



# ADVISING NOTES: BY ADVISORS FOR ADVISORS

Winter 2020

## My Experience with Wayne Experience

by Jay Jessen, Mike Ilitch School of Business (for L2 certification)

I want to preface this article by stating plainly that this is my experience with Wayne Experience (WE) and the creation of BA 1100: Warrior Success. This article does not contain or reflect on the opinions of anyone other than my own.

I also think a quick background story will be helpful. I was an undergraduate student at Western Michigan University when I first heard of a first year seminar course. Their version of FYS was not required like WE now is here. It was purely an elective. I had the pleasure of leading two semesters of Fall Welcome cohorts and co-facilitating their respective sections of First Year Seminar. While the structure is vastly different, it was my first hands-on experience with a student-success-style course. It was also a major contributing factor in my decision to work in higher education as a career. Being paired with a faculty co-facilitator meant that we shared responsibilities and learning objectives, which, for an undergrad student, was inspiring. Being a part of FYS was truly one of my favorite experiences of my entire undergraduate education.

Fast forward to Fall 2018. I was plugging away on my Master's of Education here at Wayne State and I was beyond humbled when asked if I would help create a WE course for the business school. It honestly seemed all too perfect. I was in the Learning Design and Technology program and was learning about needs assessment and evaluation. The universe aligned because this was exactly when I was about to begin working on with the WE course. Using my preferred instructional design method, the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), I began to stake out what our needs were. We began a series of meetings with several important constituents. This included business school administration, staff, as well as several focus groups targeting recently matriculated students. We came up with a list of key course learning objectives through these assessment sessions. We also gained immeasurable insight on how to make a required one credit course less frustrating and daunting for students.

Now, I am going to backtrack for a minute. I apologize. The WE Community of Practice members all submitted amazing proposals based on the Provost Office's original Request for Proposals (RFP). The RFP process led us through the design stage and

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provided powerful insights and elements we would not have otherwise included into the course.

As part of the development stage, we finally settled on a content delivery platform that many of you are familiar with. We found that Cengage offered a great educational platform that many business students already use. This meant that pricing was also a factor since we wanted to make the course as affordable as possible while still getting world-class resources for the classroom. Not only did we find several Cengage textbooks that covered the key course objectives we wanted, but one of them also had an additional bonus which led us to the final decision. The course that I teach has a College Success Factors Index (CSFI) included. This CSFI is taken on the first and the last day of the course. It measures 10 success areas and utilizes a rapid fire 100 question survey. This was a major win as we wanted to see real change and development (good or bad) in the inaugural run of BA 1100. This also gives me hard data to compare with SET evaluations. Lastly, it helps me see what specific learning objectives can use further development as all classes that are offered should undergo regular evaluation and implementation as part of continuous improvement. These additional tools will be paramount toward consistently offering quality sections of BA 1100.

One last tangent, I promise. I want to thank Kate Bernas for sending out several helpful ATA emails about the WE requirement leading up to the Fall 2019 orientation. As a WE course developer, I used these resources regularly when asked questions by fellow advisors or students. My genuine hope is that the campus community has learned more about WE from the various presentations and emails that have gone out. I also hope students who are in the WE courses are reporting back to advisors on the value and benefit they are gaining during this pilot semester. Finally, I certainly do not want to forget to thank all the advisors across campus who helped guide students to the WE sections for Fall 2019. Still, the fact remains there are many Fall 2019 FITIAC students who were not able to get a seat in WE for Fall term. This means we need to work together to get these students into a section for Winter 2020. I also want to thank Linda Zaddach and Christie Pagel for all their help and collaboration. I quite literally would not have had the opportunity to work on a project that means so much to me without both of their support.

I am eagerly looking forward to teaching sections of BA 1100 in Winter 2020. And, if we add more sections in future semesters, I look forward to working with and training new instructors on BA 1100: Warrior Success. As of right now, I am deep in the process of continuous improvement. After teaching last term, I can say that there are several aspects of the course that need to be tweaked. Even things as simple as the timing of the course in the weekly schedule and the sequence of the modules. That said, I have become very attached to this course. I look forward to working with countless amazing people all across campus, including the WE Community of Practice and the Fall 2019 students who gave feedback, to keep moving toward a better course each time BA 1100 is offered.

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## ATA Update

by Kate Bernas, Advisor Training Academy

Welcome to 2020! As always, I hope you are all well and that you enjoyed your much-deserved break. With the new year, and new semester, I would just like to highlight a couple upcoming ATA programs and website updates:

### **Transfer Student Advising Series - Transfer Pathways II:**

The last of our three-part series on transfer student advising, this workshop will continue to look at ways advisors can support WSU transfer students from the point of admission to graduation. This final program will feature representatives from the Transfer Credit Office, among others. Lunch included! Please contact me directly for RSVP information (ab9599@wayne.edu).

**Webinars:** Winter 20 brings with it another set of ATA-hosted webinars on a variety of advising-related topics.

However, I'd like to point out that the March 19 NACADA webinar, "**Successful Advising Strategies for Supporting Student Academic Recovery**" will feature WSU's own Shantalea Johns, ASO from the School of Social Work. Please watch for webinar invitations leading up to each event, and plan to come out to support Shantalea in March!

**Professional Advancement Series:** Please read the "**So What Comes Next?**" article by Avanti Herczeg on Page 7 of this edition for details on our upcoming Winter 20 ATA/AAC series. There is much to look forward to with this four-part series. Look for a formal invite and RSVP in early January.

(ATA Update –continued)

As for website updates, please check out the Advisor Resources tab of [advisortraining.wayne.edu](http://advisortraining.wayne.edu) for three special new initiatives:

**Advisor Reading Groups**—The ATA is teaming up with the AAC to provide advisors the opportunity to select and lead a reading group discussion on a selection (book or article) of their choice. The details can be found on this page along with a submission form that can be used to select a date and a text.

**Personal Philosophy of Advising**—The ATA is hoping to make the writing and maintenance of a Personal Philosophy of Advising a priority for every WSU advisor. In addition to upcoming workshops,

this page provides the steps and resources needed to complete a final version. The goal is to upload advisor examples, so please send me yours!

**ATA resource library**—If you are looking for some professional resources to enhance your practice, the ATA may already have a book, manual, Pock Guide or video readily available for your use. Please review the listing on the Resource Library page and then contact me if you are interesting in borrowing a selection. In addition, if there is a resource you would like us to purchase for the library, please let me know and it will be considered.

## Introductions by Denise Thomas, OMVAE (for L2 certification)



A big WSU welcome is deserved for the newest member of the **Office of Military and Veterans Academic Excellence (OMVAE)**, Mr. Joshua G. McGruther. Joshua joined OMVAE in January 2019 as an Academic Service Officer and serves as the lead School Certifying Official. His role involves working with the WSU military population and academic advisors to ensure the certification of enrollment procedures are understood and completed properly. You may have received an e-mail from Joshua inquiring about degree completion requirements for a student. In his short time performing the work of a School Certifying Official, he has made remarkable connections with the WSU military community and the WSU advising community.

Joshua brings to this position an abundance of military experience, having served in the United States Air Force for six years. For most of his military career he was stationed at Altus Air Force Base in Altus, Oklahoma. Throughout his military service he worked as a military police officer. The training and skills obtained from serving in the military complement his work in OMVAE. Never do you see him frazzled over a student appointment or WSU policy. Regardless of the situation, Joshua calmly resolves it and carries on.

After leaving the military, Joshua completed his bachelor degree in Business Management at Northwood University. Prior to joining our WSU educational community he worked as a recruiter, finding employment for people in the engineering consulting industry. His passion for helping veterans was always prevalent, however, so when the academic staff position became available in OMVAE, he could not resist. Joshua is continuing his education at WSU, pursuing a graduate degree in Learning Design and Technology.

Joshua likes everything and anything sports related. If a rugby match is the only sporting event being televised, he will be watching that, assuming time permits. Besides settling into his new work life at WSU and his graduate studies, he and his wife enjoy trying new restaurants and nights around the fire pit.

# Imposter Syndrome & Student Success

by Harmon Singh, CLAS (for L2 Certification)

When I arrived on the Wayne State University campus in Fall 2006 as a freshman, I was excited and brimming with anticipation. I looked forward to so many things— living on my own, choosing my own classes and being the master of my own destiny. But I was also anxious—I was a first generation college student—my parents didn't go to college.

I did well enough in high school, but I knew college would be much different. Soon after I started, I learned that I had to change everything, from the way I took notes to the way I prepared for exams. So when I struggled out of the gate (CHEM 1220 in particular), I thought that I may not be cut out for college. My professors and advisors tried to reach out to me, but I felt lost in a sea of students and wasn't sure how to talk to anyone about my struggles in the classroom.

In high school, I heard about amazing opportunities in college—study abroad, research and internships. But I didn't know where to start. Worse yet, I felt like those opportunities were reserved for other people. Not for me—a brown kid whose parents were immigrants. Looking back, I realize that the challenges I faced weren't unique. My parents wanted to help me, but they didn't understand academia. A lot of my friends and classmates were driving down the same winding road—lost and in need of a GPS.

Eventually, things clicked. I stopped looking at myself as being at a deficit. I realized that the very challenges I faced as a first-generation college student helped me become more independent, resourceful and creative. I also learned about imposter syndrome —“a collection of feelings of inadequacy that persist despite evident success” — and I sought opportunities that played to my strengths. I earned my BA in History and served a year term with AmeriCorps. Once I started working in education, I knew it was my calling. I eventually got my M.Ed. in Educational Psychology from WSU. In September 2018, I returned to WSU as an academic advisor with the Department of Anthropology and settled into an office that overlooks the dorm I lived in sophomore year, when I was struggling to find my path.

Now, I feel so lucky to help students find their way. Being a first-generation college student did not put me at a deficit. Rather, it provided me with an advantage. And this is the message I readily share with my students on campus. I take great joy in providing students with

guidance, encouragement and a listening ear, particularly when they feel they are not “good enough” or “smart enough” to be on campus, as I felt here at Wayne State.

Here are some go-to tips I found to be beneficial when working with first-generation college students who suffer from imposter syndrome:

**Be Mindful Of Your Language:** Rather than framing students' abilities in terms of their weaknesses, emphasize their strengths and the ways in which these strengths can be used to mitigate areas in which they are struggling.

**Discuss What “Failure” Means:** Often, first-generation students carry a heavy burden of expectations, and the fear of failure is a 400-pound gorilla that they can never escape. By openly discussing their fears, students can come to realize that the worst case scenario may not be so scary.

**Help Students Separate Feeling from Fact:** Use data points to show a student how their feelings of inadequacy may not be grounded in reality. For instance, if a student says they are “not a math person,” point to their previous success in a math course.

**Stress the Positive:** For highly motivated first-generation students, perfectionism can drive them to a place where only the negative is visible. Encourage your student to see the positive steps they have taken that may not be reflected on paper. For example, if you see a student mature in their thinking and outlook over the course of a year, tell them you see the change.

**Connect Students with Mentors:** Often, we are not able to provide extensive ongoing socio-emotional support to students due to our workload and time constraints. In these cases, try to connect students with mentors from similar backgrounds.

**Make Your Office a Place Students Feel Welcome:** Whether through the appearance of your office, the language you use or the way you present yourself, it is crucial for students to feel like they belong. In sensing a student who is unsure of themselves, it is often helpful to ask them questions about who they are as a person, and what they are hoping to gain from their collegiate experience.

# AAC Update

by Amanda Horwitz, AAC President

The Academic Advising Council (AAC) is delighted to provide the following updates about the initiatives it is working on:

- AAC President Amanda Horwitz and Past President Elizabeth Hill have been meeting with the WSU Center for Urban Studies to begin the process of forming, selecting and facilitating advisor focus groups, since approving its use by the Advisor Satisfaction Ad Hoc Committee. Tentatively, three focus groups, with equal representation from all WSU colleges and ESS vs non-ESS academic staff, will be formed this month. The selection process will be random and anonymous. The facilitation of the focus groups is set tentatively for late January/early February and will happen during work hours. A message to encourage academic staff involvement (if selected) will be sent from Monica Brockmeyer to all department heads and supervisors.
- In response to the updates within the **Student Service Center (SSC)**, the AAC has extended the line of communication with SSC Director Latonia Garrett, so advisors and the offices in the SSC have a better understanding of what each does. The hope is to create a document outlining each advising office's drop-in advising hours and to form a small committee of people to evaluate the SAP appeal process from both ends. Stay tuned for more information.
- Our **Community Service Committee** has some great monthly projects lined up. The first service event will be held on Friday, Feb. 14 at Gleaners Detroit Distribution Center (2131 Beaufait Street, Detroit, MI 48207) from 1-3:30 p.m. Details about how to participate will be sent via email closer to the event. Additional events are being planned with PlayWorks, the US Census Bureau and the Red Cross. Stay tuned for more information.
- On the training front, the **Training Committee** has put together a new series in response to some of the feedback on the Advisor Satisfaction Survey. Please see Ryan Ferrante's interview in this edition of the ATA Newsletter.
- As a result of the AAC Training Committee's collaboration with the ATA, advisors can now initiate their own reading group. The first group will be led by Psychology advisor, Harman Singh, on Jan. 24 at the ATA Lunch and Learn. You can learn more about the book club by visiting the ATA website: [advisortraining.wayne.edu/advisor-book-club](http://advisortraining.wayne.edu/advisor-book-club).
- The AAC will be arranging an opportunity for all advisors to have new head shots taken at the cost of \$5 in late spring. We will send out more information around that time.

Don't forget about the **AAC Innovation Ad Hoc Committee**! Advisors or teams of advisors that have an idea about an initiative that requires the support of the AAC should visit the ATA website for more information.



## New Minor in Law Program

by Nikki Taylor-Vargo, WSU School of Law

Launching in Winter 2020, the innovative and interdisciplinary minor in law program at Wayne State University provides students the knowledge required to analyze and understand how law and their educational discipline(s) intersect. For students interested in how law interacts with society, or law as a career, this is a perfect opportunity to explore the field.

A collaboration between the College of Liberal Arts and Sciences, the Mike Ilitch School of Business, the School of Social Work, and the Law School, the program allows students to develop skills traditionally associated with “thinking like a lawyer,” including logical and critical thinking, oral and written communication, as well as reading and comprehension and analysis.

In addition to the specific course requirements for each minor in law (CLAS, MISB, or SW), students will take three core law courses that are taught by Law School faculty:

**LEX 5000: Law in Social Context** - This course presents law as an evolving social institution, introducing basic concepts of law along with the fundamentals of legal analysis. It covers several substantive areas, with a particular focus on property in both its traditional common-law form and in its newer statutory contexts (ex. intellectual property). What does it mean to own something? What makes someone a legal owner of something? What kinds of things can be owned, what things can't, and why?

**LEX 5010: Law and Harm** - This course presents the basic concepts of law and the fundamentals of legal analysis, giving in-depth attention to the fields of tort and criminal law and using them to examine how law conceives of, regulates, and adjudicates questions of harm. When can you sue a person or a group for harming you? On the



street or in a business, what makes something a crime, and why do we prosecute and punish crimes the way we do?

**LEX 5020: Legal Procedure** - This course examines the lifecycle of a case in court. It discusses how a lawsuit begins with the filing of a complaint and how it ends in a judicial order, and it covers everything else that happens along the way—with special attention paid to things like negotiation and settlement. This course introduces legal concepts like “due process of law,” and explores the procedural similarities and differences between civil cases, criminal cases, and administrative proceedings.

Students who pursue the minor in law program will develop a skills toolkit that will provide added value to any employer and give them a distinct edge when entering the job market.

To add a law minor to their degree program, students need to:

- Meet with their major advisor to discuss their desire to pursue a law minor and to review the requirements.
- Declare the appropriate minor in law.
- Enroll in courses (LEX 5010 and LEX 5020 offered in winter 2020).

Undergraduate students who wish to take any of the three core courses in law without doing the minor are welcome to do so.

For more information, please contact Nikki Taylor-Vargo, Director of Non-J.D. Programs, [nikkity@wayne.edu](mailto:nikkity@wayne.edu) or 313-577-2733.



# So What Comes Next? Professional Advancement Series Planned for Early 2020

by Avanti Herczeg, CFPCA

As most people in the WSU advising community know, in 2011 WSU hired 45 academic advisors, allowing for more personalized student advising. Then in 2016/2017, after excelling in job performance and service to students, many of these advisors reached Employment Security Status (ESS) and/or promotion. Since that time, many have asked the question “what comes next?” regarding professional development, career advancement, and leadership opportunities.

To aid in answering this question, the Advisor Training Academy (ATA) and Academic Advising Council (AAC) have joined efforts in creating a new programming series entitled ***Go Your Own Way: Finding Your Path to Professional Advancement***. Beginning February 2020 and over the course of four sessions, this series addresses what it means to create and implement a professional development plan—beyond ESS and promotion—from multiple angles, including:

**1. Developing Your Professional Goals.** A workshop to aid in setting professional goals and creating a plan for achieving them; to provide strategies for assessing your progress and identifying the accountability and resources you need.

**Monday, February 17, 3:30 - 4:30 p.m., Hilberry B, Student Center Building**

**2. Advisor to Administrator:** A discussion with advisors who have transitioned into administrative positions. Hear their stories and learn their strategies for initiating, designing, and launching new administrative roles at WSU. Panelists include Kate Bernas, Stephanie Hawkes, Kenya Swanson, Mary Zinser.

**Monday, March 23, 3:30 - 4:30 p.m., Hilberry B, Student Center Building**

**3. Advisors as Graduate Students:** This panel features colleagues currently in or who have recently completed a graduate program. Panelists include Shantalea Johns, Desmond Mack, and Kim Morgan.

**Monday, April 20, 3:30 - 4:30 p.m., P/K Library Simons Room**

**4. Professional Organizations and Committees in Higher Ed: Getting Involved on Campus and Beyond:** Learn from your colleagues who have chaired committees, held governing positions or other leadership roles in professional advising (WSU, local, and national) organizations while advising. Panelists include Anita Carter, Robert Hellar, and Rachel Pawlowski.

**Monday, May 11, 3:30 - 4:30 p.m., Hilberry B, Student Center Building**

Those attending three of the four sessions will receive certification and recognition gift from the ATA/AAC. *So, what comes next?* Come explore ways to develop or enhance a professional development plan and learn about opportunities available after ESS and promotion. Registration for the series will open in early January 2020.

A special “thank you” to Ryan Ferrante and Kate Bernas for their assistance in writing this article.



# Advisor Spotlight

by Rachel Pawlowski, Honors College

Thank goodness for Kim Morgan! I am sure that most advisors on campus have said that at one time during their careers. Kim Morgan, Academic Advisor IV for the Mathematics Department, has manned the math department since 2013. She has guided the academic advising community through all of the changes in our math requirements and the new general education requirements with patience and wisdom. She has responded to countless emails and calls from advisors (and students) and has helped to steer the Math Department to create guidelines and policies that are student focused.

Kim was born in Columbus, Ohio but grew up in Temperance, Mich. She currently lives in Clawson and has two wonderful children, Faith (22) and Matthew (26). She earned an Associates of Natural Science degree from Rochester College and a Bachelor of Science degree in Mathematics from Oklahoma Christian College. Kim received her Master's in Education with a teaching certificate from the University of Toledo. She then was a math instructor and assistant professor of mathematics for Rochester College for a stint and was also a middle school math teacher for Faith Christian Academy. Kim came to WSU in 2008 as a Math Coordinator for APEX Scholars and then became the Mathematics Advisor in 2013. Since 2013, Kim has been the sole advisor for the Math Department and has done an amazing job. While at WSU, Kim has earned a second master's degree, an M.A. in Applied Mathematics, and completed her E.D. in Educational Leadership and Policy Studies this December. *Congratulations, Kim!* Kim's hobbies include singing as well as making jewelry and crafts.

Kim has been involved on the WSU campus in many ways, but her passion surrounds the topic of women's issues. She is heavily involved in COSW, Wayne Women Lead, and a gender equity working group. Within the gender equity working group she is also involved in the pay equity gap committee as well as working on a pay gap analysis. This committee has helped to raise awareness about this issue as well as create workshops to provide information and research on the topic. This group will also be presenting an official recommendation to the president, provost, Academic Senate, and the AAUP.

The COSW, the Gender Equity Working Group, and Wayne Women LEAD are incredibly important organizations for both women and men at Wayne State. Kim highly encourages female advisors to attend Wayne women LEAD events since they are geared toward professional advancement for women. She also encourages both

women and men to become involved in the COSW and the Gender Equity Working Group, which also address women's issues. When both men and women are working toward equity for women, then our goals can be met together. If you are interested in any of these groups, please let Kim know and she can get you plugged in.

Other areas that Kim has been involved in are as AAC Treasurer and Chair of the Summit Committee for the AAC from 2014-17, Campus Safety Advisory Council, GEOC as an ex-officio for the Math Department, SDS Liaison, and on the professional development committee for the MI-ACE Women's Network.

Kim is a dedicated academic advisor. She believes in making students comfortable with her and that trust is key to a great working relationship with students. Her goal is to get students to their goals while navigating math at WSU and to truly understand their role as a student. She strives to find balance between what is best for students in relation to what is written in policies. She is a constant advocate for students and tries to be a voice for them within her department and on campus. All in all, she aims to do what is best for students. Kim is an excellent advisor, mentor, and colleague. WSU is lucky to have her here and so is the whole academic advising community.



## 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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