1998-99 FACULTY SENATE

OF

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Minutes
February 25, 1999

Issue #13

ROLL CALL

Present: Barakatt, Barrena, Bauerly, Behrman, Bossert, Brickner, Buckley, Cajucom, Cameron Wedding, Chambers, Ching, DeBow, de Haas, Dokimos, Dundon, Dworkin, Elfenbaum, Hall, Hill, Huff, A. Jensen, Kando, Kawamoto, Kim, Krabacher, Lan, LeFebvre, Lund, Palmer, Reardon, Reveles, Rodriguez, Scott, Seid, Tejada, Timmer, Turrill, Verdone, G. Wheeler, V. Wheeler, Zucker

Absent: Alexander, Amata, Anderson, Banks, Cleek, Huffman, Jew, Klyse, Kostyrko, Lascher, Lee, Lee-Sammons, Leezer, Lewis, Llamas-Green, McCrystle, Newsome, Phillips, Pickett, Raingruber, Scanlan, Serrano, Smith, Stabinsky

ACTION ITEMS

*FS 99-08/APC, Ex., Flr. ACADEMIC ADVISING POLICY

The Faculty Senate recommends adoption of the recommendations contained in the Academic Policies Committee's "Analysis of Department Compliance with CSUS Advising Policies" as amended (see Attachment). The Senate further recommends that Academic Affairs distribute copies of the analysis report to all department and program chairs.

Carried.

FS 99-14/Flr. MINUTES

The Minutes of the meeting of February 18 (#12), 1999, are approved as published.

Carried.

*<u>FS 99-15/CPC, Ex.</u> PROGRAM CHANGE PROPOSAL

The Faculty Senate recommends approval of following program change proposal:

<u>Bachelor of Science in Business Administration--Finance Concentration:</u>
1. Remove current track system and require a common core for all students in the Concentration.
2. Add MGMT 105 (Business Forecasting) as a Concentration elective.

Carried unanimously.

*<u>FS 99-16/CPC, Ex.</u> CURRICULUM REVIEW--DEPARTMENT OF THEATRE ARTS

The Faculty Senate receives the commendations of the program review team and the recommendations of the program review panel (Attachment), and recommends approval of Bachelor of Arts in Drama program, the minor program, the certificate program, and the single subject matter credential in English/Drama program for a period of three years in Fall, 1999.

Upon consideration of the report from the Dean of Arts and Letters specified in Recommendation IV (December 9, 1998, memorandum from the Panel for the Program Review of Theatre Arts), the Provost should recommend to the Curriculum Policies Committee approval for the remainder of the six year review cycle or such shorter period as circumstances dictate.

Carried unanimously.

*<u>FS 99-09/CPC, Ex., Flr.</u> WRITING AND READING IN THE UNDERGRADUATE
                              PROGRAM

The Faculty Senate recommends adoption of the following policy on Writing and Reading in the Undergraduate Major:

WRITING AND READING IN THE UNDERGRADUATE MAJOR

I. **Purpose**

CSUS is committed to the development of sound writing and reading skills

A. appropriate to the requirements of majors and their related careers, and

B. recognizing the needs of ESL students.

Beyond General Education requirements, major programs are responsible for writing and reading standards and development at the upper-division level.

II. Goals

A. Writing skills shall include an ability to communicate in a clear and organized form by both general expository writing and at an appropriate level, writing specific to the discipline.

B. Reading skills shall include an ability to understand general expository writings and at an appropriate level, writings specific to the discipline.

C. In order to assist programs in developing standards of general expository writing and reading comprehension, Academic Affairs will distribute copies of Senate-approved standards for those skills. In addition, it will distribute copies of Senate-approved standards relevant to ESL students. **The standards distributed shall be advisory:** Programs may adopt or modify them as the needs of their majors require.

D. Subject to the approval of Academic Affairs, programs will decide which additional writing and reading standards, goals and assessment methods are appropriate for their disciplines.

III. Program Reviews

The University shall assist writing and reading development in the majors by a modification of program review requirements.

A. Major programs' program review self studies shall include 1) descriptions of current writing and reading requirements; 2) standards for general expository and discipline-specific writing and reading; 3) any plans for the development of writing and reading skills; and 4) plans for the assessment of current requirements and of measures to encourage writing and reading skills.

B. Program reviews shall include an evaluation of programs assessment of writing and reading skills, current requirements and plans for the development of writing and reading skills.

IV. Pilot Projects

A. The University shall begin phased-in implementation of University-supported pilot projects developed by academic programs. **Program participation in pilot projects shall be voluntary.**

B. Programs not involved in preparation for program reviews may also request participation in a pilot project.

V. A Faculty Senate Committee

Academic Affairs shall consult with a representative Faculty Senate committee on the implementation of this policy and on the development of pilot projects for interested programs. Programs may in any case consult directly with the committee.

Carried.

The following items received a first reading and will be presented for action at the next regular meeting:

FS 99-10/CPC, Ex. WRITING AND READING SUBCOMMITTEE, ESTABLISH
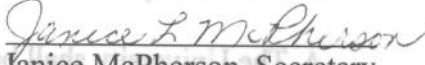FS 99-11/CPC, Ex. GRADUATE CONCENTRATIONS

The hour of adjournment having been reached, the following items were postponed to the next regular meeting:

FS 99-17A/Ex. WAIVER OF FIRST READING OF FS 99-17
FS 99-17/CPC, Ex. PROGRAM REVIEW PROCEDURES, REVISION OF

INFORMATION

1. Report on January 21-22 and February 12, 1999, CSU Academic Senate Meetings -- CSUS Statewide Senator(s)--Summary subsequently distributed to all Senators by Senator Timmer via e-mail on February 28, 1999.

2. Tentative Spring 1999 Faculty Senate Meeting Schedule:
    March 4 (Faculty Merit Increases), 11, 18, 25
    April 1 (Spring Recess), 8, 15, 22 (3:00-3:30 p.m., 1999-2000 Senate Nominations; 3:30-5:00 p.m., 1998-99 Senate), 29
    May 6 (3:00-3:30 p.m., 1999-2000 Senate Elections; 3:30-5:00 p.m., 1998-99 Senate), 13 (3:00-4:00 p.m.; 4:00-5:30 p.m., Outstanding Teacher Award Reception), 20, 27 (Finals Week)

3. Senate Home Page (http://www.csus.edu/acse/ or CSUS Home Page then Administration and Policy then Faculty Senate) - Vice Chair Arthur Jensen

The meeting was adjourned at 4:55 p.m.

Janice L McPherson
Janice McPherson, Secretary

*Presidential approval requested.

ANALYSIS OF DEPARTMENT COMPLIANCE
WITH CSUS ADVISING POLICIES

By
THE FACULTY SENATE'S ACADEMIC POLICIES COMMITTEE
May 1997
February l 998 (revised by APC)
Adopted as amended, February 25, 1999 (FS 99-08)

- *PROBLEM*

- *SURVEY METHODOLOGY*

- *IDEAS FOR IMPROVING DEPARTMENT ADVISING*

- *CONCLUSION*

- *RECOMMENDATIONS TO INCREASE DEPARTMENT ADVISING CAPABILITIES*

PROBLEM

In the SNAPS Spring 1994 survey, students were asked how the campus could assist their education goals. Forty percent responded, "more and better advising." In the Spring 1995 CASPER survey, 63 percent of the students responded that they were "fairly" to "completely" satisfied with academic advising. Yet, 18 percent of these students responded that they had never been advised.

Are students who need advising receiving such advising before getting into academic difficulties? Are academic resources being squandered on prescriptive advising for students who don't need such advising—and are doing quite well in their academic pursuits? Are we improperly using old advising models to serve a student population that spends a decreasing number of hours on campus? Are all faculty capable of effective "user-friendly" student advising? These are but some of the questions relating to student advising on this campus.

The original charter to the Academic Policies Committee was to answer the question: "Are academic departments complying with current University advising policy?" The Committee broadened this initial question to "How can CSUS better provide resources for and motivate faculty and students to improve the current state of academic advising?"

SURVEY METHODOLOGY

In response to the problem, an Academic Advising Policy Survey was sent to 46 CSUS academic departments in the late Spring and early Fall of 1996. After two follow-up efforts on our part, 41 departments responded. There was a response rate of 87 percent. All academic schools were represented by at least three department responses. Based on survey results, the Academic Policies Committee is proposing the following recommendations.

IDEAS FOR IMPROVING DEPARTMENT ADVISING

Academic Affairs should distribute the following ideas to all departments and use these ideas as a foundation for advising training.

A. *Strategies Affecting Advisor Workload*

1. Division of labor into specialists with faculty specialists assigned (e.g., Graduate Coordinator, Credential Program Coordinator). These specialists may be excused from general advising chores.

2. Requirement that each advisor keep a file on each advises, including such items as the advising sheet, current semester class schedule, GE evaluation if available, copies of petitions, a record of advising sessions, and current graduation application. (This burden of paper can be reduced by faculty skill with SIS+ especially screen # 148 as a record keeper.)

3. Requirement that faculty submit office hours in the last week of the preceding semester since student utilization is heaviest in the first weeks of a new semester and messages must be sent to them before the semester starts.

4. Keep in the department, for distribution to students (see below) with the advisement manual, copies of an updated list of all faculty with their advising duties noted (such as specialized responsibility, general student responsibility, range of students under the faculty person's care (last names beginning with A to F. G to J. etc.), and the current semester's office hours and office locations.

5. Since students are entitled to request a change in initially assigned advisors, the advisement general meeting (see #6 below) could be used to equalize the uneven loads which may occur.

6. Explicitly include effective participation in advising among ARTP factors.

B. *Strategies Affecting Faculty Advising Skills*

1. A practical University Advisement Manual for use by faculty shall be developed and periodically updated. The Manual should include the following:

   a. Succinct recapitulation of university and program rules on topics of academic progress toward graduation, major requirements, etc., with precise (page number) references to fuller treatments in the University Catalog or elsewhere. Possibly include or distribute separately all or some of the seven-page Academic Advising Policy (revised November 4, 1994.).

   b. Select copies of SIS screens with instructions on how to access them, how to enter data (where that is allowed), how to read the different fields, and troubleshooting notes for common problems for less computer-literate faculty.

   c. Nicely indexed list of common problems students experience (of an academic progress nature, of course) and the appropriate solutions. List should include referral persons (phone or office numbers) for problems beyond the advisor's competence or responsibility.

   d. A kind of instructional motivational section detailing the importance of quality advising and the personal/communication skills needed to provide that quality (CE).

2. Specialized department sections developed as addenda to the University Advisement Manual that include items such as:
   a. Faculty advisors specializations,
   b. Special department policies,
   c. Student organizations,
   d. Course articulation agreements with Community Colleges

3. Training sessions provided by the Academic Advising Center.

4. Buddy-system training within the department, especially with respect to SIS+.

C. *Strategies Affecting Student Optimum Utilization of Advising (i.e., Compliance)*

1. On each major's SIS+ screen (#119) the advisor's name is entered. If possible, the name would also appear on the records that students can access via the kiosks on campus or their own e-mail.[1]

2. Current semester office hours and phone number of advisor communicated to advisees before each semester starts.

3. Formation of a "moderated"[2] list-proc list (automated e-mail group mailing list) on which all advisor's contact information is given (as in #2 above). For departments with a small number of majors, the list could also have a single message with each major's name and name of the assigned advisor.

4. For complicated programs, the publication of several specific advisement manuals for subprograms.

5. Distribution of the list indicated in A, #4 above in classes attended by majors.

6. Establishment of an annual attractive career-with-academic advisement general meeting attended by all advisors and majors, a dynamics speaker, breakout sessions to meet advisors, student club officers, socialize, etc.

7. Advisement Coordinator (or department head) will send a letter to each new major with various new items and the notice of the necessity of obtaining an advisor or assigning one.

CONCLUSIONS

The subject of faculty advising to students has been a constant concern on this campus for many years. The Committee believes that emphasis on this vital subject must change from "Why aren't faculty doing their job?" to "How can we motivate and enable faculty to effectively advise students in a changing educational environment?" Our suggested approach is one that stresses possibilities and opportunities, rather than one that merely fixes blame. If we are truly serious

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[1] Many of the suggestions made in this document are actually University policy. See, for example, the required listing of advisors on SIS+ in the Academic Advising Policy (revised November 4, 1994) p. 3.

[2] "Moderated" means only the "owner" of the list can enter messages. There can be multiple owners, such as department secretary and all/some of the faculty. "Moderated" is recommended to avoid the list mails becoming cluttered with junk.

about improving student advising at CSUS, then let us appropriately and effectively devote the resources and ideas necessary to do the job. To these ends, the Academic Policies Committee recommends that the Faculty Senate adopt the following recommendations:

RECOMMENDATIONS TO INCREASE DEPARTMENT ADVISING CAPABILITIES

1. That Academic Affairs ensure that New Faculty Orientation include training on: General Education advising, academic policies, graduation requirements, use of SIS+ and major requirements.

2. That annual workshops on academic advising be conducted and that each department designate at least one faculty member who will represent the department at the annual academic advising workshop.

3. That in accordance with existing policy, each department create, review and update, if necessary, their academic advising plans.

4. That Academic Affairs encourage the development of alternative advising models to complement the traditional "faculty office" model, e.g., use of e-mail sessions between faculty and students, advising WEB pages.

5. That Academic Affairs ensure that the Academic Advising Center develop a University Advisement Manual of the type described in section B. 1. of this document.

6. That Academic Affairs encourage each academic department to develop addenda to the University Advisement Manual as described in section B.2. of this document.

7. That Academic Affairs distribute this document to all departments in order that the recommendations be available to departments when considering their own advisement policies.