

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?

Figure 1. Proportion of Faculty Advising by Carnegie Type

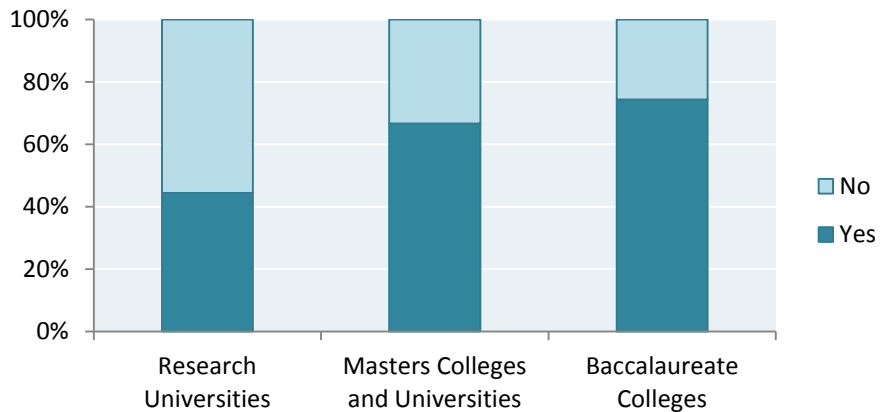
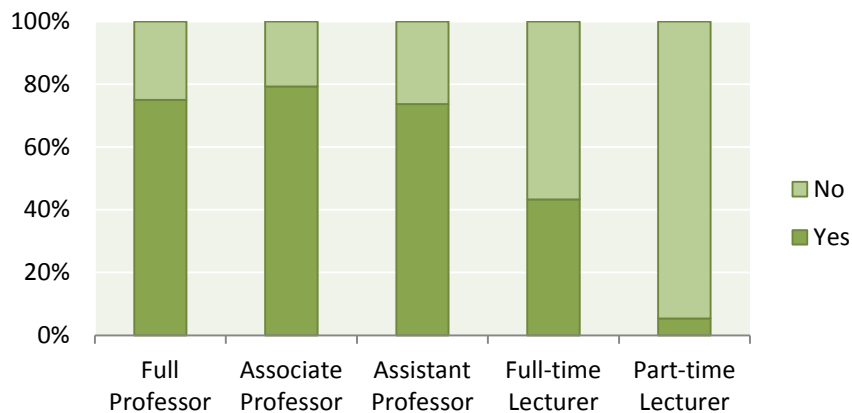


Figure 2. Proportion of Faculty Advisors by Academic Rank

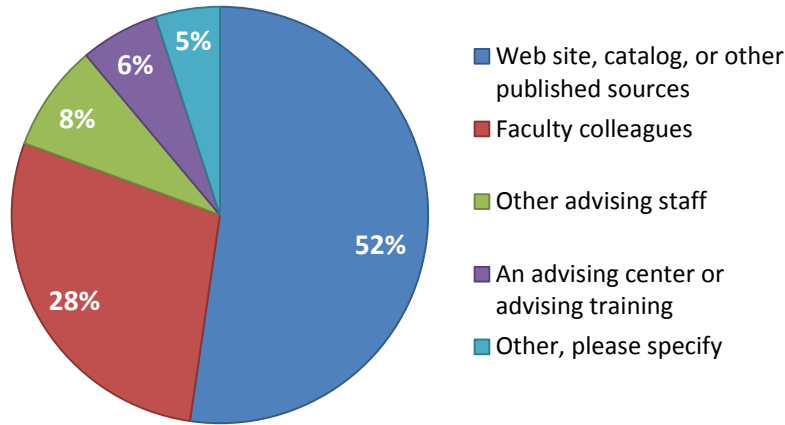


Other notable findings

- 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

Response categories	Percentage of Faculty Advisors
0	1%
1	11%
2	40%
3	24%
4	12%
5	3%
6 or more times	9%

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'

Item set	Percentage of Faculty Advisors who Responded "Very Important"
Helping advisees get information on special opportunities	38%
Informing advisees of important deadlines	43%
Informing advisees of academic support options (tutoring, study groups, help with writing, etc.)	43%
Helping advisees understand academic rules and policies	47%
Providing useful information about courses	47%
Helping advisees when they had academic difficulties	53%
Discussing advisees' career interests and post-graduation plans	63%
Making yourself available when needed	70%
Listening closely to advisees' concerns and questions	82%

Figure 4. 'Very Important' Advising Issues by Average Number of Discussions with a Typical Advisee

