



# **Davis Division Academic Senate**

## **Request for Consultation Responses**

### **Undergraduate Student Advising Principles and Values**

**January 6, 2015**

Undergraduate Council is being asked to recommend a set of Academic Senate Undergraduate Student Advising Principles and Values. The recommendation will be discussed during the January 15, 2015 Executive Council Meeting.

# **Council of School & College Faculty Chairs (ENGINEERING)**

**January 14, 2015 4:54 PM**

*Response continued on next page.*

Wednesday, January 14, 2015

To: Andre Knoesen, Chair  
Davis Division of the Academic Senate

From: Niels Grønbech-Jensen, Chair  
College of Engineering Faculty Executive Committee

SUBJECT: Undergraduate Council's Four Principles regarding Academic Advising

The Executive Committee is generally in favor of shared principles and standards of advising, since this helps all parties agree on their expectations. We comment as follows:

- Principle 1

We observe the strong statement regarding the responsibility of the Senate (not the administration) to oversee advising. We agree, but notice the shift in recent years to shared advising services housed in the Dean's Office.

- Principle 2

The committee agrees.

- Principle 3

We agree in spirit to the involvement of faculty in professional decisions. However, such expectation should be well-matched with the reality of faculty commitments to core priorities, such as actual teaching, curriculum development, research, graduate student mentoring, and professional service. The ratio of numbers of students to faculty can easily make comprehensive planning of academic trajectory impossible for faculty to conduct.

- Principle 4

The committee has no comments.

# **Council of School & College Faculty Chairs (LS: MATH/PHY SCI)**

**December 3, 2014 1:12 PM**

The L&S Executive Committee would like to strongly support Undergraduate Council's emphasis on the centrality of faculty in advising, the authority of the Senate over most aspects of advising, and the key role of department- and program-level advising of majors.

(Although it was not discussed at the L&S meeting, I would add that I would personally prefer to have some of the administrative jargon removed from Director McFarlane's draft. For example, "intentional advising," "actionable plans," and "co-curricular learning activities" are phrases that one would never find outside this kind of document. If they communicate anything at all, it is that the writers are not paying much attention to communicating outside their own in-group.)

# **Graduate Council**

**October 31, 2014 12:08 PM**

*No response at this time.*

# Undergraduate Council

**January 30, 2015 2:33 PM**

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. Undergraduate Council will require an annual report on Academic Advising at all levels from the Academic Advising Director. 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?