UNIVERSITY OF ILLINOIS AT SPRINGFIELD
CAMPUS SENATE AY 2011/2012
RESOLUTION 41-22

Clarification of Faculty Advising Responsibilities

WHEREAS, the UIS Faculty Personnel Policies indicate that faculty advising of students is a component of faculty duties; and

WHEREAS, according to the April 1, 2011 UIS Undergraduate Advising Task Force Report and Recommendations, academic advising is critical to the recruitment, retention, and success of students at UIS; and

WHEREAS, the UIS Faculty Personnel Policies provide little guidance to faculty and to personnel committee evaluators with regard to how faculty advising activities should be conducted, documented, and evaluated;

THEREFORE, BE IT RESOLVED that the Campus Senate of the University of Illinois at Springfield approves the following changes to Article 3, Article 9, and Appendix 10 of the UIS Faculty Personnel Policies.

ARTICLE 3

PROFESSIONAL EVALUATION AND ADVANCEMENT

Section 2. Criteria for Tenured and Tenure-track Faculty

A. Teaching, Advising, and Enhancing Teaching and Learning
Because “teaching remains the central function and excellence in teaching continues as
the overriding goal” at the University of Illinois at Springfield (Vision Statement), those
activities related to the academic development of students have the highest priority in the
evaluation of faculty. Advising of students is a critical component of faculty duties, and
advising activities and outcomes are an important consideration in the evaluation of
faculty. As such, faculty shall be prepared to demonstrate that they are actively and
effectively engaging in academic advising of students on an ongoing and consistent
basis.

Teaching and advising will be assessed through a variety of means. Any quantitative
assessments such as student evaluations of teaching and advising must should be
evaluated in the context of qualitative measures such as documented comments by
students and colleagues, reports on student advising activities, course syllabi, and other
relevant materials. Contributions to the enhancement of teaching and learning will be
assessed by the former means as well as other relevant documentation. See Appendix 10,
UIS Portfolio Guidelines for more details.

ARTICLE 9

PROFESSIONAL RESPONSIBILITIES

Section 3. Workload Plan and Guidelines

M. Academic advising of students is a regular part of the responsibilities of a full-time
faculty member. To that end, the full-time faculty member shall be available to meet
with her/his students at regular, consistent, and mutually convenient times and places.
APPENDIX 10

UNIVERSITY OF ILLINOIS SPRINGFIELD
PORTFOLIO GUIDELINES

V. ACTIVITIES TO DOCUMENT

1) TEACHING

- teaching groups, classes, seminars, workshops, etc.
- advising and mentoring students
- availability for student advising, including office hours held online, face-to-face, and by phone
- number of students advised and activities conducted in advising duties, including outreach and individual student contacts
- advising feedback and assessments from students and colleagues
- handling diverse and challenging teaching loads and course assignments
- guest lecturing, speaking, master classes, etc.
- teaching individuals in tutorials, or independent or directed studies
- supervising students and others in field placements, clinical placements, applied study terms, internships, co-ops, student teaching, applied music, theses, etc.
- chairing and serving as a reader on students’ masters’ theses, masters’ projects, and doctoral dissertations
- advising and mentoring peers and others about teaching and learning
- developing and revising instructional programs, courses, curriculum materials, tests, assignments, etc.
- creating and updating syllabi
- assessing instructional and advising effectiveness
- utilizing multiple methods for assessment of teaching effectiveness
- engaging in pedagogical innovation and experimentation
- setting goals for instructional and advising improvement
- using results of evaluations for professional growth and improvement
- earning recognition and awards for distinguished teaching
- assessing and documenting student learning
- incorporating appropriate instructional technology
- maintaining currency in instructional content and delivery
- maintaining a teaching portfolio

1 Much of the framework and language for these guidelines come from Kennesaw State University in (metro Atlanta) Georgia. http://www.kennesaw.edu/academicaffairs/tenure/reeval.htm