

Primary-Role Academic Advising Professional Socialization/Identity **Autoethnographic Reflection Protocol**

The following reflection protocol was developed by Craig M. McGill, Drew Puroway and Mark Duslak for the purpose of exploring our socialization to the emerging profession of academic advising. Collaborative autoethnography (CAE) is a research method in which a group of individuals draw upon their own lives and experiences to explore an issue. In CAE, therefore, the researchers are also the participants. Through iterative process of data collection and analysis, we have produced three papers:

1. McGill, C. M., Duslak, M., & Puroway, D. (2020). Entering academic advising: Theorizing professional socialization. *Journal of Academic Advising*, 2, 3-10.
2. McGill, C. M., Puroway, D. & Duslak, M. (In press). On being a researcher-participant: Challenges with the iterative process of data production, analysis and (re)production. In C. Vanover, P. Mihas & J. Saldaña (Eds.). *Analyzing and interpreting qualitative data: After the interview* (pp. x-x).
3. McGill, C. M., Duslak, M., & Puroway, D. Individual/organization/profession: Encountering professional socialization in an emerging profession (Manuscript in preparation).

And given the following conference presentations:

1. McGill, C. M., Puroway, D, & Duslak, M. (2020). Encountering Professional Socialization in the Emerging Profession of Academic Advising. *Doing Autoethnography*, St. Petersburg, FL.
2. McGill, C. M., Puroway, D, & Duslak, M. (2019). Becoming: Furthering the Profession by Exploring Our Origins as Professionals. *NACADA Annual Conference*, Louisville, KY.
3. McGill, C. M., Puroway, D, & Duslak, M. (2018). ‘Inspired by the Life Stories in Academic Advising’: Our Stories, Our Selves, Our Profession. *NACADA Annual Conference*, Phoenix, AZ.
4. McGill, C. M., Puroway, D, & Duslak, M. (2017). Gateway to the Field: An Autoethnographic Study on Advisor Socialization. *NACADA Annual Conference*, St. Louis, MO.
5. McGill, C. M., Duslak, M., & Puroway, D. (2016). Learning about ourselves from ourselves: preliminary findings of a collaborative autoethnography on advisor identity. *NACADA Annual Conference*, Atlanta, GA.
6. Puroway, D., Duslak, M., & McGill, C.M. (2016). Furthering the field: Exploring advisor identity through collaborative, reflective research. *NACADA Region VI Conference*, Omaha, NE.
7. Duslak, M., McGill, C.M. & Puroway, D. (2016). Illuminating advisor identity through collaborative autoethnographic research. *NACADA Region IV Conference*, Orlando, FL.

Note: While we encourage researchers to build on this protocol and adapt for their own purpose, we request that they cite our work if they use any portion this protocol.

PAST

1. Knowledge of advising history/theory/philosophy

- What is the purpose and/or function of academic advising?
- How did you learn about the history/theory/philosophy of academic advising?
- How do theory and knowledge of advising literature or other field literature impact how you advise?
- What is the role of critical reflection in practice?

2. Experience and Preparation

- What was your perspective of advising before you actually started?
- How does your academic preparation shape your practice of advising?
- How does your previous professional experience influence your advising practice?
- Why did you become an academic advisor?
- Describe your education and training prior to becoming an advisor.
- How did that training prepare you for academic advising? What training did you lack?
- What type of training did you receive after you had become an advisor?

PRESENT

3. Perceptions of advising/culture of the organization

- How do other professionals at your institution (e.g. faculty, department chair, administrators, office staff) perceive you?
- How do you want other professionals at your institution to perceive you?
- How do you want students to perceive you?
- What do you see as the biggest factors influencing your practice?
- How does your institution, department shape your professional identity?

4. Personal Characteristics/Reflection

- What are your weaknesses as an advisor?
- Why are you a good advisor or what makes you a good advisor?
- How does one develop as an advisor? What are some important considerations?
- How do other facets of your identity (personal, cultural, etc.) intersect with your professional identity and/or influence your professional practice?
- How do you currently develop your professional identity?
- How do the professional identities of other practitioners influence your own professional identity?
- How does your self-efficacy play a role in your practice? How open are you to looking at both your strengths and weaknesses?
- When do you feel challenged the most?
- Give an instance when you were open to criticism and how did you react?

FUTURE

5. Ideals/Aspirations

- What are the knowledge, skills, and dispositions of an ideal academic advisor?
- What are the challenges you face in your practice and what are the obstacles preventing you from being the best professional you can be?