

1 **SAN JOSÉ STATE UNIVERSITY**
2 **Academic Senate**
3 **Instruction and Student Affairs Committee**
4 **May 6, 2024**
5 **Final Reading**

AS 1873

POLICY RECOMMENDATION

University Policy, Student Advising and Holistic Student Support Services Policy

9 **Whereas,** Advising of students is critical to their academic and personal success at SJSU;
10 and

11 **Whereas,** Academic advising affects a student's selection of a degree program, retention
12 in their chosen program, and progress towards a timely graduation; and

13 **Whereas,** Supporting the student beyond their academics more holistically is also crucial
14 to their educational journey and success in their chosen program; and

15 **Whereas,** One of the most important relationships between students and advisors,
16 whether faculty or staff, is that which develops during the cooperative planning
17 of their educational journey, and this relationship can have far reaching
18 consequences in student success beyond academics; and

19 **Whereas,** Over 30 years has passed since the approval of S89-10: Undergraduate
20 Academic Advisement; Advising. Many of the challenges related to faculty and
21 staff advising noted then were also identified by the NACADA reports shared
22 with the greater campus community in August 2019¹ and February 2024². These
23 include lack of an advising curriculum, disparate participation in advisor training
24 for all advisors, inaccessibility of advisors, inconsistency in the quality of
25 advising, and a lack of a cohesive advising strategy; and

26 **Whereas,** The 2019 report lists the following recommendations:

- 27 ● Establish campus-wide leadership and strategic planning efforts to enhance
28 academic advising.
- 29 ● Consider an exclusively professional advisor model to more effectively meet the
30 needs of students.

¹ NACADA Consultants SJSU Report Final 2019

² NACADA Consultants SJSU Report Final 2024

- 31 ● Create SJSU advising definition, vision, mission, goals and learning outcomes
32 that apply across the university.
- 33 ● Clearly define roles and responsibilities of academic advisors.
- 34 ● Provide a framework to evaluate and assess academic advising success.
- 35 ● Create a comprehensive, ongoing, advisor training and professional
36 development program for all faculty and professional academic advisors.
- 37 ● Expand the role and responsibilities of the Academic Advising and Retention
38 Services Office to support the leadership and campus framework of academic
39 advising.
- 40 ● Reaffirm the Advising Council to support the advancement of established
41 university-wide strategic goals and learning outcomes related to academic
42 advising and student success.
- 43 ● Develop an advising communication plan for the institution appropriate for all
44 constituencies.
- 45 ● Revise and implement a comprehensive orientation program that gives equal
46 prominence to students' academic journey.
- 47 ● Develop and implement a technology plan for academic advising.

48 **Whereas,** The 2023 report states that: “The highest priorities for improvement of academic
49 advising at SJSU are related to the 1) Organization and 2) Collaboration and
50 Communication conditions.

- 51 ● There needs to be transparency and sharing of the overall strategic plan
52 and direction for academic advising.
- 53 ● To foster effective communication, it's essential to consistently share
54 thoughts and needs. Clear and frequent communication, both in writing
55 and verbally, is key to ensuring that your intentions and desires are well-
56 understood by others.
- 57 ● It is absolutely essential to create ways for faculty and staff to collaborate
58 and communicate to improve your academic advising programs and
59 systems. It is impossible for excellent advising to occur in a siloed
60 system.”

61 Additional, more detailed suggestions are included throughout the body of
62 the report; and,

63 **Whereas,** SJSU's vision states that students need to “*proactively engage[ing] with*
64 *academic advisors on their journey;*”³ and

65 **Whereas:** A comprehensive advising plan requires crucial engagement of both staff and
66 faculty advisors; and

³ [SJSU Academic Advising Vision, Mission, and Values 2019](#)

67 **Whereas:** University Policy S15-8: Retention, Tenure and Promotion for Regular Faculty
68 Employees: Criteria and Standards specifically states that the Service Category
69 must include “...*advising, mentoring, and participating in activities to enhance*
70 *student success that are not subsumed in teaching or the primary academic*
71 *assignment*”, and

72 **Whereas:** Some lecturer faculty may assume advising responsibilities as part of their work
73 assignment, which counts as service to the university in periodic evaluations
74 and range elevation; therefore, be it

75 **Resolved:** That the administration of San José State University prioritize making
76 demonstrable changes to the advising structure based on the recommendations
77 from the 2019 and 2024 NACADA reports and from current publications;
78 and therefore, be it

79 **Resolved,** That University Policy 89-10 be rescinded and replaced with the following.

80 **Background/Rationale:** The campus has had two visits from NACADA, one in 2019 and
81 one in 2023, that evaluated the advising structure on campus. These visits
82 resulted in two detailed reports that discussed advising from the perspectives
83 of the students, faculty, staff, and administration. Each report also provided
84 specific recommendations to improve advising across the campus. The SJSU
85 Academic Senate responded in 2021 to the first NACADA report and passed
86 AS 1818: Undergraduate Advising, along with SS-S21-7: Advocating for a
87 Collaborative Advising Structure. Then President Papazian sent S21-4 back to
88 Instruction and Student Affairs without signing it, for further consultation with a
89 more robust inclusion of students and staff advisors. Instructional and Student
90 Affairs, recognizing the importance of the policy for the campus, has returned
91 to the policy, making significant improvements to its content based on
92 additional consultation and feedback across campus, as well as the 2024
93 NACADA report. Most notable, the policy was restructured to include both
94 undergraduate and graduate advising across campus.

95 **University Policy**
96 **Student Advising and Holistic Student Support**
97 **Services**

98 I. Tenets of Advising

99 San Jose State University shall be a student-ready⁴ campus and provide
100 excellent advising and holistic support for students throughout their educational
101 journey.

102 SJSU shall have a comprehensive advising structure that is consistent and
103 equitable for all students. A clear definition of advising and holistic student
104 support services, as well as mission, vision, and values statements will be
105 developed and be readily available to everyone within the SJSU community.

106 All forms of advising and holistic student support services shall occur in a
107 supportive manner which is sensitive to the needs of a diverse student
108 population.

109 All students should be active agents in constructing and achieving their
110 academic, career, and personal goals.

111 “Academic advising should be *systemic* (throughout the university), *systematic*
112 (all parts function methodically and seamlessly to promote the whole) and
113 *purposeful* (missional and intentional) to meet institutional strategic goals.”

114 Advising at SJSU encompasses a wide range of services to support students.
115 Such services include: Academic Advising, Career Advising, and Holistic
116 Student Support Services.

117 The coordination, delivery, and assessment of advising shall be a shared
118 responsibility of the SJSU advising community and university administration,
119 which includes faculty, staff, and appropriate administrators at the university,
120 college, and department levels.

121 Positive, collaborative relationships must be maintained among all members of
122 the advising community. Communication is a critical component of such
123 relationships. Such communications should ensure all members of the advising
124 community are aware of the complete advising structure, goals, objectives,
125 training and professional development opportunities, and opportunities for
126 engagement.

⁴ <https://www.csustudentsuccess.net/2023/04/21/creating-a-student-ready-institution-for-first-generation-college-students/> and <https://www.aacu.org/publication/becoming-a-student-ready-college-a-new-culture-of-leadership-for-student-success>

127 University resources, including both financial resources and appropriate staffing
128 hours, that support advising goals and objectives should be a priority and
129 appropriate to the work required.

130 All advisors within the SJSU advising community shall act as a source of referral
131 to other forms of advising and holistic student support services as needed.

132 SJSU will require comprehensive on-boarding/training appropriate to each
133 advisor's or staff's role that focuses on the quality of advising and leads to
134 positive outcomes for students' educational journeys for all incoming advisors
135 and support staff. Comparable continuous professional development programs
136 will also be required for those within the comprehensive advising structure. Such
137 programs, while focusing on the responsibilities of the person's role, will also
138 ensure that they are up-to-date on current advising standards, have training and
139 development opportunities to engage with those outside the SJSU community,
140 have awareness of the roles of others in the SJSU advising community, and the
141 referral system as well as promoting a collaborative mindset.

142 SJSU will develop an assessment program that evaluates the quality,
143 effectiveness, and availability of advising and support services to all student
144 populations at various stages of their academic career. Student satisfaction will
145 be a significant component of this assessment program.

146 Online and special session programs may have their own advising structures
147 and access to support services that are unique to their program. Students
148 should consult with their programs to determine which advising and services
149 apply based on their program and standing.

150 II. Support Services for All Students

151 **Career Advising.** Career advising is defined as professional guidance for
152 students to prepare for career success through personal and professional
153 explorations and skill development. It further includes connections to employers
154 and professional networks that align with the career objectives of the student.

155 Career advising should be supported at the university level and conducted by
156 professional career center counselors, advisors, and faculty. Career advising
157 should be connected to college and department-level activities with support from
158 the career center, as faculty play a critical role in career mentoring and
159 exploration, and as recognized student organizations sponsor activities that lead
160 to interactions with industry partners.

161 **Holistic Student Support Services.** Holistic student support services provide
162 for the student beyond their academics, including health and wellness, basic
163 needs, financial support services, and programs that support various social and

164 cultural identity groups. Holistic student advising requires comprehensive
165 knowledge of the many offices and programs that provide holistic support,
166 including, but not limited to: SJSU Cares; Student Wellness Center; Counseling
167 and Psychological Services (CAPS); Accessible Education Center (AEC); Peer
168 Connections; Education Opportunity Program (EOP); Bursar's Office; Financial
169 Aid Office; Cultural Centers and other Resource Centers.

170 Members of the SJSU advising community should be capable of providing
171 appropriate referrals to a variety of offices based on student needs.

172 III. Undergraduate Academic Advising

173 **Major/minor Advising.** Major and minor advising is defined as the utilization of
174 program information and advising tools in partnership with student information to
175 design a pathway to completion of their academic program(s).

176 Major and minor advising should be governed by curriculum and policies as
177 described in the university catalog. Major and minor curriculum is developed by
178 the faculty and is department-driven. Advising may be formal or informal and
179 shall be conducted by staff advisors and/or faculty.

180 **General Education Advising.** General Education advising is defined as the
181 utilization of General Education and SJSU Studies guidelines to assist students
182 in identifying coursework that satisfies these requirements. Such guidance
183 requires specialized knowledge for select programs that have General Education
184 requirements met within the major.

185 General Education advising should be primarily staff advisor-driven, with
186 appropriate consultation with departments, at the college level in the student
187 success centers.

188 IV. Graduate Academic Advising and Research Advising

189 Effective academic advising is an important aspect of all successful graduate
190 degree and credential programs. While graduate students should receive strong
191 advising at all stages of their educational career, their advising needs vary as
192 they progress through their programs.

193 There are two types of advisors that the majority of graduate programs utilize:
194 Graduate Program Coordinator and Graduate Research Advisor. Departments
195 may have additional faculty or staff advisors. Students should consult with their
196 department to identify the program's specific advising structure for graduate
197 students.

198 **Graduate Program Coordinator.** The Graduate Program Coordinator (also
199 sometimes called a Graduate Advisor or Graduate Director) is the primary point

200 of contact for graduate students at the program level and serves as a liaison
201 between programs/departments and the College of Graduate Studies. While the
202 specific responsibilities of Graduate Program Coordinators vary across
203 programs, they are generally responsible for supporting academic student
204 success, assisting students in making timely progress towards degree,
205 overseeing comprehensive examinations, and advising students on degree
206 requirements and policies and procedures at the program, college, and
207 university levels. Further, Graduate Program Coordinators formally approve
208 students' candidacy forms, assist with student petitions and forms, and assist
209 students who are placed on academic notice or probation, and refer students to
210 other support services on campus when needed.

211 **Graduate Research Advisor.** The Graduate Research Advisor is responsible
212 for overseeing a student's research, scholarly, and creative activity as it most
213 often relates to the student's culminating experience (e.g., thesis, project, and/or
214 dissertation). The Graduate Research Advisor almost always serves as a
215 student's thesis chair or project advisor. Because of their close academic
216 relationship to the student, Graduate Research Advisors often advise students
217 on issues specific to their program of study, such as course selection and career
218 pathways.

219 Approved: April 29, 2024

220 Vote: 14-0-0

221 Present: Samuel Brown, Diya Doshi, Lisa Giampaolo, Estevan Guzman,
222 Ravisha Mathur, Kelly Masegian, Gilles Muller, Sarab Multani, Iris Price, Eric
223 Rollerson, Soma Sen, Jon Tucker, Julian Vogel, Gregory Wolcott

224 Absent: Melinda Jackson (non-voting), Amy Leisenring (non-voting), Romey
225 Sabalius, Laura Sullivan-Green