

Date: October 30, 2014
To: Undergraduate Council
From: Divisional Chair Andre' Knoesen
Subject: Academic Senate Review: Establishing Values and Principles to Guide Undergraduate Advising

On October 16, 2014, the Executive Council reviewed the *Undergraduate Council's Four Principles regarding Academic Advising of Undergraduates* (enclosed). On October 17, 2014, Undergraduate Council (UGC) Chair Jeffrey Williams, Divisional Chair Knoesen and Executive Director Anderson met with Advising Director Brett McFarlane. During the meeting Director McFarlane provided a draft copy of *Values, Mission, and Outcomes for Undergraduate Academic Advising* (enclosed). Director McFarlane provided the following statement as background, "When I arrived on campus I was unable to find a document that addressed what academic advising is designed to achieve nor a delineation between academic advising in the colleges and the numerous other advising positions that exist in support units across campus. I utilized a recently formed advisory committee, the academic advising assessment task force (ATF), to work with me in preparing a draft document to present to the staff advising community for input over the summer quarter. ATF members had recently returned from a NACADA (the global association for the development and dissemination of innovative theory, research, and practice of academic advising in higher education) Assessment Institute, and were well prepared to work on this initial draft document. The ATF membership includes a college associate and assistant dean, two college advising directors, deans office advisors, departmental advising representatives, as well as a content expert from the Center for Excellence in Teaching and Learning (CETL). The task force met bi-weekly over the summer and completed a draft document that was presented to Council of Associate Deans' (CAD) members for feedback and input. The draft document was then taken to advising staff meetings at each undergraduate college for input and revision resulting in the attached document."

I would like UGC to review the documents and recommend to me whether these documents may be combined to provide an Academic Senate statement concerning undergraduate advising. During review, I encourage UGC to gather input from a broad cross-section of campus stakeholders and collaborate with Director McFarlane. Please submit your recommendation by January 6, 2014. I would like to take your recommendation to the January 15, 2015 Executive Council meeting for discussion and possible endorsement.

Enclosures

c: Advising Director McFarlane (w/enclosures)

Undergraduate Council's Four Principles regarding Academic Advising of Undergraduates

(1) Advising about academics is the responsibility of the Senate, and any unit offering academic advising is subject to the oversight of the Senate, not the Administration. (Academic advising encompasses selection and ordering of courses, selection of majors and minors, indeed, anything involving academic credit. Academic advising also encompasses internships and career advice not directly involving academic credit if there is an indirect effect on courses and majors selected. It is formal and systematic academic advising that is subject to oversight.)

(2) Advising about majors and course sequences is best done at the level of the department or program involved. Given the considerable range in the sizes of majors and the complexities of requirements, the organizational forms of advising should be expected to be quite different, and at the discretion of the department.

(3) Faculty will contribute to student advising by helping students to plot an academic trajectory in response to individual students' needs and interests. Faculty academic advising exists in collaboration with staff advisors' oversight of requirements and other technicalities. In all departments, designated faculty should be actively consulted in the academic advising by staff, even if notional reporting lines are through other staff. Faculty involvement in student advising should be recognized and valued.

(4) The effectiveness of advising and of the department's organizational form for advising will be examined through the existing system for reviewing majors, conducted through Undergraduate Council and its subcommittee, Undergraduate Instruction & Program Review. The effectiveness of academic advising by units other than those offering majors will be examined through the existing subcommittee of Undergraduate Council, Special Academic Programs.

Two action points for Undergraduate Council this year:

(a) Are the questions about advising asked of recent graduates sufficient to determine the effectiveness of academic advising and to identify any problem areas? Should faculty, in their anonymous survey for program reviews, be asked about advising?

(b) What is the effectiveness of advising, done at the college level, for those entering UCD with Undeclared as a major? Do Undeclareds take unusually long to graduate or leave disproportionately? Are there differences in outcomes for Undeclareds across colleges? Should there be a change in the procedures or time by which an Undeclared must declare a major?

Values, Mission, and Outcomes for Undergraduate Academic Advising

VALUES

The UC Davis academic advising values reflect the university's purpose and goals, which are articulated in several key documents including: the Principles of Community, Vision of Excellence, and the Undergraduate Educational Objectives. As an advising community, we are committed to:

- providing timely, accurate, and intentional advising to all students;
- establishing a culture of shared responsibility and accountability for student academic success;
- engaging students in a professional process of honest self-reflection and meaningful inquiry; and
- fostering interactions that recognize and honor each student's unique identity, contributions, interests, and academic, career, and life goals.

MISSION

Academic advising at UC Davis is an extension of the teaching and learning mission of the university that engages students as active and responsible partners. In collaboration with faculty and staff academic advisers, students develop actionable plans to realize their educational, career, and life goals. Through these endeavors, students will develop the knowledge, skills, and dispositions necessary for educational success.

OUTCOMES FOR UNDERGRADUATE ACADEMIC ADVISING

As a result of academic advising, students will be able to:

- know, access, and use appropriate resources, tools, and strategies to navigate complex institutional systems;
- develop academic and professional relationships appropriate for active and intentional participation in a vibrant community of learning and scholarship;
- successfully integrate curricular and co-curricular learning opportunities; and
- use critical self-reflective practices to inform decisions about educational, career, and life goals as these connect to personal skills, interests, and abilities.