

## Professional Development Committee

Minutes from February 18, 2009

### JOINT MEETING WITH ADVISING SYLLABUS GROUP

<b>Members in attendance</b>	Terri Farr, Grace Johns, Melissa Moody, Raz Steward, Kathy Schmidt, Mark Vegter, Jennifer Frobish, Tiffany Borne, Susan Woolen, Kerri Fuller, Nancy Fewkes, Amelia Noel-Elkins.
<b>Members absent:</b>	
<b>Advising Syllabus: History</b>	<p>The Professional Development Committee created the 2/26/09 session with Wendy Troxel as a means to begin the process.</p> <p>In addition to this, we have reviewed examples from NACADA or other institutions to determine the types of things they are incorporating into their syllabi. We have determined that a developmental approach is necessary, and we would like to see our model incorporate institutional values and <i>Educating Illinois</i>.</p>
<b>Advising Syllabus: Goals and Purpose</b>	<p>Syllabus will serve as a model for student development and growth through the service of academic advising. The Syllabus committee will create a model for the typical, native 4-year student, as well as a model for the transfer student. Mark shared that the Career Center has a 4-year plan in place that is developmental in nature and is separate from the 4-year plans of study that they provide. Kerri provided the link to the group <a href="http://www.careercenter.ilstu.edu/students/Find_a_major.shtml">http://www.careercenter.ilstu.edu/students/Find_a_major.shtml</a>. (See the menu on the right when the page loads).</p> <p>Syllabus will have a general focus and provide a template for departments. We do not want to create a model that states . . . “Honors students would do this . . .” Rather, the department can take our model and tweak it to their population.</p> <p>Academic Advisors, regardless of area, will understand academic policies, as a result of the syllabus.</p> <p>Tiffany expressed her desire to have a student involved in the decision-making process. AAAC also wants students involved. The type of student we would look for would be a “typical” student. Peer Advisors, Preview Guides, SGA members, etc are students who have insider knowledge and may provide insight that is too developed for our purposes. We would like a mature student, who can handle the responsibility and contribute in a meaningful way, but who does not already have a higher level of knowledge about campus.</p>
<b>Advising Syllabus: Process</b>	The committee has already reviewed examples from the University of Arkansas-Fayetteville and Ivy Tech. They are also seeking out learning outcomes from NACADA and other resources.

	<p>Raz will issue a call for syllabus examples from within the institution. We know that U College had a document in the past. Anjie Almeda has a model in place and is testing it out. More than just viewing these models, we want to discuss how they actually use them and how effective they are.</p> <p>The 2/26/09 session with Wendy is finalized and will provide advisors the chance to work on student learning outcomes for their own advising process. This will provide the syllabus group a starting point for their own work.</p> <p>Once we have identified student learning outcomes, we will work on outcomes for the advisor. We will discuss how to integrate these two pieces during the 26<sup>th</sup> session.</p>
<p><b>Advising Syllabus: Assessment</b></p>	<p>One concern for this syllabus is that while a common syllabus will align advising with the teaching mission of the institution and help keep advisors consistent, what happens if we don't accomplish all of our goals each time we advise? How do we account for those unique students who don't fall within our model? How do we gain support for advisors, giving them recognition as administrators and professionals? Assessment is hopefully the answer.</p> <p>Grace shared that the assessment committee has already begun work on the assessment of student views of advising.</p> <p>Assessment of the syllabus will need to include process versus outcomes.</p> <ol style="list-style-type: none"> <li>1) How advising works on campus (a definition of advising at ISU)</li> <li>2) What are our students actually gaining from advising</li> </ol> <p>Mark shared that SGA wants to see both of these pieces assessed and would like it done annually.</p>
<p><b>Advising Syllabus: Timeline</b></p>	<ul style="list-style-type: none"> <li>★ Review process Spring 2010</li> <li>★ Syllabus is utilized beginning Summer 2010.</li> <li>★ Assessment will take place once the syllabus is in place.</li> </ul>
<p><b>IDS Minors &amp; Apply to Your Minor: Professional Development Session</b></p>	<p>Becca Chase has approached our group, requesting time during a ProDevo session to talk about the Women and Gender Studies minor.</p> <p>Our request for such a session would be to address how a minor in WGS is valuable to all majors and how the classes directly apply to the student's career. We would like to avoid a session that simply tells advisors the requirements of the major.</p> <p>As a result of this conversation, the committee is pursuing a Summer Professional Development Session based on all IDS minors. We will tie it to the launch of Apply to Your Minor, which is expected to soft launch in June and hard launch in August. Potential dates include June 15 or any day that is a Preview Day One only day.</p>

	Terri will feel out the IDS minor advisors to see if there is interest. If summer is not a possibility, we may tie this into FAD.
<b>Other Topics Discussed</b>	<p>Terri shared the article “Strengths-Based Advising” by Schreiner and Anderson. It was mentioned in the previous meeting.</p> <p>Kathy reminded us of our goal to create a committee mission statement and to develop goals along with that. A handout was provided.</p>
<b>Next Meeting</b>	<p>March 4<sup>th</sup> from 10-11am in SCH232</p> <ul style="list-style-type: none"> <li>★ Summer Session planning</li> <li>★ FAD planning</li> </ul>