

Advising Notes: by Advisors, for Advisors

Winter 2017

EAB Update

by Cheryl Kollin, Director, University Advising Center

This winter Wayne State University will launch the first phase of training and implementation of a new student success platform that will provide academic advisors with creative new tools for student communication, advising strategies, and retention initiatives. This platform works as a one-stop advising portal known as the Student Success Collaborative (SSC) and is a product of EAB (Educational Advisory Board).

For advisors, some of SSC's features include a sophisticated appointment scheduling system that allows for both regular student appointments as well as designated appointment times for special groups or "campaigns" of students. An advisor might decide to use this campaign strategy to ensure that certain at-risk groups of students (probation, exploratory, etc.) get the specialized advising they need to persist at WSU.

Another feature of interest to advisors is the ability to maintain static "watch lists" of students as well as specially filtered groups (i.e. with a specific major and within a specified GPA range) with whom you might wish to communicate or to track on degree progress.

Initial training and implementation of the platform, which will be referred to as "Advising Works," will focus on academic advisors and then proceed to other student service areas as well as faculty. Future phases of implementation will allow for even greater use of the SSC's retention tools such as specialized alerts across student service departments and early assessment indicators that advisors can use in partnering with faculty and various student service offices to get students the proactive support they need to persist and graduate at Wayne State University.

The SSC has a proven record of success and WSU is excited to begin use of its comprehensive tools and resources. The WSU training team is currently working on a training plan to make sure all advisors get thorough training on all platform functions and also have ongoing support within their school or college to rely on as needed. Stay tuned for training dates and other details as provided by the Advisor Training Academy.



INSIDE THIS ISSUE

Advisor Spotlight	4
AAC Updates	5
Introductions	3
Student Service Insider	5
Trainee Tips	3
Top 5 List	2
ATA Updates	2
Good News	7

EDITORIAL BOARD

- Kate Bernas, ab9599@wayne.edu
- Cody Bailey-Crow, fs3981@wayne.edu
- Rachel Pawlowski, fg6313@wayne.edu
- Royanne Smith, ad2073@wayne.edu
- Kenya Swanson, ae4082@wayne.edu
- Stephanie Chastain, bc0105@wayne.edu
- Tracy Castle, fk4510@wayne.edu
- Kim Morgan, eb4704@wayne.edu
- Mary Zinser, dz2123@wayne.edu



WSU Mission Statement

We will create and advance knowledge, prepare a diverse student body to thrive, and positively impact local and global communities.

Reminder: HLC Accreditation visit dates: March 6 and 7, 2017

ATA Update

by Kate Bernas, WSU Advisor Training Academy

Happy New Year! The two biggest ATA updates for the new year happened at the tail end of the old. The Advisor Training Academy was able to fulfill two of its primary objectives with the second round of Level 1 advisor certifications (now at 46 in all) and the certification of three at Level 2, and the formal recognition of these advisors at the Advisor Certification Tea in December. Dr. Brockmeyer was on hand to honor those who met these certifications and it was a great opportunity to come together as a community.

The launch of the Advisor Directory also happened in the final days of the term. See Cody Bailey-Crow's article on pg. 3, but, more importantly, take a look at the directory itself when you can. It is housed on the homepage of the ATA website: advisortraining.wayne.edu and both Cody and I would love any edits you have and your general feedback as well.

Winter 2017 also brings us new Lunch and Learns, more webinars, and a new ABC selection. Another round of the Advisor Training Curriculum (all 6 modules) will be offered again in the spring as well (dates still to be determined). All of this information can be found on advisortraining.wayne.edu and will be announced individually through the Blackboard site.

Finally, keep a watch for information on EAB training in the next few weeks and, for Level 1 advisors, a detailed reminder on requirements for Level 2 certification. As always, don't be shy about passing along any training requests or ideas you might have. As the saying goes, "we are here to serve!"

Top 5 Great Things about Attending a NACADA Annual Conference

by Anita Carter, UAC *

1. Pre-conference workshops

The caliber of the pre-conference workshops is outstanding and give the participants the time-on-task that is well worth the extra fee. They provide the opportunity for hands-on learning that isn't possible in the 50-minute conference sessions.

2. Conference sessions

With 25 sessions to choose from in each time-slot for two and a half days, it is virtually impossible not to find a session or two that is just the thing you are looking for. The quality of sessions has increased greatly as the association has grown to 12,000 members. There were 3,700 participants at the 2016 conference in Atlanta in October and the excitement was palpable.

3. City--points of interest, things to do

Each annual conference location is chosen for its amenities and the ability to host such a large group of people. The Hospitality Committee works hard to make sure that the participants have a variety of options for eateries and sights to visit. The Atlanta conference hosted us for our Wednesday evening reception at the aquarium, which was an exceptional experience.

4. Meeting "new" colleagues, catching up with "old"

With 3,700 participants all focused on helping students succeed, it's easy to make connections with people you have never met before. The conversations flow easily around common issues and the presenters are very willing to provide ideas, handouts, suggestions, and offers to make contact after the conference.

I always enjoy the opportunity to meet up with my "old" NACADA friends, people I have made connections with at previous conferences. Some of my NACADA friendships go back 15 years and more. Every time we meet, it's as though little time has passed.

5. Take-aways

I always come back with session notes and handouts that I can use as a starting point for a new initiative, new perspectives on how something we are doing at WSU could be tweaked to work better, and an eagerness to go to another conference. As a result of my conference attendance over the years, I have been able to stay engaged in my profession, contributed to governance of the organization on the Board of Directors, had the pleasure of mentoring other NACADA leaders, and have made some great life-long friends.

* article written for Level 2 Advisor Certification

Introducing: Tom Molina-Duarte

By Royanne Smith, Depts. of English and Philosophy



Last August, Tom Molina Duarte became the advisor for Wayne State's new Office of Multicultural Student Engagement. Like many of us, I was curious to find out more about the OMSE and asked Tom to explain his role there. He divided his position into three areas: assisting student orgs with events and meetings; presenting at student functions and staff/faculty workshops, and participating in any campus event with potential to open up conversations about student concerns and barriers related to diversity and inclusion. As an example, he talked about National Coming Out Day at the Ghafari and Towers residence halls in October. The event was well-received, as evidenced on OSME's Facebook page-- especially the 1000 Paper Cranes activity Tom helped organize. Following a Japanese tradition dating from WWII, students and other members of the campus community endeavored to create 1000 origami birds as a symbol of hope for universal acceptance and healing.

Tom's previous experiences made him an ideal candidate for the OMSE position. Shortly after graduating from George Washington University, he joined AmeriCorps's legal aid division in Chicago. Next he became a medical case manager for an HIV clinic in Philadelphia. When he moved to southeast Michigan, he first found employment in community development and later worked for the Ruth Ellis Center where he provided youth leadership and job training for homeless and at risk LGBTQ youths. The transition to Wayne State seemed natural to Tom who views higher education as a space for people to challenge themselves; he can envision youths similar to those he supported at the Ruth Ellis Center flourishing in that space.

His "space" at the OMSE is likewise evolving, and Tom is eager to become part of the advising community. He recently earned Level 1 Certification from the Advisor Training Academy and is looking forward to collaborating with academic advisors across campus to help WSU students achieve their educational goals.

On a personal note, when asked what he likes to do in his spare time, Tom shared that he is a cyclist and an avid reader. The latest book on his reading list? Chimamanda Adichie's *Americanah*.

Introducing the Advisor Directory

By Cody Bailey, Depts. of Geology and Environmental Science and Psychology

In recent years Wayne State University made an investment into academic advising by hiring professional Advisors for each department/program on campus. The results of that initiative have certainly paid off, with student retention and graduation numbers increasing by impressive rates in recent semesters; and yes, we all agree we're still not where we want to be (yet), but we're undoubtedly moving in the right direction. In fact, results have been noted by some of the highest members of our administration, including University Provost Dr. Keith Whitfield, and Associate Provost Dr. Monica Brockmeyer, both of whom have attributed such results, in part, to the advisors we have on campus. Kudos to us.

For those of us who do this work for a living, this acknowledgement for our role in student retention and graduation is certainly taken as high praise. Celebrating growth and positive trends should never be taken for granted, and it seems that we should continue this positive trend by striving for a more unified and collective impact across campus. We do this in many ways already, perhaps most notably with events like the Advising Summit and the continued growth of the Academic Advising Council. Still, we have been lacking a key piece of information for some time - something that would allow us to work more collaboratively and easily with one another. Enter the Advisor Directory.

One of the cornerstones of a coordinated effort in any business is knowing who you're working with and what you can expect out of your peers. Since the advisor initiative began, there has not been an easy way to identify who is responsible for advising students from college-to-college, never mind what their expertise or experience is.

(continued on pg. 4)

Consequently, the Advisor Directory was designed with a few things in mind:

1. It should be simple and quick for both advisors and students to identify who to speak with when looking for information about a particular program or department;
2. Advisors should be able to quickly identify individuals with committee appointments, special skills, areas of expertise, as well as memberships in professional organizations; and,
3. By bringing awareness to the two items above, advisors should be more comfortable contacting and working with peers in all areas of the University.

The Advisor Directory is housed on the Advisor Training Academy homepage: advisortraining.wayne.edu, and, as advisors come and go, gain ESS and promotions, and learn new skills, will require everyone's help to keep it as accurate as possible. We hope that as you use the directory you bring updates and errors to our attention by contacting either myself, Cody Bailey (fs3981@wayne.edu), or Kate Bernas (ab9599@wayne.edu). We sincerely hope you find the directory to be a welcome addition to our community's set of tools and find it meaningful in your work at WSU.

Quick Tips

By Stephanie Chastain,
Computer Science

*Looking for a quick
and reliable way to
do some fact
checking?*

*One site that can
help you is
factcheck.org. You
might also try the
[popular snopes.com](http://popular.snopes.com).
Got a "quick tip"? Send it to
ab9599@wayne.edu*

Advisor Spotlight

By Stephanie Chastain, Computer Science

Casey Rue joined WSU's College of Engineering as an Academic Services Officer in the Department of Civil Engineering (CE) in August 2007 (for those of you counting that is almost a decade ago!). He advised students majoring in CE, but also other specific populations such as student athletes, student veterans, and engineering bridge students. Earlier this year, WSU's newly rebranded engineering bridge program (EOS) received a large sum of money from DTE to support the needs of EOS students. Casey works directly with these students providing guidance, connecting them with campus resources, and checking on their academic and personal progress throughout the program. He also assists in the smooth transition of these students into their major departments. Finally, Casey organizes and represents the College of Engineering at freshmen and transfer student orientations, open house events, and provides tours of the College for interested groups.

Casey earned his first bachelor's degree in General Studies in 1999 and his second bachelor's degree in Sports Management and Communication in 2003, both from the University of Michigan-Ann Arbor. A few years later, in 2006, Casey completed his master's in Higher Education Student Affairs from Eastern Michigan University. He is also in the process of completing his Doctor of Education in Higher Education Administration at WSU.

When he is not representing the College of Engineering at various events, Casey enjoys watching college sports of all types, particularly Big Ten Football. His favorite team is the U-M Wolverines, but Casey is also a fan of the Detroit Tigers. He is looking forward to the arena opening downtown and having all of the Detroit sports teams together in one area.

The more recently hired engineering academic advisors especially rely on Casey's wisdom and experience for guidance. His advice for new student affairs professionals includes building a network, understanding the culture, and trusting what you observe within your environment. He also encourages all new academic staff at WSU to attend as many of the professional development events put on by the ASPDC, ASSC, and ATA as possible.



Student Services Insider

The Office of Multicultural Student Engagement (OMSE)

By Avanti Herczeg, Department of Art and Art History, CFPCA

Wayne State University (WSU) serves approximately 28,000 students hailing from nearly every state and 60 countries making it the most diverse student body among Michigan's 15 public universities. That is why in August 2015 the Office of Multicultural Student Engagement (OMSE) was developed, hiring Leonard Savala as its Director. Savala came to WSU from Michigan State University where he served as Director of Undergraduate Diversity in MSU's College of Agriculture and Natural Resources. Located on the 7th floor of the Student Center Building, OMSE provides students with a "safe and engaging environment that values, honors, promotes and celebrates the differences and similarities among all students with multiple layers of identity, including racial, ethnic, gender identities, romantic attractions, mental and physical capabilities, citizenships, and other identities both academically and professionally."

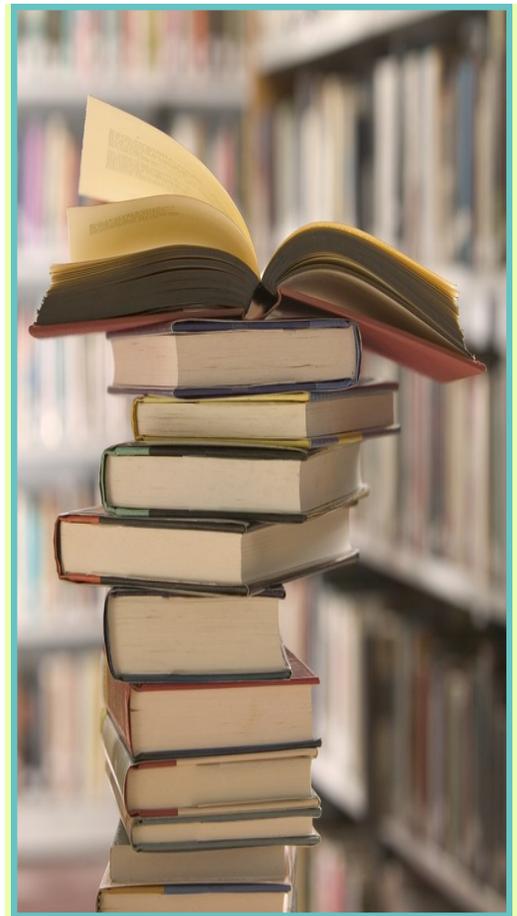
I had the privilege of speaking to Leonard to learn more about the department, hear about what events they have planned for the Winter 17 semester, and discuss his aspirations for the department. The OMSE office is staffed with four full-time people, four work-study students, and one student assistant. It currently works with a zero-dollar budget, however they do not let that stop them from providing quality programming and bringing special events onto campus.

One of Leonard's favorite quotes comes from Marquita Chamblee, Associate Provost for Diversity and Inclusion and Chief Diversity Officer: "How do you build a house while you are still living in it?" While the department is still relatively new and working to find ways to market themselves to staff and students, they find it hard to say "no" when an opportunity arises to speak at an event, participate in a summit or work on a student's behalf. When WSU students pushed to find a LGBTQ academic advisor, it was OMSE who advocated (along with WSU staff support) for the position. Leonard is also advocating, along with DOSO and CAPS, for a food bank to be located on campus. And, during the Winter 2017 semester, there will be identity based programming that will include: black history month events, workshops dealing with "safe-spaces" and phobias, sessions at the Charles H. Wright Museum of African American History, women's history month events, special graduation events, and more!

The office also provides tutoring in a variety of subject areas and a quiet study room for students. Hours and subject areas are currently being re-evaluated for the Winter 2017 semester. In addition, OMSE runs learning communities, "The Network" and "Rise," where students meet bi-weekly, learn how to navigate higher education, and are paired with peer and professional mentors. Finally, the department is developing a first year experience course, for 2 credits, expected to run in the Fall 2017 semester, and is working on outreach and a pre-college summer program for students about to enter WSU.

At such a crucial time, where much of the country feels divided, OMSE realizes there is an immense need for a department such as theirs and, while Leonard states that the department is still working on "building a solid foundation and guiding principles," they want the University to know what it is they do. Providing support, guidance, a safe space, and many times just lending an ear to our students, OMSE is dedicated to the understanding and meeting of WSU students' needs.

For more information, visit: <http://wayne.edu/diversity/omse/>



AAC UPDATE

By Laura Hetzler, AAC President

I am happy to announce that in September Ryan Ferrante accepted our appointment to head the AAC training committee. He will be assisted by Elizabeth Kondrat, Emily Reetz, Royanne Smith, and Helen Wilson. Ryan's vision for ongoing growth and training across the campus was inspiring to the entire board and we look forward to his leadership of this committee.

In the new year we will be updating the bylaws in light of our 2015 election results, exploring ways to provide funding equity for training opportunities across campus and possibly planning a spring social event for all advisors.

Best wishes as you head into the craziness of the semester end and enjoy your holiday break!

A Collaboration that is Distinctively Wayne State

By Juanita Pipkin, APEX Scholars*

The Wayne State University Strategic Plan states that *“By 2021, “Distinctively Wayne State will result in a thriving institution known for academic and research excellence where every student has a clear pathway to success and the opportunity to flourish in a diverse, collaborative and innovative environment.”* In the strategic plan, collaboration is highlighted as one of the core values of the institution. Interdepartmental collaboration and partnership can improve service delivery to students and leverage the talents of academic staff to advance the mission and goals of the university.

The 2016 American College Personnel Association-Michigan (ACPA-MI) Conference, “Out of the Box,” provided a forum for colleagues to engage in dialogue and share ideas and processes for student success strategies. In this spirit, Maurice Draughn (Academic Advisor, Music), Nanette Mc Cleary (Career Services) and Juanita Pipkin’s (Academic Advisor, APEX Scholars) presentation of “Freshman through Alumni, Collaborating for Student Success” demonstrated how four distinctly different departments can leverage the talents of advisors and academic staff to execute a program to introduce APEX Scholars with a pathway to student engagement and potential academic success. In this program, students were provided with a glimpse of the steps to becoming an alumni while they were incoming freshman students.

The rationale for this collaboration aligns with the research which indicates that students are more likely to persist in their studies if they discover a career that is congruent with their education, values and experiences (Robinson & Glanzer 2016). The idea for the collaboration came from an informal conversation between an advisor in APEX Scholars and a Career Planning Specialist in the Career Services Office. It was a springboard to bring other departments into the conversation including the College of Fine, Performing and Communication Arts (CFPCA) and the Alumni Office and resulted in a 4 part program for student engagement.

The 4 Part Series

Part 1 of the series was delivered by the APEX Advisor. Participating students were administered the low-cost, self-scoring RAISEC Career Interest Inventory and then grouped by type. The data was forwarded to Career Services for further evaluation. This initial introduction to careers provided students with an occupational interest cluster to consider. Thus the students had a tangible assessment and a starting point for additional research.

Part 2 of the series involved a pilot group of the students who expresses an interest in CFPCA majors. A meeting with departmental advisors and a professor in Music was arranged to highlight the programs in the college. The students received literature and contact information for all the key people in the departments and also toured the facility. The music faculty member shared his personal experience which included attending college, performing, working in the music business industry and returning to college as a professor. Connecting with an advisor and faculty member in the department engaged the students in discussions they would not have had without the collaboration.

Part 3 of the series was a dual workshop. While half of the student group was led by the APEX Advisor in a career research activity related to their individual RAISEC scores using online resources, the remaining half participated in an activity that focused on personal factors for career satisfaction. Both groups engaged in each exercise. This was a logistically challenging step, but very effective in engaging and moving the students forward in actively looking at their career options.

Part 4 of the series was facilitated by the Alumni Office. A panel presentation of recent WSU CFPCA alumni presented to the APEX Scholars students. Each alumni discussed their pathway to graduation and career and offered advice. Each alum encouraged campus involvement as their most important factor in college success and stated that leadership positions helped them to develop professional skills that were later used in internships and the workplace. Additionally, the panelist provided their contact information and offered to speak with the students in the future.

(continued on pg. 7)

Good News

We still want to hear your “Good News!” Please send along any personal or professional highlights from the past term; accomplishments, milestones, and other life events. Submit information to Kate Bernas at ab9599@wayne.edu.

(continued from pg. 6)

Program Learning Outcomes

Students identified campus professionals and Alumni that can be mentors or assist them in achieving their goals.

The students became comfortable speaking with professionals in the Major department and Alumni in their career field.

The student are able to identify the Career Services Office and its function.

The students identify the Alumni Office as a resource.

Conclusion

Interdepartmental collaboration offers more opportunities for students to gain knowledge and access about their profession and major. Collaboration as WSU Strategic Plan suggest can create pathways for student success. Although the coordination and planning is a logistical challenging, it is possible to create a program that benefits students and demonstrates what is “Distinctively Wayne State.”

References

“Distinctively Wayne State,” <http://strategic.plan.wayne.edu/> (11/9/2016)

Jessica A .Robinson & Perry L. Glanzer (2016) “How Students' Expectations Shape Their Quest for Purpose During College,” *Journal of Student Affairs Research and Practice* Volume: 53 Issue: 1 Page: 1-12

***Written for Level 2 Advisor Certification.**

