspective of others, in the form of a case study. Indeed, according to Kincheoloe and McLaren, of significance, especially with regard to the postmodern perspective, is what I, as the researcher, have brought to the process through my investigation and analysis of my own educational and work history as well as the historical origins of my practice (higher education and academic advising). This was conducted in chapters one, two and three of this thesis. Furthermore, and equally important, Kincheloe and McLaren also allude to the significance of what they consider to be "disjunctures" in the social fabric. Indeed, these *experiences* and *perceptions of* or *lack of perceptions* of disjunctures and the forces and powers behind them (information technology and globalized capitalism) are indeed what I am looking for in the data received from the participants in my study. These forces of change in contemporary society were explored in great depth in chapters four, five and six of the thesis.

Thus, in conclusion I believe that a strong rationale for a case study approach has been established as what Stake (1994: 236) might consider my "form of research choice," as he does not consider case study to be a "methodological choice, but a choice of object to be studied." Moreover, clarifying this distinction even further for application in my particular inquiry, and with specific regard to my research purposes Stake (1994: 245) posits the following:

> The purpose of case study is not to represent the world, but to represent the case...The utility of case research to practitioners and policy makers is in its extension of experience.

Consequently, this focus upon the extension of *experience* is important as we now turn to some of the specific methods employed in my research study. In the next two sections, issues related to interviews and the interpretative value of content analysis will be discussed.

8.4. Interviewing

Interviewing as a research method has a long, well-established and documented past with applications in both the quantitative and qualitative research paradigms. I have chosen interviewing as a particular research method because of my own skill base in the counseling and interpersonal communications skill arenas, as well as its suitability, within the context of my research project, to elicit data in a manner which is consistent with my goals and objective. Cohen and Manion (1994): 272) posit the following about interviewing as a research technique that entitles the researcher to use interviews within a "hypothetical" framework and as an "explanatory" device; both of which occupy utility in my particular research approach:

> ...it may be used to test hypotheses or to suggest new ones; or as an explanatory device to help identify variables and relationships.

In essence, my usage of interview data was as "an explanatory device" in conjunction with, and in comparison to the "theoretical" chapters (one through six) which helped to construct my "prospective model of society." Using the additional method of content analysis, which is explained and justified in the next section of this chapter, I aimed to illuminate details regarding how the forces shaping contemporary society (globalized capitalism and information technology) were *perceived* (or not perceived) by participants in my stratified, participant role set, and what perceptions from those participants emerged in terms of *the future shape of academic advising practice.* The stratified role set consisted of six members in the following categories: ***Students, Academic Advisors, Faculty Members, Career Services Professionals, Members of the University Hierarchy, and Employers.*** This particular rationale and a short description of each of these categories are addressed in a later section.

8.5. The General Interview Guide Approach

Patton (1982, 1990) suggests a particular qualitative interviewing approach, which is open-ended in nature, yet requires different types of preparation, conceptualization, and instrumentation (1982: 162). The general interview guide approach allows the researcher flexibility in terms of allowing participants to answer "focused" questions from the interviewer in a manner which is consistent across groups yet allows individual perspectives and experiences to emerge (1982: 163). Specifically, Patton (1990: 280) summarizes the major tenets of the approach in the following passage:

> The general interview guide approach involves outlining a set of issues that are to be explored with each respondent before interviewing begins. The issues in the outline need not be taken in any particular order and the actual working of questions to elicit responses about those issues is not determined in advance. The interview guide simply serves as a basic checklist during the interview to make sure that all relevant topics are covered....The interviewer is thus required to adapt both the wording and the sequence of questions to specific respondents in the context of the actual interview.

8.6. Content Analysis and the Conceptual Context

Content analysis is the research technique I have employed to examine the data produced from the recorded interviews with my participants. Given the voluminous body of text generated from 36, one-hour interviews, a method that provided broad applicability yet maintained consistent "organizational" and "categorical" qualities was needed for the analytical purposes. At its most basic core, content analysis serves as a research tool, which aims to "extract" inferences from data in a manner, which enables the researcher to classify units of meaning from it. Patton (1990) firmly grounds content analysis within the qualitative paradigm and makes a number of different assertions about its role in making classification and coding a manageable process. First, he (1990: 381) qualifies its use in the analysis of interviews:

> Content analysis is the process of identifying, coding, and categorizing the primary patterns in the data. This means analyzing the content of interviews and observations.

Secondly, Patton offers a further purpose for content analysis, which makes its use appropriate for use in my research project in terms of its flexibility and specific applicability in terms of my case study approach, use of interviews, and my research question. Moreover, he specifically addresses the flexibility of content analysis in terms of its use in various capacities. After the following passage from Patton (1990: 384), I will outline address its specific application and relevance for my research purposes:

> The purpose of classifying qualitative data for content analysis is to facilitate the search for patterns and themes within a particular setting or across cases.

Since I am particularly interested in how *the forces of change in contemporary society* (patterns and themes) are perceived by my participants within the context of my practice (particular setting) it seems that Patton's notions about content analysis seem to secure a rationale for its suitability in my particular inquiry. Once again, pointing out the extensive amount of data collected in this project and the potential for the actual analysis to become unwieldy, a systematic method such as content analysis enables me to classify the interview text of my participants in an index format. Such a data index allows for referencing with and amongst the different role sets, which constitute my 36 interviews. Patton (1990: 382) addresses the indexing capacity and complexity reducing qualities which content analysis provides researchers:

> The process of labeling the various kinds of data and establishing a data index is a first step in content analysis. The content of the data is being classified. A classification system is critical; without classification there is chaos. Simplifying the complexity of reality into some manageable classification scheme is the first step of analysis.

In addition to the reduction of "chaos" in the data and the systematic principles which content analysis brings to the interpretation process, content analysis also generates a "synopsis" of the data which then can be used in a further comparative or dialectic manner. Here, another qualitative research postulate is important to introduce because it provides an important framework for comparative analysis in my research. Maxwell (1998:77) maintains that a qualitative researcher should construct a *"conceptual context"* which in a sense replaces the traditional literature review with a more critical and personal construction of: "the system of concepts, assumptions, expectations, beliefs, and theories that supports and informs your research." Furthermore, Maxwell (1998: 77) offers the following, which helps to formalize the significance of the first six "conceptually" oriented chapters of my thesis:

> ...your conceptual context is a formulation of what you think is *going on* with the phenomena you are studying – a tentative *theory* of what is happening.

What Maxwell describes above is, in a sense, a depiction of the prospective *model of society, which I have constructed,* in the first six chapters of my thesis from a variety of different disciplinary and professional sources. Indeed, this "contextual model" has served as a variety of important purposes within my research design and has led me to the formation of some analytical constructs (Krippendorf, 1980) for content analysis purposes which are described below. In the process of developing and constructing my model of society I did engage in an exercise which required much more than just a cursory *description* of the world in which academic advising exists and is impacted by. I did attempt to apply a *critical* perspective that was fueled by a much broader literature base extending far beyond the scope of many scholars in the academic advising arena. Focusing upon the importance of alternative ways of thinking and the *utility,* not the *supremacy* of the literature in a given field, Maxwell (1998: 77) contends:

> In developing a conceptual context, your purpose is not only descriptive, but also critical; you need to treat "the literature" not as an *authority* to be deferred to, but as a useful but fallible source of *ideas* about what's going on, and to attempt to see alternative ways of framing the issues.

Thus throughout the process of developing my model of society in the first six theoretical chapters of my thesis, I was also constructing a conceptual context for my research as well. This process and the generation of a product from it has shaped my thinking about the nature of world in which academic advising exists, and has enabled me to enter into the content analysis process with the requisite elements and tools needed for its use. An important result of this process was the *emergent constructs* about the nature of the model society that became apparent. What I discovered was that the forces shaping contemporary society (information technology and globalized capitalism) were the dominant themes permeating all levels of the model. The major questions that come forth from this process then were related to:

How were these forces perceived?

How were these forces resisted?

What might the advising service look like in the future in light of these forces?

Indeed, the next step was to examine the statements from the participants and stakeholders who inhabited the model of society which I constructed and to "infer" from their interview responses how these particular questions or themes were experienced or interpreted (or not). Upon analyzing the responses from the participants, the method of content analysis allows for coding, classifying, and categorizing to take place. Krippendorff (1980: 27) addresses the significance of the *data-context* relationship and in a comprehensive manner describes the process by which I would like to implement content analysis as a means to make inferences regarding how the questions/themes mentioned earlier manifest themselves in the data I collected:

> In any content analysis, the task is *to make inferences* from the data to certain aspects of their context and to justify these inferences in terms of the knowledge about the stable factors in the system of interest...
>
> To accomplish or justify these inferences, a content analyst must have available, or construct an operational theory of, the relatively stable data-context relationships including the contributing or mediating factors. A theory of these relationships that is formulated so that the data appear as its independent variables and the target appears in its dependent variables is called an *analytical construct.* An analytical construct serves as the logical bridge between available data and the uncertain target in their context.

Thus, Krippendorff offers a model using content analysis that is applicable to my particular research project. Considering my prospective model of society as a construction of data-context relationships representative of the world in which my participants and stakeholders inhabit, I am able to utilize as analytical constructs, the *questions* or *themes* regarding how the forces of change were perceived, resisted, and portrayed in terms of an imagined future service. Here also, one recognizes the significance and role of the conceptual context and how it both shaped and informed my research design.

Finally, coding content data is a crucial element in the research process. It is at this particular juncture that the researcher begins actually to analyze the data collected that the foundational principles that underpin the entire research design become particularly important in terms of substantiating any kind of ultimate interpretation. Holsti (1969: 27) argues that the following must be orchestrated precisely and *integrated* in order for the research to be carried out successfully and for interpretations to be considered accurate:

> The most important requirement of categories is that they must adequately *reflect the investigator's research question.* This means, first of all, that the analyst must define clearly the variables he is dealing with (the "conceptual definitions"), and secondly, he must specify the indicators which determine whether a given datum falls within the category (the "operational definition"). A good operational definition satisfies two requirements: it is a *valid* representation of the analyst's concepts, and it is sufficiently precise that it guides coders to produce *reliable* judgements.

Thus taking Holsti's recommendation in establishing clarity on all of the aforementioned domains, let me summarize the parameters of my research design and how I will use content analysis as one of the research methods. First, once again my *grand tour* research question is: "What is the nature of academic advising in the 21st century?" This question figured largely in both the development of the *contextually*-constructed model of society illustrated in the introductory chapters of *Part I* of my thesis, as well as throughout the 36 interviews that I conducted. Furthermore, what became apparent to me after the completion of the first part of the thesis was that three themes related to my research question became more prominent and required further investigation, and those themes had to do with the forces of change shaping contemporary society (globalized capitalism and information technology). And in an effort to clarify the myriad of variables, which *could* be explored in an analysis of those forces, I decided to create the following *conceptual definitions* (Holsti, 1969) or hypothetical assertions which could then be *operationally defined* and accounted for, if you will, via a subsequent content analysis:

How these forces shaping contemporary society were perceived (or not)?

How these forces shaping contemporary society were resisted?

What the advising service might look like in the future in light of these forces?

In essence, these categories helped to set an agenda for the coding of the content analysis of my interviews. In the next six chapters of my thesis, I will present the results of a content analysis of my interviews, as the interpretations of the stakeholders became apparent to me as a practitioner-researcher. As I am interested in the future of the *practice* of academic advising, I felt it was important to explore the "realities" of not only the practitioners (advisors), but the realities of the various stakeholders associated with the larger contextual nature of that practice. Schon (1987: 322) reinforces the endorsement for a constructivist or *constructionist* perspective and the significance of multiple viewpoints in "collision," as he puts it, in such an exploration of practice in an organizational setting:

> And here a constructionist perspective is critically important; for the phenomena of practice in organizations are crucially determined by the kinds of reality individuals create for themselves, the ways they frame and shape their worlds – and what happens when people with similar and different ways of framing reality come into collision

So in conclusion, it was anticipated that by means of the development of an informed *conceptual context* providing a critical synopsis of various ideas, concepts, and theories about both academic advising and the larger worlds in which it exists (higher education, the world of work, etc.) relevant themes related to my research question would emerge. Moreover, those themes could then be explored further by investigating the existence, or lack thereof, with a group of participants or stakeholders representing and inhabiting the world in which academic advising exists. Using content analysis as a method, interpretations based on categories that emerged from the data could be accounted for, which could then lead to reliable inferences. Finally, as this section dealing with content analysis concludes, I believe that the following passage from Holsti (1969: 27) summarizes the most essential features of a good research design as it relates to content analysis as a method of inquiry:

> It thus implies that the investigator has clearly thought out the rationale for his inquiry, that he is able to specify the type of evidence needed to test his ideas, that he know the kind of analyses he will make once the data are gathered and coded, and the inferences they permit him to make. In short, a good design ensures that theory, data gathering, analysis, and interpretation are integrated.

8.7. Bracketing Interview/Pilot Study

In an effort to improve the direction, scope, questions, and parameters of my research project I elected to engage in a bracketing interview that was conducted by an experienced, counseling psychologist colleague of mine. This experience helped me as a researcher in variety of ways. First, it allowed me to experience what it was like to be interviewed. I became more familiar with the interview process itself, the formatting of questions and the general dynamics which both interviewers and participants must contend with in an interview situation. Secondly, I was able to better understand and locate my own constructs and presuppositions that I bring with me as a researcher to this process. In particular, I realized how significantly my own previous experience as a student has shaped my philosophy of advising and the values that guide my own practice. Thirdly, as a result of examining my own background, practice and philosophies, I believe that my research design, philosophy, and questions became clearer in my own mind. Yin (1994: 74) states the following clarification benefits of a *pilot case:*

> The pilot case is used more formatively, assisting an investigator to develop relevant lines of questions- possibly even providing some conceptual clarification for the research design as well.

In particular, I believe that my experience of being interviewed, the "bracketing" or uncovering of the ideas and constructs which shape my thinking about my practice and my research, and the preliminary appliance of the research design, all contributed toward the improvement of the project as a whole. In particular, the bracketing/pilot exercise enabled me to clarify the incorporation of certain stakeholders while ruling out the inclusion of others in my particular study. A discussion concerning this matter is addressed in the next section.

8.8. Participant Group Clarification

After engaging in my bracketing interview/pilot study I was able to clarify the members of my final participant groups. What became clearer to me after considering the issues that emerged during that exercise was that there was a difference between university personnel within the system who supported the *skills* of the students being advised and university personnel who supported the *process* of academic advising. Indeed, many university service offices have a vested and genuine interest in supporting the welfare of undergraduate students, thus a variety of stakeholders could have been considered for inclusion within the study I conducted. Offices involved with financial aid, tutoring, personal counseling, residence life, and even student activities all have potential impact upon students in terms of their development, yet an important distinction arises concerning *the kind of impact.* Since my research is specifically concerned with the *forces of change* and their *impact* upon the academic advising process, it became evident to me that only those services and personnel dealing specifically with *academic* and *career development* issues should be considering for the final participant group. The representatives of industry, while not part of the university structure, offer a perspective and insight into the nature of academic advising practice, which I was particularly interested in including. First, I thought it was important to include them because this group has not been addressed in the advising literature before and secondly because they do influence and impact higher education and advising both directly and indirectly.

8.9. The Interview Process

The interviews were all pre-arranged in accordance with the each participant's schedule. Most of the interviews took place at the participant's place of work, although some did take place in my office and some at an intermediate location out of necessity. I targeted approximately one hour for the interview to be conducted. Most of the interviews were completed in that target range, though several went over by about 10 minutes or so. Two interviews were completed in less than one hour.

8.10. Time Frame of the Interviews

It should be noted that the interviews took place between the months of October 1998 through March 1999. Since 36 interviews were conducted in total, the average number of interviews conducted was about 6 per month. This number and frequency seemed to be appropriate given the full-time schedules of my participants and me.

8.11. Formal Access

I did follow all the appropriate *Human Subjects* protocol at the University of Tennessee in terms of working with the Office of Research. It should be known that I did secure permission from the University via the acceptance of a research proposal to interview students and members of the academic staff on campus. In essence, the acceptance of my proposal can be recognized as an assurance that my project – which involved *research with human subjects* – has been judged to be in compliance with the U.S. Department of Health and Human Service for the Protection of Human Subjects in Research. My research project was initially accepted on 24 July 1996 and has been reviewed and renewed on an annual basis since that time **(see Appendix B).**

8.12. Gaining Access to Participants

Using my status as Associate Director of Arts and Sciences Advising Services at the University of Tennessee, I was able to access participants in a variety of formal and informal manners. As an active member of both the academic advising and administrative communities on campus, I was able to use a vast network of contacts throughout the university (and beyond) to secure a rich pool of potential research participants. In addition, my professional membership in the National Academic Advising Association (NACADA) entitled me to access the names and contact details of potential participants. Since I specifically designated six categories of research participants in my case study: Students, Academic Advisors, Faculty Members, Career Services Personnel, Members of the University Hierarchy, and Employers – the large size and diversified nature of the university structure (which includes a School of Law and a School of Business) permitted potential access to multiple representatives within all the categories.

All potential participants were contacted via telephone, email, or via personal communication (advising sessions, campus meetings and events) regarding potential participation in my research. After an initial description, explanation of the purpose behind my research project, and assurance of confidentiality **(see Appendix C)**, most of the potential participants I asked *agreed* to be interviewed. Some potential participants were unable to take part in the study due to scheduling problems. Moreover, it should be noted that several of the employers needed to consult with their superiors about participation in the study before agreeing to be interviewed. Yet, in these cases, further clarification of the nature and scope of the research in addition to a more thorough explanation of confidentiality practices helped to enable these employers to ultimately secure their participation.

Addressing the interpersonal issues associated with qualitative research such as *rapport building* and the *establishment of trust*, once again my status as a recognized advisor, administrator, and campus figure was beneficial. In addition, my professional training in personal counseling and career counseling provided both a skill and context base from which to facilitate my interviews. Because the nature of academic advising practice actually requires highly developed *counseling*, *interviewing*, and *listening* skills – I was able to use these to my advantage in terms of establishing *credibility* with participants as a genuine, legitimate researcher interested in their views, opinions, and perspectives on my research questions.

8.13. Interview Transcriptions

I followed all appropriate protocol measures concerning the transcription of audio-recorded tapes as mandated by the Office of Research at the University of Tennessee, Knoxville. I utilized the services of several individuals studying to become professional transcriptionists at the Knoxville Business College in Knoxville, Tennessee, USA. These individuals all signed certificates of confidentiality certifying that they would refrain from disclosing any names or revealing any names or revealing any information pertaining to the transcripts to any party, except for me. A sample copy of this certificate of confidentiality is available. **(See Appendix D).**

8.14. Chapter Summary

This chapter provided very specific and detailed descriptions of and rationales for the particular, qualitative research strategies employed in my inquiry. A review of the constructivist paradigm, case study approach, interviewing process and content analysis techniques provides a cohesive illustration of the qualitative methods employed. Moreover, important technical, ethical, and logistical aspects of the inquiry were provided with necessary explanations and descriptions provided. The next chapter begins a series of content analysis reports based on analysis and interpretation of data generated by the interviews.

CHAPTER NINE: CONTENT ANALYSIS: STUDENTS

9.0. Chapter Nine Overview

In this chapter, I intend to provide both the framework for and the inferences obtained from the six interviews that I conducted with the students who agreed to participate in my study. An in depth analysis of the interviews allowed me to examine the data collected in terms of exploring student perceptions of the future of the academic advising service, regarding how they thought the service might change, as well as how they wanted it to change. Also explored were the students' understanding of what forces might be causing the service to change (or not) in the future, in addition to their understanding or experience of resisting such changes. Finally, in the conclusion section a summary of the entire process in offered with some reflections upon what was learned.

9.1. Participant Profiles

The following brief participant profiles are offered in order to provide relevant background information. During the content analysis it became evident to me that issues such as "age" and "previous work experience" were quite significant factors in terms of the participant's abilities to relate to the questions posed, and in terms of the sophistication of their responses. In addition, the initials that I designated for each of the participants will be used throughout this chapter.

YS – YS was the youngest of the student participants. As an 18-year-old freshman at the university her experience of advising was limited. Also, as a student pursuing a pre-health curriculum, her perspective on the process of advising was heavily influenced by the rather prescriptive nature of her standardized coursework and the procedural elements of "ultimately" applying for admission to an extremely competitive, health-related graduate program. Thus, her perspective on advising could be characterized as very current, yet somewhat insulated.

JR - JR was a fifth year senior and an honors student. As a 22-year-old prestigious scholarship holder, she spent a considerable portion of her fourth year studying abroad in South Africa, and performing human rights volunteer work in Mexico. Having created her own interdisciplinary undergraduate major combining coursework from a diversity of fields such as Religious Studies, Philosophy, and Psychology, her perspective on the nature of higher education and process of advising was quite broad.

DG – DG was a traditionally aged, graduating senior with multiple acceptances to a variety of public and private medical schools. As an honors Biology student, he combined studies in the natural sciences along with a diversity of other courses in the humanities and social sciences. An award-wining "slam" poet, he was active in the arts community within the university while still compiling the necessary components of a "professional school" portfolio, thus his perspective could almost considered "renaissance."

EW – EW was a late "twenties" returning adult student working full-time in the freight-forwarding industry. She had been academically dismissed from the university based on poor grades in the past, yet was readmitted and qualified for a special program enabling her to start with a new grade point average based on her more "current" outstanding performance. As a French major, she studied abroad which rekindled her initial interest in pursuing some kind of international business career track. Her wide-ranging experiences within the system (failure and success) and her awareness of the "world of work" were evident in many of her comments.

KV – KV was a thirty-year-old software engineer, returning to the university to complete a pre-medical curriculum in hopes of a major career change. Already the holder of a bachelor's degree in engineering from a prestigious technical institute, he was able to reflect on the advising process from his experiences at two very different types of institutions. Also, his previous and current work in the technological arena figured significantly in terms of his perspective and his ability to project into the future.

JB – JB was a retired, returning adult student in her late sixties. After a career in the health care industry as a manager, she was came back to the university to pursue a second degree in Anthropology. Her first degree was in political science and had been completed at a variety of different institutions around the country over a period of four decades. As the oldest student participant, she brought with her a panorama on life, an entire career, and multiple experiences at different institutions. Thus, her perspectives on higher education and academic advising were particularly engaging.

9.2. Overview of the Student Participant Interviews Process

The process of analysing the student interviews was both a fascinating, yet challenging exercise. As an experienced academic advisor and personal counselor I attempted, to the best of my ability, to keep from "advising" or "counseling" students during our wide-ranging discussions. This was difficult in many instances given the nature of the questions and the topics that were deliberated upon during the interviews. I did attempt to keep to the semi-structured schedule of questions and to keep the dialog as focused upon the nature of the interview to the best of my ability. In addition, there were times when certain participants also turned some of the questions around on me, which, while natural during regular discussion forums or advising sessions - posed some complex "on the spot" communication exercises. Again, I did my best to answer such questions in an honest, forthright manner yet always attempted to direct the focus of the interview back on the research questions.

9.3. Questions and Inquiry Strategies Used

In order to engage student participants in a discussion about their future views of the academic advising service in the 21st century, I used a variety of questions, examples, and even scenario settings. The following are exemplars:

> **Researcher:** "How do you think these kinds of forces that you see out in the business world will or may impact those of us that work in higher education?"
>
> **Researcher:** "Could you describe what an advisory service could look like or should look like 10 years from now... as a student?"
>
> **Researcher:** "What do you think people in an advising service need to know in the future?"

Moreover, I asked questions and probed the participants by asking about their views on a totally web-based advising system for the future as a possible outcome. I asked questions concerning the potential merger of academic advising and career services as a possibility. And in terms of the nature of the role that academic advisors might assume in the future, I asked student participants about whether advisors should be educated or trained to be *generalists* or *specialists*. In essence, I tried to use questions, scenarios, and other inquiry strategies to engage the student participant's imaginations and to generate a forward thinking dialog about how they perceived forces like globalization and information technology shaping and impacting higher education and advising. What emerged from these discussions in many instances were revelations from the students about their *"value systems"* and perceptions of aspects of the academic advising service (like relationship building) about which they had strong convictions. Aspects of these convictions concerning the future of the academic advising service are explored in the next few sections.

9.4. Future of the Academic Advising Service: Baseline- Starting Point

By and large the student interviews revealed that the students were quite happy and satisfied with the current "status" of advising at the university. Two of the student participants had "advising" experiences at other institutions and both stated that the quality and "content" of the advising was considerably better at *this* university. Recollecting about his past experience of advising at his former institution – one of the student participants stated:

> **KV:** "...Looking back I didn't know the difference- I thought all universities were like that. But now I come here and see things...are more choices...and you can get to know advisors somewhat better..."

Similarly, the oldest student participant (**JB**) stated that "advising" didn't even exist or take place at some of the institutions she had attended in 1950's. I raise this issue because I think that in terms of a contextual base from which to address questions about what the future of the academic advising service is or should be, all of the participants were united in their view that "what they were experiencing now" was good. In addition, I think this idea of a united baseline or starting point is significant to point out because in most cases, the student perception of the advising service is very much grounded in their own personal experience and, in most cases, they had limited exposure to other systems for comparison.

9.5. Future of the Academic Advising Service: *What the Students Think it Will Be*

The students did need some prompting and probing in terms of getting them to speculate about what the service of the future will be like. Most of the student participants thought that the service would continue into the future and be *transformed* in some ways in light of the advent of information technology, but not eliminated. Some of the participants perceived technology actually helping to foster a new model of delivery based on a two-tier system. In this kind of a scenario, one of the participants stated that the old "prescriptive" model of advising, which has been "procedure driven," could be done away with. She stated:

> **JR:** "...the people that now serve the purpose of solely facilitating student's graduation requirements theoretically could go away..."

In its place would be a system with generalists serving in role of facilitating academic advising for those in the initial stages of their academic planning (mainly freshmen, sophomores, and undecided) and specialists helping those students who made more specific choices about their futures. And, these specialists might be faculty members from their respective chosen major or discipline (as is the case currently on many campuses) or these specialists might be brought in from industry, or from certain professions such as medicine or law. This in a sense would amount to an expansion of the paradigm of advising currently in place on most campuses.

Moreover, most of the student participants thought that academic advising and career services *might* be combined in the future, and that there might be some real benefits to such a merger, yet there were some concerns stated regarding a service that might become too "careerist" in nature. One student participant stated the following concerning the possibility of joining the services together:

> **JR:** "...In some ways I think it's a really good idea. But then I'm also leery that every decision becomes specifically career related. As one who believes in a Liberal Arts sort of education, you can take it a step too far... where everything has to be related to career..."

Yet, other than becoming more technologically oriented, for the most part the student participants stated that they did not see the advising service changing or *having to change* all that much in the future. In terms of expressing ideas about what they thought the service *should be like* in the future, there was considerably more data generated. These notions about the future of the academic advising service are addressed in the next section.

9.6. Future of the Academic Advising Service: *What Students Think it Should Be*

Whether or not they made statements or predictions about the future of the service, or how they perceived the advisory service either changing or resisting change in light of the forces of contemporary society, all the student participants did voice concerns over any new system put in place that did not have some venue for human interaction and personal relationships to exist. **KV** voiced the following regarding the advent of technology:

> **KV:** "...I never want to say that web sites will replace people's interactions or guidance or encouragement..."

All of the participants, in varying levels of emotive conviction, expressed that they absolutely wanted to have "someone" to talk with "in person" about their academic planning no matter what transpired in a future system of academic advising. Once again, while all the student participants conceded that information technology would most likely play a larger role and that certain aspects of a technologically-oriented system would be positive in terms of convenience, and access, there was always stated convictions regarding an insistence that people (advisors) *should* be available for consultation in some manner or capacity.

Another consistent recommendation from student participants, in terms of the future of the academic advising service, was in the area of experiential learning and ties with the outside world. All of the participants wanted to see this area of the academic advising process expanded. All mentioned the value of making connections between their studies and the world of work and how this might play a larger role in the advising process, considering the potential elimination of the "mechanical" aspects through information technology. Also expressed quite frequently amongst the student participants was the importance of knowing more detailed background information about advisees as a part of the advising process. Moreover, many of the student participants wanted advisors to be more challenging, instilling more passion in advisees to engage in the processes of self-discovery as opposed to just signing cards and "processing" students through the system.

Finally, one of the participants was actually quite visionary in his abilities to speculate on how the advising service could be improved via the development of a highly interactive "on-line," web-based advising system. He offered several specific ideas and recommendations about what might be included on this prospective site, how it could be updated and linked to various outside resources including professional schools and industry.

9.7. Future of Academic Advising Service: What are the Causes of Change?

For the most part, once again the advent and proliferation of information technology seemed to be the greatest stimulus for change in terms of how most of the student participants both perceived the academic advising service changing in the future, and how *they wanted it to change*. For those participants with work experience, it was even easier for them to respond to and recognize that this force is almost inevitable and has changed the nature of their fields already. As might be expected, the youngest of the participants expressed difficulty in relating to the impact of forces such as globalization and information technology even when presented with examples of how these forces were changing the nature of her desired profession: medicine. She stated:

> **YS:** "...It's hard for me to imagine relating the medical field to something like that. So I don't really know...?"

So one can recognize that her particular field of reference was limited and very much constrained by a lack of exposure to such forces in terms of her life experience thus far. Yet, on the other side coin for two participants currently working in fields, that happen to be rather "global" in nature, *software* and *freight forwarding*, they possessed a much wider and informed frame of experience enabling them to speculate much further about the implications of the forces upon the advising service. Evidence of this awareness by one these participants in terms of his understanding or speculation about the dynamic nature of this force is present in the following statement:

> **KV:** "...Seeing people from an advising point of view, you can get a lot of global economic trends instantly on the web now...You can almost predict...right now that there will be a deficit of software graduates for the next 20 years...Really in 20 years we know there won't be enough graduates to fill those jobs..."

Moreover this participant also seemed to be aware of nature of globalized capitalism and was able to surmise implications for the advising service in terms of increase and decrease of employment in particular sectors of the economy. Indeed, the participant working in the software industry made the following statement concerning the almost "Schumpeterian" nature of his particular field:

> **KV:** "...Right now software developers are one of the highest paid jobs in the country, but as the world catches up and it just becomes another labor source, a classic capitalistic model, that could fall like you wouldn't believe..."

Thus in conclusion, besides the acceptance of the changes which information technology would mostly likely bring to the advising service and the abilities for those with a work-related reference point – there was little other consideration or contemplation about what the causes of change might be within the student participant population. In the next section, student perceptions about resistance to change are explored.

9.8. The Future of the Academic Advising Service: Resistance to Change

Indeed, here I did find some interesting responses from students and evidence to support the notion that some of them did see and recognize some of the potential pitfalls, difficulties and ethical dilemmas which the forces of change (mostly information technology) had the potential to exact upon the future of the academic advising service. As was stated in the first section of this chapter, it was during these discussions about the future and the somewhat "unknowable" element of how particular decisions might have divergent consequences, that the students' own value systems and concern for making sure that the humanistic elements of the process that they were familiar with stayed intact became evident in the interviews. Recognizing the complex nature of policy decisions being impacted by the nature of information technology, one participant demonstrates a sophisticated understanding of the paradoxes that university personnel will have to contend with in the future:

> **JR:** "...If a policy that makes academic sense for students is not implemented because the technology cannot support it financially that to me is not a good decision. But I mean those are the sorts of compromises that are always made but it's important for the university to keep its priorities..."

Furthermore, some of the participants were aware of the potentially incompatible nature of globalized capitalism and the forces, which could be exhibited upon universities by industry in the future. One participant stated:

> **KV:** "...So universities must openly be aware that can't let global corporations – multinationals and so forth, determine our agenda as a university. Because we will lose, culture falls off at that point. Capitalism does not value culture at all, in fact, it tries to strip down culture whenever possible..."

Yet in conclusion, I would have say that by and large the student participants did not demonstrate as much awareness about the forces of change, as compared to some of the other participant groups. What really stood out for me after the completion of the analysis were the roles that age and previous work exposure played within the context of student participant responses and the overwhelming endorsement for "human interaction" to remain as a distinctive element within any new manifestation of a revised or new advising service in the future.

CHAPTER TEN: CONTENT ANALYSIS: ACADEMIC ADVISORS

10.0. Chapter Ten Overview

In this chapter, I endeavor to explore and present the inferences obtained from six interviews conducted with academic advisor participants. An in-depth analysis of the interviews revealed advisor perceptions of the future of the academic advising service, how they thought the service might change, as well as how they wanted it to change. Also explored were the advisors' understanding of perceived forces that will cause the service to change in the future, in addition to an examination of any resistance to change. Finally, in the conclusion section a summary of both findings and of the entire process is offered with some personal reflections upon what was learned and what the analysis process was like for me as a practitioner-researcher.

10.1. Participant Profiles

The following participant profiles are offered in order to provide relevant background information about the academic advisors I interviewed in this participant set. As a result of the content analysis I conducted, it became evident to me that the "nature" of the department, discipline or institution in which an individual advisor practiced *did* influence his or her ability to relate to the questions posed about the future of academic advising and how certain forces of change might shape or influence the practice of advising in the future. Also important to note was the "academic" orientation gained through previous education (and teaching experience in some cases) which each individual advisor ascribed to his or her own personal practice.

<u>DS</u> – DS was an experienced academic advisor with previous experience in other student affairs fields such as admissions and financial aid. Working as an academic advisor within a college with fairly close links to business and industry she was capable of speaking candidly about the relationships between the world of work, advisors, and faculty. And, as a graduate (undergraduate degree) of a small, private liberal arts college – her diversified professional and personal perspective on academic advising issues have been shaped by a variety of factors.

CE – CE was a seasoned academic advisor with a strong liberal arts orientation fostered through her own education. Having obtained a bachelor's degree in sociology and a master's degree in liberal studies as well as teaching part-time at a local community college for many years, she was particularly familiar with the "socialization" role which higher education plays in the lives of students. As a result of the progressive nature of the institution she worked at – which actively utilized information technology, distance education, close links with industry, and an adult learner orientation – her perspective on the future of academic advising could be considered "futuristic" in nature.

WM – WM was a departmental academic advisor for a technologically oriented major. Responsible for the academic advising for all the students in her department, in addition to "generalist" advising as the departmental representative in a centralized academic advising center; she was well-versed in dealing with the kinds of issues which a wide variety of students bring to their advising sessions. As an instructor in the department as well, she was particularly adept at relating to questions concerning the impact of technology on the practice of academic advising and other trends which might influence the profession in the future.

FX – FX was a departmental academic advisor for over two hundred natural science majors. As a terminal degree holder from a prestigious private university, professor teaching both introductory and advanced courses in his chosen discipline (Biology), and departmental member charged with a variety of complex, "student-centered" administrative duties, his perspective on the relationship between teaching and advising was exceptionally vivid. As an experienced, award-winning academic advisor – and as a scientist well versed in the implications which the proliferation of information and technology can exact on a given discipline or profession (i.e. genetics) – his projections about the future of the academic advising profession were grounded in term of his own personal beliefs and values.

MC – MC was the graduate of and a relatively new academic advisor for a small, private, urban, liberal arts college. Having attended several other colleges and working her way through school, she was keenly aware of the kinds of issues and problems which students at this institution faced. Thus, her style of academic advising reflected a personalized ability to relate to and empathize with her advisees. A former secretary at the college, she had been "mentored" and "encouraged" by a previous supervisor to assume more of a leadership position that would utilize her "communication" skills. As an academic advisor working at an institution, that targeted inner city, "high-risk" students as part of its mission, her perspective on the future practice of academic advising incorporated a respect for and an appreciation of a student population not often accounted for.

TS - TS was a comparatively new "director" of an academic advising office at a mid-sized, fairly selective, public institution. An experienced faculty member with the division of biological sciences and a university employee of over thirty years, this advisor was well acquainted with the "traditional" aspects of the academic advising practice, but was now learning the "philosophical" tenets of the profession. Having attended several workshops, training sessions, and conferences sponsored by the National Academic Advising Association, this advisor had recently come to terms with both the "nature" of and the "enormity" of her position. Indeed, her perspective on the future of academic advising was somewhat stultified by her "emergent" administrative responsibilities and her sense of immediacy regarding taking care of the "advising business at hand."

10.2. Overview of the Advisor Participant Interviews Process

As a fellow academic advisor, I found the process of analyzing the advisor interviews a particularly interesting and enlightening activity. Listening to the tapes closely, I realized that there were some instances where I discovered myself engaging in what might be considered "shop talk" with the advisor participants. This was especially apparent in the interviews with participants practicing academic advising at institutions, which were different than mine. Often asking for clarifications of specific practices and policies – it was difficult for me *not* to fall back into a "fellow advisor" modality as I found many of the responses to my questions quite fascinating as I compared them to my own practice. One other observation about the interviews with academic advisors certainly worthy of noting is that at some juncture within all of the interviews (mostly toward the end) each advisor disclosed a particularly intimate or personal "story" about an experience related to advising. Some of these disclosures were deeply moving – the following are examples:

**** WM spoke quite emotionally about the suicide of a student she knew from a course she taught – and how certain legal aspects of "student privacy" can sometimes prevent university personnel from working collaboratively in terms of preventing such tragedies.*

**** TS revealed how she had not been considered for medical school in the past because of her gender and age (just 30 at the time) and how this experience had led her to become quite fervent in her belief that advisors should act in the role of "advocate" for students whenever possible as part of their practice.*

****MC described how her experiences attempting and then succeeding to teach a group of "extremely-troubled" urban students participating in a summer-time inner city youth program, had instilled in her both the confidence and the communication skills to advise male students – notably – in a more affective and impassioned manner.*

10.3. Questions and Inquiry Strategies Used

In an effort to engage advisor participants in a discussion regarding their views and perceptions of the future of academic advising in the 21st century, I employed a multitude of varied questions, scenarios, and examples of possibilities in order to elicit responses. The following are some examples taken from the interviews:

> **Researcher:** "Well let's just imagine for a moment we are 10 years ahead and into the year 2008...what do you think the academic advising service will look like?"
>
> **Researcher:** "So the constraints of the university and the structure of the university in some ways impedes the dynamics the could exist in some alternative model?"
>
> **Researcher:** "How do you think technology will change the role of the advisor at this institution as you advance out of the platform system now – that is allowing students to access the system via the web?"
>
> **Researcher:** "What else goes on in the ideal (advising) session?"

Furthermore, I asked questions and explored the advisor participant's perceptions and ideas about the future of academic advising and the impact of societal forces (i.e., globalization and information technology) by asking about their relationships (both current and future projected) with industry. In addition, I inquired about the "hypothetical" roles which a web-based service and a potential collaboration between career services and academic advising might be received by advising practitioners. The responses to these queries were insightful and reflected a variety of different "paradigms" from which each advisor was working, teaching, and practicing. Direct quotations from advisor participants regarding these aforementioned topics are included in the next few sections as they pertain to the *future of the service,* the *causes of change,* and the *resistance to change.*

10.4. The Future of the Academic Advising Service: Baseline- Starting Point

While it is recognized that the forces *for* and against "change" will be explored more fully in the sections to come, it is important to note that all of the advisor participants did express that they felt their current practice was actually in "a changing or shifting state," at the actual time of the interview. I believe this point is important to state at the beginning of these interpretative sections of this chapter, because it does establish an important "baseline" from which to launch further discussions. Since aspects of *change* within the practice of academic advising is a predominant theme in this thesis – the apparent notion that "change" was very much a part of all these advisors lives is significant. As the following examples illustrate, the sense of imminent change in the practice was often very current - sometimes literally minutes from the time of the interview, as one advisor participant stated:

> **TS:** "...in fact we have a working group right now; the Council of Deans has just organized a working group on registration and advisement...and I just came from that meeting..."

Maybe the most dramatic example of change is represented in the case of a college implementing a recent change in the actual "title" of the personnel who labored in what "used" to be called the practice of academic advising. As this one advisor participant relayed during her interview, the prevailing nature of what academic advisors were currently doing in their positions had changed so dramatically that an actual new designation was required. In essence, a recent reorganization of the college had actually brought upon an entire paradigm shift in the "nature" of the activities which advising staff engages in. The following statement illustrates how this advisor participant described her new role during the interview:

> **CE:** "...I am here to do much more program advising... and actually we do call ourselves program advisors since we have reorganized to a learner services model... we are much more program advisors as opposed to academic advisors...or we feel that way at least..."

Thus, it can be recognized that, as in the scenario above, "change" in and of itself could almost be considered a uniform element within the current framework of practice for the advisor participants interviewed in this study. Indeed, the reasons, rationales, and forces both encroaching upon the practice and the forces exacting barriers toward change will be examined more closely in the following sections.

10.5. The Future of the Academic Advising Service: *What the Advisors Think it Will Be*

Deciphering the distinctions between what the advisor participants thought advising in the 21st century *will* be like as opposed to what it *should* be like was a precarious activity. When I posed any question concerning the future of the service I had to be especially cognizant of the nature of the both the question and the answer. It seemed that when a question was posed within the context of how forces or trends might impact or shape the practice in the future – the answer was usually delivered in a more direct "predictive" capacity. Yet, on the other hand, if I posed a question about the future in the form of a prospective scenario, or hypothetical situation – the answer was usually delivered in a more "imaginative" or "wished for" format. Upon careful review of the interviews it seems that more advisors were comfortable with the more speculative kinds of questions and thus generated much more data in this category, which is covered in the next segment. Yet, there were fairly congruent opinions voiced about certain aspects of the future of the advising service, which will be covered here.

Certainly, all participants conceded to the advent of information technology within the practice of academic advising, yet distinctions, limitations, and warnings about its use were expressed in variety of ways. I think the following assertions from one of the advisor participants is representative of the attitude toward the use of technology in advising shared by the participants in my study; essentially they all viewed information technology as a tool:

> **WM:** "...I see that information technology and the development of information technology...its going to get greater and greater...I see that simply as another tool to be used with advising..."

To be sure, the participants I interviewed seemed to agree that a portion of the information which advisors routinely provide to students could be considered generic in nature, usually taken straight from a university catalog or handbook. Thus, it was generally agreed upon that information of this kind (instrumental/mechanical) could easily be dispatched and maybe even improved via information technology, as the above participant mentioned further:

> **WM:** "...Once again, it's not information that's not available, it simply makes it into a more usable form for students..."

Yet within the technology discussion a united front against the possibility of the advising role being overtaken completely by a computerized or web-based service was passionately established by all participants. The following participant's admonishment concerning the humanistic element in academic advising is poignant:

> **FX:** "...I think when we take the human element out of advising we are making a huge mistake...advising doesn't depend on the human relationship...advising is the human relationship!"

Indeed, the advisor participants expressed their concerns and their uneasiness about the proliferation of technology in a variety of capacities and manifestations. For those advisors who also taught, deliberations upon the implications of information technology regarding the teaching role were also explored within the context of the interviews. Yet, in spite of the anxiety and apprehensions which advisors asserted about the seemingly negative entanglements associated with the proliferation of information technology in the practice of academic advising there were many positive aspects which they hoped to take advantage of in the future as well. In the next section, advisor participants' views on what academic advising *should* be in the 21st century are presented.

10.6. The Future of the Academic Advising Service: *What Advisors Think it Should Be*

What became evident to me as I considered the responses in this section, was how the advisors did want to embrace and endorse the use of technology in their practice and how it can lead in many instances toward more "collaborative" forms of practice. Several mentioned the effectiveness and efficiency of using e-mail with students to answer routine questions and address conventional concerns. Moreover, one specific advisor participant mentioned how much she benefited from the "nation-wide" discussion forum for more complicated advising issues which a *listserv* sponsored by the National Academic Advising Association provides:

> **DS:** "...To be able to write that question out on the network in the morning and have 30 responses by the afternoon is a wonderful resource..."

In a similar vein, several of the advisors mentioned how useful the World Wide Web was in terms of a source to share, compare, and evaluate different academic and career planning topics for both students and advisors. Offering a rather bold, novel application of the use of the internet in terms of academic advising practice, one of the advisors described how it could be used to engage a student's "sense of possibilities" and to encourage "safe" risk-taking with regard to the eventual embarking into the world of work which all students will have to face someday:

> **WM:** "...I think intimidation is going to be there. Its just where do you want the intimidation – when you are a stranger in a strange land or do you want it sitting at a computer surrounded by your support group?"

Thus, we can begin to recognize a prospective expansion of the practice moving from "within the parameters of the campus" toward the "realities" of the outside world, in addition to a redefining of the roles which both advisor and advisee might maintain in the future. No longer bound to just the resources, knowledge, or expertise of a particular advising service or institutional setting, both advisor and advisee are unencumbered in a sense to explore an almost infinite array of forms of information and to assume, according to one advisor participant, almost a "partnership" in collaborative learning with advisees:

> **CE:** "...If I tell a student I got this at the particular site and you might want to go and see what else the they have, I can act as that guide then, but I tell you that student will probably go to there and find two or there other ones and come back and say, 'did you know this?'..."

So in this regard, the boundaries or capacities in which advisors have traditionally practiced are challenged and have become blurred with respect to the emergent, boundary-shattering capacities of the powerful kinds of information technology now available. Students can now be "guided" as opposed to "advised" and to take initiative and responsibility for their own academic and career planning within such a prospective new paradigm or framework for advising. Related to this, when I inquired about the possibility of linking career services with academic advising, many of the advisor participants again recognized the logical and pragmatic results which such a merger would generate, especially in light of the advances which technology offered to the "nature" and "practice" of both services. Moreover, taking this sense of "mergers" and "collaboration" further into the realm of what advisor participants thought an academic advising service "could" or should look like in the future, several of them envisioned an even more "encompassing " service which consolidated yet even more advising offices and other universities services as well. In terms of what might be described as an "integrated" model of practice, one advisor suggested that a "generalist" service catering to all students with less than 45 semester hours be implemented. She stated the following regard the advantage of a "generalist" framework in terms of perceived student needs:

> **DS:** "...I think there is a need for generalists... and I think students come in as generalists...and they need someone who can take a broader approach with them..."

In this sense then, we can begin to recognize how these advisors all seem to be in agreement that the practice of academic advising in the future would be "changed" by information technology, and that those changes might lead to more "collaborative" roles between advisors and advisees. And moreover, the consolidation of offices (even beyond career services) might in fact bring forth both pragmatic and developmental benefits to future advising practices resulting in an overall increase of quality in the service. Yet, as we will explore in the following two sections, which deal with forces for and resistance against change – the power, associated with phenomenon of "information" has fundamental implications for the future of academic advising in the 21st century.

10.7. The Future of the Academic Advising Service: *What are the Causes of Change?*

On the whole, the advisor participants I interviewed for this study seemed to all concede that information technology is currently, and will in the future, continue to be a very powerful force of change within the academic advising profession. All of the advisors were able to relate, in their own highly personalized manner, how computers, the internet, the world wide web, and sophisticated "advising oriented" software were impacting their practice now, and how they imagined the service both "would" and "could" be impacted in the future. Indeed, the "double edged" nature of information technology, as well as its propensity to impel a paradigm shift in terms of advising roles for advisors and advisees was described in detail

in the previous section. Interestingly though, when I did probe the advisor participants regarding their awareness of or opinions about possible competition from corporate universities, or the potential impact of the globalization of the economy, there seemed to be only limited awareness, familiarity, and understanding. One of the advisor participants, currently struggling with enormity and newness of her post, offered the following comment when asked about her perception of "larger trends" in society effecting or impacting academic advising:

> **TS:** "...Well I personally don't feel like I know enough about those. So I would probably need to become more familiar with those than I am now before I could give you a coherent answer to that question. It's difficult for me to think globally, and I must say I have a difficult time..."

What is interesting to note about the nature of this advisor participant's comment is that she had just been called back from a sabbatical in Germany to assume her new director's position – thus even with time spent abroad a surprising lack of awareness of the impact of certain forces was evident in some of the candidates.

The other major force of change – which in many ways manifests itself in relation to information technology and the overall proliferation of "information" in and of itself – was the spectre of the economic drive to accomplish "more" within the parameters of one's job – with less resources, time, and in many cases – personnel. In following three cases, advisors mentioned how such pressures were causing unrest and stress in their positions:

> **FX:** "...I can't keep adding to the things I do...without it killing me..."
>
> **CE:** "...Since we have not been given more staff, it means that it takes us away from actually the theoretical approach to our advisement that we might feel would be important for the student..."
>
> **TS:** "...I have enjoyed my time here, but it has gotten to the point that it is just overwhelming. And I guess I'm grateful this reorganization happened, because I probably would stay on and still feel less happy about it..."

Thus, in terms of the causes of change in the practice of academic advising, the advisors I interviewed seem to be inclined to feel and perceive that the impact of information technology was the most dynamic. In a sense, the effectiveness and expansion of the use of technology within the practice in turn enables more economic efficiency – which in turn can manifest itself into an enlargement of the job role which academic advisors have and might assume further in the future. Within this kind of framework, some very distinct concerns about the limitations of information technology within the future practice were expressed, especially with regard to encroachments upon the "humanistic" elements of the advising relationship. These concerns and others are explored further in the next section, which addresses the advisor participants' *resistance to change*.

10.8. The Future of the Academic Advising Service: *Resistance to Change*

As has been stated over and over again in different ways throughout the analysis of this definitive participant category, the academic advisors seemed to have a paradoxical relationship with information technology. All agreed that it will continue to influence and expand the practice, and that many features related to its capacities were extremely beneficial, productive, and even "developmental" as both a learning and experiential tool for advisors and students to use. Yet, there were fervid and almost "testimonial-like" discourses offered when participants addressed topics like: totally web-based systems; the nature of their advising becoming more "service" oriented; and the potential for the "responsibility" and "accountability" tenets associated with the practice of good academic advising becoming defused and obscured within a new paradigm of "technological academic advising." Moreover, in one particular case, an advisor participant expressed the following regarding her sense of the culpability which advisor's feel about the significance of their positions:

> **WM:** "...I suspect the 'advising center advisors' would be very sad to give up their jobs with advising and to turn it over to someone else. I think maybe they wouldn't trust somebody else to do it..."

Furthermore, another advisor stated enthusiasm about certain aspects of distance education, and the ability of web-based information to clarify a majority of institutional issues for students, expressed reservations about – yet had succumb to the idea that advising *would be* conducted electronically in the future – and across greater and greater distances. This advisor participant stated:

> **DS:** "... Its just a little weird to have a relationship with those people without ever having met them...but that's the future...and I think its probably the future of advising across the country..."

Hence while there were statements of trepidation and of "resistance" regarding the future of the academic practice, it is interesting to note that these discussions often times led to more philosophical commentaries about how the force of information technology was impacting other sectors of higher education and society as a whole.

10.9. The Future of the Academic Advising Service: *Conclusion*

In conclusion, I found this exercise of analyzing my fellow academic advisors' perspectives on the future of academic advising to be both a fascinating yet grueling assignment. As an advisor I was keenly interested in the experiences, methods, practices, and ideas about the "nature" of the profession which these colleagues maintained regarding the profession I have been devoted to and associated with for more than a decade. And as a result, the task of categorizing and interpreting their perspectives was made harder because of my familiarity with the dynamics they described, the pressures they felt, and the visions of the future – which I could directly share with them. Indeed, I encountered viewpoints from a disparate group of professional advisors practicing in a variety of settings. Some of the advisors came from professorial and teaching backgrounds, some from other student affairs and student services orientations, and even one inspired participant for who rose from a clerical position to become the most senior advisor at her college. Yet, even amongst this diversity there did seem to be a uniform awareness that the practice of academic advising *was* in state of transition, and would most likely *continue* to be transformed in the future. Overall, the advisor participants saw the future of advising becoming more technologically oriented, some aspects of which were good, yet they did voice a concordant and resounding caution about the advising practice disintegrating into a functionary, mechanical, service with little of no human interaction.

CHAPTER ELEVEN: CONTENT ANALYSIS: CAREER SERVICES PERSONNEL

11.0. Chapter Eleven Overview

In this chapter, I intend to provide both the framework for and the inferences obtained from six interviews conducted with career services personnel. An in-depth analysis of the interviews revealed career services personnel perceptions, ideas, predictions, and cautions about the future of the academic advising service. Specifically addressed in this chapter are the career services participants' perceptions of how they thought the service might change, how "they" wanted it to change. Also explored were the career services personnel's understanding of perceived forces causing the service to change in the future, in addition to an examination of any resistance to change. Finally, in the conclusion section a summary of findings of the entire process is offered with some personal reflections upon what was learned and what the analysis process was like for me as a practitioner-researcher.

11.1. Participant Profiles

The following brief participant profiles are offered in order to provide relevant background information on the career services participants interviewed in this particular role set. As a result of the content analysis I conducted, it became evident to me that while career services personnel engage in a similar "counseling and guidance" capacity as do academic advisors, their ability to relate directly to the academic advising process (what we actually do in our work) should not be assumed. As is pointed out in this profile section, some of the career services participants did have previous academic advising experience, which entitled them to a closer understanding of the nature of the work, and more importantly for this study, how the forces of change might affect the work or practice of academic advisors in the future. On the other hand, for those career services participants who had not engaged in academic advising, their answers to questions concerning the future practice were more speculative in nature, and in some cases were based on their own understanding of how forces were changing aspects of their own practice in the career development arena. Again, I feel these are important factors to distinguish early, and in this section devoted to profiling the participants.

CA – CA was a "twenty-something" MBA recipient working as the Director of an MBA placement program within the College of Business Administration at a large, land-grant university. Formerly a Career Services Coordinator and Admissions Officer at another large public institution, she was well versed in the functions and missions of a variety of different higher educational structures. The combination of her industry-oriented graduate studies, knowledge of career development principles, in addition to her understanding of the "student" experience, entitled her to answer questions and voice opinions about the future of academic advising from a sophisticated and well-grounded perspective.

RK– RK was a Director of Admissions and Career Services for the College of Law at a large, land-grant university. A current doctoral candidate herself in higher education, her twenty-year career thus far had included a variety of leadership positions at universities and executive positions in the private sector. Possessing a particularly strong knowledge and experience base in legally oriented personnel recruitment, her amalgamated sense of how the law, industry, and higher education both rely upon and influence each other fostered a particularly relevant and insightful perspective on the future of academic advising.

OL – OL was the Director of Career Services at a progressive, small, regional, liberal arts college. Formerly a career counselor at a much larger university and a community college, this career services professional therefore understood and could respond to the dynamics inherent in both private and public institutions of higher education. A nationally board-certified, personal counselor and an avid user of personality inventories in her practice, this career counselor's perspective on the future of academic advising was influenced by a theoretical grounding in human development theory tempered with years of direct interaction with the "realities" and needs of outside industry.

GB – GB was the Director of Career Services for a large, major, land-grant university. The initiator of a leading-edge, web-based career placement and recruitment effort at his institution, as well as the sponsor and host of a series of nationally-broadcast, tele-conferences on a variety career related topics, this participant was extraordinarily cognizant of the capabilities of information technology. The holder of a Ph.D. in Philosophy and a former Peace Corps worker – this participant's perspective on the future of academic advising could be described as both creative and challenging.

MS – MS was an Associate Director of Career Services for a large, major, land-grant university. Recently promoted to this position after serving as Assistant Director for several years, as well as passing examinations for national certification in both personal and career counseling, this participant held deep convictions about the professional nature of career services and was well abreast of both the current literature in the field and the direction her particular office was heading in. Her perspective on the future of academic advising in the next century could be considered "conventional" and grounded in the current prevailing theories and paradigm prevalent among members of her profession.

TJ – TJ was an Associate Director of Career Services for a small, private liberal arts college in the north-eastern region of the United States. Specifically charged with the responsibility of placement currently, she worked closely with over 75 companies, many of which were headquartered in what might be considered the most "corporate" sectors of the entire country. Having worked previously in career services at the largest public university in her state, as well as at an "ivy league" institution, this career services professional maintained views about the future of academic advising that were well-established within the academy and in industry also.

11. 2. Overview of the Career Services Personnel Interviews Process

Overall, I found the interviews with career services personnel to be both a compelling and revealing exercise. As a nationally-certified career counselor myself, I have always maintained close links with the career counseling and placement personnel at the institutions I have worked at, in addition to staying abreast of the trends and literature in this particular field. As an academic advisor who embraces a "career development" orientation into his practice already, I attempted to remain as impartial to the participant's responses regarding models of practice in the future (for both academic and career counseling) as well as the possibility of combining the two. Because I hold the conviction that these practices *should* be combined in the future – I did not want to "lead" the direction of these interviews toward this view, which I maintain.

Another issue, which I became aware of during the analysis process, was how the career counseling personnel "interpreted" or defined academic advising, and who the actual "advisors" were at different institutions. Because I was fortunate to interview a variety of career services professionals from a diversity of institutions and settings, I was reminded of how disparate each practice setting was. Indeed, it became more apparent to me that there were significant differences in the provision of career development and academic advising services for law school graduates versus MBA graduates, as well as differences between the career development and academic advising missions and of small private, liberal arts colleges versus those of large, public land grant universities. On the graduate school level (law and MBA), the focus of career services is primarily placement-driven, with considerable, on-going interaction with outside employers and industry. Faculty and upper division administration, in some cases, do academic advising at the graduate level.

On the undergraduate level, career services were more comprehensive in nature, incorporating both career counseling and placement activities. As far as academic advising was concerned – a variety of formats were evident. Essentially though, while faculty members *did* advise at all of the institutions where the participants were employed, the large-land grant institution did provide a series of larger, more comprehensive advising centers in order to cater to the larger numbers of students, the undecided population, and students with pre-professional needs (pre-law, pre-medical advising). The smaller private institutions, on other the hand, primarily charged faculty members with the responsibility of advising undergraduate students. These differences in the provision of advising services are significant not only within the context of how the career services professionals responded to the questions I asked, but also in a larger sense beseeches me, as the researcher, to explore such differences within the context of "change" and how it may affect the different kinds of individuals who do conduct academic advising. One participant posited that the *faculty* role in advising would alter as a result of technology:

> **GB:** "...I think the role of faculty will change. And oddly enough maybe go back more toward a role that was common a couple of centuries ago where the faculty member was a guide and mentor..."

Thus the element of *distinction* among those who do advising was common and worthy of further investigation. And it should be noted that the faculty perspective on academic advising is explored in the next chapter.

11.3. Questions and Inquiry Strategies Used

In order to engage career services personnel participants in a discussion about their future views of the academic advising in the 21st century, I utilized a variety of questions, examples, and scenario settings. The following are examples:

> **Researcher:** "What is industry asking of you in career services these days...what are their needs?"
>
> **Researcher:** "What about a model for the future where career services and advisory services might be combined in some way. What do you think about that as a possibility?"
>
> **Researcher:** "What do you think you will be doing in this job 10 years from now...if you were to stay in this position?"
>
> **Researcher:** "What kind of training would you suggest for people who are coming into your field. What do you think is important for people in Career Services to know or to be skilful in?

Moreover, I submitted questions and probed the career services participants for insights and projections about the future of academic advising and career services with specific attention being focused upon the forces of change (i.e., globalization and information technology). Furthermore, I asked questions regarding different scenarios or possibilities that might arise in the future regarding both services. Interestingly, questions regarding the advent of a "web-based" or oriented service in the future, yielded *different* responses from this participant group, as compared to the others, because many career services offices were *already* providing aspects of their operations via the web. Thus, having the ability to speak from an "informed" perspective which included a "before and after" context – regarding the use of technological services – the career services participants required me to use some additional questions in this area. Their answers were illuminating and are explored further in the next sections. In addition, I asked questions about their relationships with industry and how career services would have to adapt in order to serve in their "traditional role" of campus link to the world of work. Finally, I was inquired career services personnel about the "substantiation" of the kind of "student services" work which both academic advisors and career counselors engage in. Given the increasingly, "results-oriented" environment which higher education is now becoming, I was interested in having these "fellow" colleagues describe how "we" might go about providing "evidence" which might demonstrate the "impact of the service" which we provide. Direct quotations from career services participants regarding these aforementioned topics are included in the next few sections as they pertain to the *future of the service*, the *causes of change*, and the *resistance to change*.

11.4. The Future of the Academic Advising Service: Baseline- Starting Point

I found that this group of participants did not maintain homogeneous views or ideas about the future of the academic advising service, their particular services, or, a host of other subjects or topics that I presented to them in the process of the interviews. In fact, some of the views and ideas expressed were quite opposite in nature and could be regarded as incongruous especially as they pertained to basic premises or convictions held by employers about students and their recruitment. For example, during a discussion regarding the impact of globalization upon businesses and industry and how the "nature" of business today might require different skills and more "worldly" perspectives from student candidates, there seemed to be somewhat divergent views expressed. The following are examples which relate to the issue of foreign language acquirement and the subtle yet important "real" and "perceived" value of it in terms of entry level positions:

> **GB:** "...So it's a plus if a student has studied abroad, it's a plus if a student has learned a foreign language, you know those things are helpful, but they are not gonna get the student the job. Its communication skills, demonstrated motivation, and the ability to work well with others that are going to be much more primary factors..."

> **OL:** "...Computer skills, written communication skills, oral communication skills, even a foreign language...the concept of learning a foreign language now seems almost foreign to students, almost as if its not necessary..."

Indeed, both of these participants would most likely agree that the overall "communication" abilities of students are fundamentally the most important to advocate for in terms of either academic or career advising, yet foreign language acquisition has many curricular and academic planning implications associated with it. In a very pragmatic sense, this subtle "difference" in opinion or framework might have considerable implications for both a student and his or her academic advisor in terms of course planning. Borrowing a term from economics, the "opportunity cost" of either pursuing a foreign language, or some other series of courses in place of it are serious deliberations which students and advisors engage in everyday. Thus, I thought the differences between the oftentimes theoretical worldviews of career services professionals and the more practical perspectives and "system-oriented" perspectives of academic advisors became more apparent to me as a result of the analysis. In this sense, I believe that the baseline or starting point for the career services participant group could best be described as *multifarious* in terms of their perceived roles, functions, populations served, and presumptions about the future of "advisory services."

It should be noted though, as has been the case with all participant groups thus far, the one theme that was consistent amongst the career services professionals was related to the role which technology was currently playing in their service and was anticipated to play further in the 21st century. Their perspectives, predictions, fears and hopes about the role of technology and other themes relevant to the future of academic advising are examined further in the next few sections.

11.5. The Future of the Academic Advising Service: *What the Career Services Professionals Think it Will Be*

I found the interpretation of the career services interviews challenging because of the diversity of ideas, impressions, and predictions expressed by the participants, yet interestingly I found that their espoused beliefs subsided into two consistent categories in terms of what these professionals thought advising *will be like in the future.* Those categories could be described in terms of *the effects of technology on the practice* and eventual *transformations of the academic advising practice.* Consistent with the rest of the participant groups thus far, the impact of technology was thought to have dramatic effects on the practice of academic advising, as it already has in the field of career services. Two of the participants contended that the sheer efficiency and cost effectiveness of technological forms of advising would drive its consideration further into minds of funding designators. One participant stated:

> **RK:** "...And a university such as the ***"home institution"*** which is constantly fighting for the financial resources its... going to have to make some hard decisions, or already making hard decisions...harder decisions because there are more and more options in years to come about ways to spend resources to help people..."

The other major theme, that emerged within the effects of technology category, was the debate over "high tech" versus "high touch" in the provision of advising services. Several participants expressed concern about the implications of going down the totally high tech avenue, yet most seemed to concede that ultimately the preferences of the populations served would dictate how the service would be composed. One participant suggested:

> **GB:** "...Well I think we're gonna see more and more the high tech and the users themselves will prefer less and less of the high touch and it will be there to an extent for the others who still desire it. But I think that percentage is going to be diminishing, diminishing, diminishing..."

Thus, in a sense we recognize how technology is a factor in the transformation of the academic advising practice, yet there were other factors, which appeared as well. It seems that several themes associated with different approaches toward students in the practice, variations in the actual resources available via advising, and the closer integration of advising with the curriculum were predicted by career services participants to happen in the future. More attention to an emergent non-traditional and returning adult population was mentioned, in addition to reforming certain advising practices in order to facilitate more distance-learning options. Moreover, some novel ideas regarding the unity of career development issues to academic planning were elaborated upon. The following two statements by participants reflect changes in both the manner in which students are coming into the academic system from high school, as well as the potential for changes in their college classrooms as further collaboration between academic advisors, career counselors, and faculty are being facilitated. First, it seems that high school paradigm regarding acceptance criterion might be revisited which could have implications for academic advising, as one participant remarked regarding the advent of more "career directed" entering students:

> **MS:** "...Well ideally, the ideal impact would be that students are going to be more focused on their career and on their major. Some people are even speculating that people are going to come out of high school and they are going to have a portfolio or resume and they'll use that portfolio to get into college and they will take that with them and they'll build that into their resume to go job hunting..."

Thus, some of the career services participants seem to feel that we (as well as the students) may be operating from a different framework as advisors, as we evaluate student qualifications for acceptance into our institutions and then work with them on their academic and career planning. In this sense, academic advising might become less "mechanistic" in terms of suggesting courses and regulating over the procedural aspects, and more "holistic" in terms of examining more of the long-term goals of students and acting more in the role of coach, guide, or mentor in facilitating a path toward those goals. Taking this framework just a little further, and into the college classroom, the following career services professional elaborating upon her values, convictions, and her current efforts with respect to forging a new model of advising practice suggests that academic and career advising should be integrated into the curriculum:

> **OL:** "...helping people to understand what changes are going on and help to plan and prepare for those changes is what I see my role as a career planning and placement counselor being. So I'm working right now with a psychology instructor and the service and learning instructor, on how to incorporate what I do into their curriculum. Because personally, I think that academic advising and career counseling ought to be integrated into the curriculum so that students can see the tie in between academics and growth...."

Hence, this last statement from one of the more progressive participants provides a solid transition into the next section, which explores what career service professionals think the future of the academic advising service should be like. Indeed, the notion of further unity between various sectors of the university and the world of work was advocated for and elaborated upon in greater detail as the participants were able to share their own convictions and values about the career development process and its relationship to academic advising. These issues and others are discussed in the next section.

11.6. The Future of the Academic Advising Service: *What Career Services Professionals Think it Should Be*

The overall theme, which became apparent to me in terms of how the career services participants thought academic advising *should* be in the 21st century, could be best expressed in the idea of "collaboration." Collaboration of many kinds across many constituencies was explored and described in detail by all of the participants in a variety of different ways. Fueled by information technology, the career services professionals could foresee new relationships being established across the borders of career services and academic advising and even beyond. One of the career services participants thought that all kinds of advising and counseling should be offered through a "meta-center" of sorts:

> **GB:** "...if I were designing a student service area, I'd have academic advising, career planning, general student counseling, and placement services essentially work out of one place..."

Indeed this kind of sentiment towards collaboration or the combining of services (particularly between academic advising and career counseling) was echoed by all of the career services participants with just some reservations, conditions, and concerns – which are addressed in a later section. Overall, it was my impression that by and large the career services personnel saw their role as more "outreaching," as compared to the role espoused by the academic advisors reviewed in the last chapter. Indeed the nature of their work does take them farther outside of campus and into (business and industry) circles which only relatively few academic advisors have occasion to traverse. Yet, when asked about the role which *academic advisors* should play in the 21st century, and how we might go about measuring, verifying the impact of what we do, one participant depicted a foundational or philosophical framework which captures the essence of an "advisor" for either academic or career purposes:

> **TJ:** "...But remember...every department...every member of the university organization has a function to help one individual to become what they want to become..."

In this sense, I found the career services participants' perspective about the future of academic advising both comprehensive and inclusive – in that they seemed to have manifested ideas about the overall "guidance" of students which cross beyond the traditional boundaries within higher education which other participant groups seemed to be constrained by. Some of the career services participants were more comfortable than others using their imagination and considering the different possibilities for academic advising, and one especially inspired participants expounded upon a vision for academic advisors in the future which would orient and ground their practice further in terms of the realities of the world of work:

> **GB:** "...Well academic advisors would be a part of greeting employers, at times having lunch with employers, and having the opportunity to develop relationships with employers and having that as a part of their job...
>
> If you put the advising and the placement together, the advisors are going to see more of the corporate world because the corporate world is a huge part of the employment market for our grads. Hadn't always been that way. But it is now..."

Thus, at the close of this section devoted to career services participant's perceptions of how academic advising in the future *should* or could be conducted in the future – advocacy for more collaboration amongst several university stakeholders and extensions of advising into the arena of industry were evident in my analysis. In the next section, themes and categories related to the causes of change are explored.

11.7. The Future of the Academic Advising Service: *Causes of Change*

In this particular grouping dedicated to analysing the career services participant's perceptions of the causes or forces of change in the practice of academic advising, some interesting findings were yielded. First off, it seems that the career services professionals were aware of and cited more forces of change, as well as the implications from those forces, than any other group reviewed thus far. Moreover, their statements, premises, and ideas about the origins of those "change forces" could be categorized as follows: change brought about by economic pressures and change brought about by information technology. And furthermore, as a *result* of those forces two sub-categories related to their implications could be summarized as *evidence of enhanced competition* in a variety of arenas, and *evidence of commodification* within the higher education system.

I think the following statement by one of the career services participants helps to launch this entire section devoted to the forces of change because it links both of the major forces of change together and illustrates how they influence each other:

> **GB:** "...Well, economic changes cause things to change. Opportunities can cause things to change. I mean the web and the availability of increased quality of reduced cost telecommunications are changing our views toward things. And so, that effects what happens..."

Thus, spearheaded by economic pressures, information technology provides an "opportunity" for services within the higher education system to examine what they do and consider a variety of different options in terms of delivery. Other evidence from participants about economic pressures or manifestations of economic pressures included: the expressed need by employers for more students to major in technical fields due to current shortages; the globalization of certain industries requiring students to have more "worldly" orientations; institutional pressures to maintain "full time enrollments (FTE's) and to have less students changing majors and remaining undecided because of their propensity to then "drop" or "stop" out; and finally, even the "economic" concerns of parents were evident in terms of the pressure they

sometimes placed on students regarding more "practical" or "lucrative" majors, and their demands for higher levels and quality of service in light of increasing tuition costs (especially at private institutions). In summary, it seemed evident to me from what the career participants stated, that there was significant evidence of current and future economic pressures which could lead to changes in the advising service in the future.

Turning to the pressure for change brought on by information technology, as has been mentioned earlier in this chapter, it seems that career services operations have taken a more aggressive approach thus far, as compared to those in academic advising, in terms of the implementation of information technology. In some ways reflecting a more "customer-service" orientation, one career services participant made the following comment about his perception of the nature of today's student:

> **GB:** "...The more we can provide information electronically when and where they want it, via the web or some similar thing that's out there...I think that's what most students are going to want..."

Thus, as was conceded by several other career services professionals, electronic forms of communication and web-based formats seem to justify themselves in terms of the expectations of students and the economic pressures exacted by institutional systems, as well as industry, and in some cases, graduate and professional schools as well. One participant noted the following technological expectation of competitive law firms these days:

> **RK:** "...But they want video conferencing, they want telephone interviews, they want students to fax them resumes. They could conceivably have a student fax them a resume, they could e-mail a response to set-up a telephone or video interview – all as alternatives to the traditional on-campus interview format..."

Thus, there was significant evidence put forth by career services participants to suggest that the force of information technology - in terms of its capabilities and the expectations of those being served by it – has the potential to change the practice of academic advising. Indeed, it seems that in a sense, the participants expressed a heightened awareness of an "aura" of enhanced *competition* in a variety of different capacities as a result of economic pressures and the advent of information technology. Some of these included an awareness by the participants of institutions competing with other in terms of access to students (both undergraduate and graduate) and their strategies to use distance learning options as a specific enrolment securing effort as well as industries competing with each other to secure the most qualified students. One participant offered the following with respect to the advent of "partnerships" forming among businesses and universities:

> **RK:** "...The other thing I think may continue...and we are seeing this already...are partnerships with organizations, business, people who see a vested interest in having having relationships with universities...and to some extent we are seeing this in career services...to have access to our students in a more competitive worker environment..."

Following on this statement regarding the influence of employers and industry on the career services practice, participants did offer further evidence to suggest that they perceived employers and businesses even having influence over the actual curriculum. Once career services participant offered the following illustration of this when asked about the famous reputation which her graduate program had been granted:

> **CA:** "...Very well deserved because the faculty went right to their industry contacts and said ...tell us what you want...and then they did it..."

So in this sense, some commodification of the academic enterprise was recognized by participants, which was further evidenced by recognition that students and their employers were seeking shorter, more convenient on-line, weekend, and satellite campus course offerings; and more formalized faculty and industry exchanges are being established with credit granting internships being offered to students. Yet, in light of all these forces, resistance to the forces was also registered by the participants and is explored further in the next section.

11.8. The Future of the Academic Advising Service: *Resistance to Change*

Indeed, once again I found analysing the career services professional's perceptions of the resistance to change an unwieldy, yet revealing activity. Yes, there were some sentiments expressed regarding to what extent should technology play a role in the service, and the warnings and fears against taking the "human element" out of the process – that we have seen time and time again in all of the participant group thus far, yet there were other forms of resistance as well. Interestingly, because some of the career development offices had already computerized some of their services, some complex, ethical issues regarding "confidentiality" and "access" to versus "blockage" of information were coming to the forefront, as one participant commented about a recruitment site established in her center:

> **RK:** "...three to four years ago everybody thought this would be not only be the wave of the future, but the wave of the near future...and what we are finding is that individuals, to some degree are reluctant to put out personal information about themselves without there being several controls over that..."

Moreover, some of the other career services participants alluded to various other forms of "proprietary" and "strategic" activities which students, counselors, administrators, professional school representatives, and members of industry find themselves in – uncharted in many instances and with levels of resistance registered in different ways. In this sense, many of these technological systems which create new alliances and formats for communication and the exchange of information have just not been completely thought out as yet. And as a result, stakeholders in the process feel the need to protect their identity, conserve their resources, verify claims and assurances, and in some cases, avoid altogether, because of perceived risk.

Hence, I believe that as "pioneers" of various forms of electronic and web-based student services – the career development professionals I interviewed – have shined the light on some very important paradoxical issues which those of us in the academic advising profession should be cognizant of if we move in those directions in the future. Another form of resistance to change was evident in terms of the nature of the higher educational culture itself. The following statements by one of the participants in response to a question concerning how higher education - and academic advising as a subset of it - might change in response to both technological and economic pressures captures the somewhat lethargic nature of higher education systems:

> **GB:** "...And though we're change agents and though we're involved in all this research and all this development – that doesn't mean that we change ourselves very readily at all. We're incredibly conservative institutions...
>
> So I think some change takes place, but it's very, very, very gradual and it's not necessarily across the board..."

In summary, I found that the career services participants were capable of expressing concerns and resistances about issues, pressures, and demands impacting directly upon advising and counseling practices, yet they also alluded to and speculated about how the forces of change might effect other stakeholders in the process.

11.9. The Future of the Academic Advising Service: *Conclusion*

In conclusion, I found this exercise of analysing career services personnel perspectives on the future of academic advising to be unwieldy at times, yet illuminating and thought provoking on the whole. As a fellow certified career counselor, the technological directions which career services operations seemed to be going in already intrigued me greatly. Listening to the participants describe their work, their goals and their collaborations with various entities, both on and off-campus, I realized how much more insulated in ways those of us in academic advising are prone to be. Again, the variety and diversity of perspectives on the perceived forces of change that were expressed by the career participants seemed to suggest to me that career services personnel are privy to a much more inclusive and comprehensive perspective on the role of higher education, and the role of counseling and guidance activities, within the context of a larger outside world. And as a result, *their* framework for practice, and possibly their *projection* of a framework for practice in academic advising, reflects more diverse approaches, more collaboration, and an acceptance and utility of technology within given boundaries. Moreover their the embracing of a customer or client services orientation, and a more *outwardly* directed sense of securing new ways and methods of meeting the needs and demands of a diverse, emergent, and rapidly changing population both on and off campus are also characteristics that academic advisors may need to emulate in the future as well.

CHAPTER TWELVE: CONTENT ANALYSIS: FACULTY MEMBERS

12.0. Chapter Twelve Overview

In this chapter, I endeavor to explore and present the inferences obtained from six interviews conducted with faculty member participants. An in-depth analysis of the interviews revealed faculty perceptions of the future of the academic advising service, how they thought the service might change, as well as how they wanted it to change. Also explored were the faculty members' understanding of perceived forces causing the service to change in the future, in addition to an examination of any resistance to change. Finally, in the conclusion section a summary of findings of the entire process is offered with some personal reflections upon what was learned and what the analysis process was like for me as a practitioner-researcher.

12.1. Participant Profiles

The following participant profiles are offered in order to provide relevant background information about the faculty members I interviewed in this participant group. As a result of the content analysis I conducted, it became evident to me that the faculty participants invoked some of the fundamental values and assumptions about their primary role as "academics" into their long-term views or perceptions about higher education in the 21st century. All of the faculty members interviewed spoke quite vehemently about the centrality and importance of their primary duties and responsibilities as members of the academy and what one participant considered "the ethical and moral dimensions of anything that is learned." In this sense, the faculty brought with them to these interviews a strong foundational sense of principles and values, that shaped and influenced their current view of academic advising as well as their projected view. Another common "profiling" element that was common amongst all the participants was the referencing of differences in attitudes and ideologies between students of their generation and those of today's. Often reflecting back on "their own days as undergraduate or graduate students," the faculty participants offered many statements with regard to how the "values and motivations" of students had changed and was factor in their teaching and advising approaches.

CH – CH was a full professor of Classics at a large, public university. As a graduate of a small, elite, private, liberal arts college as an undergraduate and then for his Ph.D. at a larger, public university, he was familiar with the unique dynamics and missions which exist in both kinds of academic environments. Moreover, the unique intermixing of his lecturing experience, scholarly activity, and community services in the high school system with teachers, principals, students, and guidance counselors entitled him to reflect on the future of academic advising from a uniquely grounded perspective. A former, part-time faculty advisor in a large, centralized advising center, this participant was capable of responding to questions about advising from a highly informed and experienced perspective.

DL – DL was a full professor of English and Associate Dean at a mid-sized, fairly selective, public institution. As an undergraduate at the very same institution she had been working at for over 25 years, she recalled how academic advising was very different for her from the way it was conducted now, and how it might, or might not even, be practiced in the future. Moreover, attending one of the largest public universities in the United States for her Ph.D., she encountered yet another system and approach toward advising, and mentioned the influential advising experiences of some of her close friends at that time, that were still palpable decades later. Planning on retiring in the very near future, this participant used the interview as a vehicle to communicate a variety of different concerns and wishes regarding not only the future of academic advising, but a host of other issues related to higher education, and public education at all levels as well.

GN – GN was a full professor of Biology and coordinator of a variety of "honors" based, science-oriented, research programs for undergraduates at a large, public university. The graduate of a small, private liberal arts college as an undergraduate and a large, public, state university for his Ph.D., he, like several of the other participants, had his perspective of advising shaped by a variety of different educational experiences in diverse institutional settings. A staunchly committed, interdisciplinary scholar and advocate of experiential forms of service learning, this faculty participant's values and attitudes toward teaching and learning underpinned much of what he believed about the practice of academic advising as well. Evident in his responses concerning the future of academic advising were bedrock convictions concerning the importance of "collaboration" and "social construction" as part of any new manifestation of the practice.

WL – WL was a full professor in the Department of Romance Languages at large, public university. The creator and original coordinator of an interdisciplinary undergraduate major which combined the study of a foreign language with internationalized business in conjunction with a study abroad or work abroad component – this faculty participant had the very unique experience of working closely with faculty colleagues, university administrators and members of industry. As a result he was able to incorporate this kind of widespread exposure to and familiarity with the needs and motivations of a variety of different constituencies as they might impact or affect the future of academic advising. Already convinced that information technology and globalization were the two predominant forces shaping higher education, he spoke candidly about how those forces could bring forth both positive and negative outcomes in terms of academic advising, as well as a variety of other sectors within higher education.

HR - HR was a full professor in the department of Psychology at a large, public university. A practicing psychologist and certified minister as well, this faculty participant was able to postulate about the future of higher education, teaching, and academic advising from the perspective of someone possessing familiarity with both theoretical and practiced-based frameworks. Specializing in the psychology of religion, he was familiar with many of the existing social science theories currently being used to describe and understand the dynamics and forces shaping contemporary society. Seriously concerned about information technology creating higher educational environments, which would restrict students in terms of their own "self-will" and ability to use their own judgment in decision making matters- this faculty participant championed all forms of "freedom" within the higher education process, and in particular, in the practice of academic advising.

NJ - NJ was a full professor in the department of Philosophy. He completed his Ph.D. at one the nation's largest public universities. Highly involved in many local, national, and international causes regarding the environment and global sustainability, he was able to elaborate on issues related to advising and higher education from a perspective shaped by his own understanding and dealings with the impact (positive and negative) of globalization and information technology. A former, part-time faculty advisor in a large, centralized academic advising center he too was familiar with and could speak to issues effecting both departmental and centralized forms of advising. Maintaining strong convictions about the ethical and moral dimensions of higher education and the building of character in students during their undergraduate experience, he advocated that academic advising be considered a vehicle for academic advisors to model exemplary citizenship and community leadership on campus.

12.2. Overview of the Faculty Member Participant Interviews Process

Simply put, I found the process of both interviewing faculty participants and then analyzing their interview transcripts both a moving and uplifting experience. Their passion about instructing and guiding students, their commitment to the values and canons associated with practice of teaching and conducting research, and their genuine concern for the welfare of students was reassuring to me, as a fellow member of the academic community. It was quite evident that the faculty participants maintained some firmly held views on topics such as the proliferation of information technology and were quite willing and comfortable to open up and share those views and beliefs with me. I was particularly impressed with the adept manner in which faculty members were able to locate their specific role in preparing students for a "collective" future; collective in terms of the students themselves and also within the larger context of society. With specific respect to their views on academic advising, it was challenging for me at times to not "correct" or "inform" some of the faculty participants regarding their understanding, or misunderstanding, of current systems, resources, approaches, or functions. There was several times where I found myself resisting the natural temptation to "re-orient" these participants as to how in fact certain facets of advising or career counseling were conducted, what resources were already available, and how advising in a centralized center was different from the advising they conducted.

12.3. Questions and Inquiry Strategies Used

In an effort to engage faculty member participants in a discussion regarding their views and perceptions of the future of academic advising in the 21st century – I employed a multitude of varied questions, scenarios, and examples of possibilities in order to elicit responses. The following are some examples taken from the interviews:

> **Researcher:** "Getting down to the actual elements of that advising relationship…what do you would be important in terms of knowledge…in terms of your advising role looking ahead into the future?"
>
> **Researcher:** "Where does that take the academy in terms of a web-based, distance learning framework?"
>
> **Researcher:** "…lets get back to something you said earlier on…we talked about what was on your syllabus 10 years ago and what's on your syllabus today…and how that had changed. What do you see on your syllabus 10 years from now?"
>
> **Researcher:** "So this culture of proliferation of research and publication as a mainstay...or valued aspect of the university career...works against the advising capacity?
>
> **Researcher:** "So industry really changed the curriculum in a sense or influenced the curriculum…?
>
> **Researcher:** "What will the knowledge of the advisor consist of…if they are now relieved of a lot of the catalog based or mechanically oriented details that we all carry around with us that make us valuable now?"

Moreover, I asked questions and explored the faculty participants' perceptions and ideas about the future of academic advising and the impact of societal forces (i.e., globalization and information technology) through a variety of different inquiry strategies. Following in unison with the previous participant groups, I asked about the "hypothetical" scenarios of combining academic advising with career services and the "concept" of a totally web-based advising service. In addition, I asked more specific and "probing" kinds of questions related to their role as teachers and members of the overall university community. I asked questions about the role and impact of distance education in the future, about the nature of relationships or partnerships forged between institutions of higher education and industry, and about the role of corporate universities in the future. In addition, I posed some more philosophical questions about what major issues or hurdles they foresaw for higher education as a whole in the future, and turning to the practice of advising again, I asked inquired about the notion that in many instances, "academic advising" by faculty was not taken into consideration in the tenure process. Direct quotations from faculty participants regarding these aforementioned topics and subjects are included in the next few sections as they pertain to the *future of the academic advising service*, the *causes of change*, and the *resistance to change.*

12.4. Future of the Academic Advising Service: *Baseline – Starting Point*

Similar to the career services personnel explored in chapter eleven, the faculty member participants also shared quite disparate views about academic advising and the future if it in the 21st century. They all defined the practice quite differently in terms of their own disciplinary orientation (humanities, social sciences, and natural sciences) and in terms of their understanding of the different kinds of systems or outlets for advising that existed on their campus. Because some of the participants had been exposed to academic advising in a centralized format in the past (3 hour, weekly shifts in an advising center), in addition to their regular departmental advising, both their understanding of and predictions about practice of academic advising in the future were different from those who had just practiced advising out of their own offices. Indeed, it should be noted that those who had participated in centralized advising in the past were privy to an extensive orientation program, an introduction to a wide variety of campus resources, on-going professional training, and an exposure to a wider cross-section of undergraduate students. Indeed, a majority of the students they advised in the advising center were majoring in subjects *outside* of the faculty member's discipline and many may have been undecided as well. This experience in turn allowed these faculty participants to incorporate a much broader perspective into their answers about the actual nature of the practice and its' future. On the other hand though, those who had not been exposed to "advising center" advising seemed to maintain some rather specific beliefs that advising should only take place within the "sanctity" of a professor's office or lab, as one participant remarked:

> **GN:** "...I think the student needs to be advised on the site where they are considering spending their lives..."

Thus, such strong sentiment about the faculty role in advising and the placing of students within the "actual context" of their future setting was registered in the analysis, and did manifest itself in some other ways as different kinds of future scenarios, like merging advising with career services was mentioned. While such notions might be considered a "resistance" of sorts, I suggest that many of these statements about advising which faculty participants offered concerning their *premier* role were more *foundational* in nature, again, especially when juxtaposed against those views and perspectives of faculty members with experience in the centers. And by foundational, I mean that they were communicated in a deeply passionate manner – without hesitation or reflection on the possibilities or future scenarios at hand. Thus, in summary, in terms of a starting point from which to examine the perceived forces of change and their impact on the future of academic advising from a faculty perspective, it seems that a "common" or "shared" framework about the practice was not evident in the interviews. In essence, the faculty members in my study conceived of, practiced, and advocated for academic advising in very different ways. And I posit, that "differences" or diversity amongst faculty member's perspectives about advising should *not* be surprising given the "independence" they operate within and are encouraged to demonstrate within their research and scholarship.

In the next sections, the forces of change and their impact upon the practice of academic advising in the 21st century according to faculty member participants are explored.

12.5. The Future of the Academic Advising Service: *What Faculty Think it Will Be*

As was the case in the last section on "foundational" ideas about the practice of academic advising, the faculty participants theorized quite different views about how they thought academic advising *would* be conducted in the future. Some thought it would change dramatically, some thought it might disappear completely, some thought it would dissolve in the way in which it had been known and be reinvented in some other manifestation, and others thought that the basic activities engaged in (course selection, registration, monitoring for graduation) would not change very much at all - even if many of these "traditional" advising activities were "enhanced" or influenced by technology. And in a sense, the impact of information technology was referenced in great detail and was considered a "cause of change" by the faculty participants, which is explored further in a future section.

Yet, an interesting revelation about the projection of technological advancements in academic advising and the manner in which students might interact or use them was reflected in some recent interactions between faculty members and their advisees. According to several of the faculty participants it seemed that they perceived students "defining realities" and "defining possibilities" according to the limits of the technologies at their disposal. In one instance a faculty member had asked an "honors" student of his to find the phone number of a particular resource in the local community. Much to the faculty member's surprise the student reported back to him that after several hours of searching the Internet he was unable to locate that phone number. That faculty member in turn picked up a phone book and found the phone number immediately, causing him to reflect upon the "framework" of reference from which this student was operating and the implications of the technologically oriented generation of "talented" students he was now both advising and teaching.

Another faculty participant voiced his concern about this phenomenon by relaying several instances where some of his most gifted research students had reported back to him after engaging in major literature searches, only references dating back to 1972 (earliest year referenced in the electronic data bases of the campus library). As this faculty participant stated with respect to the implications of information technology on the student's academic experience, "I think there is a danger of students losing their past and their history." Thus, some faculty predicted that academic advising might also fall prey to this framework of a "technologically defined" or "parameterized" world-view which students and faculty members could, unwittingly in some cases, become inhabitants of. Moreover, several of the faculty members mentioned the importance of hearing the students' tone of voice, seeing their physical appearance, and, essentially securing the opportunity to engage with students in a two-way dialogue. Capturing the importance of these "humanistic" interactions and their significance in terms of the process of advising and their role in helping to *transcend* the "perceived" fixed parameters of the university structure, one of the participants offered the following illustration in terms of how something as simple as an "arched eyebrow" can lead both the student and advisor into a "character-defining" experience:

HR: "...so I think those sparks, those kinds of intuitive leaps...things like arch your eyebrow and puzzle over something that didn't make sense are important...

You (student) might...leave me saying, 'well... I know that's probably not the best bet, but I'm going to do it anyway because I really want this class, I really want this information.' And they may some how be able to make something of that that you could never have anticipated and that the machine may have not even allowed..."

So here we have again somewhat "resistance-oriented" sentiment, but delivered within the context of where and how several of the faculty participants thought academic advising *might* be practiced in the future. Faculty members did feel strongly about academic freedom in all its capacities – including the freedom for students to make mistakes. Furthermore, this freedom was needed in order to engage in more personalized and, in many cases, more meaningful academic planning, whereby both student and advisor were able to negotiate how specific requirements could be met by referencing academic rules and policies, but not being arbitrarily confined by them.

Overall, the faculty participants projected that advising would be altered by the efficiency and effectiveness allowances which information technology provides, and were concerned that the direction might begin to shift toward some "intellectually" and "institutionally" dangerous paths if left to become too technologically defined and practiced. As has been illustrated in this section, the faculty participants often referred to their values and principles as teachers and mentors as they projected about what they thought academic advising might become in the 21st century. In the next section, that deals with how faculty members feel academic advising *should* be practiced, those values and principles are revisited.

12.6. The Future of the Academic Advising Service: *What Faculty Think it Should Be*

Once again, the deeply held sentiments and convictions about "teaching" seemed to permeate many of the faculty members' ideas about and preferences for how academic advising should be conducted in the 21st century. Phrases such as "eye to eye," and "face to face" were common throughout all the interviews in terms of describing the "*human forum*" in which both teaching and advising should be practiced. Other terms and concepts which were common amongst the faculty participants in their description of preferred modes for the delivery of advising in the future included: apprenticeship, collaboration, social construction, and mutual understanding. Indeed, there was significant evidence to suggest that faculty participants connected these activities together (teaching and advising) and were able to substantiate projections for both of their future practices using a strong, mutual value base. Referencing the historic nature of the academy and some of its fundamental premises, one of the participants offered the following:

> **GN:** "...I am really conservative...I don't think that the fundamentals of the transmission of insights between teachers and students has changed in 3000 years..."

In this sense the faculty participants were keen on advocating for and maintaining the humanistic side of their teaching and advising practices, especially in light of advancements in distance education and information technology. Yet, it should be noted that all of the faculty members were certainly not "anti-technology" or against distance education. They just felt that there were limitations in their applications and that there should be limitations set on the amount to which "information" was allowed to infiltrate the "interactive" forum which the faculty deemed so necessary for learning and development to take place in both teaching and advising. One participant posited:

> **NJ:** "...We do great on information...we don't do so great on building character...we could do better..."

Thus, there was evidence among some of the faculty participants attesting to the "de-humanizing" dangers and potential pitfalls inherent in the technologically driven advancements, which were discussed during the interviews. Yet, all of the faculty participants did offer and admit to the various creative ways in which tools such as the World Wide Web were extremely useful and relevant within the modern and futuristic contexts of teaching and advising. Furthermore, as is indicated in the following statement from one of the participants, there was admission that in some sense – certain technological applications within academic advising (ex. electronic degree audits) could actually advance the quality, comprehensiveness, and scope of the advising practice – not restrict it:

> **WL:** "...I think that is good because that allows me to spend time on other things...I have no intention or inclination to spend less time with the student, it just allows me perhaps to elevate our conversation a bit..."

Indeed, several of the faculty participants admitted quite readily that information technology and certain aspects of distance education were critical to higher education and *should* play a role of some kind (with restrictions) in terms of teaching and advising. Yet, once again it became very evident, especially taking into consideration statements like the ones that follow – that the faculty themselves really did value the opportunity which advising afforded them in terms of delving into the most intrinsic elements of the student experience. One participant offered the following challenge, which he issued to one of his Pre-Medical advisees:

> **GN:** "...What are you taking for your soul this semester...instead of just getting ready for the MCATs?..."

Moreover, the following statement from another faculty participant also points to an "engaging" and "challenging" kind of advising stance which he strongly believes *should* be a foundational construct for all academic advisors to instill in their advisees:

> **HR:** "...What I argue in some sort of ideal sense is that your passion...to follow your passion and life will make room for you. I mean the world will make room for your passion..."

Hence, this faculty perspective on academic advising suggests that future practice should endeavor to probe and uncover the highly individualistic and motivational factors that play a significant role in the higher educational process for students. In this sense, the faculty participants wanted the advising practice of the future to reflect a process in which advisors (whether faculty or other) would help guide students on a personally meaningful, thought-provoking, values-defining academic journey, discovering their true talents and passions, and then finding and acting upon ways in which the institution could go about strengthening and facilitating those talents and passions. In summary, it was agreed that technology could *assist* in the advising process, and that more awareness of outside job market links would be needed in the future. Yet, the faculty participants were adamant that in the final analysis, it should be the students themselves defining their own niches in the academic system and in their future careers, irrespective of technological, institutional, or commercial definitions or limitations. I think this sentiment is best captured in the following statement by one of the faculty members:

> **NJ:** "...They need to be understood and regarded as human beings and respected and given an opportunity for access to the powers that be...and an opportunity to work with the system and not just be worked on by the system...and the advisor plays a central role in that..."

Thus, the faculty advisors were very much aware of how forces, both within the institution and outside it, were changing the nature of their work. And as a result, they felt a pressure to act in the role of "protector" for students, attempting to maintain an environment of "academic freedom" in which both parties could engage in the academic advising practice without those forces impinging on the process in an aggressive manner. In the next section, the forces or causes of change perceived by faculty participants are explored in further detail.

12.7. The Future of the Academic Advising Service: *Causes of Change*

Examining the interviews with faculty participants it was clear to that they, as a group, were very much aware of some of the prevailing and predominant forces shaping contemporary society, which were impacting their work as teachers, researchers, and advisors. As we explored phenomena such as the globalization of the economy and the proliferation of information technology the faculty participants responded mostly in almost a "disciplinary" fashion, using their specific academic subjects as "lenses" of sorts from which they peered out at world and future ahead. Yet, some did offer more personal accounts of the impact of the forces in terms of their personal lives as well. In an effort to organize the faculty perceptions of the causes or forces of change into a structure of some kind, it would be accurate to place what they described into two thematic categories: *perceptions of external causes of change* and *perceptions of internal causes of change*. It should be noted that the terms *external* and *internal* are used with specific reference to the institutional settings in which the faculty participants worked. Starting with external forces of change, there was awareness and concern about the powerful and aggressive stance of corporate interests within the academy.

And in that sense, the faculty participants were concerned about the culture of higher education, and their disciplines being challenged, transformed, or even threatened as a result. One participant sensed that his field of study had now been relegated to a more "peripheral" stance within society because of the changes brought about by information technology:

> **HR:** "...especially in disciplines like psychology...where because of the addiction to technology...at least in this century...I think that our discipline is just now considered a luxury..."

This in turn has implications for the future of academic advising in terms of the "propensity" of students majoring or choosing *not* to major in certain fields or disciplines. Indeed, many of the faculty participants talked about a noticeable shift toward students choosing to pursue more "marketable" majors and even the "reinvention" or "reinvigoration" of certain fields in light of such external forces. For example, one of the participants actually initiated a *new version* of a foreign language major by combining the study of the language with an internationalized business minor and requiring that students either study or complete some kind of work experience abroad. As a result, the number of students actually majoring in foreign languages has risen dramatically since this program's inception. So in this regard corporate forces and demands were recognized, and in a sense, "channeled" back through the academic system resulting in a more "market savvy" outgrowth for both the students and the department. Yet, there were many faculty participants who were extremely fearful of these "creeping" kinds of compromises which they saw occurring around them, and these claims are substantiated further in the forthcoming section devoted to *resistances*. However, the following statement by one of participants summarily captures the essence of the dilemma evident in the faculty participants' commentary on perceived external forces:

> **HR:** "...I think that is maybe the quiet revolution that is going on in higher education now. The whole question of what is your education for...and I think we are really in something of a struggle about that..."

And turning to the future of academic advising, once again the faculty participants sensed that students were caught in this struggle as well. One of the participants submitted the following statement with regard to how he perceived students responding to the magnitude of the external power structures, that he believed were causing students to become cynical, and more "self-seeking" in their academic pursuits:

> **NJ:** "...Things are so big and move so fast...students feel almost helpless in the face of these forces...you hear it in off-handed remarks..."

Yet, it did seem that some of the honors students, with whom one of the participants worked closely, seemed to exhibit more "altruistic" tendencies with regard to the pursuit of their education. Once more this may have implications for the future practice of academic advising – as students engage in some of the most significant decisions of their lives – choosing and constructing academic and career plans – often in consultation with faculty.

Thus, there was evidence from the interviews that corporately-driven forces like globalization and especially information technology were changing the environments in which they worked, their relationships with students and colleagues, and the actual nature of the tasks that they engaged in. And it is in this more "local" or central capacity that I now turn to in describing how the faculty participants perceived the causes of change impacting their activities from "within the walls" of campus. This sentiment is classified within the thematic category of *perceptions* of *internal causes of change*. And thus, as we move closer to the actual work of faculty members, the proliferation of information technology was clearly the most reported dominant force. With regard to their perceptions of the impact of information technology on academic advising in the future, some were concerned that recent, "administratively driven" directives regarding the "computerization" of various campus functions (including certain aspects of advising) might locate the practice of academic advising in a precarious or vulnerable position. Furthermore, the following statement by one faculty participant in response to the impact of information technology not only acknowledges the internal nature of that force, but also suggests some evidence of an *administrative values framework* regarding the "perceived" eminence, or lack thereof, regarding academic advising:

> **WL:** "...I think it is enormously powerful in a university... the forces within the university are pushing people exactly in that direction...as you know there is not that much prestige in advising...
>
> I think very possibly it is going to mean that the advising function is going to be seen as less and less necessary..."

In summary, the perceptions of the causes of change perceived by faculty participants offered evidence that the influence of corporate forces and the impact of information technology were altering and affecting their work as professors, researchers and advisors. And in terms of the impact of these forces on students, the faculty participants registered concerns that they perceived tendencies in students to elect more "marketable" courses of study, and that many of those students felt "overwhelmed" by the almost "pre-determined" format or template of possibilities which lay before them in terms of both academic and career planning. And lastly, the current propensity toward computerization of various student services (like advising) and its perceived lack of status might place academic advising in a susceptible position within future higher educational systems.

As we turn now to the forces of resistance perceived by faculty participants, the following statement by one of the faculty members links the "outcome" of the most predominant cause of change, information technology, to an "indistinct condition" which faculty members are increasingly finding themselves in and voicing their resistance against:

> **HR:** "...Clearly the technology has made the university have no walls...and so clearly we are now in a funny kind of boundary - less situation here...and boundary - less situations risk the collapse of identities and then that becomes a huge problem..."

12.8. The Future of the Academic Advising Service: *Resistance to Change*

Once again, I think that the deep-seated values and convictions that faculty participants held about the "sanctity" of their "primary" professorial roles were evident in the kinds of resistances which they posited in order to counter the perceived causes of change, explored in the last section. And turning back to the last quote in that section, which cited the perceived, blurred boundaries of a 21st century higher educational system, it seems only natural that those faculty members would use the canons of their profession as both a compass to "re-locate" themselves and as an implement of defense. Indeed, the unison of faculty participant sentiment regarding the potentially treacherous situation in which universities increasingly find themselves in terms of the ongoing pressure to secure funding was resonant. They were particularly concerned with the fundamental differences in values and principles that underpin corporate structures and higher educational structures, as the following two statements from faculty participants allude to:

> **GN:** "...Corporations involve confidences and secrecy...education should be open..."

> **NJ:** "...the goals of industry are not always the goals of good citizenship..."

Thus, a sense of constructing axiomatic "distinctions" between institutions of higher education and industry was presented by several of the faculty participants in terms of a resistance effort to counter the forces which they perceived. There was also some resistance voiced in terms of some of the *consolidation* or *collaboration* scenarios, which I presented such as the combining of career services with academic advising. It seems while some of the faculty thought the *idea* of combining those services might have some potential benefits "theoretically," or "pragmatically," these particular faculty members were also very careful not to endorse such an effort outright. Again, it seems that the *fundamental* belief system which many of the faculty members maintained became evident as a "refining filter" through which different advising scenarios and possible outcomes were assessed. As the following statements suggest, at least one of the faculty members was "philosophically" against certain models of advising based on his views of what the overall "purpose" of higher education should be in light of current, careerist tendencies:

> **HR:** "...And I think that opting for an advising/career services marriage is opting for a continuation that your education is for the sake of your job. And I think, ironically, that bringing career services and advising together is exactly the evidence of the problematic of that assumption...
>
> If we keep moving in that direction, then I think we are just going to keep creating more and more alienated people...."

Many of the resistances to change were expressed in a unified manner against the expedient, yet ethically challenging manner in which industry and corporations could supplement the future funding of institutions and potentially corrupt their missions. The other two major resistance themes that emerged from the analysis of the faculty participant interviews dealt with information technology and an admission that in many cases, the sharpened sense of competition for resources amongst different academic sectors within the institution was instilling a "resistant" attitude toward "changes" of any kind among departments and colleagues. Indeed, as has been expressed by all the participant groups analyzed thus far, the faculty members were concerned about the "seductive" and powerful nature of information technology, yet again, consistent with their philosophical and ethical leanings, registered their resistance in terms of the larger context of humanity itself:

> **HR:** "...So I think that we have to think about how the technology is coercing us into a way of viewing the human condition that may, in fact, not be appropriate..."

And finally, also consistent with some of the themes addressed thus far in this chapter, it seems that even in their attempts to adapt and accommodate in light of the forces of change – some of the faculty participants, no longer secure in their previously "boundary defined" areas of expertise and power, were more apt to resist new idea and defend territories. The following statement from one of the faculty participants illustrates this tendency, as it related to the development of a prospective new interdisciplinary academic major for students:

> **WL:** "...They're used to college walls. And it's almost like two dogs meeting and the hackles go up as the dean of one college meets the dean of another college...its really hard to get people with a university view, rather than a college view, or a faculty view..."

12.9. The Future of the Academic Advising Service: *Conclusion*

In conclusion, I found the process of analyzing the faculty participant interviews quite humbling. Indeed, their convictions about their particular role and stake in the university structure were conveyed with clarity and fervor. Yet, they were also candid about their weaknesses and frailties as well. One of the admissions by faculty participants, which I found surprising, was their acknowledgment of a serious lack of information in terms of awareness of the career- related dimensions of their academic fields. Indeed, they readily admitted it was critical for students to know what career options would be available to them upon graduation and thus seemed to think that this was an area which they needed to improve in. Also, in relation to this, it seemed that some of the faculty participants were unaware of the resources and functions the career services offices currently offered both students and faculty. Only the faculty participant who initiated the "business-oriented" foreign language program was familiar with the specific dimensions of what that office provided.

In an overall sense through, the faculty participants were concerned about protecting the "humanistic" qualities of the advising relationship in the 21st century. Indeed, they were cognizant of the forces of change, and were willing to allow for limited technological applications to be incorporated in the future, yet wanted to preserve the fundamental and ancient, canonical rights of university officials and students to establish collaborative relationships where personal, academic, and career issues are discussed and planned for. In summary, the resistance factors perceived by faculty participants have direct implications for the future of academic advising in terms of the adaptive measures which faculty were now having to engage in - often times reluctantly.

CHAPTER THIRTEEN

CONTENT ANALYSIS: UNIVERSITY HIERARCHY

13.0. Chapter Thirteen Overview

In this chapter, I intend to provide both a framework for, as well as the inferences obtained from, six interviews conducted with members of the university hierarchy. An in-depth analysis of the interviews revealed university administrators' perceptions, ideas, predictions, and cautions about the future of the academic advising service. Specifically addressed in this chapter are member's perceptions of how they thought the service might change and how they wanted it to change. Also explored were the participant's understanding of perceived forces causing the service to change in the future, in addition to an examination of any resistance to change. Finally, in the conclusion section a summary of findings of the entire process is offered with some personal reflections upon what was learned and what the analysis process was like for me as a practitioner-researcher.

13.1. Participant Profiles

The following brief participant profiles are offered in order to provide relevant background information on the members of the university hierarchy interviewed in this participant group. As a result of the content analysis I conducted, it became evident to me that the "seniority" of the kinds of posts that these individuals entitled them to see the practice of academic advising within the context of the larger university system. Because many of these participants had held a variety of different kinds of posts – professorial, administrative and some within the private sector -- they spoke from perspectives grounded in years of experience "seeing things play out" in a variety of different settings. Thus, in comparison to the other participant groups, their responses to questions were more poised and measured, yet they were not afraid to voice more outspoken views when the topics discussed veered onto areas they held strong convictions about (i.e., ethics and humanistic relationships). Another factor common amongst these participants that I thought would be important to point out in this profiling section was their intimate understanding of the "changing expectations and needs" of the private sector, with regard to the *nature* of the kind of relationships that were now being forged and fostered between universities and industry.

GJ – GJ was the Director of an International Education Division, at a large, public, land-grant institution. With previous experience in international affairs at another large university (50,000 students), this member of the university hierarchy was particularly knowledgeable about future collaborative efforts in the form of "joint-degrees" currently being considered between universities in the United States and in Europe. The holder of a Ph.D. from a Scottish university himself, his experience with and knowledge of the implications of operating internationally based programs within the context of different bureaucratic structures was notably significant in terms of his perceptions of academic advising in the 21st century.

JF – JF was a Dean of Undergraduate Affairs and a professor of communications at a large, public, land-grant institution. A member of the university hierarchy with the responsibility of overseeing a variety of different academic affairs operations (including academic advising units) she was well-aware of how different colleges and units throughout the university community were responding to, adapting to, and resisting forces of change evident in contemporary society. A Ph.D. holder from that institution, chairperson and contributing member of a host of different university committees and task forces, and a devoted, believer in and contributor to the liberal arts community (sometimes even performing in campus theatre productions) she expressed deeply held personal convictions about the way academic advising should be conducted in the 21st century.

RL – RL was a full professor in the Department of History and a former Dean of the College of Arts and Sciences at a large, public, land-grant institution. A graduate of Ivy League institutions at both the undergraduate and graduate level and with teaching experience at a variety of different public institutions (traditional and urban), this member of the university hierarchy, it should also be noted, had actually begun his career in the retailing industry. Therefore, as a participant with a wide exposure to a variety of different institutional settings and with direct experience in industry himself – his perspective on the practice of academic advising was grounded in an ability to contextualize it within the *larger* sphere of the administrative culture of higher education and within the *even larger* sphere of the culture of business and industry.

LE – LE was an Associate Dean for Academic Advising and professor of German at a small, private, liberal arts college. An active member of the college administration with an extraordinary number of responsibilities to preside over concerning a variety of different academic and student services including: teacher certification, scholarships, honors programs, and developmental services – this member of the university hierarchy exhibited a "generalist" administrative style and was committed to various forms of "collaboration" between faculty, students and the administration. A member of the National Association of Academic Advisors, she was well versed in current academic advising literature and theory and was discerning in her projections about the future of academic advising in the 21st century.

WS – WS was the Director of Development for a College of Arts and Sciences at a large, public, land grant, institution. A seasoned, fund-raising professional with a long record of achievement in a variety of different academic, private sector, and non-profit enterprises – this member of the university hierarchy was intimately familiar with the ways in which institutions go about establishing relationships and partnerships with various outside funding sources such as businesses, corporations, associations, and private donors. Particularly knowledgeable about the importance of marketing, university relations, and alumni satisfaction, she possessed strong convictions concerning the future of academic advising, and more specifically, its role in securing genuine bonds between students and university personnel.

BD – BD was the Chancellor of a large, public, land grant institution. Formerly a dean and full professor in the College of Engineering, this university hierarchy participant had served the university community in a variety of different leadership capacities and was keenly aware of the forces shaping and influencing higher education. A staunch supporter and user of information technology himself, and an initiator or numerous "corporate partnerships" between the university and several major corporations (some multi-nationals), his vision for higher education in the 21st century was firmly grounded in an understanding of the larger forces and dynamics shaping contemporary society. Yet as an accomplished musician, and advocate for the relevance of liberal arts coursework within the general education curriculum, his humanistic sensibilities were apparent in his perceptions of the role which academic advising would play within higher education in the future.

13.2. Overview of the University Hierarchy Interviews Process

Overall, I found the interviews and the analysis of the university hierarchy interviews to be intriguing, enlightening and thought provoking. This group of participants seemed to have a real sense of where higher education was going in the future and a keen understanding of the dynamics and forces, which would be shaping it. In this regard, I found their commentary and answers to my questions particularly engaging. Often referencing major decisions already made or future strategies in their answers to my questions, I felt as if I was privy to the "higher stakes" world of upper division, higher educational administration and the ideas and values of those who were in command of it. In light of this, and as a practitioner – researcher, I did find myself reflecting upon and comparing their ideas and values with those that I held about the future of higher education and advising from the "middle-management" perspective that I had been operating from. Due to this "comparative" tendency at times, I did at times find myself making more "personalized" inquiries into certain specialized areas, which caused me to move off of my schedule of questions.

Moreover, I also found myself "captivated" at times by the very nature of the kinds of topics we were discussing. With these participants, an amazing array of subjects that up until this point had only been "theoretical" in terms of things I had read about were being put on the table for "actual" consideration via the interviews and subsequent analyses. Indeed, concepts like "joint-international" degrees between American and international institutions, and hawkish expansion plans for distance education formats in order to compete with web-based institutions like the University of Phoenix in the 21st century were fascinating to learn about from those individuals charged with responsibility to implement them. In these two cases and many others, the implications for academic advising in the future were significant.

13.3. Questions and Inquiry Strategies Used

In order to engage university hierarchy participants in a discussion about their future views of the academic advising service in the 21st century – I utilized a variety of questions, examples, and scenario settings. The following are exemplars:

Researcher: "Have you heard anything or are you aware of what the attitudes of the advisors are overseas? Have you been privy to their reactions...what their thoughts or concerns are regarding this upcoming trend?"

Researcher: "How has this electronic communication changed the nature of the work that you do compared...to let's say 10 years ago?"

Researcher: "As someone who is responsible for advising as a holistic system on this campus – how do you see those issues impacting what people in the advising profession do on this campus?"

Researcher: "Do you think it would be a good idea for advisors to collaborate more closely with employers in the future?"

By and large, I submitted questions and probed the university hierarchy participants for insights, projections, and their overall perceptions of what the practice of academic advising might be like in the 21st century. Moreover, I was particularly interested in their understanding of and reactions toward *forces* such as globalization and the impact of information technology on higher education, and, the practice of academic advising as a subset of it. Furthermore, by using different kinds of questions and describing prospective scenarios for advising in the future (i.e.,web-based advising, and the merger of academic advising and career services), I was able solicit these participants' perceptions of the likelihood of such models of academic advising being implemented in the future. In addition, given the "authority" which many of these participants were vested with in terms of their control over funds and ability to endorse or "cut" programs, I also asked questions regarding the "validation" of academic advising. And more specifically, how they perceived the academic advising community, both locally and nationally, could go about the tasks of "proving their worth" within different institutional frameworks and providing tangible "evidence" that what they do actually impacts students in positive and developmental ways. Indeed, I found these discussions intriguing and worthy of further inquiry in a future study. And finally, I also asked questions concerning the current and future relationships between institutions of higher education and industry. Of specific interest was "how" and "why" academic advising might play a larger role in their evolvement in the future. Direct quotations from university hierarchy participants regarding these aforementioned topics are included in the next few sections as they pertain to the *future of the service*, the *causes of change*, and the *resistance to change*.

13.4. The Future of the Academic Advising Service: Baseline – Starting Point

In terms of defining a starting point from which to launch further discussions about what the participants had to say about the future of academic advising, it is significant to point out how I perceived members of this participant group to be understanding and defining the practice of academic advising. As was the case with many of the other participant groups, these members of the university hierarchy had arrived at their current posts through a variety of different career paths. Indeed, they all possessed different academic credentials, and had worked in different capacities as teachers, administrators, and managers. As a result they seemed to define and describe academic advising in slightly different ways. While they all held convictions about the core significance of the "humanistic" component associated with academic advising (wherever it was conducted) - there were perceived differences in advising associated with the *nature of the institution* where it was practiced. As has been portrayed in several of the other participant groups, private, liberal arts colleges approach academic advising as part of a more "blended" component within the context of a variety of different academic and socially oriented efforts which both faculty and the administration put forth on behalf of students. One participant who worked at a private, liberal arts institution suggested in the following statement that advising is actually part of a much broader, comprehensive academic "experience" which students take part in:

> **LE:** "...We see ourselves as a community...I can't always separate advising from the rest of the experience..."

Thus, in this sense there were differences in the manner in which certain participants perceived academic advising as practice based on the particular academic setting they worked in. Another factor in the "baseline" understanding or definition of academic advising for this group of participants, which became apparent to me in the analyses, was the actual advising experience of the participants themselves when they were students. Reflecting back on his experience as an undergraduate, one of the hierarchy participants attempted to convey how far he thought academic advising had evolved in terms of a comparison:

> **RL:** "...I had no advising...you got a signature...the whole thing took 30 seconds...."

In this regard then, it should be noted that several of the participants in this group, having gone through their formal education at a time when "academic advising" was either non-existent or "clerical" at best, did bring with them to interview vestiges of "older" notions of the practice. To be sure, while on the one hand there was evidence in their statements suggesting an *increasing awareness* of the more "developmental" activities currently taking place in academic advising, yet on the other hand there was also indications that advising was still perceived as "functional" in nature as posited by one of the hierarchy participants:

> **JF:** "...I think really the big problem is advising being equated with registering, getting courses, and getting out of here...but I think that that is part of the dilemma...it's the misunderstanding about what advising actually is..."

In summary then, evidence from the interviews implies that the university hierarchy participants were all in agreement regarding their understanding of and advocacy for the "humanistic" component being a critical aspect of academic advising. Yet, there were differences detected in terms of their perceptions of the practice based on institutional setting, and in terms of the different perceptions which participants had formed about academic advising based on their own experiences. In the next sections, the forces of change and their impact upon the practice of academic advising in the 21st century according to university hierarchy participants are explored.

13.5. The Future of the Academic Advising Service: *What the University Hierarchy Think it Will Be*

This area was difficult to formulate into clear-cut categories in terms of organizing the perceptions of *how* the hierarchy participants thought academic advising *would* be like in the 21st century. In fact, it was difficult for me at times to locate statements into the various "future of the academic advising service" categories because many could, in essence, represent or demonstrate evidence for inclusion in several of them. It seemed as if the kinds of issues which the university hierarchy raised in their interviews regarding advancements, movements, and radical programmatic changes such as the advent of "joint-international" degrees had me questioning whether such "pieces of data" were either "change agents" themselves or the products of change? In either capacity though, certainly new manifestations within higher education such as the aforementioned initiative toward the establishment of truly "international" degrees pose new challenges for academic advisors, as reported by one participant:

> **GJ:** "...we here are going to have to be cognizant not only of the rules...the regulations and so forth of "*home institution*," with regard to the enrollment of students in general...but be more aware of what the other overseas universities are requiring as well...
>
> ...so again it's getting all of us in advising, whether it is academic advising or whatever to realize that there is this new regime out there that these students must follow..."

The implications for academic advising in this kind of a "truly" globalized academic arena are staggering, in my opinion. In this scenario, academic advisors in the 21st century would now need to have training in international curricula and administration, as well as foreign languages and the attainment of knowledge and skills to use in accordance with a variety of different international cultures. Moreover, new and more substantive relationships and links would have to be established between institutions (national and international) in terms of "common" accreditation, the mutual establishment and agreement for course articulation, and methods and guidelines for dealing with substitutions and eventual graduation clearance. Indeed, the kinds of issues which this globalized academic degree arena will generate, in actuality, will impact and affect numerous other factions within the university community as well; a topic certainly worthy of further investigation.

Furthermore, examining how the university hierarchy thought academic advising *might* be practiced in the 21st century, the proliferation of information technology and the expansion of distance learning were two other phenomena that participants cited. And once again, these phenomena could be considered *"forces of change"* themselves, or even resistances in some cases, yet they were all critically linked to fundamental aspects of the practice itself as reported by the participants. In the statement which follows, one of the hierarchy participants references a newly adopted computerized platform system (BANNER) and designates it as a "milepost" of sorts, in terms of her projections of how far information technology will pervade the practice of academic advising in the future:

> **JF:** "...Oh yeah...I think BANNER for us is our first step in that journey...Oh I think it's a given...I think that's where we are headed..."

The other hierarchy participants also talked about the role of information technology in academic advising in the future, yet in a less "deterministic" fashion, often citing how in some ways certain "mechanistic" aspects of the practice could be alleviated thus leaving advisors with more time to spend with students on the "developmental" aspects of academic advising. Yet, all of the participants did voice concerns and warnings regarding the limits to which "advising" practices could be relinquished to electronic mail and web-based formats. One of the participants in particular, spoke at great length concerning the consensus which he and staff arrived at concerning their joint decision to *not* use electronic communications to conduct any kind of advisory activity. The following statement from him, in a sense, captures a fundamental paradox inherent in the removed, sterile communication forum in which electronic forms of advising take place:

> **GJ:** "...Because often the question is much, a much different one from which the student thinks it is, or what the advisor thinks it is..."

Indeed, this statement above illustrates what for most advisors is a critical aspect of the "art" of academic advising. Essential and fundamental to the process is a "human forum" in which two people engage in a dialogue about academic planning in each other's presence, taking into consideration and acting upon, collaboratively, all verbal and non-verbal aspects of that one-on-one interaction. And it is in this very similar sense that advising is often compared to teaching and where yet another dilemma is recognized in terms of the implications for academic advising which distance education raises. Certainly, evidence to support the notion that distance education would be expanding in the 21st century was apparent in the interviews. While many of the participants possessed reservations about the scope and parameters to which it could be used effectively, and ethically, there were indications from the highest levels that distance education was a new dimension with a fairly secure future:

> **BD:** "...the need is to deliver teaching and learning where people are...in the workplace...at home...technology makes that possible...I think that's a growing part of our market...and I think this university, as a land-grant university, must embrace distance education even more strongly than ...perhaps we have in the past..."

Thus, again it seems that distance education as a phenomenon, a force, and a system may lead to yet even more complex challenges for academic advising in the future. Indeed, the establishment of totally distance-based educational options in the 21st century may present for academic advisors a completely new framework for practice absent any actual physical contact with their advisees. In this new realm, radically new theories for practice, standards and ethics will need to be conceived of, collaborated upon, and ratified by various professional societies and authorities. Indeed, the implications associated with such a revolutionary new mode for the delivery of teaching, learning, and *advising* are extraordinary. Thus, in summary, along with the advent of joint-international degrees, and the infiltration of information technology into the dynamics of the academic advising practice, distance education also stands to expand the paradigm for academic advisors in ways the hierarchy participants were just coming to grips with. In the next section, which focuses upon how university hierarchy participants believe academic advising *should* be practiced, some of these factors do reappear.

13.6. The Future of the Academic Advising Service: *What the University Hierarchy Think it Should Be*

Continuing on a similar theme which seems to be consistent throughout the analysis of the university hierarchy participants, once again I found myself struggling with the *diversity* of responses which were presented regarding their "wishes" for academic advising in the future and with the *organization* of what was communicated into distinct categories. Indeed, after examining the multitude of varying and disparate kinds of responses which the participants presented, I believe that the following three categories would allow for the most comprehensive and accurate consideration of what was communicated concerning how the hierarchy participants thought academic advising should be practiced in the future. It is my sense that what the participants hoped for, in terms of the practice of academic advising in the future, fell under themes which could be considered *philosophical* and *pragmatic* in nature.

From a *philosophical* standpoint, the hierarchy participants wanted to insure that certain fundamental principles and ideals closely associated with *higher education* were not sacrificed – in light of the powerful forces and influences which they were cognizant of and contending with. According to several of the university hierarchy participants, academic advising in the future *should* assist students in the development of their character; in their sense of responsibility to become contributors to a larger community and participatory citizens; and in their understanding and respect for diversity in the increasingly more "globalized" world around them. One the participants offered the following illustrative phrases to describe the nature and scope of the kind of issues addressed in the required freshman seminar at her college - which she feels, is a critical academic advising component:

> **LE:** "...We're going to be a much more diverse society...there are differences in cultures...some seem superficial...and some are at the core of problems...
>
> ...allow students to question their own suppositions... and realize that there may not be a right answer now...yet have the courage (students) to maintain one's perspective...but remain open..."

Moreover, and related, most of the hierarchy participants referenced how imperative it was that academic advisors assist in the challenging of provincial and regional perspectives which students often possessed upon entrance into the university setting. There was evidence from the interviews, in particular from the highest level administrators, that the inculcation of broader, more culturally sensitive, and international perspectives in students was a paramount priority for all higher educational personnel in the future. Yet, once again the dimensions of such efforts might pose even greater challenges as the nature and make-up of the student base becomes not only more diverse in terms of age, socio-economic background, and race – but now is also infused with an entirely new "class" of "globalized" students seeking "joint-international degrees. As one of the participants alludes to, the advising framework required for this kind of a student will have to be reformed:

> **GJ:** "...I think that it's a whole different realm of attitudes that we are going to have to explore...among ourselves...and among our students as well... because they going to come over with quite different expectations..."

Turning now to issues related to *pragmatic aims* raised by participants concerning how the practice of academic advising *should* be conducted in the future, several recommendations from the hierarchy were prevalent. Indeed, the questions and scenarios which I posed to the participants concerning prospective future models of practice such as the *career services/academic advising* merger and whether advisors should be trained as *specialists* or *generalists* – yielded rather copious amounts of diverse responses. In terms of the possibility of career services and academic advising merging in the future – all of the participants considered it to be an intriguing concept "theoretically," with many logical, logistical, and fiscal reasons why such a venture might prove beneficial for all parties concerned, yet there were concerns. Mostly the apprehension centered upon the "territoriality" issues raised regarding two different enterprises, which have traditionally been organized under two separate administrations (student affairs and academic affairs) within the university structure. Challenging such "paradigm bound" rationalizations even further - one of the participants suggested yet another kind of model (suggested in other role sets) which was campus–wide and centralized in terms of serving "all" of the separate colleges at the university. It was her sense that such a format would help to both "formalize" and "standardize" the practice, as the following statement suggests:

> **JF:** "...Well you have everybody on the same page. You would have a clear understanding about what general education was. You would have equanimity. You would not have what you have on this campus – the unevenness that occurs across colleges..."

Lastly, some of the other *pragmatic* endorsements which participants advocated for included having academic advisors (faculty and professional): help students to better discern materials obtained via the internet; educate students as to the changes, advancements, and interdisciplinary collaborations occurring within academic discipline; and assist students in more sophisticated graduate school planning techniques.

In summary then, it was evident that the university hierarchy possessed a diversified host of ideas, wishes, and recommendations for the practice of academic advising in the 21st century. Their notions regarding the future of the practice, often influenced by their knowledge and awareness of the forces present in contemporary society, reflect an understanding of the powerful dynamics which are bound to impact not only academic advising but many other aspects of higher education as well. As the evidence in this section, and the previous sections have implied – global interests, technological advancements, and economic sensibilities have all led higher education, and academic advising as a subset of it, into a new, somewhat unsettling locality. More so than any of the other participant groups reviewed thus far, the hierarchy were the most cognizant of the kinds of pressures their institutions were under and the "potential" options and "tools" which they had at their disposal in order to contend with them. And therein lies a very complex set of potential avenues into the future, which these leaders will have to choose from. Indeed the following rather extended commentary from one of the participants' captures quite forcefully the kind of perplexity which higher education faces in light of one of the more powerful *forces of change*: distance education. As a link between this section and the next section, which explores distance education, as well as a host of other *forces of change*, this ensuing passage addresses salient aspects of the "fragmenting" new paradigm which both higher education and academic advising may have to contend with:

> **JF:** "...We will become more of a training ground and less of an academy. And the more we distribute courses on the web...distance education...which is coming...we are in the initial stages of it...so I think we will become more training grounds than institutions of higher learning....and certainly the net result of that would be that we would de-emphasize the university as a community of scholars...then we would tend to become more disparate and separate than we already are...
>
> ...And I don't mean that as a condemnation, I think that's been a necessity. I think we've seen with the number of students we have, the diminished number of advisors and faculty and so forth, we're doing more with less and so it's sort of a crisis management situation. Frankly, I guess in defense of advisors – I'd say we haven't had time to sit back and reflect on what is going to happen down the road..."

13.7. The Future of the Academic Advising Service: *Causes of Change*

To be sure, the university hierarchy had much to say to about their perceptions of the causes of change in both academic advising and in higher education have been, and will most likely continue to be in the 21st century. As has been alluded to in the previous sections of this chapter, this group of participants was well aware of the dynamics shaping contemporary society. And from their more upper division positions of leadership- they expressed their ideas, aspirations, and concerns regarding how to best take advantage of certain forces, monitor the impact of some, and avoid all together – still others. In the passage that follows one participant posits what in essence is a proclamation of an entirely new dimension for higher education and the practice of academic advising to engage in:

> **GJ:** "...Specifically within the university community...there is an increasing push for joint degrees between universities and across national borders...so that we have been approached, for example, by several European universities who want to do a joint degree in...say...physics or chemistry..."

Thus, with advent of an entirely new, *internationalized* array of academic degrees on the horizon, there seems to be evidence from the interviews that a more globalized economic arena is placing a different, more specialized demand upon the higher education sector. This in turn will have direct implications for academic advisors in the future, as they are intimately involved in both the "securing" of and "facilitation" of various administrative, accrediting, and counseling efforts associated with the pursuance and completion of academic degrees. Moreover, there was also ample evidence from the interviews with the university hierarchy to indicate that globalization, while possibly the newest manifestation of market forces, is but just one of several that are apparent and registering attention from those in leadership positions within higher education. As was referenced by several of the participants – industry was now making more explicit demands upon higher education in terms of their willingness to provide funding. Indeed, using terms like "partnership," several of the hierarchy members remarked that the "nature" of their relationships with industry had moved from one that could have been characterized as just " benevolent" to one that is now more "enterprising" – with both entities engaging in an exchange of some kind. In this sense, internships for students, use of university resources and faculty expertise, and the mutual development of and profit from "intellectual property," have become part of a culture of "trade" between universities and industry. And thus, while all of the participants voiced opposition to the "vocational" and "training" orientations which such efforts might be interpreted as, there was evidence to suggest that they did recognize that modern higher education in the 21st century was seen as means for employment. As the following passage alludes – there was a realization that higher education was becoming more commercial in nature:

> **RL:** "...We are in the business of preparing people for careers..."

And part of this movement toward more "commercial" frameworks of both philosophy and operation, according to some of the participants was in direct response to the chronic problem of inadequate funding. This was a consistent factor raised by all of the participants in a variety of different ways as they described how they anticipated changes in their own positions, and in their postulations concerning the future practice of academic advising. In one sense, though, as indicated in the following statement from one of the more "senior" hierarchy participants – debates associated with insufficient subsidies seem moot:

> **RL:** "...even in the best of days...needs will always outstrip resources..."

Yet, according to the hierarchy participants, the accountability, efficiency, effectiveness, and cost reduction associated with various forms of information technology – in some ways have just become too compelling to resist. As one of the participants commented upon regarding the development of a website for his office, the sheer utility that was recognized in such a technological effort was difficult to resist:

> **GJ:** "...so we very quickly saw it as a cost saver and in many instances a time saver and as a facilitator of what we were doing..."

And thus in summary, the *causes of change* which the university hierarchy perceived could really be characterized as both alluring and incredibly rational given their nature and given their relationship to other dynamics shaping contemporary society. Indeed, as the forces of globalization and information technology have permeated other sectors of society, it seems, according to the hierarchy participants I interviewed, that these causes and forces of change have and will continue to change both higher education and academic advising in the future. In essence, it seems that the hierarchy participants, being cognizant of the causes of change were able, in a sense, to use some of the elements and dynamics evident in those forces, as tools for advancement and, in some cases, resistance. To be sure, prospective "internationalized degrees," partnerships with industry, and the proliferation of electronic forms of instruction, administration, and academic advising all bear both the seeds of those forces, as well as the potential for their misapplication also. Indeed, representative in the following statement from one of the participants is a kind of prevailing "hierarchy" rationale towards this rather precarious framework of cognizance, application, and *resistance* which hierarchy participants must balance in terms of their relationship with those forces:

> **WS:** "...some are happy with our website...others...they want us to be a part of their lives..."

Indeed, in light of the forces which were apparent to the university hierarchy, there were limitations and resistances, often with "humanistic origins," registered with convictions and strategies to counter them as well. Those forces of resistance and strategies are explored in the next section.

13.8. The Future of the Academic Advising Service: *Resistance to Change*

In comparison to many of the other participant groups analyzed thus far - the university hierarchy were in some ways more resigned to the inevitable nature of many of the forces which they were encountering in their positions. And as a result, they seemed to respond to certain kinds of questions in a manner denoting more of a *strategic* framework or orientation toward the causes or forces of change. In this regard, I found that many of the participants were interested more in commenting upon how they, and those involved in academic advising, could actually "manage" changes as opposed to resisting them. And it should be noted that in the opinion of one of the participants – higher educational professionals needed to be wary and skeptical of all the "scare" articles and speeches being generated in journals and presented at conferences. He maintained the following:

> **RL:** "...I don't think higher education needs to prepare for a revolution..."
>
> **RL:** "...Much of life is the same...much of advising will remain the same..."

Thus, I found the analysis of the perception of resistance forces for university hierarchy yielded quite different results, than those generated from some of the other participant groups. Yet, on the other hand, there was one quite strong and united front presented by the hierarchy with regard to the "limitations" of technology and its inherent "dehumanizing" potential. In this regard, the hierarchy participants' perceptions of resistance forces were very much in accord with the rest of participant groups. As the following statements from several the hierarchy participants' implore - supposing "humanistic elements" are considered to be critical to the academic advising process, or for that matter, any other "academic" or "intellectual" exchange – then technological applications are clearly not appropriate for such endeavors:

> **WS:** "...You can't replace human relationships with technology..."
>
> **GJ:** "...efficiency doesn't necessarily mean that we are doing justice to the student..."
>
> **WS:** "...You can't go to an opera over the computer...or experience a philosophy debate..."
>
> **GJ:** "...and to a large extent...I'm not pleased with the prospect of advising via the Internet...

It is certainly clear that significant evidence was presented by the university hierarchy in terms of their insistence that limitations be placed on the extent to which electronic means of communication, instruction, and advising should used in the future. Now though, I would like to turn to the *manifestation of resistance* that was particularly endemic to the university hierarchy participants in terms of their sentiment regarding what could be more accurately regarded as the "management of change." Again, in many ways this group of participants abdicated to the certainties, which they foresaw higher education, and academic advising, moving toward in the future, yet in terms of combating serious threats for existence, and validating qualification of importance, this group of participants knew and understood the power of communication. Indeed, when I asked questions regarding strategies or methods by which members of the academic advising profession could go about launching an argument for our importance, and "generating evidence" as to the impact which we make in students' lives, the hierarchy members cited the importance of "proselytizing." According to several of the hierarchy participants, it was crucial that academic advisors "substantiate the value" of what they do by communicating all the way up through the "chain of command" stretching from department heads, through to top administration, and then on out to the public, and even to members of state and local legislatures. And certainly such "marketing" efforts cannot be underestimated, given current funding climates and "validation" battles now common on campuses. As one of the more senior participants cited – inadequate funding can often polarize factions against one another:

> **BD:** "...so we get into these arguments about what is most important ...having an instructor in a classroom teach students or having an advisor delivering advice to students...?

Therefore, as a means of exhibiting an understanding of a form of resistance against what could be considered an "ultimate" *force of change*: the prospect of elimination – the university hierarchy participants cited the importance and significance of "making one's case" through communication, marketing and effective persuasion to the appropriate constituencies.

13.9. The Future of the Academic Advising Service: *Conclusion*

In conclusion, I found the process of analyzing the university hierarchy participant interviews the most challenging of all the participant categories. Indeed, as a result of their positions of leadership, their extensive career tracks in various fields of endeavor both in higher education and in the private sector, as well as their increased exposure to the "outside" forces shaping contemporary society – these participants offered answers to questions in particularly, sophisticated modes. Such modes often made it difficult for me to locate statements and personal "affectations" into the "future of the academic advising service" categories which I have used throughout all of the participant analyses. Because this group of participants, more than any other, was so much more aware and facile with discussions concerning topics such like globalization and the proliferation of information technology – I found the actual realm of these interviews often reached into areas which neither the participant or myself ever expected. In this sense, I felt privileged to have had this opportunity to discuss such important matters with such influential people, and also challenged in terms of the organization which I had to exact on those transactions in order to complete this chapter very difficult chapter.

In an overall sense, this group of participants expressed the some of the most exciting, challenging, unwieldy and risky dynamics shaping the future of the academic advising profession and the future of higher education as well. Often blending the realities and inevitabilities of the forces of change into their calculations and assumptions about the future directions, which could be chosen, I was impressed with the candor, wisdom, and politically balanced manner in which they shared their views and visions with me.

CHAPTER FOURTEEN

CONTENT ANALYSIS: EMPLOYERS

14.0. Chapter Fourteen Overview

In this chapter, I provide both a framework for and the inferences obtained from six interviews conducted with employers from industry. An in-depth analysis of the interviews revealed employer perceptions, ideas, predictions and cautions about the future of the academic advising service. Specifically addressed in this chapter are employers' perceptions of how they thought the service might change, and how they wanted it to change. Also explored were the employers' understanding of perceived forces causing the advising service to change in the future, in addition to an examination of any resistance to change. Finally, in the conclusion section a summary of findings of the entire process is offered with some personal reflections upon what was learned and what the analysis process was like for me as a practitioner-researcher.

14.1. Participant Profiles

The following participant profiles are offered in order to provide relevant background information about the employers I interviewed in this participant group. As a result of the content analysis I conducted, it became evident to me that the employers represented a critical and "paradigm-expanding" participant group within the context of my research. Indeed, the employers' understanding of the dynamics shaping the world of work; their experiences in the recruiting; hiring; training; and managing of employees; and their willingness to self-disclose *personal* issues of meaning about their academic experiences (good and bad) were all significant factors which shaped and influenced the kinds of responses which they provided. Finally, I found the employers' candid and honest opinions about the strengths and weaknesses of higher education's outreach efforts to industry thought provoking.

DJ - DJ was an Employee Relations Manager for one the largest financial information publishing companies in the world. With specific responsibilities in the area of college recruitment and years of experience working closely with various kinds of universities and colleges – he was particularly knowledgeable about the various "systems and approaches" which different institutions of higher education used in their interactions with business and industry. In addition, as the holder of a bachelor's degree from a small, private Liberal Arts College and a master's degree in human relations from a larger, public institution, he understood how missions, reputations, and sources of financial support (or lack thereof) were important factors to consider in the development of effective college relations. His recommendations for academic advisors in the future was to stay abreast of new developments in business and society, paying particular attention to the actual "shelf life" of certain kinds of academic programs and disciplines as they related to the needs of a rapidly changing world of work.

ML – ML was a Manager of Staffing and Development for one of the largest aircraft production and aeronautical engineering companies in the world. A former school teacher, college instructor, technical writer, corporate trainer, and the holder of a liberal arts undergraduate degree in foreign languages and a master's degree in public relations, he understood the *fluid nature* of modern career paths and the importance of obtaining an education that maximized transferable skills. While a strong advocate for the use of IT communication tools between members of industry, career services, academic advisors and students, he was also posited that there were compelling reasons for such parties to meet in person at critical times. A strong believer in the value of more "collaboration" in the development of any kind innovative strategy, he suggested that "futuristic" academic advisors create "councils" consisting of high school staff, key university officials, career services personnel, academic advising staff, and members of industry. His sense was that these individuals could meet possibly once a year, and then maintain an on-going dialog via an electronic network.

RD – RD was a Consulting, Technical and Environmental Geologist with high level management and project responsibilities for a national environmental "services" firm. The holder of various professional licenses and certifications of expertise in key areas of his profession, as well as an accomplished manager and supervisor, he was especially aware of the "balance" between the highly technical skills and the human relations or "softer skills" needed for success, survival, and advancement in his field. Reflecting back on his own academic experiences and some of the trials and tribulations which he encountered in his own decision making, he suggested that academic advisors collaborate, where possible, with human resources managers of firms and companies in order for advisors to better understand the actual applications of academic majors in terms of real world capacities. In addition, he proposed that the academic advising profession should attempt to *better inform* students of the realities of the *entry-level* world of work as well.

WM – WM was an Executive Producer for an innovative software development company, which produced a wide array of "life-long" learning software products for both national and international markets. A highly skilled, "renaissance" manager, possessing both technical skills and their mastery coupled with an appreciation of the economic significance of "creativity" and "artistry" in his employees, his perspective on future applications of information technology in different settings (including higher education) was imaginary and enlightening. Moreover, the holder of a technical bachelor's degree and a master's degree in Liberal Studies from an elite, private, university, his ideas about the future of academic advising were grounded in an understanding of the benefits and capacities of IT tools, yet reflected a strong core of *humanistic ideals* concerning the ultimate value of "person to person" relationships.

FC – FC was a Staffing Consultant in Human Resources for a world renown, *regional* water, power and electric company. An experienced university recruiter and human resources professional, she was currently attempting to "update" the college relations' efforts, which her organization had let become dormant in years past. While attempting to maintain the famous, community-oriented "character" which had enabled the organization to rise in stature among state and local government, sectors of private industry, and even a growing share of the national market, this participant was also charged with task of securing young, innovative staff members responsible for pioneering new services and markets for them. With such goals shaping her perspective, she thought that academic advisors in the 21st century could share certain functions with career services, use various IT tools to maximize efficiency and communication efforts with different constituencies, and collaborate more closely with representatives from business and industry.

KC – KC was a Human Resources Manager and College Relations Representative for a major, multinational paper products and goods firm. A specialist in the area of logistics and transportation, he was particularly knowledgeable about globalization and IT factors not only directly affecting his area of expertise in terms of the shipping and tracking of product, but also in terms of the overall goals and strategies of the entire company. Particularly concerned with the "star-up" attitudes of entry-level employees and college recruits and their willingness to begin at the bottom and work their way "through" the organization – he expressed an interest in academic advisors helping members of industry to educate students as to the realities of the "working world." And in a related sense, he was eager to establish more collaborative ties with academic advisors in terms of sponsoring on-site visits for advisors and more internship and experiential learning opportunities for students.

14.2. Overview of the Employer Interviews Process

In many ways, interviewing the employers was one of the most interesting and beneficial experiences of the entire research endeavor. Indeed, driving out to actual work-sites, sitting in corporation lobbies, talking with secretaries and receptionists, reading promotional literature, and talking with employers about their work and relationships with higher education was one of the highlights of the entire experience. I found our discussions, while unwieldy at points, particularly insightful in terms of pointing out both the strengths and weaknesses inherent in the kinds of relationships which currently exist between higher education and industry. Specifically, turning to their views on the future of academic advising, I realized that in almost every case the employers were either "unaware" or "unclear" about the actual nature and function of the academic advising practice. The following statement from one of the employer participants accurately reflects and represents the current state of an almost "innocent incomprehension" which exists between the advising community and business and industry:

> **WM:** "...I didn't think that academic advisors were interested in or set up to work with industry?"

Thus, I found myself explaining "what actually academic advising was" and "what academic advisors do" in almost every interview. And in this sense I realized how much potential there was for the development of new initiatives between our two sectors, which could prove beneficial for both parties concerned. As a result, there are various passages within the interviews, which, in essence, are "exploratory" discussions about different prospective forums in which we could work together in the future.

14.3. Questions and Inquiry Strategies Used

In order to engage employer participants in a discussion about their future views of the academic advising service in the 21st century – I utilized a variety of questions, examples, and scenario settings. The following are exemplars:

> **Researcher:** "Could you just describe...in a general sense what your company aims to do or the services you provide?"
>
> **Researcher:** "What is it that will be important for people in advising services to know to better help you?"
>
> **Researcher:** "How do you think we could work together in the future?"
>
> **Researcher:** "How do you perceive our institutions being effected or changed by those outside forces?
>
> **Researcher:** "How do you see globalization changing the way in which you have to do business in your company?"
>
> **Researcher:** "Do you sense that from universities...that we care about what your needs are?"

Furthermore, I asked questions and explored the employer participants' perceptions and ideas about the future of the practice of academic advising in the 21st century, in light of the impact of societal forces such as globalization and information technology. Moreover, following the same protocol used with the rest of the previous participant role sets, I inquired about the "hypothetical" scenarios associated with combining academic advising with career services and the prospect of a totally web-based advising service. In addition, I was particularly interested in investigating the dynamics and practices, which characterized the *culture of recruiting* and the overall *nature* of the kinds of relationships employer participants perceived their industries shared with the higher education sector. Also, interested in their assessment of our ability in higher education to provide them with qualified graduates, I asked employer participants questions regarding how well they thought we were doing in terms of our students' academic and experiential preparation. And finally, on a more personal note, and more as a curious career counselor, I did ask questions regarding on where they thought their businesses would be and what their own jobs might be like in 5 or 10 years from now. It should be noted, that direct quotations from the employer participants regarding these aforementioned topics and subjects are included in the next few sections as they pertain to the *future of academic advising service*, the *causes of change*, and the *resistance to change*.

14.4. The Future of the Academic Advising Service: Baseline – Starting Point

This participant group was very different from the rest of the groups in terms of their perception and understanding of the practice of academic advising. Because they were removed from the academic enterprise from an official "organizational" sense, the employers' perception of links with the university mainly centered around the traditional ones – career services staff, key faculty members and professors, and select deans and department heads. And for many of the corporations that recruited from the university those prevailing links were incredibly productive, practical, and efficient given the specialized nature of the types of student recruits they were targeting; this was especially true for some of the more technical and scientific related industries. Yet on the other hand, when I asked questions about the potential alliance of "academic advisors" and recruiters collaborating or working together in the future, it often struck them in an almost "revelation" like manner, as some of the following remarks suggest:

> **KC:** "...I don't think that we've thought of it...and I am making a note of it even as we speak...advisors make sense and I'm not sure why we've missed that..."
>
> **WM:** "...No one told us you do that!..."

On the other side of the equation though, some of the employer participants pointed out, quite accurately and fairly I might add, that academic advisors were "culpable" as well in terms of *their* lack of initiative in establishing employer alliances and collaborations. Such sentiment is evident in the following statement from one of the employers:

> **DJ:** "...How many advisors have called up and asked: 'can you talk to me about your organization'...I've never had that happen...."

Thus, there seemed to be evidence in the interviews of a "disconnect" of sorts between academic advisors and employers which I detected and thought should be mentioned, especially here in this section of the chapter devoted to establishing a baseline from which to launch further discussions and interpretations of the future of academic advising. Indeed, this particular realization was quite significant to me as a practitioner-researcher, and as such is revisited in several different ways throughout this chapter.

And finally, it should be noted that the other factors regarding employers' perceptions of the practice of academic advising that became evident to me in the interviews related to the employers' own experiences with academic advising (or lack thereof) and their belief, in some cases, that academic advisors only perform rather mechanical and "insular" tasks often related to just course monitoring, graduation requirement checking, and registration. This kind of a "functional" reputation may indeed be related to why collaborations between advisors and employers have not evolved.

In the next sections, the forces of change and their impact upon the practice of academic advising in the 21st century according to employer participants are explored.

14.5. The Future of the Academic Advising Service: *What Employers Think it Will Be*

Once again, based on the fact that the employers possessed a rather limited understanding and framework for the practice of academic advising, and because of their "outsider" status – the employer participants, for the most part, were not able to formulate many ideas or projections concerning the way in which academic advising *will be* in the future. Indeed, this is both understandable and logical considering these factors, especially in comparison to all of the other groups of participants who work within the same organizational structure at the least, and may work directly with academic advisors at the most. Yet, there was one particular employer participant who held rather "confident" views about what "was going to happen" in the academic advising profession according to his assessments and judgements. As probably the most technologically skilled and knowledgeable employer participant, his projection, while quite bold and far-reaching in character, somehow strikes an authentic chord with respect to the current proliferation of and adoption of information technology within the higher education community. As he submits, the actual change in the practice of academic advising might almost be "stealth" in nature:

> **WM:** "The way you are going to interact with students is going to change greatly…slowly over the next five years…and then sometime between 7 or 12 years there will be some very dramatic shift…but you won't see it happen like an explosion…you just will all of sudden realize you that are doing things 'this way' and you will be able to remember back to sometime a few year ago when you didn't."

In the next section which deals with how employer participants feel academic advising *should* be practiced in the 21st century, we see technology and variety of other tools come into focus.

14.6. The Future of the Academic Advising Service: *What Employers Think it Should Be*

In terms of projections and ideas about a more "conceptual" practice of academic advising in the 21st century – the employers were much better able to grasp the kinds of questions that solicited such information and thus their responses were greater in number and more diverse in nature. Indeed, because the employers could divulge their specific needs, frustrations, and desires regarding their work with university systems and personnel, they felt as if the interview format allowed them an open forum and that academic advisors could potentially become new-found "allies" in their attempts to improve or modify organizational efforts. One area which all of the participants were quite vocal in their advocacy for was the use of information technology for both efficiency and enhanced communication purposes. Indeed, the employers cited a variety of different ways in which the IT tools which they used in their work were absolutely essential to their survival and productivity in such a fast paced and *fluid* world of work where information is particularly time sensitive.

In this sense, they suggested that academic advisors could most likely improve their practice, increase efficiency, as well as broaden the scope of their reach with various constituencies by seizing upon the available IT tools which would enable them to spend less time with rote, monotonous, "functional" tasks and more time on the developmental, teaching, and more "value-added" activities which both the student and advisor could benefit from. The following recommendation from one of the employer participants, while quite simple and pragmatic in nature, in actuality reflects a huge difference in informational "paradigms" which distinguishes the culture of industry versus higher education:

ML: "...Instead of publishing the catalog...put it on line..."

This suggestion from one of the employer participants was in large part based on his own experience and frustration with the publishing of marketing and informational materials and their shorter and shorter "shelf-life" in terms of accuracy and purpose. As he described the dynamic nature of his business culture, even the recruitment of college students required a more "flowing" and adaptable mechanism to communicate new directives, projects, and initiatives his organization was pursuing. It has been my own experience, that while institutions of higher education are slowly and reluctantly, in many cases, relocating certain forms of institutional information to web-based formats – there is still significant *resistance* lodged by certain *powerful* factions which often block such advancements from happening.

Another rather unanimous endorsement for the use of technology in the future practice of academic advising came in the form of adopting a more inclusive and welcoming attitude towards "information itself." As one of the employer participants infers in the following statement, academic advisors may need to adopt a new attitude or framework of reference in terms of the utility of information, in light of the tendency to just feel assaulted or overwhelmed by the sheer magnitude of it:

WM: "...It's an unqualified good thing to have too much information..."

In this sense, academic advisors could play a key, innovative role in advocating for and launching, where and when possible, new formats and forums for sharing more diversified kinds of information (institutional, career–related, etc.), respecting the time sensitivity of it, and making more of it available via electronic means. It should be noted that some participants from previous groups (students) had actually made similar kinds of suggestions. Another recommendation to the academic advising profession, in terms of an innovation or improvement in their practice in the next century, came in the form of advancing and providing more mechanisms for students to become more acclimated with the realities of the world of work. There was significant evidence from the interviews to suggest that employers were concerned about students' readiness and understanding of the kinds of tasks, and environments in which they would most likely be starting their careers. The following statement from one of the employer participants reflects such sentiment quite simply and succinctly:

DJ: "Students don't know what they need to know."

Moreover, and related to this notion of more reality testing and career track awareness, there were also indications from the employers of the need for advisors to not hide the often-times, "unglamorous" nature of entry level work and to provide more realistic information about the actual day to day activities associated with particular career fields as opposed to generalizations and "brochure-style" aggrandizement. As the following employers infer in the subsequent assertions, academic advisors could help in the "demystification" process:

> **RD:** "...You could help take the romance out of what folks think this field is like..."
>
> **KC:** "...I think a real challenge for the advisors would be to give the students some mechanism to ascertain that they (students) really are in interested in this particular thing they think that want to do..."

Moreover, in order to confront this phenomenon, all of the employers offered their assistance and enthusiasm for the advancement of more experiential learning ties between their organizations and the higher educational community. As the following statement from one of the participants suggests, some of the employers felt as if they held an important and valuable tool in terms of a more "grounded" approach in which students could go about academic and career decision making via opportunities for experiential learning:

> **KC:** "...and that's the link between industry and the academic advisor that I think would be tremendously valuable...we (employers) will provide the student with something to really figure out what this is..."

Thus, the employers recognized the potential which internships, cooperative experiences, and even just "shadowing" might provide for all parties concerned (student, employers and advisors). In many ways, they felt that such collaborative efforts would help both the students and themselves to better assess issues such as "company fit" within the context of the expectations and "realities" which both parties bring to recruitment and retention enterprise. In addition, the advisor's role as "broker" or middleman to connect students and employers together in terms of meaningful academic planning would entitle them to a constant source of feedback from both parties in terms of the *congruence* between certain academic majors and work experiences. In addition, advisors would be constantly updated as to the most recent job skills and requirements in demand by various industries and fields.

In summary, the employers thought that advisors in the 21st century should seize upon the information technology tools that were at their disposal in order to save time and work more effectively with those student needing extra attention; they should try to foster a "non-threatening" relationship with the vast amounts of information now at their disposal; and they should aim to work more collaboratively with employers in terms of setting up experiential learning opportunities for students which would foster mutually beneficial "awareness" capacities in all parties. And finally, some employers suggested that advisors work more closely with high schools, and that students be allowed to remain undecided longer. Yet, one final recommendation actually leads us into the *causes of change* arena with regard to concerns related to the outdated nature of some curricula. As one of the participants stated:

> **DJ:** "...Professors don't know it and they (administration) can't afford to go out to hire guys who know what to teach because they are making more money in the private sector than colleges can offer..."

In this particular case, the employer was referring to some of the more advanced computer languages and programs, which seem to be in high demand in businesses today. Indeed, several of the employers mentioned that they were concerned, even from an ethical standpoint, about the fact that some of the material being taught in at several of colleges they were recruiting from was no longer as applicable and marketable as it once was. And in this sense, the employers hoped that advisors could help students to make more suitable decisions regarding course paths to take, and that advisors might also serve in some kind of "catalyst role" within the university structure in order suggest changes and lobby for changes. Thus, with this rather "politically-charged" recommendation for academic advisors in the 21st century taken into consideration, we now turn to other reported *causes of change* as perceived by the employers.

14.7. The Future of the Academic Advising Service: *Causes of Change*

This category was both engaging and somewhat awkward to interpret and organize. Indeed the employers had *very much* to say about how the nature of their work and their businesses were changing at an almost "exponential" rate and why they thought it was happening. It was fairly clear to them that in every case their companies were headed in "expansionist" directions with targets set on establishing more global markets. Moreover, evidence from the interviews suggested that this drive was accelerated by the information technology that was available and cost effective in terms of the efficiency and productivity, which it ultimately furnishes. Indeed, even the famously "regional" water and power company was now considering the international dimensions of an expansion of their services into the global arena. So there was certainly unanimous recognition from all of the employers interviewed that these very powerful forces were "causing" many changes within the context of their commercial operations. And that they were in a constant struggle to keep up with the demands and expectation that were now apart of the "culture" in which they worked.

Thus, it is in this sense that the employers attempted to relate their projections about what they thought the *causes of change* might be for those of us in the academic advising profession. They in essence applied their intimate knowledge of the forces and conditions under which *they* were operating and applied them in a "theoretical" manner to the *advising* process, as they understood it. And thus, it is important to point out again, that most of the employers, until being interviewed, possessed a very limited understanding of what academic advisors actually did. Therefore as a result, there was a lot *more* discussion in the interviews regarding what the actual *implications* might be for academic advising in light of those forces; as opposed to projections of any *different* forces or causes of change.

Yet, one *vocational* dynamic which seemed to be particularly clear to the employers who had engaged in recruiting efforts in higher education was that of the "reciprocity" which certainly exists today between universities and businesses, as one of the employers alluded:

> **ML:** "...the University is a customer of business and business is a customer of the University..."

Thus within such a "commercial" paradigm the employers went on to discuss the causes of change as they interpreted them and the consequences of those causes as well. Yes, globalization was a huge factor in the minds of the employers, yet the implications of globalization on academic advising only yielded a few responses from them in terms of advocacy for the benefits of foreign language acquisition, and the value of study, and possibly work, abroad for undergraduates. There were more issues concerning the volatility and *risk* issues brought on by globalization, but those are discussed further in the next section on resistance factors. On the other hand, the forces of information technology seemed to register in a much larger fashion with employers as they projected how academic advising they might be impacted in the future. And here once again, I believe that inherent in their projections were some of the perplexities about work in the 21st century that they were still coming to grips with in their own careers. The following statements from several of the employers illustrate some of the "realities" of the "shared" commercial paradigm mentioned earlier, as well as the close relationships between information technology, knowledge, value, and survival:

> **WM:** "...technology doesn't put you out of business...it makes you focus more on what business you're really in..."
>
> **KC:** "...Having knowledge has always been a valuable commodity..."
>
> **RD:** "...not having information is not tolerated..."

Indeed, the above statements represent several of the themes which employers raised in their assessments of the changes brought forth by information technology. And in a sense, each statement is significant in terms of the intended implications for academic advising which the employer participants wanted each to relay. In the first statement, there was a reinforcement that technology in advising should be perceived as a tool for academic advisors, not as a threat to their existence. The second statement suggests that philosophically and "commercially," at least according to some of the employers, that so long as advisors remain "maintainers of information and knowledge" they will continue to be of *value* to the organization. And thus academic advisors should endeavor to continue to fulfill and embody this role however it might manifest itself even in light of perceived threats from information technology. And finally, the third statement comes as almost a warning that, as is the case in the modern world of business, leniency for not having or being able to access information is just unacceptable. To be sure, given the tools that are available to advisors in the form of sophisticated audit systems and source gathering instruments such as the World Wide Web (WWW), advisors should be leading the university community in terms of their technical capabilities and information-gathering proficiencies. In summary then, employers' sense of the dynamics of the world of business may prove to be quite prophetic, in terms of their projected relevance toward the nature of academic advising practice in the 21st century.

As this section devoted the causes of change as perceived by employer participants comes to a close, it is important to bring attention to a few other themes that became apparent to me during my analysis. And in many ways, this particular issue which one of the participants brought attention to is most likely going to become an increasingly significant *cause of change* as we move into the 21st century – as it relates, demographically, to the "graying" of our workforce. Yet, as this particular employer sees it, the retiring of certain elements of her company's staff is also facilitating a modernization of a business paradigm that she is in favor of, as she states:

> **FC:** "...We've got a lot of aging people who are ready to retire... and we don't want to do business like we've done business before..."

In this regard we have two challenges in academic advising presented by two different sectors of students requiring our services. Indeed, the practice of advising retired professionals will most likely grow as a sub-specialty in our practice, and again, the rapid pace of changes in business and industry will only continue to stretch our knowledge and practice bases in other directions as well. And finally, some of the employers projected that academic advisors would be contending with more of the administration of distance education in the future. In particular, technical fields such as engineering were changing so rapidly, that the provision of highly individualized, web and televised instruction transmitted directly to remote sites and work locations would be a most likely scenario according to at least one of the employers. Yet, not all the changes and forces which the employers reviewed in the interviews were met with acceptance or endorsement. Indeed, some of trends and inclinations they perceived in their own work - which they subsequently projected onto the future of advising - were viewed with skepticism, apprehension, and resistance. Those forces of resistance are explored in the next section.

14.8. The Future of the Academic Advising Service: *Resistance to Change*

In comparison to the rest of the participant role sets, the employers clearly registered the least commentary in terms of *resistance to change.* Similar in regard to the university hierarchy explored in the last chapter, the employers seemed resigned to fact that the kinds of forces they were contending with were just too large and powerful to counter, thus requiring more of a "management" of or "partnership" with change as opposed to resistance. In fact, throughout the interviews the employers cited numerous examples of how globalization and information technologies were helping their businesses to progress and succeed in ways they had never even imagined. As one of the participants commented:

> **KC:** "...I just go back ten years ago...I'd never believed that I was doing some of things I am doing now..."

In this sense, the employers shared a fairly consistent position regarding the forces of change in that they felt it was best to understand them, respect their influence and impact, and if anything, attempt to make them work in your favor. Some of these strategies in fact are described later in this chapter. But first, there were two main sources of resistance against change that did register with some of the employers as they projected both themselves and the field of academic advising into the future. Addressing the phenomenon of globalization, there was some concern regarding the instability and "risk" factors associated with venturing outside of the relative security and constancy of the domestic locality. Indeed, the following comment from one of the employers raises several important issues for academic advisors, and many other higher education professionals, as our students may be studying and working abroad in ever-increasing numbers:

> **KC:** "...My perception is that when you go outside of the U.S. market...you're not just dealing with the business environment...but you run risks in terms of the social, economic and political environment..."

Thus, there was some resistance and concern recorded in terms of the *globalizing* tendencies, which are purported to increase within both corporate and academic cultures in the future. Taking this dynamic into consideration - academic advisors will need to become more cognizant of the legal implications of students studying abroad in terms of "liability" issues for both themselves and the institutions they work for. As is the case pointed out from the employers, entering into the global arena carries with it both great rewards, yet with *inherent uncertainty* as well.

Furthermore, the other major source of resistance, that has remained a consistent and significant factor throughout all of the participant groups in the entire role set was intimated by the employers in terms of the ultimate value of "one-on-one" interactions. Even in light of their acceptance of and advocacy for the use of technology within the practice of academic advising in the 21st century, all of the employers felt like something would be *lost* if the advising service became totally electronic or web-based - as one of the employer participants inferred:

> **FC:** "...I sort of hate to lose the personal touch on that because...I ...you feel like somebody cares and they're helping..."

So in this regard, the employers valued the "humanistic" aspects of the academic advising process, and in many ways understood and respected its value, due in part to their own experiences in the corporate sector. Indeed, the employers understood firsthand how certain kinds of "interactions" or "transactions" between parties required *face to face* interchange in order for them to be effective, perceived as genuine, and in terms of alleviating confusion or misinterpretations in the pursuance of objectives. Therefore, the employers perceived that academic advising, in its most fundamental capacity, was critical to students in their goal setting intentions. Yet, in an even more emotional and deferential sense, a few of the employers expressed a unique notion of sentimentality with respect to the sanctity of academic environments, as one employer participant avowed:

WM: "...there is something about the warmth of tradition..."

Therefore, in this respect the employers expressed recognition of an "eventual" boundary, if you will, between their corporate environments and those of the academy. And, in addition, an endorsement for limitations to be enacted limiting the amount of electronic encroachment upon the practice of academic advising was also voiced by the employers. Yet, finally, as this section devoted to employers' perceptions of resistance forces closes, there was some sentiment expressed concerning "strategies" for dealing with change which I thought was particularly relevant, and possibly foretelling, in terms of the future practice of academic advising in the 21st century. To be sure, the following statement from one of the employer participants illustrates a typical "response pathway cycle" which he has observed in other organizations or companies as they "perceive" what might be considered "existence-shattering" threats to their products or services from competitors:

> **WM:** "...first there is fear...then a reaction against...then an uneasy coexistence... and finally a new 'Eco-system' ...if you will..."

Thus, the academic advising profession may need to take heed of such a lesson from the corporate sector. Different advisors may have different opinions regarding where we might be in terms of the above "cycle of change," yet ultimately, as we face enormous challenges and changes in the future, we should focus our energies in terms of *proactive* planning, and in fostering, at the very least, an awareness of the forces shaping our practice and the world in which our practice takes place.

14.9. The Future of the Academic Advising Service: *Conclusion*

In conclusion, I found the interviews of the employers to be much more *valuable* than I had imagined. Indeed, in terms of placing both academic advising and higher education into the larger context of contemporary society the employers helped immensely as their "perceptions" of the future practice of academic advising were grounded in the realities of the world outside the walls of the university; a perspective not often addressed in the literature within the field. Thus, while the employer participants may have possessed a limited framework of understanding and of experience with the practice of academic advising, they were able to "project" conceptions of the practice for the future based on their own experience, intuitions, and beliefs. And again, I felt as if the employers' somewhat "removed" perspective on the practice coupled with their more "intensified exposure" to some of the forces shaping contemporary society (globalization and information technology) not only helped to expand the scope of my research, but also entitled me to consider new possibilities for future collaborations with employers. And finally, I must admit that I learned a great deal, not necessarily to do with academic advising, but with regard to the cultures and dynamics shaping the world of multinational corporations and small, high technology firms. Indeed, I found such discussions, if nothing else, simply fascinating.

CHAPTER FIFTEEN: FINDINGS FROM THE INTERVIEWS

15.1. The Future of the Academic Advising Service Findings: *Baseline - Starting Point*

Summarizing the data from all the participants several themes emerge in terms of how they perceived academic advising as an activity, or process. First, there was less awareness about the future direction of academic advising evident in the peripheral "ends" of my participant role set. On the one hand, the *students* needed prompting in this area for me to gain responses and insights about what they thought advising would be like in the future and on the other hand *employers* required an explanation of what academic advisors actually did in their jobs. Analyzing this finding further, it shouldn't be surprising that the employers were not aware of the role that academic advisors play within the higher education system because, *traditionally*, employers have worked almost exclusively with faculty and career services staff. The following statement from one of the employer participants is representative of the perceived *culture of recruiting* that seems to *exclude* advisors from *interaction* with employers based on "time and efficiency" principles, as one employer participant implied:

> FC – "...it's easier to make contact with the career service center or deans and department heads over engineering or whatever particular focus you have right that minute...if we get to advisors it could get more fragmented and take a lot more of our travel time...where we are working on a tight schedule anyway..."

It was within the context of the interview process itself, that the employers began to imagine and intuit the possibilities of collaborations and partnerships with academic advisors. These are addressed later in this chapter in the findings section devoted to how academic advising *should* be practiced in the future.

Students possessed a limited framework on the future of academic advising because, for most of them, their experiences with the academic advising process were fairly limited. Some did have advising experiences at other colleges and universities, but it seemed evident from their remarks that advising had been "mechanical" and "functional" at those institutions. And as a result, the students possessed limited expectations of academic advising and were surprised by "what they were experiencing now" at their current institution. This in turn, led to more favorable comments about the system in place. Moreover, the younger students and those whose reference was limited to the one institution they were attending, or had attended, considered the academic advising process to be *fine* because, they found the process meeting their basic "information gathering" and "guidance" needs and expectations. The following statement from one of the student participants illustrates a perception of practice for academic advising that characterizes the advisor as an *authority figure* who helps students to "manage" their academic experience in order to obtain desired results:

> **YS:** – "I really like advising here...if you have any questions you can talk to somebody to figure out what you need to do to get to where you want to go. You can talk to them about what your goals are and they can tell you what you need to do to reach those goals..."

In this sense, the student participants perceived academic advisors to be performing an important and appreciated role. Moreover, what seemed to be persistently evident in their responses, was a preponderance of *significance* placed on the advisor's responsibility in assisting them avoid problems and move more "directly" and "efficiently" toward graduation and their future professional goals. These nuances of "technical rationality" were also evident within some of the university hierarchy's perceptions of the academic advising practice as well. The following statement from a member of the university hierarchy, reflects a similar perception to that of the students, yet with an "overlay" of an often powerful administrative dynamic which values the "procedural" aspects of academic advising over the more developmental:

> **JF:** "...I think we live in academic silos and I think our primary concern is with the immediacy with which we can get students into courses to prepare them for careers, but I think that sometimes we stop short of thinking what's going to happen afterwards. I think sometimes we think of it too much as a product instead of a process..."

Furthermore, academic advisor participants noted that "change" itself, was a foundational dynamic they were contending with as part of their practice *currently.* Advisors seemed to be fully aware of the more technologically oriented facets to practice which were slowly being introduced and appeared to accept the inevitable implications of technology on the future of their profession. In a contrasting sense, the faculty participants expressed sentiment about academic advising in diverse ways reflecting their *independen*t nature and their strong convictions about the ethical and moral dimensions of their primary roles as *professors* under which *advising* was but one of the tasks they performed. Faculty participants expressed more tenacious statements in reaction to the encroachment of technology into advising and teaching practices and spoke passionately about the foundational nature of teaching and advising in an almost protective or defensive manner, as one participant reflected:

> **WL:** "As professors, we are a peculiar bunch...I am not sure you can crack our shell too much..."

Similar in ways to faculty, career services personnel also possessed diverse, individualistic perceptions of the *foundational* nature of academic advising. Many of the career services personnel expressed that the goals and values of their profession were often akin to those of academic advisors. Yet, their philosophical positions toward the specific nature of academic advising was often shaped by whether the participant was responsible for either "career counseling," in which case their statements were more *theoretical,* or "career placement," whereby their reflections were more *pragmatic* in scope. Moreover, this division within the career services personnel between the career counselors and placement specialists was also apparent in terms of some rather basic premises concerning the preparation of students for the job market - which was rather surprising.

Some other noteworthy themes regarding the foundational perceptions of participants included: some of the academic advisors reflecting that actual job titles had changed in their divisions as a result of massive changes in the actual nature of their work; some faculty members reflecting upon the differences in their perspective toward academic advising based on their experiences working in a centralized office for advising as opposed to just departmental advising; and finally, several members of the university hierarchy expressing how far in "sophistication" they thought academic advising had advanced during their careers in higher education.

In summary, participants possessed rather divergent foundational ideas about the nature of academic advising. As might be expected, their personal, educational and professional backgrounds often shaped their perspective, as did their actual relationship (or lack thereof) to the academic advising process itself. In an overall, sense the participants I interviewed enlightened and expanded my own perspective on the practice of academic advising. Interpreting the perceptions of academic advising practice based on such a diverse pool of participants, all of whom related to and were affected by the practice in such different ways, enabled me to recognize how differently we, as advisors are actually perceived and what we *represent* to others within the larger superstructure of higher education. In retrospect, I found this particular "content analysis" category devoted to exploring the "perceived" foundational nature of academic advising to be valuable in terms of the further interpretations that I was required to do in the course of my analysis. Having already taken into account how participants understood and reflected on the academic advising practice helped me to detect *significance* in the participant statements I had to analyze throughout this interpretative exercise and to more accurately categorize those statements based on this more "grounded" understanding and awareness.

In the next section, findings related to what participants think academic advising *will* be in the 21st century are explored.

15.2. The Future of the Academic Advising Service Findings: *What Participants Think Academic Advising Will Be*

It must be said that *technology* and its implications for the practice of academic advising in the 21st century emerged as the most predominant theme in this category. In their individualistic ways, each of the participants was *aware* of the powerful nature of information technology and was able to make assertions or predictions about how computers, web-based systems and sophisticated degree auditing systems would impact the service in the future. The one participant group that was least capable of making predictions about how the academic advising service "would be" in the future was the employers. As a result of their absence of direct interaction with academic advisors, the employers were not able to formulate "specific" projections about the future of the practice, other than to infer that the benefits of technological advances would surely outweigh any negative consequences. Reflecting upon the technological advances he had experienced in his own work environment during the last five years, one employer projected:

> **WM:** "...I think it is an unmitigated benefit to us...and to your profession..."

Moreover, discussions concerning the advent of technology within the context of the future practice of academic advising seemed to be shrouded in *mystery* and *ambiguity* according to several of the participants and especially with the career services personnel. Often referring to the massive technological changes already occurring in their specialized area and referencing indications shared with them from industry, career services participants were quite certain about the "inevitability" of technology-driven student services in the future. What was difficult for them to fathom was where, ultimately, this trend would lead - as one-career services participant commented:

> **OL:** "I think it's more like a very blurry area...we might already be at the point technologically where there is no going back...very probably are...but we might only be 5 percent of the way to where we are going to wind up in 20 years. I think that is probably pretty realistic..."

Furthermore, career services personnel often cited the cost savings and efficiency improving aspects of technological applications within student services, with some participants inferring that the loss of student contact which might occur as a consequence, and, over time, be perceived as inconsequential by not only university systems, but by students as well. Faculty, on the other hand, expressed much more concern regarding the threat to student relationships that technology posed for advising, and the "creeping" influence of technology into other aspects of the higher education system, even possibly the curriculum according one faculty participant:

> **WL:** "...So it is going to bring greater accuracy...and it probably...in the long run...and I don't know how this will work...this is just intuition...but I think it is going to change...to a certain extent...how we think about the curriculum..."

Indeed, faculty participants were exceptionally vocal in terms of their condemnation of a trend toward "technological constraint" that they perceived to be influencing many of their advisees. In essence, the faculty perceived that many of their advisees and students seemed to "limit" aspects of their thinking and actions according to technological "parameters" imposed on them in various institutional ways. Faculty perceived that while both the increase and diversity of specialized information about, academic disciplines, current research, and career opportunities were *positive* outcomes of using technology in advising, they did not like the "binary" or "black and white" mindset about possibilities that it imposed. This sentiment is returned to again in the *resistance* section of this chapter.

Students perceived that advising *would* become more technological in nature, yet would not be eliminated. And much like several of the other participant groups reviewed thus far, considered the difficulty of "comprehending" and "making well-informed" decisions in light of an overwhelmingly "information-rich" academic culture to be a new priority for future academic advising, as one student recommended:

> **JJ:** "And...I think a good advisor could be one that helps a student sort of navigate through and keep from getting inundated by all the information.

Moreover, academic advisors expressed certainty about the role of technology in the future of the profession, yet with limitations based on their core values concerning the *humanistic* role that advisors have historically occupied within the university structure. Once again, in conjunction with several of the other participant groups, advisors recognized the *informational* and *efficiency* benefits associated with technological advances in advising, yet as a group, they consistently referred to use of computers as *tools*, and did not believe that computers could, would or should serve as a surrogate for advisors in the future. As the following statement from one of the advisor participants suggests, technology should not be perceived as a panacea for the future of academic advising:

> **TS:** "...Well I think it could be a really terrific tool, but I don't think is should be looked upon as the total answer...because I think the one-on-one exchange with the student...is important to the student..."

And finally, the university hierarchy participants shared many of the already stated perceptions regarding the "unpredictable" nature of where information technology might take the practice of academic advising. Yet some of the hierarchy also expressed awareness related to the *globalization* of academic degrees and new *market demands* - now starting to refocus both staff and resources toward increasing distance learning options. Indeed both of these trends have serious implications for the practice of academic advising in the 21st century. Having to meet the needs of a more dramatically expansive range of students, some of whom advisors may never meet in a one-one-one encounter, may require advisors to become more "generalist" in nature due to such changes, as one member of the university hierarchy contends:

> **BD:** "...We can't afford to have cadres of specialists..."

In a related sense, the constant and often contentious battle for limited resources was a consistent dynamic which university hierarchy participants discussed within the context of the future of various university operations. University hierarchy participants also expressed how such pressures toward "cost savings" and "doing more with less," reinforced the importance of different academic units (like academic advising) having to "clearly" communicate how their operations added "value" to entirety of the college or university enterprise. Another noteworthy theme related to participant perceptions of what academic advising *would* be like in the 21st century included some of the career services personnel speculating that high school students may, in the near future, be developing a more "portfolio-like" academic profiles for use in college admissions. In summary, the participants I interviewed were convinced that *technology* would play a major role in the future of the academic advising service. Yet, a picture of technology's exact uses and the extent to which it may replace certain aspects of the practice could be described as *blurred* and *nondescript*. Evident in the interviews was an undeniable sense that information technology was a powerful tool that could lead the practice in a variety of different directions. Indeed, the different participant groups' perceptions about those directions, ranged from an almost "blind acceptance and endorsement" by employers, to a begrudgingly limited reception by a critical faculty.

In an overall sense, what emerged from the research was a sense that the participants in my study, perceived that the future practice of academic advising *would become* more efficient, cost-effective, technologically oriented, broadly-based in scope, with more "information-management" directed activities as opposed to functional and mechanical ones. In the next section, findings regarding participant perceptions of what the practice of academic advising *should* be like in the 21st century are explored.

15.3. The Future of the Academic Advising Service Findings: *What Participants Think Academic Advising Should Be*

Similar to findings in the last section that explored participants' perceptions and projections of how academic advising *would be practiced* be in the 21st century, evidence from the interviews infers that very similar themes emerge with respect to participants' hopes and desires for how academic advising *should be* conducted in the future. Specifically, issues related to control and access to information were commonly raised by members of all of the participant categories, especially within the context of who ultimately possessed "control and access" powers. Related to this, faculty often cited their moral and ethical responsibilities to students in terms of the promotion of academic freedom within the context of all aspects of university life. As such, they perceived information technology as a powerful information gathering tool, but expressed impassioned reservations and fears concerning its capacity to hinder and restrict students. The following statement from one of the faculty participants reflects his perception that academic advising in the 21st century, while sure to be restructured in terms of the use of information technology, *should* allow students and advisors to set the parameters for academic planning, and its resulting successes, *and* failures.

> **HR:** "...and I do think that there is a way in which mistakes and errors and deliberate risk taking are hampered in a machine technology..."

Indeed, the faculty did not want to relinquish the academic experience of students to a "fail-safe," mechanized and rational process. There was recognition that the exchange of information would continue as a core component of the academic advising practice, yet the delivery of that information carried with it implications about how students would ultimately use and follow it. Often reflecting similar sentiment regarding the important distinction between information dissemination and academic advising, some of the university hierarchy also expressed their desire for academic advising to continue to remain a university function grounded in "humanistic" aims:

> **JF:** "...Someone who becomes the person to whom that student can go to for advice, not just information...that's the form of advising that we don't usually think of...but advice from a human being...who is somebody they (students) respect and know..."

Yet, while the university hierarchy expressed a desire for the continuation of advising that fostered relationships as described above, they were also exposed to and much more aware of the *globalization* and *market forces* that were pushing them toward consolidation and efficiency. As stewards of those systems and their funding, there was recognition by the hierarchy participants that in the advent of such developments as *distance education* and the prospect of *"joint-international"* degrees, academic advising, along with a host of other academic and student services, may find itself relocated into a broader-based operation serving different student needs. This notion of "merger" with other services was discussed and endorsed by various members of several of the participant groups, even by most of the academic advisors as well. As one advisor participant inferred (from her office), students would ultimately benefit:

> WM: "...I would like to see in 10 years or 20 years...having all these things integrated so it would be really easy for me to have a student in here...and if I think they need something...fire off an e-mail to somebody and say I have a student who needs to contact you...here's the situation..."

Academic advisor participants did express favorable sentiment toward the prospect of more collaboration with other campus operations in the future and recognized the "developmental" value of using information technology to expand the "exploration of options" capacity of both students and advisors, and to reduce mechanistic tasks. Moreover, many of the academic advisor participants suggested that a two-tier system of advising *should* be adopted in the future. Such a system would facilitate "generalist" advisors working with new, undecided and students changing academic majors; and "specialist" advisors working with students who had secured their academic majors and were more focused upon careers and graduate school options. The student participants, also echoing academic advisors in terms of seeing information technology eliminating many of the clerical and mechanical tasks which often took value "advising time" away from their appointments, wanted to expand the advising paradigm further out into the "world of work." Indeed, *all* of the student participants expressed a desire for academic advising systems in the future to facilitate more experiential learning opportunities and closer interaction with individuals actually pursuing specific careers and professions. As one student participants suggested, some of these individuals might even become "actual advisors" in a more expanded, two-tier, academic advising practice:

> JR: "...so in that sense you may be bringing new people into the advising paradigm... you may bring in industry people, maybe bring in doctors who could work with pre-med students..."

Moreover, and in a related sense, the student participants expressed the desire for future academic advisors to be more challenging and passionate in their interactions with students. Once again, with respect to the advent of technology, they were in total unison in terms of their advocacy of tools such as web sites and web browsers to be a part of the future of academic advising practice, yet not at the expense of eliminating their access to advisors they could "physically" meet on some kind of a regular basis. Most of the student participants expressed that they liked the "career-related" links, which a merger between academic advising and career services would facilitate, yet there was some concern registered, in terms of the advising process possibly becoming too "careerist" in orientation. The career services personnel, on the other hand, were very enthusiastic about the prospect of more *definitive* collaboration with academic advisors within the context of future practice and wanted to see "all" kinds of advising (career related and academic) intertwined more closely with other campus operations and the curriculum. Interestingly though, and as the following statement from one the career services participants infers, there was a sense among several participants that despite the expressed positive sentiment toward collaboration between operations – there were powerful resistance forces of political and economic natures that might hinder such a model in the future:

> **GB:** "...I think everyone would win if they were together. I think they ought to be together even if they're not together. Let them report to separate areas, but just set up this great big advising thing and let them all work together...and eventually the great big advising thing is going to be a Web-Internet resource anyway..."

Not all of the career services personnel were as emphatic that "all" advising services would become web-based in the future. Yet it is significant to note how such a *perceived* progression from separate models of operation, to a combined model could add *vulnerability* to the "traditional sanctity" which both professions (academic advising and career counseling) maintain loyalty to, in terms of separate ethics and professional protocol. By this, I suggest that via merging, both operations and both professions, respectively, lose a part of their professional identity and could then be perceived, ultimately, as weaker components more amenable to being replaced technologically.

Finally, the employers who didn't have as much to express about the way advising *would* be in the 21st century seemed to have a lot to state regarding how they thought it *should* be. First, the employer participants were all in agreement in terms of advocating the use of information technology in as many ways as possible in the future. Often referencing the extremely pressured and hectic work conditions they faced - they "projected" many of their values and ideas about the nature of "work in the future" on to academic advisors for the purposes of the interview. The employers saw no reason why advisors should waste time doing any rote or mechanical tasks that could be done technologically. Their attitudes toward information was that you could never have too much, and that while possibly overwhelming for advisors and students, the future they perceived would require all workers in the 21st century to become skilled "managers" of information and knowledge.

The other expectation of academic advisors in the future that the employers expressed, related to facilitating more of a realistic and grounded sense of the world of work in their advisees. During the interviews, many of the employers mentioned the value of experiential learning, co-operative, and internship opportunities, and even volunteered their assistance in initiating such efforts.

In summary, the participants in my study projected an academic advising service in the 21st century: more technologically oriented, more comprehensive and collaborative in nature (including possible mergers with other campus operations), that might include a two-tier system of generalists and specialists, and the possible inclusion of members of the workforce and professions taking on the role of "academic advisor." Yet, in light of such technological and organizational advancements, the participants expressed the need for the future practice to not "bind" student thinking, creativity, or risk-taking with respect to academic planning. Even problems and mistakes were important *not* to eliminate from the process, according to faculty. And finally, it was evident from the research that the facilitation of experiential learning and opportunities for work-related "reality-testing" via stronger partnerships with industry, and possibly through the creative use of the information technology were expressed by interview participants. In the next section, participant's perspectives on the causes of change are explored.

15.4. The Future of the Academic Advising Service Findings: *Causes of Change*

Awareness and familiarity with the *causes of change* seemed to correlate closely with "theoretical" proximity to the outside world of work. According to such a framework, both the student and the advisor participants seemed to have the least awareness, of all the participant groups, of the forces shaping contemporary society. As is reviewed in this section, there certainly were some students and advisors that could identify with issues and themes such as the *globalization of the economy*, but many participants in these two categories expressed very little in terms of understanding or familiarity. In the cases where students were more familiar with the causes of change, it was usually due to factors such as age, nature of work, and academic major. In terms of academic advisors, factors associated with lack of awareness were more difficult to determine. Once again, though, one force or cause of change that was identified by all the participants was the presence of information technology. Academic advisors expressed a range of perceptions about the influence of information technology, and many felt overwhelmed by the prospect of it increasing the already perceived, relentless amount of work they were faced with currently, yet some expressed realizations that "advisors" needed to model both behaviors and attitudes more befitting the expectations of a 21st century world, as the following statement from one of the advisors participants suggests:

> **WM:** "...we claim to educate them for life...and as life changes...which means the way we do business...the way we get information...the way we process information...as that changes we must change with it...and we can't tell the students you need to learn technology because its going to be a part of your future...we have to make it a part of ours now..."

As was stated earlier, students participants possessed the least awareness of the causes of change, yet the returning adult students and those with previous work experience, were in some cases, much more aware of certain forces than expected. Indeed the following comment from one of the student participants who, was currently working part-time in the software industry, portrayed someone who's understanding of the causes of change for academic advising and higher education was really quite sophisticated, in comparison to any of the participants, even across groups. The following statement was made in reference to a particular foreign language funding council cancelling its fellowship program:

> **KV:** "...because we are switching toward an information and technology based economy...those things are not being rewarded economically..."

The other four participant groups were much more familiar with perceived causes of changes and their impact on academic advising and higher education, and expressed a wide variety of factors that they felt would influence the nature of the advising profession in the 21st century. Findings from the research did indicate that the remaining four groups, career services personnel, faculty, university hierarchy and the employers all expressed sentiment about the role of information technology impacting the practice, but they also spoke about the impact of the globalization of the economy and the realities of competition and cost reduction within the "culture" of institutional funding. Again, the university hierarchy participants commentary reflected the fact that they in effect had been "required" to reckon with nature of these forces, due in part in many cases, to sheer necessity. For them, the advent of distance education, multiple university factions fighting over consistently, under-funded resources, and the prospect of more "internationalization" of various aspects of the academy, *required* a sense of awareness of outside forces, as reflected in the following statement by one of the hierarchy participants regarding a recent global, corporate merger:

> **GJ:** "...With the Daimler Benz and the Chrysler merger...with the take-over of Amoco by a European petroleum firm...it is becoming increasingly difficult to know who's in charge...if we are looking at countries..."

Moreover, the faculty participants were also aware of the impact of globalization as well, and could more readily place its impact within the context of academic advising. As the following statement from one of the faculty participants demonstrates - there may be an expansion of interdisciplinary programs and even "interdisciplinary-based, study abroad programs," as we become increasingly more aware of the world and its problems:

> **WL:** "...this is part of what I meant by it's a force within the university that is beginning to help change things because as you go into the international...you get into things like ecology in the Amazon even though you are dealing with Portuguese (major) students...Anthropology (major) students ...and so on..."

Faculty participants also expressed more fearful statements regarding some of the other causes of change they perceived. Many were particularly aware of and concerned about the ever-increasingly, larger role that corporations were serving in on university campuses. Most of the faculty mentioned an awareness of a "creeping" *commodification* trend influencing both the students they worked with and, even the curriculum and academic majors being "redesigned" for market demands within their departments. Furthermore, with respect to the influence of technology as a major cause of change, the faculty expressed worry as they sensed that some of their disciplines, were perceived to lack relevance in the world of work that was now demanding and *rewarding* more technical skills in entry-level employees. Moreover, they expressed much suspicion about the advent of distance education and "electronic classrooms," often stating that such venues were not in fact appropriate for real teaching in accordance to their values as educators. Such sentiment was also evident in terms of the their aversion toward any purported extensive or "exclusive" use of technology to be used in place of academic advisors in the future. Finally, there were some faculty members who wondered, in light of all these forces and causes of change, if their academic fields would be relegated to just "luxuries" within the future university framework and whether academic advising would even be necessary.

This last particular sentiment expressed by faculty participants, concerning the possibility of academic advising possibly being eliminated as a result of the proliferation of information technology was also detected in at least one member of the career services participant group as well:

> **GB**: "...I think academic advising has a higher probability of being doomed than career services. I think there's a huge amount that goes into academic advising that you know can and well be done electronically and the fear that you have is well...you know you're getting rid of all those interpersonal relationships..."

Possibly due to the nature of their close alliance and constant working partnership with industry and employers, the career services personnel were particularly aware of how the increased capacity of web-based and telecommunications technology, and the steadily decreasing cost of ways to use it, can have a dramatic impact on the decision-making strategies of those in power. In this sense, it is understandable how at least some of the career services personnel, could acknowledge the possibilities of totally web-based advising services (career and academic) in the future.

In a related sense, the career services participants also expressed how they perceived industry becoming more demanding and increasingly more concerned about "what they will receive" in return for their corporate donations and sponsorships. And, in what might be considered the ultimate manifestation of such corporate influence, several of the career services personnel expressed how they had witnessed the redesign of certain academic majors *tailored exclusively* to meet specific corporation needs and recommendations.

As might be expected, the employer participants readily admitted to, and endorsed the premise that universities and industry were indeed engaged in a mutually beneficial partnership. And in terms of their perceived causes or forces of change within the academic advising arena of the 21st century, they anticipated that such arrangements would most likely increase and that advisors and employers may actually be able to work together in the future (especially in light of what they learned about the academic advising field as a result of these interviews). The other significant causes of change, with respect to the future of the academic advising service, included the changing work, education, and re-education dynamics associated with an ageing work force. And in addition, employers also expressed concern about the projected demand for well-trained, worldly, and technologically skilled new recruits. In this sense, the employers perceived that academic advisors could play a critical role in assisting and facilitating more meaningful and effective academic planning for both of these perceived, emerging student populations.

Finally, and in accordance with all the participant groups throughout the study, the employers expressed that information technology would most likely be the most predominant cause of change in the future of the academic advising service. Indeed, they seemed to be the most ethusiastic endorsers for the use of information technology within the context of the practice, as it seemed to represent a vehicle through which their interactions with the university would most likely be expanding. As one of the employer participant infers in the following statement, due to both economic and time demands, he perceives his relationships with universities remaining "close and personal" yet maintained via the telecommunication tools now readily available to him, students, and advisors:

> **FC:** "...I know that we can have teleconferences with universities...and interview students that way instead of having to travel so very much..."

In summary, evidence from the research suggests that the causes of change impacting the future of the academic advising service in the 21st century were experienced by the participants in variety of different and highly individualized ways. First, it should be noted that a majority of the student and advisor participants, with a few exceptions, were not as aware of causes or forces of change as compared to the rest of the participants. Moreover, evidence from the interviews, suggests that the impact of information technology appeared to be the most predominant cause of change perceived to impact the practice of academic advising in the future.

The globalization of the economy was recognized as a factor by some of the participant groups, but not all. In some ways, the increasing availability and reduced cost of telecommunications technology was another perceived "economically" driven cause of change, that was perceived to impact not only the delivery of advising services, but teaching and a host of other academic services as well. And finally, it should be noted that there was some evidence suggested from a few participants, that in light of all of the above cause of change, the practice of academic in the future could conceivably be eliminated.

15.5. The Future of the Academic Advising Service Findings:

Resistance to Change

One predominant thread that was apparent in this section, and all of the ones preceding it, was the ultimate "championing" of the humanistic element that must remain a part of the academic advising practice in the 21st century. Despite all the sophisticated kinds of awareness expressed and "ready" attitudes toward the adoption of information technology into various aspects of the practice expressed by participants, there was a resounding and unanimous perception that *human beings* must remain a fixture within the process in the future. The interesting picture that emerges from the research though rests on how much technology *will* be used and to what degree will advising activities (and planning components) be turned over to the sophisticated kinds of academic advising software and hardware; the kinds currently being loaded into campus-wide mainframes and platform systems at this very moment. As the following comments from the participants demonstrate, there is a growing sense that information technology *will be* a predominant force in the 21st century, yet the dilemma over balancing the human/computer nexus often gets embroiled in the arena of ethics, principles and guidelines. As one member of the hierarchy denotes in the following commentary, some operations have assessed what "standing values" characterize staff approaches to the use of information technology, and in such cases there is a very clear delineation regarding what *will* and *will not* be happening to the future practice of academic advising:

> **GJ:** "...the general feeling here without exception...without any dissent...we would rather not engage in any advising over the Internet or by electronic means. But the face-to-face, one-on-one conversation is really important..."

Yet on the other hand, there was evidence of some academic advisors already taking the lead in terms of starting to reformulate their identities in light of changes they perceived. The following statement from one of the advisor participants demonstrates an awareness of a commodification principle that is bound to become more prominent in the next century – the "reconsideration" of what academic credit actually is and represents:

> **CE:** "...advisors will have to look at the various ways in which their institutions can stretch and be flexible in the ways in which credit is granted...academic advisors need to become more flexible...in their ways...methods...and outlook..."

Thus, academic advisors in future practice could almost be considered "credit brokers," and furthermore this process of "reconsidering" the conceptual nature of academic credit actually locates advisors in a critical, and powerful position to be legislating how such decisions are made and with what criterion. In a similar capacity, as the profession reengineers itself in light of technological enhancement there are other issues related to power that emerged from the interviews as well with respect to *resistances* to change. The following statement from one of the career services participants in response to questions concerning a web-based advising source in the future, reflects a fundamental truth about these potential models for practice. Indeed, some advising "authority" will always have sovereignty over the information dissemination aspect of academic advising, no matter what form it may evolve into:

> **KB:** "...I think technology meets that need to some degree because the information...if it is complete...is readily accessible...but you still have to have someone behind the scenes constantly updating the information...the information just doesn't get on the Internet and be correct..."

Also responding to the advent of electronic forms of academic advising practice in the future in a "mixed" posture, most of the students seemed resigned to the fact that "advising" would most likely be "going that way," yet there was an expectation about an aspect of advising that falls into the category of "possibility managing" that will be very hard for any kind of information technology to replicate. In this sense, some of the students sentiment seemed to parallel what some of the faculty mentioned in terms of the importance of allowing room for experimentation, making "hunches," and even making errors and mistakes within the academic planning process. As the following comment from one of students alludes to, students do recognize the value of and will certainly use electronic advising "check-up" tools in the future. Yet, many are sophisticated enough to know how complex the world outside the university is and that getting personalized help in the process of making some of the most important decisions of their lives is probably a "good" thing:

> **JJ:** "...and true enough...that if the student takes the time to get on it and check if they are fulfilling their requirements for graduation ...they have shown a certain amount of proactivity...but at the end of the day with the degree...they still have to go out into the world and look for a job and look for a place to fit...or a professional school...and the sort of thinking that leads to that is hopefully what good advising is developing..."

Indeed, the triumph of advising relationships, despite all threats and forces of change perceived, was probably most effectively and eloquently argued for by the faculty participants. At a very core and fundamental level, the faculty participants believed strongly in the human factor remaining clearly in tact within all aspects of teaching and advising in the 21st century. There was a consistent theme that emerged from their interviews that centered upon the maintenance of student to advisor/faculty relationships in light of the forces and changes that many of them were well aware of. The following cautionary comment from one the faculty member participants resonates with the fear that technology may destroy an aspect of academic life leading to forms of isolation:

> **YW** "...And I think if we rely too much on this technology, we are really going to do some harm...and mostly we are going to miss...there is an entire dimension of relationship that goes with the interaction between a faculty member and a student or colleague..."

To be sure, faculty expressed resistant views toward the "outside" changes and threats which they perceived manifesting themselves within the departments, colleges, and academic systems in which they were affiliated and sought to advance within. In particular, their sentiment regarding the growing presence of corporate influences seemed to be multi-faceted, but most of all they were opposed to the value system that corporations operated from. In fact, some faculty often stated that such a value system was diametrically opposed to what universities stand for and *should* represent. Yet, it is interesting to note how some employers perceived the faculty. There was sentiment expressed by some of the employer participants that actually labelled faculty "themselves" as a factor in the *resistance to change* they perceived in the future of the academic advising service. Taking into consideration the propensity for isolation which some faculty feel technology has already wrought upon the academy, the following comment from of the employers adds even more fuel to a "distantly perceived" academic culture that may be problematic for all institutional personnel in the future:

> **KC:** "...my sense is professors are happy with what they are teaching...everybody lives in their own narrow world...teamwork is not a part of the education world..."

In summary, the participants did register a wide array of other forms of resistance to change - some included the "recycling" of *resistance to change* into "management of change" strategies by the university hierarchy, as well as their admission that *hard decisions* regarding budgets and funding often set off turf battles leaving the constituencies they work with in *"resistant"* postures. In addition, some career services personnel suggested that "change" often happens slower than it is purported to and that that "advising services" will have to contend with security issues and the "perception" of security (or lack thereof) inherent to electronic forms of information transfer. Some students may resist electronic forms of advising based on a fear of the disclosure or misappropriation of sensitive personal information. In summary, the resistance factors perceived by participants were illuminating in nature to summarize and do offer practitioners ideas to ponder in their next century of practice.

CHAPTER SIXTEEN: REFLECTIONS ON THE INTERVIEW PROCESS

16.0. Chapter Sixteen Overview

This chapter is devoted to an in depth analysis and critique of prominent aspects of the interview process used to generate the findings presented in the last chapter. In particular, this chapter explores the strengths and weaknesses of the sampling, questioning, and interviewing strategies used as part of my research design and the subsequent organization of my content analysis reports.

16.1. The Participants Interviewed: An Analysis, Critique and Discussion

First, upon completing the analysis of the 36 interviews with all of the participants - I must conclude that each and every participant contributed uniquely to the "tapestry-like" quality of the broad picture of the future of academic advising that emerged from the data. I did discover the range in ages, backgrounds, races, sexes, levels of authority, and even familiarity (or lack thereof) with the practice of academic advising to be "rich" and multi-dimensional in terms of the vast array of experiential, educational and vocational orientations which shaped the perspectives the participants possessed. As a result of such *diversity* within the participant role set, I found that my research questions generated a wealth of responses, both copious and complex in scope, enabling me to successfully *contextualize* the practice of academic advising within a much larger framework. And since the *contexualization* of academic advising practice was one of my major goals in conducting this research, mainly because relatively little has been performed thus far, I was satisfied with the extensive range of participants who agreed to partake in my study. Indeed, the "comprehensiveness" of the participant's viewpoints, as well as the intimate nature of their relationships with the academic advising process helped to "ground" (Glaser and Strauss, 1967) their responses in a manner that, I contend, adds to the significance and validity of my findings.

Again considering the *variance* of the participants who partook in my study, yet another valuable research factor associated with my choice to include certain participant categories became more apparent to me during the analysis of the interviews. I posit that the inclusion of *career services personnel*, *university hierarchy*, and *employer* participant categories - helped to extend the sphere of my inquiry outward to what Miles and Huberman (1994) would assert are advantageous "peripheries" based on the *purposive* focusing and bounding of my data sampling. The following passage from Miles and Huberman (1994: 34) illustrate pertinent issues related to the nature of my data sample:

> ...But it is also important to work at the peripheries – to talk with people who are not central to the phenomenon but are neighbors to it...

As "neighbors" to the academic advising practice, I did in fact find the contributions from the career services and university hierarchy to be enlightening in the sense that both of these groups impact the practice of academic advising in significant ways, not always considered by practitioners. As a result of my analysis, I discovered, for example, that the "pioneering" efforts of careers services personnel in the area of electronic and web-based career counseling may offer some guidelines, principles and problem-areas for consideration, as the academic advising profession finds itself using more electronic tools in practice (Vowell, 1996). Moreover, I found their perspective on the actual "management" of change - as opposed to outright *resistance* - by members of the university hierarchy, as well as their respect for and *incorporation* of the forces of change into their planning and visions of the future to be profound also.

To be sure, contingencies associated with the advent of joint-international degrees, the "market" for distance education, and the trend toward corporate "partnerships" for both fiscal and experiential learning purposes, certainly *do* have direct implications for the practice of academic advising in the 21st century. Therefore, I would conclude that it has indeed been fruitful to explore the *academic neighborhood* which academic advising is a resident of. And taking this notion a bit further - stepping completely outside the *neighborhood* and exploring employer's perspectives on the practice of academic advising and it's future - offered even more "revelatory" (Yin, 1984) considerations for future advising practitioners. In particular, I found the employer's propensity towards *harnessing* the forces of change, as opposed to resisting them and their *unsentimental* grasp of how students *actually* fare in the world of work, in terms of their education and "career orientation," to be exceptionally illuminating.

One more positive factor inherent in the peripheral nature of my data sample has to do with its "de-centering" (Miles and Huberman, 1994) capacities. As Miles and Huberman (1994: 34) assert, a researcher's abilities to compare and contrast data are strengthened through this sampling technique; and their notion regarding the "distancing" perspective which study abroad fosters is *highly relevant* within the context of *my* research:

> There are rewards for peripheral sampling. First, you may learn a lot. Second, you will obtain contrasting and comparative information that may help you understand the phenomenon at hand by "de-centering" you from a particular way of viewing your other cases. As we all know, traveling abroad gives us insights into our own culture.

Certainly, Miles and Huberman's disposition toward the benefits of *outside* perspectives, is principally, a research postulate which was recognized and advocated for in many respects and in many different manifestations throughout the entirety of my research project. In many ways, the "de-centering" of the profession, in a sense from its insular research and literature base was a goal that I was striving for throughout my inquiry.

Furthermore, I must also mention the significance of the more *traditional* participant groups. Certainly, the insights and perspectives drawn from *students*, *academic advisors* and *faculty* were fundamentally important in terms of their portrayal as the predominate groups of individuals who engage most directly with the academic advising practice. In terms of the findings that emerged, the implications for the future of the profession and for future researchers to consider, their insights and perspectives are *essential* because of their primary roles in the *actual* process. As these participants actually engage in the academic advising practice as either providers or receivers – their responses to the research questions, probes, and "scenario-settings," were critical to achieving factors which Maxwell (1998: 87) considers to be chief grounds for *purposeful sampling*:

> ...it can be used to achieve representativeness or typicality of the settings, individuals, or activities selected.

Furthermore, I contend that the purposeful nature of the participant groups selected - was ultimately complementary in terms of balancing the need for representativeness with the desire for the information-rich, *de-centered* perspectives. An additional commentary I would like to make in this section has to do with the highly influential background information, which I detailed for every participant in my study. After listening to each tape and performing each analysis, it became particularly evident to me how much the participant's life experience affected their perspective and their respective responses to my questions. In an effort to both honor and portray what each participant possessed in terms of the major dynamics I *interpreted* to affect their framework of reference toward academic advising, I described subject-matter often related to their educational, experiential and career histories. In addition, I also registered any "distinct" philosophies or espoused viewpoints on related topics that were particularly noteworthy which they raised within the context of the interviews. In so doing, I contend that I was adhering to some of the foundational tenets that fundamentally characterize qualitative research, as Miles and Huberman (1994: 10) suggest:

> Qualitative data, with their emphasis on people's "lived experience," are fundamentally well suited for locating the *meanings* people place on the events, processes, and structures of their lives: their "perceptions, assumptions, prejudgments, presuppositions" (van Manen, 1977) and for connecting these meanings to the *social world* around them (emphases theirs).

Moreover, I maintain that the details provided in the participants' profiles were offered with the *reader* in consideration. Since it cannot be expected that all the prospective readers of this inquiry will be familiar with the academic advising enterprise, or higher education system within the United States, or the unique dynamics associated with being a faculty member, career services professional, university administrator, employer, or student - I maintain that providing detailed accounts of the participants' background was critical, once again in terms of following "good" qualitative research protocol and also engaging the reader's interest. As Miles and Huberman (1994: 10) suggest in the following statement, distinctive factors associated with the analysis of qualitative data include respect for complexity, a desire for narration and a need for placing research within a framework:

> ...with strong potential for revealing complexity; such data provide "thick descriptions" that are vivid, nested in a real context, and have a ring of truth that has strong impact on the reader.

In summary then I believe that the rationale supporting both the selection and the "profiling" of the participants in this study was effective in achieving my research goals, and was guided by principles embedded in the qualitative research tradition. In this sense, I believe I was able to capture highly informed, diverse perspectives of a wide ranges of individuals – most directly associated with the academic advising practice, yet some, importantly and distinctively, removed from the practice as well. In the section that follows, aspects of the *interview process* are explored and analyzed.

16.2. The Interview Process: An Analysis, Critique and Discussion

As a certified personal and career counselor, as well as academic advisor with over 12 years of experience engaging in constructive dialog, I anticipated that *interviewing* my participants would be a relatively "customary task." This turned out not to be the case. Indeed there were some skills that I believe I did use effectively in my interviews with participants, yet there were some difficulties and surprises encountered as well. Stating the positive features first, I believe that my counseling background and communication skills were facilitative in fostering rapport with the participants, establishing trust with them in terms of explanations of confidentiality, and in maintaining a *flow* and *level of interest* in the dialog that enabled all the interviews to carry through to completion. Moreover, after listening to all of the interviews carefully during the analysis process, I believe that I was effective in "restating" my participant's responses to questions - consistently attempting to clarify in my own mind (and theirs) that I was "hearing" them correctly and that I "accurately" understood the premises and positions they were putting forth in response to my questions. In addition, upon review of the audio-tapes, I believe that in most cases, by the end of the interview, my participants felt as if they had engaged in an activity that had been beneficial for them, almost in a "cathartic" or self-reflective manner. One participant stated the following regarding his interview:

> "...you're raising questions that I can hardly even think about...and it is like the tide is five feet behind me...you know...I haven't even put my running shoes on and I am looking at a tidal wave!"

Therefore, I believe there were some strengths associated with my interviewing skills and abilities and I was pleased to hear comments such as the one above and others regarding the professional enlightenment and gratification which some participants experienced and expressed to me, sometimes during, but mostly after the interview sessions were complete. As an unanticipated, yet gratifying aspect of the research experience for me personally in this case – I concur with Patton's assessment that the experience of good interviewing can affect participants in significantly positive ways (1990: 353, 354):

> A good interview lays open thoughts, feelings, knowledge, and experience not only to the interviewer but also to the interviewee, The process of being taken through a directed, reflective process affects the persons being interviewed and leaves them knowing things about themselves that they didn't know – or at least were not aware of – before the interview.

Yet, upon careful review of the tapes and transcripts from the interviews, I must readily admit to some weaknesses in my interviewing techniques and problem areas as well. Once again, admittedly my interviewing technique is very much grounded in the counseling and academic advising traditions, thus rephrasing ideas, restating major themes and asking for clarifications was very difficult to *not* do while in the role of interviewer. And, yet despite some of the positive outcomes of such an "embedded" communication style, I did recognize that an overabundance of this technique was apparent at times throughout many of my interviews and may have hindered the forward "progression" or direction of certain interviews in particular instances. Admittedly, by stopping the forward momentum of the dialog at periodic intervals in order to organize, categorize, and classify statements, I feel as if I may have restrained some of my participants from moving "deeper" into areas of discussion because of my inclination toward "understanding" and "clarification" before moving on. Offering a fairly comprehensive roster of other problems surrounding the use of interviews, Cohen and Manion (1994: 282) suggest that researchers using interviews as a research method should recognize the following as major sources of bias:

> The sources of bias are the characteristics of the interviewer, the characteristics of the respondent, and the substantive content of the questions. More particularly, these will include: the attitudes and opinions of the interviewer; a tendency for the interviewer to see the respondent in her own image; a tendency for the interviewer to seek answers that support her preconceived notions; misperceptions on the part of the interviewer of what the respondent is saying; and misunderstandings on the part of the respondent of what is being asked.

Taking the above sources of bias into consideration, I submit that I was aware of and attempted to minimize the interview biases perceived to affect communication dynamics within the interview process for each of the participant groups, yet recognize their impact:

Student Participants: While I was interviewing the student participants it was difficult not to resume my "natural" advising and counseling role. Given that this is the most familiar and constant kind of directed communication forum that I professionally engage in thousands of hours each year, it was extremely challenging not only to "act" as an "interviewer," but to "think" and process information like one as well. Indeed this exercise was made even more difficult and complex, given that the student participants also perceived me in an advising and counseling role, and thus in some cases they were more inclined to respond to questions as "my advisee," as opposed to my participant or respondent.

Academic Advisors: While interviewing the academic advisors, I found myself at times wanting to discuss more specific advising particularities and "nuances" between the participant's practice and mine. This was even more evident while interviewing participants from other institutions. Moreover, some of the academic advisors were also comfortable in sharing very personal accounts of their "most memorable" or "most impacting" advising experiences. While these highly personal "self-disclosures" were unsolicited (not part of my schedule of interview questions), they were quite moving for both the participants and myself. As a result, in some cases it was difficult to move back to the more "focused" and "intentional" questions that were a part of the interview schedule.

Career Services Personnel: Interviewing the career services personnel was actually more complex than I had anticipated. First, as I admittedly hold the belief that the academic advising practice *should* be merged with career development principles – I endeavored to not direct or "lead" discussions related to this matter toward my viewpoint. Secondly, the responses from the career services personnel *re-emphasized* for me the important *distinctions* between the various university factions who ultimately conduct academic advising in different settings and placements. As a result, I realized that further inquiries were needed to explore the differences and similarities between *centralized*, *faculty-based*, *mixed* and *graduate student- focused* academic advising practices in light of the forces of change considered in my study.

Faculty Members: I found the faculty members expressly articulate and even *"awe-inspiring"* in their discussions about the future of academic advising and higher education. Their resolute convictions about teaching, learning and ethics associated with university life fostered many moments for pause and reflection – which of course was difficult within the context of an interview. Furthermore, there were several challenging occasions throughout the interviews where I found myself wanting to "correct" faculty members or "inform" them of procedures, resources and a host of other assorted issues associated with academic advising practices that they seemed to have been misinformed about, or were unaware of. Once again, my *awareness* of the differences between various advising practitioners was heightened as result of interviewing the faculty members, and I found myself thinking about some of the differences I was uncovering with respect to *faculty* versus centralized advising practices.

University Hierarchy: Interviewing this group of participants challenged my own "paradigm" of academic advising practice in two distinct ways. First, the university hierarchy participant interview content crossed over into a "realm" of higher educational decision-making, planning and "strategizing" that I had never been exposed to before. To be sure, I felt a sense of "privilege" to engage with these individuals about the future of my profession - especially within the context of the future of higher education of which these individuals were especially well informed. Indeed as a practitioner-researcher, I found myself comparing my "middle-management" perspective with that of those charged with more "upper-level" responsibilities, notably with regard to the *forces of change* and their impact on the future of academic advising. Moreover, I could not help but feel "captivated" by some of the prospective higher education innovations, which here-to-fore had just been conceptual in nature to me, such as "joint-international" degrees. When such topics were discussed within the context of some of the interviews, I found it very difficult to remain within "just" the framework of my schedule of questions because of both my personal and professional curiosity.

Employers: The employer participant interviews brought me *off* campus and into the world of work, both theoretically and physically. Having the opportunity to go out into the field and meet the employers at corporate headquarters and work sites, was in and of itself a unique a "framework" shifting experience regarding the *context* for the interview process. Since almost all of the other interviews had taken place in my office or at some other location "on campus," these interviews seemed to represent an outward "leap" into the realm of an influential sphere of participants (employers) not often recognized or "heard from" within the traditional academic advising literature. In this sense, I felt as if I was breaking new ground, yet with some interesting dynamics to contend with as well. The most significant of which was the fact that most of the employers were fairly *unaware* of what role academic advisors actually play within the context of both the student's experience, and in a larger sense, within the context of the entire higher educational framework. To this end, I did spend a significant amount of time during the interviews explaining what it was academic advisors actually did for students and how we were different from career counselors. As a result, these interviews were seen as "educational" by the employers and thus, represented a different dynamic to be taken into consideration as a unique characteristic of this participant set, as well as a dynamic to be explored further in terms of future research.

Therefore, as the above summaries from each participant group imply, I readily admit that certain *biases* were evident and affecting the nature of various aspects of the interview process. Yet, on the other hand, advancing the notion that researcher *subjectivity* and *bias* are assets within qualitative research projects, Miller and Crabtree (1994: 348) contend that:

> Perception and subjectivity or "bias" are essential data and a crucial part of the knowledge generated by qualitative research. Local context and the human story, of which each individual and community story is a reflection, are primary goals of qualitative research, and not "generalizability."

So, in this sense Miller and Crabtree (1994) advance a premise regarding bias that is a critical to the manner in which these interviews took place. As a practitioner-researcher, conducting a case study of my own practice as an academic advising professional, I intended to capture the "local context and human story" of which these various participants were a part. Moreover, with respect to the intentions behind both the *profiling* and *interview overview* sections of my individual content analysis reports, I documented, for the intended reader, what in essence are the "environmental factors" which compose the "story" of my research. As Miller and Crabtree (1994: 348) assert, the *iterative* nature of the research experience and a series of other *relational* dynamics are both part of building or illustrating what they consider to be a methodologically cogent description:

> A methodologically convincing story addresses three different relationships. The *investigator's relationship with informants* is noted with emphasis on how each other influenced each other during the research process. The *relationship with the data* is described, in a way that is certain to comment on the circularity or iterative aspects of the research experience. Finally, the *relationship with the reader* is defined, such that the researcher's authorial intent is clear.

In summary then, I believe that the interview process that I engaged in as part of my research project, while affected by aspects of bias, nonetheless did endeavor to generate the rich detail and descriptions – the kind of which I was attempting to capture from the participants engaging in my study. Furthermore, I believe that the use of my counseling and communication skills to clarify and affirm such details and descriptions were effectively used to achieve these desired aims. And according to the qualitative protocol which Miller and Crabtree (1994) propose researchers follow, I submit that I did give credence and recognition to the local context, in addition to exploring the various kinds of relationships which existed between participants and me as the researcher. And as I result, I further submit that because such measures were engaged in - many *iterative* dynamics and insights about the research process were augmented and recorded as well. In this sense, as the *author* of the content analysis reports, my intention was to inform the prospective reader of all the influences that I thought were apparent within the context of the interview process. In the next section, an examination and critique of the research questions and inquiry strategies I used in my study are engaged in.

16.3. Questions and Inquiry Strategies: An Analysis, Critique and Discussion

As was discussed earlier in my research methodology chapter (chapter eight), I opted to use the *general interview guide approach* (Patton, 1982, 1990) which suggests that researchers pose questions that are outlined in advance, yet are tailored according to the specificity of participants within the context of the actual interview. Given that my participants ranged from 18 year-old freshman students to 60 year-old university chancellors, it was appropriate to have more freedom in terms of the actual phrasing of questions, the terminology used, and the order in which they were asked. In this sense, I felt more comfortable approaching each of my participants using my *intuition* and *counseling skills* to introduce complex topics or questions at the most appropriate and beneficial times. To review again, my primary research question was:

"What is the nature of academic advising in the 21st century in light of the forces of change shaping contemporary society?"

Moreover, I was also interested in investigating a subset of research questions that had emerged from the development and exploration of a *model of society* that was constructed throughout the first five chapters of my thesis. As was documented in chapter eight, what had come forth from an investigation of that model of society was the pre-eminence of specific *forces of change* which had permeated a variety of different spheres within that model, mainly information technology and globalized capitalism. Therefore, what emerged as a result of this aspect of the inquiry process was a "sub-set" of research questions specifically focused upon the exploration of the nature of such forces, within the context of the academic advising practice. And, even more specifically with respect to the interview process, exploring the nature of such forces, as they were *perceived* by each of the participant groups who inhabited that model of society. This part of the inquiry generated the following *thematic* questions that were then later used to *organize* and *categorize* the responses generated from the different participant groups for the separate content analysis chapters. Once again, it should be noted that the following thematic questions were focused upon an exploration of the participant's perceptions of these forces of change (information technology and globalization) within the participant's specific context of reference:

"How were these forces perceived?"

"How were these forces resisted?"

"What would the advising service look like in the future in light of these forces?"

Therefore, the challenge for me as the practitioner-researcher (Jarvis, 1999) was to address and uncover the perceptions of such forces in participants who possessed varying levels of knowledge and awareness of such forces. To this end, I did have to employ a variety of different creative and sophisticated inquiry techniques that would enable me to explore the diversity and scope of the "peripheral" nature of my role set of participants. As a result, an inquiry strategy did emerge, that while effective in generating the detailed and rich dialogs and exploration of topics, ideas, and perceptions sought after - was sometimes susceptible to certain kinds of weaknesses or problems. These issues are addressed later in this chapter.

In each of my content analysis reports I did find it important to display a sample of what I termed, "exemplar" questions which were taken directly out the interview text with each specific participant group. What is apparent in these exemplar questions is a fairly consistent "thread," focused upon both the primary research question and the subset of questions focusing upon the forces of change, and a "sensitivity" toward the individual participant and the nature of the role set which he or she inhabited. In addition to the exemplar questions that I posted in every content analysis chapter, I also documented what I termed as example-based or "scenario-setting" questions. These questions helped me to explore different kinds of *prospective* models for academic advising in the future. Two specific examples of the use of "scenario-setting" questions centered upon the exploration and perception of a prospective model of academic advising which was more technologically oriented (web-based) and another kind of model which would incorporate the merger of career service with academic advising. It should be noted that such inquiry strategies are acceptable and appropriate within qualitative research principles according to Patton (1990). As Patton (1990: 320) suggests, such strategies do help to establish novel ways of exploring contexts:

> Simulation questions provide a context in a different way. The simulation question asks the person being interviewed to imagine him- or herself in some situation about which the interviewer is interested.

These strategies did prove useful in many instances as the scope of the interviews did expand outward into the *speculative* realms that I had hoped to reach with respect to the exploration of my participant's perceptions of the future of the academic advising service. Another inquiry strategy that I adopted in my efforts to address the diversity as well as honor the varied levels of awareness and familiarity with some of the more sophisticated research themes (ex. globalization) was through the use of *prefatory* statements (Patton 1990). Prefatory in the sense that in some instances, I did inform participants in advance that I was about to ask a question that was difficult, or complex in nature. Moreover, there were even times when I felt it necessary to articulate, for certain participants, a description, or an analogy, or a metaphor in terms of assisting them to grasp the intention or nature of certain inquiries. Patton (1990: 321) submits that prefatory statements can help participants to focus more clearly on certain kinds of questions and also provides them with the ability to consider their actual responses for a longer period of time:

> The purpose of prefatory statements is to let the person being interviewed know what is going to be asked before it is asked. This can serve two functions. First, it alerts the interviewee to the nature of the question that is coming, it directs their awareness, and it focuses their attention. Second, an introductory announcement about subject matter about to be broached gives respondents a few seconds to organize their thoughts before the question is actually asked.

After examining the interview transcripts and conducting the content analysis reports, I did recognize that both the *simulation* and *prefatory* inquiry techniques were effective in generating the kind of dialogs that yielded rich data, yet there were difficulties associated them. One phenomenon which some of interview dialogs suffered from were "extended" *simulation* and *prefatory* questions which, in retrospect, may have provided more detail and information than were necessary. Furthermore, and related in a sense, I believe that sometimes these "more extensive than required" opening statements sometimes resulted in more than one question being asked at the same time. In the most operative sense, I know that ideally questions should be posed in as "singular" a fashion as possible (Patton 1990), yet in practice, and again, in retrospect, I do recognize how easily the "multiple layering of information" or questions can distract and confuse participants. As Patton (1994: 309) submits, ultimately, the interviewer must take responsibility for the clarity of the interview techniques used:

> It is the responsibility of the interviewer to make it clear to the interviewee what is being asked. Asking questions that are understandable is an important part of establishing rapport. Unclear questions can make the person being interviewed feel uncomfortable, ignorant, confused, or hostile.

In summary then, there were certainly strengths and some weaknesses associated with the research questions and inquiry strategies that I applied in the interview process. I assert that the comprehensive range of my participants coupled with the progressive, intended scope of my research questions challenged me in several different ways. Not the least of which was facilitating an *effective* set of inquiry techniques that would uncover and solicit the kind of *illuminating* and detailed data associated with participant's perceptions of the future of the academic advising service. Indeed, after reviewing all 36 interviews which totalled over 40 "true" hours of audio taped recordings and compiling all 6 comprehensive content analysis chapters, I posit that the decisions which a researcher must make regarding questions and inquiry techniques do leave them at times, in quite vulnerable positions. It is only in retrospection and in exercises such as this which require a "re-examination" of the decisions *already* made that the interviewer truly comes to realize the outcomes of his or her efforts. As Cicourel (1964: 100) so aptly and ironically suggests, all an interviewer can hope for at the end of the interview process is an opportunity to *justify* his or her actions, which is really what this entire chapter has enabled me to do:

> The interviewer cannot possibly check out his own responses in detail and follow the testing of an hypothesis during the interview; he is forced to make snap judgements, extended inferences, reveal his views, overlook material, and the like, and may be able to show how they were made or even why they were made only after the fact.

In the next section, a rationale justifying the assessment and acknowledgement of participant's advance perceptions of context is explored. The rationale presented helps to link the significance of the *profiling methods, interview dynamics, research questions* and *inquiry strategies* justified thus far in this chapter to the creation of the content analysis reports.

16.4. Baseline Assessment: *Interpreting Participants Perceptions of Academic Advising*

One of the unique aspects of my content analysis reports was a section that I devoted to assessing each of the participant group's sometimes "collective" and sometimes highly "differentiated" perceptions of academic advising practice in the present. I found this practice to be highly significant in terms of understanding and interpreting their *later* responses to specific questions and inquiry techniques. One of my central aims in this effort was to interpret how the different participant groups actually understood, or defined the practice of academic advising. This was an area that I found to be rich in complexity and individual differences, not only between the different participant role sets, but even between members of the same role set. As was alluded to in these sections of the various context analysis reports, I propose that in recognition of this complexity and differences apparent in my case study, more research addressing the specific nature of *faculty* advisors in comparison, to say, *professiona*l advisors, or even *career* counselors, would be *illuminating*. In this sense, I believe that an *ethnographic* study of *different types* of advisors investigated within the context of their particular practice would yield even more detailed insight as to how distinctions between advisors are significant in terms of their perceptions of the profession changing in the future.

In my particular study, honoring and establishing a *context* for the different participant groups in the form of what I termed a "baseline – starting point" enabled me as the researcher to launch more meaningful and grounded discussions about the future of the profession in the findings section of the thesis. As Athleide and Johnson (1994: 497) posit, establishing context(s) increases the researcher's ability to interpret meaning:

> It is the context that provides for interpretative meaning. Good sociological accounts point out the multiplicity of meanings and perspectives, and the rationality of these perspectives, by setting forth the context(s).

Reviewing these "baseline-starting point" sections again, it is apparent that differences between advisors in terms of: their perception of their role as advisors; different perceptions of what "good" advising was; differences related to how their advising practices were in various states of *change* currently; and differences in how some of the participants were actually advised themselves as students; were just a few examples of such contextual, baseline factors which I found to be significant. As Stake (1994: 342) submits, the nature of the following types of qualitative research (including case studies) stress the importance of honoring and accounting for differences:

> The conceptions of most naturalistic, holistic, ethnographic, phenomenological case studies emphasize objective description and personalistic interpretation, a respect and curiosity for culturally different perceptions of phenomena, and empathic representation of local settings – all blending (perhaps clumped) within a constructivist epistemology.

16.5. Chapter Sixteen Summary

In conclusion, this chapter allowed me the opportunity to review and explore in detail the several of the *foundational* components that comprised the content analysis reports compiled for each participant group. Moreover, in this chapter I examined each of these components providing my personal rationale and documenting what I considered to be both the strengths and weaknesses of my specific research design and specific research design decisions. Reviewing each of these sections in depth has hopefully, clearly illustrated for the reader - the personal significance, logic and intended meaning that I relied upon for their construction. It is my contention, that in many ways this chapter has provided my own, highly personalized justification for why and how I went about constructing these individualistic, iterative, reports.

CHAPTER SEVENTEEN: CONCLUSIONS AND RECOMMENDATIONS

17.0. Chapter Seventeen Overview

In this final chapter several important issues are addressed and explored in light of the entirety of the thesis. At this last juncture, the *parallel* nature of the research design is revisited, conclusions are presented and the validity of those conclusions is examined. Moreover, the strengths and weaknesses of the thesis are addressed and recommendations for the academic advising profession are suggested. Finally, new directions for future research are discussed.

17.1. Intersection of the Parallel Research Design

It should be noted that the parallel research design pursued for this naturalistic inquiry *did* generate an abundance of *illuminating* (Partlett and Dearden, 1977) data. The first five chapters of my thesis were organized to construct a prospective model of society within which the academic advising profession is situated. In this sense, an effort was made to *contextualize* the academic advising profession using a much larger sociological framework than has been attempted in the academic advising literature before. Throughout chapters one through five, a comprehensive review of literature pertaining to the academic advising profession, higher education, the world of work, and the *overriding* phenomena of globalization was presented. The discussion conducted throughout these chapters was wide-ranging and interdisciplinary in nature. Theories from economics, history, political science, sociology, and education were explored in relation to the structures, dynamics, and *forces* that shape contemporary society and impact both higher education and the academic advising profession.

What emerged from this extensive review of c*onceptual* data was the predominant nature of *information technology* and *globalized capitalism* being recognized as the most pervasive forces affecting the various structures and inhabitants of the model of society that I had constructed. Also emerging from the analysis of this theoretical literature was the sense that in light of these forces exerting influence upon the structures and the inhabitants, evidence of *resistance forces* attempting to suppress change were detected as well. Thus, now in addition to the grand tour research question: (w*hat is the nature of academic advising in the 21st century in light of information technology and globalized capitalism?)* there was also the need to explore the nature of resistance to those forces as well. Indeed, the expansive review of pertinent literature conducted in the first five chapters could actually be considered *one-half* of the parallel research design. And from that one-half of the parallel design the following research questions were generated:

Grand Tour:

What is the nature of academic advising in the 21st century in light of the forces of information technology and globalized capitalism?

Supplementary:

How were these forces of change resisted?

As I summarized in the final sections of chapter six, what emerged for me after the analysis of the literature portion of my research design was an *informed* sense that the academic advising profession could move in one of two different directions in the next century. One direction could be characterized as *proactive* in nature, as it portrays the profession recognizing the forces of change and making the necessary efforts to adjust, adapt and to use such forces to its' advantage. The other direction could be characterized as *reactive* in nature. It portrays the profession remaining insular in its outlook and becoming vulnerable as it merely *reacts* to the forces of change, with no strategic or visionary efforts extending beyond the *functional* domain it has remained within since its inception during the 19th century. This in a sense, was the prospective portrayal of the academic advising profession, for better or for worse, as it was *contextualized* within the literature depicting the nature of contemporary society in 21st century. The next stage in the research process extended the inquiry into the *other half* of the parallel research design.

The next logical step in the inquiry was to pose the research questions generated by the review of the literature in the first half of the design to a wide range of individuals both directly and indirectly related to the academic advising process and who inhabit the model of society I had constructed. In essence, this was the *intersection* that linked the theoretical conclusions from the literature review to the more pragmatic, practice-based forum in which academic advising actually takes place. What was engaged in this *other half* of the research design was an extensive series of 36, hour-long interviews with participants belonging to the following sectors of the model of society I had constructed in the first half of the design: students, advisors, career services personnel, faculty, university hierarchy, and employers. Indeed, I was interested in finding out directly from those individuals who engage in the academic advising practice directly and indirectly the following:

"How did participants understand and define the academic advising process?"
"What did participants think the practice of advising "would" be like in the future?"
"What did participants think the practice of advising "should" be like in the future?"
"How did participants perceive causes of change in the practice for the future?"
"How did participants perceive resistance to change in the practice for the future?"

It was the responses and inferences made by the participants to the above queries that provided the data for the content analysis reports produced for each of the six participant groups. The interpretations of the interview data using these queries enabled me to organize my findings in a manner that was relevant and useful for my inquiry purposes. Two other significant factors that affected the development of both sides of the parallel research design, were the influences of my own experience as a professional academic advisor and administrator for over a decade and the *international perspective* allotted to me through study abroad. Specifically, my unique ability to move in and out of my practice setting over the last five years coupled with the "discriminating" viewpoint that pursuing such an inquiry through an *external* higher educational system were positive factors that enriched the entirety of the project. In the next section, conclusions from the research are presented.

17.2. Conclusions

Taking into consideration both the theoretical data provided from the first part of the thesis and the analysis of data generated from the participant interviews in the second part of thesis, I offer the following conclusions from my research regarding the future of the academic advising service in the 21st century:

Technology: It seems quite evident from both the literature reviewed and the interviews conducted, that the influence of information technology on the practice of academic advising will be dramatic in the 21st century. While certain factions within the university and advising ranks may register certain kinds of resistances against the proliferation of information technology based on academic principles and humanistic concerns, my research suggests that such philosophical positions may not prove persuasive enough to resist technology's far-reaching appeal. Indeed, the following factors, which emerged from both the literature and the interviews, are robust in nature and deserve notice. Since information technology increases efficiency, reduces cost, and entitles all parties associated with the advising process greater access to vast amounts of "advising specific" information as well as each other more general forms, the sheer economic pressure for its incorporation into the service was significant and evident in my research. Furthermore, and looking toward the future, information technology offers an almost "unlimited potential" as a *tool* for addressing *imminent issues* within higher education such as the advent of joint-international degrees, changing student demographics, and the steady proliferation of distance education.

As academic advisors in the 21st century begin to practice in academic environments distinguished by an increase in adult learners, more part-time enrolees with focused, professional goals and an overall more technologically proficient and technologically demanding student population, my research suggests that the profession must change. The questions in the 21st century will not be, "do we use information technology in our service?" The questions which individual advisors, advising centers, advising systems, and the profession itself will be asking are "to what degree will we be using information technology" and "in what capacities will we be using it?"

New *Collaborative* Paradigm for Practice: It also seems evident from an analysis of both the literature and the interviews that collaboration with and the incorporation of other academic and student services may become part of the practice of academic advising in the 21st century. Indeed, many of the same forces and pressures that were described above as they related to the appropriation of information technology into the service were also recognized as *catalysts* for this movement toward prospective consolidation of "helping" services. While campus-specific, political dynamics and the historic, and the professional identities of currently separate and "distinct" student services practices may present stronger resistances against this movement initially, my research suggests that consolidation actually appeals to a variety of constituencies associated with and assisted by student services practices. Thus, this *inclination* already detected in the research coupled with the "boundary-eliminating" nature of information technology and pressures for more cost-effective operations placed on student services by institutional authorities and other funding sources will *eventually* transcend campus politics, protectionist measures, and lead to a transformation of academic advising practice incorporating *collaboration* as a central dynamic.

The data from my research suggests that this transformation may take time, and that particular factions with the university community may register concerns, and protests against the consolidation of services such as academic advising, career services, and operations facilitating experiential learning, cooperative, and internship programs, but that, again, the economic, technological, and "student-driven" pressures will prevail most likely. Another dimension to this more collaborative paradigm for academic advising practice in the 21st century, emerging from my research suggests that an expansion of *direct* communication links and partnerships with constituencies *outside* the campus, such as employers and professionals in particular fields could be incorporated into more "mainstream" academic advising practices. This particular dimension and others are explored further in the next section that illustrates, in more "holistic sense," the nature of academic advising in the 21st century based on my research.

17. 2.1. The Nature of Advising in the 21st Century

This section is devoted to the depiction and illustration of the practice of academic advising in the 21st century based on the analysis of both the theoretical literature considered in the first part of my thesis coupled with the exploration and analysis of the interview data I collected in the second part of the thesis.

My research suggests that the academic advising profession does face some rather critical decisions in the 21st century. Similar to the scenario I drew at the end of chapter six, my research suggests that the profession can choose one of two directions in the next century. One choice is to remain insular and reactive in nature, in terms of practices, research-base, and political identity within both the university structure and within the outside larger context of contemporary society. This choice is almost certain to lead to at best *marginalization* within the university structure of the 21st century, and at worst potential elimination. The other choice, and the one that received more "observed" advocacy from participants in my research, portrays the future practice of academic in the following manner.

Taking into consideration that the profession chooses to *proactively* recognize, *adapt* to and *capitalize* on the dynamic forces shaping contemporary society and higher education, my research suggests that a re-engineered, technologically-oriented, collaborative, yet *"humanistically-grounded"* academic advising service will exist and could thrive even more significantly in the 21st century. Indeed, there are indications from both the literature in the field and from the interviews I conducted, that recognition of information technology, and to a much lesser degree, globalization, are issues beginning to receive attention by the profession. These are positive indicators, and if the profession continues to respond to and *strategically* plan for the impact of these forces then the practice of academic advising can reach its potential in providing a more comprehensive, academic and life-planning service grounded in academic, humanistic, career development, and ethical principles. This new paradigm for advising practice in the 21st century would utilize information technology to eradicate the clerical dimensions of advising and re-focus more attention on the highly individualized nature of each advisee and their unique academic planning goals. In addition, *direct* alliances with industry and professions could be fostered in an effort to facilitate learning and to raise the *awareness level of advising in outside sectors.*

17.3. Validity of Conclusions

Since this inquiry was *essentially* a case study of my work as an academic advisor and administrator there are some specific and critical issues related to the validity of my conclusions that are important to note here. Indeed, I intended to conduct an illuminating, naturalistic inquiry as a practitioner-researcher, hoping to gain a more informed and deeper understanding of the dynamics and forces shaping the profession of academic advising, I have been an active member of for more than a decade. In this particular sense, as a practitioner-researcher (Jarvis, 1999) I bring to my conclusions a grounded sense (Guba and Lincoln, 1981) of expertise and familiarity with the practice often considered important as a *validating* factor in the generation of findings and conclusions. Furthermore, the parallel nature of my research design with its extensive review of interdisciplinary literature, construction of a model of society, and exploration of theoretical premises regarding the nature of the practice using 36 diverse participants directly and indirectly related to the practice could be characterized as *unprecedented* in my profession. Yet, it is important to note the limitations of my conclusions with respect to the nature of a case study. In the following passage Orum, Feagin and Sjoberg (1991:18) address a fundamental limitation in terms of the generalizability and validity of findings and conclusions in case studies:

> Consequently, it is sometimes said that the case study, like all other kinds of qualitative research, is vulnerable to the idiosyncratic biases of the investigator and can be at best descriptive because it can invoke no more general principles than those supplied by its own data

Yet, it should be noted that an extensive review of the strengths and weaknesses of my interview strategies was reviewed in great detail in chapter 16. In particular, decisions relating to peripheral sampling techniques and the accounting for and recognition of interviewer bias were addressed comprehensively in that discussion. As a result, I contend that the validity of my conclusions was supported and enhanced by several of the efforts and precautions that I executed. Conversely, and admittedly though, my findings and conclusions can only be recognized as valid within the context they arose from (my practice) and should only be looked upon as an illuminative evaluation (Partlett and Dearden, 1977) and reference for other practitioners to note in the development of their individual practices, not as a vehicle for generalizability. Further clarifying the distinction between research requiring specific controls over samples, Shipman (1997: 61) suggests some advantages to case study research especially with regard to the development of professional practice:

> Unlike research based on samples it keeps attention on contexts, never extracting variables from the conditions in which they arise. It is therefore very suitable for aiding professional practice.

In summary then, I contend that as a result of the carefully employed and rigorous methods and techniques I uniformly implemented, the nature of my background as a practitioner-researcher, the scope and depth of the inquiry undertaken, and both the limitations admitted to as well as the advantages inherent to case study research, my conclusions are valid for the intended purposes of the inquiry I engaged in.

17.4. Strengths and Weaknesses of the Thesis

This section aims to address the strengths and weaknesses of my thesis that I believe to be significant and noteworthy. First, I will address a weakness related to my research with respect to the parameters and definition associated with the term case study. Due to the extreme nature of a personal circumstance (impending death of a step-parent) I was unable to finish what would have been a "pure" case study taking into consideration only the perspectives of participants within my immediate field of practice. In this strict "definitional" sense I admit to and regret the fact that I had to incorporate the inclusion of several participants (5) from outside institutions. Yet, as an unexpected, yet beneficial and enlightening result of these participant inclusions from a *diverse* array of small, medium, and larger institutions, both private and public, I gained a heightened awareness of the *differences* that existed in the perspectives of participants engaged in the practice of advising in different institutional settings. Many of these differences were significant in nature and were pointed to throughout the content analysis reports and the "findings" chapter. Thus, this apparent "definitional" weakness actually added to the iterative and illuminative nature and quality of my inquiry.

Another weakness that emerged from the analysis of both the literature and the interviews was an apparent need for the incorporation of two additional participant groups. There was recognition during the analysis that the inclusion of high school guidance counselors at one end of the participant continuum and members of the state and local legislatures on the other end would have added additional depth and "dimensionality" to both the findings and conclusions of my particular inquiry. Future studies in the field should include the perspectives of these individuals, as they may possess and wield more *influential* power upon the practice in the next century.

Indeed, there are significant and noteworthy strengths associated with my thesis as well. First and foremost, there was tremendous depth exercised in the both the extensive review of literature from various disciplines and across fields, as well as the scope and range of participants interviewed. As a result of these efforts, an enormously "data-rich and contextualized perspective on the future of the academic advising profession was achieved. In this sense, this research entitled me to begin to address the apparent need for a sociologically grounded research foundation, which incorporates and recognizes the significance and relevance of dynamics shaping the nature of contemporary society. Such a foundation does not presently exist in the field.

In a related sense, another major strength of this thesis was its demonstration of the limitations of the literature and research base associated with the academic advising profession at this particular point in time. As was indicated in both the review of the literature and in the interviews, while there is a growing recognition of the force of information technology, there was very limited awareness of the force of globalization, thus my research may help to increase awareness of its influence and its potential impact upon the practice in the 21st century. Indeed, in a comprehensive and "paradigm" challenging fashion, I have engaged in an extensive, qualitative, research inquiry that has surpassed in certain ways, as well as furthered the dimensions of the predominantly quantitative and insulated (Gordon and Grites, 1998) literature and research base that currently characterizes the profession. And it is this particular strength that I contend qualifies my research as original and worthy of consideration for a Doctor of Philosophy degree.

17.5. Recommendations to the Profession

An examination of the current standards, guidelines and core values associated with the practice of academic advising reveals a tremendous gap in the anticipation, recognition, and strategic planning for factors, forces and influences that reside in sectors outside of the immediate university structure. Based on the findings and conclusions from my illuminative study, I recommend that the academic advising profession and its collective members need to incorporate, as part of their *professional identity* in the 21st century, the appropriation a new *core value.* This new core value, would advocate for an extension of both practices and research efforts beyond traditional, institutional boundaries and out into sectors of society not accounted for within the scope of the profession currently. I contend that such a *profession-wide* change in the *perspective* of its practitioners and research base would help the academic advising profession to more strategically locate itself within a rapidly changing world of both higher education and contemporary society. Once again, the findings from my research suggest that in many cases such awareness is too often missing and limited in nature and may prove to be detrimental if not taken into consideration within the context of future practice.

Secondly, and in a related sense, I recommend that the academic advising profession become more collectively involved in the political dimensions of their institutions. Moreover, the profession should be ready launch "accountability-grounded" campaigns on its behalf at the local, state, national, and international level. I contend that in light of reduced state funding, coupled with the forces of information technology and globalization, only the most savvy, proactive, "relevantly perceived" and politically-expedient student services will be able to weather the most difficult financial hardships that campuses will face in the next century. Therefore, I recommend that the profession develop a plan for *political agency* within the 21st century that will enable the profession to be recognized for its larger contributions to the betterment of the larger society, not just as functionaries within the bureaucracy of the university.

17.6. Future Research

One area for future research that I have alluded to already includes the need for an exploration of forces shaping the practice of academic within the context of different institutional settings such as small private, liberal arts colleges. Another area also alluded to earlier poses the need to conduct future studies including high school guidance counselors and members of the state and local legislature at polar ends of the peripheral, "participant" continuum. I believe that both of these studies would further illuminate the additional, "contextually-drawn" dynamics and forces that are likely to shape the practice of academic advising in the future. Moreover, it is conceivable that a national (and international) survey could be devised attempting to measure, in a quantitative sense, both awareness and level of understanding that advising practitioners possess regarding perceived causes of change and visions of the future of the profession. And finally, I suggest a comparative study that would both measure and evaluate (including cost effectiveness) the differences between a traditional advising service and one consolidated through the a merger with other services, or compared with a service that had been restructured for more electronic forms of academic advising, would help both practitioners and funding agents to weigh the advantages and disadvantages inherent to different kinds practices.

Appendix A: Major Sheet

THE UNIVERSITY OF TENNESSEE, KNOXVILLE
COLLEGE OF ARTS AND SCIENCES

Chemistry

The purpose of this document is to provide you with information to help you begin planning for your academic experience, making it as broadening and fulfilling as possible. By looking to the future and creatively using the variety of resources available, you can plan an undergraduate experience that far exceeds simply choosing an academic major. This document provides a variety of information about the major, including required courses, related career fields, and resources for experiential learning and career planning.

UTK'S DEPARTMENT OF CHEMISTRY

The Department of Chemistry offers two different undergraduate degrees: the regular B.S. degree and the specialized B.S. in Chemistry degree.

The regular B.S. degree is intended primarily for students who have career objectives in fields other than chemistry but for which chemistry has direct application: medicine, dentistry, pharmacy, business, or ecology. However, with the proper choice of physics, mathematics, and physical chemistry courses, the regular B.S. degree is also suitable for students planning careers in chemistry.

The B.S. in Chemistry degree is intended for students who plan to make chemistry their career; this program is approved by the Committee on Professional Training of the American Chemical Society. Because these two degree programs are designed for students with different career goals, a student who decides to major in chemistry should choose a faculty advisor in the Department of Chemistry at the earliest opportunity.

SAMPLE CAREER FIELDS:

Teaching	Chemical Industry	Environmental Labs	Law
Research	Pharmaceutical Industry	Agricultural Chemistry	Business
Health Professions	Technical Sales	Government Service	

WHAT SHOULD I BE DOING? HAVE A PLAN....HERE IT IS....

FRESHMAN YEAR:

__Complete general chemistry sequence

__Complete calculus sequence

__Establish relationship with:

Arts and Sciences Advisor--Discuss requirements, related majors, registration

Career Counselor--Find out resources available, take personality inventories, start career plan

Chemistry Major Advisor--Meet on a regular basis to gain insight about the department, courses to take, projects, etc.

Career Boosters:

__Enroll in a Speech Communication course

__Learn how to use computers and word processors

__Participate in campus and/or community activities

__Consider participating in a study abroad program as a junior or senior (visit Center for International Education, 1620 Melrose Ave., for more details; freshman year is the best time to plan for this)

SOPHOMORE YEAR:

__Complete Chemistry 350, 360, 369

__Complete physics sequence

__Start putting together a resume at Career Services- learn about other services provided by this office

__Establish relationship with one or more professors in the department

Career Boosters:

__Join student affiliate of the American Chemical Society

__Identify potential part-time and summer employment opportunities related to your field.

__Consider doing research for a professor

__Further develop skills in writing, speaking, and problem solving via coursework and experiential learning

__Consider taking additional courses related to your major which may lead to a minor

JUNIOR YEAR:

__Complete Chemistry 310, 319

__Complete physical chemistry sequence

__Plan the rest of the curriculum with advisor

__Request a Senior Standing Sheet after completing 90 credit hours (209 Student Services)

__Obtain information about summer research opportunities and experiences at UT and elsewhere

__Make additions and updates to resume

__Consider graduate school plans, send away for catalogs and applications

__Prepare for graduate level standardized tests (GRE, LSAT, MCAT, etc.)

Career Boosters:

__Enroll in advanced level writing course

__Participate in Study Abroad program

__Participate in relevant internship program

__Watch graduate school video at Arts and Sciences Advising Services

SENIOR YEAR:

__Complete rest of required Chemistry courses

__Take graduate level standardized tests (GRE, LSAT, MCAT, etc.)

__Finalize graduation details with Graduation Office, 209 Student Services

__Secure permission from professors, administrators, professionals, etc., for letters of recommendation

__Attend workshops on career related subjects at Career Services

__Register for campus recruiting program at Career Services

__Finalize resume, cover letters, graduate school and job applications

Career Boosters:

__Conduct videotaped practice interview at Career Services

__Obtain leadership position in student organization, club, society, etc.

__Visit prospective graduate schools

Print bound close to the spine

COLLEGE OF ARTS AND SCIENCES KEYS TO LIFELONG SUCCESS

As you pursue coursework throughout your own Arts and Sciences curriculum (Basic Skills, Divisional Distribution and Upper-Level Distribution), you will be developing skills and aptitudes in the following areas. Refer to pages 6 and 7 in the Arts and Sciences Curriculum Guide for additional information about how the purposes of these various courses enhance the development of these skills and aptitudes.

CRITICAL THINKING:
- Analysis
- Deductive Reasoning
- Constructing Arguments
- Assessing Evidence
- Creative Thinking
- Decision Making

INVESTIGATION:
- Devise Hypotheses
- Research Methodology
- Problem-Solving
- Experimentation

HUMAN RELATIONS:
- Appreciation of Diversity
- Working in Groups
- Exploration of Values
- Developing Leadership
- Appreciation of Humankind and its Accomplishments
- Understanding Structure/Behavior Within Organizations

COMMUNICATION PROCESSES:
- Development of Effective Writing Skills
- Development of Effective Reading Skills
- Development of Effective Listening Skills
- Ability to use Technology
- Bilingual Capabilities (Desirable)

RESEARCH APPLICATION:
- Internship/Cooperative Opportunities
- Research
- Independent Study Projects
- Study Abroad
- Volunteer Experiences

INTERNET RESOURCES:

Arts and Sciences Advising Services	http://funnelweb.utcc.utk.edu/~casadv
Chemistry Department	http://novell.chem.utk.edu
Young Chemists Committee (UTK)	http://novell.chem.utk.edu/ycc.html
UTK Center for International Education	http://funnelweb.utcc.utk.edu/~globe
UTK Career Services	http://funnelweb.utcc.utk.edu/~career/career.html
American Chemical Society - ACSWeb	http://www.acs.org
Peterson's Education Center	http://www.petersons.com/
The Catapult on Job Web (springboard to career-related sites)	http://www.jobweb.org/catapult/catapult.htm
The Catapult's Graduate and Professional School Guides	http://www.jobweb.org/catapult/gguides.htm
Yahoo (search engine)	http://www.yahoo.com

EXPERIENTIAL LEARNING: INTERNSHIPS, CO-OPS, VOLUNTEER EXPERIENCE:

Arts and Sciences Advising Services	220 Ayres Hall	(423) 974-4483
Career Services	100 Dunford Hall	(423) 974-5435
Team Vols - Volunteer Center	350 University Center	(423) 974-8481
Cooperative Education Programs	100 Dunford Hall	(423) 974-5435
Center for International Education	1620 Melrose Ave.	(423) 974-3177
Student Activities Office	305 University Center	(423) 974-5455
Chemistry Co-op Advisor	418 Buehler Hall	(423) 974-3434
Chemistry Department, Dr. Bull	552 Buehler Hall	(423) 974-3141

CAREER/GRADUATE SCHOOL RESOURCES:

Arts and Sciences Advising Services	220 Ayres Hall	(423) 974-4483
Career Services	100 Dunford Hall	(423) 974-5435
UTK Graduate School Admissions	218 Student Services	(423) 974-3251
Chemistry Department, Dr. Bull	552 Buehler Hall	(423) 974-3141
American Chemical Society	1155 16th St, NW Washington DC 20036	(202) 872-4600
Society of Environmental Toxicology & Chemistry	1010 North 12th Ave. Pensacola, FL 32501-3370	(904) 469-1550

THE UNIVERSITY OF TENNESSEE
KNOXVILLE

Appendix B:
Human Subjects Authorization

Office of Research
404 Andy Holt Tower
Knoxville, Tennessee 37996-0140
PHONE: (423) 974-3466
FAX: (423) 974-2805
URL: http://www.ra.utk.edu/ora

September 29, 1999

IRB #: 5074 B

Title: The Nature of Academic Advising in the 21st Century

Ken Baron
Psychoeducational Studies
School of Educational Studies
University of Surrey
Guildford
Surrey
GU2 5XH
England

Dr. John M. Peters
Psychoeducational Studies
437 Claxton Addn.

This letter is to acknowledge notification of completion for the above human subjects project through the submission of Form R (Annual Renewal Notice).

The project was originally approved June, 1996. Over the duration of the project, there were thirty-six participants involved in the study with no adverse effects reported. Signed consent forms are being stored within the department of Psychoeducational Studies as stipulated in the initial approval.

With this notice of completion, all human subjects involvement has ceased and the IRB files are now closed.

Sincerely,

Brenda Lawson

Brenda Lawson
Compliances

Appendix C: Participant Confidentiality Form

University of Surrey

6 November 1998

Dear Research Participant:

I am a registered, PhD candidate at the University of Surrey in Guildford, England. I am also the Associate Director of Arts and Sciences Advising Services at the University of Tennessee, Knoxville. In addition, I hold national board certifications in both personal and career counseling.

The purpose of my research is to better understand the "nature" of academic advising as we approach the 21st Century. You can help me to better understand and explore the nature of academic advising by participating in a one hour audio taped interview.

Your responses to interview questions will be kept completely confidential and the audiotapes will be secured in a locked strong box in my office. I will be the only person with access to the tapes. You will be issued a pseudonym to ensure your anonymity in the presentation of results. This consent form, in addition to the tapes and transcripts of your interview will be stored in the strong box as well.

There are no foreseeable risks involved in your participation in the research project nor are there direct benefits for you. Participation will provide you with the opportunity to reflect on your own experience. Your participation will help me, as the principal investigator, to better understand the "nature" of advising and suggest further developments for research in this area.

It should be noted that your participation in this project is completely voluntary and you may refuse to answer specific questions or you may withdraw at any time without being penalized. If you have any further questions about this project, please contact Ken Baron at 220 Ayres Hall, University of Tennessee, Knoxville, Tennessee, 37996. (423) 974-4481.

I fully understand the explanation of the project and I agree to participate.

Name _____ Date _____

Signature _____

Head of Department
Professor P Jarvis

Department of
Educational Studies
University of Surrey
Guildford
Surrey GU2 5XH
England

Telephone: (01483) 300800
Fax: (01483) 300803
Telex: 859331

Appendix D: **Transcription Confidentiality Form**

University
of Surrey

CERTIFICATE OF CONFIDENTIALITY

I, _____, certify that I have transcribed the audio-recorded tapes from the interviews with the subjects participating in Ken Baron's research, "The Nature of Advising in the 21st Century." In having access to the interview data I promise to keep all materials confidential and secure. I will refrain from disclosing any names or revealing any information pertaining to the transcripts to any party, except for Ken Baron.

_____ _____ _____

(Name) (Signature) (Date)

Head of Department
Professor P Jarvis

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England

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E-Mail:edx027@surrey.ac.uk

APPENDIX: E

FACULTY MEMBER PARTICIPANT

Researcher: As I was saying earlier, in regards to my preparation and my research to my degree, I been reading a lot and thinking a lot about the globalization of the economy. How this phenomenon is impacting, or has impacted, many aspects of society in terms of not only wrecking our system but its implication for society and implications for higher education. And I'm wondering from your prospective, as a faculty member, and as an administrator too in certain regards, how you've seen this globalization process impact what you do in the classroom and maybe some of the impacts for some of the programs you've been affiliated with?

Faculty Participant: Well, as you know, I don't have or have never had much interest in publishing, but I have witnessed something in this that if I can I will try to get a copy of it to you. It is something that I in fact sent to Chancellor and talked to him about in a conference that we had. I think that the two great forces in the American University pertaining at this point are the information technology and all that goes with that first and second, and just as strong and just as powerful is what I call internationalization or globalization. The university is already being profoundly effected by this internationalization and is going to be more so in the future.

I think internationalization in the States very probably means something a little different from what it means in Europe. We have to do some different kinds of things, we have to face some different problems than what they face in Europe and perhaps in many places in Asia because we are so a huge country and we are a country without tradition of internationalization, student travels and traveling young people and that kind of thing. A lot of internationalization we are going to have to birth, we are going to have to nurture it as faculty and administration. Let me if you don't mind my talking on a little bit, tell you the two things that for me are key in internationalization. It is not enough as I'm working with students and programs, it's not enough just for students to get abroad or to be exposed to things from other countries and so on even to study other cultures, that all can go on, but you can have for example, as I would say in the military, a military that uses internationalization to know how effectively to destroy an enemy, that kind of thing is not of so much interest to me, even the opening up of markets, even though I am in favor of that, that again is not the kind of thing that interests me the most.

I am interested in two aspects of internationalization and I think especially in college like arts and sciences our focus should be on this first, not just learning about another county and other people, but actual appreciation, the taking into the heart of what is there and what a country appreciation is the gifts of the people the genius of the nation, the people, the cultures the subcultures, and so on. It includes the taking in of literature and art and so on, but even more so it means the bonding of the young Americans students mind and heart with the other county so that they look forward to contact with that country just as much as I do, the way I've bonded with Great Britain, for example.

It 's my favorite place on earth to visit and I've been many places.
So the first aspect of internationalization is appreciation, deep appreciation of the other culture, It is a critical appreciation, see what is wrong, and even though clearly seeing the limitations of the culture, feeling bonded and seeing the good and the human, and the interesting that is in the other culture.
The second aspect of appreciation is through having had this contact with the other culture to appreciation out culture and our nation, and a person who goes to France and from the heart joins in the criticism, the negative criticism of the United States, that is not internationalization to me, it's when a person can be in another culture and see the critical eyes of the other culture on his own culture and yet still be quite aware and if necessary in the proper circumstances able to represent and talk about his strengths.
My criticism of American studies programs, which I've run across in Europe have been that they really do not explore the strengths of this rather amazing nation of the United States.
It has all of the flaws that I hear about, I don't question it, but something has to account for the fact that there are American studies programs and I find that often that in the British programs that I have been exposed to they often do not really train their students in this appreciation of America culture.
To bring about the appreciation of the other culture I think one of the main things that can be done is just daily life and especially working in the other culture, even if it means waiting tables, any kind of work in the other culture.
I've seen student lives changed over and over again by that aspect.
To me the going abroad and studying is very good, going abroad and working, where you are working with people perhaps from different social classes in that country, at the same time that this appreciation is building up so this is one of the greatest experiences.

Researcher: They form some type of integration of what they are learning in the classroom but almost implying it in the real world and there is a deeper level of appreciation of learning?

Faculty Participant: In fact, I have a tendency to believe that without that application and without the consciousness it's almost like love between cultures.
Where you feel the liveliness, and the vitality, and the stimulation, and the interest, and the tragedies, you learn what the death sensibilities are like in the other culture. What it is like in hospitals.
Ken, I have been one of the most fortunate, unfortunate people in the world because every place I've gone, for one reason or another, I've come to one of the hospitals, I've even arranged for the burials of somebody abroad.
And I know that in me the kinds of activities I had to do using foreign languages and vocabulary, the kinds of people I had to deal with, this deeper type of experience, which you can study to a certain extent in books, you really can't.
And we ought to, I really wish we could not send students to Spain without studying Spanish death sensibilities.
We certainly study sex enough and yet that is just one, I'm not quite sure how important truly, concerning human life it is in comparison with how the people see life, which is often the reality... death, and life fitting in to it.

Researcher: Well, lets switch gears for a second and go into the information technology component because you seem think that's even more of a trend or a force for a University contend with. Can you explore that with me?

Faculty Participant: Well I certainly have some real reservations about it to, because I do not think it is all good. I started out using e-mail in a big way.
As time has gone on I really do not enjoy using it much anymore.
I find it, for example within my own department being used instead of personal contact and I think that there is a cyber humanity that is not as good as the real thing.

Researcher: There's a dehumanizing aspect...?

Faculty Participant: Although it is, Stephen Covey has a beautiful point I think that I have taken in, he says that you can be efficient with things and the technology is really good at that, but you can only be effective with people.
What is efficient is not necessarily, as far as human beings go, effective.
I think there is always a danger that you have to watch for.
When I am doing a bit of advising as I'm doing by e-mail, I would not was to advise by e-mail a student here in Knoxville.
I've just been advising a student in Mexico by e-mail and for the most part, I'll advise him on quantitative matters, which courses to take and so on.
But I was really pleased, I read e-mail earlier from a student who is Georgia and has been away several years, Nicole, her name is, she said you are just as calming on e-mail as you are in person.
And I thought okay, I took some time on that e-mail to her. But it may work.

Researcher: But it can go the other way also. You can misinterpret or misread....?

Faculty Participant: I have seen e-mail turned into an arena.
Not just even a forum, but an arena where people say things that they would not say in a person to person meeting.

Researcher: Battling...?

Faculty Participant: And I think if we rely too much on this technology, we are really going to do some harm. and mostly we are going to miss.
There is an entire dimension of relationship that goes with the interaction between a faculty member and a student or colleague.

Researcher: Well do you perceive the University could be pushed in a direction where information technology, web based information systems or even advising could have the capacity to do degree audits which are very effective, 24 hours a day, and people, students, could log on to a campus based mainframe from anywhere in the world, tone that in possibly, and find out literally in seconds how they stand for Biology courses, for Portuguese courses, communication verses engineering...?

Faculty Participant: Exactly what kind of courses they need and everything...?

Researcher: Really taking on that role, or that information access, that advisors had traditionally provided. Do you sense that the University is moving in that kind of a direction?

Faculty Participant: I see two things there, Ken.
I think that a student, us not having to talk with a student about math 123 because they can find out from the computer what they should do in terms of the specific courses and so on.
I think that is good because that allows me to spend time on other things.
I have no intention or inclination to spend less time with the student, it just allows me perhaps to elevate our conversation a bit, but if you , folding this international thing, you begin to get a different picture, because they don't offer math 123 in Spain. They don't offer Spanish 311 in Spain.
It always, the international thing provokes more conversation and actually, as you know, takes more time even though you've got the computer technology and so on.
And so the international and the technological are kind of, they are both meshed together very nicely, and yet there is a bit of a collision also.

Researcher: Well why don't we look at what you consider to be the positive aspects of lets say computer based advising systems, first, and then what do you think the negatives might be?

Faculty Participant: Okay, the positives would be, as I said, that we are gonna have greater accuracy.
I've made mistakes before with students, I don't know that I have ever kept a student from graduating but once, because I missed something.
But if it happens to you once, you don't want it to happen to you again. So it is gonna bring greater accuracy, it probably in the long run, and I don't know exactly how this will work this is just intuition, I think it is gonna change, to a certain extent, how we think about curriculum.
I think it is going to effect the faculty discussions sooner or later, but I think the main advantage is what I sighted earlier, that I can have a student come in for lets say a half hour advising session, and the technological and detailed stuff, I hope, is within two or three years is going to be well taken care of.
We can both recognize instantly that they need Sociology and a Political science, that kind of thing.
They will even have there a list that they can choose of alternatives and so on, what the challenge can be as an advisor is to nudge that conversation up to a different level.
It happened just the other day with a student, a young woman who came in because she had one class with me.
She perceived I could be talked to, and so she came in and it was to complain, on the surface, it was to complain about a grade that another professor had given her.
She had gotten a low grade.

Faculty Participant: She has a very high average, a 3.5, and she got a D in this man's course, and she thought it was unfair.
I actually found myself telling her, it's gonna be good for you.
Because for one thing the instructor is not going to change the grade, now what are you gonna do with that.
This is a favor in a sense and we wound up talking about life and how you deal with things that are difficult to handle.

Researcher: So you sense that this will elevate the level of the discussion?

Faculty Participant: We eventually got into a wonderful career discussion.
She wants to work in museums and if I had not been able to let myself get caught up in what little was going on in her, which I think these new materials, that we are going to get on detail and so on are going to allow me to really pay more attention to the students in other ways.
And pick up something like, I think I did from her.

Researcher: What might you consider to be the down side?

Faculty Participant: There are going to be some people who will make that their contact with the student.
In fact, I know this, I hear people talking about it.
I saw it on an e-mail, that my purpose of advising, the person said is to make sure that they are getting the courses their major.
Beyond that it is up to the advising center. With that kind of person, this person generally believes that, by the way, I'm not, she is a wonderful person herself, but she's got her research, she's got her classes that she teaches, she does both exceptionally well, this probably the computer is going to free her from having contact with students in an advising capacity.
She doesn't see advising as another form of teaching, and another form of learning.
And she will now be free to devote her full time to research and the particular class, where she is in front of a class holding fort.
That is certainly a down side.

Researcher: How powerful do you think that force is? I mean that people of that...?

Faculty Participant: I think it is enormously powerful in a university the forces within the university are pushing people exactly in that direction.
As you know there is not that much prestige in advising and this particular person, in another e-mail wrote me that I know the students come in and you listen to their little stories.
That is what advising is all about.
To listen to the story of a student who's gotten a grade they consider to be unfair.
To listen to the story of, there is so often something going on beneath the surface.
There's somebody who's died or an illness or whatever.

Researcher: Why do you think that is, that it is not valued? What is your perspective on that? Why do you think that someone who has worked at the University, and I would think the faculty and administration would recognize that is a function that is important to students, and that their satisfaction with their university experience, a many times, is very much related to this research, how they support this, and their satisfaction with advising is directly related to their overall satisfaction with their university experience. How do you think we have created, or that there has been a culture that has created, this institution where advising is not a value?

Faculty Participant: I expected this to all over the country, I believe that it has come with a particular view of what research is.
I've got grave questions about this necessity of publication that is going on.
I have no question that we are generating zillions of pages around the globe out of the universities and so on.
I wonder if even 10 % of them are worth very much. (Former Colleague) who was here at the university before he went to Harvard did a paper once in which he said that these citation indexes are showing now that only 80% of articles that are written by people like us never get cited.
Nobody ever cites them.
That where technology, by the way, can come in. Especially when we do have cyber sites where people go to, to look at an article and so on.
The number of hits can be determined a lot more accurately but there as I said 80% of the articles are not cited ever by anybody.
Whether they are read or not we do not know.
Of the 20% that are cited a lot of those are done by very few imminent figures.
Personally, I kind of think that is the way the world is.
There is a lot of publication going, and not much creativity.

Researcher: So this culture of proliferation of research and publication as a main stay or valued aspect of the university career work against the advising capacity?

Faculty Participant: I think it is horribly.
A couple of reasons for it, you could give a lot, and I'm sure this has been thought up by people who know more than I know, but it is quantitative.
You with have an article or you don't, so administrators can rate and so on.
But a culture of it has grown up and as far as advising goes, I think what's happened is that the kind of person, well it's due to the Myers Brigs people.
I understand, indicate that huge numbers of integrates are getting huge numbers of introverts are getting into the universities.
Because they are the ones who do this solitary discipline best.
Introverts and the judging type, you know the ordered structures and so on types.
And they don't have that inner natural desire for contact with lots of different people.
The Extroverts are beginning to lose out.
In other words, a different type of person is being brought into the culture.

Researcher: Which is creating a different culture?

Faculty Participant: It's creating a different culture and a different value system.
And by now, by this time in the history of the university and publish and parish and so on most instructors really do see their value and their identity to some extent in what they publish and so on.
And they both have an administration pushing them to publish which publishing takes time, advising as you know takes time.
Takes lots of time.
There are no immediate results.
There is no article necessarily, usually there isn't, from any kind of advisor, and how can you quantify it.
And I don't think, I'm not sure, that it is possible for the student oriented teacher ever to have the prestige within the system that we have evolved.

Researcher: Do you think that might change?

Faculty Participant: I don't think it will change from within the university, for example, I don't think that you could do a book that would probably have much, much effect on it. I think it may change because of a gigantic economic crush.

Researcher: Industry where demand is certain?

Faculty Participant: That's right, there must be some kind of consciousness out there in the world of people who pay their taxes, that fund this university and people who have been students and so on, that things aren't quite working right.
And as you know we are getting, we have been for a long time getting heavy criticism from business and from industry that we aren't turning out the kinds of people that they need.

Researcher: Can you talk about your direct experience with them, as the program coordinator for Language and World Business?

Faculty Participant: As best I remember I didn't run into, what I set out to do and then what I ran into, I set out to take to industry the excitement that I found in young people. I found it in part because I was involved so much with them and I knew the excitement was there, I reasoned that if I could get some of our young students out into an office with these people the students are going to carry, the business people are going to be impressed by these students they are going to be able to see themselves as teachers, and these students as learners in the bay look of the industrialist, or manager, or executive what it was and so on.
And I found that to happen, I did not run into huge criticisms or anything like that.

Faculty Participant: But when you mention, right, but where you hearing things from Because I set up the situation where, oh yes, articles, that flutter, or earthquake that went through MBA programs several years ago when they were getting so much criticism. You know UT changed entirely its MBA program because business where recognizing that in these MBA's that they were getting and paying for so highly, they weren't getting what they really wanted.

Researcher: So industry really changed the curriculum in a sense or influenced the curriculum.

Faculty Participant: To some degree yes it must have.
Again I don't know whether this is true nowadays or now.
But Roger Jenkins, whose is associate Dean College of Business, said that many, many MBA programs would not accept business students, they only wanted bachelors of fine arts, and liberal arts, and arts and sciences, that kind of person.
Presumably this was because the sort of broad base that the more liberal arts students had. They recognized they could be trained in directions better than the traditional business student could.
We may have gotten off the subject, or may not have gotten to your point on that. I don't know.
My sense is that we are not producing the kind of thing that our culture actually needs. They'll have to be some kind of crisis, I think, in the culture that will force changes, that will perhaps make it worth while for the university to change.
I even think sometimes, I don't know, it almost like you'd like to do something like add the number of hours we professors teach increase fifteen and see how many of us stay. Because I think people are in the profession of higher education for a variety of reasons. I'm just guessing that something like that is going to happen where there will be changes within the university so that a lot of people who are coming into the higher education profession just will not feel called to come into it.
And I would hope at that point that people of a different sort would be drawn into it and would change the profession.

Researcher: Well let me give you a vision, when we talked about technology before and with the technology that is available now, the teleconferencing for example, what would stop, lets say for example Alan Greenspan from retiring from government saying to the university community, I've got a satellites operation in my backyard in Washington D.C. I know a lot about our congress, people know me, I'd like to teach Econ 201, and I like to broadcast my Econ 201 class to you University of Tennessee, Knoxville, to you University of California, Santa Monica, to you Morris County Community College, New Jersey, to you London School of Economics and you, University of Kiev, in Russia, and I will broker some contract arrangement with you. And you can advertise and part of the contract will be you can study your literature materials, and Alan Greenspan teaches Economics 201 in our classes. Jimmy Carter from the Carter Center in Atlanta says take Conflict Resolution course. Alan Dershowitz says take my course in Law in American Society so you have a culture of personality and name brand professors or teachers, educators, which the public responds to and can have access to....?

Researcher: Where do you find yourself in that?

Faculty Participant: I think in many ways we already have it.
The audiovisual department of the library, I could teach any number of courses.
I don't have to teach any number of courses and I don't have to talk about Garcia Marcus.
We've got him on film, we've got the stuff over there.
It seems to me you always, there's a measure of interaction that is actually key to learning.
And we can't always have Garcia Marcus come here and be with the students down on the strip.
We can show him on film but then you have to have a professor who's creative, who's a person, who's arranging this as a human being with a lot of flaws and limitations himself or herself.
Who puts on the Garcia Marcus and then interacts with the students about it and responds to what they say, and responds to the beautiful things they say and the mistakes they make and so on.
I don't know what knowledge theory and education theory would say about this but I think there is an interactive development, maybe I say that because of my own feel, which is foreign languages.
You can have the greatest tape materials and video materials imaginable, there's good stuff out there, but you cannot learn to speak Spanish unless you interact with someone speaking Spanish.
I'm sure that there, the deeper human things can really be exercised and learned except for the interaction.
So there is always a place.

Researcher: So you wouldn't feel threatened by an environment by which whereby these instances...?

Faculty Participant: Again, it's like I 'm not threatened by the computer print out of the computer printout of courses a student's had.
I'm not at all bothered by that it allows me then to use it in a personal way.

Researcher: I guess I wonder then about the struggling faculty member who didn't graduate from the top 50 graduate program in Economics in the University, saying well if we can use this teleconferencing technology, do we need so many professors? Do we have to bring someone on in hopes of tenure..? And that is the part, I guess that I am worried about, what the implications would be for the university?

Faculty Participant: Ken, I think that when we talk about learning and teaching and so on you inevitably get into areas like humility.
I'm not a top of the line world class, I'm not, I'm not sure anybody is but, I think to approach with humility, in fact I know how I've done things like that, you know I've worked with materials like that, and I find it wonderful.

I love for me and my students to go into the presence of someone superior to all of us.
And I don't lead them in like I'm on a par with this visiting scholar.
I go in as a learner too, so that the professor who always sees himself as a learner knows that every minute that any student is talking with, who in my case, who can't handle Spanish well at all, can handle a bunch of things better than I can handle.
To have that sense all the time, I wish, you know maybe we do it subconsciously, I wish we could hire with that in mind.
You know to hire a humble heart as well as a highly confident heart, and if you can get the two of them, somebody who's highly confident and a person who genuinely, who lives a life of service, and sees the value of service.
I suppose I've been on lots and lots of hiring committees and I suspect I've always looked for that.
We don't talk about it very much.
We talk about collegiality, for example, but I think often there's a recognition of qualities such as humility, compassion, empathy, things such as that.

Researcher: Let's switch gears a little bit and move towards, if we can stay in this framework of looking at the future, and looking at these larger trends like the proliferation of information technology and globalization. And I'm wondering what would be important, especially in the vision that you had of the advisor coming in to appointment with the student and a lot of the technical or mechanical aspects have been taken care of in the dorm room before the student even came, and he or she comes to you with a report all ready, printed out and accurate, and now you enter into an advising situation and let say we were talking about a time period say five or ten years from now, what do you think is important for that advisor to know? What will the knowledge of the advisor consist of, if they are now relieved of a lot of the catalog based or mechanically oriented details that we all carry around with us that make us valuable now? If that is no longer there to do, what is it that we will be asked to do? What will be important to know? What skills to have?

Faculty Participant: Ken you are sparking some ideas and getting me to think about some things that I have not thought about in ten years from now and so on.
Again to return to something we said earlier, I think very possibly it is going to mean that the advising function is going to be seen as less and less necessary.

Researcher: So there could be a threat for those who engage that activity, because there is a profession. I'm a member of a National Academic Advising Association so you're saying possibly that the profession could be in danger?

Faculty Participant: I think certainly is a danger to be carefully looked at...
I think that there is a force running counter to that within the university because there are many professors in general often who don't know how things work at all.
But there is people within this university that are having to run it, and they are having to sell it to the public, and they are having to sell it to students, and they are hearing the complaints, and they are really in the mix of it.

They do know how things work and they know that advising, in the sense of personal contact, with an adult presence representing the university, representing its prestige, representing it's expertise and so on, that this is a part of what the public is buying when they pay their money to come to the university.
And it is also philosophically and morally that they're looking for, and if this begins to diminish ultimately the university's probably going to lose stature within the society.
And I think, I believed it but it's just the mix of things is going to keep the advising going.
You've seen in your time, it's really odd what's happened, when I first started my career you did a huge amount of advising, the professors did it all.
I taught at a small college, there was no advising center, there wasn't one, it was all done by the professors.
Then I think some very good things happened, where they started professionalizing the advising, they did it in part because professors didn't want to do it any more as we moved more towards research.

Researcher: It became a necessary part, something that need to be done, but the professors were no longer valued or because they weren't...?

Faculty Participant: Well the professors, I've seen it happen when I came here to this university the view of publishing, for example, had changed within my career.
I've been here 30 years and I've seen it change, I've seen remarkable changes on this floor, Ken.
At this time in the afternoon 25 years ago every door would have been open. It is not now as you know by just walking around.

Researcher: Because professors are here doing research?

Faculty Participant: Well they're probably at home doing research or probably they are at home in my particular profession, they're at home doing research.
They are enabled, by the way, to stay away more because of the computers.
They don't even have to come into the libraries.

Researcher: And because of what the advisors are doing on the other side of campus?

Faculty Participant: That is part of it too, and I think the University has benefited enormously from bringing in people who truly care about advising, who are trained in it, who see it as a profession, who believe in the debts of the hearts in what goes on in advising centers.
Then you get this brilliant administrator, I think she is outstanding, and we have one of the best, that I know of, advising centers here.
You still need the professors I think, I think you need both and there is probably always going to be a certain tension between the academic and the professional advisors over there.

Researcher: Can you talk about that a little bit that is an interesting dynamic, I've not heard anyone explore that before?

Faculty Participant: In some ways it was expressed by this colleague who said I make sure they've taken the ten Spanish courses they are supposed to than the rest of it.
I believe the students should learn from the advising center.
That recommendation from the advising center is both a compliment and a sneer probably, I suspect, it was done by e-mail so you can't tell, but I know the person and you all are over there listening to the stories in this persons eye.
My own views, as I said, and I want to stress this, is that the university, the students needed the advising service, they probably always are going to one way or the other.
And there are some students as you know that just, I know so many students Ken, who just simply don't learn that well from words off a page or off a computer screen and so on, they miss stuff, they make mistakes.
I bet you that if we didn't have the advising center I bet you that 40% more of our students would get into some kind of problem without graduating.
Almost every advising session I have, almost everyone, I saved somebody's bacon.
And I'm sure you've seen the same thing. And the advising centers have done a really great job.
Once the professors were getting but then the advising centers appeared and were financed because professors are going more and more into their research closets, I think.
But I think the results have not been an entirely bad thing.
You are an impression, I do not believe that you would want to be a research professor, at least you would not have wanted to be up to this point in their life, you are too much of a person, a contact person.
I suspect people are hired over there, they get into that profession, Mrs. (Colleague), at the Center for International Education, which was doing some of the best educating on campus, by convincing students of the value of going abroad and ways to do it and ways to finance it.
It's almost like other teaching units have arisen, the advising centers are teaching.

Researcher: Do you think it is understood that way, though?

Faculty Participant: No I really don't.
So much of teaching is regarded as almost geographical.
You have an instructor up in front of a group of people they think they've performed a revolution when the students sit in a circle.
Well no you still have the traditional classroom situation which is a good way to learn, I think, but there are other good words to learn.
And of course I see you as a teacher, I've known people who have learned from you and they learned all kinds of things, they learned manner, and they learned to give attention to other people.

Faculty Participant: In the Center for International Education it's almost like Bob (Colleague) career services, that is another teaching center, teaching people about jobs, and responsibility, and how to find a job, and why, what you've got to offer, what are your limitations, so that people go into the job market more realistically, perhaps they are gonna be better workers because of Bob (Colleague) and his people working with him, the way that they advise students on getting jobs and so on.

Researcher: Well it's interesting that you mentioned career services, because I think in light of maybe some the things that we talked about in the proliferation of information technology in maybe the way the university would view their values advising services, what do you think about the combination of advising and career services being placed together as a possible model in the future?

Faculty Participant: Philosophically I don't see any objections to it at all.
I could think of some institutional reasons or management reasons or either doing it or not doing it, would, for example, the two units given their past within the university, and the fact that they have acquired each an identity itself, would they work well together? I don't know.
I'm not sure, I think interaction between the two is absolutely essential and a very good level of interaction would be essential, is essential, but I don't know if they necessarily have to be together I was on the committee that reviewed the career services, the ten year review.
We studied it very, very thoroughly and the question came up of combing career services and some other units on campus, in part I think it came up because Bob Greenburg is such an extraordinary individual, buy I guess in some ways I have quite a bit of faith, I've seen it work so often, of smaller units working together rather than being folded into one unit.
I think sometimes by folding a group of smaller units into one you can certainly always save some money, almost always you can, but I think you take some losses too.
And I've seen that have a many, many time.
Is that answering your question at all?

Researcher: Well, yes, in a sense, you've answered it.

Faculty Participant: I think some humility again is called for.
Okay, an example, when I started in the language of world business, I found my self within a year or two doing a lot of essentially career counseling because nobody on the campus had much experience with international jobs.
??? I had to do a certain amount.??? I went to the career services people, and I learned. And I've heard colleagues say how can we be expected to know anything about the job market, it's easy to find out about the job market if you try to find out and that becomes more and more apart of advising.

Researcher: Do you think, when you say college are you talking about other faculty members?

Faculty Participant: Faculty members.

Researcher: So your saying that their making distinctions between what their role is and the knowledge they should be, and the knowledge they should...?

Faculty Participant: Exactly, and I think that you and the advising center, you do this, you're able to give some confident direction to those who want to think about careers.
One of the things you do is send them to the career services people.
But along the way you can help inspire a student to think about a particular route to take.
I certainly, and Ricky and I, have built up a sense of what jobs are out there.
You do have to go out beyond the walls of the university to do this but you can get a fairly good sense of what is going on and what awaits our students, what they want to do with their specialties, their majors.

Researcher: Do you think that some fractions of faculty find that threatening or find that outside of the realm of their...?

Faculty Participant: Ken, in working with the language world business program, you know we started in one college in one university, we joined then the college of business, and put a program together in both of them.
We then got into agriculture and human ecology and we were drawing students from engineering and so on.
The thing that surprised me most is the number of people who were frightened by that.
It is a real comfort in having a fairly narrow area and a fairly restricted group of colleagues that you are interactive with and that you are responsible to.
And when you get a program that starts splattering over the entire university and begins to grow in terms of bringing units from here, there, and yonder, that have never talked to each other before. I was very naive.
I did not expect people to be upset about that.
But they were and I think they were upset by the very variety of mixture the used to departmental walls.
And whatever they say in some sense they want to keep them.
They're used to college walls.
And it's almost like two dogs meeting and the hackles go up as the dean of one college meets the dean of another college.
It's really very hard to get people with a university view rather than with a college view or a faculty view.

Researcher: Do you think that some of those trends that we talked about earlier in terms of say the globalization of the economy and the impact that is going to have in preparing people for the future...?

Faculty Participant: Oh, you are exactly right.
That is part of what I meant by it's a force within the university that is beginning to help change things because as you go into the international you get into things like ecology and the amazon even though you are dealing with Portuguese students, anthropology students and so on.
It's forcing some of these departmental and these barriers within the university that we've built up.

Researcher: Well, what is your sense in terms of your experience and your reading in these areas, and in your discussions with people in industry, and in the academic circle, and in the leadership circle. We talked about writing memos to the chancellor, by the way I will have an opportunity to interview the chancellor?

Faculty Participant: Okay he is wonderful.
I really admire him.

Researcher: Where do you think this takes us? If we could look out again five or ten years from now?

Faculty Participant: I've seen two reactions from what we tried to do.
We acted like the walls weren't there and just barged right in.
We were tactful about it, but we invited people in especially, and we also went out.
There is resistance to it, that sometimes is quite aggressive and yet I found, in general, what I found was that a lot of people are receptive to this.
I don't know the numbers but I have just a week ago, in our department, there was a faculty meeting, and the subject was world business, which has been controversial in the department, came up.
And I heard faculty member after faculty member praise that program.
Some of whom have opposed it even bitterly in the past.
I didn't have to say a word.
None of us who normally would have represented the program open our mouths.
It was other people who were talking, they had begun to see the value of it.
In part because of particular genius and her performance and so on.
There may not be as much, the way you get something done within an American university is you don't go with a good idea, this has been my experience.
What you do is you make the good idea a reality and you work yourself to the bone doing that, but you make it a success, you make it a performer.
And then you ask for the money and the support and so on.
And it happened in American studies, it happened in the Portuguese program here, and it happened in language world business.
All free developed the same way, and they all made quite successful programs and could be even more successful than they are.
And so if people make this internationalization and crossing of boundaries so that we are mixing engineers and people from people from human ecology and arts and sciences, and we get our scientist and get our people together and so on, on projects.

Faculty Participant: If you make a success of it if you build it they will come, almost, that is a cliché where there is some real truth in it.
If you are careful, hardworking, smart, and real lucky, you can have that.
And the internationalization I think is pushing things so that stuff that neither you nor I today can imagine will be occurring in the American university ten, twenty, thirty years from now, I hope.

Researcher: Well let me ask you two more questions. Staying with that, I guess I want to get back to my specific interest in the nature of advising. You really gave a statement that was, had both helmets of the seats of destruction and of survival or flourishing that the proliferation of technology in some way might diminish or evaporate the need for advisors. Yet on the other side you seem to also say that you thought that advising would survive. I guess if we could begin to think about all the issue that we brought up today, where do you...?

Faculty Participant: No I think that advising, say the arts and sciences advising center, it has proved itself.
I do not think that there would be anybody who would think about not having it. In fact I don't think we could get along without it.
It's almost like you could not have a pharmaceutical company that had no sales force or no accounts. It's an absolutely essential unit.
As you know, as good as all the computer stuff is, there is still, there has to be conference between young people and somebody about their growing.
That is where the mistakes show up, that misrepresentations or miss-readings.
If the university is will, some within the university have a sense of service towards the students and if you are going to serve the students you have to this advising done, and done as well as it possibly can be done.
Because the faculty, if the faculty moves more and more away from it, I can even see that as a possibly good thing.
To perhaps give more scope to you, to professionals and training, people who train and so on.

Researcher: How do you think we can substantiate or qualify or quantify that need.
Because we look at university organizational charts advising is a subset or a small cousin to, or an underling of many of the larger units that we don't show up in a strong way.

Faculty Participant: I'm getting back to humility again.
And that is just probably the way it is going to be given the traditions of the university with reading, writing, research, debate, and that kind of thing.
I think it is up to you all to know that you are either the backbone or either part of the structure, the basic structure of the university, to have confidence in yourselves.
But also be humble enough to know that a lot of these people are not going to give you that much credit for it.
They're just simply not going to, in their own, they're going to see the professor as the prestige level, the teaching faculty, especially the tenure teaching faculty as the prestige level.

Faculty Participant: That is just what gives the university its prestige.
At least for a while, but they couldn't do their jobs without you.
To know it, I'm sure most of you know it, your absolutely confident of it, you should be, because you are doing a good job.
And you are doing a necessary job within the university.
I guess a simpler action would be to trace, it would be wonderful if you could talk with a financial officer at the university and think about how since, I don't know when the advising center was created, do you know, 60,70,68, or something, I don't know, but to look at how many that turned in that direction, that's fascinating, I think in a university.
How did it happen?
Because I believe it was a group of faculty and administrators that made the decisions that we are going to channel money into a liberal arts advising center.
How did you all get space?
Those kinds of things might show a lot about what the future is going to be.
I bet you it would just show you how necessary you are.
I don't think you all would have appeared within the university if you were not a necessity.
And maybe part of your task is as a younger member of profession is to set out to bring the prestige.
And the recognition is made that way.
The recognition to what you do .

Researcher: Well how do you do that in an environment that doesn't honor or doesn't as you said, if the system is set up, if the paradigm is set up, if these people here performing this task are valued in certain ways, and given certain rewards for engaging in certain activities, which is some ways is directly an opposite from what you engage in from and 8-5 standpoint, how does one gain prestige and respect or identity within an organizational chart...?

Faculty Participant: I am so glad that is your problem Ken.
That is why you are working on a doctorate and while you are doing this book it is part of it because you will produce, I'm sure, some good work on this.
As professors, we are a peculiar bunch.
I'm not sure you can crack our shell too much.

Researcher: And I don't think that is my job, to crack the shell, but I appreciate what you said before about gaining a foot hole or a spot for or recognition for the value for what we do. And again in my job to quantify or qualify that work and to say that without what we do here is the environment that you live in.

Faculty Participant: Again I think, I have a faith of things like that Ken, I've always had it. I come here in East Tennessee and there is no Portuguese prestige, the language has no visibility.
You can work at it.
You can change.
The university is changeable, I've been involved in some myself.
But it is painful to do at times and people really do have to have a combination of self assurance and humility to do that.

Researcher: I hear you. Well, I know we are starting to run out of time, and I was wondering as we conclude today, if you had any other comments, last words, if you will or if you would like to go back to one of the questions?

Faculty Participant: For you personally, I suppose, because I think something you've said shows some of the humility that I find in you.
When you first came to campus, I think within a week or so, you and I were meeting in the student center over coffee or lunch, something like that.
And we talked and you referred back to that day several times.
I remember it too because I was trying something new, something very, very different.
And you were giving me a forum in which to talk about that just as much, you were as much help to me especially at the very critical time when there was nobody to talk to at all.
And to meet somebody with you approach was an enormous help to me as well as I hope I was some help to you, showing you that there were some faculty members with a, I think a loving view of what programs and advising and teaching are all about within the university.
But I would not have done that with just anybody.
There are many people were I would have sat silent.
Now there was maybe one reason you are in the advising profession is that there was something about you that allowed me to open up.
In fact encouraged me to open up.
I've never thought to go back and focus on the meeting but I've probably discovered some things I didn't know that day until I was talking to you and trying to express to you some ambitions that I had and the vision that I had for the future.
And the expression of that was just as helpful to me as it was to you
I think essentially we both remember it, of all the meeting we've had that we've forgotten, we both remember it.
Good for you, as well as good for me, good for both of us.

Researcher: Well thank you very much.

APPENDIX: F

CAREER SERVICES PARTICIPANT

Researcher: We will get started, One of the topics that I'm very interested in as an academic advisor and a career counselor is the globalization of the economy and its impact on our roles as people in higher education and as academic advisors and career counselors. People who work with students and help prepare them for their futures as professionals as people in the workforce and just to get started I'm wondering what your take is on that. How do you do you see the globalization process influencing the work that you do?

Career Participant: I think that it is critical. Throughout the years that I've read books like the Third Wave and the Global Paradox and I'm so aware that our world is changing much faster than little towns and little colleges perceive it to be. I think that a lot of students and their parents still have a 1950's mentality about getting an education and getting a job and staying in that job. That's kind of shocking for students to realize that if they get a management degree that they are still not going to go out and earn $40,000 to start in middle to top management. I don't understand that, because everywhere around us are signs of reality of corporate takeovers, corporate downsizing, buyouts, economy fluctuations globally. If people read the newspaper, or perhaps listen to the radio, or watch TV, they are getting some of that information but they are not connecting it with how does this affect my education and the planning of it. In my role, I see myself as a person who tries to test the assumptions and the myths that students operate under in terms of their expectations of their education. What their expectations for future career plans are. So that I can infuse into the process some of my perspectives about what I read and what I've learned and what I have experienced through other people, like alumni. Sometimes they will believe an alumni story or a personal story from someone that they know rather than it coming out of the mouth of a career counselor. But I see my position as being one of testing assumptions about what students expectations are. Helping them to prepare for the fluctuations that they will be facing as they progressed throughout their career giving hopefully putting them the direction of accurate career information in light of the fact that it is going to change and helping them to select a program of study that has components that are going to be critical to success in any future endeavors. Computer skills, written communication skills, oral communication skills, even a foreign language. The concept of learning a foreign language now seems almost foreign to students, almost as if it's not necessary. Critical thinking skills, the basics of Ziegler, leadership, those top 10 transferable skills.

Researcher: Well in your work in communications with industry, what is it that they are telling you about what they expect from students. You named some generic categories there about things that all people should have going for them when they finish their undergraduate education. What are some of the specifics that you have recognized that in the future, in terms of industries communications with students who can be like X or Y?

Career Participant: It depends on the industry but the primary theme is not so much technical skills as it is personal qualities and transferable skills. Like teamwork, can they work with a team, how well do they write, how well do they communicate. Getting along with other people. A lot of employers say that they will train them in the technical expertise on the job even if it's computer skills or learning how to operate particular machines or whatever the technical skills are. They will teach them. On the other hand, when it comes right down to an actual job opening, often times the employers says well they have to have at least 2 years of experience with Microsoft Office and spreadsheets, and they have to have at least knowledge of hardware skills. So for the computer field and engineering I guess it's much more specific in that there are much more technical skills that are required for technical careers. But for other careers, such as management, communications, public communications, education, they are looking for qualities.

Researcher: More so than specific to the categorical, personal qualities?

Career Participant: Yes...

Researcher: How are students developing those?

Career Participant: At (Home institution) we have an outstanding program here and I'm not saying that just because I work here. This is the most unique educational system I have ever worked in. Because, it is based on developing core values. I don't know if you have had an opportunity to read the catalog but in the college catalog there are core competencies that students must have in order to graduate. They are tested on those core competencies. So for example, the core competencies are writing, analytical reading, public speaking, critical analysis, mathematics, computer literacy, and that's just the core competency and they are tested at each level up to graduation to be sure that they reach a certain level.

Researcher: How are they tested exactly?

Career Participant: don't know, but we do have a competency coordinator that you can check with.

Researcher: Do they submit a portfolio of some kind or?

Career Participant: Yes, they submit a portfolio.

Researcher: So a combination of coursework and experience learning?

Career Participant: They have to validate it at each level. Again, because I'm not that familiar with it, if they don't validate it, they are put on probation until they can validate it.

Researcher: Even someone who has good grades, lets say, could be on probation at (Home Institution) because they haven't met their core values?

Career Participant: Not core values, core competencies.

Researcher: Competencies?

Career Participant: Yeah, the values aspect comes into play when every student is required to do a service learning or a civic arts project and I "service learning and civic arts projects are integral to the curriculum and reflect the college's commitment to providing educational experiences that will prepare its graduates for the demands of active and responsible citizenship." So we have a full-time service learning coordinator who sets up volunteer experiences domestically and internationally for students to participate in giving to the community. Either on a small way like pick up the highway all the way to taking a trip to Mississippi or one of the flood areas to help out. And there are also international opportunities. Students who have not completed the service learning graduation requirement by the time they complete 92 semester credit hours will be placed on probation for one semester. They take these service learning and civic arts project, the project allows students to put the civic arts into practice providing practical experience with the kind of public problem solving required by active and responsible citizenship. Students will go through a process of identifying a community need, engaging in practical deliberation or problem solving discussion with community members, and working with those members to design and carry out a project that address that need. It also needs to be an ongoing activity. For example, there is a local self-sustaining farm that students have used a civic arts project and it carries through. It carries through to the future. I'm not sure what the name of it is. But it is not a one shot deal.

Researcher: Right..

Career Participant: This is make an impact, make change.

Researcher: So you see this later on after the students complete this in terms of your working with them on their resumes and their credentials?

Career Participant: Yes, I do, and sometimes they don't give themselves enough credit for it.

Researcher: What has been the response from employers when (Home Institution) graduates have this more comprehensive or humanistic almost orientation to their backgrounds. What is their reaction there?

Career Participant: Well that's very difficult for me personally to say because I'm fairly new. I've been here just this past semester, and I'm getting jobs in and I'm helping students to develop their resumes but I haven't had the history of working with local employers to know that they prefer (Home Institution). I do know that (Home Institution) students are invited to career fairs that are statewide and nationwide. I got a call from a woman the other day in Florida that they were having a career fair and they have seen (Home Institution)college student's résumé's before.

Researcher: Who was sponsoring the fair?

Career Participant: The college, the Pasco County College and local employers. They invited (Home Institution). I thought it was a bit peculiar with the reputation that (Home Institution) is pretty well known.

Researcher: While we are on this subject, what would you consider to be important in terms of training for people who engage in this type of work, in terms of working with students in their career preparation and professional preparation. What do you think is important for someone to know and to have skills in and best use of them?

Career Participant: Well, I'm partial to people who have at least a master's degree. I don't know of anybody who can do an outstanding job at the type of research that is needed to gather the information without having some theoretical foundation.

Researcher: So that would be a master's degree and a particular discipline?

Career Participant: I would say counseling, psychology, human services, career counseling.

Researcher: Social sciences?

Career Participant: Yes, social sciences, I believe. Because I think that the social sciences orientation gives one a perspective of globalization and not only of looking at the micro level but at the macro level. I think that any good graduate educational program in the social sciences teaches people to look at the macro level and learn how to apply it at the micro level.

Researcher: Are there any other, besides the educational foundation and understanding the value of understanding material at a more sophisticated level or having an appreciation of that, are there some other specific skill bases that you could point to? I guess I would ask also, in light of what is happening in the world today and as we project ourselves into the 21st century, are some particular skills that you think would be very important for people in these fields to have?

Career Participant: Yeah, I'd say the first would be (some of these might sound repetitive of what other people are going to say but to me they are the basics), you have got to have outstanding oral communication skills, and outstanding listening skills. A good basic foundation of counseling skills is important and good background on knowing how to do research and pulling important information from unimportant information, I think is important.

Researcher: Can you give me an example of that?

Career Participant: Sometimes the American Counseling organization puts out a publication, a monthly publication, and there are articles in it. I think that often times, people who read that publication and journal need to read it with a critical view. A critical perspective, because they are not only looking at people who do research but they are also looking at people with personal opinion, and personal agendas. The others skills that I would recommend that people in academic advising have is knowledge of the economy and globalization so that they can better understand the wave of the future. I think they need to be on top information wise about not only occupational data but economic data social factors. Things that are changing, not only in our society but things that are changing in the world and how it is going to impact little old small town college. Not only that, but computer skills I think are very important, knowing how to work a keyboard, knowing different software packages, for example, I'm a one person office. I need Word Perfect and I know Word Perfect and I do well in Word Perfect. Well I did not know Microsoft Word when I got here. Having no secretary, I have had to learn as I go, and it would have been much easier if I had those skills prior to that. I would also recommend that a new student coming out of graduation program have at least 2 practicum experiences in college studies. In different kinds of college studies to get a feel for it and to get experience in it. Hopefully to choose a good mentor.

Researcher: What do you think about the internet as a resource for career information and professional associations, career change, job opportunities, resume banks, things of that nature?

Career Participant: I have mixed feelings about the internet. I think it is a wonderful tool if you know how to use it. I think that it takes a lot of time and energy for someone to learn how to sift through the garbage to get to the good stuff and your average, "What do I do after I click on Start" person is going to get extremely frustrated very quickly if they go to Yahoo or the monster board, because they don't know how to use the internet. Right now I think even courses that are taught at colleges on using the internet are still taught the basics, they are not taught how do you get career information, job search information, quick, fast, and easy from the internet.

Researcher: Do you think that there is potentially a threat, as we become more advanced and search engines become more sophisticated and easier to use, do feel there is a potential threat to a lot of the information or resources that career counselors or advisors might provide could be provided by an electronic advisory service, something whereby advising services could be eliminated because that information is easily accessible through large databases in computer systems?

Career Participant: It all depends on what you mean by advising. There is academic advising, in which faculty and counselors help students select courses for their academic programs. Then there is academic advising that is –here is a four-year plan, if you know what you major is, if you don't know what your major is, lets work on doing the interest assessment, the value assessment, your skills as they are now, the skills you want to develop, the skills that you should develop. Academic advising is perceived by many people in different ways. So there is the small here is what courses you should be taking this semester, don't bother me until next semester,

Researcher: The mechanical approach?

Career Participant: Right, versus the more global process of when I worked at other colleges and did academic advising, my first question was, have you thought about your future and what type of work you might like to do, what type of lifestyle you might like to have. The response would be I've got to pick courses out.

Researcher: They were expecting mechanical information from you and the question you asked was somewhat foreign to them?

Career Participant: Yes, yes.
Researcher: Why do you think that is so?

Career Participant: They are young and they are learning how to, if you don't learn in college how to do long-term planning, where else are going to do it.

Researcher: I wonder sometimes if we have set up a system where we are not sending that message, and students come to expect the mechanical process?

Career Participant: Unfortunately, I think that is true for larger universities. I'm not saying that everyone who works in large university has that perspective, but that is not what I mean to say, I'm glad this is confidential. Because, students who—if you have to advise—if academic advisors have to advise 15,000 students per semester, sometimes is there is no time to say have you thought about what you want to be when you grow up. Sometimes there just isn't time to do that, but I think that there has got to be a plan in place of make these courses, choose your major according to the type of work you want to do and plan ahead, talk to the professors teaching those courses, find out about them. Pick a mentor. I think there needs to be some advice given along with the academic—mechanical aspect of it to plant the seed of long-term planning.

Researcher: Do you see any validity or value or rationale for keeping career services and academic advising separate?

Career Participant: Laughter, In many institutions they are the same. Career counselors do academic advising, when I worked at (Another Institution) I did.

Researcher: That was 2 year community college?

Career Participant: That was a 2 year community college, I did academic advising, career counseling, and personal counseling.

Researcher: It was all run out of the same office?

Career Participant: Um, hum, and I was it on a campus with 13,000 students. But on registration day, the faculty did academic advising.

Researcher: So the army of faculty were brought in to take care of that registration?

Career Participant: Yeah, there is this whole crunch of the way the semester system in our four-year, get a degree in four years or get a degree in two years. That whole mindset mechanizes the educational process so that they put a time crunch on people and put expectations on people, and expectations that they have got to take this course this semester because it is not going to be offered again until the year whatever. So students have this idea of, and I heard this, I won't graduate on time. I ask them what is on time? What kind of education do you want to get.

Researcher: Why do you think that is so? How has that framework been set up in society through our systems or higher education?

Career Participant: I think it goes back to the industrial age. When a person could go to college in four years and walk out the degree in anything and get a job. or a two-year degree and get a job. People still have the perspective that if you don't do it in four years you are not a success, there is too much peer pressure and too much impatience of societal influences about what you are supposed to do and how long its supposed to take you. I changed majors twice in a community college and twice in a four-year school and I had some time gaps but that time was well spent because I learned an awful lot about myself. I was raised to believe that you didn't make a mistake if you changed your mind, you just got the heck out. If you weren't, if there wasn't a right fit, which is while I'm really big on the Myers-Briggs, I'm real strong proponent of the Myers-Briggs temperament inventory and matching that with careers. I think people choose a path for whatever reason, parental influence, self perception, whatever, that is just not a fit for who they are. They may pursue it or find out later and leave it. I'm getting off track, anyway, the idea is that the whole time crunch that if they don't graduate on time that they are a failure somehow. Academic institutions feed into that because, I don't know why, it could be because they don't want the appearance of having too many students changing majors often.

Researcher: It might hurt funding?

Career Participant: Yeah...

Researcher: It might hurt reputations and statistics that might not look favorable?

Career Participant: Full time enrollments (FTE's), I never learned what FTE was until I got into academic advising, in career counseling I never heard FTE. Because there is this magical 14-day period in which you were supposed to know how many students you have and retention is a very big issue everywhere now. Anyway, I think that people are just self perpetuating the systemic problems and I don't think that it is through anybody's fault, I don't know if people are just not knowledgeable or where their deficiency is ...

Researcher: Do you think government has an influence, you mentioned the FTE, how much of an influence do you feel government has upon what you do?

Career Participant: Not so much upon what I do but how students and faculty advise, in terms of financial aid because there are deadlines for amounts of money that can be used and stretched during a certain period of time. A lot of students need financial aid, so they have to operate on that timeframe. Yeah, as long as a student needs financial aid, they are dependent and locked into a specific time construct.

Researcher: So that does become a factor in the process, if not in a direct way but an indirect way?

Career Participant: Sure that might have to do with that whole on time concept.

Researcher: You think that might increase in the future where trends in society or government, or industry for sure look at return on investment. Looking at more effective ways, including the use of information technology to reduce the overhead of having personnel conducting services in a traditional sense would cover that factor?

Career Participant: I'm not sure I understand your question, but what comes to mind for me is I think that in terms of colleges being more efficient and productive. We are going to see a lot more happening in terms of distance learning, and mini course offerings, ways to save money by decreasing full-time faculty, using more adjuncts, finding more creative ways of getting instruction across.

Researcher: Do you see those things happening here at (Home Institution)right now?

Career Participant: We offer a lot of options for students, we have a professional studies program in which if a person is working full time they can complete a degree within a certain amount of time, it is a shorter compacted way of learning. Here at (Home Institution) we have what is called the focused calendar. The focus calendar means that a student takes one course for 3 ½ weeks, concentrates only on that course from nine to noon, any homework or research for that course is done in the afternoon, then they are done with that course. They do four of those in the first semester and four in the second semester, so that by the end of a full year, they have completed 8 courses.

Researcher: So that is a particular model a student can elect to, or is that the model for all students? Whether they are evening students coming in or..?

Career Participant: That's right, if they are evening students, they elect the professional studies program, or if they are a traditional student, then they elect the block schedule. They can either live on campus or off campus.

Researcher: But the same style of delivery is available and expected for both kinds of students?

Career Participant: I'm not sure how professional studies runs, because my primary focus here is the residential college student. Professional studies have got their own way of operating, but they are condensed courses over 2-3 years. I think that they meet once or twice a week for about 8 weeks to complete a course.

Researcher: You do have satellite operations for that as well?

Career Participant: We are going as far as Chattanooga. Interestingly enough, the residential college student population is 400 and the professional student population freshman through senior is twice that. But that would be a natural, because it is a unique program and people are getting downsized, people are changing careers and that is a reflection of what is going on in society. People are needing more education, are being told they need more education, in order to advance up the ladder, but there is no ladder up to advance. I think its just a perk that they offer to satisfy the hunger that a growing adult having a need for personal growth would have.

Researcher: So what is your sense then, that is an interesting statement you just made, what is your sense regarding the role of higher education in the future with regard the relationship to industry. You just made a statement about some companies seeing it as a perk for certain individuals; do you sense that at some point, maybe it depends on the industry as well, because of the changing nature of knowledge, or because of the impact of information technology, globalization of economy, these megatrends, so to speak, that the expectation or the relationship may change? How do you see us working with industry in the future?

Career Participant: Industry is changing so rapidly, I'm not sure it can keep up with itself. There are so many different types, ranging from small businesses and opportunities and people don't know how to find out about small business opportunities or the value of them. I think people intellectually understand that there is not going to be in the future, vertical advancement within an organization. Because organizations of need to tighten their belts; they need to flatten out. So as organizations change their structure, I don't know how they are going to be compensating their employees or what incentive they are going to be providing for people to stay unless it is through job satisfaction and variety.

Researcher: So you are sensing that it's a way in which to hold good employees for a longer period of time by providing them with these opportunities to continue on with their education. But that the actual work itself changes so rapidly that would be hard for industry to recognize any specific skill set or knowledge set that higher education could provide?

Career Participant: They may be wanting to seed the organization by allowing people to take further or continuing education; but by the time a person finishes a four year degree, does that guarantee that there is going to be an opportunity within that organization for that degree and the person to be utilized in another capacity should that person want it? I don't what messages people are getting about being able to advance within the organization. So on one hand organizations who provide continuing education to employees are wiser if they do provide them some sort of guarantee that they will be beneficial to that employee if they stay with the company. This has happened historically, people who get further education, then jump ship. They get educated by an organization, find out that there is no where to go, become dissatisfied, disgruntled, whatever, and look for another job.

Researcher: In some ways it could work against certain companies or organizations, in terms of higher education?

Researcher: To recap what you were saying . . .

Researcher: In some cases you see it as a potentially difficult or as something that might backfire in certain corporations but you are saying the wise corporations would

Career Participant: The wise corporations would keep track of those people who are doing very well in their academic programs and make sure that they give them some sort of incentive for completing it. Not just "OK, it's great now that you've got your degree but we've got no place to use you and there isn't any place to go.

Researcher: Some employers being more cognizant of how this education is going to fit into their overall plan?

Career Participant: Yes, other than that it is a waste of time and money on the corporation's part.

Researcher: Well, so this leads to another area of interest that I have and that is the changing nature of knowledge, the fact that what we have considered to be knowledge, has changed in the last 10-15 years. What companies might produce in terms of product, what it is that they actually sell or manufacture or produce has changed quite dramatically. We have really gone from the product driven to service driven to information driven economy, and in light of this changing nature of knowledge, how do you think that impacts what you do in Career Services?

Career Participant: My thoughts are that, you can't help but go back to the 50's when a person went to school and got a general education of knowledge. They acquired, I think, knowledge, not just information, not just facts. There is a real big difference between information and knowledge. One is a thinking process and one is advertising and posting data. So although we are in the information age, I'm not so sure that people are getting any wiser. They may be collecting more data, but I don't know if they are developing problem solving, critical thinking.

Researcher: If that is the value system in today's economy, information is valued maybe more so than knowledge, what kind of—how does that impact what you do in your job, in terms of your preparing students for that type of encounter?

Career Services: I don't like that question, because part of my job is to provided students with information, and I don't mind doing that because I like doing the research; but I also like teaching people how to educate themselves to get information and how to analyze it themselves; to integrate it into what is important to them and their career planning. So I take more of a realistic perspective, in as much as—oh for example, the other day I gave a workshop and I selected web sites that were particular to teaching opportunities and I put the list together, so that have knowledge about how to use the Internet is fine. But, I focused the presentation on what goes on during the interview to help a person get a job. That it's more a communication exchange and a knowledge of information exchange. Rather than focusing on where the jobs are.

Researcher: There's some combination of those two worlds in a sense that ...

Career Services: I like to teach and I like to give information, and I also like to listen; although you couldn't tell by this tape instead of doing a lot of talking. But, I find myself in seminars giving a lot of information about what students should be expecting and what the myths are.

Researcher: So in a sense, almost gathering the more salient, more humanistic aspects about the particular processes after the initial information provision has been given, you get to the higher level not just where the jobs are . Yes you can find the information quite easily now, but how are you going to walk and talk with that particular employer about your particular characteristics.

Career Participant: Very well said. Very well said, that is exactly what I was thinking, but you articulated perfectly. That is exactly what I meant to say. I want to share information with them about opportunities and where to go to get them, but I want to teach them the subtleties of the skills that are necessary to be successful as persons with specific responsibilities as an adult entering "The world of work." or just life. Help lay the foundation, because I don't know if they, they most likely get that in courses at (Home Institution)simply because we teach courses in civility and self knowledge and ethics and social responsibility.

Researcher: That's really an institutional value, is that part of your mission's statement?

Career Participant: Absolutely, it called a practice of virtue. It's one of the core confidences.

Researcher: Do you think that is common among other institutions?

Career Participant: Not that I know of. I think students are taught that teamwork is important; therefore, we are going to break up into small groups but I don't think it's integrated into a concept that is that they are virtues.

Researcher: Do you think that is something that a small liberal arts college has the ability to implement over lets say a large land-grant institution in this country?

Career Participant: Absolutely, a private college can do, has a lot more flexibility than a publicly funded institution.

Researcher: I find this construct very interesting about using information, but putting that information within a humanistic context. I'm wondering if these trends towards mechanization, towards reduction of costs, globalization practices, market merge and disappear quickly, will cause some of the humanistic construct to be challenged as we can go into the 21st century where there are lots of learning boundaries.

Career Participant: I don't think that it will be compromised, I think that it will be challenged but the cream always rises to the top. And the people who can think and problem solve and work with other people are gonna be the ones who will ultimately will be the leaders. But the other ones will once their information is obsolete and they haven't learned the other skills that help them communicate and solve problems, there just, unless they are taught those, and they may be taught those. Corporations are now into training and development in corporations are now teaching things like the Tavastocking Model and they are putting people into small groups, problem solving. Because they recognize that work isn't getting done because there are problems and people can't work them out. So companies may pick up on it and do it or they might outsource to consulting firms; but I think ultimately our academic programs have to recognize that it's education responsibility to lay the foundation. Because by the time they get into the workforce they are already adults who have patterns. Then in the younger years, I think people can be patterned. But that actually goes way before college.

Career Participant: That is why I started out as a Montessori education teacher. It was not just daycare. So I have kind of had this idea about how people are learned to be human beings and productive human beings, and satisfied human beings from the very early age and have applied that to the educational process.

Researcher: That is very much a part of your internal value system and prospective on the world. Let me wrap up with one last question and I'll take you into the 21st century and imagine for a exercise sake, What do you think you will be doing in this job 10 years from now if you were to stay in this position?

Career Participant: This position is going change. I perceive myself as the person who will, through assistance, will have gathered information to disseminate to students on where the jobs are, how to get them, what it takes to get those jobs, and that can be handed out to them in a piece of paper. My goal is to become a work life planner mentor, for students. So that they know how to apply what they have learned, not just get a job. I perceive that , what did you say 5 years or 10 years?

Researcher: 10 years...?

Career Participant: 10 years from now, we still might be at the stage where people have start at the freshman year and learn what skills are going to be necessary for success as the global economy changes. So I expect myself to be learning new skills and doing things that I'm not currently doing just to keep pace with the change of the global economy. Feeding that back to the people who attend this institution and need to be aware of that. That's what I like about Career Counseling and Academic Advising. It's always changing and if I'm not keeping on top of the changes, then how good am I gonna be at career counseling and placement and Academic Advising. So being an information giver is one aspect of it, but being, helping to be a change agent in that times have changed and helping people to understand what changes are going on and help to plan and prepare for those changes is what I see my role as a career planning and placement counselor being. So I'm working right now with instructors like psychology instructors, the service and learning instructor, on how to incorporate what I do in with their curriculum. Because personally, I think that academic advising and career counseling ought to be integrated into the curriculum so that students can see the tie in between academics and self growth. So

Researcher: You are just starting on that now?

Career Participant: Well at (Another University I worked on a four-year career planning curriculum. We got it completely finished. Out of 13 colleges, 2 colleges accepted to integrated it.

Researcher: Why do you think that was the case?

Career Participant: Oh, it would require that people change

Researcher: The faculty?

Career Participant: Yeah

Researcher: So there was some resistance because of its potential threat to methods and...?

Career Participant: Yeah, and what does that have to do with this content? If it wasn't in confines of this content, then, subject matter experts weren't inclined to want to broaden it.

Researcher: So your fighting common institutional value system there, because of receptive to more progressive files incorporating career concepts?

Career Participant: And I have taught career planning courses and I've taught courses for students who are on probation where as if they didn't take the course they would fail out. And at first they would be so resistant, then after a while, they would be like, "Yeah man, this makes sense. I know what I'm doing here now, no wonder I did not like that course." I was like a light bulb goes on. So I would like to see that light bulb go on for every student in terms of integrating what does this have to do with me and my future. What does this subject matter of chemistry or English and how can we infuse this into it. You ought to check into the school to career initiative. Eunice at (Local Community College) is head of the school to career initiative. Its part of educational reform system, or Marla or Bill (I can't remember Bill's last name) at UTK. I took a graduate level course that they offered on career counseling and the Internet. But, Eunice is very much involved in this whole initiative to integrate school and career. It's because employers are saying there is such a gap between what they need and what student's are coming out of school with.

Researcher: When you say school, meaning high school or college?

Career Participant: High school and college. So that whole school to career initiative is very important. I think that there is something going on in England with that too. With the 2-year community college near London.

(Phone ringing)
Researcher: Colleges and further education than you think?

Career Participant: I'll let my machine get that (mumble, mumble)

Researcher: Well now this will be the very last question. How do you think, in light of some of those initiatives and needs you described between employers and their work here with in higher education, whether it be as advisors or career counselors, how do you think we can all work better together in the future?

Career Participant: Those initiatives are starting right now. I see more meetings between employers and colleges than I have ever seen before and they are not just talking about interviewing, they are talking about to prepare the future workforce.

Researcher: What are they saying?

Career Participant: It all depends on the companies that you talk to. The high technology companies are saying that we have got to have more engineers and programmers because we can't afford to keep importing them and the other, the ones that are not more technologically oriented are saying how are we going to get students to learn how to stop a production line with there is a problem, fix the problem, without calling over a manager to solve the problem. So their wanting both the soft skills and the technical skills. They're putting more demands on, they are putting the responsibility on people, education. Which basically, I think is where it belongs. I don't know what happened to competency levels in writing and reading. I see resumes and have seen resumes that are absolutely pathetic. It just leaves one wondering. But anyway, colleges and employers are doing out of necessity a lot more collaborative work. Because they see the gap and the gap is widening. For some reason this whole issue of globalization is what's bringing America together is far as competition.

Researcher: So in a sense it driving these entities together?

Career Participant: Absolutely..

Researcher: In order to be competitive in a very competitive ..?

Career Participant: It makes me wonder if it weren't for global competition, if there would be any of this initiative at all. Like the status quo. But however it comes about, I'm glad that its coming about and it is.

Researcher: I think that's a good positive note to end on and Thank you very much.

Career Participant: Thank you.

APPENDIX: G

UNIVERSITY HIERARCHY PARTICIPANT

Researcher: O.K., so we can get started. I just spent some time describing for you some of the major themes or agents that I see happening or taking part now as we leave the 20th century and enter into the 21st century in terms of the way the world seems to be going in terms of business and trade and economics and a little bit of the discussions in terms of touching on how things like globalization, proliferation, and technology are impacting what we do here in higher education. And, I'm wondering, just to get started, what your reaction is, in terms of how you see those major trends impacting what you do here in your division?

Hierarchy Participant: Well, it is clear that the students who are coming to us rather than students from overseas or students from outer states are much more aware of how global things are than they were even a decade ago.
I have been here since '86 now.
Uh, and uh, so I can compare them with other people here at Tennessee and also previously at the (Former University) where I used to work.
And uh, it is obvious that the students themselves in many asenses are aware that the kind of an employer that they would likely be working for would be very different from the ones that their parents work for.
Uh, it's a, as you were discussing, with the Daimler Benz and the Chrysler merger, with the takeover of Amoco oil by an European petroleum firm, etc., it is becoming increasingly unclear who's in charge, if we are looking at countries.
Daimler Benz, clearly, has been a German firm, now an E.U. firm, but is Chrysler Benz, who knows.
And, obviously somebody, whoever has an opinion.
But, the same is true of a number of businesses and a number of ways of doing things.
Specifically, in the university community, there is an increasing push for joint degrees between the universities and across national waters.
So, that, we have been approached for example, by several European universities who want to do a joint degree in, say, physics or chemistry or whatever.

Researcher: Can you describe what that means, a joint degree?

Hierarchy Participant: It can mean any of several things, but usually what people have in mind is that the students will spend roughly half of their time in one country at one university pursuing their degree and roughly the other half in the other country at the other university.
The exact percentages can vary somewhat.
But the idea often is, that at the end of the period, the student would get one diploma, one degree, one certificate which at the top says University X in one country, University of Y in another country.
So, that it is truly a joint degree program.
In other cases, it's, uh, a matter just of having an agreement whereby their students could come here for, say, a year to have experience of American attitudes in laboratories, in classrooms, etc, toward given subjects.
Uh, but, the degree would clearly be from their university and vice versa.
We would send our students over there.

Researcher: Are there some universities that you are aware of that have implemented this kind of a framework?

Hierarchy Participant: Uh, yes, several European universities have.
I think, Cornell University has, for example.

Researcher: Joint degree program?

Hierarchy Participant: Joint, this kind of joint degree program.
And this is something that is, well, there is several spurs to this.
Uh, the whole thrust of the European community in higher education and, perhaps, pre-higher education as well, I'm not sure, uh, over the recent years has been to mold citizens of Europe, as opposed to molding citizens of Greece or of, uh, Ireland, or whatever.
And so, the EU has been pushing for educational interchange through its harassment programs, its Socratic programs, and so forth.
Which has, I think, has given European universities the idea that well, we really, it's to our advantage as institutions and for our students for us not only to cooperate with such ventures, but to see how far we can take them.
Uh, those universities which have, uh, uh, contacted us, actually, have also spoken about the future employability of their students and their graduates.
And that, increasingly, their students are seeking a, an American or North American connection for their programs.
So, that, not only will they have the experience of North American attitudes and so forth, but, they will actually have North American contacts and would be, therefore, more global employable.
That is, an American firm would look as favorably upon their application, perhaps, as for employment, as would an European firm.
And that could be extrapolated around the globe that this person is just better qualified having had all of this, not only, subject related experience, chemistry itself, or physics itself, but also has the social and culture diversity in his or her background.

Researcher: That's fascinating. Um, are there any, again in your own opinion or if you'd rather spoken to individuals about, are there any particular disciplines that seem to lend themselves better to this type of a framework?

Hierarchy Participant: The ones that are keenest to, that is the people in disciplines or keenest to do this, are generally the hard sciences or in engineering.
Uh, the engineering impetus thus far, has not really come from the United States.
Uh, engineering schools here in the United States in general are more conservative than of their counterparts particularly in Europe.
Uh, but European—

Researcher: (Overtalk)

Hierarchy Participant: It's hard to say, uh, for both in the sciences and in engineering for many years, Americans thought that this is where it was at. That is if progress was going to be made, it's going to made here in the United States.
And, so, it took a while to wean the people from the idea that our technology, our ability to think and do things was better than anybody else's, to realizing that there are excellent people in other countries, excellent methods of doing, uh, things which may be quite different from ours, but nonetheless produce very good results.
Uh, and I think that in engineering, this realization really struck when cars from overseas, that is from Japan, from Europe, began to challenge U.S. car makers on their own ground. And it was recognized that the Japanese, the Germans, etc., were building some durn good machines.
Uh, but, nonetheless, it seems that the scientific community, the hard science community, is come to this realization much more rapidly.
Uh, and maybe, among those people it was never quite as thoroughly believed that Americans had a corner on good science.
Uh, look at pre-World War II history, any post-World War II history, a lot of the good scientists in the United States, a lot of good scientists who were publishing anywhere in the world, were not from the United States necessarily.
So, perhaps, that is the reason that the hard sciences came up more quickly.
But, nonetheless, it is in sciences and engineering where this is most recognized.
There aren't, well, a place, uh, field such as hotel and restaurant administrations, so forth, realizing that the market for that sort of thing is global also, and others.
But, uh, the liberal arts and so forth are not as apt to be seeking joint degree programs, which is not to say that they don't, people in those fields don't see the value of overseas study.
It's just that the connectiveness of the degree to a specific degree from a specific institution to a job has not been as clear.

Researcher: Well, let me, uh, ask you a question about what you think the implications would be, could this trend be potentially towards a joint degree effort. The implications may be for your office in terms of functions of you, that you provide for. And, then, if you could, maybe, explore what you consider, or might consider being the implications for what those of us in the academic advising profession might lead to contend with. And again, I know that this is not in your area of expertise, but just in terms in how you might see that impacting in terms of your understanding of what we do currently. Does that make sense?

Hierarchy Participant: It does.
It's a big question, a very broad question.
I see it that UT will likely be joining some joint venture programs with universities in the fairly near future.
There are no specifics in mind.
We already do have some arrangements for by, again students do come over here to do a year of physics or a year of chemistry through our departments of physics and chemistry.
And, uh, so we do have linkages with European universities to do just that.
Uh, and I think that the next step, the next logical step is to go in that direction of joint degree programs.
Which will mean that uh, uh, we'll, we here are going to, in our own office, are going to have to be cognoscente not only of the rules, the regulations and so forth of UT, with regard to the enrollment of students in general.
Not just international students, but be more aware of what the other, the whole universities are requiring as well.

Researcher: Is that because a sort of, the more formal arrangements that will made in terms, again just supposing to what we currently have where it is somewhat more individualized in nature and somewhat loosely structured and courses are pursued in such a way that they are, I guess, for lack of terms there's some wiggle room in terms of how that work would be used once a student returns back to their home institution? But, this movement that you are speaking of will be more of a formal arrangement with more formal declarations and formal coursework that they will be registered for and audited in some way. Is that inaccurate?

Hierarchy Participant: Yes.
Yes.
That is accurate, yes.
Uh, there will still probably be wiggle room, even under the new scheme.
That is students won't be entirely locked step in what they must do.
But, nonetheless, it's easy to follow, follow the rules and regulations of any bureaucracy, uh, inadvertently.
And, its, an advisor, whether it is an academic advisor or an advisor in an office like ours, can easily push a student in the wrong direction, quite inevertantly, because, through ignorance of what rules and regulations they must be following.
In addition, we have our government bureaucracy here in the United States, too, which creates a lot of bounderies for our international students.
And, so, we're increasing by one, or whatever, the number of bureaucratic entities we have to be aware of when advising any one student.
And, then, of course, when we are advising student aid in Brazil, is one set of rules.
And, then an hour later advising student B from I don't know, Scotland for example, it is another set of rules that we find.
So, it means juggling rules and regulations.
Um, though, I should say, also in our own office here, we don't do a lot of academic advising.
We do our best to make sure that any student, any international student, or American student talked with his or her own advisor in their own subject or certain area.
Um, but, there nonetheless, is going to have to be a passed education effort, I guess, among advisors everywhere on our campus about these new students who on what these requirements are.
Certainly, a student who is here for just two years, they have less leeway, less time in which to satisfy requirements.
For as a student who is here for a full undergraduate degree, normally four academic years, they have got those four years in which to satisfy any requirements.
But if that time is halved, it makes a bit tighter.
And, of course, in cases where the number of classes offered in any given subject, sections offered in any given class rather, in any given course is declining.
That means that it is even more critical that people get shoehorned into courses that they really have to take during that time period.
Um, let's see I forget what else you were asking me about....

Researcher: I was asking about the implications, again as much as you can venture. Uh, you touched on this a little bit, but in turn of what the implications might be for us in the academic community in terms of, and one of these things you just illustrated was important, that is if students are coming over here with an expressed purpose and the university is recognizing those students on the front end that what we do we are accepting you agreeing onforwardly. With us being aware of the fact that we know that this is what you are intending to take or accomplish that the colleges will have to take that into consideration in their strategic plans in terms of making sure that there is course availability. But taking that will further in terms of the advising component, um, and how we would be working with those students on this course decisions and also the other element of preparing those students in terms of putting the coursework within a larger context. Which is, I think, what a lot of, where we would like to go in academic advising in terms of just not helping people take courses and get registered or following with some catalogs, but again putting it in the larger context of what does this course selection mean within your overall program. And what else is going so that we can incorporate this sort of totality; instead of just this, sort of, little lock-step mechanical process. Um, so.....?

Hierarchy Participant: Well, let me, this is going to mean is that we're, uh, we're going to have to bring together two quite different sets of educational philosophies, European universities, in general.
And, of course, there was a broad range of institutions in Europe, but a broad range of philosophies.
But in general, have a quite a different view of how a student gets taught and how they learn, what they should learn, etc.
For example, here, in the United States we like to educate the whole individual and that means lots of distribution courses.
Which likely would not exist in most European institutions.
Uh, so, uh, are we going to require, are we at UT going to require their students, who are here for two years from European institutions, take those wide range of courses.
And then there are, in cases of state institutions, such as our state supported institution, the state regulations about American history, and language, and whatever, and who gives, and what gives in all of this.
And, uh, certainly, we, by the time the first student arrives to participate in such a program or by the time we export our first student to participate in such a program, we want to make durn sure that things are pretty well settled so that those student themselves don't suffer from our opposing attitudes in various lands, in our country and the other one.
Uh, with regard to this.
Uh, so, again it's, it's getting all of us in advising, whether it is academic advising or whatever to realize that there is this new, this new regime out there that these students must follow.
We've in some of the sense, we've got the advantage, uh, or head start through our exchange programs, which we administer here.
That is ISEP exchanges.

Hierarchy Participant: Because we know that many of those students come here with very, very, specific needs that have very little to do with the kind of requirements that our American students who were out, gone on the exam exchange, would have.
Uh, so, we are already used to doing our best to getting them into courses that they absolutely have to have back home, etc.
But, uh, I think if, if and when, these joint degree programs become popular and I think, I don't think it is going to happen overnight, but I would guess in 20 years or so that we are going to have a significant number of our students at UT involved in these programs and a significant number of departments as well involved in this sort of thing.
Um, so that, I think that it's a whole different realm of attitudes that we are going to have explore, uh, among ourselves and among our students as well because they are going to come over with quite different expectations.

Researcher: And leaving with different expectations also...?

Hierarchy Participant: Yes.

Researcher: UT students, doing part of their program overseas, as well...?

Hierarchy Participant: Absolutely, yes.

Researcher: Well, um, let me ask one more question about this hierarchist. This is very interesting. Have you heard anything or are you aware of what the attitudes of the advisors are, are back overseas? Have you been privy to what their reactions? What their thoughts or concerns are regarding this upcoming trend?

Hierarchy Participant: With regard to joint degree programs?

Researcher: Right...?

Hierarchy Participant: Well, at most overseas universities, there is not a large advising community, first of all.
Generally, it is a professor or lecturer or whatever in their particular field.
So, there isn't a large superstructure for advising, again for the most part.
Um, but, um, and also in a large percentage of overseas institutions each faculty, or department, or however it is that things are subdivided, has a fair amount of autonomy on what it does and it will, that the department of political science and the university will do things that are very different from what the department of history does.
Even though they are housed together. Housed in the same corridor or something like that.
Uh, so, there is a lot of variation across a campus of that sort.
So, you will be a matter overseas of individual departments, or to some extent, faculties, deciding that this is the faculty we sent to college, faculty of education, faculty of whatever, uh, deciding together that this is the path that they will follow.
And, uh, so it is going to be a department by department, or college by college, or faculty by faculty sort of thing there, rather than the university as a whole doing this.

Hierarchy Participant: But, it is , nonetheless, going to mean some, some inviting I suppose just as there would be in any bureuocracy to change things.
Uh, but, in general, the unit itself would have to decide that this is what we are going to do and this is how we are going to do it.
Uh, and obviously not everybody in the same department of political science overseas is going to be familiar with what American institutions are like in political science or whatever.
They may have some vague idea through papers they may have read or whatever with conferences.
But, uh, there will be reeducation on both sides, I guess.
And, I think the attitudes will vary there according to how germane they see this whole thing.
And by feeling that the departments overseas, which will come along most quickly, are the ones who are now most eager to set up joint degree programs.
And again those would be largely in the hard sciences for the moment and to a lesser extent engineering.

Researcher: Well, thank you. I think you have covered the area of globalization quite well, in terms of how you see those transitive in what you do. Uh, the other area that I am interested in is the area of the proliferation of technology. Um, can you speak for a moment how you see technology impacting what you do here in your division?

Hierarchy Participant: Well, uh, obviously it has had a great impact on what we do.
Uh, there are all kinds of controversies about whether the introduction of technology is really allowed us to do more or what.
I am not sure yet. I think that we are probably able to do more with it.
But certainly what we do with the technology is different.
It allows us to do things in a different way.
And the technology that we use mostly, is the communication technology, obviously, so we are talking about E-mail, we are talking about desktop publishing, we are talking about the internet in general with web pages and so forth.
And, uh, uh, that has certainly brought us potentially closer to people around the globe.
Uh, I think that outside of the scientific community, probably international education offices such as ours, was the first academic people to, to latch on to electronic communication because it just made so much sense with our having contacts around the globe, with expanding many time zones and having to exchange files, lists of students, lists of courses, and so forth.
Uh, and, so we, uh, very quickly saw it as a cost saver and in many instances a time saver and as a facilitator of what we were doing.
Uh, what we find is that almost everyone is using this technology now.
(I use that term advisedly.)
Uh, particularly in the developed world, but even in the less developed world we find that many, many people now have e-mail addresses and so we find that our web page for example generates a lot of requests for applications to UT.
And the number that I have to deal with on a daily basis has risen markedly over the last, even a year or so.

Hierarchy Participant: Uh, that is people who find my name and address on the UT web page, so ask me, e-mail me, for information on enrollment here at UT, etc.
Um, we find also that, uh, that our UT students have gone overseas on our exchange programs and in many cases seem to have not left UT.
There are just as active talking with us by e-mail when they are over in Britain or in Japan as they were when they were here on campus.
Uh, so, sometimes it is difficult for us to know that Student X has really left because we are still in communication with that person clearly.
Uh, certainly, the kind of electronics that are available to people now have made the kinds of students who are entering UT from the United States much more globally aware than they have been in the past.
That is nowadays, on the web, you click on a link and unless you look at the address, you don't know if it is being downloaded from New Jersey, from Finland, or from Japan or whatever.
Uh, and, uh, it suddenly takes many users of the internet by surprise that they are reading a German site, not that it is German language, but it is based in Germany or it is based in Mexico or something like that because it for all intents and purposes looks and sounds like an American site, a U.S. based site.
Uh, and I think subtly, people are, the realization's coming that there is something outside the United States and that I can connect with it and it has relevance to me, not only today of what I am interested in, be it pop music or whatever, but also, in my career.
So, we find that students who are approaching us and parents who are approaching us at receptions at the admissions office that holds her on the stage or at fairs here on the campus or whatever, uh, are electronically wise about the rest of the world and are coming to us interested already in doing something overseas.
Uh, many of the people I talked about are UT students going over seas and staying in touch with us by e-mail. Uh, we find that those same students who are active in contacting us by e-mail, often are the ones who are least in contact with the community overseas. So, we find that e-mail for them can be a detriment because they go overseas and they watch, they look at the same internet pages overseas that they do, that they have here at UT. They maintain contacts with the same friends, um, overseas.
So, we find that, uh, this has, this can be detrimental as well to a cultural experience overseas that our students are looking at the same keyboard, at the same screen, and using the same keyboard to make the same contacts that they had when they were back home.
Uh, and that means that they are less apt to get out and meet people wherever they are overseas. So, there are obviously two sides of the coin.
But, still the realization is there by everybody who is using the system that it's transparent—borders are increasingly meaningless, uh, electronically, just as they are in terms of business as you spoke of earlier and they see, our students see, our faculty see, etc. that there is more to the world than what they previously would have been looking at.
Um, um, where was I going to go with this?
I was going to go somewhere.
But, the electronic communication has really changed attitudes, usually for the better, usually for the broader, but not necessarily.
That is that sometimes the electronics will allow our students to go overseas and just be the same people that they had been over here.

Researcher: You mentioned something before that I thought was very interesting and I wanted to explore a little bit further. You mentioned the fact that there was a specific total number of applications that had increased over the last year in terms of things that you need to deal with, the things that you have worked with. Um, and that touched something in me. How has this electronic communication changed the nature of the work that you do compared, to let's say 10 years ago?

Hierarchy Participant: Well, increasingly we see that it is important to put things on the web, to keep a web page up.
Uh, and to be aware of an audience beyond our own campus or beyond our own state borders, or whatever
Um, and um, in some instances, I guess it has changed the way we write things out.
We think of global leadership more frequently when we are putting the page for the I-house, we want to make sure people know that people know that it is University of Tennessee they are tuned into.
Uh, there are some web pages both here and on campus and elsewhere that is not really clear to someone who is not staring address itself to try to decipher what the letters mean, where something's coming from.
And this accidental tourism or whatever I was speaking about earlier.
Uh, it is really transparent where the page is coming from unless you are actually looking for it and people suddenly realize that they are looking at something from outside of the country.
But, by the same token, we have to be aware that we want to establish and maintain a UT presence in what we do.
And, so, we rewrite our UT web pages in that way or at least attempt to do that.
And we find that we often have to explain things.
We force ourselves to explain things more than we would otherwise, not to use UT in every paragraph but use the University of Tennessee with some frequency.

Researcher: Right. You don't want t make any assumptions about the reader...?

Hierarchy Participant: Yes.
Um, and again, just the way we work with our opposite numbers around the globe as well is, I want to say that it hasn't changed all that much just recently because we were very early at latching on the e-mail and things like that.
But the technology, the kind of software that is available to us, make it much easier now for us to do cut and paste so that we can work out jointly exchange agreements, view exchange agreements, by sending text backwards and forwards and so using cut and paste and other kinds of software technology makes it a lot easier for us just to deal with the text, deal with the information we are sending out or that we are sharing.
But, uh, again that we, that we are more aware I think throughout our offices of the value of our electronic contacts than we were in 1986 when they first arrived.
But, nonetheless, uh, nonetheless it is the same sort of thing, just greater.
What I am thinking about is, that when I arrived, I was the first one right here at UT to get an Internet account in our office.
And this was considered a rather big thing.
And I did that because I had to have one Michigan and so I just assumed that this was what I had to do. Uh, and I would receive messages for people in my office and I would send them around on behalf of people in my office.
Uh, and gradually, fairly quickly I guess, pushed for and got everybody an e-mail account and every professional person in our office staff an e-mail account of their own.
And that changed the way people looked at things.
It's one thing to have a printout handed to you from somebody who said this is for you or this is of interest to you. It's another thing to have a screen in front of you and actually be able to respond at your own leisure in your own words or not respond, as the case may be. Uh, and so, uh, I would say that this occurred about nine years ago, that we had everyone here, all of the professional staff had e-mail.
Since then it hasn't changed that much except that the software has made it easier and made it quicker and so forth in our own office.
Uh, again the web pages are, uh, something else we find that we all are looking at other people's web pages across the globe, across the country, and so forth.
And so we are quicker to make comparisons—we're doing this better, we're doing this worse, and to give us ideas.
One area that I think will impact us more and more, not only as an office, but as a campus, is the way the new means of doing distance education by way of the web.
I don't know if you have talked to Linda Painter or not, who is the acting or intern dean of college continued education, but the technology that is available nowadays, in which is increasingly being made available to do conferencing and so forth via the internet is quite amazing. Uh, at the moment what UT has available via the internet as opposed to via satellite transmissions for instruments must pay significant amounts for time, uh, gives you jumpy pictures and rather poor sound.
But within a year, things are going to be quite different.
And certainly within 10 years, things are going to be much different.
Uh, I'm still not one to say that distance education is a good substitute for being there.
And I know that one of the things that you want to talk about it at some point is advising via the internet.
And to a large extent, I'm not pleased with the prospect of advising via the Internet.

PAGE
MISSING
IN
ORIGINAL

Hierarchy Participant: I've been told of them.
I can't list them for you, rather I don't know any names, but I have been told there are several.
Uh, and that many of them do have a file that just upload into the message to answer question A which is one that comes up three times a week or nine times a week.
Uh, and since immigration matters are so very complex in many cases that, to the extent that a person wants to be very accurate when typing them out, that is that an advisor would be, uh, that once you've got a good succinct answer in your file, a person would tend to want to use that as soon as possible.
And I can certainly understand that.
Um, but we realize that we would be missing a lot if we started doing that.
Because often the question is much, a much different one from what the student thinks it is, or what the inquirer thinks it is.
And I would think that the same thing would be true in academic terms, too.
I mean, yes, you can say you're deficient in these areas, these courses must successfully completed in order to graduate, but there is much more nuance to it than that.
It is reading the individual and so forth that you can't do as easily by electronic means, at least not by the electronic means that we currently have.

Researcher: Well, I appreciate the fact that you have really gone down the road further in terms of your own. Now, I guess, attitudes towards the relationship and the actual dynamics involved in the advising process, in that there is very much several analysis components in terms of the work that you do in your office and the work that we do in our office in terms of interpreting policy and in terms of dealing with sophisticated issues, beaurocracies, um, so I really appreciate that. Uh, are you facing, and again I see this as an analysts' kind of issue, are you facing pressures from other university hierarchies, or potentially state legislatures in terms of looking effectiveness and efficiency? Do you sense that there could be a push towards, uh, making that kind of information or making the advising process more web oriented or .....?

Hierarchy Participant: Uh, we have not faced any, uh, specific pressures from anyone or any entity.
The only, the pressure really comes from within.
That is, our seeing our own pressure at work.
That is, what is in our in-boxes.
And, uh, who is knocking our door and who is ringing our phones and so forth.
We see a need to be more efficient, whatever that means.
Uh, what we realize that in many cases, efficiency (or at least that is our opinion), again I use the word *we* because this is something we discuss with very frequency in our staff meetings. Uh, and we feel that, uh, efficiency doesn't necessarily mean that we are doing justice to the student.
Advising really ought not be looked at in the same that HMO looks at a visit to your physician. Uh, yes, we want to advise as many people as possible.
As do you want to get through the door well advised.

Hierarchy Participant: But, uh, again, individuals require time and here in our office, specifically, we are not only looking at the legal issues, but we are looking at the person himself or herself and how a person is getting along.
And often, we our face-to-face discussions, we can detect other problems that a student wouldn't otherwise admit to or wouldn't perhaps even recognize it himself or herself.
But, uh, they have.
So, uh, I don't think that sheer numbers through the door is going to improve matters any.
Uh, but to get back to your question.
No, there aren't pressures from any individuals or from any entities for us to do this.
There is the realization that some universities do this.
There is the realization that our time is precious.
There are a lot of people wanting to see us right now.
And we would like to be able to do it more simply, more effectively, and so forth.
But, uh, we are pretty much convinced that, uh, the Internet is not the means.
But, I should say, we also want to do more posting of general things on our web site.
That is more notices about changes in INS regulations or changes because of court rulings on what is done and what is not done or reminders or things of that sort.
So, it is always good for us to be able to refer students to something on the web site in addition to what we are telling them.
So, to that extent, yes, we are becoming more mindful of electronic things.
With this, we are using it in addition rather than as a substitute.

Researcher: Well, let me switch gears for a second. You have been to some collaborations that you might have or how you perceive those collaborations. I'm trying, I'm going to try to lieu you or lieu the discussion from, uh, let's just talk about collaboration. How do you currently work with Career Services on this campus?

Hierarchy Participant: Well, uh, in several ways.....

Researcher: How do you see your relationship?

Hierarchy Participant: Well, Career Services is a service to clienteles really.
Uh, there is, the students themselves, and then there are the employers.
So, they have a duty to both of those kinds of individuals.
Uh, and primarily of course, it is the students that they have to be serving.
But, in order to that, they have to entice employers to come here on a frequent basis.
Uh, in years like this, when the economy is good and employers by in large seeking individuals, that is not difficult.
But, there are many lean years, as we all know as well.
And so, the relationships forged during the good years can affect the lean years.
And so, it becomes critical during the lean years that UT still have the eye and ear of employers who will come here and give our students a shot at those jobs that may be available. Uh, the many employers specified, with regard to our international students, that they don't want to interview international students because they are not able to work legally in this country, let's say beyond a year of practical training without a lot of paperwork on the part of the employer.

Hierarchy Participant: And a lot of employers have ruled that out as a possibility.
And so we just, that is they make corporate decisions, uh, having nothing to do with UT itself or the UT Career Services.
Uh, that they will not interview international students.
So, there are a lot of international students who won't go to Career Services or who realize that the pickings there are mightily slim for that.
But, nonetheless, we have good relationship with the Career Service's office.
They have several videos from NASA and other organizations on how specifically international students should interview for their jobs and so forth.
And so, they do have files for international students.
But, our relationship with regard to our international students is not the same as, say, an UT teaching department's might be with Career Services.

Researcher: Well, let me take you into the future for a second in thinking about some of the things you mentioned earlier today, in terms of the idea of a joint degree. How do you think that might impact that dynamic, that you just expressed in terms of reluctance, or that really more of a channeling of certain populations through, or not recognizing other talents. How is that going to impact?

Hierarchy Participant: Well, uh, the, a change is going to have to place among US employers, I think, with regard to the kinds of individuals they wish to interview on college campuses.
And, those companies which are already international in scope to take daily events, for example, or day work crisis, I guess it is called crises defense.
Uh, that, that kind of entity is going to want to interview, I think, people from around the globe much more quickly than a local organization might.
Uh, so, the employers are going to have to grout along.
And, we as institutions can, uh, certainly play a role in that.
But, the employer is going to have to see uh, from their own point of view how it's advantageous to us, to have people around the globe.
Uh, but slowly, I think this battle is being won.
It is not a battle necessarily.
But slowly, people are being won over to realizing that it is to their advantage to hire, to at least interview, and to hire people from a broad range of backgrounds.
Um, there was an article in the News Sentinel just last week giving figures of how Knox County and Knoxville's economy is increasingly is dependent upon exports, uh, and global interactions.
And, I think, that sort of news spread by newspapers, by chambers of commerce, by whoever, uh, is gradually going to get through to customers, to certain would-be employers.
Uh, certainly, places like Oak Ridge, uh, which have a variety of internationally based corporations realizes already.
There are numerous start up firms that are living on the skirts of, or are right now, which are very, very internationally based.
They seem to need to international engineers, sales people, etc, etc.
And, so I see this increasing.

Hierarchy Participant: Certainly, universities would have a role in trying to convince some employers. But, UT alone isn't going to do it.
Uh, it is going to have a more broadly based effort by American universities in general to inform employers. And, then again, the pressures will come from elsewhere.
And, I think, most of the winning pressure will come from the market place.

Researcher: Let me move towards the end of our interview, but I want to explore, kind of philosophical, uh, construct, that I have in terms of looking at seeing this as a total experience and how, again I brought Career Services into play. I think they have a role and, uh, if anything I foresee, maybe a, somewhat of a blurring advantage of the future in terms of the idea of advising students as a mechanical function and then leaving that career issue or professional development issue to some other specialist. Uh, and I also see the study abroad, and again, this is my own personal philosophy, um, but these are all components that would make up the framework of a student's total education, if they were to take advantage of the study abroad component, of the Career Services component, and of the academic advising component. Um, they remain separate entities right now, but the totality of students using all three services, for example, uh, is the, in my opinion would be the ultimate goal or the ultimate realization of what was potentially available to the student while they were here. And, I guess I see a framework where many times, it is left up to chance that students have to get advised. We have a system here, which is somewhat mechanical, a bureaucratic nature that requires us to have some type of interaction with a university official on a semester to semester basis...?

Hierarchy Participant: Yes, um-uh.

Researcher: What takes part in that session varies widely?

Hierarchy Participant: Um-uh.

PAGE
MISSING
IN
ORIGINAL

Hierarchy Participant: Well, I guess my wording is suggesting that isn't it. Um,....

Researcher: I understand where you are going with it. But, uh, it's your way of knowing that the experience that the student had abroad was, uh, challenging to their construct of who they are and where they are at. And when they come back there should be some disconnect of some kind or, I'm using a word I've used before, but dissidence of some kind...?

Hierarchy Participant: Yes.
Well, to use a bumper sticker slogan or whatever, Think Globally Act Locally.
It is very difficult often to reengage students who have had study abroad experience.
Uh, in local politics, in local affairs.
Uh, that is they are truly thinking globally and it is difficult in many cases to get those people to think in terms of what we can do locally in order to effect something globally.
And, therefore, those students who really have had, I think a cross cultural experience are the ones who are less likely in many cases to go to a Career Services office because they see this as something that is not quite now.
I'm not sure who they are.
They are not quite sure who they are.
But, they don't see in many cases, uh

Researcher: A value system may have changed such that they may not see that that might be too much part of a commodification process in some way...

Hierarchy Participant: Perhaps. Yes.

Researcher: Yet, on the other side, I've got to say that many of them that do some research or start looking what graduate schools, law schools, medical schools, um, top notch PC programs and again global employers would be looking for would be exactly that dynamic or went ahead experience. Because would they come back around to that at some point, in your sense?

Hierarchy Participant: I couldn't quantify it.
But, yes, I think most do.
But, it takes a while.
And, so, uh, part of me, with regard to globalization of education, whether it is students coming here or from other countries, or our students going overseas, wondering, part of me wonders if we are just creating a coterie of misfits who are never quite right back in their own society and never quite right in the society that they are visiting and are only happy working with each other, socializing with each other, etc.
Uh, and, it's important though, that we as our own office, we as the university, we as a society, find ways to re-engage people.
Americans who have been studying overseas in the United States, in our companies, in our universities, in our society, etc., in constructive ways so that they will see the need to act locally and even be aware of what is happening locally.

Hierarchy Participant: Uh, obviously, that can be taken to my saying that people don't, can't reengage or often don't reengage can be taken to extremes.
I don't mean that everyone that goes overseas faces this.
But, it does too often happen that I think some of the best and brightest are just no longer interested in what's happening locally.
Um but certainly, the students themselves in general realize the value of their international experience.
And, generally, I think, that within four or five years our applying it in some useful constructive for themselves and for society.

Researcher: Any other comments or ...

Hierarchy Participant: Um, no.
I can't think of it.
Increasingly employers are looking to us to deliver to them people who are globally aware. That is...

Researcher: Contacted you directly?

Hierarchy Participant: Well, I mean they don't phone me up or anything like that.
But, when I meet people socially, for example, or at conferences, who are from the business community, or whatever.
What they say is, we need more people who are aware of what's going on the other side of the globe, or aware that there is another side of the globe, that's all.
So, there is a predisposition among many in the business community and private sector to receive people who are more aware of the world than students in general at this point.

Researcher: Well, we could go on with some other questions, but I really need to wrap things up. Thank you very much for your time today.

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