



## Fixed Term Promotion Guidelines

Ballora: p.1-2 “1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> rank” what do these mean? Should we define this in the document? Or clarify somewhere? Can we eliminate the mention of SRTes in the “appropriate evaluations” wording – or else add other measures like teaching portfolio or similar? Do we use “Clinical professor” in our College? (Consensus seemed to be to keep designations open in the interest of making the guidelines adaptable to what might come).

Should the document contain mention of publications as a measure for Fixed Term faculty, or, should it be clear that publication is optional, or should the list not be numbered (thereby eliminating any implied ranking of evidence), or shall we say “IF a colleague chooses to publish...”; and/or should we tie, the #4 comes out of nowhere...consensus seems to be to lessen the directive for scholarship. Suggest verbiage to lessen its impact and to mirror #3 under research is about teaching, IF appropriate to the contract.

## Professional Advising

[NOTE: Szczygiel asked Knochel in advance to have her time in the agenda ceded to William Kenyon to discuss the use of professional advisors.]

Kenyon: Asked to be added to the agenda today, noting an urgent issue. He notes a “Massive sea change” in the way advising happens in the A&A and believes that A&A faculty council should weigh in on the change. He identifies possible points of conflict between faculty members and professional advisors such as errors in evaluating transcripts and the recommended academic plan. William also notes that the academic plans on the website are not correct and asks how these can be corrected. How can faculty get more clear and direct access to updating the academic plans? William also wonders whether these professional advisors might train faculty to advise students about gen ed courses. There is a complexity in many students: evaluating transcripts; Colleges recommended plan for theatre is wrong. He’s advocating for a resource (train faculty who advise) but to keep advising within faculty. Margaret and Kyrie are great resources for transcript; and moving students into another major if they fail out of, say architecture; knowledge of special needs information and support. Scott is currently working with Theatre program re: advising.

Other faculty express that they find having a professional advisor valuable. Architecture finds the advisor helpful exiting students from architecture program when that’s necessary and advising them into a different major.

Other faculty note that advisors are knowledgeable about disabilities and other university-wide systems and services that faculty do not know well.

Also noted that Lionpath can designate more than one advisor for a student, so that mentors can be assigned as advisors.

Scott Wing makes the point that Margaret Higgins is meant to be a performance students’ advisor for one year, not two as William has been told, and that Scott also points out that no staff member is responsible for University Bulletin content, that faculty control that content, and that if that content needs to be changed, that faculty need to do that. Scott notes the difference between advising and mentoring. Professional advisors are not meant to take the place of mentors.

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## **On-going Agenda Items**

- Diversity Committee – Wanda Knight
- College-level Committee member evaluations – Korner  
Committee name (Filled in)  
Committee member name (Filled in)  
Attendance scale 1-5?: Did not attend; Attended every meeting; N/A  
Participation scale 1-5?: Did not contribute; minimal contribution; active in meetings; worked outside of meetings;  
Additional comments regarding the person's engagement in the committee work.
- Recruitment folder in Box
- New Committee members finalized by April 26<sup>th</sup>

**Next Meeting:** May 1, 2019, 8-9 a.m. in 121 Borland