



Supporting Faculty Who Advise: *Findings from the Faculty Survey of Student Engagement*

Drs. Amy Ribera & Allison BrckaLorenz

Center for Postsecondary Research
Indiana University, Bloomington

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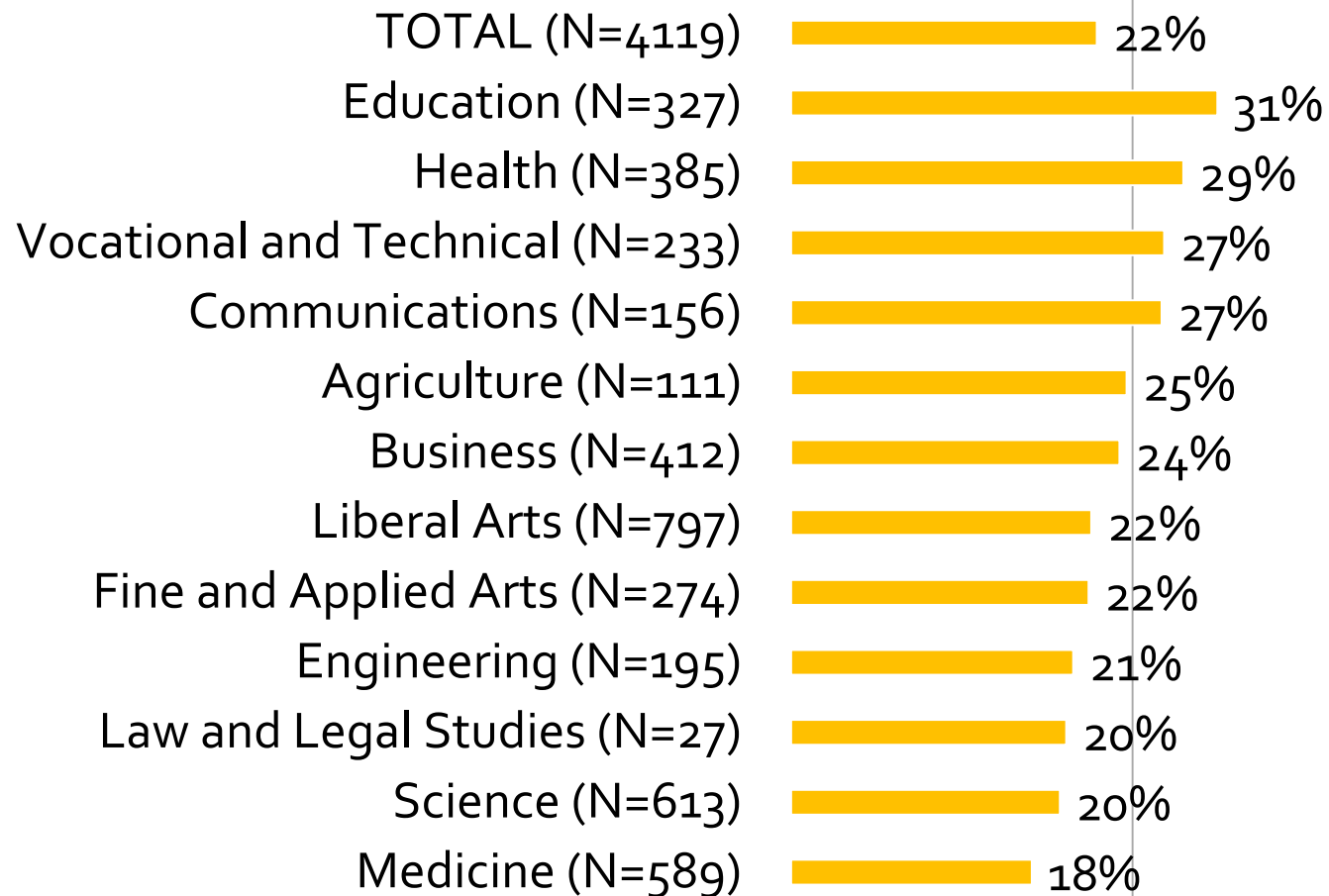


Almost all colleges pay lip service to the trilogy of teaching, research, and service, but when it comes to making judgement about professional performance, the three rarely are assigned equal merit.

Ernest L. Boyer

Scholarship Reconsidered: Priorities of the Professoriate (1990)

Job Faculty Postings w/ “Advise/Advising”

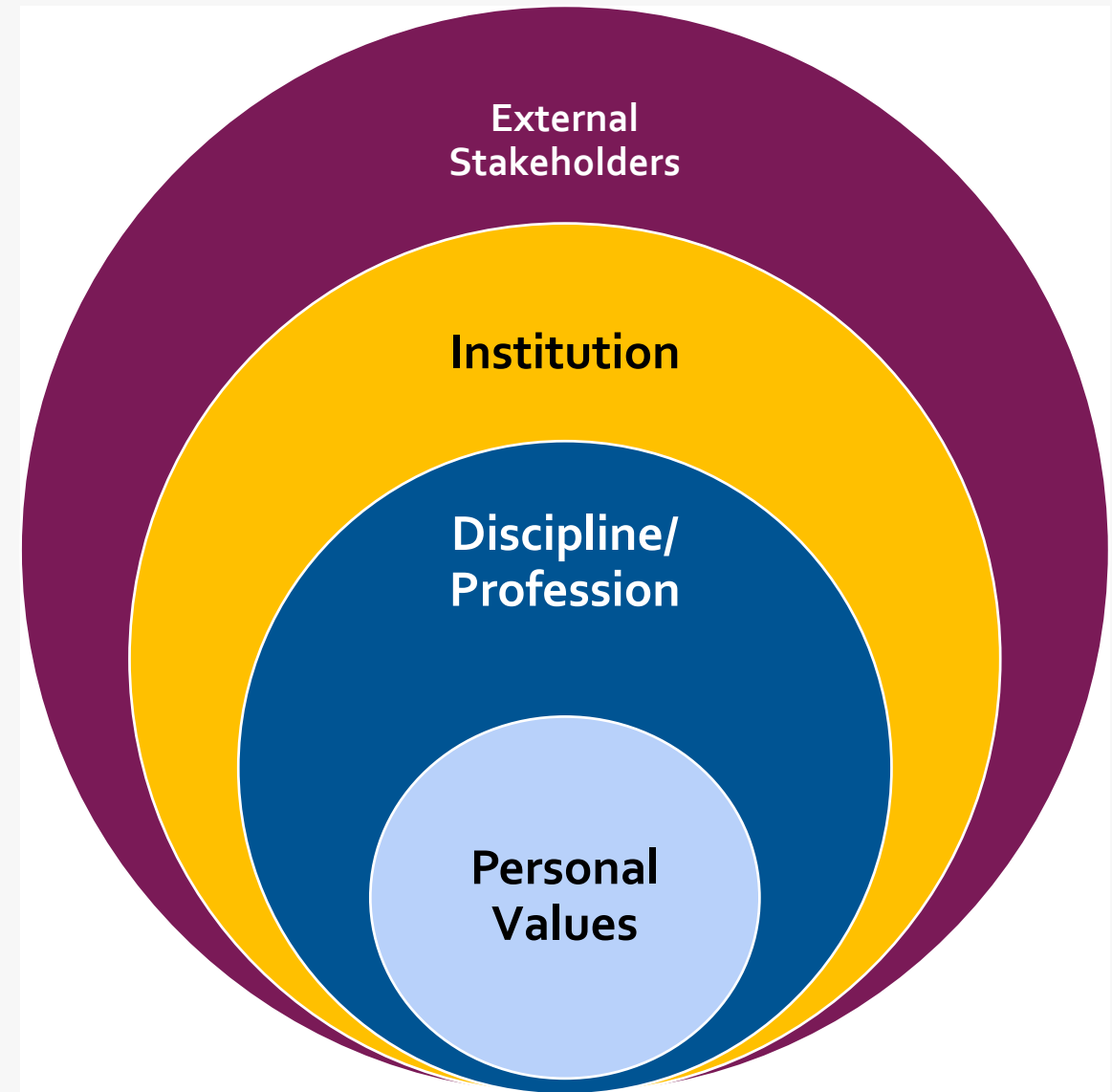


Data Source: www.higheredjobs.com (searched Thursday, June 8, 2017)

Note: Values represent the number and percentage of faculty postings that appeared following a keyword search of advise/advising. Of 18,402 total faculty postings, 4,119 (22%) appeared following a keyword search of advise/advising.

What are some external and internal influences that affect how faculty allocate their the time at *your institution*?

- Research
- Teaching
- Service
- Advising



Diversification of the Professoriate

- Unbundling & re-bundling of research, teaching, and service responsibilities (Gehrke & Kezar, 2015)
- Rise in specialized non-tenure-track faculty (Maxey & Kezar, 2015)
- Stratified ranks and responsibilities have led to inequities (Moody, 2004)
- Reward and support structures for teaching and advising have lagged behind

Reflection

Take *three minutes* to list features of a “typical” faculty advisor at your institution.

Who are they?

What kinds of courses do they teach?

Reflection

Did your list include an aspect of...

- Gender identity
- Racial or ethnic identification
- Sexual orientation
- Age
- Tenure status
- Academic rank or position
- Disciplinary appointment
- Course size
- Course load
- What else did your list include?

FSSE and Academic Advising

- **FSSE measures...**

- Faculty incorporation of and support for student engagement activities
- The importance faculty place on various areas of learning and development
- The nature and frequency of student-faculty interactions
- How faculty organize their time in and out of the classroom

- **FSSE items related to advising students**

- Perceptions of quality of student interactions with academic advisors
- Time spent on advising students
- Interactions with students they teach or advise
 - Talk about career plans
 - Work on activities other than coursework
 - Discuss course topics, ideas, or concepts outside of class
 - Discuss academic performance

Topical Module: Academic Advising

This module examines the quality of academic advising and the extent to which advisors have assisted students in their academic progress. The module complements a question on the core FSSE survey about perceptions of the quality of student interactions with academic advisors.

1. During the current school year, did you serve as an academic advisor for undergraduate students?

Response options: Yes, No

[Note: If "yes," continue to the remaining questions. If "no," respondent is finished.]

2. What is the class level of most of your advisees?

Response options: Lower division (mostly first-year students or sophomores); Upper division (mostly juniors or seniors); Other, please describe: [TEXT]

3. During the current school year, which of the following has been your primary source of information regarding students' academic options?

Response options: Faculty colleagues; Other advising staff; Website, catalog, or other published sources; An advising center or advising training; Other, please specify: [TEXT]

4. During the current school year, about how many times has your typical advisee discussed with you their academic interests, course selections, or academic performance?

Response options: 0, 1, 2, 3, 4, 5, 6 or more

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

Response options: Very important, Important, Somewhat important, Not important

- a. Make yourself available when needed
- b. Listen closely to advisees' concerns and questions
- c. Inform advisees of important deadlines
- d. Help advisees understand academic rules and policies
- e. Inform advisees of academic support options (tutoring, study groups, help with writing, etc.)
- f. Provide useful information about courses
- g. Help advisees when they have academic difficulties
- h. Help advisees get information on special opportunities (study abroad, internships, research projects, etc.)
- i. Discuss advisees' career interests and post-graduation plans

6. During the current school year, how often have you reached out to your advisees about their academic progress or performance?

Response options: Very often, Often, Sometimes, Never

Optional Extra Items

- ✓ Serve as an academic advisor
- ✓ Class level of advisees
- ✓ Primary resource aids
- ✓ Frequency and nature of student interactions
- ✓ Proactive advising

Faculty Sample

3-year sample (2014-2017)

18,677 faculty respondents (who teach at least one undergraduate course)

- Half reported they served as an academic advisor for undergraduate students
- Of the faculty advisors, about half advised upper division and one-third advised lower division

127 four-year colleges and universities administered the optional advising module

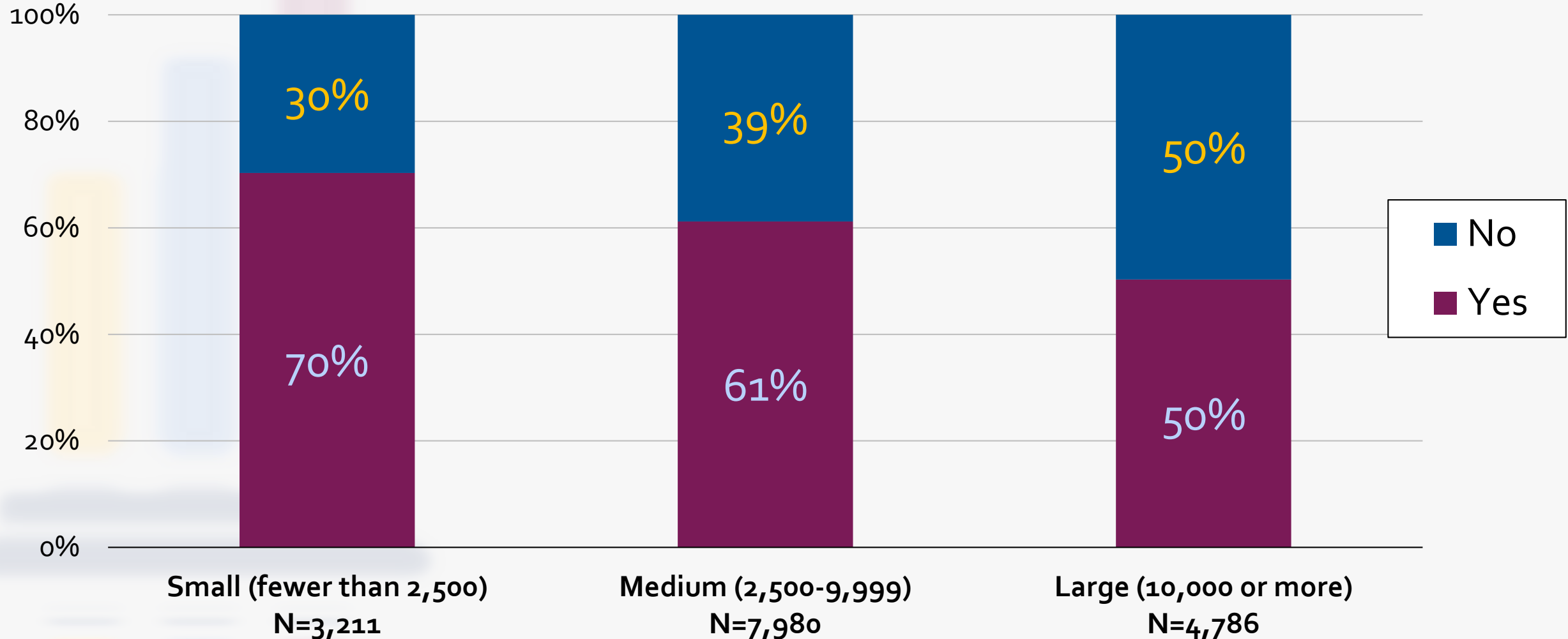
- Mix of public and private
- Organizational advising structure ???

**During the current school year, did you
serve as an academic advisor for
undergraduate students?**

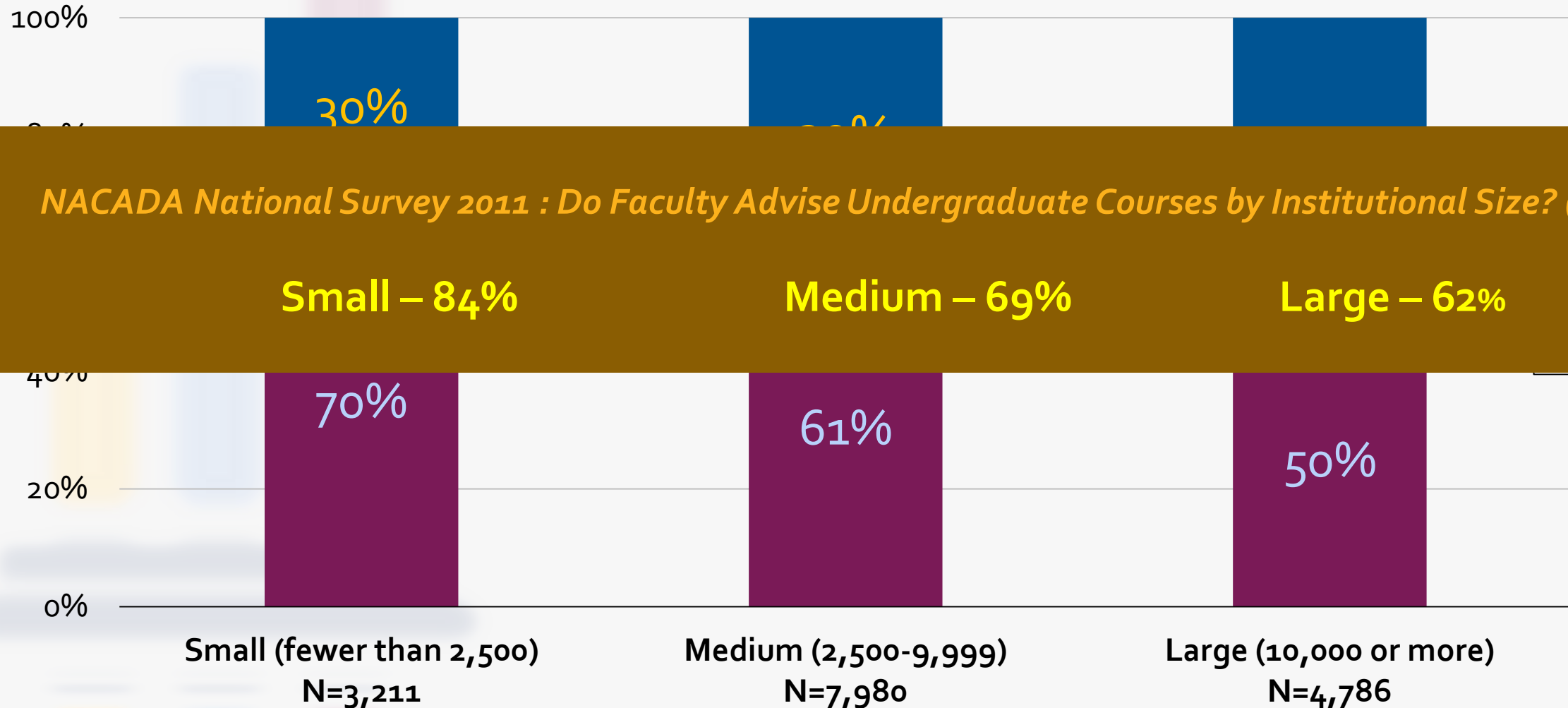
Yes

No

Faculty Advisors by Undergraduate Enrollment Size



Faculty Advisors by Undergraduate Enrollment Size



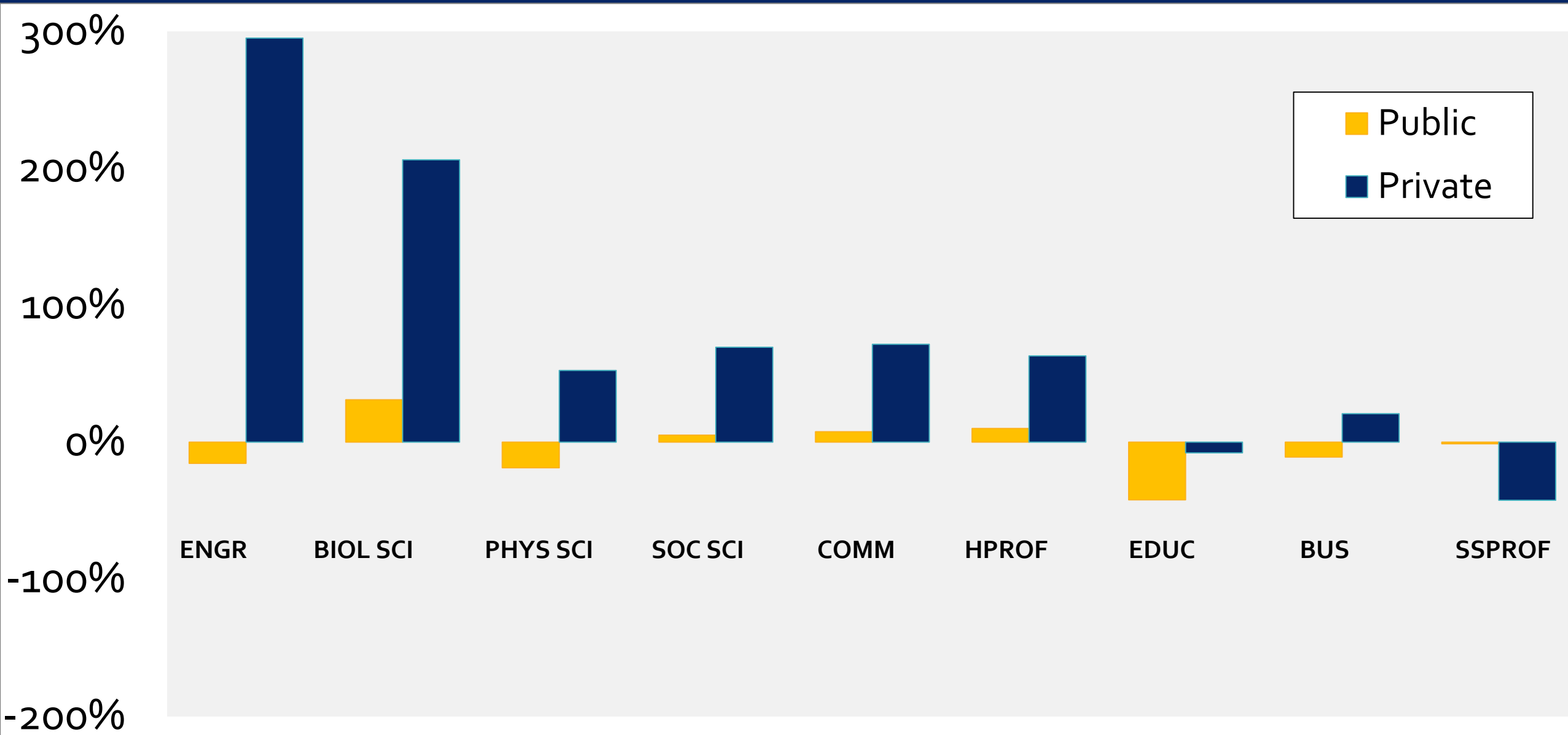
<h1 style="margin: 0;">Logistic Regression</h1> <h2 style="margin: 0; color: #FFC000;">Likelihood Faculty Being an Academic Advisor</h2>	<p><i>Public</i> (N=6,139)</p>	<p><i>Private</i> (N=2,547)</p>
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Gender identity <i>(compared to men)</i>		PNR (+ + +)
Racial & ethnic identity <i>(compared to white)</i>	African American or Black (+ + +)	Multiracial (- -) PNR (- -)
Sexual orientation <i>(compared to heterosexual)</i>		
Age	+	+
Tenure status <i>(compared to tenured/tenure-track)</i>	NNT (- -)	NNT (- -)
Rank/employment status <i>(compared to full professor)</i>	Assoc (+) FT Lect (- -) PT Lect (- -)	PT Lect (- -)
Number of Undergraduates in Courses <i>(for every 25 students)</i>	+	+
Teaching Course Load	+	+

+/- p<.05; odds < 50% more or less likely
 ++/-- p<.05; odds between 50 – 100% more or less likely
 +++/--- p<.05; odds greater than 100% more or less likely

Compared to Arts & Humanities Faculty

Likelihood Faculty Being an Academic Advisor



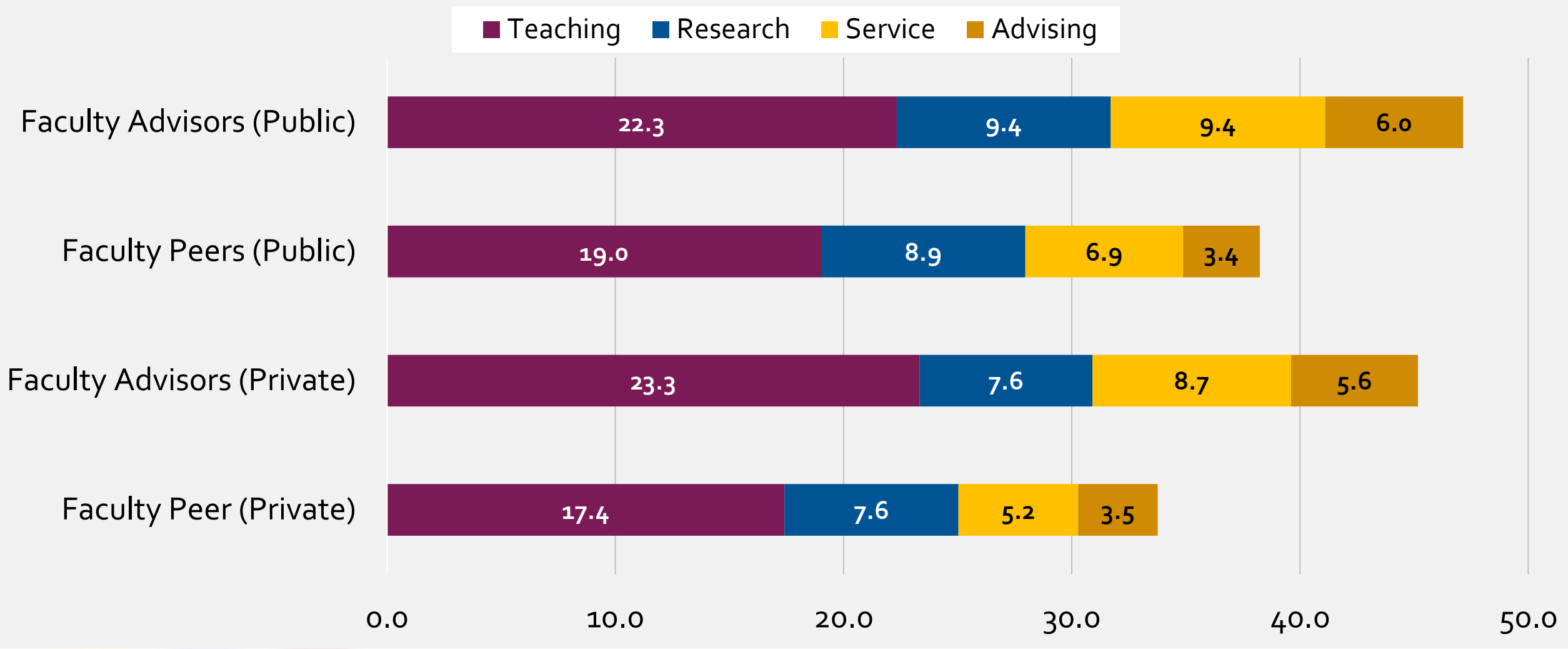
Reflection

How do these results compare to your list?

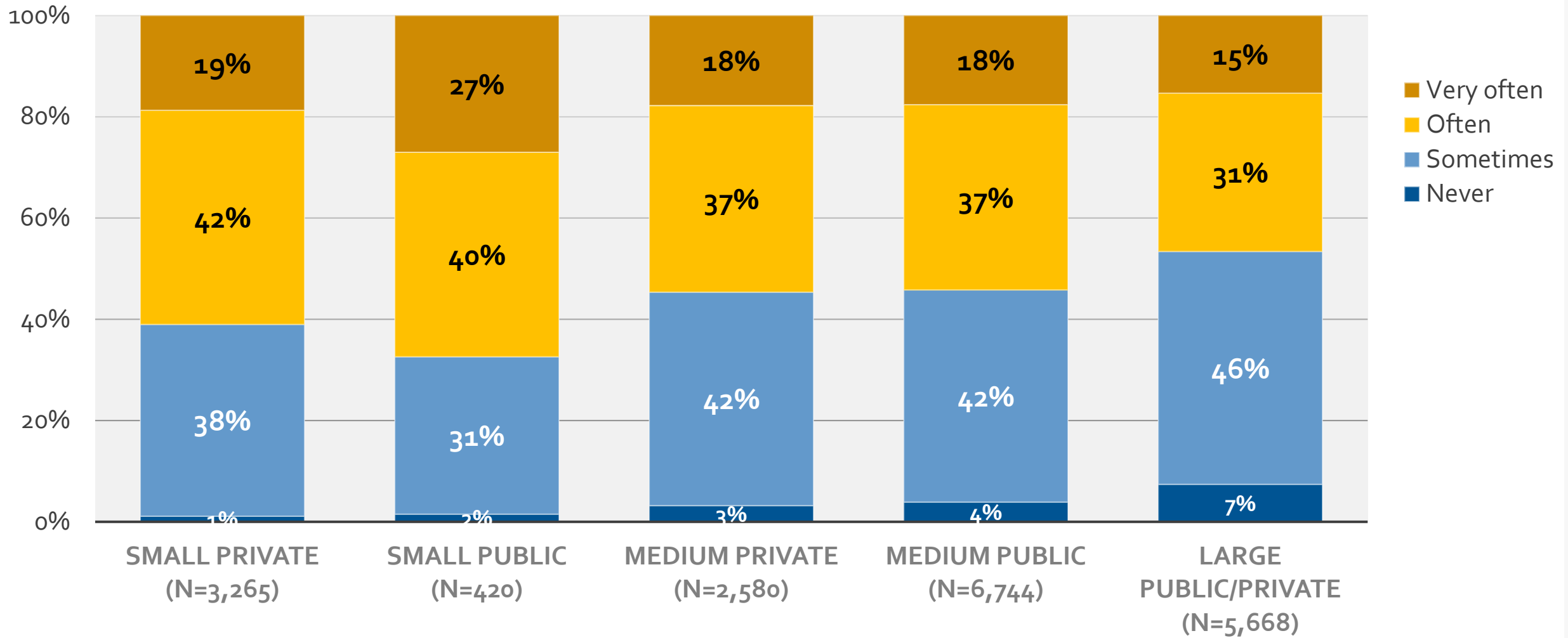
Thinking again about the typical advisor,

1. What is the average amount of hours per week they spend on advising?
2. What percentage of faculty *never* proactively reach out to students for advising?
3. What's the number one source of information they use to advise students on academic options?

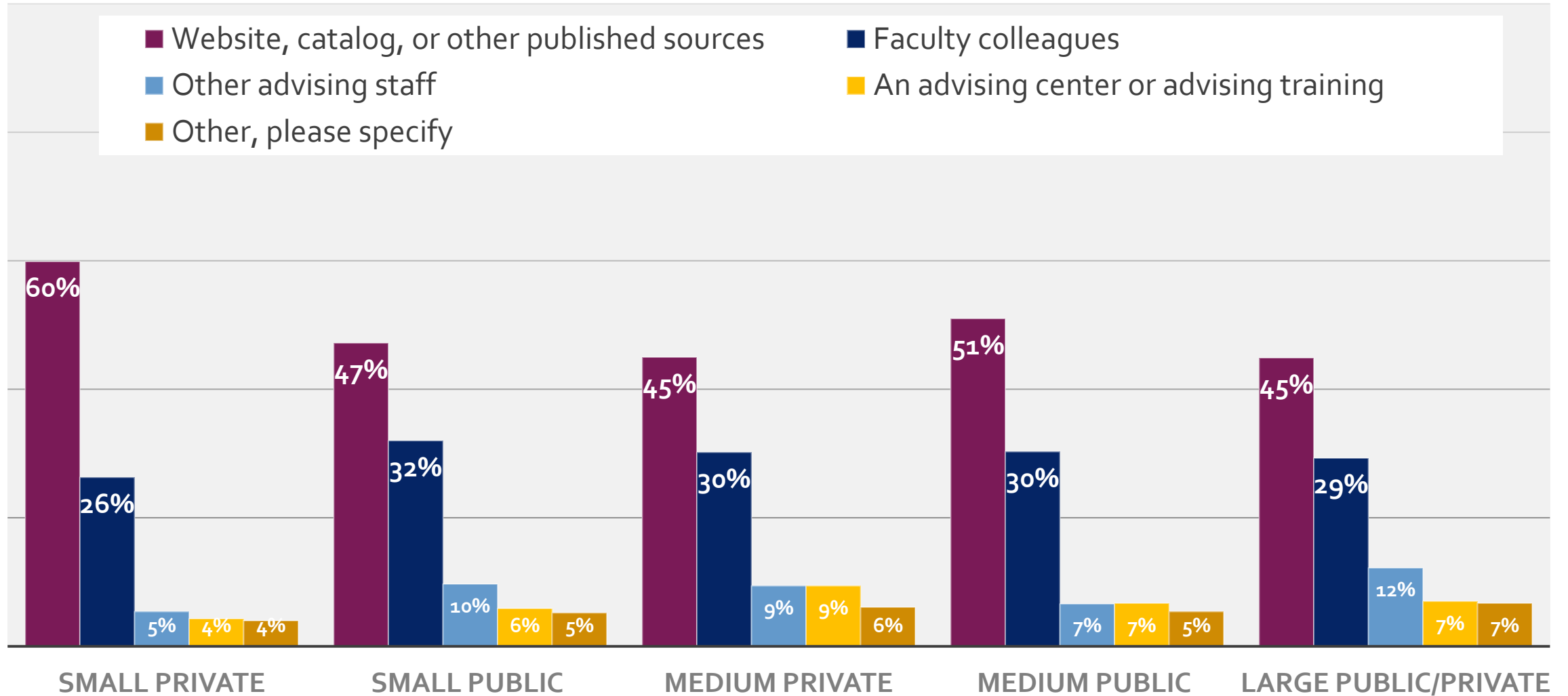
Average Weekly Hours Spent on Teaching, Research, Service, and Advising Activities



During current school year, how often have you reached out to your advisees about their academic progress or performance?



During current school year, which of the following has been your primary source of information regarding students' academic options?



Reflection

How do these results compare to your predictions?

Name one quality that you think being an advisor might contribute to better teaching?

Relationship Between Being a Faculty Advisor and Emphasis on Student Engagement

Engagement with:

Student-faculty interactions

Perceptions of:

Quality of student interactions
with others

Supportive environment

Importance of EI in selected course:

Reflective and integrative learning

Quantitative reasoning

Emphasis on EI in selected course:

Higher-order learning

Learning strategies

Collaborative learning

Discussions with diverse others

Note: full model summary of significant effect size after controlling for student and institution characteristics

Key: + $p < .001$, ++ $p < .001$ and $B > .2$, +++ $p < .001$ and $B > .4$

Relationship Between Being a Faculty Advisor and Emphasis on Student Engagement

Engagement with:

Student-faculty interactions (+++)

Perceptions of:

Quality of student interactions
with others

Supportive environment (+)

Importance of EI in selected course:

Reflective and integrative learning (+)

Quantitative reasoning (+)

Emphasis on EI in selected course:

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Learning strategies (+)

Collaborative learning (+)

Discussions with diverse others (-)

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Reflection

In what other ways might being an advisor contribute to better teaching?

Cultivate Support for Faculty Advising

- **Steadily find small ways to make your advising work count**
- **As much as possible, integrate advising efforts into core trilogy of research, teaching, and service**
- **Align your efforts with like-minded campus partners and professional organizations**
 - Teaching and Learning center
 - POD Network (faculty & organizational development)
 - EDUCAUSE (leaders in emerging HE technologies)



Cultivate Support for Faculty Advising

- **Strive to include “advising practices” to existing teaching enhancement grants**
- **To generate hype for effective advising practices, recognize faculty with small awards**
- **Start with simple but consistent tokens of appreciation – they can make a big impact**

Cultivate Support for Faculty Advising

- University of North Georgia grants small awards (\$250) to support teaching circles
- Augusta University awards prime parking spaces marked with a sign
- Any ideas you would like to share?



My Personal Action Plan

I was surprised that...

I learned that...

I hadn't thought about...

I wonder about...

When I return to my institution, I will...

Complete
each of these
sentences!

**Thank you for
joining us!**

**More information about FSSE,
including this presentation, can be
found at fsse.indiana.edu**

Amy Ribera

akribera@indiana.edu

Allison BrckaLorenz

abrckalo@indiana.edu

References

Gehrke, S., & Kezar, A. (2015). Unbundling the faculty role in higher education: Utilizing historical, theoretical, and empirical frameworks to inform future research. In M. B. Paulsen (Ed.), *Higher education: Handbook of theory and research* (Vol. 30, pp. 93–150). Cham, Switzerland: Springer International Publishing.

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