

New Insights into Faculty Advising: An Overview of National Patterns and Trends

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Today's Learning Objectives:

- Describe the national landscape of faculty advising at four-year colleges and universities
 - Describe who the faculty are at institutions that are engaging in academic advising
 - Explain what faculty value regarding the advising process
 - Articulate how to support faculty in their roles as advisors
- Outline:
- Introductions
 - Brief literature review
 - Overview of the survey instrument
 - Results
 - Implications for advising & programming

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Overview of Literature

- Faculty served as the "original" academic advisor
- Critical link between faculty interactions and student satisfaction, learning, and retention
- Faculty advising remains central to our institutions
 - But there has been little progress to advancing this area
- 2011 NACADA National Survey findings: recommend further research
 - Understanding faculty needs in advising roles
 - Improving faculty advising quality

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Survey Instrument Overview

Faculty Survey of Student Engagement 2020

- Measures instructional staff perceptions of, values for, and involvement in effective educational practices
- Any instructional staff who have taught at least one undergraduate course at a four-year institution
- Total, over 13,000 faculty responded from 94 colleges and universities
- Academic Advising Module: over 5,000 faculty responded from 28 colleges and universities

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Academic Advising Item Set

How important is it to you to do the following in your position as an academic advisor?

Response options: 4 Very important, 3 Important, 2 Somewhat important, 1 Not important

- Be available when needed
- Provide prompt and accurate information
- Provide information about academic support services (tutoring, writing center, success skills, etc.)
- Notify students of important policies and deadlines
- Reach out to students about their academic progress or performance
- Follow up with students regarding something you recommended
- Ask questions about students' educational background and needs
- Actively listen to student concerns
- Respect student identities and cultures
- Care about students' overall well-being

Full list of items: <https://nsse.indiana.edu/fsse/survey-instruments/topical-modules/index.html>

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Academic Advising Item Set

During the current school year, how often has your typical advisee discussed the following with you?

Response options: 4 Very often, 3 Often, 2 Sometimes, 1 Rarely, 0 Never

- Their academic goals and future plans
- How their major or expected major relates to their goals and future plans
- Special opportunities (study abroad, internship, service-learning, research, etc.)
- Participation in co-curricular activities (organizations or clubs, performing arts, sports, etc.)
- Resources for their well-being (health, counseling, financial guidance, etc.)

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Academic Advising Item Set

How much do you agree with the following statements?

Response options: 4 Strongly Agree, 3 Agree, 2 Disagree, 1 Strongly disagree

- I feel comfortable in my role as an advisor at this institution.
- I have received adequate training for my role as an advisor.
- I would feel comfortable training or mentoring others in their advising roles.
- I have the time I need to do my best work as an advisor.
- I have access to the resources I need to provide students prompt and accurate information.
- I have the flexibility to advise students based on my best judgments about their needs.
- I feel comfortable assisting students who are interested in choosing or changing their major.
- I have a good understanding of general legal principles that may affect advising (FERPA, mandatory reporting, due process, etc.)
- I understand the advising needs of majority and minority student populations.
- I am able to build rapport with students whose personal backgrounds are very different from mine.
- I feel comfortable advising students to pursue educational opportunities that challenge their cultural understandings.
- I connect the students I advise to others on or off campus when it is helpful.

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Overall: Who are faculty advisors & What do they do?



48%
Faculty served as academic advisors to undergraduates



3.2
Number of discussions with a typical advisee in the current school year



57%
Advisors of upper-division (mostly juniors or seniors) undergraduates



48%
Use website, catalog, or other published source as primary information about students' academic options



29%
Use faculty colleagues as primary information about students' academic options

18%
Use advising staff, advising center, or advising training as primary information about students' academic options

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Within: Who are faculty advisors & What do they do?



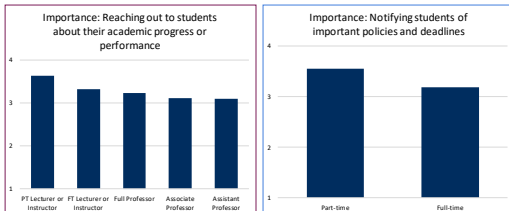
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Overall: What do faculty advisors emphasize?

- Most important:**
 - Actively listening to student concerns
 - Caring about students' overall well-being
- Least important:**
 - Following up with students regarding something you recommended
 - Reaching out to students about their academic progress or performance
- Most frequently discuss:**
 - Student academic goals and future plans
 - How their major relates to their goals and future plans
- Least frequently discuss:**
 - Student participation in clubs, sports, and organizations
 - Resources for student well-being (health, counseling, financial, etc.)

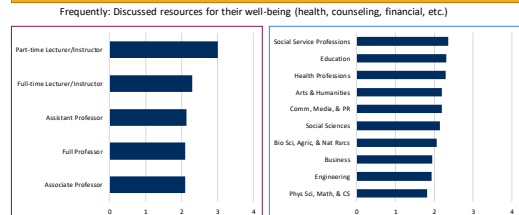
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Within: What do faculty advisors emphasize?



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Within: What do faculty advisors emphasize?



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Overall: What do faculty agree about on statements about advising?



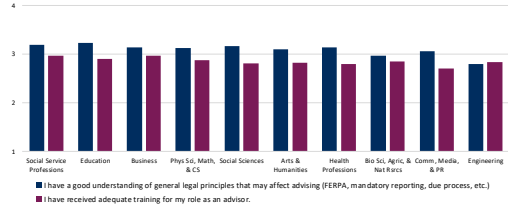
- Strongest agreement:
 - I am able to build rapport with students whose personal backgrounds are very different from mine.
 - I feel comfortable in my role as an advisor at this institution.
 - I feel comfortable advising students to pursue educational opportunities that challenge their cultural understandings.



- Weakest agreement:
 - I have the time I need to do my best work as an advisor.
 - I have received adequate training for my role as an advisor.
 - I have access to the resources I need to provide students prompt and accurate information.

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Within: What do faculty agree about on statements about advising?

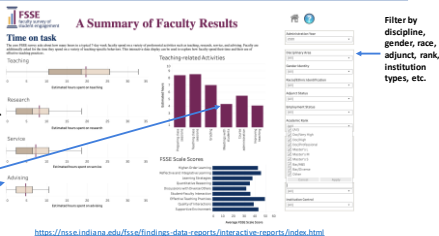


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Interactive Report of Findings

How much time do faculty spend on meeting with students & advising per week?

~4.2 & 5 hours



<https://nsse.indiana.edu/fsse/Findings-Data-reports/interactive-reports/index.html>

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Implications for Advising & Programming

- Faculty most frequently use websites or printed source materials to get their advising information—make sure it's clear and available
- Faculty seem to value proactive advising less (following up, reaching out, etc.) Is proactive advising important to us?
- Faculty focus more on academics and career goals, less on co-curricular or wellbeing. Are these topics important to us? Soft science fields are leading the way on advising about wellbeing.
- Part-time faculty seem to be doing good work, how can we better support them?
- Faculty need more time, training, and resources to do their best work. This varies most by discipline. How can we provide this across fields?

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Implications for Advising & Programming

- Share data-driven advising strategies/models that work (how they relate to retention, satisfaction, or career outcomes) and provide training on these strategies.
- Encourage faculty to prioritize time for advising, such as holding regular advising office hours.
- Participate in FSSE :) or work with your institutional research office to see if they have data to help with advising
- How do our results compare to full-time academic advisors or faculty on your campus? Benchmarking?

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Final thoughts and questions?

Thanks for joining us!

Website: FSSE.indiana.edu
 E-mail: FSSE@indiana.edu
 Blog: NSSEsightings.indiana.edu
 @NSSEsurvey

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Feedback

Please give your valuable feedback to the presenter(s)!

- Access the session evaluation using this link:
<http://bit.ly/nacada20virtual>
- Enter the Session ID; (348) located in the app.
- Answer the questions and submit your evaluation!

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