Annotated Bibliography

Creeden, J.E. (1990). Components of Good Advising: Differences in Faculty and Student
        Perceptions. *NACADA Journal*, Vol. 10 (2), 30-36.

This study indicated differences in student and faculty perceptions of "good" advising. Students
reported using the catalog and friends as their main source in obtaining college
and major requirements information, followed by faculty advisors. Faculty felt satisfied
with assisting students with academic planning and progress evaluation, but did not feel
responsible for assisting students with personal adjustment issues, life goals and decision-
making skills.

Dillon, R. K., & Fisher, B.J. (2000). Faculty as Part of the Advising Equation: An Inquiry into
        Faculty Viewpoints on Advising. *NACADA Journal*, Vol. 20 (1), 16-21.

The authors surveyed faculty members about their perceptions regarding factors that may
contribute to or hinder the success of an advisor-student relationship. Faculty reported
that knowledge of advisement, preparation of the advisor (and student) and interpersonal
skills play an essential role during an advisement interaction with a student.

Myers, B.E. and Dyer, J.E. (2005). A Comparison of the Attitudes and Perceptions of University
        Faculty and Administrators toward Advising Undergraduate and Graduate Students and
        Student Organizations. *NACTA Journal*, Dec. 2005, 34-40.

The study compared faculty and administrators perceptions toward advising using
four objectives: advising in promotion and tenure decisions, attitudes of faculty and
administrators toward advising, faculty advisement preparation and the importance of
advisors' roles. The findings indicate both feel advising be considered in promotion and
tenure, both have similar attitudes towards advising issues; agree faculty are adequately
prepared to advise; and well-versed with degree/program requirements was most
important advising role.

Kramer, H.C. (1982). Evaluation Academic Advisors: Administrator and Faculty Perspectives.
        *NACADA Journal*, March 1982, 30-36.

Based on previous national surveys conducted with faculty and administrators, the
author discusses various evaluation programs which would enhance individual faculty
performance and motivation as well as serve as a basis to reward. The author further
suggests a comprehensive advisor evaluation program should provide advisors with the
resources necessary to improve their skills and competencies.

McGillin, V., Ortgies-Young, S., and Kem, L. (2010). Faculty Advisor Assessment and Reward:
        A Hot Topic for Our Institutions. *Academic Advising Today*, 33 (2), 5-9.

The authors present and address how faculty advising is not fully integrated and recognized in advising evaluations and reward systems at many institutions. To highlight why assessment and recognition is essential, the authors provide the following
framework for faculty professional development: the need for more workshops and trainings, consistent performance feedback, and recognition for work well done. These major components are necessary in order to increase faculty preparation, personal
satisfaction and value which leads to successful advising programs for students.

Recognition of Author Arline Leon-Guerrero, *University of Guam*

Annotated Bibliography

McArthur, R.C. (2005). Faculty-based advising: An important factor in community college retention. *Community College Review, 32*(4), 1-19.

This article provides correlational evidence for the argument that faculty advising has a positive effect on student success.  While this study cannot draw a direct connection between the increased faculty interaction with students and higher retention rates, the survey data does suggest that the students were more connected to faculty, which is a known contributor to increased retention.  This study provides a real contribution to the literature in support of faculty-advisors and demonstrates a successful outreach effort with seemingly limited time and resource expenditure.

Lamport, M.A. (1993). Student-faculty informal interaction and the effect on college student outcomes: A Review of the Literature. *Adolescence; 28*(112). 971-990.

While this piece focuses on the value of faculty-student interaction in general it does point out that faculty-advising relationships can have a great impact on vocational decisions and can lead to important and impactful mentoring relationships.  The review identifies several areas in which faculty-student interactions have been reported to be impactful including social and academic integration, college satisfaction, intellectual and personal development, persistence, and career and educational aspirations.

Despite correlational data, the review does a good job in summarizing faculty contributions to student success and provides good reason for faculty-advising models to continue in some form.

Kuh, G.D. & Hu, Shouping. (2001).  The effects of student-faculty interaction in the 1990s. T*he Review of Higher Education. 24*(3), 309-332.

A review of information gathered on the College Student Experiences Questionnaire from students attending college between 1990 and 1997, this piece summarizes the experience of students interacting with faculty.  The study analyzes the types of interactions students have with faculty, the frequency of interactions and student demographic data and if student-faculty interaction increases student satisfaction.  The researchers found that indeed, student-faculty interaction correlates positively with desired student outcomes.

The primary author is a well-known figure in the higher education community directing the National Survey of Student Engagement and the College Student Experiences Questionnaire research program and is considered an expert in the field.  The research presented here emphasizes the large impact that faculty can have when interacting with students and especially emphasizes the importance and effectiveness that substantive academic conversations can have on students' lives outside the classroom and college-life.

Recognition of Author Liz Kalinowski, *George Mason University*