FSSE 2013 Selected Results: Faculty Advising

Institutions = 47
Faculty = 5,653

Q1. During the current school year, did you serve as an academic advisor for undergraduate students?

![Proportion of Faculty Advising by Carnegie Type](image1)

![Proportion of Faculty Advisors by Academic Rank](image2)

Other notable findings
- Men were more likely to report being a faculty advisor than women
- 70% of engineering faculty said they served as an advisor
- Overall, arts and humanities offered the most faculty advisors
Q2. During the current school year, which of the following has been your primary source of information regarding students’ academic options?

Figure 3. Primary Source of Information Among Faculty Advisors

Popular “other” responses were
- My own knowledge base, personal experience
- Asking around (i.e., department, division, dean, students)
- DAR reports, student transcripts, advising handbook
- Committee work (i.e., curriculum planning, policy)

Q3. During the current school year, about how many times does your typical advisee discuss with you his or her academic interests, course selections, or academic performance?

Table 1. Average Number of Discussions with a Typical Advisee During the School Year
Q4. How important is it to you to do the following in your position as an academic advisor?

Table 2. Percentage of Faculty Advisors Who Thought the Following Issues Were 'Very Important'

<table>
<thead>
<tr>
<th>Item set</th>
<th>Percentage of Faculty Advisors who Responded “Very Important”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helping advisees get information on special opportunities</td>
<td>38%</td>
</tr>
<tr>
<td>Informing advisees of important deadlines</td>
<td>43%</td>
</tr>
<tr>
<td>Informing advisees of academic support options (tutoring, study groups, help with writing, etc.)</td>
<td>43%</td>
</tr>
<tr>
<td>Helping advisees understand academic rules and policies</td>
<td>47%</td>
</tr>
<tr>
<td>Providing useful information about courses</td>
<td>47%</td>
</tr>
<tr>
<td>Helping advisees when they had academic difficulties</td>
<td>53%</td>
</tr>
<tr>
<td>Discussing advisees’ career interests and post-graduation plans</td>
<td>63%</td>
</tr>
<tr>
<td>Making yourself available when needed</td>
<td>70%</td>
</tr>
<tr>
<td>Listening closely to advisees’ concerns and questions</td>
<td>82%</td>
</tr>
</tbody>
</table>
Figure 4. ‘Very Important’ Advising Issues by Average Number of Discussions with a Typical Advisee

- **Helping advisees**
  - get information on special opportunities
  - when they had academic difficulties
  - understand academic rules and policies
  - discussing advisees’ career interests and post-graduation plans

- **Informing advisees**
  - of important deadlines
  - of academic support options (tutoring, study groups, help with writing, etc.)

- **Informing advisees**
  - of academic support options (tutoring, study groups, help with writing, etc.)
  - of academic support options (tutoring, study groups, help with writing, etc.)

- **Providing useful information about courses**
  - discussing advisees’ career interests and post-graduation plans
  - providing useful information about courses

- **Helping advisees**
  - helping advisees when they had academic difficulties
  - making yourself available when needed
  - helping advisees when they had academic difficulties

- **Making yourself available when needed**
  - making yourself available when needed

- **Listening closely to advisees’ concerns and questions**
  - listening closely to advisees’ concerns and questions
  - providing useful information about courses