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Rowan University faculty attitudes towards their role as advisors

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ROWAN UNIVERSITY FACULTY ATTITUDES TOWARD THEIR ROLE AS ADVISORS

by

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Dedication

This work is dedicated to the Almighty God who made it possible for me to complete my studies in spite of all odds.

Acknowledgments

Abstract

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ROWAN UNIVERSITY FACULTY ATTITUDES TOWARD THEIR ROLE
AS ADVISORS
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Master of Arts in Higher Education

This purpose of this study was to determine how selected full time tenured and

tenure-track faculty members at Rowan University described their satisfaction with their

faculty advising role. It examined the impressions of students that selected Rowan

University full time tenured and tenure-track faculty reported in the areas of educational

goals, program planning, personal and academic problems. Also, the issues that selected

Rowan University full time tenured and tenure-track faculty face with their role as faculty

advisor was investigated.

The survey on Rowan University faculty attitudes toward their role as advisors

was distributed to 264 Rowan University tenured and tenure-track faculty members. One

hundred and two surveys were returned, yielding a response rate of 38.64%. Descriptive

statistics were used to analyze the survey data. The information was explored using

Statistical Package for the Social Sciences (SPSS).

The study found that Rowan University full time tenured and tenure-track faculty

reported satisfaction with assisting students develop educational plans consistent with

their goals. They also reported favorable impressions about their students. Also, the study

found that Rowan University full time tenured and tenure-track faculty were less satisfied

that the value of faculty advising is poorly recognized at Rowan University and that

faculty advising is not considered in re-contracting and tenure reviews.

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Chapter I

Introduction

Attending a higher institution invokes great enthusiasm for students. Many students look forward to the independence of living in college. A number of students embark on this journey with uncertainties about college. There are many factors that contribute to a student's achievement in college. The personal efforts, learning and study strategies, coupled with a good support system all help contribute to a student's success. A student's support system consists of family, friends, faculty, professional staff, and administrators. Faculty advisors are one of the first resources for students on a college campus. Through an interactive process, faculty advisors help students set and achieve academic goals. They acquire relevant information; make responsible decisions consistent with interests, goals, abilities, and degree requirements. Although there are different models of academic advising, advising is considered one of the major roles of most faculty members accounting for 75% to 90% of the academic advising in American colleges and universities (Allen & Smith, 2008). Faculty advising is vital to students success, therefore higher institutions should ensure faculty have the necessary tools to advise students effectively (Kennemer & Hurt, 2013).

Statement of the Problem

Research has shown that academic advisors play a central role in higher education (Smith, 2004). It is the role of faculty advisors to serve as support systems to students and guide them in their academic path. Students and faculty are central to the academic achievement of students, but faculty directly involved with issues in higher education has not been given enough attention in educational research.

According to a National Academic Advising Association (NACADA) survey, adequate support, resources, and institutional motivation for faculty advising are lacking or inconsistently offered on many campuses (Wallace, 2011).

Faculty advisors find themselves overwhelmed with high student traffic and high student/advisor ratios, most of the times advising remains focused on course schedules rather than taking a developmental and proactive approach on helping students to reach academic and career goals. A large number of institutions rely heavily on faculty advisors but only a few institutions have a system in place for assessing and improving advising (Fusch, 2013).

Purpose of the Study

The purpose of this study was to assess how full time tenured and tenure-track faculty at Rowan University described their satisfaction with the faculty advising role in terms of assisting students with educational plans, and technical advising skills. It examined the impressions of faculty advisors about students in the areas of students' participation in program planning, and qualities with reference to personal and academic problems. The study investigated issues that selected Rowan University full time tenured and tenure-track faculty face with their role as faculty advisor with regards to student attitudes, recognition of their faculty advising role, and personal reactions to advising

Significance of the Study

The NACADA 2011 survey confirms that full time faculty and professional advisors are the most visited advising personnel on the college campus (Self, 2013). Some higher education institutions include academic advising as part of the teaching and learning mission and not simply as a part of course registration. Academic advising is to

assist students develop, and follow a meaningful educational plan that is consistent with their academic and career goals. Proper academic advising can directly enhance student success and boost retention rates (DeBate, 2010).

This study sought to provide a better understanding of faculty advising and, the important role that faculty members fill as advisors. The findings of this study may provide valuable information to higher education administrators on ways to enhance academic advising, which will contribute to students' academic achievement (Wallace, 2011).

Assumptions and Limitations

This study assumed that the full time tenured and tenure-track faculty serve as academic advisors to their students. Only faculty who were willing to take and return the survey participated in the study. It was assumed that all faculty who participated in this study answered the questions honestly. This study surveyed full time tenured and tenure-track faculty at Rowan University during the Spring 2015 semester. Therefore the findings are limited to only full time tenured and tenure-track faculty members at Rowan University and the results cannot be generalized to other universities. Only faculty who were willing to take and return the survey participated in this study. Also, there is the possibility of researcher bias as I am an advocate for faculty advising, and served as an intern in a career management center.

Operational Definitions

1. Academic Advising: The process between students and an advisor, to exchange information designed to help students achieve their academic and career goals.

2. Advising Approaches: These are methods of academic advising that can be used by an advisor.

3. Advising Delivery: Refers to the person conveying information to students

4. Advising Era: Refers to a period in history in which academic advising has been classified.

5. Developmental Advising: Refers to when students and advisors share responsibility for the advising relationship created and the quality of advising received.

6. Faculty Advisor: Refers to full time tenured or tenure-track faculty at Rowan University who served as a mentor and guide students on their academic path during the 2014 – 2015 academic year.

7. Faculty Satisfaction: The extent to which Rowan University full time tenured and tenure-track faculty members expectations are met with regards to their role as faculty advising.

8. Impressions about Students: Faculty members' opinions about students with regards to advising.

9. Issues Faced by Faculty Advisors: The important topics or problems encountered by faculty with regards to their advising role.

10. Prescriptive Advising: Refers to advising that emphasizes the power of the advisor and limitations of the student. These advising interactions often consist of the advisor answering direct questions.

11. Professional Advisor: Refers to individuals employed primarily to focus on academic advising activities and guide students on their academic path.

12. Students: Graduate and undergraduate college students, freshman to senior, at Rowan University who were advised by a course advisor during the 2014 – 2015 academic year.

Research Questions

This study addressed the following research questions:

1. How do selected Rowan University full time tenured and tenure-track faculty, describe their satisfaction with their faculty advising role in terms of assisting students with educational plans, and technical advising skills?

2. What impressions of students' does selected Rowan University full time tenured and tenure-track faculty report in the areas of students' participation in program planning, and qualities with reference to personal and academic issues?

3. What issues do selected Rowan University full time tenured and tenure-track faculty face with their role as faculty advisor with regards to student attitudes, recognition of their faculty advising role, and personal reactions to advising?

Overview of the Study

Chapter II establishes a frame of reference for the research. This section examines the history of academic advising, academic advising approaches, models of academic advising, faculty advising, the roles of faculty advisors, expectations of faculty advisors, perception and satisfaction with faculty advising, discusses a relevant study and summary of literature review.

Chapter III describes the methodology and procedures used in the research study. This section describes the context of this study, the population and sample selection, the instrumentation, data collection process, and how the data were analyzed.

Chapter IV discusses the findings of the study. This chapter addresses the research questions proposed at the start of this study. A profile of the sample is examined, and analysis of the data using narrative and statistical analysis are presented in order to address the research questions posed in Chapter I.

Chapter V summarizes and discusses that major findings of the study along with conclusions and recommendations for practice and further research. It starts with the summary of the study, discussions of the findings, conclusions, recommendations for practice, and recommendations for further research.

Chapter II

Literature Review

History of Academic Advising

Since the early years of colleges and universities, faculty members have served in some advising or mentoring capacity both formally and informally. The role of faculty members serving as mentors changed as universities became larger and more complex. As the roles of faculty members became formally structured so did their relationships with students, and formal faculty advising began to develop (Gordon, Habley, Grites, & Associates, 2008). The increasing focus of colleges on graduation and retention rates because of the poor economy, and the cost of student loans have made more college students wanting to complete their bachelor degree in less than four years. The NACADA 2011 survey confirms that full time faculty and professional advisors are the most visited advising personnel in the college campus (Self, 2013). Some colleges include academic advising as part of the teaching and learning mission and not simply as a part of course registration. Usually, small, private institutions implement a more rigorous mandated advising policy for all students, while large schools may only implement it for specific student groups (Self, 2013).

Eras of Academic Advising

A basic understanding of the history and origin of academic advising is imperative to providing the best practices possible. In the late eighteenth century, many of America's first colleges were established. These institutions were created from English examples of Cambridge and Oxford, which was aimed at educating young men.

At that time the faculty members were clergymen, and they were concerned with the overall development of the student both morally and intellectually. Most students were trained to be clergymen themselves. Instructors had great influence and strict discipline and control of the students (Gordon, Habley, & Wesley, 2000). Frost (2000) classified academic advising into three academic eras (as cited in Gordon et al., 2008).

The First Advising Era. Frost (2000) classified the first academic advising era from 1636 when Harvard was founded to 1870 as "higher education before academic advising was defined" (as cited in Gordon et al., 2008, p. 3).

Higher education before academic advising was defined. Initially, academic advising was not defined as a separate responsibility in higher education. All things were done in common because all students took the same courses as there were no elective courses. By the 1870s, there was a wide gap between students and the faculty because the rigid rules did not give room for any form of interaction between them. The introduction of electives in the 1870s created a need to guide students in the selection of these electives in order to achieve their goals. The increase in the number of students and the broader curriculum brought about the need to get faculty members with specialty in various areas (Gordon et al., 2000). However, most undergraduate students did not want to specialize. Many attended college for general instruction and for other activities like sports. At that time, faculty considered it inappropriate to speak to students on a personal basis, and students considered it inappropriate to approach faculty. Despite the fact that a few faculty reached out to students, most students and faculty still had impersonal relationships (Gordon et al., 2000).

The Second Advising Era. Frost (2000) classified the second academic advising era from the 1870s to 1970 as "a defined and unexamined activity" (as cited in Gordon et al., 2008, p. 5).

Academic advising as a defined and unexamined activity. During the second advising era between 1870 and 1970, academic advising was considered a defined but unexamined activity. Students were allowed to choose electives as a number of practical courses were introduced instead of just the traditional courses and this brought about the fear that the American higher education system would become less focused (Gordon et al., 2000). In 1888, Harvard University initiated a program of faculty advising for freshmen (Kramer, 2003). Institutions like Harvard identified some individuals to guide freshmen in their choices, they were known as advisors but not much attention was given to the success of their advising process (Gordon et al., 2000). An early attempt that took the form of academic advising was introduced by Johns Hopkins in 1889, when he tried to connect students and faculty more closely (Gordon et al., 2000). Johns Hopkins University created the first formal recognized system of faculty advising (Kramer, 2003). From the 1970s to this present dispensation, academic advising was not only defined and restricted to assisting students with course registration; it became an examined activity when the advisors began to compare their activities with that of other institutions (Gordon et al., 2000).

The Third Advising Era. Frost (2000) classified the third academic advising era from the 1970s to the present time as "a defined and examined activity" (as cited in Gordon et al., 2008, p. 7).

Academic advising as a defined and examined activity. As institutions

continued to grow and become more complex, administrations of universities became

more separated from students and academic departments. The proliferation of colleges

during the nineteenth century gave room for academic guidance to secure its place in

education and advising groups began to emerge (Gordon et al., 2000). Faculty members

within the different departments took charge of guiding students in the courses and

classes as needed. There was an increase in academic advising and counseling as a result

of World War I, when recruits were placed into specific occupations in the U.S. Army

based on their skills and intelligence. Similarly, universities adopted the study of

psychometrics in personnel placement and established vocational guidance centers that

utilized occupational aptitude assessments as a tool for advising students in their

academic pursuits (Gillispie, 2003).

In 1909, Lawrence Lowell, President of Harvard took measures to bridge the gap

between faculty and students. He announced returning to the ideals of the collegiate way

of living by restoring personal relations between faculty and students by the means of the

tutorial system. "The Progressive Education Movement of the 1920s focused on the self-

direction of the student, placing emphasis on the role of educators as 'mentors' who were

integral in the development of the student" (Gillispie, 2003. p. 2). "The influx of 'baby

boomers' on college campuses in the 1960s and 1970s brought an increased demand for

student advising and counseling" (Gillispie, 2003, p .2).

Theories that Influence the Practice of Academic Advising

Despite the fact that there are no established theories of academic advising, there

are various theories that provided a foundation for the changes in academic advising

since it became a "defined and examined activity" (Creamer, 2000). It is necessary for advisors to understand some theories that may be useful in advising students as it provides a solid foundation for advisors wishing to develop a personal academic advising philosophy (Creamer, 2000). There are three important theories groups needed for the practice of academic advising; they are psychosocial theories, cognitive development theories, and career development theories (Williams, 2007).

Erikson's Identity Development Theory. One of the psychosocial theories of development which can be applied to the development of identity in students was proposed by Erikson. Erik Erikson was the first clinical psychologist to examine the identity development journey of a person from adolescence through adulthood (Evans, Forney, Guido, Patton, & Renn, 2010). The theory describes a particular number of stages which individuals pass through in the course of their lifetime. It shows how an individual makes systematic progression in a certain order through a series of phases and moves step-by-step closer to some form of adult status (Williams, 2007). Erikson established eight stages of development; each of the stages is characterized by particular issues, or developmental tasks, which must be addressed before moving on to the next stage (Evans, 2003). The stages that are most relevant to traditional students in higher education are those related to identity versus identity confusion and intimacy versus isolation (Creamer, 2000).

Stage one: Basic trust versus mistrust. This stage occurs during the first year of a person's life. An infant needs to develop and maintain trust of others. At this stage, trust is not readily conscious to infants but as they interact with people during feeding, holding, bathing, and play, they develop trust. An inconsistency or carelessness on the

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path of the caregiver may produce feelings of mistrust in the infant (Evans et al., 2010).

Stage two: Autonomy versus shame and doubt. During this stage, children develop a sense of trust as they become conscious of themselves from others and explore their environment. As children begin to walk, talk, and control bodily functions, there is need for encouragement. When students are encouraged, they gain more confidence and develop self-determination (Evans et al., 2010).

Stage three: Initiative versus guilt. This stage includes children that begin preschool through games and activities that promote interactions with others. Children begin to observe and emulate behaviors. They begin to deal with responsibility and consequences of their decisions (Evans et al., 2010).

Stage four: Industry versus inferiority. At this stage, children move beyond the sole influence of their parents. As they interact with adults and other children, they begin to develop a sense of industry and acquire different skills (Erickson, 1980).

Stage five: Identity versus identity diffusion (confusion). Erikson identified that individuals who struggle with developing their core sense of self may experience confusion and insecurities about themselves and their relationship with others (Evans et al., 2010).

Stage six: Intimacy versus isolation. Erikson identified this stage as the first of the three stages that make up adulthood. At this stage a person works towards establishing a relationship with others such as friendships, intimate relationships, and participation a as productive member of a community. A person may have difficulty building relationships if there is a lack of strong sense of identity, which may lead to emotional stress or isolation (Erickson, 1980).

Stage seven: Generativity versus stagnation. During this stage an adult actively engages in giving back to the society and works to leave a legacy behind. Persons at this stage devote personal time to their professional lives and close to their loved ones. Stagnation comes in when they are not able to establish a strong path leading to withdrawal and failure to engage in productive life activities (Evans et al., 2010).

Stage eight: Integrity versus despair. This stage occurs during late adulthood, when a person is getting older with significant changes in body functions and the reality of inevitable death arises. Persons may experience regrets or a desire to start over, if they have failed to take advantage of the opportunities available to them (Erickson, 1980).

Chickering's Theory of Identity Development. Chickering's theory is a widely used as a comprehensive theory for describing the psychosocial development of college students. These vectors are not as sequential as those proposed by Erikson, but the educational environment has a powerful influence that helps students move through the seven vectors of development (Williams, 2007). The seven vectors as revised by Chickering and Reisser (1993) presented a comprehensive picture of psychosocial development during the college years.

Developing competence. The first vector likened competence to a three-tined pitchfork; the tines are represented by intellectual competence, physical and manual skills, and interpersonal competence. Intellectual competence entails acquisition of knowledge and skills related to a particular area. Physical competence comes from athletic and recreational activities, while interpersonal competence includes communication skills, leadership and working effectively with others (Chickering & Reisser, 1993).

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Managing emotions. In this vector, students develop the ability to appropriately recognize, express, control and accept emotions. Students learn to act on feelings and behave in a responsible manner (Evans et al., 2010).

Moving through autonomy towards interdependence. This area of development involves increased emotional independence, development of instrumental independence such as self-direction, problem-solving skills and recognition of interdependence and awareness of connections with others (Chickering & Reisser, 1993).

Developing mature interpersonal relationships. This vector has tasks associated with it which includes the development of intercultural and interpersonal tolerance and appreciation of differences. The tasks involve accepting individuals for who they are, and to respect differences (Chickering & Reisser, 1993).

Establishing identity. This vector builds on the previous vectors. It acknowledges differences in identity development based on gender, ethnic background, and sexual orientation (Evans et al., 2010).

Developing purpose. This vector entails developing clear vocational goals, ensuring that meaningful commitments to specific interests are made, and establishing strong interpersonal commitments (Evans et al., 2010).

Developing integrity. Students move from more rigid thinking to balancing the interest of others with their own interests. A personal value system is established, and a person becomes aware of implications for actions taken (Evans et al., 2010).

Perry's Theory of Intellectual and Ethical Development. Cognitive development theories are also very applicable to academic advising. The theories help to determine how people think, and make meaning out of their experiences. Different people

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may have different opinions about a single event because of varying cognitive structures that differs from one person to another (Creamer & Creamer, 1994). Perry proposed cognitive and ethical development moving through a series of positions, beginning with basic duality and moving through multiplicity, relativism, and commitment (Creamer, 2000).

Dualism. This represents a way of making meaning in which the world is seen in two parts: good or bad, right or wrong. Knowledge is considered as quantitative facts, people and books are seen as possessing the right answer (Perry, 1970). In duality, students believe that there is only one correct answer to all questions, which can only be provided by an authority figure.

Multiplicity. This is characterized as accepting different views when the right answers are not yet known (Perry, 1970). In multiplicity, students believe that there are uncertainties in areas which authorities have yet to find the answers, and students begin to rely less on authorities.

Relativism. This starts with acknowledging the need to support opinions. In Perry's third stage, students began to understand that knowledge is contextual and relative and they can make judgments based on evidence and the merits of an argument (Perry, 1970).

Commitment to relativism. In the final stage, students test and evaluate various commitments leading to the development of a personalized set of values, lifestyle, and identity (Williams, 2007).

Advising Approaches

   There are different methods of advising students but the most important is getting desired outcomes. An advising program should have goals, objectives, student learning outcomes and delivery outcomes. The following methods can be used to accomplish the outcomes; Learning-Centered Advising, Advising as Teaching, Developmental Advising, Proactive Advising (formerly Intrusive Advising), Appreciative Advising/ Strengths-Based Advising, Constructivism and Systems Theory applied to Advising (Drake, Jordan, & Miller, 2013).

   Learning-centered advising. The main principle of the learning centered approach is to promote student learning. First, the focus shifts from advisor to student, from what is the topic of discussion to what the student has learned. Second, this shift requires that the advisor become knowledgeable about how students learn. Finally, academic advisors are expected to design strategies that promote student learning. The essence of these principles is to have clear, reasonable and positive goals that will be significant to the students. Learning requires active involvement and motivated students learn more effectively. Interactions promote learning and setting high expectations according to each student's ability will encourage high achievement. Giving feedback also helps students to reflect on their individual experiences (Drake et al., 2013).

   Advising as teaching. Since the beginning of higher education in America, there has been faculty advising, and the concept of advising as teaching has been an integral component. Burns Crookston in 1972 first described academic advising as a teaching function. He focused on encouraging students towards a positive, shared and active approach to learning (Kramer, 2003). Most courses have objectives, outcomes, teacher,

student responsibilities, learning strategies, methods of assessment, and faculty adopt, or create a teaching style for presenting lessons. Teaching is a fundamental element of advising. In the same vein, an advising syllabus is very important to identify purpose and establish a framework for advising students (Kramer, 2003).

Developmental advising. This is the most comprehensive and fundamental advising approach. It focuses on the teacher-learner environment and provides for a student's educational, vocational, and personal concerns. It emphasizes academic advising as teaching that engages both parties and sees growth as an outcome. Advisors accept students where they are developmentally and facilitate growth both academically and personally, resulting in a rewarding college experience. Advisors help students identify skills, abilities, and expectations. They know the resources and opportunities available to students and use all of the above to support students' maximum growth and development in academic, personal, and career goals (Drake et al., 2013).

Developmental advising is not based on developmental theory, but rather an approach with a conceptual framework. It is holistic as it includes the educational, career, and personal development of the whole student. It is designed to help students grow from the beginning of college to completion and is a shared activity between advisor and student (Drake et al., 2013). In this model, the advisor concentrates on establishing and building a relationship with the student. The advisor is not dominating the session, but rather allows the student to define the role of the advisor (Barbuto, Story, Fritz, & Schinstock, 2011). It means that the advisor and the student both determine who is in charge of the sessions, how knowledge is supplied, and how the knowledge is applied. This type of advising is often associated with faculty advisors. The idea of faculty

members as role models, and mentors, is the main force behind this model (Barbuto et al., 2011).

Prescriptive advising. In prescriptive advising, an advisor would typically answer specific questions posed by a student, but would not address more comprehensive academic concerns (King, 2005). Prescriptive advising is when the advisor tells the student what to do and the student keeps to the advice. It is often described as the traditional advisor-advisee relationship. Prescriptive advising is hierarchical because the advisor is in command of the knowledge and sessions. The section is based on questions and answers that are driven by the advisors interpretation of the student's enquiry. The advising is usually associated with professional academic advisors (Barbuto et al., 2011).

Intrusive advising/proactive advising. Intrusive advising is a timely and intentional institutional contact with students so that students and advisors develop caring relationships that foster increased academic motivation and persistence. Proactive advising is an individual interaction and connections with students. It involves showing interest in the lives of students and encouraging the students to persist in their studies. It also includes helping students to anticipate challenges and empowering students in problem solving (Drake et al., 2013).

Appreciative advising/ strengths-based advising. This is a social constructivist advising approach. Appreciative advising looks for the positive in all students and works to mobilize change. It consists of the following six phases; Disarm, positive first impression and preventing intimidation. Discover strengths, Dream helps to discover students' hopes and dreams. Design a plan to accomplish goals. Deliver, students take responsibility to put plan into action. Don't settle at your present stage. On the other

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hand, the Strengths-Based advising uses a person's greatest talents leading to greatest success. It consists of five steps; Identify students' talents; increase awareness of strengths; envision the future; plan steps; and, apply strengths to challenges (Drake et al., 2013).

Socratic method. In the Socratic Method, advisors teach students to use self-reflection and critical-thinking to make informed decisions. A student provides self-reflection for advisor to review before appointment to complete a rubric. The advisor uses toolbox questions, assigns homework, and completes the rubric. Advisor meets again with student and does the same and can be followed-up by phone or email. This may be helpful for at-risk students and useful when students are facing many challenges. It is also helpful when combined with the learning approach (Drake et al., 2013).

Constructivism applied to advising. The Constructivist view of advising is based on the premise that knowledge is actively constructed by the learner, not passively received from the environment. The students create knowledge for themselves by taking a new idea and linking it to constructs they already know, understand, or believe. Constructivism serves as the foundation for nearly all advising approaches (Drake et al., 2013).

Organizational Structures for Advising

The organizational structure for academic advising provides a framework for delivering advising services to students. Organizational structure is indispensable for building an effective advising program, as an inappropriate fit for the institution, students and faculty could limit the effectiveness of the advising program and adversely affect students' satisfaction. An academic advising program should examine the organizational

structure that is appropriate for the institution type, and determine the effectiveness of the structure (Pardee, 2004). Organizational structures for academic advising can be categorized into three areas:

Centralized structure. This is a situation where professional and faculty advisors are advising in one academic or administrative unit.

Decentralized structure. This is a situation where professional and faculty advisors are located in different academic departments and offices.

Shared structure. This is where some advisors meet with students in a central administrative unit such an advising center, while others advise students in their academic department (Pardee, 2004).

Models of Academic Advising

The following models of advising fit into the organizational structures of academic advising listed above. First, is the faculty only model, supplementary model, split model, dual model, total intake model, satellite model, and the self-contained model (Gordon et al., 2008).

Faculty-only model. In this model, each student is assigned to a faculty member for all academic advising (Gordon et al., 2008).

Supplementary model. The supplementary model is a situation in which the faculty member provides academic advising but is assisted by professionals in a supplementary office (Gordon et al., 2008).

Split model. Closely related to the supplementary model is the split model in which students are grouped for advising based on their academic progress (Swanson, 2006). This is a group of students like the undecided, underprepared students advised in

an advising office. All other students are assigned to academic units or faculty advisors (Gordon et al., 2008).

Dual model. In this case, a student is assigned two advisors, one faculty member and a professional advisor. The faculty member can guide students on issues dealing with curriculum and majors. The professional advisor assists the student with registration and general progress issues (Gordon et al., 2008).

Total intake model. In this model, academic advising takes place initially at a central location. Students are passed to faculty advisors once they have met a certain criteria set by the school (Swanson, 2006).

Satellite model. Some colleges have the satellite model of academic advising. It is when academic advising is maintained and controlled within various academic subjects (Swanson, 2006). Academic advising that is divided between each school, or college within the institution that has established its own approach to advising (Gordon et al., 2008).

Self-contained model. This is academic advising for all students from the point of enrollment to the point of departure at a college. Academic advising is done by full time professional staff at a centralized academic advising office. The office is supervised by an administrator and is staffed by professional advisors. In this model there is little-to-no direct faculty interaction (Swanson, 2006).

Roles of an Academic Advisor

Identify students' academic goals and values. It is the duty of the academic advisor to help students to identify their academic goals and objectives which should be consistent with their abilities, interests and educational backgrounds. The advisor should

ensure that the student's intentions are well represented by working with his/her best motives and taking due diligence to ensure that the student's goals match their abilities and interests (Gordon et al., 2000).

Maintain professional integrity, confidentiality and respect. It is important that academic advisors keep to ethical standards by maintaining privacy. Ethical issues are at the very core of the work of student affairs professionals. Moral character is the sum total of all the characteristics that make a person truly unique. It is important that an advisor upholds the dignity of the office and strive to make a positive impact on all students especially at the college (Gordon et al., 2000).

Assisting students define and develop educational plans. The advisor helps students develop educational plans by assisting in the selection of appropriate course work and identifying opportunities to achieve set goals. The advisor should respond to students' questions and discuss the implications on academic success and explain the policies, regulations, program requirements, procedures and other vital information. It is the role of the advisor to also refer students to appropriate campus and community resources and services (Gordon et al., 2000).

Identify students' individual needs and diversity. The changing demographics of today's students show a huge diversity in race, ethnicity, gender, enrollment, age, residence, disability, sexual orientation, and nationality. The number of racial and ethnic groups in higher education has increased dramatically with American Indians, Asian Americans, African Americans, Hispanics and international students accounting for a significant percentage in higher education enrollment. Today more students enroll in college part time compared to the last two decades. A result of the part time enrollment is

that fewer students complete their bachelor's degree in four years. There has been steady

increase of adults in higher education; many are women over 25 years of age with most

students commuting and living off-campus (Gordon et al., 2000). Students in recent times

are becoming more open about their sexual orientation that most campuses today even

have the LGBT centers and some campuses have gender neutral dormitories. The

percentage of international students in United States higher education has accounted for a

significant number in college enrollment. According to a recent report in the *Chronicle of

Higher Education*, the influx of foreign students in American Universities and colleges

has led to an increase in college and graduate school enrollment (Gordon et al., 2000).

**Monitoring students' progress towards achieving their education and career

goals**. The changing characteristics of today's students show significant changes in

student's attitudes and values which may distract the student from achieving educational

goals. There have been changing family dynamics, for example the rate of divorce in

American families have increased rapidly from the 1980s to the present. There have been

changes in students' mental reactions, relating to the college experience. More students

suffer from serious emotional distress including self-destructive behavior, violence,

depression, eating disorders, rape, abuse, drug, and alcohol (Gordon et al., 2000).

**Maintain academic advising trends and techniques through professional

development.** College students today have changed significantly when compared with

those of 20 years ago. The implications of the above changes have led to an increase in

the role of an academic advisor from just helping students schedule classes, plan their

courses, and choose a major or referring them to appropriate services on campus.

Academic advisors now have to multitask depending on the students' needs; they serve as

remedial expert, personal counselor, career counselor, part of financial aid resource and part of everything a student needs (Gordon et al., 2000).

Advising Delivery

      Professional advisors. A professional advisor is an individual that is employed primarily to focus on providing academic advising services to students. In advising services, professional advising has continued to gain credibility over the years. The commitments of professional academic advisors have contributed to retention, timely degree progress, and success of students (Taylor, 2011).

      Professional counselors. Advising roles are carried out by professional counselors in all institutional types but it is commonly used in community college settings. In addition to the typical professional counselor's duties, they perform academic advising roles, career counseling, address student crisis issues, and personal mental issues (Gordon et al., 2008).

      Group strategies. Despite the fact that the traditional individual advising is preferred, group advising is being considered a practicable option. Group advising should not replace individual advising sessions but it is necessary to recognize that there are situations where group advising may be effective in delivering advising services like first-year seminars, and learning communities. Group advising is likened to classroom teaching, unlike counseling that is closely related to one-on-one advising. In the same vein, faculty advisors may feel more at home with group counseling because it is similar to the classroom setting that they are used to (Gordon et al., 2008).

      Using technology. Technology has changed rapidly in the past decade, and has had profound effect on academic advising. There are some uses of academic advising that

support the academic advising system such as student's information system, and degree audit program. There are advising websites, instant messaging, emails, social networking sites, podcasts, course management system, cell phones, online orientation, blogs, and RSS feeds for providing up to the minute updates on changes in university policies, procedures and other academic issues (Gordon et al., 2008).

Faculty advising. Faculty advising plays a central role in most institutions and faculty members are expected to advise as part of their faculty role. Due to the importance of faculty to student learning and the importance of advising to student learning, it is vital that an institution provide adequate support and guidance to faculty members as they advise students. Faculty advising took on additional responsibilities over the years to accommodate the growing number of students as the sizes of institutions increased with the growing number of courses that had become more complex (Gordon et al., 2008).

Expectations of Faculty Advisors

There are various expectations about advising but this varies from institution to institution. Expectations from the institutions include expectation about support, staffing, budget, and facilities. Support can be shown by the institution's acceptance of the importance of advising by incorporating advising in the mission statement and strategic plan of the institution. An institution that supports academic advising invests time and energy in the selection of an appropriate advising model, makes provision for funds, technology, personnel and all necessary facilities in order to achieve the institutional mission (Kramer, 2003). Another expectation is the establishment of a system for evaluating and recognizing significant contribution to advising. Faculty expect sufficient

budget to adequately accomplish goals as faculty members in academic departments often compete for scarce resources (Kramer, 2003). There is the expectation about technology to support advising and access student records. Faculty expect to get the necessary technology, training, adequate technical support, and timely repairs as needed (Kramer, 2003).

Faculty advisors also have expectations from students. Students should actively participate in the advising process. They should respect advisors and take responsibilities for their actions. Students should always be on time. They should always be prepared and willing to discuss problems and challenges (Kramer, 2003). Specifically, students are expected to; schedule regular appointments or make regular contacts with advisor during each semester. Come prepared to each appointment with questions or materials for discussion. Take advising portfolio to advising sessions where progress will be assessed and a course of study for the following semester will be planned. Be an active learner by participating fully in the advising experience. Ask questions if they do not understand an issue or have a specific concern. Keep a personal record of progress towards meeting goals. Organize official documents in an advising portfolio that enables student to access them when needed. Clarify their values and goals and provide advisor with accurate information regarding personal interests and abilities. Become knowledgeable about college programs, policies, and procedures (Gordon et al., 2008).

Perception and Satisfaction of Faculty Advisors

According to Schlossberg, Waters, Goodman, (1995), students need support to get more integrated to the university. Faculty members play a significant role in the achievement of students. Most times the one-to one relationship between the student and

the faculty advisor is the only opportunity a student has to build a personal link with the institution and this may have great effect on the student's success and satisfaction at the institution (Gordon et al., 2000). It is important that all involved with student advising receive continuous support in the form of training and development. An academic advisor must have knowledge of the curriculum, and be informed about college policies, and procedures. There should be a good knowledge of available resources and general understanding of the advising process. A good advisor should demonstrate good listening skills, and communication competencies (Self, 2013).

The perception of the faculty about their advising roles varies as some consider advising as an important part of their lives as educators, but others see academic advising as an additional burden on their already heavy workload (Wallace, 2011). Some advisors regard advising as a low status activity, since their primary responsibilities are teaching and research. Some faculty believe that advising is not valued by upper administration, and does not carry much weight in tenure decisions (Allen & Smith, 2008). Successful faculty advising program are achieved within institutional cultures where leadership and staff take advising as priority while supporting and providing resources for advisor development. Recognition and reward systems for faculty advising motivate faculty members to strive for excellence as advisors (Gordon et al., 2008).

Challenges of Faculty Advising

Some faculty members face significant challenges in developing their advising skill set. Broadly speaking, faculty members experience at least three major challenges in advising:

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The weight given to faculty advising in reappointment, promotion, and tenure decisions. Faculty advisors have significant responsibilities to teach, which is considered in reappointment and promotion decisions. They are expected to be student centered but their attitudes towards advising, and the quality of faculty advising can be impacted by the lack of reward for advising (Kennemer & Hurt, 2013). "The institution's mission and administrative priorities for faculty determine the amount of emphasis placed on advising' (Kennemer & Hurt, 2013, p. 1).

The solitary nature of faculty advising. It is important to consistently give performance feedback. "Only rarely do faculty members receive clear, direct feedback on their performance as an advisor" (Kennemer & Hurt, 2013, p. 1). Advisors performance should be measured against a standard or in comparison to their earlier skills. Without feedback, faculty advisors are unlikely to improve their skills (Kennemer & Hurt, 2013).

The availability of training and development activities related to academic advising. Faculty advisors are often challenged to take advantage of professional development resources, but often most faculty only take advantage of such opportunities in their disciplines (Kennemer & Hurt, 2013).

Relevant Study

Karl A. DeBate from University of South Florida conducted his thesis on "Community college faculty perceptions and behaviors related to academic advising." The primary propose of this study was to identify community college faculty's perceptions regarding the effectiveness of the self-contained campus academic advising center, the importance of the eight established NACADA advising goals, and the role of faculty in the advising process.

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A total of 73% of the faculty participants at the community college indicated that the roles of academic advisors identified by NACADA should be "a usually role" for faculty advisors. Ninety-six percent of faculty participants indicated that they had personally advised one or more students with regard to assisting students in considering life goals by relating interests, skills, abilities and values to careers (DeBate, 2010). The study was at a self-contained academic advising model at a centralized location, and advisors are assigned to advice students at the center on a part-time basis. The result indicated an extremely high number of advisor load.

The findings in this study reported faculty satisfaction with assisting students in developing educational plans consistent with their goals, and helping students understand and comply with graduation requirements. The results showed several significant differences in perception of full time and part time faculty members. Results indicated that a higher percentage of part-time faculty reported that the advising center was performing to expectation on each of the eight advising goals. However, full-time faculty spent more time on campus, interacting with more students, and were more connected to the college than part-time faculty.

Summary of the Literature Review

Faculty advising that grew out of the mentor – student relationship is a central part of most institutions. It varies widely and can include both formal and informal contact with students at all stages of their education. Faculty advising is vital because it provides a supportive and interactive relationship between students and faculty members (Gordon et al., 2008). It is important for colleges and universities to pay attention to the needs of the students, as well as the faculty advisors. This research examines how

selected Rowan University full time tenured and tenure-track faculty members described their role as faculty advisors. This study considers the perspective of faculty advisors with regards to their role as advisors. It examines how selected Rowan University full time tenured and tenure-track faculty members describe their satisfaction with advising role, impressions about students, and issues faced by faculty advisors.

Research shows that satisfied faculty members are likely to be more productive (Kennemer & Hurt, 2013). One way to satisfy faculty members is to motivate them, as they have much to do in addition to their already full course loads. Academic advising helps to foster integration and cooperation between the faculty and students. There is still a need to know more about the faculty responsibility and satisfaction with academic advising at Rowan University (Kennemer & Hurt, 2013).

Chapter III

Methodology

Context of the Study

This study was conducted at Rowan University, Glassboro, New Jersey. Rowan University is a state designated public research institution with campuses in Glassboro, Camden, and Stratford, New Jersey. Rowan University consists of about 14,000 students that can select from 63 Bachelor's program, 44 Master's program, 27 post-baccalaureate, three post-master's, three professional post-master's, two doctoral, and two professional degree programs in colleges and schools across four campuses. The university is one of only 56 institutions in the country with accredited programs in business, education, engineering, and medicine. The university comprises of undergraduate students, which make up 88% of the student population (Rowan University, 2012). The University consists of 11 academic colleges: Business, School of Biomedical Science and Health Professions, Graduate School of Biomedical Sciences, Communication and Creative Arts, Cooper Medical School of Rowan University, Education, Engineering, Humanities and Social Sciences, Performing Arts, Rowan University School of Osteopathic Medicine, Science and Mathematics (Rowan University, 2012).

Established in 1923, Rowan University has become an extraordinary comprehensive institution that has improved the quality of life for the citizens of New Jersey and the surrounding states (Rowan University, 2012). Rowan University utilizes both professional academic advisors and faculty academic advisors. There is a central university advising center and some colleges have decentralized advising centers, like that of the College of Education (Rowan University, 2012).

Population and Sample Selection

The target population for this study was all full time tenured and tenure-track faculty members, at institutions of higher education in the United States. The available population was full time tenured and tenure-track faculty members, at Rowan University, in Glassboro, New Jersey, during the 2014 - 2015 academic year. The sample selected at random consisted of full time tenured and tenure-track faculty members, at Rowan University, in Glassboro, New Jersey, during the 2014 - 2015 academic year. The available population of 351 full time faculty was based on figures from the Office of Institutional Effectiveness, Research & Planning (Rowan University, 2012). Based on the population, 95% confidence level, 3 confidence interval, the sample size was set at 264 faculty.

Instrumentation

The instrument used to assess Rowan University faculty attitudes toward their role as advisors was created after reading relevant literature on the role of faculty advisors and common issues in academic advising (Appendix B). The instrument evaluates responses based on a Likert scale to determine faculty satisfaction with advising role, impressions about students, and issues faced by faculty advisors. The survey consists of five sections, each having multiple choice items (Appendix B). The first section consists of background information which was used to collect demographic statistics on each faculty surveyed. Section II consists of general advising information. Section III consists of satisfaction with faculty advising role in terms of assisting students with educational plans, and technical advising skills. The responses were organized using a Likert scale that ranged from very satisfied, satisfied, neutral, dissatisfied, and very

dissatisfied. Value labels for scale items are as follows: Very Satisfied=5, Satisfied=4, Neutral=3, Dissatisfied=2, Very Dissatisfied=1.

Section IV consists of statements regarding faculty impressions of students in the areas of students' participation in program planning, and qualities with reference to personal and academic issues. Sections V consists of statements about issues faced by faculty advisors with regards to their role as faculty advisor, student attitudes, recognition of their advising role, and personal reactions to advising. The responses were arranged on a Likert scale with responses ranging from strongly agree to strongly disagree.

The survey instrument was reviewed by Dr. Burton Sisco, my thesis advisor, Dr. Joanne Damminger, the immediate past president of NACADA (National Academic Advising Association), and Mr. Ruben Britt the Assistant Director, Career Management Center Rowan University. Changes were made to some items in Sections IV and V based on suggestions received.

Additionally, the Cronbach Alpha was calculated using SPSS computer software. These calculations resulted in a .886 regarding topics on satisfaction with faculty advising role, a .891 regarding impressions about students, and a .468 regarding issues faced by faculty advisors. Scores greater than .70 is an indication of a stable consistent instrument, a .886 on satisfaction with faculty advising role, and .891 on impressions about students points to two of three indicators as being consistent and reliable.

Data Collection

After the IRB Application (Appendix A) from the Institutional Review Board was approved, paper surveys were distributed to full time tenured and tenure-track faculty members but there was a very low response rate. In addition to the paper surveys, online

surveys were sent to all full time tenured and tenure-track faculty members at the Glassboro campus using Qualtrics between March 30, 2014 and April 10, 2015. Data were entered exactly as they appeared on the surveys in SPSS. All information was kept anonymous throughout the study. No faculty member was identified in connection to their responses. There was no form of identification on the surveys. All electronic responses were secured with a password, and hard copies were stored away in a secured place. Paper responses will be shredded at the end of the six year completion for record keeping, and all computer files will also be deleted electronically at the same time. All responses received will be kept anonymous throughout this period.

Data Analysis

The data collected during this study were analyzed using the Statistical Package for the Social Sciences (SPSS). The independent variable in this study was academic advising services provided by full time tenured or tenure-track faculty members. The information for these variables was collated from the survey of by the faculty advisors. The dependent variables were faculty interactions, satisfaction, and impressions about their role as faculty advisors. Variations in faculty satisfaction based on academic advising services were explored using Statistical Package for the Social Sciences (SPSS) computer software. Data were analyzed using frequency tables. Descriptive statistics (frequency distribution, percentages, and measures of central tendency and dispersion) were used to examine the data to answer the research questions posed in Chapter I of this study.

Chapter IV

Findings

Profile of the Sample

The subjects of this study were full time tenured and tenure-track faculty at Rowan University, Glassboro, New Jersey. The faculty members were all teaching at Rowan University for the 2014/2015 academic year. The faculty emails were collected through the Office of Institutional Effectiveness, Research and Planning. A survey was electronically distributed to the students allowing them to voluntary submit responses. Of the 264 faculty who received the survey, 102 faculty members responded yielding a 38.64% response rate.

Table 4.1 displays the demographic information that the full time tenured and tenure-track faculty at Rowan University, Glassboro, New Jersey respondents reported. In terms of tenure status, faculty rank, racial ethnic group, sex, marital status, and college. Eighty three percent of the faculty reported being tenured and 16.7% on the tenure-track. There were 36.3% Professors, 43.1% Associate Professors, and 19.6% were Assistant Professors. Seventy six and half percent of faculty members that responded to the survey were Caucasian or White. More than half of them were males, and 67.6% were married. Twenty four and half percent were from the College of Science and Mathematics, 19.6% from College of Humanities and Social Sciences. A total of 8.8% from the College of Communication and Creative Arts, 5.9% from the College of Performing Arts, 3.9% from the School of Biomedical Science and Health Professions.

Table 4.1

Demographics of Sample (N=102)

Variable	*f*	%
Tenure Status		
Tenured	85	83.3
Tenure – track	17	16.7
Total	102	100.0
Indicate your faculty rank		
Professor	37	36.3
Associate Professor	44	43.1
Assistant Professor	20	19.6
Missing	1	1.0
Total	102	100.0
Racial ethnic group		
African American or Black	5	4.9
Native American (Indian, Alaskan, Hawaiian)	0	0.0
Caucasian or White	78	76.5
Asian American, Oriental, Pacific Islander	11	10.8
Puerto Rican, Cuban, Other Latino or Hispanic	4	3.9
Other	1	1.0
Missing	3	2.9
Total	102	100.0
Sex		
Male	53	52.0
Female	46	45.1
Missing	3	2.9
Total	102	100.0
Marital status		
Single	18	17.6
Married	69	67.6
Separated	2	2.0
Prefer not to respond	11	10.8
Missing	2	2.0

Table 4.1 (continued)

Demographics of Sample (N=102)

Variable	*f*	%
College or school indicated by faculty		
Rohrer College of Business	15	14.7
School of Biomedical Science and Health Professions	4	3.9
College of Communication and Creative Arts	9	8.8
Cooper Medical School of Rowan University	0	0.0
College of Education	11	10.8
Henry M. Rowan College of Engineering	10	9.8
College of Humanities and Social Sciences	20	19.6
College of Performing Arts	6	5.9
Rowan University School of Osteopathic Medicine	0	0.0
College of Science and Mathematics	25	24.5
Cooper Medical School of Rowan University	0	0.0
Missing	2	2.0
Total	102	100.0

Table 4.2 reviews information on advising reported by the full time tenured and tenure-track faculty members at Rowan University. In terms of the number of students they advise, if they have advised students in the past year, the length of time they have been an advisor, and how well the faculty advising system at Rowan University has met students' needs. A total of 75.5% of the faculty members that responded to the survey reported that they have advised students in the past year. Most of the faculty members that took the survey reported that they have been an advisor for more than five years. A total of 31.4% are of the opinion that the academic advising system at Rowan University is less than adequate to meet student needs.

Table 4.2

Information on Advising

Variable	f	%
Have you advised undergraduate students in the past year?		
Yes	77	75.5
No	25	24.5
Total	102	100.0
How long have you been an advisor?		
Less than a year	6	5.9
2 – 3 Years	4	3.9
4-5 years	12	11.8
More than 5 years	69	67.6
Missing	11	10.8

Table 4.2 (continued)

Information on Advising

Variable	*f*	%
Approximately how many students are assigned to you as an advisor?		
0	3	2.9
15	1	1.0
20	1	1.0
25	1	1.0
40	1	1.0
45	1	1.0
100	1	1.0
Missing	93	91.2
Total	102	100.0
How well does the academic advising system at Rowan University meet student needs?		
Exceptionally well	3	2.9
More than adequately	11	10.8
Adequately	48	47.1
Less than Adequate	28	27.5
Very Poorly	4	3.9
Missing	8	7.8
Total	102	100.0

Analysis of the Data

Research Question 1: How do selected Rowan University full time tenured and tenure-track faculty, describe their satisfaction with their faculty advising role in terms of assisting students with educational plans, and technical advising skills?

Table 4.3 contains information describing the satisfaction of Rowan University faculty members with their faculty advising role in terms of assisting students with educational plans. Faculty members chose between the responses of "Very Satisfied," "Satisfied," "Neutral," "Dissatisfied," or "Very Dissatisfied." A total of 32.4% full time

tenured and tenure-track faculty reported being very satisfied with assisting students

develop an educational plan consistent with their goals. A total of 69.7% reported being

satisfied, and very satisfied helping students understand and comply with graduation

requirements. Only 7.8% reported being very satisfied with obtaining remedial or tutorial

assistance for students.

Table 4.3

Satisfaction with Faculty Advising Role: Assisting with Educational Plans

(Very Satisfied=5, Satisfied=4, Neutral=3, Dissatisfied=2, Very Dissatisfied=1)

Variable	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied	
(N=102).	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%
Assisting students to develop an educational plan consistent with their goals. *n=96, M=4.04, SD=.870* Missing = 6	33	32.4	39	38.2	19	18.6	5	4.9	0	0.0
Helping students understand and comply with graduation requirements. *n=95, M=4.02, SD=.934* Missing = 7	33	32.4	38	37.3	19	18.6	3	2.9	2	2.0
Helping students relate interests, skills, ability and values to career path. *n=97, M=4.01, SD=.848* Missing = 5	30	29.4	43	42.2	19	18.6	5	4.9	0	0.0
Assisting students with registration and course selection. *n=95, M=3.83, SD=1.136* Missing = 7	33	32.4	30	29.4	19	18.6	9	8.8	4	3.9

Table 4.3 (continued)

Satisfaction with Faculty Advising Role: Assisting with Educational Plans

(Very Satisfied=5, Satisfied=4, Neutral=3, Dissatisfied=2, Very Dissatisfied=1)

Variable	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied	
(N=102).	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%
Obtaining remedial or tutorial assistance. *n*=96, *M*=3.25, *SD*=.973 Missing = 6	8	7.8	31	30.4	39	38.2	13	12.7	5	4.9

Table 4.4 contains information describing the satisfaction of Rowan University faculty members with their faculty advising role in terms of assisting students with technical advising skills. Faculty members could choose between the responses of "Very Satisfied," "Satisfied," "Neutral," "Dissatisfied," or "Very Dissatisfied." A total of 27.5% full time tenured and tenure-track faculty reported being very satisfied with evaluating student progress towards established goals and educational plans. A total of 61.7% reported being satisfied, and very satisfied helping students cope with academic difficulties. Only 13.7% reported being very satisfied with helping students with personal problems.

Table 4.4

Satisfaction with Faculty Advising Role: Technical Advising Skills

(Very Satisfied=5, Satisfied=4, Neutral=3, Dissatisfied=2, Very Dissatisfied=1)

Variable	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied	
(N=102)	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%
Evaluating student progress towards established goals and educational plans. *n=95, M=3.94, SD=.885* Missing = 7	28	27.5	38	27.3	25	24.5	3	2.9	1	1.0
Helping students cope with academic difficulties. *n=96, M=3.76, SD=.891* Missing = 6	19	18.6	44	43.1	25	24.5	7	6.9	1	1.0
Providing information about the college programs policies and procedures. *n=96, M=3.64, SD=.896* Missing = 6	14	13.7	45	44.1	26	25.5	10	9.8	1	1.0
Assisting with selection and change of major. *n=95, M=3.64, SD=.956* Missing = 7	21	20.6	27	26.5	42	41.2	2	2.0	3	2.9
Helping with student's personal problems. *n=96, M=3.41, SD=1.042* Missing = 6	14	13.7	32	31.4	34	33.3	11	10.8	5	4.9

Research Question 2: What impressions of students' does selected Rowan University full time tenured and tenure-track faculty report in the areas of students' participation in program planning, and qualities with reference to personal and academic problems?

Table 4.5 contains information describing the impressions of Rowan University full time tenured and tenure-track faculty with regards to students' participation in program planning. Faculty members chose between the responses of "Strongly Agree," "Agree," "Neutral," "Disagree," or "Strongly Disagree." Most of the faculty members reported that students work to achieve education goals, only 2% strongly disagreed that students work to achieve their education goals. A total of 58.8% agreed or strongly agreed that students play an active role in planning academic program.

Table 4.5

Impressions about Students: Student Participation in Program Planning

(Strongly Agree=5, Agree=4, Neutral=3, Disagree=2, Strongly Disagree=1)

Variable	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
(N=102)	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%
Works to achieve educational goals. *n=97, M=3.94, SD=.761* Missing = 5	17	16.7	63	61.8	13	12.7	2	2.0	2	2.0
Accepts constructive feedback. *n=98, M=3.82, SD=.889* Missing = 4	20	19.6	48	47.1	25	24.5	2	2.0	3	2.9

Table 4.5 (continued)

Impressions about Students: Student Participation in Program Planning

(Strongly Agree=5, Agree=4, Neutral=3, Disagree=2, Strongly Disagree=1)

Variable	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
(N=102)	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
Takes courses that match interests and abilities. *n=96, M=3.65, SD=.846* Missing = 6	11	10.8	50	49.0	27	26.5	6	5.9	2	2.20
Is on time for appointments. *n=96, M=3.61, SD=.977* Missing = 6	15	14.7	45	44.1	23	22.5	10	9.8	3	2.9
Students play active role in planning program. *n=97, M=3.59, SD=1.068* Missing = 5	18	17.6	42	41.2	20	19.6	13	12.7	4	3.9

Table 4.6 contains information describing the impressions of Rowan University full time tenured and tenure-track faculty with regards to students' qualities with reference to personal and academic issues. Faculty members chose between the responses of "Strongly Agree," "Agree," "Neutral," "Disagree," and "Strongly Disagree." A total of 65.2% agreed and strongly agreed that students are willing to explore careers in field of interest. On the other hand, only 8.8% strongly agreed that students are willing to discuss personal problems.

Table 4.6

Impressions about Students: Student Qualities with Reference to Personal and Academic Issues

(Strongly Agree=5, Agree=4, Neutral=3, Disagree=2, Strongly Disagree=1)

Variable	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
(N=102)	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%
Willing to explore careers in field of interest. *n=97, M=3.91, SD=.867* Missing = 5	26	25.5	41	40.2	26	25.5	3	2.9	1	1.0
Is truthful about academic background. *n=96, M=3.75, SD=.821* Missing = 6	16	15.7	46	45.1	29	28.4	4	3.9	1	1.0
Is open about needs, interests and values. *n=95, M=3.74, SD=.841* Missing = 7	16	15.7	45	44.1	28	27.5	5	4.9	1	1.0
Gives update on changes in studies. *n=95, M=3.41, SD=.962* Missing = 7	12	11.8	33	32.4	34	33.3	14	13.7	2	2.0
Is willing to discuss personal problems. *n=97, M=3.35, SD=.890* Missing = 5	9	8.8	30	29.4	48	47.1	6	5.9	4	3.9

Research Question 3: What issues do selected Rowan University full time tenured and tenure-track faculty face with their role as faculty advisor with regards to student attitudes, recognition of their faculty advising role, and personal reactions to advising?

Table 4.7 shows the responses of Rowan University faculty members on issues faced by faculty advisors. The section consists of statements about common experiences of faculty advisors in regards to student attitudes. Faculty members chose between the responses of "Strongly Agree," "Agree," "Neutral," "Disagree," or "Strongly Disagree." A total of 64.7% faculty members agreed or strongly agreed that students participate actively in advising session. A total of 43.1% reported strongly agree or agree that students do not come for advising. Only 27.6% agreed or strongly agreed that students want them as advisors to do everything for them.

Table 4.7

Issues Faced by Faculty Advisors: Students' Attitudes

(Strongly Agree=5, Agree=4, Neutral=3, Disagree=2, Strongly Disagree=1)

Variable	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
(N=102)	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%
Students participate actively in advising session. *n=92, M=3.79, SD=.792* Missing = 10	14	13.7	52	51.0	19	18.6	7	6.9	0	0.0
Students only want to take selected courses. *n=92, M=3.23, SD=.962* Missing = 10	8	7.8	30	29.4	30	29.4	23	22.5	1	1.0
Students do not come to my office for advising. *n=93, M=3.17, SD=1.248* Missing = 9	13	12.7	31	30.4	19	18.6	19	18.6	11	10.8
Students want me as their advisor to do everything for them. *n=91, M=3.02, SD=1.095* Missing = 11	11	10.8	18	17.6	28	27.5	30	29.4	4	3.9

Table 4.8 shows the responses of Rowan University faculty members on issues faced by faculty advisors. The section consists of statements about common experiences of faculty advisors with regards to recognition of faculty advising. Faculty members chose between the responses of "Strongly Agree," "Agree," "Neutral," "Disagree," or "Strongly Disagree." A total of 71.8% faculty members strongly disagreed, disagreed, or neutral that faculty advising is considered in re-contracting and tenure reviews. Less than 5% strongly agreed that faculty advising was considered in re-contracting and tenure reviews. Only 22.5% of the full time tenured and tenure-track faculty members agreed or strongly agree that the value of faculty advising is recognized at Rowan University.

Table 4.8

Issues Faced by Faculty Advisors: Recognition of Faculty Advising

(Strongly Agree=5, Agree=4, Neutral=3, Disagree=2, Strongly Disagree=1)

Variable	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
(N=102)	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
Faculty advising is considered in re-contracting and tenure reviews (n=92, M=2.68, SD=1.240) Missing = 10	5	4.9	24	23.5	21	20.6	21	20.6	21	20.6
The value of faculty advising is recognized at Rowan University. (n=92, M=2.63, SD=1.174) Missing = 10	5	4.9	18	17.6	26	25.5	24	23.5	19	18.6

Table 4.9 shows the responses of Rowan University faculty members on issues faced by faculty advisors. The section consists of statements about common experiences of faculty advisors in regards to personal reactions to faculty advising. Faculty members chose between the responses of "Strongly Agree," "Agree," "Neutral," "Disagree," or "Strongly Disagree." A total of 75.5% strongly agreed or agreed that students take recommendations provided to them. Forty percent reported having too little time for advising, while 25.5% reported being neutral. Just 23.5 disagreed or strongly disagreed that too many students are assigned to them for advising, while 15.7% agreed or strongly agreed that they felt less prepared to advise students.

Table 4.9

Issues Faced by Faculty Advisors: Personal Reactions to Advising

(Strongly Agree=5, Agree=4, Neutral=3, Disagree=2, Strongly Disagree=1)

Variable	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
(N=102)	f	%	f	%	f	%	f	%	f	%
Students take recommendations that I provide to them. (n=93, M=3.98, SD=.675) Missing = 9	17	16.7	60	58.8	13	12.7	3	2.9	0	0.0
I have too little time for advising (n=93, M=3.30, SD=1.205) Missing = 9	19	18.6	22	21.6	26	25.5	20	19.6	6	5.9
Too many students are assigned to me for advising (n=92, M=3.21, SD=1.075) Missing = 10	13	12.7	21	20.6	34	33.3	20	19.6	4	3.9

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Table 4.9 (continued)

Issues Faced by Faculty Advisors: Personal Reactions to Advising

(Strongly Agree=5, Agree=4, Neutral=3, Disagree=2, Strongly Disagree=1)

I feel less prepared to advise students. (n=91, M=2.30, SD=1.1178) Missing = 11	4	3.9	12	11.8	20	19.6	26	25.5	29	28.4

Chapter V

Summary, Discussion, Conclusions, and Recommendations

Summary of the Study

This study explored how selected full time tenured and tenure-track faculty members at Rowan University, describe their satisfaction with their faculty advising role. It examined the impressions of students that selected Rowan University full time tenured and tenured-track faculty reported in the areas of educational goals, program planning, personal and academic problems. Also, the issues that selected Rowan University full time tenured and tenure-track faculty faced with their role as faculty advisor was investigated.

The Survey on Rowan University faculty attitudes toward their role as advisors was distributed to 264 Rowan University tenured and tenure-track faculty members for the 2014/2015 academic year. One hundred and two surveys were returned, yielding a response rate of 38.64%. Descriptive statistics were used to analyze the survey data. The information was explored using Statistical Package for the Social Sciences (SPSS) computer software.

Discussion of the Findings

Generally, faculty advisors play a vital role within the higher education system. The satisfaction of faculty members with regards to their faculty advising role is more likely to make them more productive which contributes to students' academic success. One of the ways to satisfy faculty members is to recognize the value of faculty

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advising at Rowan University and consider it in re-contracting and tenure reviews. Faculty advising is one area in which institutions can foster integration because the faculty and student relationship offers repeated and consistent contact with specific groups of students. This makes it possible for students to form significant bonds with their advisors, which begins the integration process.

Research Question 1: How do selected Rowan University full time tenured and tenure-track faculty, describe their satisfaction with their faculty advising role in terms of assisting students with educational plans, and technical advising skills?

The findings show that the selected Rowan University full time tenured and tenure-track faculty members reported satisfaction with assisting students develop educational plans consistent with their goals, helping students understand and comply with graduation requirements, and helping students relate interests, skills, ability and values to career path. This compares to the findings of the study by Debate (2010) where community college faculty reported satisfaction with assisting students in self - understanding and self-acceptance, assisting students in considering life goals and in developing an educational plan. On the other hand, faculty members reported less satisfaction with helping students with personal problems and obtaining remedial or tutorial assistance. On the average, faculty members reported satisfaction with assisting students with registration and course selection.

According to Schlossberg et al. (1995), students need support to get more integrated to the university. Most of the faculty members reported satisfaction with assisting students to develop an educational plan consistent with their goals. As faculty members guide students in their educational plans, they are providing support for the

students. The connection between faculty members and students during advising sessions helps the students to be better integrated to the university. The lowest percentage of faculty reported less satisfaction with obtaining remedial or tutorial assistance for students. In spite of the fact that it was not specifically mentioned, referring students to other resources is expected from all faculty members with regards to students' issues.

Research Question 2: What impressions of students' does selected Rowan University full time tenured and tenure-track faculty report in the areas of students' participation in program planning, and qualities with reference to personal and academic issues?

Faculty advisors have expectations that students should actively participate in the advising process. They should respect advisors and take responsibility for their actions. Students should always be on time, prepared and willing to discuss problems and challenges (Kramer, 2003). The findings show that generally, the selected Rowan University full time tenured and tenure-track faculty members reported the highest percentage about impressions that students work to achieve educational goals. They also confirm their notion that most students are willing to explore careers in fields of interest. On the other hand, faculty members rated least the willingness of students to discuss personal problems and student's giving updates on changes in studies. A total of 38.2% agreed that students opened up about personal issues, but 47.1% did not express their opinion about the subject. Very few faculty members disagreed that students are willing to discuss personal problems.

Research Question 3: What issues do selected Rowan University full time tenured and tenure-track faculty face with their role as faculty advisor with regards to

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student attitudes, recognition of their faculty advising role, and personal reactions to advising?

Overall the findings show that the selected Rowan University full time tenured and tenure-track faculty members reported that they strongly agreed, agreed, or were neutral when asked about the issues they face with their faculty advising role. In terms of students' roles, the highest percentage of faculty agreed that students take recommendations they provide to them. Over 60% of the faculty members agreed that students participate actively in advising sessions.

With regards to faculty advising role, a very low percentage of faculty members disagreed that they have too little time for advising. Forty two percent agreed that they have too little time for advising. On the other hand, just 20% of faculty members agreed that faculty advising is considered in re-contracting, and tenure reviews. A very low percentage also agreed that the value of faculty advising is recognized at Rowan University. The institution's policies for faculty members may determine their attitudes towards advising, and emphasis placed on advising (Kennemer & Hurt, 2013). The lowest percentage of faculty members agreed that they felt less prepared to advise students, while over 50% disagreed that they felt less prepared to advise students. Faculty advisors are often challenged to take advantage of professional development resources, but often most faculty members only take advantage of such opportunities in their disciplines (Kennemer & Hurt, 2013).

Conclusions

From the results of this study, it can be concluded that majority of Rowan University tenured and tenure-track faculty members are satisfied with their faculty advising role. This is especially true with regards to assisting students with education plans, graduation requirements, relating interests to career path, registration and course selection. Twenty five percent reported being neutral to evaluating student progress towards established goals and educational plans. A total 25% reported being neutral about helping students cope with academic difficulties and providing information about the college program policies and procedures. Over 40% of the faculty did not express an opinion about assisting students with selection and change of major.

Rowan University full time tenured and tenure-track faculty members, in general, reported favorable impressions about students with regards to advising. The majority of the responses ranged from strongly agree to neutral. From these responses, it can be concluded that most Rowan University full time tenured and tenure-track faculty members are pleased with their faculty – student advising relationships.

Additionally, Rowan University full time tenured and tenure-track faculty members generally reported common issues faced by faculty advisors. Over forty percent agreed that they have too little time for advising, and that students do not come to their office for advising. But over 30% did not express any opinion that too many students are assigned to them for advising, and if they have too little time for advising. Another issue that stood out is the very low percentage reported by full time tenured and tenure-track faculty members that the value of faculty advising is recognized at Rowan University,

and the low approval that faculty advising is considered in re-contracting and tenure reviews.

Recommendations for Practice

The results of this research study are informative and provide a deeper understanding of faculty views regarding their faculty advising role. The descriptive statistics of items comprising the faculty advising interactions, satisfaction, impressions and advising role indicate areas requiring attention. These areas include recognizing the value of faculty advising, and considering it in re-contracting and tenure reviews. The following recommendations are valuable information suggested for academic administrators and other individuals on ways to make advisors more productive.

1. A close collaboration between the professional academic advisors at the university advising center, various department advisors, and faculty advisors is recommended. Generally, faculty members reported low levels of satisfaction with helping students with personal problems. However, professional academic advisors are especially trained in identifying and assisting students with personal issues that may affect their academic performance. It is therefore important for faculty members to promote the services of the professional advisors in order to ensure that students are speaking with someone about issues that may affect their studies.

2. Periodic training and professional development programs should be given to faculty members with regards to academic advising. Although most of the faculty members reported positive impressions about students, however faculty advising should make it easier to foster meaningful relationships. The aim is to examine

how to build more meaningful relationships with each student, by offering a developmental appropriate advising approach.

3. The final recommendation involves reviewing the value of faculty advising at Rowan University by considering it in re-contracting and tenure reviews. A high percentage of tenured and tenure-track faculty that responded to the survey reported that faculty advising is recognized at Rowan University, while 25% did not express their opinion. A proper appreciation of faculty advising by administrators in terms of a stipend, recognition programs, and awards, will motivate faculty members and make them more productive, thus contributing to students' academic success.

Recommendation for Further Research

Based upon the findings and conclusions of the study, the following suggestions are presented:

1. Further studies should be conducted with larger populations of full time tenured and tenure-track faculty members at a similar university to confirm the findings of this study.

2. A longitudinal study could be conducted in order to follow selected full time tenured and tenure-track faculty members over a period of time to expand on the findings in this study.

3. The survey instrument may be reconstructed to be more comprehensive and detailed.

4. It may be useful to incorporate qualitative data because of the low response rate in order to get more in-depth responses.

5. Additional study that focuses on student satisfaction and impressions of faculty advising should be conducted. This would make it possible for researchers and institutions to compare student and faculty perspectives in order to develop a profitable advising system.

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Appendix A

Institutional Review Board Approval Letter

Rowan University

DHHS Federal Wide Assurance Identifier: FWA00007111
IRB Chair Person: Harriet Hartman
IRB Director: Sreekant Murthy

eIRB Determination Notice

STUDY PROFILE

Study ID:	Pro2015000346		
Title:	Rowan University Faculty Attitudes Towards Their Role As Advisors		
Principal Investigator:	Burton Sisco	**Study Coordinator:**	None
Co-Investigator(s):	Eunice Adigun	**Other Study Staff:**	None
Review type:	Expedited	**Risk Level:**	Minimal Risk
Initial Approval Date:	3/23/2015	**Expiration Date:**	3/22/2016
		Subjects: 222	

CURRENT SUBMISSION STATUS

Submission Type:	Modification (Mod201500000037)	**Submission Status:**	Request Changes
Review Type:	Expedited	**Revisions to be reviewed by:**	Chair/Designee
Committee:	Glassboro/CMSRU Board 1	**Meeting/Determination Date:**	

Modification Requests: eIRB Conversion of Paper Study

The IRB considered your modification request and moved to issue an Approval with Conditions, pending re-review by the IRB and satisfactory resolution of the action item(s) below.

Note: Once all revisions/changes/clarifications are complete, please click on the **"Submit Changes"** activity in order to send it back to your assigned IRB administrator.

ACTION ITEMS SUMMARY

General Consideration/Requested Changes: (Please click on question links to access the application)

0 Reviewer Notes
1 Reviewer notes have been logged on Study:

Page	Notes
7.0 Study Summary / Protocol Section 1	Need to update protocol section 3 to replace paper survey with online survey.
	Please consider adding a brief statement in the protocol section 1.2 Hypothesis and removing the directions under sections of the protocol.

Appendix B

Instrumentation: Survey of Faculty Advising
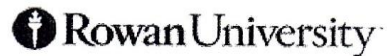
◉ Rowan University

I am inviting you to participate in a research survey titled "**Rowan University Faculty Attitudes Toward Their Role As Advisors**" I am inviting you because you are a faculty at Rowan University. The survey may take approximately 10 minutes to complete. Your participation is voluntary. If you do not wish to participate in this survey, do not respond to this paper survey.

The purpose of this research study is to assess how full time tenured and tenure-track faculty at Rowan University describe their role as faculty advisors, and their perception of their interactions with students in terms of scheduling and registration, personal and academic problems, career planning, and program and course changes. Completing this survey indicates that you are voluntarily giving consent to participate in the survey.

There are no risks or discomforts associated with this survey. There may be no direct benefit to you, however, by participating in this study, the findings of this study may provide valuable information to higher education administrators on ways to make advisors more productive, which will contribute to students' academic success.

Your response will be kept anonymous. We will store the data in a secure computer file and the file will destroyed once the data has been published. Any part of the research that is published as part of this study will not include your individual information. If you have any questions about the survey, you can contact me Eunice Adigun at adigun15@students.rowan.edu or Dr. Burton Sisco at sisco@rowan.edu

Section I: Background Information

1. Tenure Status
   - o Tenured
   - o Tenure – track

2. Indicate your faculty rank
   - o Professor
   - o Associate Professor
   - o Assistant Professor

3. Racial ethnic group
   - o African American or Black
   - o Native American (Indian, Alaskan, Hawaiian)
   - o Caucasian or White
   - o Asian American, Oriental, Pacific Islander
   - o Puerto Rican, Cuban, Other Latino or Hispanic
   - o Other

4. Sex
   - o Male
   - o Female

5. Marital status
   - o Single
   - o Married
   - o Separated
   - o Prefer not to respond

6. Indicate your college or school
   - o Rohrer College of Business
   - o School of Biomedical Science and Health Professions
   - o College of Communication and Creative Arts
   - o Cooper Medical School of Rowan University
   - o College of Education
   - o Henry M. Rowan College of Engineering
   - o College of Humanities and Social Sciences
   - o College of Performing Arts
   - o Rowan University School of Osteopathic Medicine
   - o College of Science and Mathematics
   - o Cooper Medical School of Rowan University

Section II: Information on Advising

7. Have your advised undergraduate students in the past year?
- o Yes
- o No

8. How long have you been an advisor?
- o Less than a year
- o 2-3 years
- o 4-5 years
- o More than 5 years

9. Approximately how many students are assigned to you as an advisor?
Give actual number …………..

10. How well does the academic advising system at Rowan University meet student needs?
- o Exceptionally well
- o More than adequately
- o Adequately
- o Less than Adequate
- o Very Poorly

Section III: Satisfaction with Faculty Advising Role

Please answer the questions below by selecting the appropriate response and placing an "X" in the blank spaces	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Assisting students to develop an educational plan consistent with their goals.					
Helping students relate interests, skills, ability and values to career path.					
Assisting students with registration and course selection.					
Helping students understand and comply with graduation requirements.					
Obtaining remedial or tutorial assistance.					
Providing information about the college programs policies and procedures.					
Assisting with selection and change of major.					
Helping students cope with academic difficulties.					
Helping with student's personal problems.					
Evaluating student progress towards established goals and educational plans.					

Section III: Impressions about Students

Please answer the questions below by selecting the appropriate response and placing an "X" in the blank spaces	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Students play active role in planning program.					
Accepts constructive feedback.					
Works to achieve educational goals.					
Is on time for appointments.					
Is willing to discuss personal problems.					
Takes courses that match interests and abilities.					
Is open about needs, interests and values.					
Is truthful about academic background.					
Willing to explore careers in field of interest.					
Gives update on changes in studies.					

Section IV: Issues Faced by Faculty Advisors

Please answer the questions below by selecting the appropriate response and placing an "X" in the blank spaces	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Students do not come to my office for advising.					
Students only want to take selected courses.					
Students participate actively in advising session.					
The value of faculty advising is recognized at Rowan University					
Faculty advising is considered in recontracting and tenure reviews					
Too many students are assigned to me for advising					
I have too little time for advising					
Students want me as their advisor to do everything for them.					
Students take recommendations that I provide to them.					
I feel less prepared to advise students.					

Thank you for participating in my study