CONVERSATION TOPICS:
Building advisors of the future

Wheeler reminded heads of his belief in the importance of academic advising, especially at institutions like Armstrong with significant numbers of students who are first generation “college attenders.” Before launching a conversation on ways to engage new faculty with the advising process, he reviewed two issues:

- He reminded heads to put at least a sentence about advising in each faculty member’s annual evaluation.
- Greg Anderson will send heads a list of faculty who help him with undeclared advisement.

Following these pronouncements, we launched into a lively brainstorming session directed at ways to involve new faculty in the tradition of serious academic advising that has served students in past years.

Developing a Minor in Leadership

Wheeler referred heads to a handout titled “Leadership Curricular Issues” and asked heads to read it and give their thoughts to Mark Finlay and, in particular, on courses that should be added or deleted on the list. (Note: Professors Wong, Wilson, Nordenhaug, and Cato met with Finlay and Nordquist later in the month and completed this conversation.)

AGENDA

The only agenda item we had time for was Learning Community Plan for fall 2005. Wheeler referred heads to the handout titled “Learning Communities.” Greg Anderson will get in touch with department heads relative to sections to include in the learning communities. As learning community faculty teams are formed, Dr. Finlay will be taking them to lunch for initial discussions of strategies to make them as effective as possible. On the handout, FASTSTART refers to students with low math scores who are asked to voluntarily take MATH 0099.

Respectfully submitted,

Diane Sellers