

6 **POLICY RECOMMENDATION**

7 **University Policy, Student Advising and Holistic Student Support**
8 **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 noted then were also
21 identified by the NACADA reports shared with the greater campus community in
22 August 2019¹ and February 2024² relate to faculty and staff advising. 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

- 28 ▪ Establish campus-wide leadership and strategic planning efforts to
29 enhance academic advising.
- 30 ● Consider an exclusively professional advisor model to more effectively
31 meet the needs of students.
- 32 ● Create SJSU advising definition, vision, mission, goals and learning
 outcomes that apply across the university.

¹ NACADA Consultants SJSU Report Final 2019

² NACADA Consultants SJSU Report Final 2024

- 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
- 38 Retention Services Office to support the leadership and campus
- 39 framework of academic advising.
- 40 ● Reaffirm the Advising Council to support the advancement of established
- 41 university-wide strategic goals and learning outcomes related to
- 42 academic advising and student success.
- 43 ● Develop an advising communication plan for the institution appropriate
- 44 for all constituencies.
- 45 ● Revise and implement a comprehensive orientation program that gives
- 46 equal 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 siloed system.”*

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

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

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

66 **Whereas:** University Policy S15-8: Retention, Tenure and Promotion for Regular Faculty
67 Employees: Criteria and Standards specifically states that the Service Category
68 must include *“...advising, mentoring, and participating in activities to enhance*

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

69 *student success that are not subsumed in teaching or the primary academic*
70 *assignment;” and*

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

74 **Resolved:** That the administration of San Jose State University prioritize making
75 demonstrable changes to the advising structure based on the recommendations
76 from the 2019 and 2023 NACADA reports and from current publications;
77 and therefore, be it

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

79 **Background/Rationale:** Will be included in final read.

80 **Approved:** April 9, 2024

81 **Vote:** 15-0-1

82 **Present:** Samuel Brown, Diya Doshi, Lisa Giampaolo, Estevan Guzman, Melinda
83 Jackson (non-voting), Amy Leisenring (non-voting), Ravisha Mathur, Kelly
84 Masegian, Sarab Multani, Romey Sabalius, Soma Sen, Jon Tucker, Julian
85 Vogel

86 **Absent:** Gilles Muller

87 **Financial Impact:** None

88 **Workload Impact:** Small initial workload for Academic Scheduling to modify the current final
89 exam schedule, as well as update relevant documentation to say culminating
90 activity.

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University Policy

Student Advising and Holistic Student Support Services

I. Tenets of Advising

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

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

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

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

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

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

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

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

University resources, including both financial resources and appropriate staffing hours, that support advising goals and objectives should be a priority and

127 appropriate to the work required.

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

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

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

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

148 II. Support Services for All Students

149 **Career Advising.** Career advising is defined as assistance for students to
150 successfully prepare for employment through career exploration, personal skill
151 development, and connection to employers.

152 Career advising should be conducted by career center specialists, advisors, and
153 faculty and supported at the university level. Career advising should be
154 connected to college and department-level activities, as faculty play a critical
155 mentoring role in career choice, and student groups have formal interactions
156 with industry members that can lead to employment.

157 **Holistic Student Support Services.** Holistic student support services provide
158 for the student beyond their academics, including health and wellness, basic
159 needs, financial support services, and programs that support various social and
160 cultural identity groups. Holistic student advising requires comprehensive
161 knowledge of the many offices and programs that provide holistic support,
162 including, but not limited to: SJSU Cares; Student Wellness Center; Counseling
163 and Psychological Services (CAPS); Accessible Education Center (AEC); Peer

164 Connections; Education Opportunity Program (EOP); Bursar's Office; Financial
165 Aid Office; Cultural Centers and other Resource Centers.

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

168 III. Undergraduate Academic Advising

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

172 Major and minor advising should be governed by curriculum and policies as
173 described in the university catalog. Major and minor curriculum is developed by
174 the faculty and is department-driven. Advising may be formal or informal and
175 conducted by staff advisors and faculty.

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

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

184 IV. Graduate Academic Advising and Research Advising

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

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

194 **Graduate Program Coordinator.** The Graduate Program Coordinator (also
195 sometimes called a Graduate Advisor or Graduate Director) is the primary point
196 of contact for graduate students at the program level and serves as a liaison
197 between programs/departments and the College of Graduate Studies. While the
198 specific responsibilities of Graduate Program Coordinators vary across
199 programs, they are generally responsible for supporting academic student

200 success, assisting students in making timely progress towards degree,
201 overseeing comprehensive examinations, and advising students on degree
202 requirements and policies and procedures at the program, college, and
203 university levels. Further, Graduate Program Coordinators formally approve
204 students' candidacy forms, assist with student petitions and forms, and assist
205 students who are placed on academic notice or probation, and refer students to
206 other support services on campus when needed.

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