

ACADEMIC POLICIES COMMITTEE
2017-18

April 20, 2018
2:00-3:30pm, Sacramento Hall 161

MEMBERS

Jesse Catlin (Marketing & Supply Chain Management, CBA)	Jan Johnston (Theater & Dance, A&L)
Shannon Datwyler (Biological Sciences, NSM)	VACANT
Sue Escobar, Chair (Criminal Justice, HHS)	Tara Sharpp (Nursing, HHS)
James Fox (Library, LIB)	Joseph Van Vo (Management, CBA)
Amber Gonzalez (Child Development, EDU)	Ayanna Yonemura (Ethnic Studies, SSIS)
Megan Heinicke (Psychology, SSIS)	

NON-VOTING/EX-OFFICIO MEMBERS

Danielle Ambrose (Office of the University Registrar)	Don Hunt (Division of Student Affairs)
Julian Heather (Faculty Senate)	Jazzie Murphy (Division of Student Affairs)
Gabriel Hernandez (University Staff Assembly)	Don Taylor (Office of Academic Affairs)
Elizabeth Cortez (Associated Students, Inc.)	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 April 6th meeting (Appendix A).**
- 5. Discussion Items: [See document (PDF): List of Websites for APC Meeting Agenda (April 6th)**
 - a. Use of Electronic Devices in the Classroom (Appendix B):**
 - * referral from Exec
 - * [SACSEND] President's Update Thursday February 8th
 - b. Advising Issue (Appendix C):**
 - * List of Advising Stakeholders with Peer/Student advisors highlighted
 - * Draft of policy amendments/revision (version 4)
- 6. Meeting Schedule for Spring 2018**

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

7. Adjournment

APPENDIX A

ACADEMIC POLICIES COMMITTEE MINUTES OF THE MEETING OF APRIL 6, 2018

Approved:

CALL TO ORDER: The Chair called the meeting to order at 2:09pm.

ROLL CALL:

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

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

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

GUESTS: School of Nursing/First Year Experience: Bridget Parsh

APPROVAL OF THE AGENDA: Voting members approved the agenda.

APPROVAL OF THE MINUTES: The minutes of the March 2nd meeting were approved.

OPEN FORUM:

ADVISING CENTER UPDATES: J. Murphy shared with the Committee that on Friday April 20th from 2:00-5:00pm, Student-Faculty-Staff Field Day. Everyone is encouraged to come out and have fun (post-APC meeting activity? Anything's possible ☺). Murphy also reminded everyone that the 2018 Advising Summit will be held from 8:00am-1:00pm on Wednesday April 25th. Community College and UC Davis folks will be coming to the event. If you're interested in registering for the conference, just email J. Murphy.

SAMURAI SWORD SWINGING AT THE LIBRARY BREEZEWAY! J. Fox informed everyone that this event would be happening on April 7th (Saturday) at 10am in the Library Breezeway.

SENATE UPDATES: Chair Escobar informed the Committee that the Academic Honesty Policy and Procedures was on the Faculty Senate agenda as a First Reading item on April 5th, but when it will actually be heard is unknown because of the "Chair Voting" policy that is back on the Senate's agendas as a 2nd reading item as a result of President Nelsen's disapproval of the Senate's previous recommendation. A. Gonzalez indicated that she would address the AHPP whenever it came up because she is currently as a Senator. For this, Chair Escobar is eternally grateful ☺

APPENDIX A

COMMITTEE CHAIR NOMINATIONS FOR 2018-19 AY.

Chair Escobar informed the Committee that Senator Schmidlein has respectfully declined the Committee's nomination of him for 2018-19 APC Chair. There were no additional names put forward, and Chair Escobar indicated that she would inform the Senate Office that the Committee would not be putting forward a name(s) for the Senate to consider during their selection/election of officers for the 2018-19 academic year.

DISCUSSION ITEMS:

USE OF ELECTRONIC DEVICES IN THE CLASSROOM: The Committee began its discussion of this item in earnest. The Committee discussed and examined the different policies already in existence in the University Policy Manual including but not limited to the "Disruptive Students in the Classroom Environment" policy; 'Student Rights and Responsibilities,' 'Faculty Responsibilities to Students in the Instructional Environment,' and the new campus policy/interim policy regarding video/audio recordings on campus as well as several California State laws dealing with unauthorized recordings, photography, videography, etc.

One question that arose: "where is the limit of what faculty can put in their course syllabi regarding the use of cellphones in the classroom?" Different ideas, opinions, and experiences were shared, with the Committee ultimately concluding that we don't necessarily need another policy, as the current policies we have would cover instances of cellphone/electronic device disruptions in the classroom. However, it was emphasized that instructors should definitely have something in their syllabus regarding the consequences of classroom environment disruptions due to cellphone use.

Chair Escobar recommended that, for the meeting on April 20th, folks bring their ideas and suggestions for a 'guideline-type' of document that could be distributed to faculty, as well as others on campus.

ADVISING POLICY & TASK FORCE: The Committee opted to set this item aside in order to address the other discussion item more fully.

ADJOURNMENT: The meeting adjourned at 3:30pm.

List of Websites for APC Meeting Agenda (April 6th)

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/umannual/student/stu-0112.htm>

Student Conduct Code: <http://csus.edu/umannual/student/ums16150.htm>

Student Conduct Procedures:

http://www.csus.edu/student/procedures_student_conduct.html

Student Rights and Responsibilities: <http://csus.edu/umannual/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/umannual/advance/adv-0151.htm>



California State University, Sacramento
Faculty Senate

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APPENDIX B

February 9, 2018

To: Sue Escobar, Chair
Academic Policies Committee

From: Julian Heather, Chair
Faculty Senate

A handwritten signature in blue ink that reads "Julian Heather".

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

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:



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.)

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=632.&lawCode=PEN

From: [President Robert S. Nelsen](#)
To: [csus-faculty-everyone](#)
Subject: [SACSEND] President's Update: Thursday, February 8, 2018
Date: Thursday, February 8, 2018 10:48:07 AM



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



This message was sent by an automated distribution system. Direct replies will not reach the sender.

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

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.

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

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

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~~ who are not in “good standing” to return to “good standing” and to
 10 progress ~~to~~ toward 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 -

~~D. Freshmen must meet with an advisor during their first and second semester to plan and enroll in appropriate courses for following semester.~~

~~-~~

~~E. After their freshmen year, all students must meet with an advisor at least once a year.~~

~~-~~

~~F. All students must comply with the advising policies of their major program or, in the case of undeclared students, of the Academic Advising Center.~~

III. DEFINITIONS

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

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

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

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

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

Student Ambassadors?

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

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

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.

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>

APPENDIX C

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 VI. RESPONSIBILITIES OF ACADEMIC DIVISIONS/DEPARTMENTS PROGRAMS

28 Academic divisions/departments are responsible for:

29 1. Developing an academic advising plan and periodically assessing its effectiveness.

30 2. Providing accurate information regarding admission to the program and degree planning.

1
2 3. Setting and removing advising holds for students consistent with program guidelines.

3
4 4. Recognizing and rewarding advising as part of faculty and staff workload.

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

10
11 A. ~~All programs are responsible for the following:~~

- 12 ~~● Establishing advising goals which will guide the program's advising efforts.~~
13 ~~● Developing an academic advising plan which, at a minimum, informs students of the~~
14 ~~following:~~
- 15 ~~○ Required advising meetings with program advisors at least once a year.~~
 - 16 ~~○ Additional requirements for special student populations such as probationary~~
17 ~~students, pre-professional students, or graduate students (Note: Advising is~~
18 ~~mandatory for students on probation. Departments/areas are required to provide~~
19 ~~advising to these students by the end of the second week of their first semester on~~
20 ~~probationary status).~~
 - 21 ~~○ Consequences of failure to comply with mandatory advising requirements (e.g.,~~
22 ~~setting advising holds for students who have not met with advisors).~~
 - 23 ~~○ Provisions that are in place for advising evening students, graduate students, and~~
24 ~~students studying at off-campus sites, if applicable.~~
- 25 ~~● Devising a means of implementing and coordinating the program's advising policy and~~
26 ~~procedures, including, but not limited to:~~
- 27 ~~○ Identifying faculty and staff who will be responsible for advising students in their~~
28 ~~major/program.~~
 - 29 ~~○ Organizing training activities for program advisors.~~
 - 30 ~~○ Providing advisors with advising materials.~~
 - 31 ~~○ Keeping advisors apprised of changes in requirements and availability of campus~~
32 ~~resources.~~
 - 33 ~~○ Setting and removing advising holds for students who have not met with advisors,~~
34 ~~in programs with such a policy.~~
- 35 ~~● Recognizing and rewarding advising as part of faculty and staff workload.~~

36 -
37 B. ~~Each academic program shall periodically assess the effectiveness of their academic~~
38 ~~advising plan, as it relates to its advising goals, and make improvements, as needed. In those~~
39 ~~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.~~

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.

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.

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- 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.

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

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

5 VI. RESPONSIBILITIES OF ACADEMIC PROGRAMS

6
7 A. All programs are responsible for the following:-

8 ●—Establishing advising goals which will guide the program's advising efforts.

9 ●—Developing an academic advising plan which, at a minimum, informs students of the
10 following:-

11 ○—Required advising meetings with program advisors at least once a year.

12 ○—Additional requirements for special student populations such as probationary
13 students, pre-professional students, or graduate students (Note: Advising is
14 mandatory for students on probation. Departments/areas are required to provide
15 advising to these students by the end of the second week of their first semester on
16 probationary status).

17 ○—Consequences of failure to comply with mandatory advising requirements (e.g.,
18 setting advising holds for students who have not met with advisors).

19 ○—Provisions that are in place for advising evening students, graduate students, and
20 students studying at off-campus sites, if applicable.

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

23 ○—Identifying faculty and staff who will be responsible for advising students in their
24 major/program.

25 ○—Organizing training activities for program advisors.

26 ○—Providing advisors with advising materials.

27 ○—Keeping advisors apprised of changes in requirements and availability of campus
28 resources.

29 ○—Setting and removing advising holds for students who have not met with advisors,
30 in programs with such a policy.-

31 ●—Recognizing and rewarding advising as part of faculty and staff workload.

32 -

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

38 -

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~~C.— 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.~~

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

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

~~-~~

~~1. To provide the mechanisms, such as registration holds, for enforcing required advising as defined by department/area advising policies.~~

~~2. To collaborate and consult with faculty and staff advisors in developing systems for accessing student records that ensure timely and effective advising.~~

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

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

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

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

~~-~~

~~B.— To ensure that each student's undergraduate degree requirements have been met, Degree Evaluators and Admissions' Counselors shall consult with students and, if necessary, with their academic major adviser.~~

~~-~~

~~C.— The Office of Outreach, Admissions, and Records shall periodically assess the effectiveness of its advising services, as it relates to the goals specified above, and make improvements as necessary.~~

~~VIII-X. ADMINISTRATIVE RESPONSIBILITIES~~

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

~~1. Providing annual training to enable faculty and staff to effectively advise students.~~

~~2. Developing and maintaining an accurate inventory of campus advising programs and resources.~~

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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 standards⁷ 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~~

⁷ NACADA, <https://www.nacada.ksu.edu/>

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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.esus.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.~~

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)

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	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



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April 3, 2018

To: Julian Heather, Chair, Faculty Senate

From: Sue C. Escobar, Chair, Academic Policies Committee

Re: APC Recommendations Regarding Exec Referral – President’s Advising Task Force Report and Advising Stakeholders Consultation

Per the Executive Committee memorandum dated September 11, 2017, noting the referral date of August 29, 2017 which requested that APC consult review the President’s Advising Task Force Report, consult with advising stakeholders listed in Appendix B of that report, and, lastly, consult with FPC regarding faculty workload issues concerning advising, I am writing this memorandum to provide you with a summary of APCs discussions this past Fall 2017 and Spring 2018 regarding what I will call the “advising item.” While this item will not get resolved this academic year, and will undoubtedly continue into next year, this update will inform you, as well as the Executive Committee should you wish to share it with the Committee, as to the progress APC has made with respect to this item over the course of the 2017-2018 academic year. Below, I will provide a summary overview of themes or issues that have arisen in APCs discussions as well as a list of the various tasks APC has completed thus far.

Tasks Completed

Task 1: APC has read, reviewed, and discussed the President’s Advising Task Force Report (May 2017).

Task 2: APC has consulted with a majority of the advising stakeholders listed in Appendix B of the Task Force Report. On-going consultation may occur on an ad hoc basis and as Committee members have time. My strategy to accomplish this task was to delegate the workload among Committee members. Committee members volunteered to speak with various stakeholders on the list. Information and feedback was reported at each meeting in the Fall 2017 semeste, the discussion summary of which is provided below:

APC DISCUSSION POINTS REGARDING ADVISING AT SACRAMENTO STATE

ADVISING. WHAT IS IT? There is a real lack of clarity on campus as to what “advising” really means. Is it solely ‘academic’ advising or does it also include career advising? Mental health counseling/advising? Mentoring? How broad should the role of ‘academic advisor’ be—limited to only GE advising or should it also include major advising as well? The campus needs a solid understanding of what is meant by ‘advising,’ as this understanding will help inform folks in terms of policymaking and implementation.

SAC STATE NEEDS MORE ADVISORS (translation = more \$\$\$\$\$). There is a strong need for additional advisors in order to reach more students. The need for advisors is definitely linked to the need for additional resources. If there is a push on campus for graduation at a faster rate, then the campus needs to spend more money on advising and to hire more advisors as well as provide resources to colleges/departments (units) for faculty advisors. The different centers on campus are doing great things but their reach is limited because there is no money to hire additional advisors to reach the demand of the students.

CAREER ADVISING. There is a great need for career advising on this campus. This is something that students

want from their faculty, who are often unavailable because they are involved in other activities (e.g., teaching (high numbers of students), doing research, committee work, etc.). In addition, students often cannot meet with professors within a department until they are a declared major.

ADVISING TRAINING. More advising training is needed for faculty and for students as well (peer advisors). A suggestion was made regarding “tiered advising,” where faculty can seek the training they need for the level and type of advising they want to engage in with students. For example, faculty who really want to mentor students and work closely with them in terms of academic planning, they can sign up for and complete the SmartPlanner training.

IS SAC STATE’S ADVISING “SILOED?” There is a need for better communication among the different advising centers on campus in terms of what each of them is doing in terms of advising and how, perhaps, the campus can reduce duplicative advising efforts.

Clarification/Update: Future discussions and input from the Academic Advising Center and from other Student Affairs professionals informed APC that with the implementation of new technology/software, specifically EAB, these duplicative efforts and cases of advising redundancy are decreasing, which a good thing.

DUPLICATION/REDUNDANCY OF ADVISING ON CAMPUS. There seems to be a lot of duplicative advising efforts at Sac State, which can lead to problems for students where they are told one thing by one advisor and told another by someone in a different advising center. Often times, students who receive advising from one center, or organization, on campus, they are also getting advised somewhere else. Sometimes students will visit with three or more advisors in different locations (e.g., GE/Academic Advising Center; EOP; major advisor). From a student’s perspective, it is best to stay with one or maybe two people (advisors/offices) rather than go to multiple places for advising where one runs the risk of receiving different information or answers to the same questions.

Clarification/Update: Future discussions and input from the Academic Advising Center and from other Student Affairs professionals informed APC that with the implementation of new technology/software, specifically EAB, these duplicative efforts and cases of advising redundancy are decreasing, which a good thing.

ACCESS TO AVAILABLE DATA. Access to available data is very important with respect to advising and the assessment process.

CHANGING CAMPUS RTP CULTURE to BEGIN VALUING ADVISING AMONG FACULTY. There is a very strong need to change the culture on our campus with respect to advising and the role of the faculty in the advising process. While there is a lot of talk around campus about how advising is important for students in terms of their degree progress and goal of a timely graduation (i.e., Finish in Four/Finish in Two (AKA “California Promise”), there are very few resources allocated to departments/units for faculty advisors. Over the last decade or more, there has been a cultural shift at Sacramento State, and perhaps other CSU campuses as well, towards scholarly research and creative activities in terms of the retention/tenure/promotion process. While research is obviously important and plays a critical role in faculty currency as it relates to their teaching, this strong emphasis on the requirement of research runs contrary and seems almost incongruent with many of the University’s campaigns within the Graduation Initiative.

More recognition across campus of the role that faculty play in the advising process needs to happen. More specifically, there is a real need to change the culture on campus regarding the value that is placed on faculty advising by RTP Committees (their colleagues), Department/Division Chairs; College Deans; the Provost; and the President. For many faculty, advising is not valued in the RTP process at all or very little recognition is given to it.

A related issue centers on the evaluative feedback faculty receive, or can receive, regarding the quality of their advising. In many ways, documenting advising efforts in one’s WPAF (for RTP purposes) is challenging for a number of reasons, the primary one being confidentiality concerns under FERPA. An example of how faculty may receive feedback on the quality of their advising comes from the College of Education’s Student Success Center. When students come in to the Center for advising, they are logged into a software program. Following the visit, the student is emailed a link to a survey so that they can provide feedback about their experience with their advisor.

STUDENTS, MENTAL/EMOTIONAL HEALTH & ADVISING. Concerns were raised regarding students' mental/emotional health issues which often arise during a regular 'academic advising' session or during a faculty member's office hours. The campus has the Red Folder (if you see something, say something); however, not all faculty may be aware of that resource; accessing it on one's desktop or laptop computer may not be quick, especially if the faculty member does not know where to look for it.

Task 3: On February 21, 2018, as Chair of APC, I attended a meeting of the Faculty Policies Meeting at the invitation and request of FPC Chair, Hellen Lee. This discussion centered on the issue of faculty workload regarding advising. Prior to the meeting, I had provided Chair Lee with the President's Advising Task Force Report to share with her FPC colleagues as well as a draft of APC's revisions to the current Academic Advising Policy and Procedures (AAPP). I found the conversation with FPC to be very informative and the feedback helpful. Chair Lee shared with me that FPC agreed with most of APC's discussion summary points and the issues raised therein, particularly as they concerned the RTP process and the recognition, or lack thereof, of faculty advising efforts and the value placed on these efforts among different departments/divisions/schools and the colleges. With regard to FPC's feedback on APC's draft of the proposed revisions to the AAPP, FPC raised questions as to what was meant by "extensive training" in a new proposed 'Definitions' section of the revised policy draft and who was to be considered, or could fill the role of 'faculty advisor' – full-time faculty only or full-time and part-time faculty?¹ APC is currently addressing these and many other issues in our discussions and work on the revisions to the current AAPP.

Additional Task Assumed by APC

Task 4: In light of the recommendation made near the very end of the President's Advising Task Force Report (May 2017) to revise the current AAPP, APC decided to proceed with that task. The President's Advising Task Force Report (May 2017) included, in one of its appendices, a recommended revised and updated policy. APC chose to incorporate all of the Task Force's recommended changes into a revised policy document, which basically includes the new proposed language along with the current policy's language, and this 'template,' so to speak, provided our starting point. At the moment, we are working off of our 4th version, with conversations centering on a variety of issues, including but not limited to: definitions of 'advising' and 'advisor' (e.g., faculty, peers, professional/staff, etc.); the role of faculty in the advising process and which types of advising tasks for which they are, or should be, responsible (e.g., GE advising; major advising; career; etc.); the role of technology in the advising process (i.e., Smart Planner, the degree audit; etc.). I anticipate that these conversations will continue next year given that it is highly unlikely the Committee will not complete the revisions to the AAPP this semester.

In sum, APC is continuing its conversations with various advising stakeholders on an ad hoc basis. As APC Chair, I have taken it upon myself to consult with a couple of folks who are not necessarily listed in the advising stakeholders appendix (Appendix B, Task Force Report) in order to get their perspective on the issues raised in the Task Force Report. I also attended the March 20th meeting of the Advising Council, which meets on the third Tuesday of every month. I informed Jazzie Murphy, Director of the Academic Advising Center, Advisory Council Chair, and Ex-Officio Member of APC, that I would like to attend the Advising Council meetings on a regular basis given my role, albeit coming to a close, as APC Chair, and my on-going involvement with undergraduate advising in the Division of Criminal Justice.

Recommendations Moving Forward

In terms of recommendations moving forward, I would like to propose a couple of ideas for your consideration, and these are directly related to the conversations among APC folks, FPC, and advising stakeholders and interested parties around campus:

¹ Section III. Definitions. C. **Faculty** Advisors are faculty with **extensive** training in department program requirements. Some may serve in the Academic Advising Center to support general education advising programs. [Comment from FPC: who is considered "faculty in this context?" (full-time? Part-time? What does "extensive" mean in this context?)]

1. Consider having a town hall, or campus community, meeting in which we discuss the very issues APC is discussing, including but not limited to: advising – what is it? What does it mean? Who is an “advisor” and what do they do? How can advising on campus be more effective? (i.e., going beyond the obvious answer of “More resources, more money!!” training—who gives it, who receives it, how often? Of course, other issues can be raised as well, but it would be great to invite members from all across various constituencies to this conversation.

2. Consider having a town hall meeting regarding the RTP process, the role and value of advising in that process, and the critical nexus between the graduation initiative of ‘CA Promise/Finish in Four – Through in Two’ and the faculty in terms of the advising role they play in those efforts. It was made very clear that advising among faculty is valued differently among different departments/divisions/schools and colleges. Some faculty get a lot of credit in the RTP process for their advising efforts (e.g., Criminal Justice; College of HHS). Others are told to remove documentation from their RTP binder that pertains or speaks to the faculty member’s advising efforts. This is disconcerting, and the concerns were shared unanimously among APC and FPC members.

Furthermore, at several points along the way in these conversations, different folks had raised the concern regarding what appears to be an over-emphasis on resources for research (e.g., faculty fellows, grants, etc.), albeit all of which are wonderful and supportive of faculty, and the lack of an emphasis on teaching particularly as it relates the faculty-student engagement with respect to advising, whether that involves academic advising (e.g., GE, major), career advising, a combination of those types of advising, etc. This apparent disconnect relates to the issue of faculty workload and tenure density, for as more and more faculty—brand new faculty at that—are given reassigned time for research projects, campus fellowship-type positions, etc., department/division/school Chairs and Directors are tasked with the responsibility of finding replacements to teach those classes vacated by full-time faculty. Consequently, these efforts to increase research funding, while all wonderful, well, and good, no doubt, often run counter to the clear and repeated message across campus that we need to increase graduation rates, which, also means, increasing our efforts to advise students, include technology in that process—which raises a whole host of other questions and issues of training, who is going to use the technology, so on and so forth.

Thank you very much for your time and for reading through this lengthy memorandum. It ended up being longer than I had planned, but APC has been working on this item nearly all year, or since September 2017, and so, I guess, I had a lot of updates and information to share with you. Please feel free to share with others as you deem appropriate.

Cc: Kathy Garcia, Faculty Senate Analyst
Hellen Lee, Chair, Faculty Policies Committee (FPC)