



# Family Science Review

ISSN: 2331-6780

Journal: <https://www.familyscienceassociation.org/journal/>

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## Special Issue: Family Science Careers Through the Eyes of Theory

This manuscript is part of a special issue of Family Science Review entitled Family Science Careers Through the Eyes of Theory, edited by Raeann R. Hamon, Ph.D., CFLE. The authors of these deliberately unconventional manuscripts were asked to select and describe a career that a professional with a family science background might pursue. After outlining the professional role, authors reflected upon the family theories that most influence the way they approach their work and perform their professional duties. Authors briefly review the scholarly literature on selected family theories, provide case studies or work scenarios as illustrations of theory in action, and discuss the strengths and weaknesses of the theories in their unique professional contexts. The Special Issue articles are designed to be used individually or in combination, and feature articles about careers in early intervention, special education, family court, child life, and higher education. The introduction to the special issue is available at <https://doi.org/10.26536/GMJK4953>. The complete special issue is available at <https://doi.org/10.26536/ZLUL3923>.

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## Approaching Academic Advising of Undergraduate Students in HDFS Through the Lenses of Identity Development Theories

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**ABSTRACT.** Many colleges and universities utilize faculty advisors for academic advising. In this model, faculty advise students in their discipline on curriculum requirements, as well as career and academic goals. Faculty often report feeling that they have had little training or support for their role as an academic advisor. Faculty advisors in the field of human development and family science (HDFS), however, are uniquely positioned for academic advising as they are trained experts in many of the known factors associated with effective advising. One area closely related to advising that HDFS faculty are highly knowledgeable about is identity development and exploration. Therefore, HDFS faculty can utilize their in-depth knowledge of Erikson's, Marcia's, and Arnett's theories of development to inform their role as advisors.

*Keywords:* identity, career exploration, academic advising, family science, theory

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### Cite this article (APA 7):

Boyd-Soisson, E. F. (2024). Approaching academic advising of undergraduate students in HDFS through the lenses of identity development theories. *Family Science Review*, 28(2).

<https://doi.org/10.26536/BBCX1212>

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Published online: September 2024

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## **Approaching Academic Advising of Undergraduate Students in HDFS Through the Lenses of Identity Development Theories**

As a professor at Messiah University, a small liberal arts university, I have several roles in my interactions with undergraduate students. One, of course, is as a faculty member teaching classes in human development and family science (HDFS). Another major role I have is serving as an academic advisor to human development and family science majors. Academic advisors work with students to develop their course schedules to meet general education and major requirements. In addition, academic advisors guide students in exploring their career interests by helping them identify minors, elective classes, and experiential opportunities. There are multiple theories from the field of human development and family science (HDFS) that can inform the practice of academic advisors. However, this paper focuses on theories that emphasize the understanding of identity development and formation. Erik Erikson's psychosocial theory of development, particularly the 5th stage of identity development, Marcia's expansion on Erikson's theory of identity development, and Arnett's theory of emerging adulthood will be discussed as helpful frameworks for advising students' academic and career pursuits in the field of human development and family science.

### **Academic Advising Career**

#### **Academic Advising**

Academic advising is linked to student retention and academic success making academic advising an important role at colleges and universities (Bai & Pan, 2009; Campbell & Nutt, 2010; Kuh, 2008). Therefore, identifying the factors that are associated with students' perceptions and satisfaction of their advising experiences is important (DeLaRosby, 2017). While students' perceived importance of academic advising has been linked to variables such as gender, ethnicity, and year in college (Bai & Pan, 2009; Smith & Allen, 2006), these variables are not always found to be related to satisfaction with advising (DeLaRosby, 2017; Smith & Allen, 2006). For example, Smith and Allen (2006) found that females rated more components of advising as important compared to males. In addition, African American and Asian American students rated more components of advising as important compared to white students (Smith & Allen, 2006). Therefore, it seems that female and minority students perceive advising to be more important than male or white students. However, students' satisfaction with their advising experiences was found to be unrelated to gender or ethnicity (Smith & Allen, 2006). Regardless of gender or ethnicity, advisees seem to agree on the characteristics of an effective and satisfying advising experience.

One consistent factor related to students' higher levels of satisfaction with advising is having an advisor who is knowledgeable on graduation and degree requirements in both their major and general education (Allen & Smith, 2008b; Smith & Allen, 2006). These are several of the main advising tasks that is often referred to as prescriptive advising. Prescriptive advising involves providing information to advisees and helping advisees solve problems related to course offerings, course prerequisites, degree requirements, scheduling, and the like (Crookston, 1972; Grites & Gordon, 2000; Smith & Allen, 2006).

In addition to the importance of prescriptive advising, students also report higher satisfaction with their advising when they have more contact with their advisor and when the interaction of that contact is of high quality (DeLaRosby, 2017). The ability of an advisor to help students think about and connect their academic, career, and life goals is also related to higher levels of student satisfaction with advising (Allen & Smith, 2008a, 2008b). These are several of the main advising tasks referred to as developmental advising. In contrast to prescriptive advising, developmental advising involves having

individual knowledge of each advisee so that the advisor can help that advisee integrate their curricular, co-curricular, and life experiences to explore and make decisions about career options (Crookston, 1972; Grites & Gordon, 2000; Smith & Allen, 2006).

Aspects of developmental advising are of particular importance to diverse students (Auguste et al., 2018; Museus, 2021; Museus & Ravello, 2021). For example, Museus and Ravello (2021) found that a major theme in their interviews with racially and ethnically diverse students was the importance of “humanized academic advising.” This theme focused on advising that showed caring and commitment to diverse students’ success. This theme is highly consistent with concepts related to developmental advising, which focuses on building relationships with advisees and understanding them as unique individuals. In addition, a study focusing on nontraditional female students found that a major theme in their interviews was that of identity recognition (Auguste et al., 2018). That is, positive advising for nontraditional female students was associated with advisors who recognized and validated the different sources of identity associated with being a nontraditional student (e.g. parenthood, marriage, socioeconomic status, etc.).

Faculty advisors’ perceptions on academic advising are also important because it is likely that faculty who understand and value the importance of their role as an advisor will be perceived as being a better advisor by students. Faculty advisors, like their students, report that their most important role in advising is providing students with accurate information about graduation requirements and career options (prescriptive advising) (Allen & Smith, 2008a; Hart-Baldrige, 2020). Faculty advisors also agree that helping students connect their course work and major to career and life goals is important (developmental advising) (Allen & Smith, 2008a; Hart-Baldrige, 2020).

Faculty advisors often report that they enjoy interacting with their advisees and getting to know them but are frustrated by the lack of adequate time to do so due to other job responsibilities (Baird, 2020). In addition to a lack of time, faculty advisors often report little training for their role as an advisor (Gelwick, 1974; Hughey, 2011), but are likely to incorporate the training they do receive into their interaction with their advisees (Howell-Carter et al., 2016). In addition, when faculty receive training on advising and are aware of strategies related to effective advising, that training likely supports the role of advising in retention efforts (Tudor, 2018). It should be noted that academic advisors can find a plethora of information regarding best practices in academic advising at [NACADA: The Global Community for Academic Advising’s website](https://www.nacada.org/) (2023).

### **The Role of an Academic Advisor at a Small Liberal Arts University**

Like many other small colleges and universities, Messiah University utilizes faculty for academic advising. Therefore, unless a student is an undeclared major, they will have an advisor who is a faculty member in the department in which their major is housed. The University also places an emphasis on both prescriptive and developmental aspects of advising. This can be seen in the expectations regarding the role of academic advisors as outlined in Messiah University’s Community of Educators (COE) Handbook (Messiah University, 2023). These expectations are aligned with what is known to be associated with students’ satisfaction with academic advising (Allen & Smith, 2008b; DeLaRosby, 2017; Smith & Allen, 2006) as well as what has been found to be elements of successful advising (Wiseman & Messitt, 2010). The COE Handbook states, “Academic Advising involves mentoring and guiding assigned students in their course selections, co-curricular activities, vocational preparation, and personal welfare during their time at Messiah University” (Messiah University, 2023, p. 36). This statement is aligned with components of both developmental and prescriptive advising and the evaluation of faculty advisors includes elements of both developmental and prescriptive advising.

Faculty are evaluated on the following criteria: their availability (both to meet in person as well as their prompt responsiveness to communications from their advisees); knowledge of curriculum (including major requirements, general education requirements, and academic policies); assisting advisees in exploring academic and professional goals; supporting and/or referring advisees (for example referring advisees to campus resources such as the Office of Student Success, the Writing Center, counseling and health services, etc.); and knowledge of campus resources (for example resources related to career development, internships, study abroad, service opportunities, etc.) (Messiah University, 2023a). For academic advisors to successfully fulfill the latter three expectations (aid advisees in exploring goals, supporting advisees, and referring advisees to relevant resources), they must have good rapport with their advisees and knowledge of their career and professional exploration. One way that Messiah University supports advisors in developing rapport with their advisees is by providing some funds allocated to having a meal with a student at a campus facility. Sharing a meal together gives faculty and students an opportunity to get to know each other more informally allowing the faculty advisor to better understand where their advisee is developmentally. I have personally gotten to know many things about my advisees through sharing a meal with them. Often this knowledge has given me, as their advisor, insights into recommendations for potential careers for them to explore.

### **Academic Advising and Human Development and Family Science**

The discipline of human development and family science emphasizes building strong relationships through equipping its students with interpersonal skills, such as listening, conflict resolution, empathy, etc. The interpersonal skills that family scientists teach to their students also happen to be an important element of an academic advisor (Hughey, 2011). It should be noted that both prescriptive and developmental advising require interpersonal skills and the ability to understand the needs of each advisee (Hughey, 2011). However, interpersonal skills and developmental knowledge are particularly important in developmental advising because helping advisees connect their academic experiences to their life and career goals require that the advisor has personal knowledge and rapport with their advisee. The research outlined above indicates that both students and advisors feel that advisors need to not only have a strong handle on accurately communicating degree and graduation requirements (prescriptive advising), but that advisors also need to have the interpersonal skills to develop a strong rapport with their advisees so that they can help their advisees integrate aspects of their personal and academic life (developmental advising). In addition, the research outlined above indicates that faculty advisors feel under-trained to advise, but when they do have training involving the knowledge and skills needed for advising, they use it. Gordon (1994) outlines multiple reasons why developmental advising is often not utilized. One example is that advisors feel they lack the expertise needed to engage in aspects of developmental advising such as fostering the development of personal relationships with students. Faculty in human development and family science are in a unique position, compared to faculty in many other disciplines, as they have extensive knowledge and expertise on developmental and relational theories. Theories that address identity development can be used as lenses to support the tasks related to advising, particularly the tasks related to developmental advising.

### **Developmental Theories and Academic Advising**

Developmental theories afford an important lens for doing the work of an academic advisor. More specifically, developmental theories that focus on identity formation may be of particular use to advisors since many of these theories help explain possible connections between identity development and life goals, including career goals.

### **Erikson's Theory of Identity Development**

Erikson (1950) argued that human development occurs over the course of the entire lifespan (birth through death), with humans moving through eight distinct stages of development. As humans go through each stage, they are faced with a psychosocial dichotomy to address. The resolution of each stage, whether healthy or unhealthy, sets the foundation for an individual's reaction to and resolution of the next stage. Erikson (1968) argued that adolescents are in the 5th stage of development and are grappling with the psychosocial dilemma of identity achievement versus identity diffusion (role confusion). This process involves developing and integrating our personal characteristics to establish a deep understanding of who we are. During this stage, Erikson argued that an identity crisis is important as adolescents explore many potential identities related to multiple areas of their self-understanding. Spending time exploring one's identity is an important step in leading to identity achievement (Erikson, 1950, 1968). Erikson's theory is particularly helpful in understanding the importance of identity development and its connection to career choice, as Erikson (1950, 1968) emphasized the areas of world view, love, and careers as significant areas of identity exploration. In addition, many of the aspects of developmental advising are heavily rooted in Erikson's theory (Gordon, 1994). Therefore, Erikson's theory can prompt advisors to consider where their advisees are in the overall developmental process and how previous stages and interactions with others, particularly family members, have formed advisees' evolving understanding of who they are, what they may be good at, and why they may have chosen HDFS as their major.

### **Marcia's Framework for Identity Exploration**

James Marcia expanded Erikson's theory by specifically focusing on understanding where individuals are in their identity status. Marcia (1966), identified two variables, crisis and commitment, related to Erikson's theory of identity development leading to four identity statuses. Identity achievement status involves having explored options and then committing to a decision about one's identity. Moratorium status involves being in the process of exploring, but not yet having made a commitment. Foreclosure status involves not having had explored options, yet committing to a decision about one's identity. Finally, identity diffusion involves having not explored options, nor having committed to a decision. Marcia's view of identity statuses as they relate to exploration and commitment is particularly helpful in advising as it prompts advisors to consider how much career exploration their advisees might have engaged in and where their advisees are in their overall identity development. In addition, Marcia's theory can help advisors understand advisees who have seemingly done no exploring but have admittedly adhered to a career choice (i.e. foreclosure). Oftentimes, parents may have had a significant impact on advisees who have foreclosed, as foreclosed advisees may follow in their parents' career path without much questioning (Shaffer & Zalewski, 2011). On the other hand, an advisor may work with a student who is having trouble settling on a vocation, as their exploration is leading them to many possibilities. In any case, when an advisee seems stuck, asking questions that help students explore career interests, such as "What led you to choosing HDFS as your major?" Or "What careers have you considered so far and why?" can be extremely helpful. Providing advisees with knowledge of places on campus to go to that can help them explore is also important, such as a departmental website that highlights alumni careers, or a campus Career Center.

### **Arnett and Emerging Adulthood**

Arnett (2000, 2006, 2015) argues that, due to cultural and technological changes, particularly in industrialized countries, identity exploration continues beyond adolescence for many individuals. Since the 1950s many industrialized countries' economies have moved away from primarily manufacturing

jobs to more “knowledge-based” jobs leading individuals in those countries to acquire more education. Increases in the average age of marriage, more career opportunities for women, and more young adults attending college has given many individuals in Western cultures an extended time to explore and develop their identity (Arnett, 2000, 2006, 2015). However, this identity exploration is different from what Erikson describes as occurring during adolescence. Therefore, Arnett (2000, 2006) has argued for a distinct developmental stage referred to as emerging adulthood (ages 18-25) that is situated between the stages of adolescence and young adulthood.

According to Arnett (2000, 2006), there are 5 major distinctives of emerging adulthood including, identity exploration, instability, self-focus, feeling in-between, and having possibilities. Identity exploration in emerging adulthood involves exploring the many possibilities related to who one is and making decisions that will root the rest of one’s life. Emerging adulthood is a time of instability or a time of extensive changes. Arnett (2006) describes the numerous changes that often occur in one’s physical residence between the ages of 18 and 25 as just one example. Self-focus, which Arnett (2006) is careful to distinguish from selfishness, is a distinctive of emerging adulthood in that this is likely one of the freest times of life; individuals have the advantages of being an adult but are still largely free of the responsibilities they will have to others later in life (e.g. parent, spouse, etc.). The feeling of being in between, another distinctive of emerging adulthood, refers to feeling that they are not quite yet an adult, but that they are not an adolescent either. Finally, having many possibilities is another distinctive of emerging adulthood as they are still settling on their root identity as they continue the process of exploring multiple opportunities (Arnett, 2000, 2006).

Arnett’s five distinctives of emerging adulthood can help explain why a student may show up for an advising appointment with no idea of what classes to take. This can be frustrating for an advisor, particularly if it is advising week and there are advisees lining up outside the door. Arnett’s theory of emerging adulthood can help advisors understand how the seemingly limitless possibilities experienced by emerging adult advisees can be so overwhelming that it makes it difficult or impossible to decide on even what classes to take the following semester. This theory can remind an advisor that they can guide their advisee by helping them find ways to limit some of those possibilities when they feel overwhelmed. In addition, when a student is nearing graduation and still not completely settled on a career, Arnett’s theory can be used to help normalize the feelings of stress related to choosing a career, as he would argue that continued exploration after completing college is normal. In support of this, Kroger et al. (2010) found that a large proportion of young adults were not in the identity achieved status. Passing this knowledge on to advisees may help alleviate the stress they may feel about not being settled on a career and still needing to do some exploration after graduation while they are in the job force.

### Scenario Application

#### Scenario 1: Jason

*During his sophomore year, Jason changed his major from education to human development and family science. After his sophomore year teaching field placement, Jason realized that he much preferred to work with children on a more individual level, as he learned that classroom management was a larger part of becoming a teacher than he had anticipated. Changing his major was a tough decision for him because he had envisioned himself following in his father’s footsteps and becoming a teacher. In addition, his parents expressed concern, as they were unsure what career opportunities were available for HDFS majors. As Jason explored the major, he learned that a major in HDFS is good preparation for graduate studies in school counseling. He became excited about this career path and*

<https://doi.org/10.26536/BBCX1212>

Family Science Review, Volume 28, Issue 2, 2024

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*throughout the rest of his sophomore year was settled on that path. However, during the second week of his junior year, Jason became aware of the profession of child life. As someone who had his appendix removed in third grade, the possibility of working with hospitalized children sounded like something he could be passionate about. After pursuing child life for the rest of his junior year and the first semester of his senior year, he met with his advisor. He told his advisor that he had been thinking a lot about child life after doing 150 hours of volunteer work. While he felt passionate about child life, he really felt called to become a grief counselor for children and families. Jason shadowed a grief counselor for the rest of that semester. During their last meeting to schedule classes for Jason's final semester, he told his advisor that he had circled back to school counseling and was quite settled on this path. He was once again excited about this career and started researching graduate programs.*

In this scenario, Jason explored at least four career paths. This exploration is consistent with what Erikson (1950, 1968) and Marcia (1966) would describe as an identity crisis related to one's career with an attempt to resolve this crisis through exploration. Erikson's (1950, 1968) theory of identity development can help Jason's advisor understand that the exploration in careers that is taking place here is a normative part of development.

Marcia's (1966) theory of identity status can help Jason's advisor to further understand career exploration and where Jason is in the process of career exploration. For example, early on in his sophomore year, it appears that Jason may have been foreclosed in his identity development as it related to career exploration, as Jason, up until that point, had been set on becoming a teacher like his father, and had done no career exploration. It's not uncommon for adolescents to initially settle on a career path they have had interaction with and are acutely aware of, such as teaching, nursing, or engineering. Jason may have experienced anxiety when he realized that working with large groups of students, as teachers do, did not fit into his identity. This realization prompted Jason to explore other career options that are more consistent with this aspect of his identity. Being catapulted into a status of moratorium can be unsettling, especially for an advisee who had been so sure of a teaching career path. However, college is a place where students are exposed to career options and majors, they have never heard of. Because of the broad career opportunities in HDFS, advisors can encourage their advisees to explore the many options before they settle into their niche. Jason clearly had some understanding of his identity, in that he knew he wanted to work with children, which had remained constant in his career exploration. In Jason's case, his realization that he did not want to work with large groups of children, was a catalyst to move him out of foreclosure and into what Marcia (1966) describes as moratorium, where he was no longer committed to a career identity but was actively exploring options. An advisor who is aware that Jason is likely in Marcia's identity status of moratorium can serve as a resource and support for Jason by asking him questions about what he liked about teaching and what he did not like about it and then providing him with resources to identify other career paths that may align better with his identity. As Jason explored careers and finally settled back on school counseling, he likely had reached what Marcia and Erikson would refer to as identity achievement as it related to his career.

## **Scenario 2: Tatiana**

*Tatiana is a senior human development and family science major who is set to graduate in a month. She is a good student who has excellent interpersonal skills and a positive attitude. During her years in college, her advisor has gotten to know her well as a student having had her in multiple major courses and meeting with her once or twice each semester to discuss her class schedule, career interests, and academic concerns. As the semester is coming to a close, Tatiana stops by her advisor's office to say "hello." As she sits down, and their conversation begins, Tatiana is upbeat and excited for her upcoming graduation. As the conversation progresses, Tatiana mentions that she has no idea what she*

<https://doi.org/10.26536/BBCX1212>

Family Science Review, Volume 28, Issue 2, 2024

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wants to do. She isn't even sure what age population she wants to work with, as she has had one internship working with young children and a second internship working with the elderly. She indicates that she loved both her internships and could see herself in a career working with either of those populations. While she expresses feeling overwhelmed, overall, she is optimistic that something will work out.

In this scenario, many advisors may feel anxious or overwhelmed themselves, as their senior advisee appears to have little direction. The distinctives of emerging adulthood (Arnett 2000, 2006) can help advisors better understand advisees who are still exploring their career options as graduation looms. As described above, emerging adulthood is a time of continued identity exploration and a time in which there are still many possibilities. In addition, Arnett (2000, 2006) describes emerging adulthood as a time of freedom in that we have few obligations to others. Therefore, advisees may still be in the process of identity exploration, even as they near the end of their undergraduate endeavors. The many possibilities that life holds at this stage can be overwhelming. Coupling that with the broad nature of career choices in HDFS, it's not surprising that HDFS majors especially may have a difficult time settling on a career. Arnett's theory of emerging adulthood can prompt Tatiana's advisor to remain aware that these feelings of uncertainty and possibility are typical for individuals in emerging adulthood. Her advisor can then use this awareness to reassure Tatiana that her feelings are normal.

Arnette's theory of emerging adulthood can prompt academic advisors in HDFS to support their advisees by reassuring them that continuing to explore career options is okay. Advisors can help students who are continuing to explore their career options by providing them with knowledge of places to go to for further exploration. For example, on-campus career centers, or departmental websites, such as Messiah University's Department of Human Development and Family Science's alumni career page (2023) ([https://www.messiah.edu/info/20406/our\\_alumni](https://www.messiah.edu/info/20406/our_alumni)) can be great local resources for students to gain ideas about potential careers. The National Council on Family Relations' (2023) career infographic and online career resources page (<https://www.ncfr.org/resources/career-resources>) are other resources that advisors can provide for their students to help guide career exploration.

When advisees are uncertain of a career as they near graduation, it might be especially important for advisors to help their advisees consider the transferable skills they have developed in their academic and extracurricular pursuits. Helping advisees become aware of their transferable skills may help them narrow down careers, and therefore, help them see that, even though they may not have a specific idea of what they want to do, they are prepared to do many things. In addition, reassuring advisees that while the first job they enter into may be conceptually unrelated to their next job, they can continue to learn transferable skills important for many jobs. Finally, reassuring advisees that emerging adulthood can be a time of many possibilities and freedom may help alleviate the stress of finding their "forever" job right out of college.

## Discussion

Theories of adolescent and emerging adulthood identity development can offer helpful lenses to advisers of HDFS majors regarding academic, career, and life goals. While there are strengths to adopting these frameworks, there are also limitations.

### Strengths

Erikson's psychosocial theory, Marcia's theory on identity status, and Arnett's theory on emerging adulthood are all helpful in that they encourage advisors to see academic and career identity as one piece of advisees' identity formation and exploration. These theories can prompt advisors to help

<https://doi.org/10.26536/BBCX1212>

Family Science Review, Volume 28, Issue 2, 2024

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advisees consider how their major and career goals integrate into other areas of their identity. Marcia's theory specifically encourages advisors to see career exploration as a part of identity exploration, with different advisees being at very different points in the process. Marcia's theory can also help advisors understand why some advisees have done some significant career exploration, while others have not. Arnett's theory of emerging adulthood can help advisors understand that identity achievement does not likely come during adolescence any more, but may continue throughout the colleges years, and perhaps beyond. Because these theories view identity as a shared human developmental process, they encourage advisors to consider the developmental timing of the students they are working with.

### **Limitations**

One of the biggest limitations of using developmental theories of identity as a guiding principle for advising is that they do not apply well to nontraditional students. For example, students who are starting college beyond the age of 25-years are likely in a stage beyond identity formation, are therefore have likely spent times exploring their identity and achieving an identity prior to coming to college. In addition, nontraditional students mention factors related to their identity are often not recognized by their advisors (e.g. parenthood, marital status, etc.) (Auguste et al., 2018). In addition, it is possible then, that these individuals already have a career goal in mind and need to do less career exploration as they navigate through completing their academic requirements. However, they may need more advice and support on balancing the many roles they are currently committed to. Therefore, nontraditional students' developmental needs are likely significantly different from traditional students and focusing on identity exploration may not be as helpful when advising them.

Finally, no theory gives us a complete understanding of any phenomena, including advising. As HDFS professionals, we are fortunate to be trained in many other theories that can also inform our job as advisors. While the theories of identity development mentioned in this paper often focus on commonalities in human developmental trajectories, other theories could help advisors focus a bit more on how each of their advisees is unique and diverse. For example, Gardner's (1983) theory of multiple intelligences can help advisors keep in mind that even students who have a shared common interest in a particular major are still uniquely gifted. Gardner argued that multiple intelligences exist, and that as humans we may individually excel in some areas and have weaknesses in other areas. Helping students identify their talents and gifts and how they fit into their life, academic, and career goals is an important part of developmental advising and Gardner's (1983) theory can remind advisors to keep this principle in mind. Therefore, Gardner's theory might be of particular importance when discussing transferable skills, as students are diverse in their transferable skill sets and development.

Family systems theory is another theory that could inform the practice of advising diverse individuals. Family systems theory affords consideration of diverse family variables including family influences on individuals, rules, communication patterns, roles, cohesion, etc. (Baptist & Hamon, 2022). For example, some families may have strict rules that dictate what career paths and majors are suitable for their children. In such families there may also be established norms that the parents aren't questions. This understanding of family dynamics coupled with Marcia's concept of foreclosure can help an advisor to understand why it might be particularly important to tread lightly on the topic of career exploration for some advisees. However, advisees coming from home environments with less rigidity might be less weary to move out of a foreclosed identity.

### **Conclusion**

While many faculty advisors may feel they receive little to no training in academic advising, faculty advisors coming from a human development and family science background are in a unique

<https://doi.org/10.26536/BBCX1212>

*Family Science Review*, Volume 28, Issue 2, 2024

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position. Many of the concepts, research findings, and theories that HDFS faculty are trained in and teach to their students are highly relevant for advising. While this paper focused on identity development, HDFS faculty are highly trained in understanding the other developmental needs of their advisees, how relationships impact individuals, and the importance of interpersonal skills. These factors are all important in the process of advising. The opportunity to advise students gives HDFS faculty an excellent opportunity to put into practice the concepts and theories that they are professionally trained in and passionate about.

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