

Call for Proposals

NACADA: The Global Community for Academic Advising is currently seeking proposals for a book on Social Justice and Academic Advising.

Projected release of this publication: October 2025

Need for This Book

Academic advising has undergone several paradigm shifts over its history. Once thought of strictly as a clerical, perfunctory task of course registration and requirement checking, advising has grown into a professional activity aligned with teaching, learning, student development, and student success. Behind these larger trends, some advisors have always done work to identify systemic barriers for students and advocate for change. This advocacy approach to advising is aligned with the aims of social justice (Burton et al., 2017). Social justice work in advising is often undervalued and underrecognized, but at the same time, many advisors seek to align their practice with the principles of social justice. Even further, all advisors serve students and work with colleagues impacted by issues of power and oppression, whether they realize it or not. As such, understanding how social justice can inform and transform advising is the purview of the entire profession.

This text will aim to fill a largely unmet need for resources on the foundations and functions of social justice in the specific context of academic advising. While texts and resources addressing higher education more generally have flourished over the past decade or more, academic advising has not kept pace. Primary-role advisors need to be able to understand key concepts around power and oppression with a clear connection to how equity and justice should inform their practice with students and colleagues. Advising administrators need an understanding of those concepts in the context of their responsibilities like supervision, training and development, policy work, and advisor retention; senior leaders need to understand why social justice must be a central aim of academic advising if campus commitments to diversity, equity, and inclusion are to be realized. At present, these resources either do not exist or are limited in their size and scope. An expansive text that brings new ideas and voices into the scholarship of advising is exactly what is needed in this moment.

For these reasons, we invite book proposal submissions from individuals or coapplicants interested in serving as editor/coeditors for such a text. Proposals will be reviewed as to their ability to best serve the needs of the Association. Editors may be paired to best serve the publication's needs. We encourage proposals from individuals or teams with varied backgrounds, including new and minoritized voices in the advising literature. We actively seek editors who will thoughtfully recruit authors with new and overlooked perspectives, including active commitment to equitable citation practices.

Scope of the Text

We encourage proposers to think creatively and broadly about what might be included in this text. While no single text can address every dimension of social justice and advising, we envision an expansive text that addresses each of the key segments of the audience (see next section). Proposers should be prepared to offer their perspective on what topics are essential to the text, understanding that the final array of chapters will be decided upon collaboratively to ensure the book is impactful and responsive to the needs of the advising community.

In addition, we want to ensure that there is a clear vision and definition of social justice that guides the text. These examples from the literature illustrate various definitions and points of view on social justice. You are not expected to select any or all of these as your definition (nor do these represent an official NACADA definition), but you must provide your own definition of social justice, informed by the literature, that will shape the proposed content of the book.

“A doctrine promoting an equitable society by challenging injustice, valuing diversity, and creating opportunities for all individuals. Social justice challenges us to perfect our institutions as a means of personal and social development” (Burton et al., 2017, p. 21).

“We believe that social justice is both a process and a goal. The goal of social justice is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure....The process for attaining the goal of social justice, we believe, should also be democratic and participatory, inclusive and affirming of human agency and human capacities for working collaboratively to create change” (Bell, 2007, p. 1-2).

“Social justice also involves addressing issues of equity, power relations, and institutionalized oppression. It seeks to establish a more equitable distribution of power and resources, so all people can live with dignity, self-determination, and physical and psychological safety. It creates opportunities for people to reach their full potential within a mutually responsible, interdependent society. Working toward social justice requires changing unjust institutional structures, policies, and practices, and challenging the dominant ideology” (Goodman, 2011, p. 4).

“[Social justice] is a means as much as an end. Too often, social justice is defined by *what* people do or believe; we would agree that actions and beliefs are elements of social justice. But the *how* is often the missing component. A person can hold good values like equality and fairness, yet fail to live up to the promise of social justice by demanding others accept his or her [*sic*] lens as ‘objective reality,’ painting all critics as oppressors, and/or failing to listen to alternative points of view. We argue for a definition of social justice that includes continual analysis of how people use power, including ourselves” (Davis & Harrison, 2013, p. xix).

Target Audience

The target audience for this book is intentionally broad. While it is impossible to address every facet of social justice and academic advising in a single text, the ideal book would include multiple relevant entry points for readers.

Practitioners, both new professionals and more seasoned advisors, should find content that enhances their knowledge and skills in serving students and advocating for justice-oriented change.

Administrators can also benefit from foundational social justice knowledge, as well as chapters dedicated to specific dimensions of their roles.

Senior leaders should find strategies around leading effectively for change and supporting systemic social justice efforts on their campuses.

And, **faculty in graduate programs that prepare academic advisors** should find chapters that address both theoretical and practical dimensions of social justice and academic advising, making this a suitable text for graduate courses on academic advising.

While each chapter may be relevant to different parts of this audience, the text as a whole should offer something to all of these important constituencies within the advising profession.

Proposals Should Include:

- A letter of interest
- A resume or CV for all proposal individuals
- A plan for the text that includes:
 - The proposer's working definition of social justice that will be the foundation of the content for the book
 - A vision for the text as a whole
 - A proposed outline of chapters for the text
- Evidence of preparation to be a successful (co)editor, such as:
 - A previous publication
 - Previous publication experience is valuable but not required
 - Another written artifact that demonstrates your capacity to lead a collaborative project with a written final product, such as a multi-author annual report

Proposals, materials, and questions should be submitted via email no later than **August 1, 2022**, to:

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References

- Bell, L. A. (2007). Theoretical foundations for social justice education. In M. Adams, L. A. Bell, & P. Griffin (Eds.), *Teaching for diversity and social justice* (2nd ed., pp. 1-14). Routledge.
- Burton, S. L., Puroway, D., & Stevens, S. E. (2017). *Academic advising and social justice: An advocacy approach*. NACADA: The Global Community for Academic Advising.
- Davis, T., & Harrison, L. M. (2013). *Advancing social justice: Tools, pedagogies, and strategies to transform your campus*. Jossey-Bass.
- Goodman, D. J. (2011). *Promoting diversity and social justice: Educating people from privileged groups* (2nd ed.). Routledge.