

**Professional Development Committee  
Minutes from March 4, 2009**

<b>Members in attendance</b>	Terri Farr, Melissa Moody, Raz Steward, Kathy Schmidt, Mark Vegter, Jennifer Frobish, Susan Woolen, Kerri Fuller
<b>Members absent:</b>	Amelia Noel-Elkins
<b>2/26 Session Discussion</b>	All who attended felt Wendy's session was very helpful. The handout she provided was excellent. <b>Can we ask Wendy to provide an electronic copy for those who did not attend?</b>
<b>Advising Syllabus: Updates</b>	<p>Advisors across campus have received emails from Grace Foote Johns requesting syllabi. Concerns have been expressed regarding the timing of her emails because advisors are swamped right now. It does not seem that the Syllabus Committee is willing to slow down, based on recent emails.</p> <p>Our committee is concerned because we feel learning outcomes need to come first before a syllabus is even considered. The outcomes are the foundation for the syllabus and certainly the basis for assessment.</p> <p>We have elected to have Raz Steward attend Syllabus Committee meetings, as our voice on that committee, helping to direct the syllabus. The ultimate goal is to have a document that has a common foundation but can be adjusted within a department to reflect its needs. The committee is comfortable handing off the task of creating such a document, as long as we still have a voice in the process and so long as assessment is on board as well.</p> <p>Given that we want to start this process by calling for learning outcomes, we feel that perhaps AAAC needs to be the group to call for such outcomes from advisors across campus. Mark will address that in the AAAC meeting on 3/5. His hope is that the Syllabus Committee will solicit input from campus, draft an outcomes document, and then tweak that with all advisors. From there, we have buy-in and can draft a syllabus.</p> <p>Terri is going to contact Grace with our hopeful next steps and make the suggestion that the committee consider the University of Arkansas-Fayetteville as a starting place. We will be utilizing their documents during the 3/25 prodevo session so perhaps that is a good place for Grace's committee to start.</p>
<b>Advising Syllabus: Assessment</b>	<p>Susan expressed the concern that once these materials have all been created, will they actually line up with what we want to assess? A discussion then took place regarding satisfaction-based assessment and actual outcomes-based assessment.</p> <p>The committee feels we need to continue utilizing Wendy Troxel's expertise and connections to make sure our documents are on track and</p>

	<p>focused. She has expressed an interest in continuing to assist us.</p> <p>We hope to have documents that can begin assessing students from the time they enter the institution to the time they leave.</p> <p>Mark shared with the committee that the College of Fine Arts is actually piloting an assessment program of their advising. They currently do not have a full time advisor for music and such assessment might provide support for getting a full time position. Their tool focuses on all of the things that we would hope to assess. All advisors within CFA worked on the document and are involved in the process so there is great buy-in from that college. As they have developed the tool, they have made sure that it puts the onus on the students and ultimately reflects their learning and <i>not</i> advisor performance. Once the pilot is complete and results are considered, AAAC hopes to share this with all departments as a template.</p> <p>A concern was raised regarding the difficulty we may face getting faculty to buy-in to the necessity of this type of process. Because this is a college-level assessment that will be piloted and evaluated thoroughly, we feel CFA's process may help us justify the need. Additionally, it will help departments that participate in outside accreditation because many of the instruments currently used to assess advising for those departments are not accurate reflections of advising on its own. This type of tool will help in accreditation.</p>
<p><b>Fall Advisor Day 2009: Logistics</b></p>	<p>We have chosen Monday, August 10<sup>th</sup> as our FAD. Our goal is to offer a half-day program.</p> <p>Kathy is going to check on the availability of COB, but Melissa will also look into the Alumni Center as an option.</p> <p>Kathy will be looking into breakfast options for that morning. By offering only a half-day program, and recognizing that we want to host a Spring Advisor Day too, we want to keep costs low.</p>
<p><b>Fall Advisor Day 2009: Topics</b></p>	<p>The committee has chosen to utilize FAD as a training and informational day to incorporate our dual focus. By offering a Spring Advisor Day, we hope to provide more of a symposium to advisors, during which they can attend developmental sessions of their choice.</p> <p>For FAD, we would like to consider the following:</p> <ul style="list-style-type: none"> <li>★ Updates from Committees.</li> <li>★ Invite YearOne coordinators, Danielle Lindsey and Danielle Miller-Schuster to begin the day by discussing YearOne Initiatives and how those will impact advisors.</li> <li>★ From there, we would ask Grace to provide information regarding the learning outcomes that her committee has created and the direction that is providing for an advising syllabus.</li> </ul>

	<ul style="list-style-type: none"> <li>★ Our next session would allow John Walker to share the College of Fine Arts pilot program on advising assessment.</li> <li>★ We would like to have a keynote/guest speaker, who will address transfer students. Mark has a contact already and will work to see if this can happen.</li> </ul> <p>We also discussed how to incorporate a conversation on veterans and current students, who are active in the military. Susan has a meeting with ROTC in April to discuss how to advise students in the military. They requested the meeting, as many military students major in Criminal Justice.</p> <p>Susan also provided information on the 104R forms that military students have to complete. Many of us had not seen these forms or did not know what they were called.</p> <p>In the end, the group felt that with the expected rush of veterans to college campuses and with so many students serving on active duty, advisors need to be informed of how to work with these students and the unique challenges they face. We may consider incorporating them into FAD, with the possibility of ROTC sponsoring breakfast, or we may provide a professional development session early in the fall on just this topic.</p>
<p><b>Potential Professional Development Session</b></p>	<p>After a brief explanation of the “old” Professional Development Committee, Terri shared that there are funds available to provide a NACADA Workinar on campus in April.</p> <p>Joanne Damminger and Besty McCalla-Wriggins from Rowan University are offering a session through NACADA titled “Career Advising in Action: Try It and Apply It.” The session will be offered on campus on April 23<sup>rd</sup>.</p> <p>The Professional Development and Training Committee has elected to support the event, and we will advertise it not only to ISU advisors, but we will invite colleagues at Illinois Wesleyan, Heartland, etc.</p>
<p><b>March 25<sup>th</sup> Session</b></p>	<p>This session will serve as a wrap-up/follow-up session to our time with Wendy. It will be a working session again for folks to provide actual learning outcomes and give the Syllabus Committee a starting point.</p> <p>Raz is going to break down the learning outcomes from the University of Arkansas-Fayetteville and apply them to Wendy’s handout and what she shared during her session. It will give attendees a starting point for framing their own outcomes.</p>
<p><b>Next Meeting</b></p>	<p>March 18<sup>th</sup> from 10-11am in SCH232</p> <ul style="list-style-type: none"> <li>★ Budget proposals for FAD and SAD</li> <li>★ AAAC updates from Mark</li> <li>★ Finalize the 3/25 session</li> </ul>