

1994-95
ACADEMIC SENATE
California State University, Sacramento

AGENDA
Thursday, October 13, 1994
Forest Suite, University Union
2:30-4:30 p.m.

INFORMATION

Fall 1994 Schedule of Meetings (* = Tentative):
October 20*, 27
November 3*, 10, 17
December 1, 8, 15*

CONSENT

AS 94-77/Ex. COMMITTEE APPOINTMENTS--University

Anthony J. Leones Scholarship Committee:
LINDA GOODRICH, At-large, 1997

Athletic Advisory Board:
KATHY STRAHAN, Faculty Representative (Coaching Staff), 1995

Campus Educational Equity Committee:
RITA CAMERON-WEDDING, At-large, 1997

Public Safety Advisory Committee:
LAWRENCE CHASE, At-large, 1997

Student Disciplinary Hearing Officer:
EDITH LeFEBVRE, At-large, 1995

University Union Board of Directors:
KEITH BISHARAT, Faculty At-large, 1995

WASC Steering Committee:
MARJORIE LEE, Education

AS 94-78/Ex. COMMITTEE APPOINTMENTS--Senate

Committee on Diversity and Equity:

ESTELLE EKE, E&CS, 1995 (repl. N. Think)

Faculty Affairs Committee:

MARY ANN REIHMAN, A&S, 1995 (repl. P. Noble)

Faculty Endowment Fund Committee:

ALAN WADE, Emeritus Faculty, 1995

Faculty Professional Development Committee:

SUZANNE OGILBY, SBA, 1996 (repl. L. Takeuchi)

Fiscal Affairs Committee:

JAMES HILL, Senator, 1996 (repl. T. Kando)

General Education Committee:

EDWARD GIBSON, A&S/Sci&Math, 1996 (1994-95 repl. T. Tashiro pending Spring election)

International Programs Committee:

IRV BERKOWITZ, Prof Sch, 1997 (repl. J. Kilpatrick)

University Teacher Education Council:

HARRIET NEAL, Educ At-large, 1997

MELANIE LOO, A&S Dept w/SSWP, 1995 (F'94 repl. M. Baad)

AS 94-79/GPPC, Ex. GRADUATE PROGRAM

The Academic Senate recommends that all culminating experience work shall be listed under course number 500 (Graduate Policies and Programs Committee rationale shown in Attachment A).

AS 94-80/CC, GPPC, Ex. COURSE AND PROGRAM CHANGE PROPOSALS,
UNIVERSITY LEVEL REVIEW PROCESS FOR

The Academic Senate recommends the following University level review process for course and program change proposals:

In an effort to improve and strengthen faculty oversight of the curriculum, the Joint Committee recommends the Academic Senate adopt the following procedures for the University level program review of course and program change proposals:

1. All proposals for course additions, deletions, and modifications and non-substantive (using current definition) program change proposals would appear on a universitywide list (current practice).
2. Any member of the faculty or administration can raise a concern or challenge, in writing, to any course on the list during the three week period following the date of distribution of the list on which the course appears.
3. Courses and non-substantive program change proposals for which there has been no concern or challenge raised during the three week period shall automatically be placed on the consent calendar of the appropriate Senate curriculum committee.
4. Those courses or non-substantive program change proposals for which a concern or challenge is raised will appear on the regular agenda of the appropriate Senate curriculum committee for full discussion and resolution.
5. Substantive (using current definition) program change proposals will be placed on the regular agendas of the appropriate Senate committees for full discussion and deliberation. A recommendation would be forwarded to the Academic Senate for its regular agenda.

AS 94-81/Ex. STRATEGIC PLAN, CSUS--ACADEMIC SENATE WORK PLAN

The Academic Senate adopts the "Senate Work Plan for Senate Action Items of the Strategic Plan" (Attachment B).

AS 94-82/Ex. ALTERNATIVE SCHEDULING, AD HOC COMMITTEE ON--ESTABLISH

The Academic Senate establishes an ad hoc Committee on Alternative Scheduling to explore and recommend to the Senate, by the end of February 1995, alternative scheduling policies for the purposes of improving student retention and continuation rates. The committee shall be composed of:

MARY ANN REIHMAN, Chair, Biological Sciences
RICHARD CRABLE, Chair, Communication Studies
CRISTY JENSEN, Director, Masters in Public Policy and Administration
ANITA WATSON, Chair, Nursing
JOHN OLDENBURG, Associate Dean, Engineering and Computer Science
SYLVIA NAVARI, Senate Chair
Chair, Curriculum Committee
CHARLOTTE COOK, Chair, Graduate Policies and Programs Committee
A Representative of Associated Students, Inc.
A Student Affairs Professional
An Academic Affairs Representative

REGULAR AGENDA

Carried AS 94-76/Flr. MINUTES
Approval of the Minutes of the meeting of September 22 (#5), 1994.

Carried AS 94-56/Flr. MINUTES
Approval of the Minutes of the meetings of August 24 (#3) and September 8 (#4), 1994.

Old Business

Isolated
Carried
AS 94-63/GEGR, Ex. G.E. WAIVER--PHYSICAL THERAPY B.S.

The Academic Senate recommends approval of the General Education Program waiver request for the Physical Therapy B.S. (see *September 22, 1994, Academic Senate Agenda Attachment C*).

AS 94-75/Ex. COMMITTEE MEMBERSHIP--FACULTY AT-LARGE DESIGNATION

Defeated
4-13 n=28
The Academic Senate recommends a clarification of language to its own Standing Rules and other University policies referencing "faculty, at-large", as follows:

Unless otherwise designated, "faculty at-large" appointments to or from committees shall mean faculty with appointments to academic departments.

New Business

Carried AS 94-83/Ex. ^{FIR} SPACE--GUIDELINES AND CRITERIA FOR THE ASSIGNMENT OF UNIVERSITY

Whereas: The primary mission of the University is to provide for the education of students; and

Whereas: The instructional program and services to students are of paramount importance in the education of students; and

Whereas: The allocation and use of space should be based on the needs of the instructional program and the needs of students; and

- Whereas: Faculty who deliver the instructional program and students who are recipients of services are most knowledgeable about what space is needed for their support; and
- Whereas: Presidential Memorandum (PM) 90-09 and PM-BA 94-05 established "Guidelines and Criteria for the Assignment of University Space" and a Space Allocation Advisory Group (SPAG); and
- Whereas: The membership of SPAG currently consists of the Assistant Vice President for Facilities Management, the Vice President for Administration, three School Associate Deans, the Coordinator of Space Management, and an Associate Vice President for Academic Affairs; and
- Whereas: The "Guidelines" primarily describe "the considerations which will form the basis for recommending and determining how space in new and remodeled facilities and vacated space in existing facilities will be assigned to new functions" (*underline added for emphasis*); and
- Whereas: The Guidelines were developed and promulgated without any consultation with the Academic Senate or Associated Students, Inc.; and
- Whereas: Notably absent in the "Guidelines" are any provisions for faculty and student representation on SPAG and any requirements for consultation with departments, faculty and students potentially affected by space allocation or reallocation; and
- Whereas: Also lacking from the "Guidelines" are considerations regarding the reallocation of existing space; and
- 11) Whereas: SPAG has nonetheless assumed responsibility for the allocation and reallocation of existing space; and
- 12) Whereas: In Summer, 1994, SPAG conducted a survey of faculty office space in the Business building in an apparent search for a "home" for the Masters in Public Policy and Administration program and Center for California Studies; and
- 13) Whereas: SPAG "decided" to "reclaim" offices in the Business building assigned to other departments, including offices occupied by full-time faculty; and
- 14) Whereas: SPAG, in making its decision and in reclaiming office space did not communicate directly with chairs of the programs affected or with faculty occupying the offices to be vacated; and

- Whereas: Without any notification of affected faculty, books, files and personal belongings were boxed and removed from faculty offices by Facilities Management personnel, thereby interfering with the delivery of the instructional program; and
- Whereas: Other moves that occurred immediately prior to the beginning of the semester, including the relocation of the Financial Aid Office, have been disruptive to the delivery of services to students; therefore, be it
- Resolved: The Academic Senate requests that the membership of SPAG be expanded to include a faculty member from an academic department recommended by the Academic Senate and a student recommended by Associated Students, Inc.; and be it further
- Resolved: The Academic Senate requests that the "Guidelines" be revised to include provisions related to the allocation and reallocation of currently assigned space that ensures that the needs of the instructional program and students are accorded highest priority; and be it further
- Resolved: The Academic Senate requests that the "Guidelines" be revised to ensure that potentially affected academic departments, student service units, faculty and representative student organizations, as appropriate, are consulted directly by SPAG regarding proposals for the allocation of new space or the reallocation of existing space prior to reaching a decision; and be it further
- Resolved: The Academic Senate requests that the Guidelines" be revised to include mechanisms for appeal of SPAG's decisions; and be it further
- Resolved: The Academic Senate, requests, in accordance with the Constitution of the Faculty, that the Academic Senate be informed of any revisions to the "Guidelines" and Criteria for the Assignment of University Space or any other policies regarding space allocation, so that it may have the opportunity to provide comment on policies that so directly affect delivery of the instructional program and provision of services to students.

AS 94-84/AP, Ex.^{FIR} ACADEMIC ADVISING POLICY (Amends AS 89-13 amended by AS 89-142; PM 89-13)

Carried

The Academic Senate reaffirms its commitment to the statement of philosophy and goals of the Academic Advising Policy recommended in AS 89-13 and amended by AS 89-142 and adopted as University policy in PM 89-13. Consistent with the stated philosophy and goals, the Academic Senate recommends that the policy be revised to require that

- All students at CSUS shall be assigned a faculty advisor by the department where they have declared a major;
- Undeclared students shall be assigned a faculty advisor by the Academic Advising Center (the director of the Academic Advising Center shall recruit faculty to be undeclared advisors);
- The name of the student's faculty advisor shall be entered into SIS+ (Screen 19).

Specifically, the Academic Senate recommends that the Academic Advising Policy be revised as shown in Attachment C.

Anticipating Presidential approval of the recommendation, the Academic Senate recommends that the policy be reissued with the amendments, including editorial amendments related to conversion from CAR to CASPER and AS 89-142 amendments approved (shown in *italics* on Attachment C) but never incorporated into PM 89-13. Further, the Academic Senate recommends that the Office of Academic Affairs be assigned responsibility for insuring implementation of the Academic Advising Policy as amended by Spring 1995.



California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-6018

OFFICE OF RESEARCH AND GRADUATE STUDIES

(916) 278-INFO
(916) 278-6163 FAX

May 3, 1994

TO: DEPARTMENT CHAIRS
FR: MAHLON HELLER, CHAIR, GRADUATE POLICIES AND PROGRAMS COMMITTEE
JERRY TOBEY, FACULTY LIAISON, GRADUATE STUDIES

The Graduate Policies and Programs Committee has recommended that:

"All Culminating Experience course work shall be listed under course number 500".

We have already consulted with the graduate coordinators conference about the proposal and received their approval, but the Academic Senate wishes to consult chairs of units with graduate programs in order to be sure of full consultation.

The proposed change to the common 500 number will serve two purposes:

- (1) It will increase the efficiency of the Graduate Center by reducing the amount of just-before-graduation confusion and paperwork, and more importantly
- (2) it will save many graduate students money by eliminating any payment of fees for switching from one type of culminating experience to another.

June 28, 1994

TO: SYLVIA NAVARI
CHAIR, ACADEMIC SENATE

FR: MAHLON HELLER
CHAIR, GRADUATE POLICIES AND PROGRAMS COMMITTEE

At your request GPPC polled department chairs for opinions regarding the Committee's recommendation that

All culminating experience coursework shall be listed under course number 500.

We have completed the poll (attached). Of the ten responses, nine were favorable to the proposed change, while one department said that it had no opinion.

Please let chair elect, Charlotte Cook, know if the Executive Committee needs any further information regarding this recommendation.

Our consultations with the graduate coordinators raised two important questions about the proposal:
Would the student's transcript clearly show the type of culminating experience?

Ans.: The student's transcript would include notice that the work done was a thesis, project or comprehensive examination. The transcript would also include the thesis or project title.

Would a common 500 number forbid using letters in the Catalog description to distinguish types of culminating experiences?

Ans.: No. A department might, for instance, use an A,B,C distinction to indicate such elements as the type of work done or the stages of the work completed.

Please send any comments or question concerning the proposal to Jerry Tobey, Graduate Studies, 6018, as soon as possible and no later than Friday, May 13.

TO : SYLVIA NAVARI, CHAIR, ACADEMIC SENATE

FROM: MAHLON HELLER, CHAIR, GRADUATE POLICIES AND PROGRAMS
COMMITTEE *M.H.*

November 25, 1993

At its 11/22 session GPPC passed the following motion:

All Culminating Experience work shall be listed under course number 500.

RATIONALE

Under our current system Culminating Experience work divides at least between 500 for thesis work and 502 for project work. However, as the attached chart shows, the numbering system is actually more complicated even for thesis/project work, and departments vary greatly in allowed course preparation for the comprehensive examination (which currently earns no 500 or 502 credit).

This current system involves a serious problem: Students who switch from one Culminating Experience to another (usually from thesis to project) actually are enrolling in a new course and must therefore pay a fee for that new course enrollment. Apparently many students and some departments do not understand the consequences of such a change in Culminating Experience, and so students commonly learn only when they apply for graduation that they owe fees for enrollment in a new course. The Committee recommendation would remedy this problem, for students switching from thesis to project within the one 500 number would not switch courses and would therefore occasion no extra fees.

Discussion within the Committee and consultation with the graduate coordinators raised a number of questions about the details of implementing a common 500 number for Culminating Experience work. Perhaps the most commonly asked were:

Would the student's transcript clearly signify the type of Culminating Experience done?

Ans. The student's transcript would include notice that the work done was "thesis," "project" or "comprehensive examination." The transcript could also include the thesis title.

Would a common 500 number forbid letter distinctions among Culminating Experience work experiences?

Ans. No. A department might for instance use an A,B,C distinction to indicate such elements as the stages of Culminating Experience.

(See catalog description for Electrical and Electronic Engineering.)

What effect would adoption of the recommendation have on comprehensive examinations?

Ans. The motion means that any required course work in preparation for the comprehensive examination would earn credit under the 500 number. Courses specially designed for comprehensive examination preparation would be subsumed under the common 500 course number.

Senate Work Plan
for
Senate Action Items of the Strategic Plan

At the Academic Senate Retreat, August 24, 1994, the Senate identified the "proposed action items", of the University Strategic Plan, which the Academic Senate wishes to further explore during academic year 1994-95 (see chart attached).

To ensure the timely completion of the work to be done, the Academic Senate assigns the responsibility for further exploration and deliberation on each item or groupings of items to various work groups and committees (see Work Plan below). In some cases, collaboration between committees is required.

Work groups/committees are instructed to explore and deliberate upon THE CONCEPT EMBEDDED in the assigned items and NOT TO assume the literal meaning of the "proposed action item" as a fait accompli, to be implemented or not, as written. Work groups are free, and encouraged, to be creative and inventive.

Work Plan

This work plan is organized by Work Group/Committee.

Faculty Professional Development Committee (FPDC)

The FPDC is responsible for exploring all items related to faculty professional development. These are as follows: all items under the Teaching and Learning theme (TL.1-TL.6.), SC.1 under the Scholarship theme, and PS.5 under the Pluralism theme. It is expected that the FPDC will pay attention to the ideas and concepts embedded in each item as it conducts an assessment of the faculty professional development needs of CSUS faculty (note: while each item seems to be a good idea, it is the responsibility of the FPDC to recommend what the needs of faculty are and how we can manage our resources to most effectively meet those needs over the coming years). Based on its assessment of needs, the FPDC is to, in accordance with its charge, develop a one and five year faculty professional development plan to be submitted to the Academic Senate at the second Senate meeting in April, 1995.

Ad hoc committee of the Joint Committee of the Curriculum and Graduate Policies and Programs Committees

This committee, in conjunction with the office of Academic Affairs, will be responsible for AP.1, AP.5., and PS.4. AP.1 suggests a revision of academic program review process (this

includes review team composition and selection per a previous Senate action) and AP.5 and PS.4 suggest the development of assessment standards and outcome measures for student/faculty interaction, student involvement in scholarly work (note differentiation of graduate and undergraduate programs in terms of faculty-student ratios is not within the purview of the Academic Senate or its committees) and diversity as an outcome measure. It is expected that the ad hoc committee will receive from Academic Affairs alternative proposals for implementation that can then be discussed by the ad hoc committee with recommendations going forward to the full committee for deliberation and recommendation to the Academic Senate. A recommendation from the Joint Committee to the Executive Committee is expected by March 1, 1995.

University ARTP Committee and the Interdisciplinary Subcommittee of Curriculum

These two committees are jointly responsible for AP.4 and CC.6, with the Interdisciplinary Subcommittee taking the lead. AP.4 speaks to the removal of barriers to interdisciplinary and intradepartmental collaboration with references to matters of curriculum and appointment, retention, tenure, and promotion. CC.6 suggests that interdisciplinary academic structures (to be defined) be initiated. It is incumbent upon the Interdisciplinary Subcommittee to identify barriers to interdisciplinary programming and to explore, in conjunction with the University ARTP Committee where appropriate, the viability and feasibility of removing such barriers. Secondly, it is necessary for the subcommittee to explore and identify "interdisciplinary academic structures" and develop, if reasonable, a proposal for initiating such a structure.

ad hoc Committee on Scholarly Activities

This committee, comprised of the Chairs of the Curriculum, Graduate Policies and Programs, Faculty Professional Development, and Research and Creative Activities committees, and a faculty member from Academic Support services, is responsible for SC.3, exploring and, if identified as consistent with the goal under scholarship, encouraging the flow of scholarly activities into the curriculum. The Office of Academic Affairs will identify the various universitywide mechanisms available for use by the faculty and prepare proposals for discussion by the ad hoc committee and recommendation to the Senate (to be completed by the first Senate meeting in March).

ad hoc Committee on Pluralism

This committee, comprised of the Chairs of the Committee on Diversity and Equity, the Academic Policies Committee, and the Campus Educational Equity Committee, a member of the Office of Educational Equity and Student Retention, a faculty member from the Advisory Board of the Multicultural Center, two or three faculty members from campus educational equity programs, and an Associated Students, Inc. (A.S.I.) representative, will develop and recommend to the Academic Senate a position statement, and policies as needed, "related to the Strategic Plan goal of pluralism that include, but are not restricted to: consideration of faculty/discipline based efforts and university support systems to improve retention and graduation of students from underrepresented groups; and activities/programs that foster a

strong sense of mutual understanding and appreciation for diversity" [AS 94-50B, carried 8/24/94] (due to Executive Committee by mid February).

Academic Policies Committee

Academic Policies is the Senate committee responsible for EP.7. While it is not the responsibility of the Academic Senate to "ensure implementation", EP.7 suggests a need to, and Academic Policies is hereby directed to revisit the University policy on Academic Advising in an effort to improve advising and the participation of faculty therein (a recommendation to the Academic Senate is already forthcoming in October).

Joint Committee of Curriculum and Graduate Policies and Programs Committees

The Joint Committee is responsible for EP.10 and shall execute this responsibility by exploring and determining whether existing policies across the university encourage delivery of academic programs off-campus. Currently the Joint Committee is preparing, for recommendation to the Senate, criteria for recommending whether or not a degree program may be offered off campus (due to Executive Committee December 1, 1994).

Executive Committee

The Executive Committee, in conjunction with A.S.I. and the office of the Vice President for Administration, will be responsible for CL.2 and PL.4. The Executive Committee will attend to each of these action steps only at the request of A.S.I. or some other University affiliate.

Faculty Affairs Committee

In response to CC.11, the Faculty Affairs Committee is directed to explore and clarify the "adjunct professor" classification and status, which normally can be used by members of the community for the benefit of our students (response due to Academic Senate by March 1).

<i>Action Steps--Senate Agreed "To Proceed"</i>	<i>Assigned</i>	<i>Due Date</i>
TEACHING AND LEARNING		
(TL.1) Provide support to help all faculty develop improved teaching skills:	FPDC	2nd April 1995 Senate meeting
(TL.1.A) Establish a CSUS center for enhancement of teaching and learning which will study learning characteristics of students on our campus, monitor assessment of learning outcomes, coordinate and expand existing programs that enhance teaching, develop new programs, and identify opportunities for faculty to use the region as a learning laboratory.	FPDC	2nd April 1995 Senate meeting
(TL.1.B) Include enhancement of teaching as a dimension of professional development plans for all probationary faculty, and of periodic review for tenured faculty.	FPDC	2nd April 1995 Senate meeting
(TL.1.C) Provide a variety of teaching enhancement programs that are sustained over at least one semester.	FPDC	2nd April 1995 Senate meeting
(TL.1.D) Provide incentives for faculty not only to participate in these programs, but also to apply what they learn to their teaching, and share new information and insights with their colleagues.	FPDC	2nd April 1995 Senate meeting
(TL.1.E) Expand opportunities for faculty to assess their strengths and weaknesses as teachers, to share concerns about teaching, and to establish peer support networks for developing new skills.	FPDC	2nd April 1995 Senate meeting
(TL.2) Create structures to use faculty recognized for outstanding teaching as resources for their peers, including programs for classroom visitations, sharing of course materials, and building a library of demonstration videotapes.	FPDC	2nd April 1995 Senate meeting
(TL.6) Expand efforts to publicize, display, and otherwise recognize outstanding learning and teaching accomplishments of students and faculty.	FPDC	2nd April 1995 Senate meeting
ACADEMIC PROGRAMS		

(AP.4) Remove barriers to interdisciplinary and intradepartment collaboration and course development, including those inherent in current budgeting and appointment, retention, tenure, and promotion processes.	Interdisciplinary Subcommittee and University ARTP Committee	April 1, 1995 to Executive Committee
(AP.5) Clearly differentiate graduate and undergraduate programs in terms of faculty-student ratios in course work and thesis advising, expectations for student-faculty interaction, and student involvement in scholarly work.	ad hoc Joint CC/GPPC	March 1, 1995, to Executive Committee
SCHOLARSHIP		
(SC.1) Create and implement individualized professional development programs for new faculty that guide, support, and mentor scholarly development in the areas of teaching, research, creative activity, contribution to the discipline, and service.	FPDC	2nd April 1995 Senate meeting
(SC.3) Encourage the flow of scholarly activities into the curriculum by such means as enrollment management of graduate seminars, independent research by students, faculty/student scholarship, and consistent workload credit for supervision of a student's culminating experience.	ad hoc Committee on Scholarly Activities	1st March 1995 Senate meeting
PLURALISM		
(PS.4) Include diversity as an outcome measure in program assessments.	ad hoc Joint CC/GPPC	March 1, 1995, to Executive Committee
(PS.5) Incorporate in-service programs for faculty within a center for the enhancement of teaching and learning designed to foster discipline-specific knowledge about diverse populations, methodologies for research, and ways of knowing that are relied on by such populations.	FPDC	2nd April 1995 Senate meeting
AS 94-50B: The Academic Senate shall proceed with the development of a Senate position and policies as needed related to the Strategic Plan goal of pluralism that include, but are not restricted to: consideration of faculty/discipline based efforts and university support systems to improve retention and graduation of students from underrepresented groups; and activities/programs that foster a strong sense of mutual understanding and appreciation for diversity.	ad hoc Committee on Pluralism	Mid-February 1995 to Executive Committee

ENROLLMENT PLANNING		
(EP.7) Ensure implementation of each department's advising plan and monitor the effectiveness of major advising.	Academic Policies Committee	2nd October 1994 Senate Meeting
(EP.10) Develop and implement policies to encourage delivery of academic programs off-campus. Provide faculty and staff training to support this effort.	Joint CC/GPPC Committee	December 1, 1994, to Executive Committee
CAMPUS LIFE		
(CL.2) Review and change existing policies and procedures that cause procedural, physical, and economic barriers hindering participation in campus life programs.	Executive Committee	If request received from ASI or others. [coordinate with PL.4]
PUBLIC LIFE		
(PL.4) Review and change existing policies and procedures that cause procedural, physical, and economic barriers hindering use of campus facilities in campus programs which include the public.	Executive Committee	If request received from ASI or others. [coordinate with CL.2]
CAPITAL CAMPUS		
(CC.6) Initiate a set of interdisciplinary academic structures which draw together diverse disciplines to apply knowledge and expertise to issues of statewide concern.	Interdisciplinary Subcommittee and University ARTP Committee	April 1, 1995, to Executive Committee
(CC.11) Explore opportunities to eliminate barriers to part-time hiring or adjunct professorships of members of the state capital community for the benefit of our students.	Faculty Affairs Committee	March 1, 1995, to Executive Committee

ACADEMIC ADVISING
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Statement of Philosophy

Effective academic advising is essential to the realization of the University's instructional mission. The University strives to offer a workable program of academic advising for every enrolled student. Through faculty advisers, student affairs staff, and advising publications all students are entitled to access to accurate, reliable, and consistent advising. Students are encouraged and in some cases required to utilize advising services.

Goals

- A. The goals of the University's advising program are:
1. To provide every student with the opportunity to become acquainted with a member of the faculty.
 2. To assist students in choosing educational and career objectives compatible with their interests and abilities.
 3. To assist students in planning their academic programs.
 4. To assist students in understanding the value of the University's General Education program and the relationship of this program to their interests and career objectives.
 5. To assist students in interpreting and applying University policies.
 6. To facilitate use of the University's student services and resources.
- B. Responsibility for the attainment of these goals is shared by students, faculty, staff and administration.
- C. Responsibility for the development of academic advising programs and the delivery of advising services belongs primarily to faculty.

Responsibilities of Students

- A. The ultimate responsibility for academic success rests with the student. Students are expected to:
1. Be aware of and comply with the University's published academic policies, regulations, and deadlines.

2. Maintain their own advising files, which should include unofficial and official evaluation of General Education courses taken, unofficial copies of transcripts of courses taken at other colleges/universities, reports of placement test scores, semester grade reports, copies of forms and petitions, notes on discussions with advisers.
 3. Meet regularly, i.e., at least once per semester with an adviser in the student's major or, in the case of undeclared majors, advisers designated by the Academic Advising Center.
 4. Declare a major officially before the attainment of Junior standing, or, in the case of Junior and Senior transfer students, by the end of the first semester at CSUS; when declaring or changing major, notify the Registrar's Office and major department within one semester.
- B. Because of the relationship of effective advising and academic success, students are expected to attend the University's orientation program before enrolling, and are required to meet with advisers in their major as stipulated in their departments' advising policy.

~~1. Compliance with departmental policies requiring students to meet with advisers. An interim implementation plan is appended to P.M. 89-13 dated October 26, 1989.~~

21. Students who have declared a major shall comply with the policy of their major department; undeclared majors shall follow the Academic Advising Center plan for undeclared students. Students who do not comply with policies requiring meetings with advisers will, according to the discretion of the department for majors or the Advising Center for undeclared students, be assigned the lowest registration priority or denied access to CAR CASPER (Computer Access Student Phone Entry Registration).
2. *All students on academic probation are required to meet with an academic adviser as specified in their major department's advising policy or in the case of undeclared majors as specified in the Academic Advising Center Policy.*

Responsibilities of the University Administration

- A. The Vice President for Academic Affairs is responsible for administering the University's academic advising program, as well as securing the support and resources needed to assure its success

- B. The Vice President for Academic Affairs will assign an appropriate administrator to coordinate University efforts to improve academic advising and to monitor the implementation of approved policies and practices relating to academic advising.

Responsibilities of the School Administrations

- A. School Deans will be responsible for monitoring the development and implementation of clearly defined advising policies and practices within their Schools.
- B. The Dean will assign an associate or assistant dean to coordinate the School efforts and provide guidance and assistance to academic departments to improve academic advising.
- C. The Dean will be responsible for providing the resources needed to support comprehensive advising programs at the department/program level.

Responsibilities of Academic Departments

- A. Each academic department, major program, and the Academic Advising Center shall, by Spring Semester 1990⁵, ~~develop and publicize to their students a comprehensive plan defining the department's advising policies and procedures. (In some cases advising programs may be developed at the school, rather than department level.)~~ Departments may wish to consider the advising models suggested in the Addendum to this policy statement. review and revise departmental advising policies as necessary to insure that the policy includes a mechanism for assigning students to specific academic advisers whose names shall be identified in the Student Information System (SIS+) and communicated to the student (see Section C below). Copies of departmental plans shall be conveyed to appropriate deans and the Office of the Registrar. Departments requiring advising will notify the Office of the Registrar whether students who fail to get an adviser's approval are to be granted the lowest registration priority for CAR CASPER or denied access to CAR CASPER. Policy/procedures statements shall inform students of the department's expectations concerning: (See interim implementation plan appended to P.M. 89-13 dated October 26, 1989.)
 1. Participation in University orientation programs.
 2. Procedures for adviser ~~selection~~ or assignment.
 3. Required advising meetings with departmental advisers.

*Carried
of advisers
a mechanism
as a business
in response
to student
request.*

4. Additional requirements for special student populations, such as probationary students or pre-professional students. *Note: Each department must require advising for all students on academic probation. Departments are required to provide advising to students placed on academic probation at the end of their first semester no later than the end of the second week of the student's second semester.*
 5. Consequences of failure to comply with mandatory advising requirements *(e.g., low registration priority or denied access to ~~CAR~~ CASPER).
- B. All departments/programs shall identify those faculty in the department who will be responsible for advising students in the major and, when appropriate, undeclared students.
- C. All departments/programs shall assign each student major a faculty adviser; and the name of each student's faculty adviser shall be entered into SIS+.
- CD. Each academic department/program shall designate a faculty member as Advising Coordinator. Advising Coordinators may receive assigned time in an amount approved by the School Dean and the Department Chair. The responsibilities of the Advising Coordinator will be to:
1. Assume primary responsibility for the development and implementation of the department's advising policy and procedures, including specific provisions for advising evening students, graduate students, and students studying at off-campus sites.
 2. Attend regularly scheduled training meetings with other Advising Coordinators.
 3. Coordinate the department's advising activities with orientation, the admission evaluation process, educational equity activities, and additional advising-related programs which may develop.
 4. Organize an advising file system and assure that advisers in the department are provided with the student data needed for advising.
 5. Organize training activities for departmental advisers.
 6. Communicate regularly with the department's designated advisers to keep them apprised of changes in requirements and aware of appropriate campus resources.

- DE. All departments are encouraged to include in their ARTP criteria consideration for faculty participation in advising.

Responsibilities of Faculty Advisers

- A. The members of the University primarily responsible for the delivery of advising services are those full-time faculty designated by their department.
- B. General objectives of departmental advisers are:
1. To create a welcoming environment for advisees.
 2. Be knowledgeable enough to assist students in planning their academic programs and resolving problems related to their progress towards a degree.
- C. Specific responsibilities of departmental advisers are:
1. Meet with advisees in accordance with departmental policy which indicates frequency of required and/or suggested advising meetings for different student populations.
 2. In the case of required advising contacts, assist students in making course selections for the next semester and sign form to verify satisfaction of requirement.
 3. Assist students in monitoring progress toward completion of major, General Education, and other degree requirements.
 4. Participate in training meetings to maintain a current working knowledge of academic requirements and campus resources.
 5. Review and approve graduation applications.
 6. Assist advisees in finding answers to their questions.

Responsibilities of the Academic Advising Center

- A. Provide General Education advising for prospective and continuing students.
- B. Develop a comprehensive, faculty-based academic advising program for undeclared students.

- C. Recruit faculty to be "undeclared" advisers and assign each undeclared student a faculty adviser; and enter the name of the student's adviser into SIS+.
- CD. Provide an in-depth training experience for faculty wishing to work in the Advising Center on an assigned-time basis.
- DE. Assist Departmental Advising Coordinators and Deans in the development and implementation of comprehensive training activities for departmental faculty advisers.
- EF. Organize and implement the University's orientation programs for new students and parents and coordinate these programs with departmental advising activities.
- FG. Assist the Admissions Office, Evaluations Office, Registrar's Office and Computer Center in developing the mechanisms needed to enable departments to implement their advising programs.

Note: Should the Academic Advising Center decide to require advising for undeclared students, it shall notify the Office of the Registrar whether students who fail to get an adviser's approval are to be granted the lowest priority for ~~CAR~~ CASPER or denied access to ~~CAR~~ CASPER.

Additional Areas of Support

- A. The Office of Admissions and Records shall:
 - 1. Provide the mechanisms for enforcing required advising as defined by departmental advising policies by Spring Semester 1990. The consequence for non-compliance is assignment to the lowest registration priority or denial or access to ~~CAR~~ CASPER (according to departmental policy) until the student is in compliance. (See interim implementation plan appended to P.M. 89-13 dated October 26, 1989.)
 - 2. Provide in a timely manner the student data needed to maintain departmental advising files. *In addition, at the end of each semester the Office of Admissions and Records shall provide each department a list of majors placed on academic probation. A list of undeclared students placed on academic probation shall be provided to the Academic Advising Center. A list of all students placed on academic probation shall be provided to the Academic Achievement Center.*
 - 3. Coordinate the implementation of priority and late registration with departmental advising activities and orientation.

4. Make staff available to assist with training faculty advisers and answering questions.
 5. Complete General Education evaluations before the end of the transfer student's first semester at CSUS.
 6. Complete a General Education evaluation for native CSUS students before they attain Junior standing.
 7. Provide for entry into SIS+ the name of each student's adviser and communicate named faculty adviser to each student.
- B. The Computer Center shall provide the programming support needed to:
1. Interface departmental policies on required advising with the registration process. (Spring 1990)
 2. Develop an automated degree audit system, i.e., a list of unmet graduation requirements. Date to be established when new student record system is on line.
 3. Develop an advisee profile report, i.e., a summary of test scores such as SAT or ELM and other academically related information. Date to be established when new student record system is on line.
 4. Provide departmental advisers with student data in a timely manner.

Evaluation

- A. The Vice President's designee, the Director of Academic Advising, and Departmental Advising Coordinators shall develop a means of regularly evaluating advising services.
- B. Evaluative data should include feedback from both students and faculty.

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- C. Advisee satisfaction should be compared among various models to determine the relative merits of different approaches to advising.
- D. Recommendation for significant changes in this policy should be submitted to the Academic Senate and the Vice President for Academic Affairs.

Note: An addendum setting forth "models" is included in P.M. 89-13 dated October 26, 1989.

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Undergraduate Studies and Educational Support Services

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