



ADVISING NOTES: BY ADVISORS FOR ADVISORS

Spring Summer 2019

New Initiatives, Experienced Students: Warrior Way Back and Adult Returning Student Programs at Wayne State

by Amber Neher, Advisor for Warrior Way Back and Adult Returning Student Programs

As a newcomer to Wayne State and also supporting a new program, I am incredibly fortunate to advocate for students who have an immense knowledge of our university, its history, and who are excited to share that enthusiasm with me and the returning adult student community. Many of our Warrior Way Back students have been working on their bachelor's degree on-and-off for longer than some of our most senior staff members! I would like to update you on the status of a few of our adult returning student initiatives, request your collaboration in helping these students, and to also invite your input.

As many of you know, the Warrior Way Back program launched in Fall 2018. In that inaugural semester, we welcomed 47 students back to Wayne State University. The Winter 2019 cohort included another 38, and by May 2019 we expect 18 students to have graduated due in part to this program. By the close of our first year, we will have ushered over 100 students back to the university.

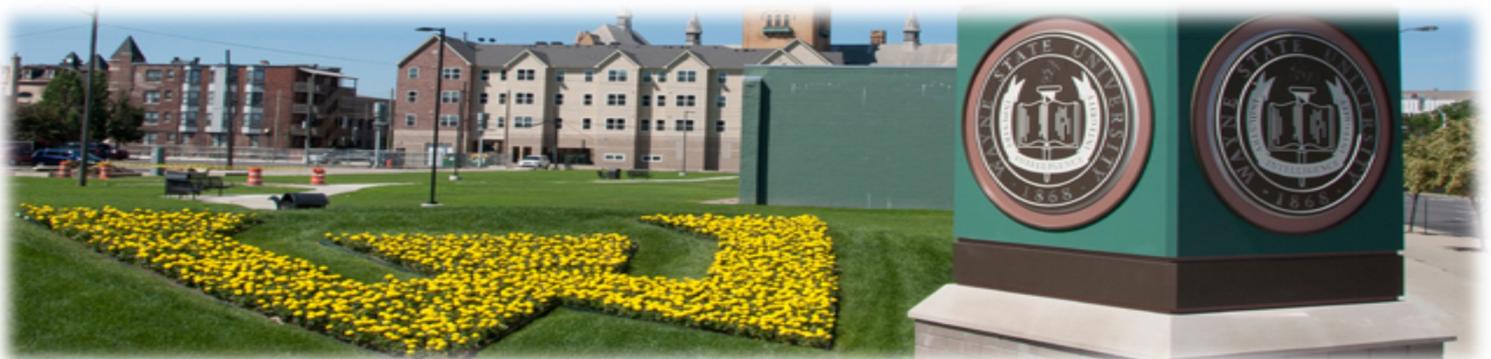
What do you need to know as a Warrior Way Back student's departmental advisor? When meeting with a Warrior Way Back or adult returning student, please keep in mind the characteristics that differentiate them from the traditional student. Our students are parents, grandparents, computer programmers, corporate executives, medical assistants, entrepreneurs, and everything in between. Adult students are typically juggling full-time jobs, childcare and/or eldercare, as well as financial responsibilities. This generally means that a full-time course load is not the best choice to promote academic success. Flexibility in course formats (evening, weekend, and online), and strong time management skills are essential. They are also battling the insecurity of being "the oldest person in the class," and may not have cracked open a science or math textbook in decades. It is critical that they feel supported in their decision to take time away from work/family and dedicate it to educational self-improvement. Generally speaking, our students in these programs are very receptive to help, but are not always sure where to look or who to ask. That's where advisors like you and I step in!

When you meet with a Warrior Way Back student, please complete a Warrior Way Back Academic Advising Agreement. This document is available on the

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"Our goal is to provide a welcoming, supportive community at WSU for our adult returning student population."

- Amber Neher



Advisor Training Academy Canvas site and includes a review of the requirements for WWB. These students are also required to connect with you at least twice each semester. Students who have been approved for the program will have a note on their Advising Works profile indicating that they must complete an advising agreement. Please e-mail me and the student a copy of the agreement, and upload it alongside your meeting notes in Advising Works. Students will have any preexisting holds removed after they meet with their departmental advisor and me. If you have concerns about the student's ability to meet the requirements of WWB or would suggest alternative arrangements for them, we are certainly open to accommodating them. Our goal is to help them graduate, not necessarily to adhere to strict requirements.

Not every adult returning student is part of the Warrior Way Back program – but I can still help! In recruiting WWB students, we found that many did not meet the criteria to be part of the program (no balance or low GPA), but they still wanted to wrap up their degree. In light of this, we initiated a Returning Warrior campaign to reach out to any students who have taken time away from college and could benefit from support similar to that available to WWB students. Some students may be a great fit for Phoenix, but they generally cannot pursue both WWB and Phoenix concurrently. Returning Warrior and WWB students are welcome to utilize me as a “touchpoint,” and are invited to participate in our Tuesday Talk series as well as other events. We also invite them to engage in our Facebook page. An updated Canvas page specifically geared toward adult returning students is in the works as well. Our goal is to provide a welcoming, supportive community at WSU for our adult returning student population.

As the WWB or adult returning student advisor, I function as a success coach and liaison with other departments, so I will try to keep the department advisor in the loop as much as possible with updates on the student. If you have questions about working with a Warrior Way Back or adult returning student, or know a student who could use our support, please connect with our team! Chloe Lundine in Enrollment Services is an excellent contact for finance-related concerns ([313-577-0783](tel:313-577-0783) or eh6055@wayne.edu), and I am here to assist with academic support ([313-577-8908](tel:313-577-8908) or aneher@wayne.edu).

WSU Advisors Address Wayne Experience: Building a Foundation for College Success

by Ryan Ferrante, Laura Hetzler, Elizabeth Hill, Emily Reetz, Solaf Shallal, Erin Wiseman

The addition of the Wayne Experience (WE) General Education requirement inspired us to brainstorm ways advisors could be more directly involved with student success. After reading the learning objectives for WE, we agreed that advisors are an untapped resource to deliver this type of course. By serving as instructors of this new WE course, we believe we will have the opportunity to more efficiently and effectively impact a larger group of students. We will assist students with developing resiliency to address the challenges and difficulties they experience as they navigate through educational and personal transitions. As advisors know, it is important for students to develop their sense of belonging to the Wayne State University community while building on their sense of purpose for their educational endeavors. Our goal is to lay a foundation of knowledge, skills and self-awareness that is necessary to enrich the undergraduate experience and to successfully participate in local and global communities as Wayne State University graduates.

The high-impact practices used in this class will engage students in developing their educational and career plans

by challenging them with interactive and thoughtful activities. Class assignments will include journal reflections, connecting with campus and community resources, academic and wellness goal setting, and a final comprehensive portfolio. We believe that all the WE courses have something unique to offer to first-year students, however, as advisors we are uniquely positioned to teach a course that will provide a holistic approach to the challenges students face in their college experience.

The College of Engineering (**BE 1060**), CFPCA (**FPC 1020**), and CLAS (**RSE 1010**) will offer sections starting in the Fall 2019 semester. The core curriculum of these courses will be the same, with slight variations depending on the college. All sections of BE 1060, FPC 1020, and RSE 1010 will be available to students of any major, but specific sections might be advertised to certain student populations.

Check out our elevator video pitch at <https://youtu.be/Ti9p9ZWzJ98>.

Student Services Insider—Housing and Residential Life

by Margaret MacKeverican, CLAS



Housing and Residential Life is going through some considerable changes starting Fall 2019! I had a chance to catch up with Nick Board, Marketing and Communications Supervisor, and Chris Rader, Interim Director of Residence, to discuss some of those changes and learn a little bit more about Housing and Residential Life.

Housing and Residential Life assists its residents in becoming responsible local and global leaders by creating community centered around four pillars: Academic Engagement & Success, Social Justice & Equity, Personal Responsibility & Development and Warrior Pride. Resident Advisors provide opportunities that uphold these pillars and foster an environment for students to engage with each other, enrich the student experience outside classroom, and contribute to the mission of Wayne State University.

One of the biggest changes happening in Housing and Residential Life is that Chatsworth and DeRoy will close May 1, 2019. DeRoy will be demolished and Chatsworth will be renovated to suite-style units. This means University Tower (UT) will be the only unfurnished apartment building. Additionally, starting Fall 2019, 120 First Year students will be allowed in Anthony Wayne Drive Apartments.

All of this is sure to bring up a lot of excitement, and concerns, from our students. With these amazing new upgrades to housing options, comes a higher price tag. This is a very real barrier for some of our students. Since the more affordable housing options are being closed, some students may come to us for guidance. Housing and Residential Life assures us, studies have shown that on-campus housing is 20%+ cheaper than area accommodations. We can also direct students to the list of housing rates and costs, which can be found at housing.wayne.edu/live/costs.

Housing and Residential Life is also launching a new Living Learning Community with the Warrior VIP program, which will be housed in Atchison. They are hoping to continue to develop the programs they currently offer, as well as to explore potential additions to their Living Learning Communities.

I also learned a lot of other interesting facts through my discourse with Nick and Chris.

I was completely unaware that some residents are required to have meal plans. They explained all residents

living in Atchison, Ghafari or Towers Residential suites must purchase meal plans, as they do not have access to full kitchens. Additionally, First Year students must have a “Weekly 15” or “Warrior Pass” plan. According to Maslow’s *Hierarchy of Needs* (1943), food is a fundamental need. Basically, unless this need is met, students will not be able to grow and develop. Housing and Residential Life wants students to be successful and building a meal plan into the requirements of being a resident ensures students are at least getting that basic need met.

Did you know that Housing and Residential Life is one of the highest employers of WSU students? For example, they employed students at the front desks of the residence halls and as resident advisors. This allows students to make money, while remaining directly involved in the campus community.

I also gained some insight on the various ways in which residents could get involved in Housing and Residential Life. We all have students who either love being involved on campus or are looking for opportunities to get involved. If they live on campus, then there are some great opportunities for them, such as the Residential Hall Association (RHA) and Hall/Community Council. Students’ involvement and engagement on campus is linked to continued success and persistence, so it is a great option to promote to your students (Astin, 1999; Quaye & Harper, 2009).

As a final question, I asked what they would like advisors to know or pass on to our students about Housing—they replied humorously, “Get students to read their emails.” If only we held that power!

For more information about Housing and Residential Life, please visit <https://housing.wayne.edu/staff/resources> or contact Chris Rader (chris.rader@wayne.edu) or Nick Board (nboard@wayne.edu).

Advisor Spotlight by Keith L. Wadley, College of Engineering (for L2 Certification)



Gail Evans-Hoze is a seasoned university employee with a non-traditional path to academic advising. Gail began her WSU career in higher education in 1980 working in the McGregor Memorial Conference Center as an Office Assistant and then Program Specialist. She left for the College of Engineering in 1998 and has been an academic advisor in the College's Industrial & Systems Engineering (ISE) Department since 2004. She originally started working in Engineering as a clerical employee, but demonstrated that she could take on more substantive responsibilities in academic affairs. It was quite a leap from her previous background, however, but she has excelled in the advising field and has added immensely to the profession. She holds ESS status since March 2009.

Gail is an alumna of the university having earned her bachelor's degree in 1980 with a major in Criminal Justice and then a master's degree with a major in Sociology in 1998. She has previously taught sections of UGE 1000 and APX 1000 and is in the process of preparing to teach a course in the ISE Department. She is loved by her students as evident by them returning to visit her years after graduation. In addition, she travels with her students annually for international and regional conferences, which allows them to form a close bond.

As a native Detroit, she has raised three daughters who have followed in her path of earning college degrees. She takes great pride in making sure that they are well-rounded and balanced young women. Gail loves sports; basketball, baseball, football—you name it, and she loves it. She has spent many years with her girls in gyms and baseball fields, where she passed her passion for sports on to them. You can also find her supporting many of our hometown teams like the Tigers, Pistons, and Lions on any given day.

Gail currently advises undergraduate and graduate Industrial Systems & Engineering students. In addition, she works directly with Study Abroad students from all engineering majors. Gail has also advised other academic majors in the college, Electrical & Computer Engineering and Engineering Technology. She loves her profession and the impact that she has in working directly with students and is always looking to help them even more.



Top 10 Takeaways from the Advising with the Brain in Mind Series

by Cody Bailey-Crow, CLAS

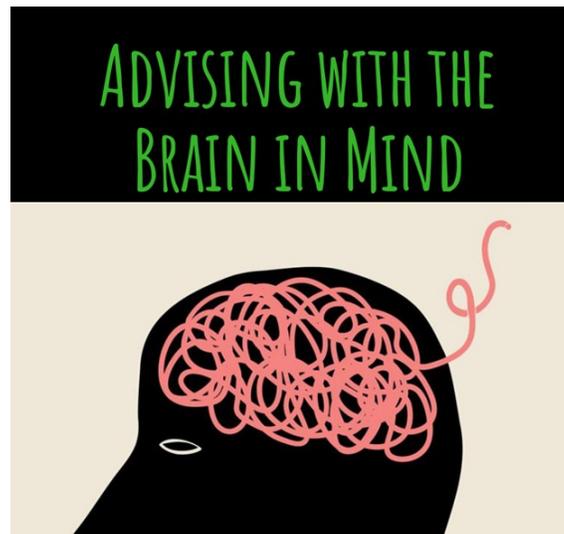
Over the past academic year, the Advisor Training Academy partnered with the ASC's Study Skills Academy to present a five-part **Advising with the Brain in Mind** workshop series. The overall aim of the series was to introduce academic advisors to some of the latest research related to study skills and to present effective learning strategies for advisors to promote to students. For those advisors able to attend one or more of the sessions, the takeaways were extremely valuable; I now have a great deal more knowledge about the roadblocks students face and the corresponding strategies they can use to overcome their various issues.

The workshop series, presented by Angela Zanardelli Sicker, covered the following topics:

- “Study Dos and Don’ts: Encouraging Students to Simplify for Success”
- “Discussing Distractions”
- “GPA 911”
- “Taming Test Anxiety”
- “Holistic Advising: The Effect of Wellness on Academic Performance”

After attending all five sessions, here are my top 10 takeaways from the series:

1. Our University has an amazing resource in the Study Skills Academy and in Angela. Seriously, if you're not utilizing their services and encouraging your students to do the same, you're missing out!
2. A brain-based and research-driven learning approach is a highly effective way for students at all levels to improve their learning. If you have students who need to improve their performance, the Study Skills Academy is the place to be.
3. Almost every student has academic weak spots or deficiencies, whether it's procrastination, test preparation, or the need to improve note-taking. The Study Skills Academy can help students identify those issues and can tailor a plan to address each one.
4. There is no such thing as a “*learning style*” - research shows that educators may actually be doing a disservice to students by continually promoting this archaic theory and accommodating students' learning-style preferences.
5. Many students struggle with technology disruptions while studying. Encourage students to think about this issue and ways they can overcome it (i.e., improve study time by eliminating potential distractions such as smart phones).
6. For students who struggle with failure, especially the first time, ask the following: “*How much will this issue matter in 7 minutes? 7 weeks? 7 months?*” This can help put failure into a larger context and lend helpful perspective.
7. For students struggling with procrastination and studying, help them make a GPA 911 Plan using the following steps: (1) Identify what has to be done, (2) Determine how this can be broken into smaller, manageable sections, and (3) Identify a timeline for the completion of each of those sections.
8. Test anxiety is often a symptom of poor test-preparation. When students express that they struggle with exams, review their steps for preparing for the exam — How much did they study for the exam and when? Was it through brief sessions completed over a longer period of time or did the student *cram* for the exam?
9. Testing for comprehension is very important – if you can teach the material to others, you're very well prepared to be successful on exams and in the class. Encourage your students to strive for this level of understanding regarding important material.
10. Wellness is an important (and often overlooked) component of academic preparedness. Students should stay hydrated, get enough sleep, and exercise from time-to-time. Their overall wellness, and their performance, will likely improve.



AAC Updates by Elizabeth Hill, AAC President

It's hard to believe summer is on its way! The 2018-19 academic year has been a productive one for the Academic Advising Council.

Thank you to all who participated in the special election for the addition of the Advising Community Service committee to the AAC. We are excited to announce that **Shawntae Mintline** (College of Education) and **Harman Singh** (CLAS - Anthropology) will serve as co-chairs of the committee. We look forward to their leadership and the opportunities this committee will organize to allow advisors to give back to our campus and local communities! More information about how to get involved will be coming soon!

The third annual spring picnic and AAC business meeting will be **Wednesday, May 15** from **noon to 4 p.m.** in Atchison Commons. Please be sure to join us for an afternoon of food, games and great company!

We continue to hold networking and social events for advisors at **Advisor Cafes** and **Advisor Meet Ups**. Summer Cafes will be held on Thursday, **June 6**, Thursday, **July 11**, and Thursday, **Aug. 1** at **noon** in the ASC Commons. We've had fantastic turnouts at past cafes and are always looking for more people to join us. We are also planning to head to Bakersfield and Mercury Bar for **Advisor Meet Ups** this summer. Dates will be announced soon.

The AAC has been working with Senior Associate Provost of Student Success, Dr. Monica Brockmeyer, to create an advisor job satisfaction survey. A Town Hall Meeting will be held in late May/early June to provide more information on the purpose of the survey and to answer questions advisors may have regarding this initiative. Invitations to the town hall will be sent out via email.

Nominations for **AAC board positions** are now being

accepted. You may nominate yourself or a colleague for an open position. If you nominate a colleague, that person will be asked to confirm whether they are willing to run. All council seat positions will begin on August 1, 2019. Please email all nominations to Rachel Pawlowski (fg6313). Voting will be done via email after the nomination process closes. Open positions are:

President-elect: The president-elect shall assist the president and shall serve as president in case of the vacancy, resignation, or removal of the president. The president-elect serves as the elections officer and is responsible for soliciting nominations and running the election process for board positions each year. He/she also serves at the request of the president on committees or task force groups.

Treasurer: The treasurer will have custody of all WSU-AAC funds and shall maintain such deposits in a federally insured institution approved by the board of directors. The treasurer shall prepare the annual budget, maintain a register accounting for all receipts and provide year-to-date and annual reports at board of directors and annual meetings, and have the books available for audit prior to the annual meeting. The treasurer is responsible for paying annual NACADA dues.



Harman Singh,
Department of Anthropology



Shawntae Mintline,
College of Education

ATA Updates by Kate Bernas, Advisor Training Academy

I wanted to thank everyone who participated in the **2019 Advising Practice and Training Needs Assessment** sent out early this year. The results have been very helpful for planning future trainings and have also been insightful for understanding the WSU advising community and our practices. I thought I would include some of the results here:

WSU Advisors

Of the 45 respondents, almost half (44.5%) have been advising here between 1 and 5 years. The remaining respondents are split between 6-10 and 11-20 years of experience. Also interesting is that 49% of advisors have over 300 advisees in their caseload and over 70% of

respondents consider themselves as part of an advising Team as opposed to a single advisor in a department. Also, while the top modes of advising delivery include In-person followed by email as well as phone advising (tied), there are a number of advisors who utilize group advising approach in some part of their program.

Training

The training needs of the advising community were assessed by competency area topics. The top **conceptual** training interests were in the areas of ethics, social justice, equitable and inclusive environments, and developing advising learning outcomes. The **informational** needs were

(ATA Updates—continued)

in Banner IX training, FERPA/legal guidelines, students with disabilities, and care reports. Finally, the **relational** areas interests included program assessment, advisor self-assessment, and meaning making and goal setting with students. Advisors also indicated, overwhelmingly, that they prefer a 1-2 hour training workshop format, followed by professional conferences and then full-day seminars and lunch and learns.

Not surprisingly, the Study Skills Academy's "Advising with the Brain in Mind" series was cited as one of the favorite trainings advisors have attended, followed by the full day Appreciative Advising workshop. Also mentioned numerous times were the Degree Works training, the WSU Advising Summit, and other trainings referred to as "practical and immediately applicable to advising."

As a result of this survey, look for trainings (individual or as a series) centered around the topics mentioned above. Also know that feedback is always welcome and appreciated at any time and individual training sessions can be requested through the ATA by contacting me at ab9599@wayne.edu.

The Advisor Training Academy plans to offer another round of **Level 1** modules in the fall (more information will come in the summer) and will launch two new initiatives this spring: **ATA Mini Grants** and **Advising Awards**. There are updates and changes happening on the website as well, which will be announced at various times over the next few months. Thanks, as always, for your continued support for the Advisor Training Academy and its programming.

Introductions by Kate Bernas, ATA



New Warrior Way Back (WWB) advisor Amber Neher's journey to WSU has spanned the country before coming to rest back in Michigan, but that journey gave her a sense of purpose for her work in higher ed and brought her home to where she feels she belongs.

Having grown up in Ferndale, Mich, and completing a BA in English and Spanish at Central Michigan University,

Amber moved as a newlywed and new graduate out to Barrow (now Utqiagvik), Alaska, with her husband for his work in public radio. While there, she worked as a recruiter and summer program coordinator for Ilisagvik College, a two-year tribal college whose name means "a place to learn" in the Iñupiat language. After a year there, she and her husband moved to New York City for his graduate studies and Amber continued her experience in higher education by working in admissions for The Rockefeller University, a graduate-level biomedical research university. When her husband's studies were complete, it was Amber's turn and she chose to pursue her MA in Higher Education at University of Michigan Ann Arbor. She also earned additional experience at Washtenaw College in their Orientation office.

Amber's work in advising began in 2014 when she took a position at Central Michigan University's Global Campus

working with their Interdisciplinary Programs. It was there that she found her calling in advising and, combined with her experiences with adult learners and nontraditional students at her other institutions, developed her unique interest in the WSU Warrior Way Back initiative. Amber had heard about the WWB program through a press release and, when the position was posted, knew it was a natural extension of what she had been doing in Alaska and elsewhere. As with the community-based approach to education found in the Alaskan culture, she recognized a similar approach within the WWB initiative—in particular the value placed on the returning students' experiences since they left, the reasons why they left, and how those both contribute to the larger picture for the student and their ability to complete their degree.

On a personal note, Amber and her husband Jake, who works for WDET, have a four year old son, Josh, and will be welcoming another son this July. They love living in the Detroit area, but also enjoy northern Michigan, camping, and other outdoor activities.

Contact Us

If you have comments or feedback regarding this edition of Advising Notes, or to contribute to a future issue, please email Kate Bernas, ab9599.

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