SACRAMENTO STATE
Faculty Senate

ACADEMIC POLICIES COMMITTEE
2017-18

March 16, 2018
2:00-3:30pm, Sacramento Hall 161

MEMBERS

Jesse Catlin (Marketing & Supply Chain Management, CBA)
Shannon Datwyler (Biological Sciences, NSM)
Sue Escobar, Chair (Criminal Justice, HHS)
James Fox (Library, LIB)
Amber Gonzalez (Child Development, EDU)
Megan Heinicke (Psychology, SSIS)

Jan Johnston (Theater & Dance, A&L)
VACANT
Tara Sharpp (Nursing, HHS)
Joseph Van Vo (Management, CBA)
Ayanna Yonemura (Ethnic Studies, SSIS)

NON-VOTING/EX-OFFICIO MEMBERS

Danielle Ambrose (Office of the University Registrar)
Julian Heather (Faculty Senate)
Gabriel Hernandez (University Staff Assembly)
Elizabeth Cortez (Associated Students, Inc.)

Don Hunt (Division of Student Affairs)
Jazzie Murphy (Division of Student Affairs)
Don Taylor (Office of Academic Affairs)
Marcellene Watson-Derbigny (Division of Student
Affairs)

AGENDA

1. **Call to Order**

2. **Open Forum**
   (Brief period for members to raise issues related to the committee charge that are not on the meeting's agenda.)

3. **Approval of the Agenda**

4. **Approval of the Minutes from the March 2nd meeting (Appendix A).**

5. **Committee Chair Nominations for 2018-19 AY.**
   The 2018-19 Senate will be holding organizational meetings to elect its officers as follows: April 12 - nominations for officers; April 26 - election of officers (with further nominations possible before the election is held).

6. **Discussion Items: [See document (PDF): List of Websites for APC Meeting Agenda (March 16th)**

   a. Advising Issue (Appendix B):
   * List of Advising Stakeholders with Peer/Student advisors highlighted
   * Draft of policy amendments/revision (version 4)

   b. Use of Electronic Devices in the Classroom (Appendix C):
   * referral from Exec
   * [SACSEND] President's Update Thursday February 8th

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Faculty Senate

7. **Meeting Schedule for Spring 2018**

~~February 2~~	March 16	May 4
~~February 16~~	April 6	
~~March 2~~	April 20	

8. **Adjournment**

ACADEMIC POLICIES COMMITTEE
MINUTES OF THE MEETING OF MARCH 2, 2018
Approved:

CALL TO ORDER: The Chair called the meeting to order at 2:05pm.

ROLL CALL:

Chair Escobar passed around a roll sheet for folks to indicate their attendance.

Voting Members: Catlin (absent), Datwyler, Escobar, Fox, Gonzalez (absent), Heinicke (absent), Johnston, Sharpp, Van Vo (absent), Yonemura

Non-Voting/Ex-Officio Members: Ambrose (absent), Cortez (absent), Heather (absent), Hernandez, Hunt, Murphy (absent), Taylor, Watson-Derbigny (absent)

GUESTS: Liberal Studies Program: Kristen Anderegg, Advisor/Manager
Office of the University Registrar: Jocelyn Holbrook, Graduation Advisor
Academic Advising Center: My Sayamnath, Assistant Director, Student Services and Training

APPROVAL OF THE AGENDA: Voting members approved the agenda.

APPROVAL OF THE MINUTES: The minutes of the February 16th meeting were approved.

OPEN FORUM:

EAB UPDATES: K. Anderegg shared that Liberal Studies has EAB all set up and "live." **D. Hunt** shared that his office is looking to have a smooth roll-out of EAB and is looking to have a Project Manager to assist with this. The intent with EAB is to have it rolled out and used campus-wide.

PERMISSION NUMBERS: D. Hunt stated that there is a way to get around, or not have to use, an add/drop form for students to add and/or drop courses. Rather, with a permission number, a faculty member gives it to a student and basically, they are giving the student permission to add into the course. This was piloted in Biological Sciences. To that end, **S. Datwyler** shared that the department has had some challenges with it. **D. Hunt** offered to talk with her more about it and address those challenges.

SENATE UPDATES: Chair Escobar informed the Committee that the Academic Honesty Policy and Procedures (amended) will be on the Faculty Senate agenda as a First Reading item on March 15th. Due to the number of First Reading items and a 4pm time certain item on the March 1st Faculty Senate meeting agenda, the AHPP was not presented. It will be on the 15th.

EXECUTIVE COMMITTEE UPDATES: Chair Escobar informed the Committee that member, **J. VanVo** put his name into the hat, so-to-speak, for the Smart Planner Committee; however, another faculty was selected. Chair Escobar expressed her appreciation for J. VanVo's willingness to serve, especially considering that he is a Lecturer and university service is not a requirement of his employment contract.

SMART PLANNER: D. Hunt provided some information on what the various 'Smart Planner' groups were doing. He mentioned the requirement that all student employees in Student Affairs complete their Smart Planner plan. Another goal is to get other student employees in other divisions complete their plans.

DISCUSSION ITEMS:

ADVISING POLICY & TASK FORCE: Chair Escobar began the discussion by stating that the main objective and focus of the meeting would be to review the draft of the revised Academic Advising Policy and Procedures (AAPP).

Chair Escobar shared with the Committee that she had met with the Faculty Policies Committee on February 21st to answer any questions FPC had regarding the advising policy revisions and the memo that Chair Escobar had sent to FPC Chair, Hellen Lee in January 2018. Chair Lee had shared that FPCs conclusions from reading and discussing the President's Advising Task Force is aligned with APCs conclusions concerning faculty workload. FPC had questions and requested clarification regarding the definitions of particular advisors (faculty advisors) and what was meant by "extensive training."

K. Anderegg had sent Chair Escobar a link on 'peer advising' and requested that it be forwarded to the Committee for their information and review. She shared that she would rather that this group be referred to be 'Peer Mentors' rather than 'Peer Advisors.' This goes to the conversation the Committee had about differentiating among various types of advisors (i.e., faculty, professional, etc.). Chair Escobar volunteered to take a look at which programs on campus have student advisors, and this can be done, actually, by reviewing the President's Advising Task Force Report, Appendix B—List of Advising Stakeholders.

In terms of changes within the document itself—policy/procedures revisions draft—it was recommended that "e-advising tools" be changed to "advising technology tools" and that "Smart Planner" be changed to "degree planner." Moreover, it was stated that "training" is definitely needed. To that end, it was recommended that a guide or appendix be included in some way that addresses technology/Smart Planner. Presently, with respect to their degree plans, students are asked to plan, in Smart Planner, their current and projected 2 semesters. This is what most CSUs have. Long-term planning, either 2 or 4 years planned out, is designed to help students see their ideas on a computer screen, which is thought to assist them toward a timely graduation.

Other questions and issues that came up during the Committee's discussion of this item centers around GE advising and if that should be mentioned or included under 'Faculty Responsibilities.' Another conversation focused on whether there be separate sections for the Colleges and their responsibilities with respect to Integrative Advising. M. Sayamnath, from the Academic Advising Center, mentioned that the role of the Professional Advisors in the College Success Centers is to get the students to submit graduation applications, beginning with students in Fall 2014/2016 cohorts.

These advisors have the same charge across the Colleges, though each College Success Center likely has different expectations. These advisors report to the Academic Advising Center.

USE OF ELECTRONIC DEVICES IN THE CLASSROOM: The Committee did not get to this item, as we ran out of time. **Chair Escobar** stated that the Committee would continue discussing this item at the next meeting and suggested that folks review these policies in preparation of the March 16th meeting.

ADJOURNMENT: The meeting adjourned at 3:30pm.

List of Websites for APC Meeting Agenda (March 16th)

ADVISING POLICY ITEM:

Sac State Smart Planner http://www.csus.edu/smartplanner/

CalPoly Poly Planner https://registrar.calpoly.edu/PolyPlanner

PolyPlanner Non-Compliant Exception Request Form
https://registrar.calpoly.edu/polyplanner-exception-request

CalPoly Faculty Advisor Training https://success.calpoly.edu/advisor-training

NACADA https://www.nacada.ksu.edu/

Inside Higher Education, "Advising Equals Engaged Students"

https://www.insidehighered.com/news/2018/02/13/proactive-advising-leads-retention-and-graduation-gains-colleges?utm_source=Inside+Higher+Ed&utm_campaign=a540da7a6a-DNU20180111&utm_medium=email&utm_term=0_1fcbc04421-a540da7a6a-226666169&mc_cid=a540da7a6a&mc_eid=615e7000d2

USE OF ELECTRONIC DEVICES IN THE CLASSROOM ITEM:

Article: Cell Phone Policies: A Review of Where Faculty Stand (March 6, 2018)

https://www.facultyfocus.com/articles/effective-classroom-management/cell-phone-policies-review-faculty-stand/?utm_campaign=shareaholic&utm_medium=email_this&utm_source=email

Existing University Policies:

Dealing with Disruptive Student Behavior in the Classroom:
http://csus.edu/umanual/student/stu-0112.htm

Student Conduct Code: http://csus.edu/umanual/student/ums16150.htm

Student Conduct Procedures:
http://www.csus.edu/student/procedures_student_conduct.html

Student Rights and Responsibilities: http://csus.edu/umanual/student/stu-0119.htm

Faculty Responsibilities to Students in the Instructional Environment:
http://www.csus.edu/acaf/academic%20resources/policies%20and%20procedures/faculty%20responsibilities%20to%20students%20in%20the%20instructional%20environment.html

 Visual and Sound Productions on Property Owned, Leased, and/or Controlled by the University, http://www.csus.edu/umanual/advance/adv-0151.htm

Appendix B (Task Force Report): Additional Academic Advising Programs (** Programs with Peer/Student (P/S) advising highlighted in yellow **)

Department	Program	Type of Advising
Academic Advising Center	General Education (S)	Undergraduate General Education/Graduation Advising
	First Year Advising (S)	Undergraduate General Education Advising
	First Year Experience (S)	Undergraduate General Education Advising through Peer Mentoring
	Second Year Success (S)	Undergraduate Advising focused second year students faced with some academic challenges
	Undeclared/Express Interest (S)	Undergraduate General Advising focused on Undeclared and Expressed Interest students
SASEEP	College Assistance Migrant Program (F, P/S)	Undergraduate program that helps freshman students from migrant and seasonal farm worker background
	DEGREES (P/S)	Undergraduate program that provides peer advising for underrepresented students
	FSMP (F, P/S)	SSIS – College-based mentorship program funded by FSMP
		Education – College-based mentorship program funded by FSMP
		NSM - Commit to Study- College-based initiative funded by FSMP providing advising to underserved first generation students
		ECS - MEP – College-based program funded by FSMP providing advising to underserved first generation students
		Business – College-based peer advising for first generation Pell-eligible, expressed interest business majors funded by FSMP
	Full Circle Project (S)	Undergraduate program that provides advising for Asian/Pacific Islander students
	Peer and Academic Resource Center (S, P/S)	Offers peer advising program
	PERSIST (S)	Undergraduate Program that provides advising and assistance for second year students
	Student Academic Success/ EOP (S, P/S)	Summer Bridge - Advising for students that are incoming first time EOP-freshmen
		Sophomore Bridge - Peer Advising for students that are rising sophomores to prepare them for sophomore level courses
		Transfer Bridge - Group Peer advising for new transfer students
		Sophomore Success - Advising for students who are in their second year
		Senior Success - Advising for students who are in their senior year
Athletics	Student Athlete Resource Center (S)	Undergraduate Advising for student athletes
College Based Educational Equity Programs	College of Arts and Letters (S, F, P/S)	Supplemental Instruction Program (SI)
	College of Business (S, F, P/S)	Business Educational Equity Program (BEEP)
	College of Education (S, F, P/S)	Education Equity Program (COE)
	College of Engineering and Computer Science (S, F, P/S)	MESA/Engineering Program (MEP)
	College of Health and Human Services (S, F, P/S)	Health and Human Services Educational Equity Program
	College of Natural Sciences and Mathematics (S, F, P/S)	Science Educational Equity Program (SEE)

	College of Social Science & Interdisciplinary Studies (S, F, P/S)	Cooper-Woodson College Enhancement
College of NSM	Centers for Science and Math Success (F, S)	Learning Assistant Program PASS Advising Program

Note: 1) (S) indicates Staff; 2) (F) indicates Faculty; (P/S) indicates Peer/Student

1 **FS 17/18-xx/APC/FPC   Undergraduate Academic Advising Policy,**
2 **Amendment of**

3 The Faculty Senate recommends amendments to the Undergraduate Academic Advising Policy
4 (FS07-72/APC) in order to establish a framework within which all parties may provide high
5 quality advising, provide accurate information and establish consistency of reporting on advising
6 activities. Referencing nationally-recognized standards for student advising (NACADA) and
7 including recommendations from the President's Advising Task Force, campus advising
8 stakeholders, APC and FPC, this policy provides general guidelines and evaluative
9 criteria/recommendations for programs to use in providing advising services and reporting on
10 them. Since the last policy updates in 2007, there have been many administrative changes,
11 general education policy changes, technology changes, and the development of new programs
12 necessitating a policy review and update. The policy, as amended, becomes effective upon
13 approval by the President.
14

15 **[[TITLE CHANGE:]]** ~~UNDERGRADUATE ACADEMIC ADVISING POLICY~~
16 **ADVISING FOR STUDENT SUCCESS**

17 I. STATEMENT OF PHILOSOPHY

18 What is meant by the term *advising*? While a variety of definitions exist, the National Academic
19 Advising Association provides the following definitions of advising which guide and affirm the
20 important role of academic advising in higher education:

21 "Advising is a process in which advisor and advisee enter a dynamic relationship
22 respectful of the student's concerns. Ideally, the advisor serves as teacher and guide in an
23 interactive partnership aimed at enhancing the student's self-awareness and fulfillment."[1]

24 "... Developmental counseling or advising is concerned not only with a specific personal
25 or vocational decision but also with facilitating the student's rational processes,
26 environmental and interpersonal interactions, behavior awareness, and problem-solving,
27 decision-making, and evaluation skills."[2]

28 From these two definitions, it is clear that academic advising, or *advising*, is not simply a process
29 whereby a student meets with an advisor to check off various boxes of requirements on a list.
30 Rather, it is a relationally dynamic, interactive, developmental process that centers on student
31 success at both the micro level—the nuts and bolts of a particular degree program, including
32 General Education and Graduation Requirements, as well as the specific needs of the student—
33 and a more macro-level—the student's decision-making processes, problem-solving and

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[1] NACADA, Definitions of Advising. https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Definitions-of-academic-advising.aspx Quote citation: O'Banion, T. (1972). An academic advising model. Junior College Journal, 42, 62-69;
[2] NACADA, Definitions of Advising. https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Definitions-of-academic-advising.aspx Quote citation: Quoting B.B. Crookston (1972), Burton, John and Wellington, Kathy, (1998). The O'Banion model of academic advising: An integrative approach. NACADA Journal, 18(2),13-20.

1 decision-making skills, career interests, and larger life goals. A comprehensive, multi-
2 dimensional advising program and practice aims to foster within the student a stronger sense of
3 self-awareness and personal agency in the trajectory of their academic journey.

4 Two critical factors which contribute to student success are 1) the student's successful transition
5 to the University and 2) the student's ability to make positive connections with ~~college~~
6 University personnel during their first term of enrollment and throughout their academic career.
7 In both cases, student success can be facilitated by initial and extended orientation and
8 advisement programs. Members of the University community ~~that~~ who come face-to-face with
9 students on a regular basis provide the positive growth experiences that enable students to
10 identify their goals and talents and to achieve their goals and utilize their talents. The caring
11 attitude of ~~college~~ University personnel is viewed as the most potent retention force on a campus.

12 Academic advising is not just one of the various isolated services provided for students.
13 Academic advisors, as indicated above, provide students with the needed connection to the
14 various campus services and supply the essential academic connection between these services
15 and the students. In addition, academic advisors offer students the personal connection to the
16 institution that the research indicates is vital to student retention and student success. However,
17 academic advising programs cannot be solely responsible for student retention. The University
18 must provide students with an integrated network of advising resources, including but not limited
19 to e-advising tools, and support so that any student that seeks advice from faculty, administrators
20 or staff will receive advice directly or be directed to those ~~that~~ who can provide the advice
21 needed. Advising in all its forms should appear to be seamless and easily accessible to all
22 students.

23 In this context, an effective academic advising system is essential to the realization of the
24 University's ~~instructional~~ mission, vision, values and its strategic plan.[3] Effective advising
25 should be viewed as a systematic and on-going process based on a relationship between the
26 student and advisor intended to assist the student in achieving educational, career, and personal
27 goals through the utilization of the full range of University resources. All students are entitled to
28 accurate, reliable, and consistent advising by faculty advisors and Student Affairs staff
29 complemented by advising publications. Students are encouraged and in some cases required to
30 utilize advising services. Ultimately, responsibility for effective advising is shared by students,
31 faculty, staff and administration.

32

33 II. GOALS. The goals of the University's advising program include, but are not limited to the
34 following:

35   To assist students in understanding the broader purposes of a university education.

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[3] California State University, Sacramento, Office of the President, http://csus.edu/president/mission.html

1   To assist students with <u>the utilization of e-advising tools so that they can more effectively</u>
2   plan~~ning~~ their academic programs <u>and</u> <u>make appropriate course selections to successfully</u>
3   <u>complete their degree in a timely manner.</u>

4   To assist students in identifying a major that aligns with their interests, strengths, and career
5   goals.

6   ~~To assist students in making appropriate course selections to successfully complete their degree.~~

7   To assist students in understanding the value of the University's General Education program and
8   the relationship of this program to their interests and career objectives.

9   To assist students ~~that~~ <u>who</u> are not in "good standing" to return to "good standing" and to
10   progress ~~to~~ <u>toward</u> their degree.

11   To assist students in interpreting and applying University policies.

12   To acquaint students with the University's student services and resources.

13

14   ==~~III. RESPONSIBILITIES OF STUDENTS~~== [[Task Force recommendation: move to Student
15   Rights & Responsibilities Policy]]

16   ~~A. The responsibility for academic success rests with the student and includes but is not limited~~
17   ~~to the following:~~
18   -

19   • ~~Reading the catalog in order to be aware of University, College, and department/area~~
20   ~~academic policies, regulations, and deadlines.~~
21   • ~~Complying with University, College, and department/area academic policies, regulations,~~
22   ~~and deadlines.~~
23   • ~~Meeting regularly with an advisor in their academic department/area and with a General~~
24   ~~Education advisor.~~
25   • ~~Declaring a major officially before 60 units or, in the case of Junior and Senior transfer~~
26   ~~students, by the end of their first semester.~~
27   • ~~Understanding academic performance standards for the University and their major.~~
28   • ~~Understanding requirements to maintain good standing and the consequences for failure~~
29   ~~to do so.~~
30   • ~~Retaining copies of advising materials and bringing relevant materials to their advising~~
31   ~~sessions.~~

32   ~~B. All students on academic probation are required to meet with an academic advisor in their~~
33   ~~major program or, in the case of undeclared students, with an advisor in the Academic Advising~~
34   ~~Center to develop a plan to return to academic good standing.~~
35   ~~-~~
36   ~~C. Entering freshmen are required to meet with an advisor during orientation to plan and enroll~~
37   ~~in appropriate courses for their first semester.~~
38   -

1 D.   Freshmen must meet with an advisor during their first and second semester to plan and
2 enroll in appropriate courses for following semester.
3
4 E.   After their freshmen year, all students must meet with an advisor at least once a year.
5
6 F.   All students must comply with the advising policies of their major program or, in the case
7 of undeclared students, of the Academic Advising Center.
8

9 III. DEFINITIONS

10 A. Professional Advisors are found in Academic Advising, the Colleges/Divisions/Departments,
11 and the Registrar's Office. They generally hold advanced degrees and have extensive training or
12 coursework in student development, University policies and procedures, and academic programs.
13 They are equipped to advise students on general education and graduation requirements and in
14 the departments, they advise on major requirements.

15 B. Major Advisors are faculty or professional staff with extensive training in department and
16 University general education requirements and policies.

17 C. Faculty Advisors are faculty with extensive training in department program requirements.
18 Some may serve in the Academic Advising Center to support general education advising
19 programs. [Comment from FPC: who is considered "faculty in this context?" (full-time? Part-
20 time? What does "extensive" mean in this context?)]

21 D. Peer Advisors are students who provide general advising to fellow students and are trained to
22 refer complex questions and student issues to professional staff.

23 E. Peer Mentors are students who act as role models for fellow students and are trained to
24 provide information about University policies and programs. They may or may not provide
25 advising about General Education.

26 Student Ambassadors?

27 IV. ADVISING TECHNOLOGY TOOLS [[this section is simply a placeholder (much of
28 the language taken directly from CalPoly's Polyplanner website), given recent discussions
29 in a variety of places, which suggest that, at some point in the future, Smart Planner will
30 mandatory for all students. As we learn more from folks on the various Smart Planner
31 committees and working groups, this section will be modified.]]

32 A. A degree planner is an online planning tool that, when used with the degree audit, enables
33 students to select either their course choices or a message for future terms. These plans provide
34 valuable course demand data to Sacramento State, and Colleges, Divisions, and Departments use
35 the information to determine their future course offerings. The data generated via the degree
36 planner and degree, working in together, improves course availability and helps students
37 graduate on time.

38

1 B. Compliance Guidelines

2 1. There are two required components each term:

3   a. Login requirement—Students are required to log in at least once each semester. The
4   login window is between the end of Add/Drop for the current semester and the end of
5   Add/Drop for the next semester (excluding summer). The Add/Drop deadline falls on the
6   8th business day of each semester. Check important dates on the Office of the Registrar's
7   Calendars and Deadlines page.

8   b. Planning requirement—Students must always have the current and future two
9   semesters planned. Students are required to update Smart Planner any time their current
10   and/or future plans change. This alerts campus about students' new course preferences,
11   which helps during the course registration process.

12 2. Failure to comply with these requirements will impact a students' registration priority,[4] as
13 Smart Planner compliance standards are strictly enforced. However, non-compliant students can
14 request an exception. Non-compliant students must demonstrate that their non-compliant status is
15 due to circumstances beyond their control. The Smart Planner Non-Compliant Exception
16 Request Form is submitted online.

17

18 V. RESPONSIBILITIES OF FACULTY ADVISORS

19 Faculty are responsible for:

20 1. Providing advising to students in the major as assigned.

21 2. Providing advising to students in general education (GE) as assigned.

22 3. Participating in activities (e.g., mentoring) consistent with student success initiatives and
23 educational, career, and personal goals.

24 4. Reviewing and approving student graduation petitions.

25 5. To make Making use of advisor training opportunities provided by the College and/or the
26 University so as to be sufficiently knowledgeable to effectively assist students in making
27 progress toward their degree/program/credential.

28 6. To maintain Maintaining a working knowledge of current University academic policies and
29 requirements, and the ability to connect advisees to the variety of resources and services
30 available to students.

31 7. To assist Assisting students in monitoring their degree progress and developing their course
32 schedules for upcoming semesters via e-advising tools.

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[4] Priority Registration Policy, Amendment of, FS 16/17-44/APC/FPC, http://www.csus.edu/senate/senate-info/17-18agendas-minutes/101917agenda-minutes/17-18fs-44ap.pdf

1 ~~5. To assist students in monitoring progress toward completion of:~~

2 ~~Major or program requirements.~~

3 ~~General Education and Graduation requirements.~~

4 ~~Other degree requirements~~

5 ~~A. General objectives of department/area advisors include but are not limited to the following:~~

6 ~~1. To create a welcoming environment for advisees.~~

7 ~~2. To assist students in planning their academic programs.~~

8 ~~3. To assist students in resolving problems affecting their progress toward a degree.~~

9 ~~4. To assist students in achieving their educational, career, and personal goals.~~

10 ~~B. Specific responsibilities of department/area advisors include but are not limited to the~~
11 ~~following:~~

12 ~~1. To make use of adviser training opportunities provided by the College and/or the~~
13 ~~University.~~

14 ~~2. To be sufficiently knowledgeable to effectively assist students in making progress~~
15 ~~toward their degree/program/credential.~~

16 ~~3. To maintain a working knowledge of current University academic policies and~~
17 ~~requirements, and the ability to connect advisees to the variety of resources and services~~
18 ~~available to students.~~

19 ~~4. To assist students in developing their course schedules for upcoming semesters.~~

20 ~~5. To assist students in monitoring progress toward completion of:~~

21 ~~Major or program requirements.~~

22 ~~General Education and Graduation requirements.~~

23 ~~Other degree requirements~~

24 ~~6. To review and approve student graduation petitions (advising students of the~~
25 ~~University requirement to get approval at least one year in advance of their expected~~
26 ~~graduation date).~~

27 <u>VI. RESPONSIBILITIES OF ACADEMIC DIVISIONS/DEPARTMENTS</u> ~~PROGRAMS~~

28

29 <u>Academic divisions/departments are responsible for:</u>

30

31 <u>1. Developing an academic advising plan and periodically assessing its effectiveness.</u>

32

33 <u>2. Providing accurate information regarding admission to the program and degree planning.</u>

3. Setting and removing advising holds for students consistent with program guidelines.

4. Recognizing and rewarding advising as part of faculty and staff workload.

5. Understanding that students may seek advice in the Academic Advising Center; all programs should coordinate their advising policies and procedures with the Academic Advising Center, including updates to their advising requirements and/or list of advisors, as well as communicating any requirements for the courses selected by students.

A. All programs are responsible for the following:

- Establishing advising goals which will guide the program's advising efforts.
- Developing an academic advising plan which, at a minimum, informs students of the following:

    o Required advising meetings with program advisors at least once a year.
    o Additional requirements for special student populations such as probationary students, pre-professional students, or graduate students (Note: Advising is mandatory for students on probation. Departments/areas are required to provide advising to these students by the end of the second week of their first semester on probationary status).
    o Consequences of failure to comply with mandatory advising requirements (e.g., setting advising holds for students who have not met with advisors).
    o Provisions that are in place for advising evening students, graduate students, and students studying at off-campus sites, if applicable.

- Devising a means of implementing and coordinating the program's advising policy and procedures, including, but not limited to:

    o Identifying faculty and staff who will be responsible for advising students in their major/program.
    o Organizing training activities for program advisors.
    o Providing advisors with advising materials.
    o Keeping advisors apprised of changes in requirements and availability of campus resources.
    o Setting and removing advising holds for students who have not met with advisors, in programs with such a policy.

- Recognizing and rewarding advising as part of faculty and staff workload.

B. Each academic program shall periodically assess the effectiveness of their academic advising plan, as it relates to its advising goals, and make improvements, as needed. In those cases where College advising programs are in place, the College shall periodically assess the

1 ~~effectiveness their academic advising plan and make improvements, as it relates to the its~~
2 ~~advising goals, and make improvements, as needed.~~
3 ~~-~~
4 ~~C.   Understanding that students may seek advice in the Academic Advising Center; all~~
5 ~~programs should coordinate their advising policies and procedures with the Academic Advising~~
6 ~~Center, including updates to their advising requirements and/or list of advisors, as well as~~
7 ~~communicating any requirements for the courses selected by students.~~
8

9 ==VII. RESPONSIBILITIES OF COLLEGE STUDENT SUCCESS CENTERS==

10 ==A. The Student Success Centers that are housed within the Colleges provide a holistic,==
11 ==integrative approach to advising. Flexibility and utility in the context of academic advising form==
12 ==the primary objectives of integrative advising.[5] Drawing on a number of advising approaches,==
13 ==integrative advising includes "a core grounded in the NACADA Core Values and the ethical==
14 ==traits of beneficence, non-maleficence, autonomy, and fidelity; an element of prescriptive==
15 ==advising to convey curricular essentials; a focus on a well-rounded education; reductive advising;==
16 ==and student approval.[6]==

17 ==B. Both Professional Advisors and Faculty Advisors provide guidance to students in these==
18 ==Student Success Centers. Professional Advisors primarily assist students with timely filing of==
19 ==graduation applications. While each Student Success Center may focus on the departmental==
20 ==disciplines and fields of study within the College in which the Center is located, in general, these==
21 ==Student Success Centers provide the following services to students:==

22 ==   1. academic planning;==

23 ==   2. basic career exploration;==

24 ==   3. faculty mentoring;==

25 ==   4. major program exploration; and==

26 ==   5. referrals to campus resources.==

27

28 VIII. RESPONSIBILITIES OF THE ACADEMIC ADVISING CENTER

29 The Academic Advising Center, under the direction of the Associate Vice President and Dean of
30 Students, is responsible for:

31 ~~A.   The responsibilities of the Academic Advising Center include, but are not limited to the~~
32 ~~following:~~

---

[5] Matthew Church. "Integrative approach to academic advising." *Academic Advising Today, 29*, no. 2 (June 2006). Accessed March 11, 2018. https://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Integrative-Approach-to-Academic-Advising.aspx

[6] Ibid.

1   1. Establishing advising goals which will guide the Center's advising efforts.

2   2. Providing annual training for advisors—professional and faculty.

3   2. ~~Developing an academic advising plan which specifies and informs students of their~~
4   ~~responsibilities as well as the University resources available for their use. The plan should~~
5   ~~include, but not be limited to the following:~~

6   ~~1. Required advising meetings with program advisors.~~

7   ~~2. Additional requirements for special student populations such as probationary students~~
8   ~~or pre-professional students (Note: Advising is mandatory for students on probation.~~
9   ~~Departments/areas are required to provide advising to these students by the end of the~~
10   ~~second week of their first semester on probationary status).~~

11   ~~3. Consequences of failure to comply with mandatory advising requirements (e.g., setting~~
12   ~~advising holds for students who have not met with advisors).~~

13   ~~4. Provisions that are in place for advising evening students and students studying at off-~~
14   ~~campus sites, if applicable.~~

15   3. Providing accurate information about services and resources.

16   4. Providing academic advising on General Education and the University's graduation
17   requirements for all students.

18   5. Providing advising for all undeclared students on probation.

19   ~~3. Coordinating orientation and general advising with academic departments/areas and~~
20   ~~specialized student support programs.~~

21   ~~4. Developing and managing the University's academic-based orientation program (including~~
22   ~~mandatory freshman orientation) for new students and parents, including academic program~~
23   ~~advising.~~

24   6. Providing advising each fall and spring for all first-time freshmen not being advised by
25   academic departments/areas. ~~The current three-phase academic and career-advising model is~~
26   ~~designed to complement and enhance existing advising in academic departments/areas, not to~~
27   ~~replace it.~~

28   7. ~~The Academic Advising Center shall~~ Periodically assessing the effectiveness of its academic
29   advising plan, as it relates to its advising goals, and make improvements as needed.

30

31   IX. RESPONSIBILITIES OF THE NEW STUDENT ORIENTATION ~~New Student Orientation~~
32   ~~is responsible for:~~

33   1. Managing the University's academic-based orientation program for new students and parents.

2. Coordinating orientation and general advising with academic departments and specialized student populations (e.g., Student Athlete Resource Center (SARC), EOP, etc.).

3. Providing on-going program evaluation in order to adapt the program to meet the needs of entering new students.

VI. RESPONSIBILITIES OF ACADEMIC PROGRAMS

A. All programs are responsible for the following:

- Establishing advising goals which will guide the program's advising efforts.
- Developing an academic advising plan which, at a minimum, informs students of the following:

  o Required advising meetings with program advisors at least once a year.
  o Additional requirements for special student populations such as probationary students, pre-professional students, or graduate students (Note: Advising is mandatory for students on probation. Departments/areas are required to provide advising to these students by the end of the second week of their first semester on probationary status).
  o Consequences of failure to comply with mandatory advising requirements (e.g., setting advising holds for students who have not met with advisors).
  o Provisions that are in place for advising evening students, graduate students, and students studying at off-campus sites, if applicable.

- Devising a means of implementing and coordinating the program's advising policy and procedures, including, but not limited to:

  o Identifying faculty and staff who will be responsible for advising students in their major/program.
  o Organizing training activities for program advisors.
  o Providing advisors with advising materials.
  o Keeping advisors apprised of changes in requirements and availability of campus resources.
  o Setting and removing advising holds for students who have not met with advisors, in programs with such a policy.

- Recognizing and rewarding advising as part of faculty and staff workload.

-

B. Each academic program shall periodically assess the effectiveness of their academic advising plan, as it relates to its advising goals, and make improvements, as needed. In those cases where College advising programs are in place, the College shall periodically assess the effectiveness their academic advising plan and make improvements, as it relates to the its advising goals, and make improvements, as needed.

-

1   ~~C.   Understanding that students may seek advice in the Academic Advising Center; all~~

2   ~~programs should coordinate their advising policies and procedures with the Academic Advising~~

3   ~~Center, including updates to their advising requirements and/or list of advisors, as well as~~

4   ~~communicating any requirements for the courses selected by students.~~

5

6   ~~VII. RESPONSIBILITIES OF THE OFFICE OF OUTREACH, ADMISSIONS, AND~~

7   ~~RECORDS~~

8   ~~A. The goals of the Office of Outreach, Admissions, and Records include but are not limited to~~

9   ~~the following:~~

10   -

11   ~~1. To provide the mechanisms, such as registration holds, for enforcing required advising as~~

12   ~~defined by department/area advising policies.~~

13   ~~2. To collaborate and consult with faculty and staff advisors in developing systems for~~

14   ~~accessing student records that ensure timely and effective advising.~~

15   ~~3. To assist faculty and staff advisers with the processes for accessing student records.~~

16   ~~4. To generate reports needed to support department/area and college advising efforts.~~

17   ~~5. To complete General Education evaluations before the end of transfer students' first~~

18   ~~semester.~~

19   ~~6. To complete graduation evaluations before students' registration for their final semester.~~

20   -

21   ~~B. To ensure that each student's undergraduate degree requirements have been met, Degree~~

22   ~~Evaluators and Admissions' Counselors shall consult with students and, if necessary, with their~~

23   ~~academic major adviser.~~

24   -

25   ~~C. The Office of Outreach, Admissions, and Records shall periodically assess the effectiveness~~

26   ~~of its advising services, as it relates to the goals specified above, and make improvements as~~

27   ~~necessary.~~

28

29   ~~VIII~~ <u>X</u>. ADMINISTRATIVE RESPONSIBILITIES

30   A. The Provost and the Vice President for Student Affairs are responsible for:

31   <u>1. Providing annual training to enable faculty and staff to effectively advise students.</u>

32   <u>2. Developing and maintaining an accurate inventory of campus advising programs and</u>

33   <u>resources.</u>

1 3. Assessing and reporting on the effectiveness of the University's advising policy on an annual
2 basis (reports should be provided to the Senate's Academic Policy Committee).

3 4. Recognizing and rewarding exceptional advising.

4 ~~1.~~ ~~Providing sufficient resources needed to support advising at the University and college~~
5 ~~level (for example, monitoring and counseling of at risk students, expanded advising for~~
6 ~~freshmen and transfer orientations, collection and distribution of assessment data,~~
7 ~~increased offerings of Freshmen Seminar courses and Learning Communities, etc.).~~

8 ~~2.~~ ~~Providing resources to ensure annual training to enable faculty and staff to effectively~~
9 ~~advise students.~~

10 ~~3.~~ ~~Administering the University academic advising policy.~~

11 ~~4.~~ ~~Assigning an appropriate administrator to coordinate University efforts to improve~~
12 ~~academic advising and to monitor and enhance policies and practices relating to academic~~
13 ~~advising.~~

14 ~~5.~~ ~~Delegating responsibility for ensuring IT support to facilitate academic advising.~~

15 ~~6.~~ ~~Communicating the University advising policy, including any changes, to colleges and~~
16 ~~department/areas.~~

17 ~~7.~~ ~~Providing advisers at all levels with descriptions of the variety of services and resources~~
18 ~~available to students and contacts for student referrals.~~

19 B. College Deans are responsible for:

20 1. Allocating sufficient resources needed to support advising at the College and/or program level.

21 2. Providing annual training to enable College faculty and staff to effectively advise students.

22 ~~1.~~ ~~Monitoring the development and effectiveness of advising policies and practices within~~
23 ~~their colleges.~~

24 ~~2.~~ ~~Coordinating the College's efforts and providing direction and assistance to improve~~
25 ~~advising.~~

26 ~~3.~~ 3. Assessing and reporting on the effectiveness of advising on an annual basis (reports
27 should be provided to the College, Academic Affairs and the Senate's Academic
28 Policies Committee).

29 ~~4.~~ 4. Recognizing and rewarding advising as part of faculty and staff workload.

30

31 ~~IX~~ XI. MONITORING ADVISING EFFECTIVENESS. ~~The advising goals specified by each~~
32 ~~unit are to be assessed by the unit. As for student success goals, these are much broader in scope~~
33 ~~and, as indicated below, are not appropriately assessed by looking only at the unit goals.~~

1   1. Each program providing advising will develop measurable goals, outcomes and benchmarks
2   linked to the NACADA standards[7] or a similar nationally recognized academic advising
3   organization;

4   2. At the end of each academic year, the Vice President for Academic Affairs (Provost) and Vice
5   President for Student Affairs will conduct an annual advising review and make public its metrics
6   for addressing those standards (website, annual report, etc.);

7   3. The advising policy will be reviewed as needed or required by Executive Order, for example,
8   but at a minimum every 5 years by the Academic Policies Committee to maintain currency.

9

10   XII. ADVISING COUNCIL

11   The campus Advising Council operates under the auspices of the President or Provost with
12   representatives from relevant divisions and other campus stakeholders who will provide
13   consultation on advising policies and provide oversight for assessment of advising programs
14   according to the established standards and processes.

15   A.   Advising plans and services should be periodically assessed, as related to their respective
16   goals, and improvements made as necessary. Each of the appropriate units should develop their
17   own formative assessment2 plan and the implementation of an ongoing process aimed at
18   understanding and improving the quality and results of advising their students.

19

20   B.   The effectiveness of advising programs as it relates to student success is difficult to assess
21   directly in that advising is only one of a number of factors influencing student success. It is
22   necessary, however, that academic programs be attentive to signs that may suggest students are
23   not making satisfactory progress toward achieving the goals identified above, and consider
24   whether changes to advising programs may be necessary to address these issues.

25

26   In particular, academic units at all levels — department/area, college, and university — should
27   identify a set of indicators that may warn of emerging problems or may alert the unit to a need
28   for a modification to their advising policy. In addition, academic units should be alert to other
29   indicators that, while not indicative an emerging problem, may suggest that a review of the
30   existing advising practices is warranted. When indicators suggest, academic programs should
31   also consider whether changes to their advising policy and practices are necessary to achieve
32   their identified goals.

33   X. NECESSARY CONDITIONS FOR IMPROVING THE QUALITY AND
34   EFFECTIVENESS OF ACADEMIC ADVISEMENT. As suggested throughout this policy, a
35   set of conditions must be put in place for increasing effectiveness of the University's academic

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[7] NACADA, https://www.nacada.ksu.edu/

1   advisement system in improving retention rates to be realized. These conditions include but are

2   not limited to the following:

3   A. Providing the resources necessary to encourage and maintain high quality and effective

4   advising at all levels of the university.

5   B. Providing strong incentives and rewards for advisors to engage in high-quality and effective

6   advising.

7   C. Strengthening advisor orientation, training, and development, and delivering these as

8   essential components of the institution's faculty/staff development programs.

9   D. Assessing and evaluating the quality and effectiveness of academic advisement at all levels

10   of the university.

11   E. Maintaining advisee-to-advisor ratios that are small enough to enable delivery of personalized

12   advising.

13   F. Providing strong incentives for students to meet regularly with their advisors.

14   G. Providing strong and effective campus-wide administrative support for collaboration,

15   especially between Academic Affairs and Student Affairs.

16   _____

17   California State University, Sacramento Mission Statement (Approved on March 29, 2004)

18   http://www.csus.edu/portfolio/mission.htm

19   2 An effective continual improvement process requires the use of formative assessment, as

20   opposed to a summative assessment process. A formative assessment process analyzes results to

21   determine if improvement is necessary, and if so, initiates efforts to improve. Those efforts in

22   turn are assessed to determine if the desired results were achieved. If not, modifications or new

23   initiatives are implemented and this process continues.

California State University, Sacramento
Faculty Senate
6000 J Street • Sacramento Hall 254 • Sacramento, CA 95819-6036
T (916) 278-6593 • F (916) 278-5358 • www.csus.edu/senate

February 9, 2018

To: Sue Escobar, Chair
        Academic Policies Committee

From: Julian Heather, Chair
        Faculty Senate

Subj: Use of Electronic Devices in the Classroom Referral.

_____

At its meeting on February 6, 2018, the Executive Committee discussed questions raised by John Williams regarding students' use of electronic devices in class. The Executive Committee has referred this matter to the Academic Policies Committee (APC) and asks it to address several questions including, but not limited to, the following:

- What existing campus policies are relevant to this matter?
- What are the implications of the presence of electronic devices in the classroom for faculty and student privacy?
- What are faculty and student rights regarding electronic devices? For example, what is inappropriate use of devices by students? What are appropriate responses by faculty to students' inappropriate use of devices?
- Does the campus need a policy on this matter, or simply guidelines for faculty and/or students?

The Executive Committee also asks APC to consult with the Faculty Policies Committee regarding any faculty issues related to students' use of electronic devices in the classroom.

APC's recommendations are due by **October 15, 2018**, to the Faculty Senate Chair at senate-chair@csus.edu. Please also copy the Senate Analyst at kathy.garcia@csus.edu.

Please feel free to contact me if you have any questions.

Cc: Hellen Lee

JH/kg

THE CALIFORNIA STATE UNIVERSITY: Bakersfield • Channel Islands • Chico • Dominguez Hills • East Bay • Fresno • Fullerton • Humboldt • Long Beach • Los Angeles • Maritime Academy • Monterey Bay • Northridge • Pomona • Sacramento • San Bernardino • San Diego • San Francisco • San Jose • San Luis Obispo • San Marcos • Sonoma • Stanislaus

Président's Update

Thursday, February 8, 2018

To All Members of the Campus Community:

As activity on our campus increases, we are always working to avoid disruption to campus life and safety. In December, the University implemented a new policy on Visual and Sound Productions on Property Owned, Leased, and/or Controlled by the University to govern visual and sound productions on campus. This policy applies to anyone who will be filming or recording on property that is owned, leased, or controlled by Sacramento State.

Please read the policy and procedures carefully as the guidelines may impact student projects, faculty assignments, and commercial productions. For additional information, please contact University Communications at (916) 278-6156.

Sincerely,

Robert S. Nelsen

SACRAMENTO STATE
OFFICE OF THE PRESIDENT

California State University, Sacramento
Office of the President
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This message was sent by an automated distribution system. Direct replies will not reach the sender.

SUMMARY:

Unauthorized recording, dissemination, and publication of academic presentations for commercial purposes is forbidden.

CALIFORNIA EDUCATION CODES 66450 & 66452

Section 66450. (Added by Stats. 2000, Ch. 574, Sec. 1.)
Cite as: Cal. Educ. Code §66450.

(a) Except as authorized by policies developed in accordance with subdivision (a) of Section 66452, no business, agency, or person, including, but not necessarily limited to, an enrolled student, shall prepare, cause to be prepared, give, sell, transfer, or otherwise distribute or publish, for any commercial purpose, any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction by an instructor of record. This prohibition applies to a recording made in any medium, including, but not necessarily limited to, handwritten or typewritten class notes.

(b) Nothing in this section shall be construed to interfere with the rights of disabled students under law.

(c) As used in this section:

(1) "Academic presentation" means any lecture, speech, performance, exhibit, or other form of academic or aesthetic presentation, made by an instructor of record as part of an authorized course of instruction that is not fixed in a tangible medium of expression.

(2) "Commercial purpose" means any purpose that has financial or economic gain as an objective.

(3) "Instructor of record" means any teacher or staff member employed to teach courses and authorize credit for the successful completion of courses.

Section 66452. (Added by Stats. 2000, Ch. 574, Sec. 1.)
Cite as: Cal. Educ. Code §66452.

(a) The Regents of the University of California and the governing boards of private postsecondary institutions are requested to, the Trustees of the California State University shall, and the governing board of each community college district may, in consultation with faculty, in accordance with applicable procedures, develop policies to prohibit the unauthorized recording, dissemination, and publication of academic presentations for commercial purposes. Nothing in

this chapter is intended to change existing law as it pertains to the ownership of academic presentations.

(b) The Regents of the University of California and the governing boards of private postsecondary institutions are requested to, the Trustees of the California State University shall, and the governing board of each community college district may, adopt or provide for the adoption of specific regulations governing a violation of this chapter by students, along with applicable penalties for a violation of the regulations. The regents are requested to, the trustees shall, and the governing board of each community college district may, adopt procedures to inform all students of those regulations, with applicable penalties, and any revisions thereof.
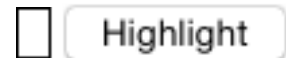
SUMMARY:

In California, all party consent required to record communication.

California has very specific laws regulating the recording of oral and electronic communications. All parties must give their consent to be recorded. However, The California Supreme Court has ruled that if a caller in a one-party state records a conversation with someone in California, that one-party state caller is subject to the stricter of the laws and must have consent from all callers. Although California is a two-party state, it is also legal to record a conversation if an audible beep is included on the recorder and for the parties to hear.

Cal. Penal Code § 632(a)-(d); Kearney v. Salomon Smith Barney Inc., 39 Cal.4 th 95 (Cal. 2006); Kight v. CashCall, Inc., 200 Cal. App. 4th 1377 (2011); Cal. Pub. Util. Code Gen. Order 107-B(II)(A); Air Transp. Ass'n of Am. v. Pub. Utilities Comm'n of State of Cal., 833 F.2d 200 (9th Cir. 1987).

https://www.mwl-law.com/wp-content/uploads/2013/03/LAWS-ON-RECORDING-CONVERSATIONS-CHART.pdf

CALIFORNIA PENAL CODE § 632:

☐ Highlight

PENAL CODE - PEN
  PART 1. OF CRIMES AND PUNISHMENTS [25 - 680]
   (Part 1 enacted 1872.)

      TITLE 15. MISCELLANEOUS CRIMES [626 - 653.75]
       (Title 15 enacted 1872.)

CHAPTER 1.5. Invasion of Privacy [630 - 638.55]
 (Chapter 1.5 added by Stats. 1967, Ch. 1509.)

632.
(a) A person who, intentionally and without the consent of all parties to a confidential communication, uses an electronic amplifying or recording device to eavesdrop upon or record the confidential communication, whether the communication is carried on among the parties in the presence of one another or by means of a telegraph, telephone, or other device, except a

radio, shall be punished by a fine not exceeding two thousand five hundred dollars ($2,500) per violation, or imprisonment in a county jail not exceeding one year, or in the state prison, or by both that fine and imprisonment. If the person has previously been convicted of a violation of this section or Section 631, 632.5, 632.6, 632.7, or 636, the person shall be punished by a fine not exceeding ten thousand dollars ($10,000) per violation, by imprisonment in a county jail not exceeding one year, or in the state prison, or by both that fine and imprisonment.

(b) For the purposes of this section, "person" means an individual, business association, partnership, corporation, limited liability company, or other legal entity, and an individual acting or purporting to act for or on behalf of any government or subdivision thereof, whether federal, state, or local, but excludes an individual known by all parties to a confidential communication to be overhearing or recording the communication.

(c) For the purposes of this section, "confidential communication" means any communication carried on in circumstances as may reasonably indicate that any party to the communication desires it to be confined to the parties thereto, but excludes a communication made in a public gathering or in any legislative, judicial, executive, or administrative proceeding open to the public, or in any other circumstance in which the parties to the communication may reasonably expect that the communication may be overheard or recorded.

(d) Except as proof in an action or prosecution for violation of this section, evidence obtained as a result of eavesdropping upon or recording a confidential communication in violation of this section is not admissible in any judicial, administrative, legislative, or other proceeding.

(e) This section does not apply (1) to any public utility engaged in the business of providing communications services and facilities, or to the officers, employees, or agents thereof, if the acts otherwise prohibited by this section are for the purpose of construction, maintenance, conduct, or operation of the services and facilities of the public utility, (2) to the use of any instrument, equipment, facility, or service furnished and used pursuant to the tariffs of a public utility, or (3) to any telephonic communication system used for communication exclusively within a state, county, city and county, or city correctional facility.

(f) This section does not apply to the use of hearing aids and similar devices, by persons afflicted with impaired hearing, for the purpose of overcoming the impairment to permit the hearing of sounds ordinarily audible to the human ear.

(Amended by Stats. 2016, Ch. 855, Sec. 1. (AB 1671) Effective January 1, 2017.)