TEXAS CHRISTIAN UNIVERSITY

POLICY STATEMENTS ON ADVISING

ADD RAN COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Academic advising, participation in extra-curricular activities and mentoring are important, time-consuming activities and should be acknowledged and rewarded appropriately.

THE DEPARTMENT OF DESIGN, MERCHANDISING & TEXTILES

Academic advising, participation in extra-curricular activities and mentoring are important, time-consuming activities and should be acknowledged and rewarded appropriately.

DEPARTMENT OF ECONOMICS

Academic advising, participation in extra-curricular activities and mentoring are important, time-consuming activities and should be acknowledged and rewarded appropriately. Academic advising encompasses both academic and career counseling. Advising activities include, but are not limited to, helping plan academic programs, clarifying degree requirements, suggesting complementary electives, helping to select majors and minors, assisting students in course selection, monitoring student progress toward graduation, supporting students with academic difficulties, discussing post-graduate educational options, making appropriate referrals, and assisting in career planning. Superior service to students requires careful translation of academic goals into course selection and careful description of the ways in which various courses in the curriculum contribute to the personal objectives of students.

Advising is an important aspect of individual faculty responsibility although there are expected differences in the level of individual involvement. Advising is given less weight in an overall evaluation than is given to teaching and scholarship in the hierarchical ranking of criteria. When planning activities in this area, faculty members should seek counsel from the Department Chair, tenured faculty, and members of the Departmental Advisory Committee regarding sufficient levels of individual involvement.

Individual faculty members may provide evidence of achievement by furnishing information on any of the following activities, among others.

- number of majors advised
- number of pre-majors advised
- participation in advising workshops
- time spent in both formal advising (for course schedules) and informal advising
- involvement in student career and graduate school choices
- letters of recommendation for students
- feedback of students advised
- contributions to a student's timely graduation and attainment of career and graduate
Each faculty member must participate in the process of advising majors; once again, participating in the advising process in other ways will enhance the chances of receiving a favorable evaluation.

DEPARTMENT OF ENGLISH

The Department considers academic advising, mentoring, and other interactions with students to be important activities closely linked to teaching. These activities are worthy of acknowledgment and reward.

DEPARTMENT OF HISTORY

Academic advising, participation in extra-curricular activities and mentoring are important, time-consuming activities and should be acknowledged and rewarded appropriately.

DEPARTMENT OF MODERN LANGUAGES AND LITERATURES

Academic advising, participation in extra-curricular activities, and mentoring are important activities that should be given appropriate recognition.

DEPARTMENT OF PHILOSOPHY

Student Interaction. Presently the departmental chair does all the formal student advising, since the number of majors and minors is relatively small. But other interaction with students such as mentoring and the sponsorship of student organizations will count in the various evaluative contexts.

DEPARTMENT OF POLITICAL SCIENCE

1. Acceptable performance

Acceptable performance would include an adequate provision of time for advisement. The faculty member is judged by peers to do a conscientious job of advisement.

2. Outstanding performance

Outstanding advisement is marked by one who spends an extraordinary amount of time in academic and career advisement and who appears to by sought by students for that purpose. The faculty member is judged by peers to have made an extraordinary commitment to advisement. Student evaluations of advisement may be developed and used, as well as letters from former students.
Note, outstanding performance on this criterion alone, coupled with only strong performance on other criteria will not be sufficient for promotion, tenure, or for a recommendation for merit pay.

DEPARTMENT OF RELIGION

Advising is an important faculty function. It involves, primarily, academic advising for majors and pre-majors, as well as mentoring about vocational and graduate school opportunities. Good advising requires that the advisor know Core Curriculum requirements, Major or Minor requirements, and how these can affect each other in a student’s program. The advisor is expected to keep the student’s degree plan/program up to date. A good advisor is available to students (although not perhaps on 24-hour call!). In good advising students are encouraged to consider course selection in light of both the meeting of curriculum requirements and the need for graduate school and career planning. Good advising allows a student to raise personal problems or not, depending on the student’s choice, and helps the student find appropriate placed to solve those problems. Finally, good advising encourages personal responsibility on the part of the students.

DEPARTMENT OF SOCIOLOGY AND CRIMINAL JUSTICE

Academic advising is an important faculty function which encompasses both academic and career counseling. Advising activities include but are not limited to helping plan academic programs, clarifying degree requirements, suggesting electives and complementary majors and minors, assisting students in course selection, monitoring students' progress toward graduation, supporting students with academic difficulties, suggesting possible post-graduate education, making appropriate referrals, and assisting in career counseling.

Quality advising is reflected in a faculty member's understanding of university requirements, including the University Core Requirements (UCR), major, minor, and related requirements. The faculty advisor must also have a thorough knowledge of advising materials and registration procedures. Evidence of a faculty member's quality performance in advising should include a review of not only the accuracy and value of the information disseminated, but also the advising technique reflected in the student/faculty advisor interactions. The following factors may also be considered when reviewing these areas: participation as a University pre-major advisor, attendance at and participation in advising workshops, the number of advisees, the amount of time spent not only at scheduled advising periods, but spent in informal advising throughout the school year.

The actual evaluation of a faculty member's dedication to advising, considering the factors listed above, could consist of solicited and unsolicited feedback from students and colleagues as well as direct student evaluations.

DEPARTMENT OF SPANISH AND LATIN AMERICAN STUDIES

Academic advising, participation in extra-curricular activities and mentoring are important, time consuming activities, and should be acknowledged and rewarded appropriately.
1. **Definition**

Student advising is an important faculty function which encompasses both academic and career counseling. Advising activities include but are not limited to helping plan academic programs, clarifying degree requirements, suggesting electives and complementary majors and minors, assisting students in course selection, monitoring student progress toward graduation, supporting students with academic difficulties, suggesting possible post-graduate education, making appropriate referrals, and assisting in career counseling.

2. **Evaluation Criteria**

Quality advising is reflected in a faculty member's understanding of the University "core," major, minor and related requirements--from probationary status through credit by examination to the Honors Program. The faculty advisor must also have a thorough knowledge of advising materials and registration procedures. Evidence of a faculty member's quality performance in advising should include a review of not only the accuracy and value of the information disseminated, but also the advising technique reflected in the student/faculty advisor interactions. The following factors may also be considered when reviewing these areas: participation as a University premajor advisor, attendance at and participation in advising workshops, and the amount of time spent not only at scheduled advising periods, but spent in informal advising throughout the school year.

3. **Data Sources (Examples)**

   a. Solicited and unsolicited feedback from students.
   
   b. Peer evaluation.
   
   c. Feedback from alumni.
   
   d. Feedback from employers.
   
   e. Feedback from faculty at other institutions.

4. **Evaluation Process**

The results of advising are difficult to evaluate in the short run,
unless negligence occurs. Accordingly, evaluation emphasis will be placed upon accomplishment of advising activities. Nevertheless, whenever possible efforts should be made to obtain measures of the results of advising efforts.

5. Priority Statement

A major commitment to advising responsibilities is expected of every faculty member. While the time requirements of fulfilling this responsibility may be substantially less than other professional activities, effective execution of the advising task is an important and essential faculty activity.

COLLEGE OF COMMUNICATION

A. General Criteria

Academic advising is an important faculty function, which encompasses both academic and career counseling. Advising activities include but are not limited to helping students plan academic programs, clarifying degree requirements, suggesting electives and complementary majors and minors, assisting students in course selection, monitoring student progress toward graduation, supporting students with academic difficulties, suggestion possible post-graduate education, making appropriate referrals, and assisting in career counseling.

Quality advising is reflected in a faculty member’s understanding of the University Curriculum, major, minor, and related requirements - from probationary status through credit by examination to the Honors Program. The faculty advisor must also have a thorough knowledge of advising materials and registration procedures. A faculty member who advises graduate students is expected to have an in-depth knowledge and understanding of those requirements necessary for successful completion of a graduate degree in the faculty member’s discipline within the College. Evidence of a faculty member’s quality performance in advising should include a review of not only the accuracy and value of the information disseminated, but also the advising technique reflected in the student/faculty advisor interactions. The following factors may also be considered when reviewing these areas: participation as a University pre-major advisor, attendance at and participation in advising workshops, the number of advisees, the amount of time spent not only at scheduled advising periods but also in informal advising throughout the school year.

The actual evaluation of a faculty member’s dedication to advising, considering the factors listed above, could consist of solicited and unsolicited feedback from students and colleagues as well as direct student evaluations.

B. Guidelines for Appointment, Reappointment, Promotion, Tenure & Merit Increases

The following qualifications and criteria, in accordance with the *Handbook for Faculty*
And Staff, provide the basis for appointment, reappointment, promotion, tenure and merit increases within the College of Communication.

1. The Junior Faculty Ranks

**ASSISTANT PROFESSOR**

FOR APPOINTMENT: the candidate will demonstrate the willingness and the ability to advise students effectively, or exhibit the promise of doing so.

FOR REAPPOINTMENT: the candidate will demonstrate increasing competencies in the realm of advising and the willingness to improve effectiveness. He/she will demonstrate increasing dedication to students and their academic needs.

2. The Senior Faculty Ranks

**ASSOCIATE PROFESSOR**

FOR APPOINTMENT OR PROMOTION TO THE RANK OF ASSOCIATE PROFESSOR: the candidate will have demonstrated a high level of competence in advising strategies and techniques, shown through appropriate supporting documentation. The candidate should indicate the willingness to advise effectively and should substantiate the ability to work closely with students in the variety of advising situations.

FOR REAPPOINTMENT: the candidate will continue to demonstrate the willingness and ability to work with students closely and effectively in the variety of advising situations. Associate Professors are expected to guide junior faculty in effective advising strategies and techniques.

**PROFESSOR**

FOR APPOINTMENT OR PROMOTION TO THE RANK OF PROFESSOR: the candidate will demonstrate, through supporting documentation, the admiration of students and colleagues for effective advising. Professors should be willing to continue growth as an advisor and to assume a leadership role within the department to guide junior faculty toward more effective advising.

FOR REAPPOINTMENT: Professors will show the highest levels of competency in the advising process, dedication to their students, the willingness to continue advising activities at a high level of commitment, and the desire to guide or supervise the growth of other faculty toward effective advising.

DEPARTMENT OF COMMUNICATION STUDIES

Academic advising is an important faculty function that encompasses both academic and career counseling. Advising activities include but are not limited to helping plan academic programs,
clarifying degree requirements, suggesting electives and complementary majors and minors, assisting students in course selection, monitoring student progress toward graduation, supporting students who experience academic difficulties, facilitating post-graduate education, making appropriate referrals, and assisting in career counseling.

Quality advising is reflected in a faculty member’s understanding of requirements such as University Curriculum, major, minor, and related requirements (e.g., probationary status, credit by examination, the Honors Program). The faculty advisor also must have a thorough knowledge of advising materials and registration procedures. Evidence of a faculty member’s quality performance in advising should include a review of not only the accuracy and value of the information disseminated, but also the advising technique reflected in the student/faculty advisor interactions. The following factors may also be considered when reviewing these areas: relevant comments from students, participation as a University pre-major advisor, attendance at and participation in advising workshops, the number of advisees, and availability for formal and informal advising throughout the school year.

The evaluation of a faculty member’s dedication to advising, considering the factors listed above, could consist of solicited and unsolicited feedback from students and colleagues as well as direct student evaluations.

**DEPARTMENT OF JOURNALISM**

Student advising for classes and careers is vitally important in this department. Therefore, faculty members are evaluated for both the quantity and quality of their advising. Quantity means the number of advisees as well as the competence demonstrated in being sure the student takes courses in the proper order and follows the degree plan to graduate on time.

The Department views advising as far more than guiding a student through the academic labyrinth of courses taken to satisfy major and minor requirements. Its advising program is deeply committed to, and involved in the following: working with students to place them in meaningful internships during their undergraduate years; advising student and professional organizations; and, offering career guidance and contacts during students' college careers and after graduation. Advising at the graduate level involves helping the student think through what knowledge he or she wished to acquire, what career goals are involved and what objective the student has in seeking a graduate degree.

Faculty members are reviewed in this area for:

1) number of students advised each semester;
2) average hours per week spent in advising and counseling;
3) quality of work represented by student folders and progress toward graduation;
4) keeping student organizations active and in compliance with national charters;
5) initiative in contacting organizations with possible internship offerings;
6) contacts and guidance in fulltime employment assistance, including the writing of letters of recommendation and responding to calls from industry.
Promotion to full professor is predicated upon continued dedication to the tasks of advising students, career counseling and academic/professional advice to undergraduate and graduate students.

DEPARTMENT OF RADIO-TELEVISION-FILM

Quality advising for coursework and careers is considered an important element of a faculty member’s normal duties. Advising will take many forms: course counseling, class scheduling, career counseling, mentoring, internship advising. Essential to this process is a thorough understanding of departmental offerings and requirements as well as appropriate University requirements. It is expected that faculty members will be available to meet with students on a regular basis each week, and during advising for Registration.

Faculty members may be reviewed in such areas as:
1) general availability to meet with students on a weekly basis
2) the number of students advised effectively during Registration periods
3) accuracy and completeness of records kept in student files
4) knowledge and accuracy regarding Degree Plans and student progress toward the degree
5) availability to supervise RTVF student organizations
6) willingness to write recommendation letters for students
7) initiative in assisting students in internship and/or employment contacts
8) mentoring students interested in graduate work

Faculty may wish to solicit testimonial statements for their tenure and promotion files from students whom they have advised.

SCHOOL OF EDUCATION

An essential dimension of faculty work is advising students in relation to current requirements and future goals. The types of activities which can be included as advisement and career counseling include advising students in academic planning and clarifying degree requirements, in selection of electives and major or minor emphases, monitoring student progress, working with problem situations, assisting in career counseling, sponsoring student organizations, and working with pre-major counseling, informal advising and counseling of students and summer orientation. Evidence of quality performance can include records of advising sessions, attendance at advisement orientation programs, and development of special advisement materials.

COLLEGE OF FINE ARTS

General Criteria

Academic advising is an important faculty function, which encompasses both academic and career counseling. Advising activities include but are not limited to helping students plan academic programs, clarifying degree requirements, suggesting electives and complementary majors and minors, assisting students in course selection, monitoring student progress toward
graduation, supporting students with academic difficulties, suggestion possible post-graduate education, making appropriate referrals, and assisting in career counseling.

Quality advising is reflected in a faculty member’s understanding of the University Curriculum, major, minor, and related requirements - from probationary status through credit by examination to the Honors Program. The faculty advisor must also have a thorough knowledge of advising materials and registration procedures. A faculty member who advises graduate students is expected to have an in-depth knowledge and understanding of those requirements necessary for successful completion of a graduate degree in the faculty member’s discipline within the College. Evidence of a faculty member’s quality performance in advising should include a review of not only the accuracy and value of the information disseminated, but also the advising technique reflected in the student/faculty advisor interactions. The following factors may also be considered when reviewing these areas: participation as a University pre-major advisor, attendance at and participation in advising workshops, the number of advisees, the amount of time spent not only at scheduled advising periods but also in informal advising throughout the school year.

The actual evaluation of a faculty member’s dedication to advising, considering the factors listed above, could consist of solicited and unsolicited feedback from students and colleagues as well as direct student evaluations.

THE DEPARTMENT OF ART AND ART HISTORY

Academic advising is an important faculty function that encompasses both academic and career counseling. Advising activities include but are not limited to helping plan academic programs, clarifying degree requirements, suggesting electives and complementary majors and minors, assisting students in course selection, monitoring student progress toward graduation, supporting students experiencing academic difficulties, suggesting possible post-graduate education, making appropriate referrals, and assisting in career counseling.

Quality advising is reflected in a faculty member’s understanding of the University Curriculum, major, minor, and related requirements--from probationary status through credit by examination to the Honors Program. The faculty advisor must also have a thorough knowledge of advising materials and registration procedures. Evidence of a faculty member’s quality performance in advising should include a review of not only the accuracy and value of the information disseminated, but also the advising technique reflected in the student/faculty advisor interactions. The following factors may also be considered when reviewing these areas: participation as a University pre-major advisor, attendance at and participation in advising workshops, the number of advisees, the amount of time spent not only at scheduled advising periods, but spent in informal advising throughout the academic year.

The actual evaluation of a faculty member’s dedication to advising, considering the factors listed above, could consist of solicited and unsolicited feedback from students and colleagues as well as direct student evaluations.
DEPARTMENT OF BALLET AND MODERN DANCE

Academic advising is an important faculty function which encompasses both academic and career counseling. Advising activities include, but are not limited to, helping plan academic programs, clarifying degree requirements, suggesting electives and complementary majors/minors, assisting students in course selection, monitoring student progress toward graduation, supporting students with academic difficulties, suggesting possible post-graduate education, making appropriate referrals, and assisting in career counseling.

Quality advising is reflected in a faculty member’s understanding of the University Curricula: University Curriculum Requirements (UCR), major, minor and related requirements. Knowledge of university policies, procedures and special programs (i.e. Honors, Credit by Examination, probation) is expected.

The faculty advisor must also have a thorough knowledge of advising materials and registration procedures. Evaluation of the quality of advising should include a review of accuracy of the information disseminated and advising techniques reflected in the student/faculty advisor interactions. Some factors to be considered in the review are:

- Scheduled advising periods appropriate to individual student needs
- Accessibility for informal advising throughout the school year
- Number of advisees
- Preparation for advising (i.e. advising workshops, maintaining current information on changes in policies & guidelines regarding advising).

Other criteria that may be used to assess a faculty member’s dedication to advising could consist of solicited and unsolicited feedback from students and colleagues.

SCHOOL OF MUSIC

No section on advising

DEPARTMENT OF THEATRE

In the theatre department, academic advising is closely linked to the student’s area of interest and the faculty specialization. Because of this the advising assignments are often unequal, therefore, evaluation will be based on the quality rather than quantity of advising. Academic advising includes: planning academic programs, clarifying degree requirements, assisting students in selecting courses necessary for or complementary to the degrees offered, monitoring student progress toward graduation, supporting students with academic difficulties;

In the Theatre department, non-academic advising is of great importance to the student’s potential to succeed in a highly stressful profession. Care is given to career counseling and post graduate education, employment referrals (i.e. summer jobs, internships, apprenticeships, union memberships, etc.) and personal guidance in employment negotiation and compensation.
COLLEGE OF HEALTH AND HUMAN SCIENCES

The College values the faculty-student relationship and faculty members are expected to be available to students for guidance. Career and academic advisement activities vary according to unit and these expectations are defined at the departmental level.

DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

Academic advising is an important faculty function that encompasses both academic and career counseling. Advising activities include but are not limited to helping plan academic programs, clarifying degree requirements, suggesting electives and complementary majors and minors, assisting students in course selection, monitoring student progress toward graduation, supporting students who experience academic difficulties, facilitating post-graduate education, making appropriate referrals, and assisting in career counseling.

Quality advising is reflected in a faculty member’s understanding of requirements such as University Curriculum, ASHA, TEA, major, minor, and related requirements (e.g., probationary status, credit by examination, the Honors Program). The faculty adviser also must have a thorough knowledge of advising materials and registration procedures. Evidence of a faculty member’s quality of performance in advising should include a review of not only the accuracy and value of the information disseminated, but also the advising technique reflected in the student/faculty adviser interactions. The following factors may also be considered when reviewing these areas: relevant comments from students, participation as a University pre-major adviser, attendance at and participation in advising workshops, the number of advisees, and availability for formal and informal advising throughout the school year.

The evaluation of a faculty member’s dedication to advising, considering the factors listed above, could consist of solicited and unsolicited feedback from students and colleagues as well as direct student evaluations.

DEPARTMENT OF KINESIOLOGY

H 1. Academic Planning
   a. program and course selection
   b. monitoring student progress
   c. career counseling
   d. assistance in selection of graduate school
M 2. Informal advising (assistance provided students outside scheduled advising sessions)
M 3. Development of advising materials
M 4. Participation in orientation advising

Examples of Evidence:

1. Record of advising sessions (i.e., advising schedules, student records)
2. Student feedback (verbal reports and requested student letters)
3. Documentation of individual attention to students (i.e., letters or notes to students placed on academic warning)

DEPARTMENT OF SOCIAL WORK

Academic advising is an important faculty function which encompasses both academic and career counseling. Advising activities include, but are not limited to, helping plan academic programs, clarifying degree requirements, suggesting electives and complementary majors and minors, assisting students in course selection, monitoring students’ progress toward graduation, supporting students with academic difficulties, suggesting possible post-graduate education, making appropriate referrals, and assisting in career counseling.

Quality advising is reflected in a faculty member’s understanding of university requirements, including the University Core Requirements (UCR), major, minor, and associated requirements. Social work faculty advisors must have a thorough knowledge of advising materials and registration procedures. Evidence of a faculty member’s quality performance in advising should include a review of not only the accuracy and value of the information disseminated, but also the advising technique reflected in the student/faculty advisor interactions.

The following factors may be considered when reviewing advising:

1. Participation as a University pre-major advisor
2. Attendance at and participation in advising workshops
3. The number of advisees
4. The amount of time spent not only at scheduled advising periods, but also in informal advising throughout the school year.
5. Feedback from students and colleagues
6. Evaluation of student records
7. Development of special advisement materials

HARRIS SCHOOL OF NURSING

At Harris School of Nursing quality advising is a necessary and vital component of the faculty role. Every faculty member is expected to accurately advise, guide, and counsel students in identifying and achieving student goals that are consistent with School and University objectives.

In order to achieve tenure and promotion, faculty must demonstrate a willingness and ability to establish appropriate relationships with students and mastery of the use of advising and registration materials. Faculty are expected to maintain these behaviors and demonstrate an awareness and sensitivity to students' advising needs. In some cases, advising may be primarily oriented toward career and professional development rather than academic planning.

Advising assignments will vary according to the needs of HSN. Evidence of the quality of the advising performance includes, students' files which are accurate and include documentation of up-to-date planning and advising, comments from students and/or faculty colleagues, and evidence of correspondence with and about students.
COLLEGE OF SCIENCE AND ENGINEERING

Advising is an important, time-consuming activity. While not all faculty have advising assignments, chairpersons are encouraged to note the advising activities of the faculty in their departments, and to insure that good advising is acknowledged and rewarded.

DEPARTMENT OF BIOLOGY

Academic advisement, is important in meeting the needs of individual students both in their academic programs and in their career planning. Faculty advisers are expected to advise and counsel students with great expertise. Because the advising system within the Biology Department is specialized, only selected faculty members serve as departmental advisers. Those faculty who serve as advisers are given special evaluative consideration for this activity.

DEPARTMENT OF CHEMISTRY

A third responsibility of a faculty member consists of student advising and/or other service activities. Faculty members not involved in advising are expected to accept an adequately proportionate share of other service obligations which can include, for example, participation in departmental, college, and university committees, participation in the speaker's bureau, etc. Advising and/or service activities are a necessary but not sufficient component comprising the criteria for promotion.

DEPARTMENT OF COMPUTER SCIENCE

Effective student advising is an important departmental activity. As such, all faculty members are required to be available for career counseling and for consultation with current and prospective students with regard to registration for classes and degree plans.

DEPARTMENT OF ENGINEERING

Academic advising is an important faculty function which encompasses both academic and career counseling. Advising activities include: helping plan academic programs, clarifying degree requirements, suggesting electives and complementary majors and minors, assisting student's course selection, monitoring student's progress toward graduation, supporting students with academic difficulties, suggesting post-graduate education and assisting in locating financial assistance, making appropriate referrals, assisting in locating industrial internships, and career counseling.

Quality advising is reflected in a faculty member's understanding of the UCR, major, minor and related requirements (e.g., probationary status, transfer credit, credit by examination, dual-degree programs, Honors Program). The faculty advisor should also have a thorough knowledge of advising materials and registration procedures. Evidence of a faculty member's advising performance should include a review of the accuracy and value of the information disseminated, and the advising technique reflected in the student/faculty advisor interactions. The following
factors may also be considered when reviewing these areas: participation as a University pre-major advisor, attendance at and participation in advising workshops, the number of advisees, the amount of time spent at scheduled advising periods, and during informal advising throughout the school year.

The actual evaluation of a faculty member's dedication to advising, considering the factors listed above, could consist of solicited and unsolicited feedback from students and colleagues, as well as direct student evaluations.

DEPARTMENT OF GEOLOGY

Advising of students is a time-consuming process; it is also extremely important. In general, advising in the Department of Geology is done by appointed Undergraduate and Graduate Advisors. Other faculty often function in an unofficial capacity in this area, but should always acquaint the relevant official advisor of their involvement. Furthermore, if they are in any way uncertain as to the details of a particular case, they should recommend that the student see the official advisor.

DEPARTMENT OF MATHEMATICS

Advising is not necessarily a duty of all Mathematics Department faculty at all times; consequently, it is not appropriate for advising to be a mandatory criterion for promotion, tenure, and merit salary increases. However, it is a necessary, important, and sometimes time consuming activity for the faculty who are assigned advising duties. Thus, for the faculty who do advising, it must be considered by the chair when recommendations are made for promotion, tenure, or salary increases.

DEPARTMENT OF NUTRITIONAL SCIENCES

Academic advising is an important faculty function which encompasses both academic and career counseling. Advising activities include:

A. Academic Advising
   1. Planning academic programs
   2. Clarifying degree requirements
   3. Selecting courses each semester
   4. Monitoring student's progress toward graduation
   5. Supporting students with academic problems

B. Career Counseling
   1. Suggesting possible post-graduate education, dietetic internships, Approved Pre-professional Practice Programs
   2. Assisting in pursuing an entry level position

DEPARTMENT OF PHYSICS AND ASTRONOMY

All faculty are expected to advise and counsel undergraduate or graduate students; this includes
graduate students whose research the faculty are supervising.

DEPARTMENT OF PSYCHOLOGY

All faculty are expected to advise and counsel undergraduate or graduate students; this include
graduate students whose research the faculty are supervising.

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