The Art of Career and Academic Advising Partnerships

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18 Colleges
30,000+ students
685 acre campus
13,000+ employees

How do we retain and graduate more students within a large Research I Public Institution?
REORGANIZATION BEGINS

• The merging of Undergraduate Education & Student Affairs to create Student and Academic Life (SAL)
• Add a new unit, Student & Academic Support, responsible for university academic & career advising efforts
• Integrate “exploratory” students among the Colleges
• Build a bridge between academic & career advising
How do we make sure our exploratory students know where to seek career exploration while being housed in a College?
Schlossberg's Transition Theory

“Schlossberg defined a transition as any event, or non-event that results in changed relationships, routines, assumptions, and roles.”

• Type of Transition
  (Anticipated, unanticipated and non-events)

• The Context
  (Relationship with the transition and the setting it takes place.)

• The Impact
  (How the transition altered one’s daily life.)

(Evans, Forney, and Guido-Dibrito, 1998, pp. 111-114)
Schlossberg's Transition Theory

“Schlossberg identified four major sets of factors that influence a person's ability to cope with a transition: situation, self, support, and strategies, which are also known as the 4 S's.”

• How would the students transition to this new advising approach?

• Would they feel comfortable in the context of where advising was happening?

• What impact would the changes have on our students?

(Evans, Forney, and Guido-Dibrito, 1998, pp. 111-114)
Could I come up with a strategy to give students and advisors one more option to consider? One more support feature?

Is there another way to combine the best elements of academic and career advising for “exploring” students into one position?

Perhaps that kind of position already existed...
Higher Education Job Descriptions, 2017

• Academic & Career Advisor at University of Wisconsin – Stevens Point
• Career Counseling and Placement at University of Wisconsin – Stevens Point
• Academic & Career Advisor * and II at Portland State University
• Career & Academic Coach, Northeastern University
• Career Counseling & Placement and Academic Advising, the University of Pittsburgh
• Academic Advising & Career Counseling and Placement, College of Southern Maryland
• Transition Coach, First Year Studies, University of Tennessee-Knoxville
Career Counseling and Placement at Marshall University

“Provide major exploration and career consultation that engages students toward career majors that align with their interest, values and academic skills....The emphasis will be on freshman and sophomores that are struggling to matriculate into a major, are at danger of dropping/stopping out or are not sure of their career path. Collaborate with college advising offices at all times.”
Career Counseling and Placement at Aims Community College

“Provide academic advising, initial career planning and retention services designed to keep students enrolled in college and help them achieve their educational goals.”
MAJOR EXPLORATION ASSOCIATE JOB SUMMARY:
The position of Major Exploration Associate works as a member of the Stuckert Career Center team and a campus-wide collaborative advising & career team charged with providing quality exploratory advising and career services leading to graduation and a career plan. This position will have a dual focus ensuring best practices in both academic and career advising.
MAJOR EXPLORATION ASSOCIATE JOB SUMMARY:

This individual should have a passion for educating our exploratory (the largest population of first-year students at the University of Kentucky) and first-year students towards a career direction which leads to graduation. In addition, they should be able to demonstrate sensitivity to all classifications of students who require assistance and have knowledge of professional development within academic advising and career practices.
Major Exploratory Associate in Action
Donald Super’s Theory of Career Development

• Growth
• Exploration
• Establishment
• Maintenance
• Disengagement

(Luzzo & Severy, 2009)
Donald Super’s Theory of Career Development

(Luzzo & Severy, 2009)
How does this benefit students?
Impact on Students

• Make meaning of their curricular and co-curricular activities
  • Can they articulate what that “better job” is?
• Relationship already cultivated in academic advising
  • Regular schedule to see academic advising
  • Career advising is not mandatory
• Narrowing down opportunities
  • Guidance on what a “career” means
  • What are all of the options? (even for students with declared majors)

(McCalla-Wriggins, 2009)
Case Study
Key Factors

• Partnerships with academic advisors
• Referrals from academic advisors
• Integration of career assessment and major selection
• Transitions are key
References

