

The Professionalization of Academic Advising in China: From the Perspective of Culture Diversity

Yisi Zhan, Tsinghua University

Wuriyeti Litip, Tsinghua University

Despite the emphasis on professionalization of academic advising in global higher education, few scholars have focused on professionalization in a diverse cultural context. This article provides an exploration into the educational history and practices that have led to increasing calls for professionalization of academic advising in Chinese colleges and universities. Specifically, Chinese educational culture differs from Western culture in that it prioritizes social values and government recognition. Scholars can expand their professionalization theory framework through concluding government recognition. Recognizing and appreciating this broad cross-cultural perspective will help practitioners understand Chinese students better and advise them appropriately. It can also help future scholars investigating professionalization on an international or cross-cultural level.

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Discussions on the professionalization of academic advising (PAA) have long been a hot topic in the field. PAA is important for academic advisors to control their own work and get organized by a special group of institutions, supported by specific professional knowledge and ideologies (Freidson, 1994). Additionally, scholar practitioners of academic advising have long sought recognition and for good reason. As McCulloch and Crook (2014) pointed out, “The public project of occupational groups, often over a long period of time, to acquire the status and security that will enable them to be recognized as a profession,” has been a longstanding desire of academic advisors (p. 456).

In recent years, calls for professionalization have expanded into China. In 2015, the Beijing

Municipal Education Commission organized a conference on academic advising for universities in Beijing, with over 200 participants from 59 universities. In 2017, the first National Symposium on Student Learning and Development garnered 100 representatives from over 40 universities. On May 21, 2017, the Beijing Association of Higher Education established its Academic Advising Research Branch. The branch has three main goals:

1. To improve the knowledge base and accuracy of student learning and development theories;
2. To enhance ideological and political education for college students by constructing foundational theories and methods; and
3. To equip class counselors, class teachers, undergraduate mentors and full-time academic advisors with academic advising skills via training sessions.

To meet college student needs, universities increasingly began to enhance academic advising. In 2019, 55 universities and over 200 representatives participated in the National Symposium on Academic Advising in Higher Education, where Chinese practitioners expressed their concerns. Advising administrators were concerned about establishing new institutional academic advising centers, so they encouraged faculty members to engage in academic advising and improve their team’s professional competence. Full-time academic advisors and class counselors concentrate on the differences between academic advising, psychological counseling, and career advising, exploring the theories and tools used in academic advising and standard processes they can follow. These concerns reflect both insufficient support and unmet expectations for improvement; these advisors need to learn about relevant theories to improve the effectiveness of academic advising. Such concerns are not unique to China; they are

Table 1. Data Collection Matrix: Type of Information by Source

Information/Information Source	Data Collection By			
	Interviews	Observations	Documents	Archival Records
Visiting Campus Colleagues	Yes	Yes		
National Symposium Attendees	Yes	Yes		
Campus Board Members	Yes	Yes		
Ministry of Education		Yes	Yes	Yes
Provincial Department of Education	Yes	Yes	Yes	
News Reporters/Papers			Yes	Yes
Scholars			Yes	

universal. Advisors in all countries benefit from a solid knowledge of academic advising theories, core competencies, and evaluation practices (NACADA, 2006, 2017a, 2017b; CAS, 2023).

However, there is one concern with uniquely Chinese characteristics: how to obtain recognition from education management authorities and school leaders. Why is this concern unique to China? To address this question, this paper asks two research questions:

- (1) What is the history of PAA in China?
- (2) What are the characteristics of PAA based on Chinese culture?

Methodology

This study utilizes a case study approach.

This qualitative approach in which the investigator explores a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a case description and case themes. (Creswell, 2013, p. 97)

With this well-accepted definition in mind, we began by delineating our study. First, we limited our study to the PAA process in Chinese higher education, thereby excluding comparative examples (i.e., the United States). Bounding the study in this way was consistent with exploratory qualitative case study designs. Using a constructionist convention, this study mixed the paradigm assumptions of an emerging design, a context-dependent inquiry, and an inductive data analysis. Researchers also bounded the study case by time (2009–2022) and by a single case (the PAA in the Chinese community). Consistent with case

study design, we identified colleagues who visited the Center for Student Learning and Development at a Chinese university for initial interviews (see Appendix A). Later we expanded interviews to include attendees of the 2019 National Symposium on Academic Advising in Higher Education (see Appendix B). Finally, we gathered different types of information shown in Table 1, including observational data (see Appendix C), documents, and archival records.

The researchers first explore the existing theoretical framework for the PAA to establish a common knowledge foundation for the case study. Next, the researchers describe the context of the case. Lastly, they explore the characteristics of PAA in China, providing implications for research and practice.

Literature Review

Professionalization Theory

Professionalization remains a hotly debated topic among academic advising scholars. Trombley and Holmes (1981) first argued that academic advising faced marginalization because of misunderstood roles, organizational mismanagement, and a lack of properly trained personnel. However, the Advising Movement (e.g., The First National Conference on Academic Advising in 1977) allowed advisors to engage in student retention efforts. In the years that followed, scholar practitioners investigated the role of academic advising even further (Trombley & Holmes, 1981). Since then, debates over professionalization have continued (Kuhn & Padak, 2008; Schulenberg & Lindhorst, 2008). In summarizing three decades of scholarship, Habley (2009) suggested actions necessary to expand the quantity and enhance the quality of advising as a field of inquiry. In 2010, Shaffer, Zalewski, and Leveille—citing sociological theorists—claimed that academic advising had

not met the typical sociological standards for a profession; therefore, enhancing advisor education and credentialing were necessary next steps to enhance advisor recognition. That same year, *Scholarly Inquiry in Academic Advisory* was published by Hagen, Kuhn and Padak (2010) and included more scholars from different disciplines. Twelve years later, the book's reprint includes emerging new schools of thought, such as appreciative advising (He et al., 2020), narrative advising (Hagen, 2018), and new interest-based communities (e.g., the LGBTQ advising community). Academic advising scholarship is becoming truly interdisciplinary.

Two Different Perspectives

In the existing literature, there are mainly two different perspectives. One is represented by schools of thought from a sociological perspective, which posits that academic advising is not a true profession. For example, McGill (2019) analyzed professionalization scholarship from 1981 to 2016 and identified three common themes: issues with scholarship, expansion of graduate programs, and community. Future scholar practitioners had to grapple with five obstacles: (1) an unclearly-defined field; (2) the unclear role of professional associations; (3) a lack of training and education in the field; (4) a need for personal and occupational autonomy; (5) the lack of a consistent administrative home for advising. In response, scholars investigated professional association leaders' phenomenological perceptions of PAA (McGill, 2018), administrator perceptions of academic advisor tasks (Menke et al., 2020), advisors' perceptions of the profession (Couture & Tyson, 2022), and graduate education in the field (McGill et al., 2022).

The other perspective argues that because it has irreplaceable value in student academic success, teaching services, research, and other aspects, academic advising is a profession. For example, the philosophy that "advising is teaching" gained popularity in the first decade of the 21st century (Lowenstein, 2005). More recently, scholars began to stress that achieving the moniker of "professional" may not be so important:

Using a familiar metaphor, the goal of professionalism might be likened to grabbing the golden ring at a circus carousel. When professionalism is bestowed upon the field of academic advising, when all the boxes

have been ticked off, will the conclusion be as satisfying as we hope for? My sense is that reaching the golden ring does not grant academic advising the respect it would like, nor does it enable the field to claim its critical role in academe. (White, 2020, p. 8)

The endeavor to professionalize does not grant academic advising respect, nor does it enable the field to claim its critical role in institutions. In the future, the academic advising community should engage in teaching, research, and community service (White, 2020).

Overlooking Government Recognition

Previous scholars tended to overlook the influence of government recognition in the process of professionalizing academic advising. Although scholars from the United States contributed to the field, they ignored government influences. In Chinese history, government recognition at all levels is omnipresent. This recognition includes national higher education policies issued by the Ministry of Education and related policies of various provincial departments or the Municipal Education Commission. In support of these policies, universities and colleges can obtain funding and resources.

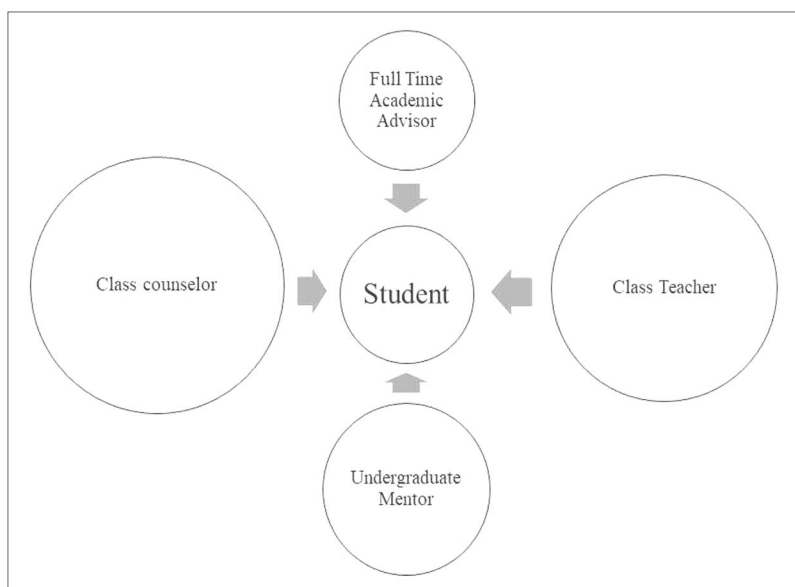
Findings

RQ1: What is the History of PAA in China?

1.1 Definition of academic advising and its professionalization in China. In China, academic advising is seen as a kind of teaching, which aligns with landmark publications (Crookston, 2009; Lowenstein, 2005). A 2019 survey revealed that 67% of the 39 total universities of the "985 Project"—meaning the Chinese government's initiative to develop world-class universities—included centralized staff, with full-time academic advisors. The remaining 33% had no institutional level unit and therefore relied on undergraduate mentors for academic advising (Geng et al., 2017). Therefore, regardless of structure—decentralized or shared—teachers, counselors, and undergraduate mentors remain the most important forces in supporting China's students. They are generally responsible to teach classes, advise students, carry out research (usually with postgraduate students) and undertake public services.

In China, most universities follow the Educating-Students-with-All-Forces model, so there are four types of advisors who are involved in academic advising (see Figure 1). Unlike the

Figure 1. Advisors Who are Involved in Academic Advising in China



western world, Chinese university students are appointed to a class with about 20 to 40 students. To develop Chinese-communist universities after World War II, the Chinese government established the class counselor system. Each class counselor was responsible for up to five classes. Therefore, a class counselor was the first person students turned to for help when needed. This system, which has evolved for decades, proves to be an effective personnel mechanism for implementing academic advising in China.

Over the years, class counselors' job responsibilities have been clarified. Academic advising remains their primary role, with other responsibilities, including ideological education, team building in class, student affairs, psychological education and counseling, online ideological and political education, campus crisis management, career planning, and research. In most universities, full-time counselors manage a student-counselor ratio of 1:200, whereas part-time class counselors have a 1:60 ratio. Statistics in 2014 showed that there were 127,000 full-time class counselors in China (Ministry of Education, 2014), 70% of whom held Masters degrees. Additionally, a teacher assigned to each class is also involved in academic advising, but mostly regarding academic affairs (see Figure 1).

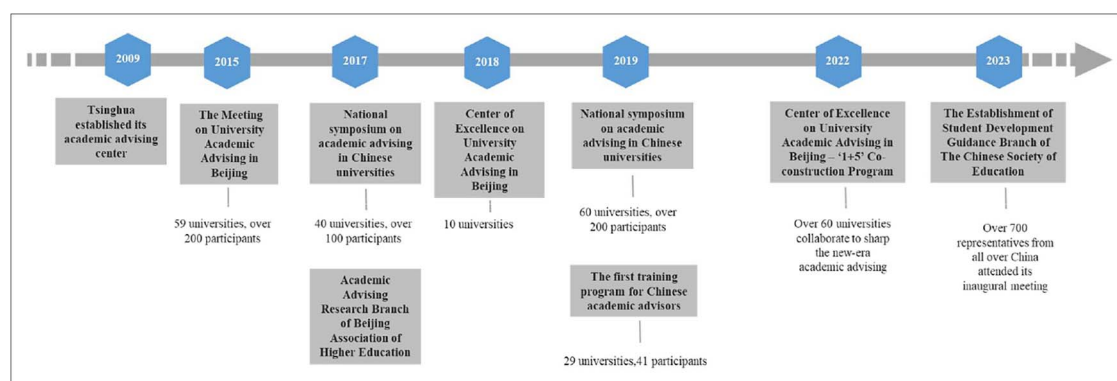
In Chinese universities, the main force of academic advising service is actually a class counselor. Then a class teacher, who is fully responsible for students' thinking, learning, health and life, works as a liaison to other teachers and reports to the associate dean of the department in charge of teaching. Undergraduate mentors advise students how to perform research, in addition to some acquisition of study skills. In China, students do not assume that a full-time academic advisor is the best person to help them. Instead, full-time advisors engage in coordinating and managing campus advising programs. In sum, China's academic advising model differs greatly from the U.S. model in that advising in China involves four different roles and these four roles have many responsibilities other than advising (see Table 2).

Academic advising is more than just teaching and is enriched with more complicated tasks. It is a guide or support provided by an institution for its students with information on academic and non-academic issues, curricular and extra-curricular activities, learning and life-long learning practices and concepts, and career planning. Such information is intended to provide some specific help on understanding learning goals, academic program requirements, learning styles and methods, personal development and ethical

Table 2. Explanation of Different Roles who are Involved in Academic Advising in China

Roles	Description
Class teacher	<i>Objectives</i> Assist a student's overall development. <i>Requirements</i> Meet the same recruitment standards as faculty with Ph.D. degrees. <i>Workloads</i> About 20–40 students a year. <i>Activities</i> Advise students by attending class activities or events and sometimes advise at-risk students if necessary. <i>Evaluation</i> Annually by academic affairs and has the chance to be awarded.
Class counselor	<i>Objectives</i> Assist a student's overall development. <i>Requirements</i> Some work experience in student affairs with a Master's degree or above. <i>Workloads</i> ~200 students a year. <i>Activities</i> Advise students by organizing class activities or events and sometimes advise students in need. <i>Evaluation</i> Annually by student affairs and has the chance to be awarded.
Undergraduate mentor	<i>Objectives</i> Provide support and guidance in course study, research, and college life. <i>Requirements</i> Senior scientists or scholars who meet the same recruitment standards as faculty with Ph.D. degrees. <i>Workloads</i> about 5–10 students a year. <i>Activities</i> Advise students via group activities (i.e., research discussion, workshops, lectures, lunch, coffee, etc.) or in a one-on-one setting for students in need. <i>Evaluation</i> Varies, and is assessed by departments through satisfaction evaluation and meeting frequency.
Full time academic advisor	<i>Objectives</i> Assist both undergraduates and postgraduates on issues related to learning and career development. <i>Requirements</i> Some work experience in student affairs with a Master's degree or higher, and qualifications in career planning or psychological counseling. <i>Workloads</i> about 160 students and around 20 workshops per year. <i>Activities</i> Advise students one-on-one and deliver group lectures or workshops. <i>Evaluation</i> Annually by student affairs office and has the chance to be awarded.

Note. University mentor is a formal mentorship program established by different departments or colleges in universities, which focuses on the academic, professional and career benefits of higher education institutions advising among undergraduate students and senior scientists or scholars.

Figure 2. Historical Events Relating to the Professionalization of Academic Advising in China 2009–2023

development. It is hoped that with such information, students can maximize their efforts in widening their college experience, developing their learning styles, and completing their college education successfully (Higher Education Evaluation Center for the Ministry of Education, 2010). Regardless, the Chinese definition of academic advising is far too broad. Professionals in academic advising not only require specialized knowledge, skills, and values related to student academic affairs but also a general understanding of student learning and development. This is why advisors need specialized knowledge and formal training to truly become professionals.

1.2 Practice of PAA in China. In the past 15 years, academic advising activities in China have increased. In 2009, a large comprehensive university in China established the Center for Student Learning and Development and became the first Chinese institution to provide all students with high quality, professional academic advising services at the institutional level. The establishment of this center symbolized the moment when academic advising in China became distinct from moral education, psychological counseling, and career counseling. The chart below (see Figure 2) lists the historical events related to professional academic advising.

Since 2014, government departments at all levels have advocated for academic advising, thereby increasing exchanges and cross-institutional activities. On May 21, 2017, the Academic Advising Research Branch of Beijing Association of Higher Education was founded. The university mentioned above alone hosted 300 participants for a national symposium on academic advising between 2017

and 2019. That same year, that same university and NACADA jointly launched the first cross-cultural training program on academic advising in China. As its importance is increasing, academic advising has become an indispensable indicator of undergraduate education and teaching quality evaluation. In 2022, the Academic Advising Research Branch of Beijing Association of Higher Education launched a “1 + 5” Co-construction Program on Excellent Centers for University Academic Advising to promote achievements in theory and practice and improve the general standard of academic advising. Chinese practitioners witnessed the rapid development of academic advising and experienced a considerable growth in their professionalization, albeit one with characteristics unique to China.

RQ2: What are the Characteristics of PAA Based on Chinese Culture?

Passing on a 4,000-year tradition of educational culture, Chinese universities have laid a path to professionalization in academic advising that differs from Western countries.

2.1 Prioritizing social value orientation.

The ancients who wished to manifest illustrious virtue throughout the world, first ordered well their states. Wishing to order well their own states, they first regulated their families. Wishing to regulate their own families, they first cultivated their own selves. Wishing to cultivate their own selves, they first rectified their own minds. Wishing to rectify their own minds, they first sought for absolute sincerity in their thoughts. Wishing for absolute sincerity in their thoughts, they first

extended their knowledge. This extension of knowledge consists in the investigation of things. (Feng, & Zhao, 2015, p. 334)

Academic advising in China follows its own core values. Chinese education dates back 4,000 years. Throughout the ages, fostering a student to be like Jun Zi, who is a man of great virtue, is and has always been of the highest value. In Chinese traditional culture, the education is divided into two stages: Xiaoxue and Daxue. *Xiaoxue* refers to education received before the age of 15; everything after 15 is called *Daxue*. As *Biyong* (The Royal School) of *Baihutong* (Virtuous discussions of the White Tiger Hall) recorded, children entered the national university at the age of 15 to study classics. Western philosopher Jean Jacque Rousseau (1712–1778) happened to refer to “the age of 15” seven times in his work *Emile*. Confucius had devoted himself to learning since fifteen, and he was not simply learning knowledge but the way of being human. (Tu, 2014)

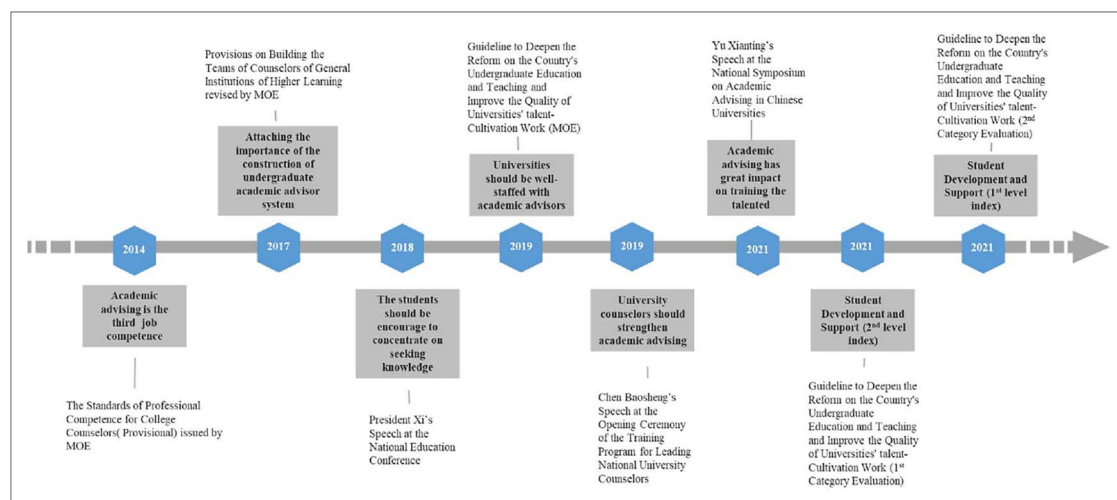
The classic works on the history of Chinese education include four books: *The Great Learning*, *The Doctrine of the Mean*, *The Confucian Analects*, and *The Works of Mencius*. There are also five classics: *The Classic of Poetry*, *The Book of Documents*, *The Book of Changes*, *The Book of Rites* and *The Spring and Autumn Annals*. These works all demonstrate that the goal of education is to enlighten one’s moral consciousness and to enhance one’s level of value pursuit. The opening of *The Great Learning*, for example, states that “The teaching of the great learning is to manifest one’s illustrious virtue, love the people, and rest in the highest good.” These have been seen as the three “main cords” and “rest in the highest good” is considered the ultimate goal of learning. One should make contributions and be a person who “ordains conscience for Heaven and Earth, secures life and fortune for the people, continues lost teachings for past sages, and establishes peace for all future generations” (Zhang, & Zhang, 2012). Therefore, moral courses were the main curriculum in ancient universities; science was rarely taught (Shi, 2007). As Fan Wenlan (1953) said, the Zisi Mencian school, represented by Zengzi, Zisi, and Mencius, taught human-heartedness and righteousness first and the astronomical calendar next.

The tradition of “Fostering Virtue through Education” remains today. Whether in the imperial

university in the Han Dynasty (202 BC–9 AD, 25–220), under the imperial examination system established in Sui and Tang Dynasties (581–907), in the Song Dynasty’s academies (960–1279), or in the Imperial University of Peking during the Qing Dynasty (1644–1911), which was established under the influence of western thought after the First Opium War in 1840 year, the most important pursuit was cultivating a spirit of “governing the state and pacifying the realm” (Feng, & Zhao, 2015, p. 334). Even now, class counselors, class teachers, undergraduate mentors, and full-time academic advisors all share this same pursuit. Professor Xie Weihe (2017) expressed that moral cultivation should be the ultimate learning goal, that one should develop their character and virtue through learning and training, especially via students’ inner learning mechanisms.

Social value education dictates academic advising in Chinese colleges and universities. This is similar to the concept of moral development (Kohlberg, 1984) or “social responsibility” in U.S. universities. American universities attach importance to graduation rates, dropout rates, and levels of academic success. Chinese universities also follow these metrics but emphasize developing students’ social and moral values. In other words, in China, a student should enhance morality and contribute positively to society, as a person’s virtue is the foundation of their talent. For example, college students need to attend group activities two to four times every semester, such as political discussion groups, career development fairs, or exam preparation sessions. Both class teachers and counselors are required to participate in group activities, sharing their insights on these topics and discussing how to align social needs with students’ personal career plans. In these meetings, class counselors usually work with student leaders to design activities and engage in one-on-one advising, where they discuss the social value of learning and students’ personal life values, while assisting students with course selection and academic studies. Overall, Chinese educational culture holds that students who integrate personal and societal expectations are more likely to achieve academic success. The Chinese government reinforces this social value recognition through policy, financing, and human resource support.

2.2 Government recognition in China. To promote the professionalization of academic advising, the Chinese government has established

Figure 3. Policies Related to College Academic Advising in 2014–2021

a robust personnel system, which includes class counselors and class teachers to ensure the proper implementation and operation of PAA. Policy support is an important government strategy for promoting academic advising professionalization. Figure 3 lists the policies related to college academic advising, which have been revised or promulgated by the Chinese government in recent years. It also displays the keynote speeches by key officials and important historical events such as nationwide academic advising conferences and the establishment of regional academic advising associations. Among them, there are two important regulations that highlighted the importance of academic advising and showed that the Chinese government would invest more resources on academic advising in the future. One regulation, *Provisions on Building the Teams of Counselors of General Institutions of Higher Learning*, embodies the importance that the government is attaching to the construction of undergraduate academic advising system. It clearly stated that counselors should be required to be familiar with students' majors, stimulate students' learning interests, help them develop some good learning habits and strategies, encourage them to carry out scientific activities and practices and create a rich study atmosphere (Ministry of Education, 2017). The other regulation is the *Guideline on Strengthening the Reform of Undergraduate Education and Teaching to Nurture Higher Quality Talents*. In this guideline, the Ministry of Education put forward clear requirements to establish and improve

the undergraduate academic advising system, assign qualified mentors to oversee students' learning, and develop personalized training programs and academic career planning. Without a series of government policies, academic advising in China would not have gone so far. Strong government support and recognition is a unique quality in the professionalization of academic advising in China (see Figure 3).

The Ministry of Education has gradually attached increasing importance to academic advising practices in universities and strengthened its policy guidance. According to a 2021 government publication, there were two types of evaluation. The first type is aimed at general undergraduate universities with world-class educational goals, first-class teaching staff, and educational platforms, cultivating top-notch innovative talents and serving major national strategic needs. The second type is tailored to the different orientations and historical backgrounds of universities and focuses on the orientation of practical undergraduate talent cultivation goals, resource conditions, cultivation processes, student development, and teaching effectiveness. Whether or not a school carries out student development and academic advising was included as an important evaluation indicator for both types. To obtain stable government funding, all universities in China must pass this review conducted by the Ministry of Education. Therefore, almost all institutions are striving to meet these criteria on academic advising (Ministry of Education in 2021).

Implications for Research and Practice

This paper exposes Chinese academic advising culture. For scholars, the impact of government on the professionalization of academic advising from different cultural perspectives deserves attention. Topics, such as the role of government recognition, how it takes effect, and its relationship among universities, markets, and related associations, demand more study. Scholars from similar cultural backgrounds should conduct interdisciplinary research to apply theoretical frameworks and methods from the government management discipline; doing so could bring valuable insights that would contribute to the field's development. To fulfill its mission of "bringing together perspectives from around the world" and the strategic goal of expanding external partnership globally (NACADA, 2024), NACADA might propose a collaborative program by inviting one U.S. institution to work with one in China or another nation.

Academic advisors, with cross-cultural perspectives, can understand why Chinese students care so much social values when deciding majors. Therefore, advisors suggest that students refer to government reports and the latest government policies in various industries to determine if there are any new employment opportunities encouraged by the government. Furthermore, Chinese students grow up in a relatively fixed large class group, so it might be effective for advisors to design group advising situations and create an inclusive peer advising community. This pedagogy could well connect with their previous learning and communication habits in China's collectivist culture.

For advising administrators, they could consider inviting related government representatives to share opinions when designing new academic advising programs. In terms of program evaluation, administrators should include the government as an important stakeholder and set indicators to see if the government's initial goals have been achieved.

Limitations and Future Research

This study only assesses the PAA in Chinese higher education and does not include multiple case comparisons or international perspectives. In the future, researchers could enhance the study's depth by incorporating a comparative analysis of the historical development of PAA in the United States, the United Kingdom, and the Netherlands. Examining commonalities and differences across various cultures, as well as

gauging the strengths and weaknesses of their development styles, would also offer valuable insights. Such studies could help NACADA collaborate with more global members to promote the PAA worldwide, such as two international advising organizations—UKAT (United Kingdom Advising and Tutoring) and LVSA (Landelijke Vereniging van Studietoeladers).

Also, this study excludes Chinese vocational colleges. In 2023, there were a total of 3,074 higher education institutions in China. This number included 1,242 ordinary undergraduate schools (with 164 independent colleges among them), 33 undergraduate level vocational schools, 1,547 vocational (polytechnic) schools, and 252 institutions for adult higher education. There are 233 research institutions in China that are also involved in the training of graduate students (Ministry of Education, 2024). This study's interview sample featured participants from ordinary undergraduate institutions only. In the future, researchers can include a thorough analysis of academic advising program implementation in vocational and adult higher education institutions; they might also examine policy documents issued by relevant government departments. In this way, researchers can gain a more inclusive and holistic understanding of PAA in the broader context of Chinese higher education.

Conclusion

This paper describes the professionalization practice of academic advising in Chinese higher education. In doing so, it clarifies its characteristics on philosophy, personnel, and history. Based on the comprehensive case analysis of status quo in academic advising in China, the authors conclude that prioritizing social value and government recognition are two important characteristics that influence the professionalization of academic advising in China. In particular, government recognition needs to become a fully discussed research area by scholars, advisors, and administrators in the academic advising global community in the future.

Academic advising is not yet recognized as a profession in China. Despite the existence of national professional associations and full-time job positions, the establishment of specialized education training programs, and the identification of core professional ethics standards, PAA still remains uncertain in China. In attempting PAA, Chinese colleagues have faced similar obstacles to those that

McGill found in the United States: a) the need to define the field further; b) the role of the professional association; and c) training and education required to perform the advising role (McGill, 2019).

However, the other two challenges (personal and occupational autonomy, lack of a consistent administrative home for advising) are not quite applicable in the cultural context of China. *Personal and occupational autonomy* is not a key concern for Chinese colleagues who find it crucial to collaborate with government authorities and other campus departments. Aligning common interests with government administrators is a more effective path for advisors to gain recognition. Similarly, *lack of a consistent administrative home for advising* is not an obstacle in China. Although there are many roles involved in advising, their administrative home is very clear and stable. In China, class counselors are typically affiliated with the student affairs, whereas class teachers and undergraduate mentors report to the academic affairs. Therefore, for Chinese practitioners, the obstacle that needs to be overcome is how to construct partnerships and collaborate effectively among these groups. Defining their distinct responsibilities in a clear and concise manner presents a particular difficulty.

Chinese universities are undergoing great developments in the professionalization of academic advising. With the increase in enrollment rates of 60.2% in 2023, student bodies are becoming more diverse and differentiated, which has brought new challenges to academic advisors, class counselors, class teachers and undergraduate mentors. While Chinese colleagues are helping students achieve academic success, it is possible to frame new theories of PAA in order to provide diverse experiences and theories for PAA in the global community of academic advising.

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Authors' Notes

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Yisi Zhan is an associate professor and an associate director of the Center for Student Learning and Development at Tsinghua University. She has served as an academic advisor for 18 years. She also served as a member of the Research Committee and Global Initiative Committee of NACADA. She holds a PhD in higher education from Tsinghua University. She can be reached at zhanys@mail.tsinghua.edu.cn.

Wuriyeti Litip (Harriet) is working in the Center for Student Learning and Development, Tsinghua University as senior academic advisor and international student program coordinator. She has been involved in academic advising and student affairs for 17 years. She is also a member of the Global Initiative Committee and Global Conference Advising Board of NACADA. Wuriyeti may be reached at wuriyeti@mail.tsinghua.edu.cn.

Appendix A. List of Visiting Universities and Colleges Interviewed

No.	Year	Universities/Colleges
1	2012	South China Normal University
2	2012	Xi'an University of Electronic Science and Technology
3	2012	Dalian Jiaotong University
4	2012	Beijing University of Traditional Chinese Medicine
5	2012	Beijing University of Mining and Technology
6	2012	Columbia University
7	2012	University of Denver
8	2013	Chongqing University of Technology
9	2013	Nanjing University of Science and Technology
10	2013	Huazhong University of Science and Technology
11	2013	Northwest Minzu University
12	2013	China Agricultural University
13	2013	Jiangnan University
14	2014	Northwest Minzu University
15	2014	Beijing University of Science and Technology
16	2014	Tianjin Sino-German Vocational Technical College
17	2014	Purdue University
18	2014	Henan University of Science and Technology
19	2014	Qinghai University
20	2014	Fudan University
21	2014	Peking University
22	2014	Beijing University of Chemical Technology
23	2014	Nanjing University of Traditional Chinese Medicine
24	2014	University of Minnesota
25	2014	Shanghai Jiao Tong University
26	2014	East China Normal University
27	2015	Beijing Agricultural University
28	2015	Harbin Institute of Technology
29	2015	Beijing Foreign Studies University
30	2015	Xi'an Jiaotong University
31	2015	Academic Affairs Office of Southeast University
32	2015	Jinan University
33	2015	Hebei University of Science and Technology
34	2015	Liaoning University of Engineering and Technology
35	2016	Jiangnan University
36	2016	Shanghai University
37	2016	China Agricultural University
38	2016	Beijing Institute of Technology
39	2016	Yanshan University
40	2016	Chengdu Electronic Technology University
41	2016	Beijing Foreign Studies University
42	2017	Chongqing Jiaotong University
43	2017	Sun Yat-sen University
44	2017	Beihang University
45	2017	Harbin Institute of Technology
46	2017	Sun Yat-sen University

Appendix A. List of Visiting Universities and Colleges Interviewed (cont.)

No.	Year	Universities/Colleges
47	2017	Capital Normal University
48	2017	Shanxi University of Engineering and Technology
49	2018	Beihang University
50	2018	Jilin University
51	2018	Southwest Medical University
52	2018	Beijing Jianzhu University
53	2018	Sun Yat-sen University
54	2018	Nanjing University
55	2018	Beijing University of Chemical Technology
56	2018	Northwestern Polytechnical University
57	2020	Huazhong University of Science and Technology
58	2020	Northwest Agricultural University
59	2020	Capital Normal University
60	2020	Nanjing University of Posts and Telecommunications
61	2020	Central South University
62	2020	Sichuan University
63	2021	Southern University of Science and Technology
64	2021	China University of Geosciences
65	2021	Central University of Finance and Economics
66	2022	Yunnan Agricultural University
67	2022	Shandong University
68	2022	Rocket Force Engineering College
69	2022	National University of Defense Technology
70	2022	Southwest University for Nationalities
71	2022	Huazhong Agricultural University
72	2023	Beijing Normal University
73	2023	Tsinghua University Graduate School in Shenzhen
74	2023	Zhejiang University
75	2023	Chinese Academy of Sciences
76	2023	Hunan University
77	2023	East China University of Science and Technology
78	2023	A delegate of 33 universities organized by Beijing Municipal Education Commission
79	2023	Sun Yat-sen University
80	2023	Zhejiang University
81	2023	Beijing University of Posts and Telecommunications
82	2023	A delegate of 30 universities from Guizhou Province
83	2023	Shanghai University
84	2023	Tongji University
85	2023	Central Academy of Drama
86	2023	Fudan University
87	2023	The Political Department of the Ministry of Education
88	2023	Liaoning University of Engineering and Technology
89	2024	Tongji University
90	2024	Harbin Institute of Technology
91	2024	Chongqing University of Business and Technology
92	2024	Guangxi Ecological Vocational and Technical College
93	2024	Suzhou University

Appendix B. List of Universities and Colleges Attending the 2019 National Symposium on Academic Advising in Higher Education

No.	Universities/Colleges
1	Chongqing University of Posts and Telecommunications
2	Beihang University
3	Nanjing University
4	Renmin University of China
5	Nanjing University
6	Fudan University
7	Beijing University of Technology
8	Beijing University of Chemical Technology
9	University of Science and Technology of China
10	China Agricultural University
11	University of Electronic Science and technology
12	Sun Yat-sen University
13	Fudan University
14	Jilin University
15	Sichuan University
16	Southwest University of Finance and Economics
17	East China Normal University
18	Tianjin University
19	Southeast University
20	Shanghai University
21	Nankai University
22	Henan University of Science and Technology
23	Huazhong University of Science and Technology
24	Tongji University
25	Zhejiang University
26	Yanbian University
27	Beijing Normal University
28	Beijing Institute of Technology
29	Central South University
30	Southern University of Science and Technology
31	Beijing Agricultural University
32	North China Electric Power University
33	Nanjing Agricultural University
34	Peking University
35	Xizang Institute of Agriculture and Animal Husbandry
36	Donghua University
37	Central South University of Economics and Law
38	School of International Relations
39	Beijing Geely University
40	Beijing Forestry University
41	China Agricultural University
42	Shanghai University of Finance and Economics
43	Central China Normal University
44	Northeast Normal University
45	Yanshan University
46	Dalian Academy of Arts
47	Wuhan University
48	Capital Normal University

Appendix B. List of Universities and Colleges Attending the 2019 National Symposium on Academic Advising in Higher Education (cont.)

No.	Universities/Colleges
49	Beijing University of Civil Engineering and Architecture
50	Shanghai Customs College
51	China University of Political Science and Law
52	Shanghai Polytechnic University
53	University of Shanghai for Science and Technology
54	Dalian University of Technology
55	China Three Gorges University

Appendix C. List of Researchers' Direct Participatory Observation Activities

No.	Activities	Year	Place
1	Inaugural Meeting of Student Development Guidance Branch of The Chinese Society of Education	2023	Beijing
2	Annual Meeting of Beijing Association of Higher Education	2023	Beijing
3	Annual Meeting of Academic Advising Research Branch of Beijing Association of Higher Education	2023	Beijing
4	Advanced Training Course for College Class Counselors organized by Liaoning Provincial Department of Education	2023	Fuxing, Liaoning
5	Training Course for College Class Counselors in Tianjin	2022	Tianjin
6	Annual Forum of China Association of Higher Education	2022	East China Normal University, Shanghai (virtue)
7	Concurrent Session on Student Development of Annual Meeting of Chinese Higher Education Development Network	2022	Peking University, Beijing
8	Annual Forum of China Association of Higher Education	2021	Hainan Normal University, Hainan
9	Annual Meeting of Academic Advising Research Branch of Beijing Association of Higher Education	2021	Beihang University, Beijing
10	National Symposium on Academic Advising in Chinese universities	2019	Beijing
11	Annual Meeting and International Forum of Academic Advising Research Branch of Beijing Association of Higher Education	2018	Beijing
12	National Symposium on Academic Advising in Chinese universities	2017	Beijing