

**RESOLUTION FROM THE FACULTY AFFAIRS COMMITTEE
OF THE FACULTY SENATE
PROPOSED FOR ADOPTION AT A MEETING OF THE
FACULTY SENATE TO BE HELD ON
May 2, 2011**

WHEREAS, under Article III, Section 2.G. of the Bylaws of the Faculty Senate, the Faculty Affairs Committee of the Faculty Senate “is responsible for reviewing proposed revisions and recommending changes to the *Faculty Handbook* in accordance with the amendments procedures set forth in the *Faculty Handbook* and for reviewing proposed revisions and recommending changes to the *Manual for Faculty Evaluation* in accordance with the amendments procedures set forth in the *Manual for Faculty Evaluation*,” and

WHEREAS, the Task Force on Advising recommended that the Faculty Senate Faculty Affairs Committee review and recommend proposed revisions to the *Faculty Handbook* and the *Manual for Faculty Evaluation* concerning the importance of advising and mentoring activities by faculty as aspects of teaching; and

WHEREAS, under Section 8.3 of the *Faculty Handbook*, the Faculty Senate Faculty Affairs Committee “is responsible for recommending changes, which should have input from the chancellor, the vice president, and their administrative staff including deans for consideration by the Faculty Senate Executive Council and final consideration by the full Faculty Senate;” and

WHEREAS, the introduction to the *Manual for Faculty Evaluation* states that “[r]evisions to the *Manual for Faculty Evaluation*, if any, are made in consultation with and the approval of the Faculty Senate Faculty Affairs Committee and the Faculty Senate Executive Committee for final approval by the full Faculty Senate;” and

WHEREAS, the Faculty Senate Faculty Affairs Committee has reviewed—and sought (i) input from the chancellors of UTK and UTIA and (ii) consideration by the Faculty Senate Executive Council on—the various sections of the *Faculty Handbook* and the *Manual for Faculty Evaluation* related to this issue; now, therefore, it is

RESOLVED, that section 2.22 of the *Faculty Handbook* is revised by deleting and inserting new text so that it reads in full as follows:

Faculty members are responsible for teaching effectively by employing useful methods and approaches that facilitate student learning. Faculty members design courses to achieve clearly defined learning objectives with appropriate evaluation tools and teaching methods. Advising and mentoring undergraduate and graduate students concerning educational and professional opportunities, degree plans, and career goals are also important. Faculty members may educate students through distance learning. Faculty members may pursue the scholarship of education, so as to improve teaching of faculty members and other educators, such as primary and secondary teachers, or extension agents. Other faculty members through outreach

instruct non-traditional audiences in off-campus settings to improve professional expertise and public understanding.

AND IT IS FURTHER RESOLVED, that Appendix 2 of the *Faculty Handbook* is revised by (1) adding an “A.” in front of the present title “Teaching/Learning Guidelines” and (2) the following new text:

B. Academic Advising and Mentoring

Introduction: Faculty members advise and mentor students as an important component of their scholarship in teaching and learning. By serving as academic advisors and mentors, faculty provide effective guidance so that students can maximize their educational opportunities and make critical decisions regarding education, career, and life goals. Faculty mentor students to help them become responsible citizens of their profession and the global community. Successful academic advising depends on the ability of the advisor and advisee to recognize the nature of the academic advising process, address specific components of academic advising, and together be responsible in the advising process.

The Components of Advising: Academic advising has three components: curriculum (what advising deals with), pedagogy (how advising does what it does), and student learning outcomes (the result of academic advising). The curriculum of advising ranges from the ideals of higher education, the meaning, value, and interrelationship of the institution’s curriculum and co-curriculum, the selection of degree plans and courses to the pragmatics of enrollment. Academic advising, as a teaching and learning activity, requires a pedagogy that incorporates the facilitation and assessment of advising interactions and is characterized by mutual respect, trust, and ethical behavior. The student learning outcomes of academic advising are guided by an institution’s mission, goals, curriculum and co-curriculum. These outcomes define what a student will demonstrate, know, value, and do as a result of participating in academic advising. (Link to UT, Knoxville’s undergraduate advising learning outcomes <http://www.utk.edu/academics/advising/mission.shtml>)

The Organization of Advising: High quality advising of **undergraduate students** is widely recognized as essential for student success, retention, and timely progress toward a degree. Undergraduate students at UTK may have several points-of- access to academic advising opportunities, including professional advisors, College advising center staff, and department faculty advisors. It is certain, however, that nearly every undergraduate student seeks (whether formally or informally) some kind of academic advice from faculty members during her or his academic career. (Undergraduate advising policy link to UG Catalog http://catalog.utk.edu/content.php?catoid=5&navoid=377#acad_advi_univ_tenn) High quality advising and mentoring of **graduate students** is equally important. The relationship between a research mentor and a graduate student is different in many ways from that between a faculty advisor and his or her undergraduate

advisee; nevertheless, mentoring and advising graduate students is critically important because of the central role that graduate students research mentors play in the students' professional development. (Graduate advising link to Graduate Catalog <http://catalog.utk.edu/content.php?catoid=4&navoid=293>)

In most colleges/schools, professional advisors advise undergraduate pre-major and undecided students and faculty advise students once they have progressed into a major or declared a major. This structure is referred to as a "blended" model of advising. Other colleges utilize professional advisors for all undergraduates, referred to as a professional advising model. In some cases, a college may choose to use only faculty to advise all students. Specific faculty advisor/mentor roles, responsibilities and workloads are determined by the individual academic department or college.

AND IT IS FURTHER RESOLVED, that, in the *Manual for Faculty Evaluation*, is revised by deleting and inserting the text as follows.

- (1) This new paragraph is inserted as the next to last paragraph of the Introduction.
"As noted in the *Faculty Handbook*, the advising and mentoring of students are important aspects of a faculty member's role as an effective teacher. Thus, in each and every process outlined within this manual, any evaluation of the effectiveness of a faculty member's teaching should, when appropriate, include consideration the faculty member's advising and mentoring activities. The faculty of each department should define in their respective bylaws clear expectations for advising and mentoring activities within the unit and the methods by which these activities are to be evaluated."
- (2) In the second paragraph of Part I, B. 1. a, the phrase "evidence of advising and mentoring" is inserted in the list of materials placed the faculty member's file between "teaching materials;" and "evidence of research / scholarship / creative activity work in progress;".
- (3) In Part I, B. 1. b, the phrase "teaching methods" is deleted and replaced with the phrase "methods and tools for teaching, advising, and mentoring."
- (4) In Part IV, B. 3. b, the final sentence is deleted and replaced with these two sentences:
"The department head may conduct an assessment of the candidate's advising and mentoring of graduate and undergraduate students with input from students and peers, as appropriate. Dossiers not containing evidence of self-assessment and peer evaluation of teaching in addition to student evaluation will not be considered for promotion and tenure."
- (5) In Appendix A, the Faculty Annual Review Report – Retention Review, the first paragraph of the form is revised by deleting the phrase "(1) teaching methods and tools" and inserting in its place the phrase "(1) methods and tools for teaching, advising, and mentoring."
- (6) In Appendix B, the form B, Teaching Ability and Effectiveness,
 - a. 1.a is revised by deleting the phrase "teaching philosophy" and inserting in its place the phrase "philosophy regarding teaching, advising and mentoring"
 - b. 1.b is revised by inserting "distance education" following the phrase "continuing education"

- c. 1. b. iii is revised by inserting “, to include graduate, undergraduate, and student organization advising,” following “advising responsibilities”
 - d. 2. c. is revised by inserting “, advising, and mentoring” after “teaching”
 - e. 2. f. is changed to 2. e and the phrase “theses supervised” is deleted and replaced with the phrase “theses and independent research / scholarship supervised”
 - f. 2. g and 2. h are changed to 2. f and 2. g, respectively
- (7) In the Best Practices section, the statement entitled “BEST PRACTICES FOR ASSESSMENT AND REVIEW OF FACULTY TEACHING” is revised by
- a. Changing the title to “BEST PRACTICES FOR ASSESSMENT AND REVIEW OF FACULTY TEACHING, ADVISING AND MENTORING”
 - b. Changing the history paragraph by replacing “Executive Committee” with “Executive Council” and adding as the final sentence “The section on advising was proposed by the Academic Advising Leadership Group and approved by the Faculty Senate on May 2, 2011.”
 - c. Adding the following text at the end of the present statement
“Academic Advising Expertise and Assessment

“Where appropriate, academic advising/mentoring activities are considered as a part of the evaluation of the faculty member’s teaching ability and effectiveness. At a minimum, the faculty member should provide (1) a statement of his/her philosophy regarding advising and mentoring and its implementation and (2) a list of advising responsibilities (including graduate, undergraduate, and student organization advising). When preparing a written summary of accomplishments in advising, a faculty member should consider the expectations for advising and mentoring specified in his/her departmental bylaws and the standards for evaluating such activities given in those bylaws. Examples of the types of evidence of advising/mentoring that could be considered in the bylaws are: honors or awards received for advising and mentoring; development as an advisor and mentor (e.g. attendance at advisor/mentor development seminars or conferences); list of supervised graduate dissertations/theses and undergraduate honor theses as well as independent research/scholarship.

“In addition, the department head may conduct an assessment of the candidate’s advising and mentoring of graduate and undergraduate students with input from students and peers, as appropriate. Department Heads may utilize the “Student Assessment of Major/Departmental Advisor” developed by the Academic Advising Leadership Group (AALG) and found at the following web site link <http://www.utk.edu/academics/advising/>.”