

ACADEMIC POLICIES COMMITTEE
MINUTES OF THE MEETING OF NOVEMBER 3, 2017

Approved: November 17, 2017

CALL TO ORDER: The Chair called the meeting to order at 2:04pm.

ROLL CALL:

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

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

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

GUESTS: FYE (first year experience)/Academic Advising: Bridget Parsh
Liberal Studies Program: Kristen Anderegg, Advisor/Manager
Office of the Registrar: Vivian Llamas-Green, Associate Registrar

APPROVAL OF THE AGENDA: Voting members approved the agenda.

APPROVAL OF THE MINUTES: The minutes of the October 6th meeting were approved.

OPEN FORUM:

SENATE UPDATES: Chair Escobar provided updates on the Faculty Senate's approval of the Timely Declaration of Major (TDMP) (October 12th) and the Priority Registration Policy/CA Promise (October 19th). With the TDMP, a change that was made on the Senate floor was the request and need for the word "concentrations" to be added to the policy, since concentrations often have different unit requirements and should a student wish to change concentrations within a major, there may be unit limit implications (i.e., potentially surpassing the 150 unit limit). With the Priority Registration Policy, an amendment was made on the Senate floor, requesting Student Affairs to collect data on non-priority students to see if, in fact, they are impacted by not being given priority registration. It was also requested that this information be reported back to the Senate. Chair Escobar also informed the Committee that the Academic Honesty Policy revisions would be presented to the Executive Committee at the beginning of the Spring 2018 semester. Chair Escobar made that request and Faculty Senate Chair, Julian Heather, kindly agreed that the timing of this item in Spring '18 would be fine (to which Chair Escobar expressed great relief and appreciation ☺).

DISCUSSION ITEM: ADVISING POLICY & TASK FORCE: Chair Escobar began the discussion by stating that the main objective and focus of the meeting would be on reports and updates from folks regarding their

conversations with academic advising stakeholders listed in Appendix B of the Task Force Report. A summary of the main points and issues that were raised are listed below:

* **There is a need on campus for various advising centers to communicate what they are doing.** There also should be more communication among and between these centers as well. The new College of Health & Human Services' Student Success Center was discussed with respect to the lack of clarity regarding exactly what it is that they do. At the moment, this isn't very clear in terms of how the HHS Success Center relates to departments within the College and the advising that takes place in the Center and within the departments.

* **There is a very 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 (e.g., B. Parsh discussed the FYE program and while the program is very successful and a high number of students seek out the services of peer mentors in this program, it is limited in its reach due to the small number of mentors/advisors.)

* **There is also a need for career advising.** 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. B. Parsh discussed the example of the high number of students who want to be Nursing majors. They really just want to talk with someone about the career aspects of this major. What is it like to be a nurse, etc.? The peer mentors are tremendous help to these groups of "pre-Nursing" students; however, it would be great if they could also talk with faculty.

* **More advising training is needed for faculty!** 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.

* **Different advising models exist across the campus colleges and departments.** In the College of Business, there are 3 professional advisors (SSPs) who advise students in the Business Advising Center. There are also peer advisors available to students; faculty can advise students on different careers, concentrations within the College as well as selecting appropriate classes to take based on the student's interests.

* **Access to available data is very important with respect to advising and the assessment process.** B. Parsh mentioned that a contact in AIRC is very helpful with accessing data and running specific reports.

* **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.** Chair Escobar shared that while there is a lot of talk 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.

ADJOURNMENT: The meeting adjourned at 3:30pm.