

Proposed Revisions to the *Faculty Handbook and Manual for Faculty Evaluation with Regards to Advising and Mentoring Students*

Submitted by the Task Force on Advising

As revised by the Faculty Senate Faculty Affairs Committee, January 31, 2010

Accepted by the Undergraduate Council Advising Committee and the Academic Advising Leadership Group, February 22, 2011

(Deletions are shown with ~~strikethrough~~ and additions with **highlighting**.)

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	<i>Faculty Handbook</i>
11	<p>2.22 Teaching</p> <p>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 undergraduate and graduate students concerning courses, curricula, and professional opportunities beyond the degree is 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.</p> <p>Faculty members advise and mentor students as an important component of their teaching. 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.</p>
15	<p>3.2 Criteria for Appointment to Faculty Rank</p> <p>Professors are expected to ...</p> <p>2. be accomplished teachers, advisors and mentors</p> <p>Associate professors are expected to ...</p> <p>2. be good teachers, advisors and mentors</p> <p>Assistant professors are expected to ...</p> <p>2. show promise as teachers, advisors and mentors</p>
63	<p>Appendix 2</p> <p>A. Teaching/Learning Guidelines</p>

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	<p data-bbox="289 216 755 247">B. Academic Advising and Mentoring</p> <p data-bbox="289 279 1435 598">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.</p> <p data-bbox="289 630 1435 1113">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)</p> <p data-bbox="289 1144 1435 1711">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_adv_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)</p> <p data-bbox="289 1743 1435 1858">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</p>

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	<p>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 work loads are determined by the individual academic department or college.</p>
	<p><i>Manual for Faculty Evaluation</i></p>
2	<p>Introduction: General Information and Guidelines for Using this Manual</p> <p>The appeal process available to faculty members is described in chapter 5 of the <i>Faculty Handbook</i>. A faculty member may initiate an appeal after receiving notice of a final administrative decision concerning any of the evaluation processes in this manual.</p> <p>As noted in the <i>Faculty Handbook</i>, 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.</p> <p>Revisions to the Manual for Faculty Evaluation, ...</p>
4	<p>B. PROCEDURES FOR RETENTION AND NON-RETENTION</p> <p>1. Departmental Retention Review Process for Tenure-Track Faculty</p> <p>a. Preparation for the retention review.</p> <p>Except in years in which an enhanced retention review ...</p> <p>In the year in which an enhanced retention review occurs ... The file (which shall be prepared by the faculty member as a preliminary draft of the faculty member's file in support of a tenure dossier) shall contain: the faculty member's Faculty Activity Reports submitted to the department head in accordance with paragraph B.2.b. of Part II of this manual, computer-tabulated teaching evaluations, and annual retention reports compiled during the faculty member's probationary period; copies of research / scholarship / creative activity published or otherwise completed during the probationary period; teaching materials; evidence of advising and mentoring; evidence of research / scholarship / creative activity work in progress; a statement prepared by the faculty member describing other research / scholarship / creative activity in progress but not included in the file, a summary of service to the department, college, University, and other relevant constituencies; and any other materials that the department head requests or the faculty member desires to make available to the tenured faculty.</p>
5	<p>b. Review by the tenured faculty. ... The review and narrative should specifically address (among other things) the faculty member's establishment and development of teaching methods and tools for teaching, advising, and mentoring, program of disciplinary research / scholarship / creative activity, and record of institutional, disciplinary, and professional service, as well as progress toward promotion (where applicable) and tenure. ...</p>

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25	<p>B. ASSEMBLY OF THE DOSSIER</p> <p>3. Role of the Department Head in Preparation of the Dossier ...</p> <p>b. Teaching evaluation summary and peer review. The department head assembles and prepares the portions of the dossier documenting the teaching, evaluation and peer review of the candidate for tenure and promotion. In preparation for tenure and promotion review, departments must conduct a peer evaluation of teaching. Normally, a peer evaluation will be conducted within a year of the faculty member's initial appointment and repeated after a period of several years but prior to review for tenure and/or promotion according to departmental bylaws. 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.</p>
33	<p>FACULTY ANNUAL REVIEW REPORT – RETENTION REVIEW</p> <p>Retention reviews specifically address (among other things) the faculty member's (a) establishment and development of (1) teaching methods and tools for teaching, advising, and mentoring, (2) program of disciplinary research/ scholarship/ creative activity, and (3) record of institutional, disciplinary, and/or professional service, as well as (b) progress toward promotion (where applicable) and tenure.</p>
37	<p>Appendix B</p> <p>B. Teaching, Advising and Mentoring Ability and Effectiveness</p>
39	<p>B. Teaching, Advising and Mentoring Ability and Effectiveness</p> <p>...</p> <p>a. A statement by the candidate of his/her teaching philosophy regarding teaching, advising and mentoring and its implementation;</p> <p>b. A list of courses taught in resident instruction, continuing education, distance education, and international programs for each term or semester of instruction with enrollments in each course;</p> <p>i. honors courses should be identified separately;</p> <p>ii. a record of clinical assignments will be included; and</p> <p>iii. a list of advising responsibilities, to include graduate, undergraduate, and student organization advising, for the period will be included.</p> <p>2. Other indicators of quality. Section B may contain the following indicators of quality as appropriate:</p> <p>c. any honors and awards received for teaching, advising, and mentoring;</p> <p>d. a list of supervised graduate dissertations (or equivalent) required for graduate degrees with types of degrees and years granted;</p> <p>fe. a list of undergraduate honor theses and independent research / scholarship supervised;</p> <p>gf. membership on graduate degree candidates' committees;</p> <p>hg. any evidence of expertise or experience in international or intercultural activities.</p>

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54	<p>Master Checklist for Tenure Review</p> <p>Teaching, Advising, and Mentoring</p>
61	<p>BEST PRACTICES FOR ASSESSMENT AND REVIEW OF FACULTY TEACHING, ADVISING AND MENTORING</p> <p>This statement reflects input from the Teaching Council, Faculty Senate Faculty Affairs Committee, and the Executive Committee Council of the Faculty Senate. This document incorporates changes approved by the Faculty Senate on May 1, 2006. The section on advising was proposed by the Task Force on Advising and approved by the Faculty Senate on _____, 2011.</p>
64	<p>The results of the annual teaching reviews will be documented by the department head in terms of the standards established by the faculty of that department and using the campus-level system of performance categories.</p> <p><i>Academic Advising Expertise and Assessment</i></p> <p>Where appropriate, academic advising/mentoring may be considered a part of the faculty evaluation process and when done so falls under the category of teaching. Faculty should consider submitting the following when preparing his/her written summary of accomplishments in advising: evidence of advising/mentoring, a statement by the candidate of his/her philosophy regarding advising and mentoring and its implementation, a list of advising responsibilities including student organization advising, honors or awards received for advising and mentoring, development as an advisor and mentor (e.g. attendance at advisor/mentor development seminars or conferences), letters of appreciation or acknowledgment of contributions, 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/.</p>