

**Advising Working Group
in Collaboration with the University Senate
Academic Policies and Faculty Affairs Committees**

Feedback Collected on Draft Policy Document 4-27-21

Non-Policy Pathways Forward - Small Steps

We need a path forward for some change... and a consistent message about what students can expect from their advising experiences

1. Message Students about Advising: Provost message in September to faculty members: please message advisees early in fall term (as professional advisors and some faculty already do) offering to meet during their posted office hours anytime in the semester or make an appointment for advising.

Messaging Sample: At HSU students are required to meet with their advisor at least one time each semester. While advising happens across the semester, when next term class schedules post, students may need to make adjustments in consultation with their advisor. That is a busy time for making these adjustments, so early meetings are encouraged.

2. Advising hold goes on and can be lifted anytime after add/drop
3. Targeted one-time funds to reduce advising loads for high enrollment majors that request support
4. Faculty Advising Fellows (outreach focus on tailored support to department training needs; work on specialized advising like readmission?)
5. Collect baseline data on the student advising experience in the coming months

Advising reform “minimums” based on working group discussions

- Every student at HSU has an invitation and structured opportunity to meet with their advisor (professional or faculty) at least once each term

- Advisors have the training to review and discuss academic plans, provide career/graduate school advice, and direct and connect students to other campus resources to support their academic success and well being (holistic advising)
- Advising is resourced to meet expectations
- Communication is coordinated and consistent
- Training structures are in place, meet needs, and resourced
- Advising is evaluated regularly

This is a summary of the feedback we received from Department Chairs, APC, FAC, and SenEx on the policy document we disseminated for community comment and input.

Academic Policies Committee

- the core of the resolution (25 students/advisor) is worth discussion.
- needs clear definition of holistic advising
- needs clear definition of cultural taxation
- consider ways that advising assignments might be circumvented by students who want to connect with an advisor who shares a faculty/advisor ID
- make clear that advisors would be trained & supported in any new request that comes from changing advising policy
- the details in the advising handbook could help clarify holistic advising, but could become a lightning rod for debate about advisor responsibilities
- Expectations that the work would be commensurate with the compensation

CNRS Chairs and INRSEP+ Director Nlevita Bueno Watts

- Chairs like the 25 advisees/faculty advisor. This would allow faculty to do the holistic advising they'd like to do but cannot. Questions about where resources would come from to get advising loads down to this number. Many CNRS departments have faculty carrying double that amount.
- Regarding the statement: "Faculty with fewer than 20 advisees maybe assigned by their Dean to advising support responsibilities such as reinstatement", chairs requested clarity in the policy of how this would work and if additional activities could be added to improve options.

- Clarifying the definition of holistic advising and ensuring it includes discipline-specific best practices was recommended. See attached ERE's [Advice Road Map](#), adopted from CSULA's Golden Eagle Flight Plan (attached).
- A suggestion: add to this policy document is how to mentor or hold faculty responsible for providing high quality & holistic advising. Integrating with RTP would be helpful.
- "Faculty do not have the time, knowledge, or skills to do the type of holistic advising EOP, maybe ACAC, ITEPP and INRSEP do. Faculty advisors should only be required to talk about courses, grad school, and careers, and have a handy list of where to send students for their other problems, unless they are directly related to problems happening in classrooms or the department. I have 50-60 students on my caseload and can't get to them all..."

CAHSS Council of Chairs

- CAHSS council of chairs general response was negative
- CAHSS chair concern about the tension between the vague labor expectations in Appendix J and the specifics of the emerging advising policy
- "If holistic advising is training advisors to be informed about resources on campus I support this idea."
- The CBA is what ultimately defines our workload. I see no numbers associated with advising loads in the CBA so how will an HSU policy with a defined advising load actually be enforced and financially supported?
- Cultural taxation is a serious equity issue at HSU. I do not see how this draft policy addresses this inequity on faculty time and energy. I would like to see this cultural taxation issue addressed directly.
- As an advisor, I focus on helping students understand how to navigate university resources and requirements. I also focus on advising for the profession, student's learning and career objectives, and on internship/professional opportunities to consider pursuing during their time at HSU. I spend time working one-on-one assisting students with career specific advising. Is there more that's required for "holistic advising?" [No... that's holistic advising as the working group has discussed it]

Senate Executive

- The CBA (not Senate policy) is the ultimate mandate for workload. Even if this policy caps advising loads at 25, there is nothing to hold that cap if the budget necessitates it. So we could be left with heightened expectations for advising and then any hope of (more) fair workload could be taken away. For example, consider the recent retraction

of 1 unit added WTU for high enrolled classes and the need to use the CFA and grievance process to retain.

- Faculty in many Departments are already doing or trying to do what the working group defines as holistic advising. In several Departments they are doing that with advising loads upwards of 40. We need a way to support them doing that work.

Kathy Thornhill on Holistic Advising

Holistic student supports: An approach designed to provide all students with the type and intensity of support they need to identify and select the best pathway to achieve their educational and career goals. A holistic approach meets students where they are, addresses their individual needs, leverages their strengths, and focuses on student development and learning (See [Holistic Student Support Toolkit](#)).

Addendum: Holistic advising does not mean that (faculty) advisors have all the answers. They are a bridge between their advisees and navigation of the university.