To: Melinda Smith  
Chair, Faculty Council  
  
From: Jennifer Martin  
Chair, Committee on Responsibilities and Standing of Academic Faculty  
  
Subject: Faculty Manual Section E.12.1 Teaching, Advising, and Mentoring  

The Committee on Responsibilities and Standing of Academic Faculty submits the following:  

MOVED, THAT SECTION E.3.1 OF THE ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL BE REVISED AS FOLLOWS:  

E.12.1 Teaching, Advising, and Mentoring (last revised May 4, 2022)  

As part of its mission, the University is dedicated to undergraduate, graduate, professional, and continuing education locally, nationally, and internationally. Toward that end teachers engage learners, transfer knowledge, develop skills, create opportunities for learning, create an inclusive learning environment, advise and facilitate student academic and professional development. This engagement may involve teaching, advising, and/or mentoring.  

Teaching includes, but is not limited to, classroom and/or laboratory instruction; on-line instruction; individual tutoring; supervision and instruction of student researchers; clinical teaching; field work supervision and training; preparation and supervision of teaching assistants; supervision of field trips; teaching abroad; service learning; outreach/engagement; organization, coordination, marketing, and promotion of official university educational activities; and other activities that organize and disseminate knowledge, including librarianship. Faculty members’ supervision or guidance of students in recognized academic pursuits that do not confer any University credit also is considered teaching and should be included in portfolio materials and be considered as part of the evidence of teaching effectiveness. Associated teaching activities include class preparation; grading; laboratory or equipment maintenance; preparation and funding of proposals to improve instruction; attendance at workshops on teaching improvement; and planning of curricula and courses of study; and mentoring colleagues in any of
these activities. Outreach and engagement activities as specified by the department/unit, are important to CSU as a land-grant institution and should be integrated into teaching efforts, as appropriate (see Section E.12.4). This includes teaching efforts of faculty members with Extension appointments. Examples of engaged teaching include service-learning and conducting workshops, seminars and consultations, and the preparation of educational materials for those purposes. Other examples can be found in the "Continuum of Engaged Scholarship". Activities that enhance diversity and inclusion at CSU and align with CSU’s Principles of Community are important to CSU’s land-grant mission and should be integrated into teaching efforts.

Excellent teachers are characterized by their command of subject matter; logical organization and presentation of course material; formation of interrelationships among fields of knowledge; creation of inclusive learning environments, energy and enthusiasm; availability to help students outside of class; encouragement of curiosity, creativity, and critical thought; engagement of students in the learning process; use of clear grading criteria; and respectful responses to student questions and ideas.

Departments shall foster a culture that values and recognizes excellent teaching, and encourages reflective self-assessment. To that end, departmental codes must, within the context of their disciplines, (1) define effective teaching and (2) describe the process and criteria for evaluating teaching effectiveness. Department codes shall make it clear what is needed for a faculty member to meet teaching expectations and what is needed to exceed expectations. Evaluation of teaching should be designed to highlight strengths, identify deficiencies, and improve overall teaching and learning.

Evaluation criteria of teaching can include, but are not limited to, quality of curriculum design; quality of instructional materials; achievement of student learning outcomes; and effectiveness at presenting information, managing class sessions, encouraging student engagement and critical thinking, and responding
to student work. Evaluation of teaching shall involve multiple sources of information such as course syllabi; signed peer evaluations; examples of course improvements; development of new courses and teaching techniques; integration of service learning; appropriate course surveys of teaching; letters, electronic mail messages, and/or other forms of written comments from current and/or former students; and evidence of the use of active and/or experiential learning, student learning achievement, professional development related to teaching and learning, and assessments from conference/workshop attendees. Importantly, student perceptions of the learning environment are, by definition, not evaluations of teaching effectiveness and cannot be taken as such; they are simply the student perspectives on their experience in a learning environment. Departments must not use student survey responses as a direct or comparative measure of teaching effectiveness nor use student responses or attendant metrics derived from student responses independent of multiple sources of evidence of teaching effectiveness. The use of student survey responses is appropriate only in the context of multifactorial reviews of multiple resources oriented toward an instructor’s continuous improvement in fulfilling our teaching mission. Given this, reflection on, and use of, student perceptions can be one part of instructors’ formative development because these perceptions can offer insights into the learning environment that only the students can provide. As such, results from student course surveys should be shared with department heads and promotion and tenure committees and considered only in context of a multifactorial review for the purpose of mentoring and evaluating teaching that includes information on courses taught, patterns in student survey responses, and instructors’ reflections on such patterns in teaching portfolios that document their accounts of how they have used this and other feedback. Anonymous letters or comments shall not be used to evaluate teaching, except with the consent of the instructor or as authorized in a department’s code. Evaluation of teaching effectiveness should take into account the physical and curricular context in which teaching occurs (e.g., lecture, practicum, lab courses, independent and group study courses; face-to-face and online settings; lower-division, upper-division, and graduate courses),
established content standards and expectations, and the faculty member’s teaching assignments, in particular the type and level of courses taught. The University provides resources to support the evaluation of teaching effectiveness, such as systems to create and assess teaching portfolios, access to exemplary teaching portfolios, and professional development and programs focusing on teaching and learning.

Effective advising and mentoring of students, at both the undergraduate and graduate levels, is a vital part of the teaching/learning process. Advising and mentoring are two distinct activities. Advising is an activity that generally focuses on academic and programmatic guidance for students, ranging from coursework and program navigation steps to pointing out key resources and contacts within a given community. Mentoring is a bi-directional activity between a mentor and a mentee that often includes aspects of advising, but has additional involvement of a mentor-mentee relationship that transcends the advising role. This will generally involve a faculty member or other professional in the discipline working with the mentee to understand the mentee’s personal and professional goals and then providing the mentee with a mix of professional knowledge, career advice, counsel on work-life balance issues, guidance on academic expectations, a rigorous academic challenge, and support as the mentee develops the skills necessary to become a full member of a profession. Advising and mentoring are characterized by being available to students, keeping appointments, providing accurate and appropriate advice, and providing knowledgeable guidance. The advising/mentoring commitments are different for undergraduate students, non-thesis masters students, thesis masters students, doctoral students, and postdoctoral fellows.

Advising and mentoring activities include, but are not limited to, meeting with students to explain graduation requirements; giving academic advice; giving career advice or referring the student to the appropriate person for that advice; advising/mentoring students for official university activities and advising student organizations. Advising and mentoring of graduate students includes, but is not
limited to, supervision of and/or assistance with theses, dissertations, publications, presentations and project-related products.

Evaluation of advising and/or mentoring effectiveness can be based upon signed evaluations from current and/or former students, faculty members, and professional peers. Evaluation of advising and/or mentoring should take into account the quality of the advising/mentoring and the time spent on advising and/or mentoring activities. Department codes shall, within the context of their disciplines, include criteria and standards for evaluating advising and/or mentoring effectiveness and shall evaluate advising and/or mentoring as part of annual and periodic comprehensive reviews.

**Rationale:**

This change reflects the inclusion of librarianship as a form of teaching scholarship.