

Faculty academic advising and the tenure and promotion process: A qualitative study

by

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B.A., Luther College, 2003
M.S., University of Wisconsin-Oshkosh, 2009

AN ABSTRACT OF A DISSERTATION

submitted in partial fulfillment of the requirements for the degree

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Department of Special Education, Counseling, and Student Affairs
College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

2026

Abstract

The purpose of this study was to explore if and how academic advising is integrated into the tenure and promotion process for faculty members in higher education in the United States. Academic advising is crucial for helping students reach their academic goals (Feygin et al., 2022; Hart-Baldrige, 2020; Young-Jones et al., 2013). The tenure and promotion process typically includes evidence of successful teaching, research, and service over time (AAUP, n.d.; Green, 2008; Prottas et al., 2017), but integrating academic advising into the process in a meaningful way is also critical for those assigned to the role (Palmer, 2022). This study used qualitative interviews, a survey, and document review to understand where academic advising was situated within the tenure and promotion process; what weight, if any, it carried within the process; what materials faculty submitted regarding academic advising for the process; and if the institutional guidelines regarding academic advising within tenure and promotion were clear.

This study found that when academic advising was considered within tenure and promotion, it was most often integrated into the teaching or service category but was occasionally found to be a stand-alone category. Most participants disclosed that academic advising was minimally considered in the promotion and tenure process, not necessarily as a meaningful element. Some respondents expressed a lack of understanding of how to articulate evidence of effective academic advising in their portfolios, and some were not required to submit any evidence at all. There was also concern about the extent to which colleagues without advising responsibilities understand the complexities of the role. Respondents acknowledged that it was critical to articulate appropriate and relevant evidence of the work, even if not directed to do so. Ensuring faculty are given clear guidelines for integrating academic advising into their tenure and promotion materials is essential.

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Approved by:

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Chapter 1 - Introduction to the Study

Academic advising plays a critical role in higher education, as students seek trusted faculty and staff to guide them on their academic journey (Feygin et al., 2022). Faculty members can play a pivotal role in shaping a college student's experience, both in and out of the classroom (Hopkins et al., 2021; Smith & Allen, 2014). The impact faculty can have on students is profound, and connecting students and faculty is an important aspect of higher education in the United States (Hempel et. al., 2020).

The term "faculty" refers to individuals who hold academic rank and are contracted to serve in instructional roles in higher education settings in the United States (Merriam-Webster, 2025). The responsibilities faculty hold include teaching but also extend to research and service to an institution (He & Huston, 2017). As part of a faculty member's professional and career development, they complete rigorous educational training, develop a professional research agenda, and engage in service appropriate to their disciplinary contexts and within their community (Boyce & Aguilera, 2021; Love et al., 2022). Depending on their specific faculty assignment, they become instructors in their field of study, provide service to their institutions, and strive to advance through faculty ranks, including earning tenure. Faculty members are traditionally expected to build relationships with their students through classroom instruction and formal and informal academic advising and mentoring (Guzzardo et al., 2021; Rusticus et al., 2023). To advance through the levels of educational rank, faculty members must demonstrate competency, if not excellence, in all aspects of their contracted responsibilities (Boyce & Aguilera, 2021). For some faculty members, this may also include academic advising, but less is understood regarding this role (Troxel, 2018).

There are many roles that faculty members fulfill at an institution, especially those on contracts that may lead to promotion and tenure. Some of those roles are formally rewarded through the tenure and promotion process, while others may not be or are not weighted as heavily (Boyce & Aguilera, 2021). For most faculty, the rewards built into the tenure and promotion process motivate them to be successful (Armani et al., 2021). When work is rewarded, one is more likely to continue to do excellent work (Fishbach & Woolley, 2022).

Considering whether and how academic advising fits into the tenure and promotion process, by what evidence faculty are expected to show that they are effective academic advisors, and how they are rewarded for it will contribute to the body of knowledge regarding this relationship and allow for continued research in the area. Articulating how academic advising fits into the tenure and promotion process will help institutions better integrate faculty academic advising into these processes.

Overview of the Study

The student-faculty relationship is an essential element of a student's educational journey. When students and faculty connect positively, this can encourage students to continue pursuing their educational and career goals and complete their academic journey in a timely manner (Dillon & Fisher, 2000; Hawthorne et al., 2022; Kuh & Hu, 2001; Smith & Allen, 2014). Academic advising is one way in which students and faculty connect outside of the classroom (Astin, 1999; Hempel et al., 202; He & Huston, 2017). When faculty advise well, they not only help students move through their program of study but also facilitate both their developmental and cognitive growth (Troxel, 2018). These academic relationships can benefit both the student and the faculty member. The benefit to faculty can be both intrinsic and extrinsic. Faculty can

document relevant activities and effectiveness with students in the annual evaluation process, as well as during critical professional milestones like tenure and promotion.

The materials faculty provide for the tenure and promotion process often include information on teaching, research, and service, including narratives and supporting materials (Armani et al., 2021; Vega & Hengartner, 2021). Some faculty may use student-faculty interactions, including academic advising, to support their case for tenure and promotion (Palmer, 2022). Exploring whether and how academic advising is integrated into the tenure and promotion process will lay the foundation for further research into faculty motivations related to their academic advising role.

Statement of the Problem

The relationship between the tenure and promotion process and faculty academic advising responsibilities warrants systematic investigation. Examining how faculty academic advising fits into the tenure and promotion process may illuminate the extent to which faculty are formally rewarded for their academic advising activities (Pamler, 2022; Prottas et al., 2017). Understanding how academic advising is situated within the tenure and promotion process will help others in higher education better understand the role academic advising does or does not play in tenure and promotion, as well as how faculty see academic advising as part of their role as professors (Troxel, 2018).

Conversely, if academic advising is not integrated into the tenure and promotion process, do faculty feel the same commitment to academic advising as they do to other, formalized aspects of the tenure and promotion process? Understanding this intersection may allow leaders at higher education institutions to better understand what may motivate faculty to be strong academic advisors. While primary-role (professional) academic advising appears to be growing,

faculty members still provide academic advising services to students at many institutions. When faculty have multiple commitments both on and off campus, and academic advising can take a significant time commitment to complete (Baird, 2020), are faculty motivated to advise well, if not rewarded?

Purpose of the Study

The purpose of this study was to explore the role of academic advising within the faculty tenure and promotion processes. This study used qualitative methodology to explore this intersection. Document review, qualitative surveys, and interviews were used to examine whether and how faculty academic advising is integrated into tenure and promotion processes in higher education in the United States. The research methods used in this study allowed consideration of both the data in the documents and the lived experiences of faculty academic advisors. An analysis of multiple data sources was used to describe if and how academic advising is situated within the tenure and promotion process (Creswell, 2016).

Research Questions

To guide this study, three research questions were developed. The purpose of research questions is to help frame the study (Creswell, 2016). With the goal of better understanding if and how academic advising is situated within the tenure and promotion process, the following research questions were considered:

1. In what ways is academic advising considered part of the tenure and promotion process for faculty members? Specifically, where does academic advising “live” within the tenure and promotion process: teaching, research, service, or another category?

2. How do faculty members document academic advising within their tenure and promotion process? How is academic advising evaluated as part of the tenure and promotion materials that faculty members are expected to submit for tenure and promotion?
3. What do the documents regarding tenure and promotion for faculty reveal about academic advising within this process?

Conceptual Framework

A conceptual framework provides direction and focus to a study, establishes the “why,” and serves as the basis for it (Rossman & Rallis, 2017). This study was guided by the desire to learn more about faculty academic advising and the tenure and promotion process. The tenure and promotion process is a reward system in higher education that recognizes faculty for meeting the requirements of their assigned roles (Prottas et al., 2017).

Rewards systems can help motivate people professionally and personally and can guide professionals in their work (Balamurugan & Princia, 2019). O’Meara (2010) discusses how rewards can shape faculty’s understanding of their work. Balamurugan & Princia (2019) discuss the importance of developing reward systems that support the organization and the needs and desires of those who are being rewarded.

Troxel (2018) takes the discussion on reward systems further and reminds those in higher education that not only should the good work of faculty be rewarded but also acknowledged and more deeply understood. Hart-Baldrige (2020) argues that to help faculty become better academic advisors, they should support faculty in academic advising through training and professional development, and ensure that faculty understand how academic advising fits into the tenure and promotion process.

Rewards systems can provide the motivation people need to reach their goals. Fishbach and Woolley (2022) discuss the impact of intrinsic and extrinsic motivation on goal achievement and found that those whose goals were more intrinsically motivated were more likely to achieve the identified goal. When people enjoy the work they do, they are more likely to continue doing it, as the reward is the work itself (Fishbach & Woolley, 2022). Daumiller et al. (2020) define faculty motivation as “the overall processes that give rise to faculty members initiating, sustaining, and regulating goal-directed behavior” (p. 4). Faculty who are motivated to achieve tenure and promotion are particularly focused on the criteria for which they are held accountable. This connects back to Hart-Baldrige’s (2020) discussion of including academic advising within the tenure and promotion process and the need for intentionality in collective goal-setting and related documentation for accountability.

Significance of the Study

While there is literature that describes the faculty tenure and promotion process (Boyce & Aguilera, 2021; Kulp et al., 2019; Love et al., 2022; Schimanski & Alperin, 2018), student success (Feygin, et al., 2022, Guzzardo, et al., 2022; Swecker et al., 2013), academic advising (Vianden, 2016; Young-Jones et al., 2013), and the role of faculty in student success (Feygin, et al., 2022, Guzzardo, et al., 2022; Huh & Hu, 2001), there is less literature about how academic advising fits into the tenure and promotion process. The goal of this study was to specifically explore whether and how the tenure and promotion process intersects academic advising, and thereby to gain additional insight into faculty experiences and perceptions of academic advising. Understanding if and how academic advising is reviewed and rewarded within the tenure and promotion process will illuminate the rewards faculty may gain by being strong academic advisors.

Definitions

To help readers understand the terminology used in this study and ensure clarity, the following section will review and outline common words and phrases in higher education and how they were applied in this study.

- Academic Advising: the collaborative relationship between a student and their academic advisor (Crockett, 1987) in which the student and advisor develop a plan to help the student reach their long-term educational and career goals (NACADA, 2006).
- Academic Rank:
 - Assistant Professor: Tenure-track faculty member; member of the faculty who has not yet earned academic tenure (AAUP, n.d.; Johnson Bowles, 2022).
 - Associate Professor: When a faculty member earns tenure, they are often also promoted from assistant to associate professor, though a faculty member may be hired at a new institution at the associate professor level without tenure (AAUP, n.d.; Johnson Bowles, 2022).
 - Full Professor: Faculty member who has earned tenure and been promoted from associate to full professor (AAUP, n.d.; Johnson Bowles, 2022).
 - Adjunct or Visiting Professor: Faculty member who is not on the tenure track (AAUP, n.d.; Johnson Bowles, 2022; Haviland et al., 2017).
- Faculty Member: teaching staff having academic rank at an educational institution in the United States (Merriam-Webster, 2025)
- Faculty Academic Advisor: a Faculty member who serves the role of a student's academic advisor, using the definition of academic advisor above (Wallace & Wallace, 2015).

- Persistence: Continuous enrollment from term-to-term but not necessarily at the same institution (Hagedorn, 2012; Troxel, 2019).
- Promotion: When a faculty member moves from one faculty rank to another.
- Retention: When a student continues enrollment from one term to the next at the same institution (Hagedorn, 2012).
- Student Success: Metrics such as persistence and retention that reflect positively on a student's pursuit of higher education (Alyahyan & Düşteğör, 2020).
- Tenure: Earning academic tenure means that a faculty member has completed the tenure process and has shown that they meet the requirements set forth by their institution regarding academic tenure. Tenure is “an indefinite appointment that can be terminated only for cause or under extraordinary circumstances such as financial exigency and program discontinuation” (AAUP, n.d., para 1).

Summary

Faculty academic advising is the topic of a growing body of literature in the context of student-faculty relationships (Feygin, et al., 2022, Guzzardo, et al., 2022; Huh & Hu, 2001) and faculty perceptions of academic advising (Baird, 2020; Dillion & Fisher, 2000; Hart-Baldrige, 2020;), but there is less literature on faculty academic advising within the tenure and promotion process. The intersection of tenure and academic advising is an area that needs further exploration to understand better the impact of integrating faculty academic advising into the tenure and promotion process on students. The goal of this study is to examine the intersection of academic advising and the tenure and promotion process to gain a stronger understanding of the implications for faculty and students. Considering this through the conceptual framework of

tenure and promotion as a rewards system can provide institutions with a framework for integrating academic advising into the tenure and promotion process.

Chapter 2 - Review of Related Literature

A literature review helps both the researcher and the reader understand what has already been explored within a topic of study, supports research by establishing how the study came to be, and identifies gaps in the literature. This literature review provides context for the study. It frames what has already been explored regarding academic advising and the tenure and promotion process for faculty in higher education in the United States.

Exploring how faculty academic advising is considered within tenure and promotion decisions will illuminate the extent to which faculty are formally recognized and rewarded for their academic advising activities. Understanding how academic advising is integrated into the tenure and promotion process will provide insight into faculty perceptions of academic advising. If academic advising is meaningfully integrated into tenure and promotion processes in the same ways in which teaching and research are, faculty may become more committed to academic advising and more effective in their role as academic advisors.

The following literature review will explore several areas related to this study. I began with a review of the evolution of academic advising in the United States; discussed several academic advising approaches; and examined the intersections of academic advising and student success. Understanding the origins of academic advising, its evolution, and the approaches used will frame how it is applied in this study.

The final part of the review of the literature will focus on faculty academic advising and the tenure and promotion process. Understanding the role of faculty in higher education in the United States and what their overarching responsibilities are will illuminate how academic advising may fit into the faculty workload. Exploring the history and expectations of tenure and promotion will lay the foundation for whether and how academic advising fits into this process.

Evolution of Academic Advising in the United States

The first academic advisors were faculty (Himes & Schulenberg, 2016). Reviewing the history of academic advising in United States higher education will help the reader better understand how academic advising has become impactful in higher education today. The history will help frame how academic advising in the United States came to be and share what it looks like today.

Early Eras of Academic Advising

Early academic advising was largely unrecognized from 1620-1870 (Himes & Schulenberg, 2016). During this time, advising focused on extracurricular activities and on ensuring moral character and good study habits (Cook, 2001). Relationships between students and faculty were essentially hierarchical and involved an *in loco parentis*, or acting as a parent, aspect (Himes & Schulenberg, 2016). During the mid-1800s, institutions began to recognize the need for students to connect with faculty beyond the traditional student-teacher relationship (Himes & Schulenberg, 2016) and to move beyond *in loco parentis* (Cook, 2001, 2009). This is when academic advising began to focus not only on extracurricular aspects of a student's education but also on helping students navigate their curricular academic journey.

Kenyon College had the first known system of academic advising in the 1820s (Cook, 2001, 2009), followed by Johns Hopkins in the 1870s (White & Khakpour, 2009). The academic advisor system at Johns Hopkins was established to help students navigate their academic majors, provide guidance throughout their college careers, and offer personal assistance as needed (White & Khakpour, 2009). Daniel Gilman, president of John's Hopkins, coined the term "adviser" and developed the role to refer to the person who would help students select elective coursework, guide students on personal and academic matters, and give general direction to

students (Kuhn, 2008). In addition, academic advisors served as the moral leaders and enforcers on campus, creating a formalized system of academic advising with an increased focus on academic planning (White & Khakpour, 2009).

Middle Era of Academic Advising

The early eras of academic advising have helped create a foundation for what is considered academic advising today. Moving from a parental role to one that supports students in reaching their academic and career goals, curricular aspects such as course sequencing and planning, and integrating co-curricular experiences that help students explore and gain experience to guide their future.

Academic advising systems have continued to grow in importance. Higher education institutions in the United States have recognized the need for academic advisors to support students through their degree completion. In the 1960s and 1970s, this view continued to expand with the advent of student development theory (Crookston, 1972). Crookston (1972) stated that an essential part of academic advising was to assist students in learning and understanding responsibilities, such as decision-making, problem-solving, and balancing personal, academic, and career goals. A key aspect of Crookston's (1972) approach was that this process was to be a teaching and learning process for the student.

It was during this period that the idea emerged that academic advising could be completed not only by faculty, but also by trained professional staff. Terry O'Banion (1972) urged higher education institutions to look to other options for filling the academic advising role, including non-faculty academic advisors, now referred to as primary-role or professional academic advisors.

Modern Era of Academic Advising

In the 1990s, the model of the professional or primary role academic advisor became more prevalent in United States higher education institutions. A professional or primary-role academic advisor is a staff member who works directly with students on academic advising matters. The goal behind moving from a faculty academic advising system to one in which full-time professional staff serve as academic advisors was seen to increase consistency of information shared with students and to support student persistence and retention (Chiteng Kot, 2014). Moving academic advising to a primary role advisor was motivated by the belief that students could be better and more effectively served than by a faculty member, given the multiple roles and priorities faculty have (Chiteng Kot, 2014).

Primary role staff academic advisors have expanded on this purpose and work to develop relationships with students to help them reach their academic goals. Today, academic advising takes many formats and is conducted by a variety of members on campus and can be structured in many ways. The following sections will review these structures more deeply.

Academic Advising Structures and Approaches

There is no single standard structure or approach to academic advising in higher education in the United States. Instead, institutions develop and deploy a variety of structures and approaches based in the institution's mission and goals. In this section, I discuss a few common academic advising structures and approaches.

Three prevalent academic advising structures are faculty academic advising, in which faculty serve as the primary academic advisor; mixed models where faculty and primary-role or professional academic advisors work cooperatively with students; and a primary-role or professional advisor structure that employs only staff who serve as the primary academic advising contact for students (Drake et al., 2013; Troxel, 2018). Each approach to advising

intends to serve students by helping them reach their long-term academic and educational goals. While each institution deploys its own structure, there are also several approaches to academic advising that can be used. The following sections are a brief overview of some academic advising approaches.

There are several academic advising approaches that academic advisors can use to frame academic advising sessions, including prescriptive, teaching-and-learning, the concept of academic advising, and appreciative advising. This is not an exclusive list. Academic advising approaches continue to develop in response to scholarship and trends in higher education.

Prescriptive academic advising focuses primarily on task-based issues such as helping students with course selection, completing degree requirements, course withdrawals, and schedule changes, along with policy and procedure (Grites, 2013). This form of academic advising leaves little room for the student to learn and grow, and this approach tends to be viewed more as a service – the student comes to the academic advisor to be told which classes to take or how to complete a form. There are times when a prescriptive approach is necessary, but it does not encourage the student to make the decisions.

Other approaches take a more teaching-and-learning philosophy, ensuring that the student and the academic advisor discuss options, consider pathways, and engage in an active learning exchange. NACADA: The Global Community for Academic Advising (2006) discusses the concept of academic advising as a teaching and learning process, in which the academic advisor guides the student using a pedagogy and curriculum, with specific student learning outcomes for academic advising. This approach includes suggesting to students what electives may support their goals when exploring an internship or experiential learning experience. It can help the student see the bigger picture and the impact on their goals. This foundation can help faculty

understand how academic advising relates to teaching and how to contextualize academic advising.

The concept of academic advising guides many other academic advising approaches, including developmental academic advising. The developmental academic advising approach is one where the academic advisor helps the student develop as a whole person, focusing not only on the academic goals, but also on their personal and career goals (Grites, 2013). From the developmental academic advising approach, academic advising approaches grew to include models based on student strengths, motivation, proactive strategies, self-authorship, and coaching (Drake et al., 2013). These additional academic advising approaches have allowed academic advising to expand beyond prescriptive and developmental models, allowing academic advisors to use the approaches that work best for both the advisor and the student.

Another example of an academic advising approach is appreciative advising, which was developed to ensure that students and academic advisors engage in an intentional and collaborative exchange through positive, open-ended questions to help students reach their goals, dreams, and potential (Bloom et al., 2013). Bloom's appreciative advising approach allows for deeper connections between the student and the academic advisor and provides a framework for the academic advisor to follow. Appreciative advising can mirror a class discussion, ensuring that the conversation leads to the student learning outcomes intended for the advising session. The key is to relate the approaches to academic advising to pedagogy in a classroom. There are many ways to teach, but often one must find the right approach, one that works for both the students and the faculty. One overarching goal of academic advising is to help students become successful in higher education in the United States. The following section will further explore academic advising and its impact on student success.

Academic Advising and Student Success

Academic advising has become a strong aspect of higher education in the United States. Literature suggests that academic advising is strongly linked to student success, meaning that effective advising can help students reach their academic goals (Feygin et al., 2022). Academic advising goes beyond registration and course selection to help a student understand the logic of the curriculum and navigate their college experiences (Lowenstein, 2005) and should be based on a teaching-and-learning relationship (NACADA, 2006). Academic advising can positively impact a student's achievement of their educational goals (Young-Jones et. al., 2013) have a profound impact on a student's educational journey and create meaningful connections with the institution (Vianden, 2016).

The goal of academic advising is to help students become "confident and assertive in their own abilities to learn, generate, and apply new knowledge and to empower them to embrace their own knowing, learning, thinking, and decision making" (White, 2015, p. 272). Academic advising must be meaningful for students to understand its importance, and advising sessions need to be focused and directed. When students become more fully engaged in the advising process, it can transform the student experience (White, 2015).

An effective academic advisor can significantly impact a student's college experience (Kuh & Hu, 2001). In addition, academic advising can positively impact student retention and completion (Swecker et al., 2013). Almost three decades ago, Tinto (1999) posited that students are more likely to be retained and to graduate when they receive consistent, clear information about the requirements they need to complete. Academic advising should be integrated into the student experience to provide this clear, consistent, reliable information (Tinto, 1999). Students who meet with their advisors more frequently often have a better grasp of institutional

knowledge and are more likely to have a significant, positive relationship with a staff or faculty member on campus (Smith & Allen, 2014), which can lead to increased student satisfaction and academic success (Dillion & Fischer, 2000; Hart-Baldrige, 2020).

Student success is commonly defined by institutions as student retention, completion, and academic achievement (Alyahyan & Düştegör, 2020). Strong retention and graduation rates can lead to higher college rankings and programmatic accreditation. They can also entice students to enroll in an institution where they can reach their educational goals in a timely manner. When students do not progress successfully, as defined as retention and degree completion, this can be linked to poor academic advising (Stevenson et al., 2006; Cuseo, 2018). Institutional metrics such as retention and graduation rates fail to consider the interactions that influence the student's goals and motivations toward succeeding and persisting (Troxel, 2018).

Academic advising interactions can help a student make connections on campus and strive for academic excellence. Students and faculty must see the value in their interactions and be satisfied with them, and faculty must understand that their interactions will positively or negatively impact students. Students have the chance to connect more deeply with faculty during academic advising sessions and gain the skills and confidence they need to reach out to other faculty for support (Guzzardo, et al., 2022).

Interactions with faculty affect how the student feels about the college and their ability (or inability) to succeed. This can be a positive or negative impact, influencing a student's decision to remain at the college. Student-faculty interactions can significantly impact student motivation (Komarraju et al., 2010; Snijders et al., 2020) and are strongly related to student satisfaction (Astin, 1999; Sriram et al., 2020). Springer & Tyran (2022) found that empathy and information are two key factors that students seek in the academic advising relationship.

To ensure student-faculty relationships are meaningful, students need to develop strong rapport with faculty, and can predict academic achievement (Schrivier & Harr Kulynch, 2023; Trolan et al., 2021; Ullah & Wilson, 2007). When faculty can interact with students and have quality advising sessions, where the students are learning how to integrate their academic, life and career plans, students will find more value in academic advising and be more apt to succeed (Kuh & Hu, 2001).

Faculty members can be intimidating to students. They hold positions of power and may be difficult to approach. Most students want to develop an academic relationship with their faculty members, which can lead to a greater sense of belonging and help them feel more invested in their education (Cate & Miller, 2015). “Given that learning is a social process, relationships – especially those with faculty – are powerful tools that aid in students’ personal and professional development” (Baker & Griffin, 2021, p. 2).

Academic advising helps students become comfortable working with faculty and fosters quality student-faculty relationships. Faculty can have a substantial positive impact on students and their success in college through academic advisement but are often not adequately prepared to advise students to reach their educational and professional goals. While the relationship itself is important, the framework for building these relationships is one that faculty need to be intentionally taught (Fuentes et al., 2014).

Carrell and Kurlaender (2023) found that when students perceived that faculty cared, they were more likely to be retained and persist. This builds on the research of Kuh and Hu (2001), who found that students feel more comfortable in an academic environment in which they feel they belong. Additionally, Snijders et al. (2020) found that the student-faculty relationship positively impacts student loyalty and engagement.

Retention in higher education is a collaborative effort. Faculty and staff from across campus need to focus on helping students succeed and complete their degrees. This does not mean faculty need to take on additional responsibilities; instead, faculty need to become more aware of the impact they have on students, both in and out of the classroom (Strikwerda, 2019). The impact can be further supported by faculty when integrated into the tenure and promotion process. Stevenson et al. (2006) found that because faculty have more direct contact with students, they have a greater ability to impact student persistence and graduation through classroom instruction directly. Because of the frequent contact faculty have they “are often the first to know when and if a student is having problems or thinking about leaving” (Blekie, 2019, p. 33). Faculty understand the impact they can have in student success and retention and can find this work meaningful (Delmas & Childs, 2021).

Faculty Academic Advising

Students often look to faculty members for advice, regard them as experts in their respective fields, and as mentors to help shape their college experiences. Faculty benefit from regular, frequent interactions with students in the classroom, as well as opportunities to see students outside of class during lab time, office hours, and academic advising sessions (Hempel et al., 2020). Faculty often form both formal and informal relationships with students through these interactions.

Faculty serving in a formal advising role are in a unique position to help students connect to the campus. For many students, advising sessions may be the only out-of-class interaction students have with faculty, and faculty often have more direct contact with students than any other group on a college campus, and this interaction (Steingass & Sykes, 2008; Guzzardo et al.,

2022). Faculty advisors can be the biggest asset to an advisement program and to overall student success on a college campus.

Some faculty seek employment where there is more student interaction. Baird's (2020) research discusses how faculty at small, private institutions enjoy working closely with students and cultivating those relationships. Students are more likely to work with professors they feel they connect with (Guzzardo, 2021). Developing strong student-faculty relationships can increase students' feelings of belonging, which can impact student retention and persistence rates (Guzzardo, 2021).

Decades ago, Dillon and Fisher (2000) discussed the importance of and impact of regular interactions between students and academic advisors, which can increase student retention, leading to graduation. They go on to discuss how faculty may be more focused on delivering correct information than on developing relationships (Dillon & Fisher, 2000). The student-faculty relationship is still being studied today. Snijders et al. (2022) discussed the impact that both positive and negative interactions with faculty can have on student outcomes. Students need to be able to trust faculty and academic advisors to give the right information, but faculty cannot be so focused on this they are unable to have an interpersonal relationship with the student (Snijders et al., 2022). The relationship is what makes advising such an effective tool. It is the trust that is built between the student and faculty member to allow sharing of information and support. While this relationship is important, what impact, if any, does this have within the academic tenure and promotion process?

Academic Tenure

One of the hallmarks of higher education for faculty is the tenure-track faculty position. The American Association of University Professors (AAUP) (n.d.) defines tenure as “an

indefinite appointment that can be terminated only for cause or under extraordinary circumstances such as financial exigency and program discontinuation” (para 1). Academic tenure was implemented to ensure faculty could explore areas of scholarship, teaching, and publishing without fear of losing their positions for exploring controversial issues (AAUP, n.d.). Without tenure, there would be no guarantee of academic freedom (AAUP, n.d.).

The process to earn tenure and promotion varies by institution but typically takes five to seven years. During this time, faculty must actively engage the established criteria for tenure and promotion as developed by their institution. The three traditional components of the tenure and promotion process are: research and scholarship, teaching, and service (Bart, 2021). During this time, faculty work to prepare materials to support their case that tenure and promotion should be granted, since tenure is an investment by the college in the faculty member for a lifetime, so the process is intended to ensure both the faculty and the institution are a good match (Eichler, 2015).

Understanding the tenure and promotion process also includes reviewing what faculty rank and academic tenure are. The tenure and promotion process has two main phases: a probationary period in which faculty provide evidence of their performance, and a tenure and promotion review period, when the organization determines whether tenure and promotion should be granted (Lawrence et al., 2014). The criteria for tenure and promotion vary by institution (Schimanski & Alperin, 2018).

Faculty Rank

Faculty rank describes the title faculty hold, and the benefits and responsibilities that come with specific academic ranks. There are many types of faculties in higher education. Each type of faculty plays a pivotal role in helping students reach their goals, but the benefits of each

rank are not equal (Haviland et al., 2017). There are two main categories of faculty: those who are not tenured or on the tenure track, and those who are. The academic rank is important to understand, as it plays a pivotal role in how a faculty member is perceived and understood within the higher education context. These roles may include being a tenure-track professor, tenured professor, adjunct, visiting, lecturer, or instructional professor, not on the tenure track or tenured. Each institution defines these roles, but the following section gives a summary of common ranks.

Non-tenure-track faculty often have roles focused on teaching, with varying levels and expectations for service (Haviland et al., 2017). Adjunct or contingent faculty are faculty who are typically hired and paid per course on a term-by-term basis and may or may not have a terminal degree (Johnson Bowles, 2022). Often, these faculty are part-time and have few institutional responsibilities outside of teaching (AAUP, n.d.). Contingent faculty are often in unsupported positions, with little protection or job security (AAUP, n.d.). Lecturers or visiting faculty can be permanent or term-based employees, hired to teach a specific course load, much like a faculty member in the professorial ranks. The term “Visiting” often means that there is a term limit tied to the contract, and education level can vary (Johnson Bowles, 2022). Lecturers often do not have a terminal degree but have completed either graduate coursework or have experience in their field (Johnson Bowles, 2022).

Many non-tenure-track faculty feel their roles on campus are perceived as lesser, which can happen when they are excluded from faculty events or in governmental proceedings (Haviland et al., 2017). Shared governance is a structure where the college is governed by the president, the faculty, and a board of directors. Shared governance is the foundation of many higher education systems, with the institutional governing roles split between the administration, faculty, and governing board (AAUP, n.d.; Jones, 2012; Olson, 2009). In a shared governance

structure, faculty typically have a role in the academic aspects of the institution (Birnbaum, 2004; Harrington & Slann, 2011; Jones, 2012).

Tenured and Tenure Track Faculty

Tenure-track faculty are faculty hired with the intent to pursue tenure and achieve permanent employment and can be in teaching or research-focused positions (AAUP, n.d.; Johnson Bowles, 2022). Tenure-track and tenured faculty often hold the ranks of Assistant, Associate, or Full Professor and are full-time, permanent faculty with terminal degrees. Tenured faculty have met the institutional requirements for permanent employment (Johnson Bowles, 2022). Tenured and tenure-track faculty offer a higher status, maintain increased benefits, and more job security than other faculty (AAUP, n.d.; Johnson Bowls, 2022).

Every faculty member plays an important role in student learning on campus, but not all have the same recognition and support. When discussing faculty, it is essential to note the key differences in faculty rank and the impact that can have on a faculty member's experience in the academy. For example, faculty not on the tenure track are sometimes perceived as different or less scholarly than their tenure track counterparts (Haviland et al., 2017). This can also extend to how non-tenure-track faculty are regarded in decision-making and voting structures on campus. Haviland et al. (2017) found that non-tenure track faculty are not always able to participate in key decisions within the institution or vote on key faculty matters, including curriculum decisions.

The Tenure and Promotion Process

Tenure is what many faculty seek in higher education in the United States, but promotion is often tied to this process. Many institutions have developed tenure and promotion processes that include a career ladder for faculty and promotion status (Kulp et al., 2019). To achieve

promotion, faculty must again prove their commitment to research, teaching, and service (Kulp et al., 2019). The process for promotion needs to be clear and equitable to ensure faculty seeking rank advancement know how to achieve this (Kulp et al., 2019). While all three components of tenure and promotion are relevant to promotion status, a study by Kulp et al. (2019) discusses that again research seems to be the most critical factor in four-year institutions.

The tenure and promotion process varies across institutions (Schimanski & Alperin, 2018). Regardless of what is included in the tenure and promotion process, the process needs to be straightforward and applied equally to all candidates (Murray et al., 2019). Most tenure and promotion systems evaluate performance in teaching, research, and service as part of the process (AAUP, n.d.; Green, 2008). Faculty must demonstrate competency in all required components of tenure and promotion prior to being awarded tenure and promotion (Murray et al., 2019). Faculty need to be aware of the importance the institution places on the various criteria for the tenure and promotion process, as well as any “hidden” tenure and promotion requirements (McGill & Settle, 2011).

The tenure and promotion process is often based on peer-review, where other tenured faculty play a role in the tenure and promotion of new faculty (Manning, 2018), but these processes are not always applied fairly (Prottas et al., 2017). To control for demographic differences in tenure and promotion, systems at higher education institutions should ensure that the processes are well-defined and well-understood for those seeking tenure and promotion (Perna, 2001). Having a strong mentorship program is essential to ensuring that faculty seeking tenure and promotion feel comfortable and supported when seeking guidance for their professional growth (Bocye & Aguilera, 2021; Love et al., 2022; Shifflett et al., 1995). The

following sections will examine accountability and implications in the tenure and promotion process.

Accountability in Tenure and Promotion

When faculty develop their tenure and promotion documents, they need to articulate how they are meeting the standards to meet the tenure and promotion requirements. These documents often include student evaluations, peer evaluations, documentation of research, letters of support and personal narratives that pertain to their work as a faculty member (Schimanski & Aplerin, 2018; Zipp & Simpkins, 2010).

Implications of Tenure and Promotion

Earning tenure and promotion is often a five- to seven-year process. Faculty members who do not earn tenure and promotion or decide to leave for other reasons can be costly for both the institution and the faculty member (Prottas et al., 2017; Sav, 2018). Conversely, full-time tenured and tenure-track faculty are important because they fulfill institutional responsibilities for research, program and curriculum development, administrative roles, and advising and mentoring for students (Prottas et al., 2017). For these reasons, the tenure and promotion process for faculty must be well designed and clear to follow (Prottas et al., 2017). This would be beneficial for both the institution and the faculty seeking tenure and promotion (Prottas et al., 2017). Perceptions of the tenure and promotion process are also impactful. When faculty do not feel functions of their role are not rewarded within the tenure and promotion process, they may be less motivated to complete those functions, and this impacts how faculty perceive the tenure and promotion process (Prottas et al., 2017).

Criteria for Tenure and Promotion

The following section will review the traditional components for tenure and promotion, discuss implications for faculty workload, and integrate how academic advising may or may not fit into the traditional tenure and promotion process. There are three traditional components of the tenure process: teaching, research, and service. It is important to note that not all institutions review tenure and promotion in the same manner, but there are commonalities across processes.

When considering the standards for tenure and promotion, the three main criteria are somewhat ambiguous. Institutions often have broad definitions of what comprises research/scholarship, teaching, and service. Some institutions place academic advising in teaching or service as a general aspect of the tenure and promotion process, while others do not consider advising part of the tenure and promotion process at all.

Research and Scholarship in the Tenure and Promotion Process

Research and scholarship are important aspects of the tenure and promotion process for all faculty (AAUP, n.d.). There are differences in the standard for research required for research and scholarship based on institutional type and academic discipline, including where research is published (Perna, 2001). The type of scholarship considered for tenure and promotion is pivotal. Faculty need strong scholarship that is impactful for their discipline, and not all research is considered equal (Boyce & Aguilera, 2021). Faculty are expected to conduct original research and publish their research to gain tenure or be promoted (Boyce & Aguilera, 2021). Peer-reviewed journal publications that relate to the academic discipline are a higher predictor of tenure at 4-year institutions than at 2-year institutions (Perna, 2001), but are considered at all levels.

At four-year institutions, each faculty member seeking tenure should ensure that they work to build a strong, personal research agenda (Boyce & Aguilera, 2021; Love et al., 2022). Faculty members are expected to have strong publication records, primarily in peer-reviewed journals relevant to their disciplines. Integrating review articles, book chapters, creative works, and commentary can also support publication goals (Boyce & Aguilera, 2021). Faculty may feel that to gain tenure and promotion, they must focus more on publications, the output of research and scholarship, than the other components of tenure and promotion (Schimanski & Alperin, 2018).

To prepare for a strong research agenda, it is essential that faculty are aware of the scholarship and research requirements for their discipline; understand what journals they should become familiar with; understand grant requirements; and how to develop as a writer (Boyce & Aguilera, 2021; Shifflett et al., 1995). Tenure and promotion guidelines can help identify this, as can creating strong mentorship relationships with newly tenured peers.

Teaching in Tenure and Promotion

Effective teaching has long been a part of the tenure and promotion process (Shifflett et al., 1995), but the time faculty spend on teaching has increased over time (Diamond & Adam, 1998). Teaching loads vary based on institutional type and faculty rank, as well as by department within a single institution, and can have implications for the tenure and promotion process (Bowden & Gonzales, 2012). Faculty seeking tenure and promotion must have a solid record of quality teaching (Boyce & Aguilera, 2021). To ensure faculty are teaching effectively, faculty seeking tenure and promotion should utilize resources available from teaching and learning centers, faculty mentors, and other supports on campus (Boyce & Aguilera, 2021; Love et al., 2022).

Measuring teaching effectiveness is challenging, and many institutions use metrics such as time in the classroom and student evaluations to assess it (Bowden & Gonzales, 2012; Fairweather, 2005; Johnson et al., 2013). To ensure teaching is effective, quality teaching needs to be cultivated by the institution (Hénard & Rosevare, 2012) and considered an integral part of the tenure and promotion process (Bowden & Gonzales, 2012). Student evaluations are an important aspect of the review but should not be used without other evaluative methods (Johnson et al., 2013). When using student evaluations, both faculty and tenure and promotion review boards must be aware of potential pitfalls to the evaluations (Baldwin & Blattner, 2003). Using multiple assessments of teaching effectiveness, beyond the student evaluation, including peer review and faculty self-evaluation, can help give a more accurate picture of teaching effectiveness (Baldwin & Blattner, 2003).

Some faculty members may feel that teaching is undervalued in the tenure and promotion process (Bowden & Gonzales, 2012; Boyce & Augilera, 2021; Schimanski & Alperin, 2018). Faculty should feel rewarded for effective teaching through the tenure and promotion process, to ensure that they develop the necessary skills to teach (Schimanski & Alperin, 2018).

Service in Tenure and Promotion

Service can be hard to quantify when seeking tenure and promotion, can be time-consuming for faculty, and is often not as highly regarded in the tenure and promotion process as research and teaching (Bowden & Gonzales, 2012; Boyce & Augilera, 2021). Service is a requirement of the tenure and promotion process, but is not always articulated well in the process of what counts as service (Bowden & Gonzales, 2012). Service within the institution may include participation on committees, in campus government, academic advising (unless categorized as teaching), work with student organizations, or administrative roles (Love et al.,

2022). Service can also include external service, such as participation in professional organizations or within the community (Love et al., 2022). Faculty need to be aware of how service fits into the tenure and promotion process to ensure they meet the requirement without overcommitting (Shifflett et al., 1995). One way to balance this is to have the faculty's service component complement, whenever possible, their research agenda (Boyce & Augilear, 2021).

Bart (2021) states that a faculty member's service obligations should generally be about eight hours of service per week. This can be difficult for some faculty to balance alongside their teaching and research goals. For example, some faculty are continually "tapped" for service – serving on many committees and in leadership roles for a variety of reasons (Domingo et al., 2020). This can be especially problematic for faculty from minoritized backgrounds who are asked to serve to ensure representation from the broader institutional community (Domingo et al., 2020; Kulp et al., 2019). When the same faculty members are asked to serve on several committees, an inequitable distribution of service assignments can result, leaving some faculty with fewer service components (Bart, 2021).

Academic Advising in the Tenure and Promotion Process

While the section above discusses the tenure and promotion process in general, it does not clearly articulate how academic advising fits into these processes. Academic advising is often placed in the teaching or service component (White, 2015) or not considered part of the process at all (He & Huston, 2017). A few institutions consider academic advising a fourth part of the tenure and promotion process, such as St. John Fisher University.

Institutions often have broad definitions of what comprises each of these areas. Some institutions place academic advising in teaching or service as a general aspect of the tenure and promotion process. In contrast, others do not consider advising part of the tenure and promotion

process at all. Academic advising may be considered part of service when the faculty member serves as the academic advisor, or as service when a faculty member serves as an unofficial mentor; this may not be categorized as service (Domingo et al., 2020).

Service can be hard to quantify when seeking tenure and promotion. Serving on campus committees is expected but can be time-consuming. For faculty who are from historically underrepresented populations, they often carry a heavier load of service of work, serving on many committees and working with, officially and unofficially, a higher number of students from diverse backgrounds (Domingo et al., 2020). This often happens because students are drawn to faculty and staff on campuses who they can see themselves in or relate to (Benitez et al., 2017). Faculty members need to be aware of the importance the institution places on the various components of the tenure and promotion process, as well as any hidden tenure and promotion requirements (McGill & Settle, 2011).

Summary

When academic advising responsibilities are not formally built into the tenure and promotion process, there is little reward for faculty who are strong academic advisors. When academic advising is not something faculty see the value in doing because it is not rewarded, they may turn their efforts to other responsibilities that bear more weight in the tenure and promotion process. Academic advising should be rewarded within the tenure and promotion process, just as teaching, research and scholarship, and service are (Troxel, 2018).

Chapter 3 - Methodology and Procedures

This study used a general qualitative methodology to explore whether and how academic advising for faculty is situated within tenure and promotion processes across higher education institutions. General qualitative methods were chosen for this study to understand better and make meaning out of human experiences (Bhattacharya, 2017). In this chapter, I discuss the chosen research design, research procedures, participant selection, the techniques used to collect the data for the study, and data analysis strategies. I also address ethical and trustworthiness issues.

Statement of the Problem

This study explored the intersection of the tenure and promotion process to determine whether and how academic advising may be situated within it, using qualitative interviews, a survey, and a review of relevant documents. The relationship between students and faculty, and how this relationship helps students reach their goals, has been studied (Astin, 1999; Cuseo, 2018; Guzzardo, et al., 2021; Tinto 1993), but there is little documentation of the extent to which faculty members are rewarded for supporting students through academic advising within the tenure and promotion process.

Faculty members often interact with students in ways that support students in reaching their long-term goals, but this is not always considered in the tenure and promotion process (Palmer, 2022). Further exploration will strengthen the literature on academic advising and the tenure and promotion process, and what, if any, importance is placed on it. This study also explored the extent to which faculty members were expected to show evidence of this part of their assigned work.

Understanding how academic advising is weighted and documented in the tenure and promotion process reflects the importance both faculty and institutions place on academic advising. Exploring how academic advising fits into the tenure and promotion process illuminates how faculty members may be formally recognized and rewarded for their academic advising activities.

Purpose of the Study

The purpose of this study was to explore the role of academic advising within the faculty tenure and promotion processes. This study used qualitative methodology to explore this intersection. Document review, qualitative surveys, and interviews were used to examine whether and how faculty academic advising is integrated into tenure and promotion processes in higher education in the United States. The research methods used in this study allowed consideration of both the data in the documents and the lived experiences of faculty academic advisors. An analysis of multiple data sources was used to describe if and how academic advising is situated within the tenure and promotion process (Creswell, 2016).

Research Questions

The following research questions guided the study:

1. In what ways is academic advising considered part of the tenure and promotion process for faculty members? Specifically, where does academic advising “live” within the tenure and promotion process: teaching, research, service, or another category?
2. How do faculty members document academic advising within their tenure and promotion process? How is academic advising evaluated as part of the tenure and promotion materials faculty are expected to submit for tenure and promotion?

3. What do the documents regarding tenure and promotion for faculty reveal about academic advising within this process?

Research Design

For this study, I examined the intersections of faculty academic advising within the tenure and promotion process, including what documentation faculty provide as evidence of academic advising, and what publicly available documentation on institutional websites reveals regarding academic advising and tenure and promotion. Qualitative methodology was used for this study. Qualitative methods are often used when the researcher hopes to “understand people’s beliefs, experiences, attitudes, behavior, and interactions” for a specific interaction (Pathak et al., 2013, para 2). Qualitative researchers strive to describe and explore a particular topic to gain a deeper understanding of what they are studying (Durdella, 2020), and to answer questions on how people understand concepts or respond to how a phenomenon impacts their lives (Rosaline, 2008). Understanding how academic advising may impact the tenure and promotion process for faculty needed to be completed through a qualitative lens, using interviews, a survey, and document analysis.

Research Procedures

This study was designed to contain a screening survey that would identify an interview pool, ultimately a survey pool, and a review of publicly available documents regarding tenure and promotion. The methods used in this study allowed consideration of both the data in the documents and the lived experiences and perceptions of faculty academic advisors. An analysis of multiple data sources was used to examine the topic at hand (Creswell, 2016). Due to the small number of participants willing to be interviewed, an anonymous survey was developed to broaden the data collected from faculty members with advising responsibilities. Additionally,

publicly available materials on institutional websites were collected. Collecting data from multiple sources strengthened the evidence regarding in-method triangulation (Miles, et. al., 2018).

Participant Selection

Participant selection is an important consideration when designing a qualitative study that relies on first-hand knowledge of the research issue. Identifying and recruiting relevant participants is essential to ensure the data collected addresses the study's research questions (Guest et al., 2013). For this study, I initially sought to identify faculty with academic advising responsibilities who were two to three years pre- or post-tenure. This demographic was selected to explore the experiences of faculty who are either currently completing the tenure process or have recently been tenured. Sampling methods used to identify and recruit for this study began with purposive, criterion sampling.

Purposive sampling is used to explore a targeted sample, based on a set of characteristics, such as faculty status and academic advising responsibilities (Drudella, 2019; Flick, 2019). Developing the criteria for my sample in advance allowed me to identify the participants (Drudella, 2020; Schreier, 2018). In addition, snowball sampling was used to expand the participant pool. Snowball sampling is a sampling method that grows a participant pool by connecting individuals from the target population with the researcher (Denny & Weckesser, 2022).

Participant Selection - Interviews

To develop a strong pool of interview participants, I first considered whom to speak with regarding faculty academic advising and the tenure and promotion process (Schreier, 2018). To determine how best to connect with my target population, I considered that many faculty with

advising responsibilities are also members of NACADA: The Global Community for Academic Advising (NACADA), so I submitted my screening survey for consideration as an approved NACADA Research Study, which would help me connect with my target sample. Using the approved NACADA Research Study process lent legitimacy to my study and enabled me to target faculty advisors who would understand its nature and purpose. This was a purposeful strategy to build a strong participant pool, based on the criteria developed for my study, by leveraging my professional membership association and network (Drudella, 2019).

The population targeted for the screening survey was NACADA members who identified as faculty. While this included faculty outside of my target sample, the screening survey was used to identify faculty who met the specific criteria for my study (Drudella, 2019). In addition, I reached out to faculty in my personal network in higher education who either met the criteria or may be willing to share the screening survey with colleagues.

The screening survey was developed in Qualtrics, an online survey tool. The initial email sent is in Appendix A, and the screening survey questions are in Appendix C. The goal of the screening survey was to gather initial information about potential participants, identify those who self-identified as part of the target population, and connect with them for interviews. The sample included both tenured and tenure-track faculty who also serve as academic advisors for students, and they were instructed to contact me to schedule interview dates and times.

Four faculty members contacted me for interviews, though thirty respondents indicated an interest in being interviewed. Since the screening survey did not collect contact information (per the IRB protocol) I was unable to follow up with more respondents. I met with my major professor, and it was determined that more data were needed to add breadth and depth to the study. A new survey instrument was constructed, which included the screening survey items and

the open-ended items from the interview protocol. The expanded survey instrument and recruitment plan were submitted to the Kansas State University Institutional Review Board as a modification, which was approved, and is referred to as the expanded survey.

Participant Selection – Expanded Survey

I expanded the sampling criteria to include faculty with a wider range of tenure statuses to explore, based on responses to a focused survey. I sent emails to those NACADA members with the information regarding my study and the expanded survey link. I encouraged the recipients to share my study with colleagues who might be interested in participating and contacted those in my professional network to share my study with those who would be interested in participating. The participant recruitment email for the expanded survey can be found in Appendix E. Using the criteria specified above ensured suitability for the study (Screirer, 2018).

Document Review Selection

Reviewing documents as part of qualitative research can provide contextual information and deepen understanding of what is being studied (Bhattacharya, 2017). Documents can be used to understand how they function in everyday settings and explore a specific experience (Rapley & Rees, 2018). For this study, the criteria for the document review were less structured, but was still focused on the research topic. I wanted to explore institutional websites that provided information on faculty academic advising and the tenure and promotion process, reviewing materials that aligned with my research questions.

To identify documents for review, I used Google Searches to find four-year institutional websites that included faculty handbooks, academic advising training and professional development materials, tenure and promotion processes, and other sources of information that

may be used by faculty in the tenure and promotion process. I began with general searching for the terms “tenure,” “promotion,” and “advising.” This allowed me to review several publicly available websites from institutions containing tenure and promotion information.

In determining which institutional websites to review, I wanted to consider information from a variety of higher education institutions in the United States that assign advising responsibilities to faculty members, particularly at the undergraduate level at four-year institutions. In selecting institutions for this, I first looked to see whether academic advising was mentioned in the tenure and promotion documents publicly available online, then considered which institutions contributed to this study (Rapley & Rees, 2018). I now turn to an explanation of the techniques used to gather data at each stage.

Data Collection Techniques

In this section, I outline the specific data collection methods used for each sampling strategy. I had three primary data sources for this study: interviews, an expanded survey, and document review. Interview data and the expanded survey data allowed me to gather information on faculty experiences with academic advising and the tenure and promotion process. The document review allowed me to examine publicly available information on faculty academic advising within the tenure and promotion process. Collecting data from multiple sources is key to conducting an exploratory, qualitative study (Yin, 2018).

Reviewing the documents along with the interview and expanded survey data helped me to understand better the intersections of academic advising and tenure and promotion. While the documents shared insights into the tenure, promotion, and academic advising processes, the experiences faculty shared in the interview and the expanded survey provided me with a deeper understanding of the interactions among tenure, promotion, and academic advising.

Data Collection – Interviews

Qualitative interviews allow a researcher to look more deeply into a topic and examine beyond what is at the surface of a topic (Rubin & Rubin, 2005). Interviews can be used to gather descriptions from the participants regarding their experiences (Roulston & Choi, 2018), to suggest explanations for processes, and to consider the perspectives of the participants (Yin, 2018). Faculty perceptions are important to explore how their lived experiences and perceptions may differ from the documents that frame the tenure and promotion process (Rubin & Rubin, 2005). I sought to interview at least ten faculty members who were two to three years pre- or post-tenure. Only four faculty members contacted me for interviews, but the conversations were rich and informative.

The interviews were completed using a semi-structured interview process (Appendix D). Semi-structured interviews allow for specific questions to be explored, while the order of the questions can be participant-led and the discussion can allow for additional information to be shared (Roulston & Choi, 2018). I was able to guide the discussion with the participants, beginning with the questions developed for this study, found in Appendix D. A semi-structured interview format allowed me to adjust the questions as necessary, based on the willingness of the participant and adapt the conversation as the interview progressed (Rubin & Rubin, 2005). I was able to interview four tenured faculty members, initiated by the screening survey.

The interviews conducted ranged from 30 to 60 minutes in length, with the shortest interview being 30 minutes. This interview was excluded from the data analysis because the participant did not meet the screening criteria. The 3 other interviews considered for the data analysis were approximately an hour in length. All interviews were held via Zoom, recorded, and transcribed. As the interviews were taking place, I kept an Excel spreadsheet with information

that I noted during the conversation, organized by question. I later used the interview transcripts to review the information shared and begin the data analysis.

Data Collection – Expanded Survey

When it became clear I would need additional data for my study, I worked to update my interview questions into an expanded qualitative survey, which was administered via Qualtrics. The initial email, informed consent, and expanded survey questions can be found in Appendix E, F and G, respectively. The goal of the expanded survey was to gather additional data to support my study, based on the research questions guiding the study, through the development of qualitative survey questions based on the screening survey and interview questions. In essence, the survey served to supplement the interviews and to reach a wider sample of participants who have first-hand knowledge of the issue. The items were constructed directly from the interview protocol and were presented to prompt open-ended responses. A total of 37 faculty members responded to the invitation, and all the expanded survey respondents were considered based on the expanded criteria for the study.

Data Collection – Document Review

Document review is the process of analyzing and interpreting documents to gain a deeper understanding of what is being investigated (Altheide & Schneider, 2013; Bowen, 2009). To complete the document review for this study, I used a simple Google search. I was most interested in reviewing publicly available documentation on institutional websites from United States higher education institutions that related to academic advising within the tenure and promotion process. There is currently no curated database which captures the colleges and universities that formally assign faculty members as academic advisors. For this process, I completed Google and institutional website searches for terms such as “tenure,” “promotion,”

and “advising.” My goal was to review institutional websites from a range of institutional sizes, as well as public and private institutions.

I identified the institutions for review, which included publicly available documents related to the tenure and promotion process to determine if academic advising was present. When academic advising was not identified within the tenure and promotion process, I continued to look for additional institutions to review, to ensure the documents were relevant to the study (Rapley & Rees, 2018). While completing the document review, when it was not clear that academic advising was part of the tenure and promotion process, I continued searching for additional institutional websites that provided information on academic advising within that process. My search focused on institutions where academic advising was part of the tenure and promotion process. However, I noted several where it was unclear whether academic advising was present, even though faculty members served an advising role. A total of 15 institutions were examined, of which 6 provided evidence of guidelines for faculty advising in their publicly available materials.

Data Analysis

In this section, I describe the data analysis process for the interviews, expanded survey, and document review. Data analysis should begin with data gathering and continue throughout the study (Berkowitz, 1997). I analyzed the data in tandem with ongoing data collection to allow for adjustments to the study design as needed (Baškarada, 2014). Throughout the data collection process, I worked to isolate and synthesize the data. During data collection, it is essential to maintain an organized space for notes and reflections (Flick & Bengry, 2018). For each part of the study, separate Excel spreadsheets were used to organize the information and document the steps used in the process. Data analysis was conducted throughout the process to ensure that

relevant information was reviewed and that additional sources were identified and reviewed as necessary.

I began to discover patterns and connect the emerging concepts from the data and how they impacted my overarching research questions using open coding, pattern, and category construction (Saldaña, 2011). To do this, I needed first to code the data from each source. For the interview and expanded survey data, I used open coding to identify what might be relevant to the study. Open coding is the process of reviewing the data to gain general first impressions and insights into emerging patterns, which then lead to identifying overarching patterns used to describe the study in more detail (Merriam & Tisdell, 2015). Open coding was repeated across data sources to identify emerging concepts and was used as the first step in category construction (Merriam & Tisdell, 2015).

Pattern construction is completed when the data are reviewed to identify patterns that emerge from the collected data (Saldaña, 2011). Understanding the patterns in the data allowed me to construct categories based on the key words that emerged (Baškarada, 2014). In using patterns to construct categories, I first identified similarities and differences, adjusting the data gathered as new information was noted (Harding, 2015). Using the textual and structural descriptions from the interview and expanded survey responses, I organized the data into patterns and themes that emerged (Creswell et al., 2007). Category construction allowed me to begin organizing the data by category, explore possible relationships among the themes (Saldaña, 2011), and relate them to my research questions (Merriam & Tisdell, 2015).

Regarding the documents, conducting a content analysis enabled me to describe the meaning in the collected material, classifying it within a coding frame (Schreier, 2012). Content analysis is used when the data gathered require interpretation and can be applied to both

interviews and written materials (Krippendorff, 2019; Schreier, 2012). There are three phases involved in content analysis: developing categories, coding data, and analyzing the coded data, which takes place in cycles, allowing me to continually modify the categories as I review the data, adding additional categories as I go (Kuckarts & Rädiker, 2023).

Data Analysis – Interviews and Expanded Survey

Each interview was recorded and transcribed using Zoom. In addition, I took comprehensive notes during each interview session and summarized each interview to highlight key points and begin reviewing the data (Merriam & Tisdell, 2015). At the conclusion of the interviews and when examining the open-ended survey responses, I used open coding to categorize responses and identify how they aligned with my research questions (Merriam & Tisdell, 2015). Once the initial open coding was complete, I reviewed the coding and began constructing patterns from the data (Fink, 2003). Both larger and smaller patterns were categorized for further review (Saldaña, 2011). Once the initial data review was complete, I examined the patterns and categories developed to identify commonalities and differences (Creswell et al., 2007). This allowed me to identify further key points of interest related to the research questions.

For the expanded surveys, I was able to review all responses at once to examine the open-ended data and the descriptive statistics on relevant items. This allowed me to begin again with open coding, then move to pattern matching and category construction (Merriam & Tisdell, 2015; Saldaña, 2011). For the expanded survey, I analyzed each question, mapped it to my research questions, and determined how I would use the data for the study (Fink, 2003).

Data analysis included not only the review of qualitative responses but also demographic information, such as faculty and tenure status and institutional type. In addition, the location of

academic advising within the tenure and promotion process was analyzed. This analysis was completed by reviewing how respondents self-identified and categorized themselves based on the questions in the expanded survey (Appendix G).

Data Analysis – Document Review

When reviewing the documents and websites, I logged each material explored, the significance of the material, and the analysis of the material. I reviewed fifteen institutional websites and identified the six used for this study. The use of content analysis enabled me to draw inferences from the documents and to glean contextual information from what they contained (Krippendorff, 2019). Content analysis is often used with qualitative survey data to analyze and interpret it, organizing the data into patterns and themes (Fink, 2003). Each document was categorized with relevant information, including page numbers, where the documents were found, questions I had about the materials, and what the possible significance the materials had for this study.

As the materials were coded, I was able to analyze the documents to understand their contents better and understand their significance (Krippendorff, 2019, Schreier, 2012). As new information was discovered, I was able to adjust the analysis of the previously reviewed documents with new information by developing new categories the content could be organized into (Kuckarts & Rädiker, 2023).

Assumptions

Researchers need to be aware of their personal assumptions when completing research (Peshkin, 1988). As I completed this study, I worked to collect evidence that was authentic and appropriate for the study. I assumed that those who participated in the interviews and surveys were sharing truthful experiences regarding academic advising and the tenure and promotion

process. Understanding that I cannot control whether those interviewed or who completed the surveys are truthful, I reviewed the uncovered information. I applied it to my research questions to the best of my abilities.

Role of the Researcher

When conducting research, one needs to be aware of what they bring to the table in terms of their power, privilege, and background. Peshkin (1988) discusses that researchers need to be able to identify their subjectivity and the role it can play in their research. A person's history, journey, bias, and personal views can and will impact the lens in which a researcher conducts their research (Peskin, 1988). Because of this, a researcher needs to take the time to reflect and acknowledge these lenses and how they will impact their research (Tracy, 2010). As I began my research on faculty academic advising and the tenure and promotion process, several personal factors influenced my work. I am a white, heterosexual, cisgender woman from a middle-class, Midwestern background. I must note that I am an administrator and *not* a member of the faculty. I struggle with others' perceptions because I am not a member of the group that drives my research.

Determining how faculty members can become stronger, more effective academic advisors is important to me. By integrating academic advising into the tenure and promotion process, faculty receive more foundational incentives to become better academic advisors. I was driven by the fact that I had an undesirable faculty advising experience in college. I recognized that this may be the same for some students as well. I realize that not all faculty want to advise or understand it is an aspect of their role that needs to be completed a few times each year. I want all students to have a positive academic advising experience.

I believe that integrating academic advising into the tenure and promotion process will make faculty better academic advisors. I know that this belief may color the information that I uncovered during this study. Knowing that I needed to be as objective as possible, I worked to ensure I viewed the data as unbiasedly as possible, while also acknowledging how my beliefs and background may have influenced this study. This was especially hard during the interview process, as I could relate to the issues and concerns my interview participants were sharing. As the researcher, I needed to be aware of how my thoughts and bias may impact this study. Understanding how my background and position is important to address to ensure that I worked diligently to separate my personal thoughts and feelings during the study.

Ethical Issues

When conducting research, the researcher must be aware of possible ethical issues that may arise (Flick, 2007). Ethical considerations in research included limiting harm to my research participants and protecting their anonymity (Hammersley & Traianou, 2012). To ensure that neither the institution nor the participants were identifiable upon publication, I used pseudonyms for each interview participant. I worked to ensure that all identifiable information was redacted to protect the identity of the participants, understanding that the information uncovered in this study could have implications for a participant's future career path if their identities were revealed. Understanding that I was working with what some considered sensitive information and processes, I knew I would need to take care to ensure the privacy of those with whom I was working was protected and that the data was handled carefully (Flick, 2007; Hammersley & Traianou, 2012).

Trustworthiness and Authenticity

Following the same process for analyzing each data source also enhances the evidence's trustworthiness and authenticity. I used several methods to build authenticity for this study, including member checking, memoing, and triangulation (Cain, et al., 2023; Tracy, 2010). Unfortunately, due to the small number of interview participants, I was unable to achieve theoretical replication.

Memoing allowed me to keep track of the processes used and ideas generated during the analysis process (Cain, et al., 2023). I kept a personal memo log to ensure that I documented the processes used and why. This helped me to process the content I found, outline additional thoughts and ideas, and discuss possible outcomes. As I was reviewing the data, I needed to refer often to my research questions, to ensure that I was staying within the scope of the study.

After each interview, I emailed the respondent the transcript and my impressions of our conversation. The goal of this exchange was to complete member checking, to ensure that I was capturing the conversation accurately (Cain, et al., 2023; Tracy 2010). I summarized not only our conversation but also how this information aligns with my research questions and the avenues for follow-up if there are any inconsistencies or misconceptions. While I needed to be aware of this both during the process and after it was completed, I also needed to ensure I was not projecting my personal feelings about this subject onto the participants. I understood that the information shared during this study may be sensitive, and I worked to create a safe space for its sharing.

Triangulation uses multiple data sources to gather multiple points of view that address research questions (Cain, et. al., 2023; Miles, et. al., 2018; Tracy, 2010). Using the research questions as my guide, I focused only on the material gathered that pertained to each research question. Triangulation allowed me to compare the data from the interviews, the expanded

survey, and the documents to explore each aspect of the study more fully and compare the data gathered for each.

Summary

For this study, I explored the intersections of faculty academic advising within the tenure and promotion process. The data collected allowed me to review if and how academic advising is integrated into the tenure and promotion process through document review and interviews. From the data collection, I worked to develop insight into how academic advising is presented to faculty as part of the tenure and promotion process.

Chapter 4 - Findings

The purpose of this study was to explore if and how academic advising is situated within the tenure and promotion process, and to gain insight into faculty experiences of this process through interviews, surveys, and a document review. This chapter will review the results and analysis of the data gathered for this study. I will review the study participant profiles and demographic data, discuss the documents reviewed for this study, and present the findings from the gathered data.

When developing this study, the goal was to interview tenure-track and tenured faculty with academic advising responsibilities to better understand their experiences within faculty academic advising and the tenure and promotion process. I also sought to explore if and how academic advising was present within the tenure and promotion process. While I was able to speak with four faculty members through interviews, only three met the ideal criteria. I knew I needed additional data to better explore this subject, which prompted me to send out the interview questions in an anonymous expanded survey via Qualtrics. The expanded survey yielded 37 additional responses.

In addition to the interview and expanded survey data, I conducted a document review to better understand publicly available documents that contained guidelines for faculty in the tenure and promotion process. The document review allowed me to better understand publicly available written guidelines on the tenure and promotion process and how academic advising was situated within it. In this chapter, I will review the results and analysis of the data, beginning with the interviews and expanded survey data, then with the document review analysis, and discuss my research questions.

Study Participant Profiles and Demographic Data

Understanding the profiles of those who participated in this study will help develop a framework for interpreting the data. In this section, I provide a brief participant overview of each interview participant, a summary of the demographic information for the expanded survey participants, and a brief profile of the institutions reviewed for documents on tenure and promotion and academic advising.

Interview Participant Profiles

The target sample for this survey consisted of tenure-track or tenured faculty members within 3 to 5 years of earning tenure. Interviews were held via Zoom and lasted 30–45 minutes, following the questions outlined in Appendix D. Data from three interviews were used in the analysis. Pseudonyms were used to protect the identity of the interview participants. Of the four interviews completed, three participants met the study's sampling criteria. The participant pseudonyms are Daniel, Amanda, and Marsha.

Daniel

Daniel is an associate professor from a small, regional, public research institution. Daniel has been in his role for over five years and was granted tenure one year before the interview. Prior to becoming a faculty member, Daniel was a primary role advisor, which, Daniel states, impacts how he works with students. Daniel's institution uses a full faculty academic advising structure.

Marsha

Marsha is an associate professor from a large, public R1 institution, on a scholarly, non-tenure track. Marsha's institution is divided into colleges. In Marsha's interview analysis, "institution" refers to her institution, and "college" refers to the specific academic college she is

part of. Although Marsha is not on a tenure-track, she can submit documentation for promotion, similar to the tenure process at her institution. Marsha has been at her institution for 14 years, was recently placed on a “scholarly track,” and earned a promotion to associate professor. At her institution, there is a decentralized advising structure utilizing both primary role academic advisors and faculty academic advisors.

Amanda

Amanda is an associate professor from a small, private institution who has been tenured for five years. Amanda also serves as the director of academic advising for her institution. At her institution, there is a dual advising structure. Primary role advisors work with students on general education requirements and more generalized questions, and faculty advise students on major requirements. Tenure-track faculty begin advising in their second year with the institution.

Expanded Survey Participant Demographics

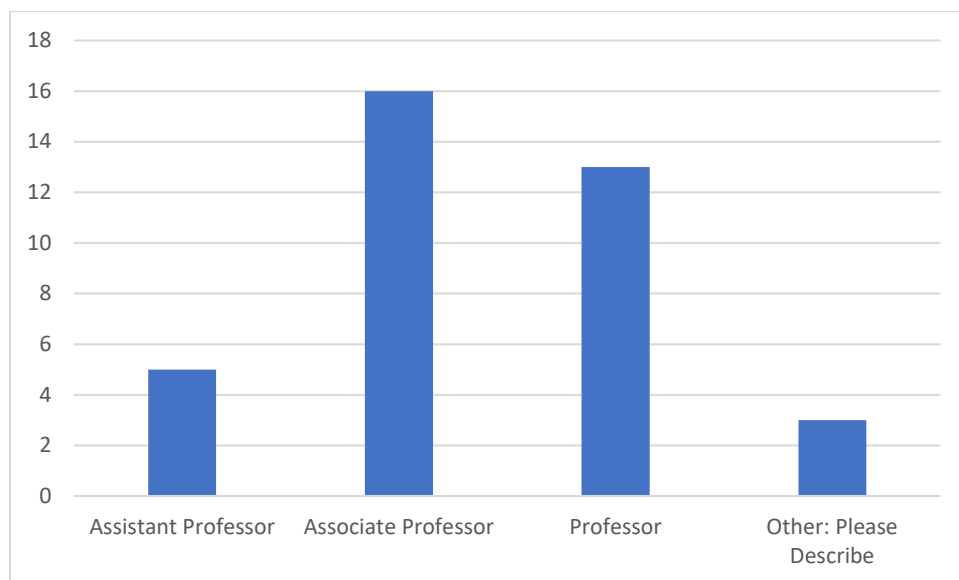
As discussed previously, additional data were needed for this study due to the low number of participants willing to participate in the interview process. Therefore, the interview questions were adapted into a Qualtrics survey, referred to as the expanded survey (Appendix F), and sent to NACADA members who identified as “faculty” or “professors” in the NACADA directory, available online to NACADA members. The purposeful criteria for the expanded survey respondent were tenure-track or recently tenured faculty, but responses from all expanded survey participants were considered. There were 37 respondents. In this section, a summary of the demographic data for the survey participants is presented, including faculty rank and status and the academic advising structures used at their institutions.

Faculty Rank and Status

Of the 37 respondents, five held the rank of assistant professor; sixteen held the rank of associate professor; and thirteen held the rank of professor. There were three who identified as “other,” which included one who identified as a non-tenure track teaching professor, one who identified as tenured faculty, and one who identified as faculty. The distribution is shown in Table 1.

Table 1: Faculty Rank

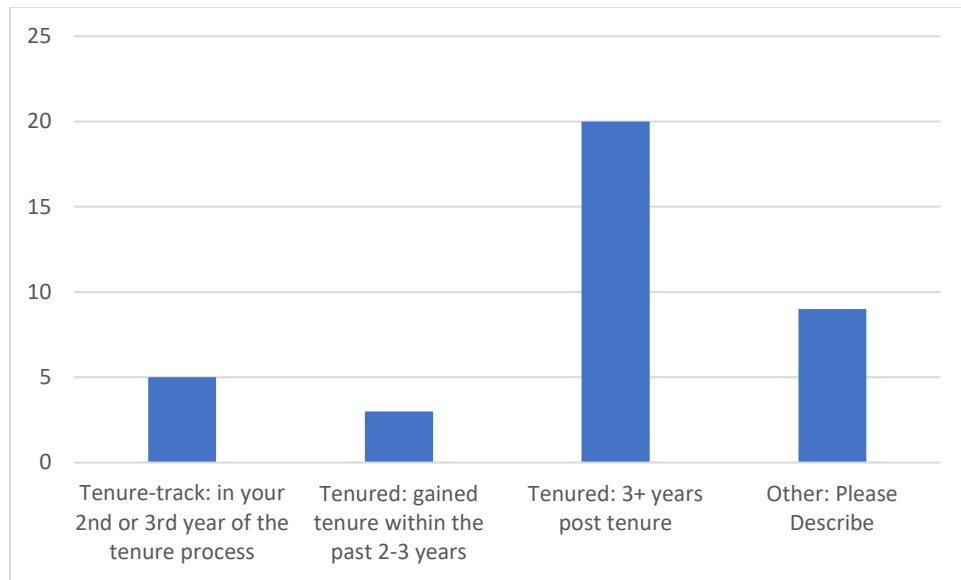
Faculty Rank



The faculty status of the respondents shows that five were on the tenure-track; three had gained tenure within the past 2 to 3 years; and 20 were 3 or more years post-tenure. Nine of the respondents stated their tenure status as “other.” Those who self-identified as “other” said they were in teaching positions, and two stated that their positions fell within promotional tracks without tenure. The distribution is shown in Table 2.

Table 2: Faculty Status

Faculty Status

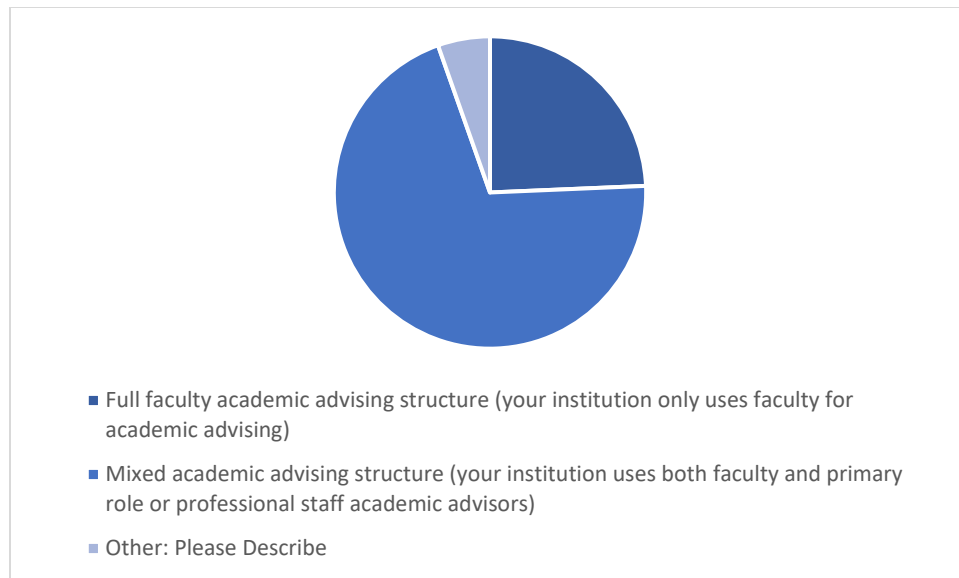


Academic Advising Structure

Of interest to this study is the composition of the academic advising structure for those who responded to the survey. Nine respondents identified as coming from a full faculty academic advising structure; twenty-six from a mixed academic advising structure; and two identified as “other.” One respondent described their academic advising model as one with primary-role academic advisors holding non-teaching faculty positions. The other described a primary-role academic advisor system. This can be shown in Table 3.

Table 3: Academic Advising Structure

Academic Advising Structure



The composition of the expanded survey respondents differed from the study's ideal criteria, but the information gathered provides insight into the study. Understanding the experiences of faculty and how academic advising is situated within the tenure and promotion process helped build further understanding of this subject.

Research Question 1: In what ways is academic advising considered part of the tenure and promotion process for faculty members? Specifically, where does academic advising “live” within the tenure and promotion process: teaching, research, service, or other category?

The interview participants, expanded survey responses, and document review indicated that there is no single clear category within the tenure and promotion process in which academic advising is situated. The major concepts explored for this research question include where academic advising was situated within tenure and promotion, and what weight, if any, it was given within the tenure and promotion process. Additionally, the data revealed the need to understand other factors, such as faculty workload, roles, and contracts, as important to the tenure and promotion process.

Where Academic Advising was Situated

The most common placement for academic advising within the tenure and promotion process was teaching or service, but neither area was dominant. At Daniel's institution, the categories for tenure and promotion are teaching, scholarly growth, and service, and academic advising is situated within scholarly growth and service. At Amanda's institution, academic advising is situated as a stand-alone category, although faculty do not always know how to articulate this for tenure and promotion. For Marsha, academic advising was situated within teaching, but for other colleges at her institution, it can be situated within service.

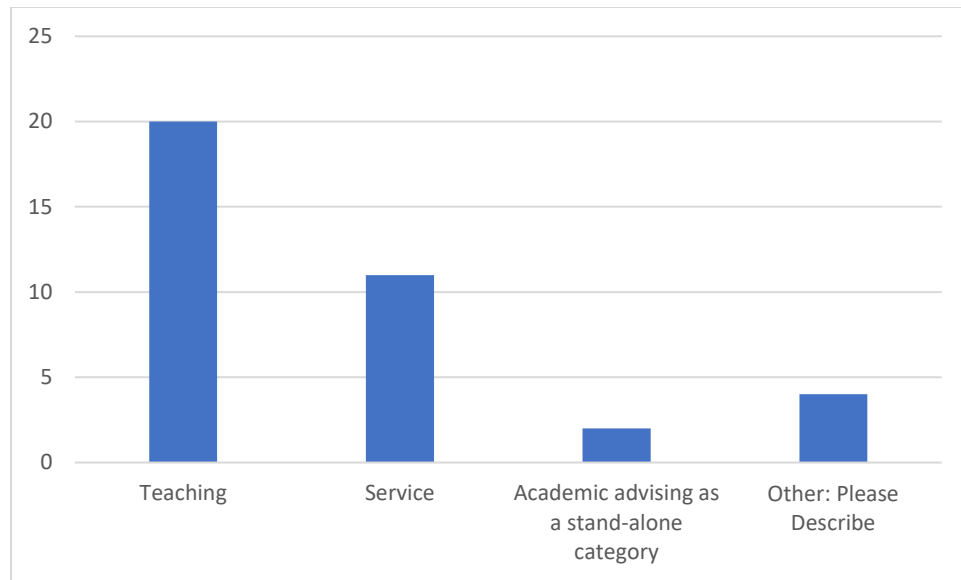
Respondents for the expanded survey were asked where in the tenure and promotion process academic advising occurs at both the department and institutional levels. Both the departmental and institutional levels were considered, as there may be differences in tenure and promotion processes between the department and the institution.

Expanded Survey: Departmental Level

At the departmental level, the expanded survey respondents reported as follows (as depicted in Table 4): twenty stated that academic advising was considered part of teaching; eleven indicated that it was part of service; and two reported that advising was a stand-alone category. Four respondents categorized it as "other." One indicated it was not considered within the tenure and promotion process, two stated it fell between teaching and services, and one stated it was a "job duty."

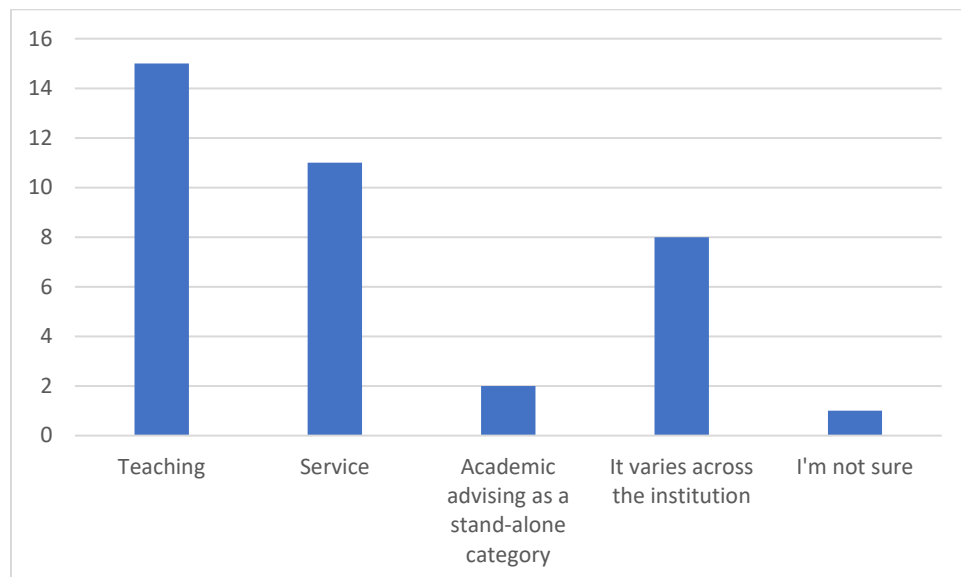
Table 4 Academic Advising in Tenure and Promotion at the Departmental Level

Academic Advising in Tenure and Promotion at the Departmental Level



There was a slight difference when considering where faculty advising is situated at the institutional level. As depicted in Table 5, the expanded survey respondents reported as follows: fifteen stated that academic advising was considered part of teaching; eleven, part of service; and two, a stand-alone category. Eight respondents stated that it varied across the institution, and one was unsure where it was situated within the tenure and promotion process.

Table 5 Academic Advising in Tenure and Promotion at the Institutional Level



So, among expanded survey respondents, academic advising most commonly fell under teaching, then service, at both the institutional and departmental levels. A small number of respondents to the expanded survey noted that academic advising was a stand-alone category within the tenure and promotion process. An expanded survey respondent stated that academic advising “is not considered within the promotion/tenure process. We are invited to include it, but it is not a mandatory category that is evaluated.”

The document review of six institutions revealed that academic advising was situated within teaching (n=3) and service (n=2) for tenure and promotion. While I did identify one institution with a stand-alone category for academic advising, that likely reflects my search methods and should not be considered standard for tenure and promotion processes in higher education in the United States. Table 6 identifies this information.

Table 6: Where Academic Advising is Situated for Document Review

Institution	Where Academic Advising is Situated
Boise State University	Service
Indiana State University - Bloomington, College of Liberal Arts and Sciences	Teaching
Providence College	Service
St. John Fisher	Stand Alone Category
St. Olaf College	Teaching
University of Kansas	Teaching

Understanding whether and where academic advising fits into the tenure and promotion process is only the beginning. The next theme examined what weight, if any, was given to academic advising within the tenure and promotion process.

Weight Given to Academic Advising

Considering the weight academic advising may play in the tenure and promotion process, the respondents' perspectives suggest how academic advising is rewarded. The interview participants stated that, in part, the materials submitted on academic advising were not as impactful or given as much weight as those submitted on other areas for their tenure and promotion. Participants used the term “checkbox” to indicate that academic advising must be noted, but the evidence of academic advising was not clearly articulated in the evaluation process. Most commonly, the number of academic advisees was the main indicator of meeting the requirements for academic advising within the tenure and promotion process. Daniel discussed his experience with the tenure process: “They value advising, but they may not value it high enough.” In Daniel’s experience, academic advising was more of a checkbox in the tenure and promotion process – either the candidates included it or did not. Daniel stated that in his department, there is a greater expectation for academic advising, which he believes helped him earn tenure and promotion. However, he stated that this may not be the institutional norm.

At Amanda’s institution, academic advising is a stand-alone category, but Amanda feels there is not much emphasis on it in the process. She said, “I don’t think advising is something that would keep anybody from getting tenure. But that’s because we have no good way to assess it.” Amanda discussed that assessment is key for this. One survey respondent discussed that advising is:

[A] huge part of what I do on a daily basis (probably 50% of my weekly hours advising counts as service, which is only 15% of my assigned duties. That 15% service is also comprised of university and college-level committees, professional and community engagement, and appointed/elected roles (like serving on an editorial board). Advising is

so much more important than what they give us credit for. Advising IS and should be considered teaching (80% of my role).

Twenty-one of the thirty-eight survey respondents stated that academic advising was only a small portion of the evaluation as part of the tenure and promotion process. Twenty-one of the thirty-eight stated that it was only a small portion of the evaluation, and eight stated that it carried no weight at all. Of the remaining respondents (n=4) shared that it carried a fair to significant weight within the process. One respondent commented that the weight assigned to academic advising in tenure and promotion was based on the faculty's role. At the same time, another stated that academic advising "can be a nice cherry on top, but doesn't matter much."

Considerations for Faculty Workload, Roles, and Contracts

For two of the three interview participants, academic advising was included in their faculty contracts. This was significant, as their faculty contracts provided a framework for what the interview participants needed to achieve tenure and/or promotion. Embedding academic advising within faculty contracts and integrating it into the tenure and promotion process fully clarifies expectations.

Marsha's experience with academic advising and the promotion process was different. Her faculty contract outlined the criteria for promotion, and academic advising is a distinct part. The first time Marsha went for promotion, her academic advising responsibilities were not clearly articulated in her faculty contract, and she did not earn promotion. Marsha explicitly recommended ensuring that roles and responsibilities are clearly articulated in a faculty contract. This is consistent with the existing literature related to key structural and motivational elements of the tenure and promotion process (Fishbach & Woolley, 2022; O'Meara, 2010).

Daniel described how academic advising falls into his contract for tenure and promotion consideration as “continuing scholarly growth and professional development.” Daniel stated, “But here they clearly put it under continued scholarly growth. There's teaching, scholarly growth, and service. Those are the three legs that we get evaluated on for tenure and promotion.” As stated previously, one expanded survey respondent noted that academic advising was considered only within the tenure and promotion process. They reported, “Only if it is in your plan of work does it count towards teaching.” Another respondent discussed that it was “entirely dependent on effort distribution.”

Understanding where academic advising was situated within the tenure and promotion process, the weight it carries, and how it may impact faculty roles, workload, and contracts lays the foundation for exploring the documentation that faculty submit with their tenure and promotion materials. In the following section, RQ2 will be explored to understand what faculty prepare as evidence of academic advising within the tenure and promotion process.

RQ2: How do faculty members document academic advising within their tenure and promotion process? How is academic advising evaluated as part of the tenure and promotion materials faculty are expected to submit for tenure and promotion?

This research question explored how faculty members document academic advising within their tenure and promotion materials. When faculty were required to submit documentation related to academic advising for the tenure and promotion process, the most common form of documentation was the academic advising load. This was noted by both the interview and expanded survey respondents. Additional materials that were submitted by faculty varied, but the most prominent were reflective statements and external letters of support.

Academic Advising Load

The most prominent documentation type for academic advising within the tenure and promotion process was the academic advising load, the count of advisees one has. Following academic advising load, the documentation that faculty need to submit varied greatly. Of the 37 expanded survey respondents, 13 stated they did not have to submit documentation of academic advising at all. Only considering the academic advising load raises concerns about how academic advising is documented within the tenure and promotion process, as it is not a clear indicator of faculty workload, as faculty may have both official and unofficial advisees (Palmer, 2022). An expanded survey respondent stated:

Counting the number of students you mentor is not a good indicator of workload. For example, in the human services/healthcare fields, these students are more likely to have trauma and adverse childhood events, and advising can quickly devolve into addressing those direct or indirect issues. Advising can easily entail more emotional labor and resource referral, which is currently unaccounted for in our annual review processes and dossier procedures. Numbers are also poor indicators because assigned advisors/mentors doesn't mean much if the advisor/faculty is unavailable. I have a colleague who is great at showing up for meetings at the college and university level, but is barely around for her students outside of class. Those students usually end up coming to other faculty who are around, even though they are not assigned to us.

Respondents from the expanded survey varied on what documents were required as evidence for the tenure and promotion process. The most common form of evidence of academic advising was simply a list of their advisees. Of the 37 respondents, 13 stated no documentation was necessary, and 14 stated they needed to submit a list of advisees.

Amanda discussed that faculty submitting for tenure and promotion submit a data sheet with information regarding total number of advisees, advisee evaluations, and a self-evaluation were part of the narratives that faculty must submit. Amanda included quite a bit about academic advising in her materials, in part because she also serves as the director of academic advising.

Daniel's tenure and promotion materials included information on the number of advisees he had and presentations at conferences, such as NACADA. However, those conference presentations were not regarded as highly as other scholarly work was by his peers in the process. Daniel stated that while he needed to provide information regarding academic advising in his tenure and promotion materials, the guidelines were "very loose" about what needed to be included. Daniel was able to decide on the narrative for his materials and provided evidence to support it. Daniel included evaluations of one-on-one academic advising sessions as evidence. While this was not required, it helped Daniel develop a clear case for his tenure and promotion within his materials.

Reflective Statements and External Letters of Support

Marsha used academic advising evaluations as evidence in her promotion materials and discussed her professional development and scholarship in academic advising. While this was a large part of her materials, she felt the committee evaluating her materials did not fully understand what goes into academic advising. What Marsha felt was most helpful for her promotion materials were external letters of support. The external letters helped the committee see the value that Marsha provides in academic advising. Marsha believes that one of her external letters (redated for confidentiality) was from a faculty academic advisor and addressed the importance of faculty academic advising.

Marsha explained that there needed to be clear evidence of academic advising in terms of tenure and promotion materials, but that what that evidence should be was not clearly outlined:

I think the most important thing to include is evidence that advising aligns with what you're expected to do as a faculty member so even if your university counts it as service, I think it's really important to show scholarship and teaching in advising ... I think it's really important for faculty to reinforce that even if they are spending their time doing advising which other folks may not understand or may not give credit to that they are going about it in a scholarly way.

Marsha felt that for promotion, there was a list of things that needed to be done, and that you needed to be “checking the boxes.” This builds on Amanda’s insight regarding the assessment of academic advising discussed previously, that some items within the tenure and promotion process were there just to be checked off. Additional materials that the survey respondents indicated were included in tenure and promotion materials were student and peer evaluations or surveys; letters of support from students, administrators, or other faculty; professional development related to academic advising; and narrative statements.

The lack of clarity and inconsistencies among study participants highlight the inconsistency in expectations and documentation processes for faculty across institutions. Faculty do not always know what to submit or why it might be important. Faculty responses to my question regarding what to submit were telling. Some respondents were passionate about academic advising, showing that they were intrinsically motivated to be good academic advisors. Ten respondents from both the interviews and surveys described in detail what was required and what they submitted. Others were motivated by their contracts and faculty roles, including statements such as “contractually obligated,” “expected to advise,” or “need to complete it.” It

was also clear that some faculty were just “checking a box” and submitting their advisee count or list. RQ 3 further explores this by reviewing what the document review found in terms of academic advising and the tenure and promotion process.

RQ3: What do the documents regarding tenure and promotion for faculty reveal about academic advising within this process?

Each institution and/or college develops its own criteria and evaluation for the tenure and promotion processes. RQ3 focuses on what documentation faculty have available to review when preparing their tenure and promotion materials. This research question was explored primarily through document review of institutional websites, but relevant interviews and expanded survey responses will also be discussed. There were inconsistencies in where faculty could seek guidance on how best to articulate academic advising as part of the tenure and promotion process, and the documents reviewed showed that for most institutions, there was not a lot of publicly available information to guide faculty in this process, though the documents provided to faculty members at each institution may be confidential.

I reviewed documents from fifteen institutions, but focused the document review on six institutions, three public institutions and three private institutions, for this research question. For the excluded nine institutions, the documents did not clearly articulate academic advising within the tenure and promotion process. Each institution reviewed had some information publicly available regarding the tenure and promotion process, but the location of this information and the amount of information available varied by institution. For the most part, there were very minimal mentions and not always clear guidance for faculty to follow.

Table 7: Institutional Profiles Table

Institution	Carnegie Classification	Enrollment	Public or Private	Where Academic Advising Lives
Boise State University	Mid-Size, R2	27,000+	Public	Service
Indiana State University - Bloomington, College of Liberal Arts and Sciences	Large, R1	38,000+	Public	Teaching
Providence College	Mid to Large	4,494	Private	Service
St. John Fisher	Small	3,000+	Private	Stand Alone Category
St. Olaf College	Small	3,000+	Private	Teaching
University of Kansas	Large, R1	27,000+	Public	Teaching

Providence College states, “[e]vidence of effective advising and mentoring is also considered evidence of good teaching,” yet academic advising falls into the service component of the tenure and promotion process (Providence College, n.d.). Providence did not have clear guidance on how faculty were to articulate in publicly available spaces. I found it curious that Providence College described academic advising as evidence of good teaching, yet in the available documentation, it was categorized as a service in tenure and promotion. As academic advising is being evaluated within the tenure and promotion process as service, yet referred to as teaching, this may be confusing to faculty on how best to articulate this for their tenure and promotion materials (Bowden & Gonzales; 2012; Prottas, 2017).

Indiana University-Bloomington College of Arts and Sciences and the University of Kansas mention academic advising within the teaching criteria for tenure and promotion, but as a secondary part of teaching alongside a variety of other considerations in the tenure and promotion process (Indiana University-Bloomington, n.d.; University of Kansas, n.d.). There

was not substantive supporting documentation that could guide faculty on how to articulate this for their tenure and promotion materials.

When reviewing the documents available for tenure and promotion on Boise State University's website, academic advising fell into the service category. For Boise State (Boise State University, n.d.), service is broken into three categories: student advising and/or other services to students above and beyond classroom instruction; professional service in the discipline; and institutional service. What was most interesting about this was that, for the professional and institutional service categories, Boise State provided bulleted examples outlining what could be considered or suggested for this service. Academic advising had no additional bullet points to guide faculty in this area.

St. Olaf College clearly articulated academic advising within its tenure and promotion guidelines. St. Olaf structures the criteria for tenure and promotion around student learning and development, scholarly or artistic contributions in the field, and service and leadership (St. Olaf College, n.d.). Within this process, St. Olaf details how students and alumni review a tenure and promotion candidate's teaching and advising, including responses from a questionnaire sent to students and alumni the faculty candidate has worked with. With the help of St. Olaf's Office of Institutional Effectiveness and Assessment, the information from this survey is reviewed within the tenure and promotion documents. St. Olaf had multiple resources available for review on its website, along with additional to support guides for faculty in this process.

St. John Fisher University has incorporated academic advising as one of the four criteria for tenure and promotion (St. John Fisher University, n.d.). The criteria for St. John Fisher University are teaching effectiveness, academic advising, scholarship, and service. Documentation of academic advising for tenure and promotion materials may include

evaluations from students, peer faculty, and administrators. St. John Fisher provides detailed guidance for faculty preparing materials for tenure and promotion, including guiding questions and reflection prompts. The document review of St. John Fisher highlighted the range of expectations and the importance placed on academic advising within the tenure and promotion process.

The examples in this section show that, even when academic advising is integrated into the tenure and promotion process, it may still be unclear to faculty how to document it. Amanda stated that, in her role as director of academic advising, she leads workshops to support faculty in developing their materials and demystify how to include academic advising in the tenure and promotion process documentation that faculty provide. This was echoed in the expanded survey responses, where respondents stated there were not clear guidelines for how to show evidence of academic advising, and that committees did not know how to evaluate it. There are strong examples of how institutions can be more transparent with faculty within this process, as St. John Fisher and St. Olaf do.

Summary

The findings of this study show that faculty have a wide range of experiences with academic advising and the tenure and promotion process. When academic advising was situated within tenure and promotion, the categories in which it was present varied widely. What faculty are expected to submit is not always substantive, and the guiding documentation faculty follow can be unclear. There are not always clear pathways for faculty to follow about academic advising and the tenure and promotion process. While academic advising is sometimes outlined for faculty in contracts or the tenure and promotion process, how faculty can articulate it within

that process is unclear. Chapter 5 will further discuss the implications of the data gathered for this study.

Chapter 5 - Discussion and Implications

Introduction

Academic advising is important for helping students reach their long-term educational goals (Feygin et al., 2022; Young-Jones et al., 2013), but not all academic advisors provide the same level of support. Faculty often have competing priorities in their roles and must determine which aspects to focus on (Kulp et al., 2019). For tenure-track faculty, how much focus faculty place on a particular role is impacted by what is considered part of the tenure and promotion process (McGill & Settle, 2011). Teaching, research, and service are the three most common components of the tenure and promotion process (AAUP, n.d.; Bart, 2021). Tenure-track faculty are often motivated to achieve tenure. They may place greater focus on the roles within their positions that are more closely tied to gaining tenure (Kulp et al., 2019). However, academic advising is not always clearly articulated in the tenure and promotion process.

In this study, I examined whether and how academic advising is situated within the tenure and promotion process, using interviews, expanded survey responses, and document review to determine what, if any, relationships exist between faculty academic advising and the tenure and promotion process. In this chapter, I will discuss where academic advising was situated within the tenure and promotion process; what weight it may carry; and what implications faculty roles and contracts may have for this process. In addition, I will discuss the documentation faculty have access to, the materials they submit for review, and the need for clarity within the tenure and promotion process. I will also explore the overall inconsistency of academic advising within the tenure and promotion process.

Academic Advising in the Tenure and Promotion Process

Exploring where academic advising is situated within the tenure and promotion process, in teaching, research, service, or other category, allows for better understanding on whether academic advising is considered within the tenure and promotion. Is academic advising embedded within one of the traditional tenure categories of teaching, research, service or as a stand-alone category? Was it even present at all? In this section, the main themes explored will where academic advising was situated within the tenure and promotion process, the weight of academic advising within the tenure and promotion process, and how faculty roles and contracts can impact the evaluation of academic advising within the tenure and promotion process.

Where Academic Advising is Situated within Tenure and Promotion

When academic advising is integrated into the tenure and promotion process, the category in which it lives does hold importance (Schimanski & Allperin, 2019). White (2024) discusses that academic advising be housed within the academic structure of an institution, where the curriculum and faculty are housed. Building on White's position, integrating academic advising into the tenure and promotion process for faculty would ensure that academic advising is built into the academic structure of the institution and held to the same standards that are embedded within the tenure and promotion process (Schimanski & Allperin, 2019).

Since tenure and promotion is individual for each institution (Schimanski & Allperin, 2019), where it is situated will vary. This study found that when academic advising was present in the tenure and promotion process, it was most often situated within teaching or service. There were a few occasions when academic advising was present within tenure and promotion as a stand-alone category.

Situating it within teaching aligns with the NACADA Concept of Advising (2006). Good academic advising has aspects of teaching, such as curriculum, pedagogy, and student learning outcomes (NACADA, 2006). Situating academic advising within teaching for tenure and promotion allows faculty to articulate academic advising in similar ways to how they articulate teaching. While teaching is a suitable category for academic advising to be situated in, faculty may overlook how to articulate this within their tenure and promotion materials, as the primary focus for this category will be the teaching guides.

Situating academic advising within the service category is another option, as faculty may view it as service work. One concern with integrating academic advising into the service category is that service work can already take considerable faculty time, including committee, administrative, or community service (Bowden & Gonzales, 2012; Boyce & Augilera, 2021). Additionally, academic advising may not be evaluated in the same manner as other service work. For service, faculty may highlight service they feel is more highly regarded within the tenure and promotion process over academic advising (Vega & Hengartner, 2021).

Integrating academic advising into the tenure and promotion process as a stand-alone category allows institutions to develop strong, targeted criteria for evaluating academic advising within this process. Establishing clear guidelines for tenure and promotion is essential in helping faculty successfully earn tenure and promotion (Bowden & Gonzales, 2012; McGill & Settle, 2011; Murray et al., 2019). Academic advising as a stand-alone category will allow weight to be placed on academic advising within the tenure and promotion process and allow for faculty to be formally rewarded for work specific to academic advising. It will also allow academic advising to shift from a checkbox to a more meaningful aspect of the tenure and promotion process.

Weight of Academic Advising in Tenure and Promotion

When academic advising is present in the tenure and promotion process, it should be a meaningful aspect of that process, as academic advising positively impacts students' ability to reach their academic goals (Vianden, 2016; Young-Jones et al., 2013). This study found that faculty felt that when academic advising was present in the tenure and promotion process, it was often seen as a checkbox or something that needed to be done but was not integrated into academic advising in a meaningful way. When academic advising is seen as a checkbox, faculty will do what is needed to check that box and provide the minimum evidence of academic advising, as faculty prioritize tenure and promotion criteria that carry weight in this process (Schimanski & Allperin, 2019).

The interview and expanded survey responses highlighted this from the faculty experience. While faculty were required or encouraged to submit materials supporting academic advising, most said this would not affect the final decision on tenure and/or promotion. This may be due to how academic advising is understood or evaluated within the tenure and promotion process, as Amanda noted in her interview. This was affirmed in the expanded survey responses, which also indicated that academic advising was viewed as a job duty to be completed, but that it didn't always need to be done well to be awarded tenure. There were instances in which both the interview and expanded survey respondents noted that academic advising was integrated into their faculty role or contract, which will be further discussed in the following section.

Faculty Roles and Contracts

When considering academic advising within the context of tenure and promotion, it is important to understand how faculty roles and contracts can affect academic advising. The range of faculty responses regarding how academic advising was part of their role was vast, but

impactful. It ranged from a job duty, as one survey respondent stated that academic advising was “contractually obligated” and that they were required to meet with them, where others indicated this was a key aspect of their role, one that was highlighted in their contracts and used to frame tenure and promotion materials.

Study participants asserted that their faulty contracts served as a guide for evaluating their tenure and promotion materials. Additionally, this also impacted how the tenure and promotion committees reviewed their materials. Contracts shape how the faculty member views their role and what aspects of their role are important, since the contract states the expectations of employment for faculty (Flood & Leap, 2018). Embedding academic advising within faculty contracts is not enough unless the contract serves as the basis for tenure and/or promotion evaluation.

Discussion of where academic advising is situated within the tenure and promotion process raises questions about how it is documented. The following section will address documentation on how faculty are documenting academic advising within the tenure and promotion process. In addition, ideas for integrating academic advising in a meaningful way will be explored.

Documentation of Academic Advising within the Tenure and Promotion Process

While it is important that academic advising is integrated into the tenure and promotion process, without a way to evaluate or prioritize it, faculty are unlikely to take steps to quantify it (Prottas et al., 2017). Unless faculty are interested in academic advising, the data showed that some faculty will complete only the minimum required academic advising for tenure and promotion, as they do not see it rewarded in the tenure and promotion process. Developing

materials and evidence for faculty within the tenure and promotion process can help set faculty up for success (Vega & Hengartner, 2021) and should be done in a meaningful way.

Integrating academic advising into the tenure and promotion process must go beyond submitting an advising list or the number of students a faculty member met with over the term or year. However, it can be challenging for faculty to document what they do that makes them a good academic advisor (Palmer, 2022). The data for this study revealed some concerns. Some participants were not required to submit documentation of academic advising as part of the tenure and promotion process. When they were required to submit materials, the participants could not clearly articulate what documentation of academic advising was required beyond a list of advisees.

Further support of academic advising in the tenure and promotion process should be articulated beyond the number of advisees the faculty has. Palmer (2022) suggests that this can be completed by expanding on the numbers to include how students are meeting the outcomes of academic advising, recognition, and feedback from both students and peers, and the integration of scholarship of academic advising. Additionally, articulating how many students a faculty member has who went on to graduate or professional school and showcasing how faculty met with their students to support them in this process (Palmer, 2022).

The study participants had positive ideas on what information, beyond an advisee count, could be included, such as time to graduation and the development and assessment of academic advising outcomes. Additional suggestions include expanding on advisee surveys to be more in-depth and not just based on satisfaction, and including narratives and testimonials from students. One expanded survey respondent stated that

qualitative evidence, like student testimonials, is a far better indicator of effectiveness than objective measures like hours spent in meetings or the number of students seen. The content of meetings is far more important than the quantity of meetings, and that is the crux of explaining effectiveness.

Palmer (2022) asserts that encouraging faculty to highlight academic advising in their tenure and promotion materials will help normalize its inclusion in the tenure and promotion process. One way to achieve this is through scholarship of academic advising.

Allowing a broader view of the scholarship category within the tenure and promotion evidence was discussed as a means of evidence within the tenure and promotion process of academic advising. Scholarship within tenure and promotion is most often focused on research within the discipline in which the faculty member is a part (Boyce & Augilera, 2019). Viewing scholarship more broadly to include the scholarship of academic advising in a general sense, as well as focused on academic advising within the discipline, is important (Palmer, 2022). This could allow faculty to pursue scholarship that interest them and in a meaningful way to help grow the literature focused on academic advising.

Narrative statements on academic advising as evidence within the tenure and promotion packet were also suggested. This may include an academic advising philosophy or approach, an explanation of how often and for what reasons students meet with academic advisors, or a description of the time that faculty spend with their advisees (Palmer, 2022). This can be a way to acknowledge the “unofficial” advisee number, as faculty who are good at academic advising often have both assigned and unofficial advisees. Faculty need guidance on what and how to prepare tenure and promotion materials, and the following section will further discuss this need.

Clarity and Consistency for Academic Advising within Tenure and Promotion

Exploring and understanding the publicly available documentation on tenure and promotion at institutions showcases how faculty are guided through the tenure and promotion process. Faculty often use the documentation developed by their institutions for tenure and promotion as a roadmap to developing their tenure and promotion materials (Bowden & Gonzales, 2012; Prottas et al., 2017). While my document review was not exhaustive, I reviewed publicly available online documents from six institutions of varying institutional types to better understand what was included regarding academic advising in tenure and promotion guidelines. Articulation of expectations for academic advising within tenure and promotion was clear in a few institutions but vague in others.

While many institutions had information on academic advising available on their websites, highlighting that many take academic advising seriously, the lack of clarity and guidance provided to faculty is concerning. Suppose faculty are following the materials provided as a tenure and promotion roadmap but are not given clear guidelines. In that case, they do not have all the necessary information to achieve their goals (McGille & Settle, 2011).

The review of the documents highlighted that tenure and promotion guidelines can vary across institutions and within colleges or departments within a single institution. Tenure and promotion decisions should be unique to each institution (Papaconstantinou & Larimore, 2006) and reflect the institution's mission, vision, and values, while the tenure and promotion process should clearly set expectations for all aspects and categories (Murray et al., 2019). In the documents that I reviewed, academic advising was discussed, but only two institutions clearly

articulated and defined in how it fit into the tenure and promotion process and the evidence faculty needed to provide for this.

Clearly articulating what faculty need to provide as evidence of academic advising to achieve tenure and promotion is essential. Moore (2025) goes even further to recommend that the tenure and promotion process should be updated to with a stronger focus on teaching and advising, and less focus on research. Palmer (2022) discusses how academic advising can be articulated as part of the tenure and promotion process, but it must be clearly outlined in the institution's tenure and promotion documents.

St. Olaf College is an example of an institution that clearly articulates how academic advising is situated within the tenure and promotion process and has set structures in place to allow faculty to include academic advising in a meaningful way, including student and alumni reviews of faculty advising. St. Olaf outlines the materials faculty need to submit and provides recommendations on how to obtain them (St. Olaf College, n.d.). This builds on Palmer's (2022) analysis, which clearly articulates what is required and how it will be evaluated within the tenure and promotion process. Faculty cannot align academic advising with the tenure and promotion process if they do not understand the expectations.

Implications of Tenure and Promotion as a Rewards System

Rewards systems motivate employees to perform their roles (Balamurugan & Princia, 2019). Tenure and promotion are reward systems established by higher education institutions in the United States to recognize faculty. If an institution uses faculty for academic advising and wants to improve it, integrating it into the tenure and promotion process will allow faculty to focus more on their academic advising responsibilities. Daumiler et al. (2020) propose that

motivational theories apply to faculty in the same way they do to employees in other organizations and can foster faculty performance in the categories they are evaluated on.

Motivation is an important aspect to consider when evaluating academic advising within the tenure and promotion process. Achieving tenure and/or promotion allows faculty to feel secure in their role and is a significant step in their professional career path (Kulp et al., 2019). If academic advising is well integrated into the tenure and promotion process, it would help motivate faculty to provide effective advising (Daumiller et al., 2020). Institutions cannot say they prioritize academic advising if they do not reward. For faculty, the reward structure should be situated within the tenure and promotion process (Schimanski & Alperin, 2018).

Integrating academic advising into the tenure and promotion process would establish a formal rewards system for academic advising, in the same ways that teaching, research, and service are (Smith, 2019). Rewards systems shape the work that is being done (O'Meara, 2010), and faculty are rewarded through tenure and promotion (Daumiller et al., 2020; Smith, 2019).

Conclusions and Implications

If faculty are to take academic advising seriously, then academic advising needs to be clearly defined within the tenure and promotion process (McGill & Settle, 2011; Palmer, 2022; Prottas et al., 2017). Rewarding faculty for good academic advising through the tenure and promotion process will encourage faculty to be good academic advisors. Many faculty respondents were motivated to be good advisors, even when academic advising did not carry significant weight in the tenure and promotion process. The data revealed that when academic advising was considered part of the tenure and promotion process, there was no consistent space for it. Amanda suggests that when academic advising is part of the faculty role, it needs to be evaluated as part of the tenure and promotion process.

Moving beyond the count and towards meaningful integration into the tenure and promotion process is key and will encourage faculty to be better academic advisors. Creating strong guidelines for how faculty can articulate their academic advising work into their documents for tenure and promotion will allow not only faculty to be better able to create documents that showcase their advising responsibilities, but also for the committees responsible for the review to determine how well the faculty member has articulated this in their documents, to move academic advising from a checkbox or line item to a more meaningful part of the materials faculty submit for the tenure and promotion process.

Setting a clear path for faculty to follow for tenure and promotion is essential (Palmer, 2022; Parottas, 2017). Ensuring that academic advising is present in the tenure and promotion process is key to advancing faculty academic advising. There are two ways to embed academic advising into the tenure and promotion process. One would be to integrate academic advising into the teaching component of the tenure process. This would be supported by the NACADA Concept of Academic Advising, which strongly links academic advising with teaching (NACADA, 2006). The second way would be to develop a stand-alone component for tenure and promotion, with the category focused on academic advising.

Situating academic advising within service, a category of the tenure and promotion process that is often seen as a checkbox and given less weight than teaching or research (Boyce & Aguilera, 2021; Vega & Hengartner, 2021), is not ideal. Faculty often have many service requirements within their roles and may struggle best to articulate how academic advising fits into service. Service work can also be time-consuming (Love et al., 2022), and faculty complete more service than others because they are good at it or come from historically minoritized backgrounds (Domingo et al., 2020).

Developing a tenure and promotion category focused on academic advising would enable a more robust discussion of academic advising within the tenure and promotion process. Establishing clear guidelines for faculty to follow and articulating what is considered for academic advising would give faculty the tools they need to define what is required for their materials beyond student satisfaction (White, 2024).

Limitations

While I strove to develop a robust study, my research has limitations. Two limitations included a small interview pool and limited access to institutional documentation on the tenure and promotion process. The small sample size for my interviews was not ideal. There are several reasons why I may not have been able to interview additional candidates. One reason could be the timing of the study and the call for interview participants. The initial survey was sent near the end of the traditional spring term at most higher education institutions in the United States. This is often a busy time for faculty, as they complete grading for the term and prepare for summer research projects.

Another concern was the sensitive nature of my research topic, as tenure and tenure-track roles are declining in the United States (Colby, 2023; Stein, 2022). Faculty often seek roles where they can earn tenure and advance in rank, but while I understood this may limit participation in my study, I underestimated the impact. I had 114 faculty complete the screening survey: only four completed interviews. Tenure-track faculty can be in a precarious position, and do not want to do anything that jeopardizes their ability to earn tenure and promotion.

Having clear documentation for faculty to follow as they navigate the tenure and promotion process is pivotal to helping them earn tenure and promotion. When completing the document review, I found that the materials available to faculty were, at times, protected from

public review. Faculty of those institutions would be able to access and review them but would need to log in to review. Having unrestricted access would have provided a broader range of documents for analysis.

Recommendations for Future Research

I hope that additional research surrounding faculty academic advising, tenure, and promotion will continue to be explored. Additional research on faculty academic advising motivations could be expanded. Some areas for future research include:

- Considering whether being an “effective” academic advisor is motivated intrinsically or extrinsically for a faculty member.
- Exploring the differences between evidence required for advising within the teaching category and advising within the service category (or as a stand-alone category).
- Considering the perspectives of academic administrators and colleagues who are tasked with evaluating the strength of the evidence of faculty advising.
- Evaluating the connections between the commitment of the institution to offer professional development and training for novice and continuing faculty members who are assigned advisees with the weight of the evidence for effective faculty advising.
- Exploring the individual commitment of faculty members to pursue professional development on advising practices and the contributions to the scholarship of advising.
- Interrogating the pedagogical connections between teaching strategies and advising strategies, by discipline.

This research could help build a case for meaningfully integrating academic advising into the tenure and promotion process.

Summary and Conclusions

This study focused on whether and how academic advising was situated within the tenure and promotion process. I explored whether it was present, where it was situated, whether it was perceived as impactful for faculty, what motivational factors played into faculty academic advising, and the guidelines provided to faculty regarding academic advising within the tenure and promotion process. Understanding these processes helped to build a case for two overarching themes. First, academic advising should be integrated into the tenure and promotion process for faculty who advise. Second, the guidelines must be clear so that faculty can articulate academic advising appropriately within their tenure and promotion guidelines.

Integrating academic advising into tenure and promotion must be done well. Moving academic advising away from a contractual obligation or checkbox will allow faculty to grow as academic advisors, developing their skills as they would as researchers or teachers. Allowing faculty to be extrinsically motivated through the tenure and promotion process will help faculty develop the skills necessary to become strong academic advisors. Accountability within the tenure and promotion process will help faculty understand that academic advising responsibilities within their roles are important.

Institutions must clearly outline what faculty members must articulate to meet the standards for academic advising in the tenure and promotion process. This not only specifies the evidence faculty needs to provide but also ensures that tenure and promotion committees understand how to evaluate it. Academic advising is an important part of a student's higher

education experience. Ensuring that faculty are prepared to advise well and are rewarded for their academic advising efforts is key to advancing faculty academic advising.

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Appendix A: Participant Recruitment Email – Screening Survey



Dear NACADA Member,

You are invited to take part in a research study, approved for distribution to NACADA members by NACADA's Research Committee and sponsored by Kansas State University to learn more about faculty academic advising and the tenure and promotion process. This study is being conducted by Ann M. Hintz (annhintz@ksu.edu), doctoral candidate, Kansas State University, as part of her doctoral dissertation. Her faculty sponsor is Wendy Troxel (wgtroxel@ksu.edu), professor, Kansas State University.

If you agree to participate in this study, you will be asked to complete a web-based questionnaire pertaining to your experiences as a faculty academic advisor and how advising is situated in the tenure and promotion process. Participation in this study will involve 15 minutes of your time to complete the questionnaire. Although you will receive no direct benefits, this research may help the investigator better understand the interaction between faculty academic advising and the tenure and promotion process.

Your responses will be strictly secured. The questionnaire does not ask for any personally identifiable information and therefore your response will be anonymous. No one will be able to link your identity with your responses. Participation in this study is voluntary and there will be no penalty for not participating in the research. You may refuse to participate or withdraw at any time without penalty. You have the right to skip or not answer any questions.

For questions about the content or technical questions about the survey instrument, please contact Ann M. Hintz at annhintz@ksu.edu. For questions about your rights as a research participant, you may contact the Kansas State University's Human Subjects Review Board, (785) 532-3224.

Please print a copy of this consent e-mail for your records. If you consent to participate in this study you may access the questionnaire [here](#) or paste the following link into your browser: https://kstate.qualtrics.com/jfe/form/SV_eyZ7zRHbxUOdFqe.

Thank you!

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Appendix B: Screening Survey Informed Consent

Informed Consent to Participate in a Research Project:

Faculty Academic Advising and the Tenure and Promotion Process: A Phenomenological Study

Introduction

You are invited to participate in a research project on Faculty Academic Advising. Your participation involves completing the survey questions in the survey link provided. It is expected that your participation will take approximately 5-10 minutes. In addition, you may be asked for a follow up, one hour interview via Zoom. There are minimal risks anticipated with your participation. While there are no direct benefits for your participation in this study, your insights will inform the literature on the role of undergraduate advisors who are full-time faculty members. If you are interested in participating, please review the following information.

Purpose of the Study and Proposed Benefits

The purpose of this study is to understand the role of academic advising in the faculty tenure and promotion process. This phenomenological study will review the ways faculty academic advising is integrated into the tenure and promotion process, using document review and interviews, and to explore more deeply the experiences of faculty academic advisors and the tenure and promotion process.

Your Participation

If you agree to participate, you will be asked to complete the screening survey, available through the assigned link provided in the email. Your participation in the survey will take approximately 5-10 minutes. Additionally, you may be asked to participate in a one hour Zoom interview to discuss your experiences with faculty academic advising and the tenure and promotion process. There is no cost or compensation associated to participating in the study.

Protections and Potential Risks**Screening Survey:**

Please be aware that you are not required to participate in this research, refusal to participate will not involve any penalty or loss of benefits to which you are otherwise entitled, and you may discontinue your participation at any time without penalty or loss of benefits. If you decide to withdraw your participation, please delete your responses and close the survey. If you have any questions about the study, contact Ann Hintz, annhintz@ksu.edu. You may omit responses to any questions you choose not to answer.

There are minimal risks anticipated with your participation in this study, particularly related to loss of confidentiality.

Interviews:

Your confidentiality will be protected. Contact information will be collected at the end only for those who wish to be considered for the Zoom interview. All personally identifiable information connected to the survey or interview responses will be kept confidential and locked in a secure location.

There are minimal risks anticipated with your participation in this study, particularly related to loss of confidentiality, including risk to employment. Interviews will be recorded via Zoom. The Zoom recordings will be held in the graduate student's personal, password protected hard drive. Once transcribed, the Zoom recordings will be destroyed. Information regarding participation in the study will not be disclosed to any representative at your institution.

Identifiers will be removed from any identifiable private information. After such removal, the information may be used for future research studies but will not be distributed to another investigator for use.

Pseudonyms will be used to protect the participants' identity in the results. Participants may choose to use the pseudonym during the interview.

You will not be required to respond to any question(s) you choose not to answer, and you may discontinue the interview at any time.

Future Use of Data

Identifiers from data collected will be removed from any identifiable private information. After such removal, the information may be used for future research studies but will not be distributed to another investigator for use.

Contact Information

This research is being conducted by a doctoral student at Kansas State University. If you have questions regarding this study or would like to be informed of the results when the study is completed, please contact the researcher, Ann M. Hintz, at annhintz@ksu.edu or her Major Professor, Dr. Wendy G. Troxel at wgtroxel@ksu.edu.

If you have concerns regarding the way the study is conducted, you may contact K-State's Institutional Review Board

IRB Chair Contact Information:

If you have questions or wish to discuss on any aspect of the research with an official of the university or the IRB, please contact: Lisa Rubin, Chair, Committee on Research Involving Human Subjects, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506, (785) 532-3224; Brad Woods, Associate Vice President for Research Compliance, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506, (785) 532-3224.

Agreement to Participate

If you are 18 or older and agree to voluntarily participate in this research project, and are willing to participate in this study, please click the right arrow button below. If you do not wish to participate, simply close your browser.

Appendix C: Screening Survey Questions

SCREENING SURVEY ITEMS (Qualtrics)

Please indicate the responses that best fit your current situation in higher education:

1. Institutional Information
 - a. 4 Year Public Institution
 - b. 4 Year Private Institution
 - c. Community College
 - d. Other: Please describe (text box)
2. What structure for academic advising is currently in use at your institution?
 - a. Full faculty academic advising model (your institution only uses faculty for academic advising)
 - b. Mixed Academic Advising Model (your institution uses both faculty and primary role or professional staff academic advisors)
 - c. Primary-role or professional staff academic advisors
 - d. Other: Please describe (text box)
3. Please select the category that best fits your current status:
 - a. Tenure-track professor in your 2nd or 3rd year of the tenure process
 - b. Tenured professor who gained tenure within the past 2-3 years
 - c. Tenured professor 3+ years post tenure
 - d. None of the above describes my current status
4. To the best of your knowledge, where is academic advising situated **within your contracted faculty workload**?
 - a. Teaching

- b. Research
 - c. Service
 - d. Other: please describe
5. Where is academic advising considered within the tenure and promotion process for **your department**?
- a. Teaching
 - b. Research
 - c. Service
 - d. Academic advising as a stand-alone category
 - e. Other: please describe
 - f. Academic advising is not considered as part of the tenure and promotion process
6. Where is academic advising considered within the tenure and promotion process for **institution**?
- a. Teaching
 - b. Research
 - c. Service
 - d. Academic advising as a stand-alone category
 - e. Other: please describe
 - f. Academic advising is not considered as part of the tenure and promotion process
 - g. I'm not sure
7. Would you like to be considered to participate in a one-hour, semi-structured Zoom interview to discuss your experiences in faculty academic advising and the tenure and promotion process?

- a. YES
 - b. NO
8. If so, please contact Ann Hintz at annhintz@ksu.edu (*add mailto: link*)

Appendix D: Semi-Structured Interview Questions

Interview Questions for Faculty Academic Advisors

1. Introductions / purpose of the study
2. What does academic advising “look like” at your institution? In your department?
3. Tell me about your experiences as a faculty advisor.
4. Is academic advising recognized on your campus or in your department? How?
5. Can you describe the initial training you got for your academic advising role?
6. Can you describe the professional development opportunities that are available specific to academic advising?
7. What are your understandings about what is expected of you in the advising role?
8. Describe what role, if any, academic advising plays in the tenure and promotion process at your institution.
 - a. What documents are you expected to provide as evidence of academic advising for the tenure and promotion process?
 - b. What additional information and evidence do you think it’s important to include to describe your role as a faculty advisor?
9. If academic advising is reviewed as part of the tenure and promotion process, can you describe how this is reviewed?
10. What expectations does your department/institution have for academic advising?
11. How do the expectations of the department compare to the institutional expectations for academic advising?

Appendix E: Participant Recruitment Email – Expanded Survey

Good afternoon,

My name is Ann Hintz. I am reaching out today to request your help in completing research as part of my doctoral dissertation at Kansas State University in the Leadership in Academic Advising Ph. D. program. My dissertation research focuses on the intersection of faculty academic advising and the tenure and promotion process.

To gather data, I am hoping you will complete a 10-15 minute [survey](#) regarding your experiences as a faculty academic advisor, and to share this information with your colleagues who may be willing to participate as well.

Please let me know if you have any questions. I would greatly appreciate your help with my research.

Have a wonderful day,

Ann Hintz

Survey Link: https://kstate.qualtrics.com/jfe/form/SV_57KtlCvzVdGetbo

Appendix F: Expanded Survey Consent Form

Informed Consent to Participate in a Research Project: Faculty Academic Advising and the Tenure and Promotion Process: A Phenomenological Study

You are invited to participate in a research project on Faculty Academic Advising. Your participation involves completing the survey questions in the survey link provided. It is expected that your participation will take approximately 10-15 minutes. There are minimal risks anticipated with your participation. While there are no direct benefits for your participation in this study, your insights will inform the literature on the role of undergraduate advisors who are full-time faculty members. If you are interested in participating, please review the following information.

Purpose of the Study

The purpose of this study is to understand the role of academic advising in the faculty tenure and promotion process. This phenomenological study will review the ways faculty academic advising is integrated into the tenure and promotion process and to explore more deeply the experiences of faculty academic advisors and the tenure and promotion process.

Your Participation

If you agree to participate, you will be asked to complete the screening survey, available through the assigned link provided in the email. Your participation in the survey will take

approximately 10-15 minutes. There is no cost or compensation associated to participating in the study.

Protections and Potential Risks Survey:

Please be aware that you are not required to participate in this research. Refusal to participate will not involve any penalty or loss of benefits to which you are otherwise entitled, and you may discontinue your participation at any time without penalty or loss of benefits. If you decide to withdraw your participation, please delete your responses and close the survey. You may omit responses to any questions you choose not to answer. There are minimal risks anticipated with your participation in this study, particularly related to loss of confidentiality. The data file will be encrypted and kept in a secure location.

Future Use of Data:

Identifiers from data collected will be removed from any identifiable private information. After such removal, the information may be used for future research studies but will not be distributed to another investigator for use.

Contact Information

This research is being conducted by a doctoral student at Kansas State University. If you have questions regarding this study or would like to be informed of the results when the study is completed, please contact the researcher, Ann M. Hintz, at annhintz@ksu.edu or her Major Professor, Dr. Wendy G. Troxel at wgtroxel@ksu.edu. If you have concerns regarding the way the study is conducted, you may contact K-State's Institutional Review Board.

IRB Chair Contact Information:

If you have questions or wish to discuss on any aspect of the research with an official of the university or the IRB, please contact: Lisa Rubin, Chair, Committee on Research Involving

Human Subjects, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506, (785) 532-3224; Brad Woods, Associate Vice President for Research Compliance, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506, (785) 532-3224.

Agreement to Participate

If you are 18 or older and agree to participate in this research project please click the right arrow button below. If you do not wish to participate, simply close your browser.

Appendix G: Expanded Survey Questions

Survey Questions

1. Institutional Information
 - a. 4 Year Public Institution
 - b. 4 Year Private Institution
 - c. Community College
 - d. Other: Please Describe
2. What is your current faculty rank?
 - a. Assistant Professor
 - b. Associate Professor
 - c. Professor
 - d. Other: Please Describe
3. Please select the category that best fits your current status as a faculty member:
 - a. Tenure-track: in your 2nd or 3rd year of the tenure process
 - b. Tenured: gained tenure within the past 2-3 years
 - c. Tenured: 3+ years post tenure
 - d. Other: Please Describe
 - e. 4 Year Private Institution
 - f. Community College
 - g. Other: Please Describe
4. What is your current faculty rank?
 - a. Assistant Professor
 - b. Associate Professor

- c. Professor
 - d. Other: Please Describe
5. Please select the category that best fits your current status as a faculty member:
- a. Tenure-track: in your 2nd or 3rd year of the tenure process
 - b. Tenured: gained tenure within the past 2-3 years
 - c. Tenured: 3+ years post tenure
 - d. Other: Please Describe
6. What structure for academic advising is currently in use at your institution?
- a. Full faculty academic advising structure (your institution only uses faculty for academic advising)
 - b. Mixed academic advising structure (your institution uses both faculty and primary role or professional staff academic advisors)
 - c. Primary-role or professional staff academic advisors only (no faculty advisors)
 - d. Other: Please Describe
7. Where is academic advising considered within the tenure and promotion process for **your academic department**?
- a. Teaching
 - b. Research
 - c. Service
 - d. Academic advising as a stand-alone category
 - e. Other: Please Describe
8. What expectations does your **academic department** have for academic advising?

9. Where is academic advising considered within the tenure and promotion process for **your institution**?
- a. Teaching
 - b. Research
 - c. Service
 - d. Academic advising as a stand-alone category
 - e. It varies across the institution
 - f. I'm not sure
10. What expectations does your **institution** have for academic advising?
11. How do the expectations of the department compare to the institutional expectations for academic advising?
12. Please describe the initial training you received for your academic advising role.
13. Please describe the professional development opportunities that are available specific to academic advising.
14. Describe what role, if any, academic advising plays in the tenure and promotion process at your institution:
15. What documents are you expected to provide as evidence of academic advising for the tenure and promotion process?
16. What additional information and evidence do you think it's important to include to describe your role and experiences as a faculty advisor, and the role of advising in the tenure and promotion process?

Thank you! Go back if you'd like to revise any responses, otherwise hit the SUBMIT button below. Please contact Ann Hintz at annhintz@ksu.edu if you have any additional questions or more thoughts about this topic.