

**RESOLUTION FROM THE FACULTY AFFAIRS COMMITTEE
OF THE FACULTY SENATE
PROPOSED FOR ADOPTION AT A MEETING OF THE
FACULTY SENATE TO BE HELD ON
September 19, 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 Academic Advising Leadership Group 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 existing text and inserting new text in the third sentence so that the section 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) changing the title from “Teaching/Learning Guidelines” to “Components of Effective Teaching”; (2) adding an “A. General Teaching/Learning Guidelines” in front of the present text; and (3) adding the following new text to the end of the Appendix:

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 are 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>)

Specific faculty advisor/mentor roles, responsibilities and workloads are determined by the individual academic department or college.

AND IT IS FURTHER RESOLVED, that the *Manual for Faculty Evaluation* is revised as follows:

(1) The following new paragraph is inserted as the fifth 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 unit should define in the unit's 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 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 (INCLUDING ADVISING AND MENTORING)"
- b. Changing the history paragraph immediately following the title by replacing "Executive Committee" with "Executive Council (formerly the Executive Committee)" and adding as the final sentence "The section on "Academic Advising and Mentoring Expertise and Assessment" was proposed by the Academic Advising Leadership Group and approved by the Faculty Senate on September 19, 2011."
- c. Inserting the following text at the end of the present statement:

Academic Advising and Mentoring Expertise and Assessment

When an academic unit provide for the evaluation of advising and mentoring activities by specifying in unit bylaws (1) the expectations for these activities on the part of faculty and (2) the standards for evaluating these activities, then these activities are considered as a part of the evaluation of the faculty member's teaching ability and effectiveness as provided for in those bylaws. To assist this evaluation, the faculty member should provide substantiating materials, which may include a statement of his/her philosophy regarding advising and mentoring and its implementation and a list of advising responsibilities (including graduate, undergraduate, and student organization advising) and accomplishments, as provided in the unit bylaws or consistent with the expectations and standards specified in the unit bylaws. These substantiating materials may include evidence of, e.g.: honors or awards received for advising or mentoring; development activities relating to advising or mentoring (e.g., attendance at advisor/mentor development seminars or conferences); supervision of graduate dissertations/theses and undergraduate honor theses or directed or independent research/scholarship; and participation in formal advising or mentoring programs offered through the University or other education-oriented or professional organizations.

In addition, a faculty member's department head may conduct an assessment of the faculty member's advising and mentoring of graduate and undergraduate students with input from students and peers, as appropriate. The department head may utilize the "Student Assessment of Major/Departmental Advisor" developed by the Academic Advising Leadership Group (AALG). Information concerning advisor assessment can be found at - <http://www.utk.edu/advising/for-advisors/advisor-assessment>.