ACN Meeting: April 21, 2015


Total: 53

Welcome and Election Update – Ashlie Schaffner and the ACN Leadership team

- 5 positions in ACN leadership are open!
  - Secretary/Treasurer
    - Job duties
      - Maintain ACN list serve
      - Create agendas
      - Work with ACN Co-Chairs to update agendas
      - Take minutes
      - Send updates and minutes out to ACN list
      - Maintain ACN library materials
      - Meet with Executive Board – other duties as needed
    - It’s a great opportunity to get to know people on campus, and to be involved on campus!
  - Public Relations/Marketing (Gary Cooper-Sperber is running again – election is to keep Public Relations and Secretary on the same time frame for elections)
    - Job Duties
      - Continue website creation
      - Update website details
      - Post documents/updates and announcements to website
      - Meet with Executive Board – other duties as needed
  - Award Committee (Subcommittee of ACN) – 3 openings! (Dana Northrup - Chair)
    - Job Duties
      - General recognition for advisors
      - Get nominations and decide on Advisor of the Year
  - New Process for Course Updates
    - No longer sending them out to the ACN list serv
Ed Psych Retention Classes: New and Continuing Initiatives, Katt Cochran, Nadya Fouad and Kyle Swanson

- Big Picture
  - Started as result of meeting with distinguished professors and Provost
  - Goal to give back to the university
  - Classes have been around forever, but new goal for retention
    - Research empirical literature since 2000
    - Findings: best predictor for retention is ability, second best is student engagement
  - What works
    - Freshman course
      - Time management
      - Coping Skills
      - Career Skills
      - Connecting with professor
      - Connecting with mentor
      - Study groups
      - Transitional skills
      - Study skills
      - Financial Literacy
      - Student organization connection
    - Courses need to be small
      - Different courses for different groups
      - Satisfy General Education requirement
  - Updates
    - Ed Psy 110 – Exploring Your Major
      - Now a 3 credit class
      - Hybrid class to make it easier to take other courses
      - Goal to have 12 sections
      - Help career decision skills
      - Help students with resources, including connecting with Career Planning and Resource Center (CPRC, formerly CDC)
    - Ed Psy 212 – Exploring Your Career
• 3 credits – hybrid courses
• Hope to get approved for GER credit
• Open to sophomores
• Focus
  o Links to objective in retention workgroup
  o Students will graduate with career skills
  o More aware of multi-cultural world

- Ed Psy 104 – Pathways to Success
  • 2 credits
  • Meaningful online portions
    o Goal to set up successful future with online course option
    o Trying to balance support and burden of course
  • 5 major learning objectives
    o Engage with faculty
    o Engage with other students
    o Connect with campus resources
    o Goal setting
    o Time management/study skills
  • Dedicated sections for student groups
    o Veterans
      ▪ Special concern that they not be placed in a large class with traditional student population
      ▪ Please encourage your student veterans to enroll
    o Students with Disabilities
    o Transfer Students
    o Athletics
    o Math Focused
    o AOC section
      o AOC Math/English learning community option added – not in schedule of classes
      o Open to working with other departments who want a specific section
  • Focus for teaching staff – teach students in front of them – focus on their needs

- Ed Psych 105 – focused on study skills, financial literacy, designed to help students on probation.
  • 2 credits
  • All in person – no online
New Initiatives

- Math 94 – Developmental Math encouraged to Co-Enroll with Ed Psy 104
  - Matching class times so they fit together
- Why the shift?
  - This spring realized Math Anxiety, Study Skills need to be incorporated in course
  - Looked at resources in US, particularly Texas
- Findings
  - African American students struggled more
  - But those in 104 improved 10% more than those who didn’t take 104
  - Hope this will help bump students to the next level of success
- Courses are not linked in PAWS but are strongly suggested
  - 15 sections of the courses available

Kognito Veterans on Campus for Faculty and Staff – Michael Kirchner and Sarah Terry

- New Training Program
  - 20 minutes long
  - What can faculty and staff get out of it?
    - Flexibility! Won’t be an expert after the training but will gain understanding
- Why it is important
  - As war ramps down, 1 million service members coming out of the service and getting their degrees
  - Survey suggests 70% of civilians admit to not understanding the challenges veterans experience
  - Survey suggests 80% of veterans believing civilians do not understand their challenges
  - Faculty only moderately understand veterans
- How MAVRC/Veterans services have developed
  - Veterans Advisory Board formed about 5 years ago
  - Provided support for developing MAVRC
- Statistics
  - UWM has over 1,000 veterans
  - 12% of all student veteran education benefits processed by UWM
  - Veterans bring in about $10 million in revenue from the US government
o MAVRC 3 Primary goals
   ▪ 1. Serve as a first stop shop for all military and veteran students
   ▪ 2. Educate the campus and community about the challenges and stereotypes veterans face when transitioning into higher education, as well as offer solutions for support
   ▪ 3. Offer a safe space on campus for veterans to connect with other service members and regain some of the camaraderie lost after transitioning out

o Additional Goals
   ▪ Engaged students
     • Help retention and graduation rates
   ▪ Hold to Principles of Excellence (Federal Money = requirements!)
   ▪ Support student in the classroom
   ▪ Accommodations
   ▪ Explaining Benefits

o Classroom challenges/benefits
   ▪ Some faculty have seen call to duty as preferring job over education, when it is actually a commitment
   ▪ Veterans bring life skills, leadership and understanding of teamwork to the classroom

o General Challenges
   ▪ Used to structured environment, too many options can be overwhelming
   ▪ Many student veterans have families
   ▪ Health concerns
     • Estimates 17-18% of veterans have PTSD symptoms (actual number is likely lower)
     • Numbers are typically lower for student veterans
       ○ Using support services
       ○ BUT could still have triggers with things said in classroom

o Review of online training
   ▪ Log in http://kognitocampus.com/login
   ▪ Create personal login, and use UWM enrollment key: uwm414
     • Goal of training – to help intervene with veterans having some distress on campus
     • 3 Scenarios
       ○ First – student who is called up to active duty
         ▪ Empathy and referral support
         ▪ Follow up options
o Second – student uncomfortable with classroom discussion about politics and war
  ▪ Our job – to think about how to manage this classroom discussion
  ▪ Useful even if not in a teaching setting
o Third – student having one on one discussion with professor about problems in classroom
  ▪ Again – useful if not teaching
  ▪ Utilize advising skills

• Training components
  o Interactive!
    ▪ Student Avatars – give background information for each scenario
      • Avatars make comments
      • You choose response
      • Avatar replies based on your response
    ▪ Summary at the end
  o Resource Documents
    ▪ 2 links, 1 list of resources for referral
    ▪ Tailored for UWM audience
    ▪ Also has list of dos and don’ts for student veterans

• Concerns from people that training doesn’t relate to them
  o Run through Scenario
    ▪ Student vet, struggling in classroom, thinking of dropping out and reenlisting
      • Responses
        o Ask student for more details
        o Help them focus on long term goals
        o Acknowledging differences between student veterans and traditional students
      • Understanding where student veteran comes from
        o Military hierarchy
        o Complaining about superior (instructor) not easy
        o Help student reframe how it works in civilian life
- Connect student with resources
  - Biggest Takeaways
    - Student does not need an immediate mental health referral
    - Make sure you are understanding his/her perspective
    - Find out if there are other ways we can help them
  - Interested in learning more about supporting veterans?
    - Connect with MAVRC
    - VA in Milwaukee
    - Student Veterans of America
    - ACE
  - Help identify and challenge stereotypes
    - All have PTSD – not true
    - All are aggressive – not true
    - Assumption of Political beliefs – don’t assume
  - Get to know military and veteran students
    - They appreciate you reaching out
    - They may be unwilling to make the first step
  - Encourage colleagues to connect and use the training
  - INCENTIVE – everyone who participates in the training will be entered into a drawing for a $250 gift card!
    - Let MAVRC know if you refer someone!

**Graduate School – Helping Student Prepare – Marija Gajdardziska Dean of the Graduate School and Erin Fox Assistant Dean of the Graduate School**

- Start by asking students: Consider if Graduate School is right for you?
- Ask people in your desired profession:
  - What degree is needed (some expect bachelor’s, some master’s, some doctorate)
  - What are terminal degrees at the institution? (the highest degree a student can obtain; this varies from school to school)
  - Talk to your advisor
  - Is it better to go out and work for a year or two for the experience, or go directly from undergraduate to graduate school?
    - The benefit of going directly to grad school: you are still in “study mode,” transition can be easier.
• The benefit of going to work first: real world experience is a great value in most cases and some employers may offer tuition remission!

○ Where to go?
  ▪ Is it ok to go to the same university where you did your undergraduate degree? This is really a matter of opinion, and it depends on the field. I would advise students to speak with their faculty member for their advice.
  ▪ Generally speaking, it is ok to do a master’s degree at the same university where you complete your undergraduate degree
  ▪ Your doctoral (Ph.D) degree should be at a different institution
    ○ For example, in Physics, they encourage students to go elsewhere, but if excellent, the student can stay at UWM
    ○ Another example, our Psychology program will not take UWM students if they have a master’s from UWM before doctoral studies

○ UWM Breakdown
  • 1/3 of grad student have undergrad from UWM
  • 1/3 are from Wisconsin, but other institutions
  • 1/3 are from the rest of the US and international

○ Grad School directs people to advisors since requirements are so specific by field
○ Some allow you to go directly from bachelor’s degree to Ph.D.
○ Some may require a master’s degree first (often research programs)
○ When admitting students, faculty members are looking for specific student research interests

○ Applying to Graduate School
  ▪ Begin planning 1 year ahead
  ▪ Gather information, do your research
  ▪ Application deadlines start mid-November to through mid-February the year before attending
  ▪ An application deadline means all required support materials must be in with your application
  ▪ Some universities have rolling admission deadlines

○ Application requirements
  ▪ Standardized tests:
    ○ Some programs require standardized exams (GRE, GMAT, LSAT, TOEFL, IETLTS, MAT, etc.)
- Students should prepare!
- Free practice exams online
- Scores take up to 6 weeks to be available
- Typically free to send results to up to 4 schools

- Application fees – vary school to school
- Personal Statement
  - Make sure student has people look at it
  - Tell a personal story
  - Make it a great reflection of applicant
- Letters of Recommendation
  - Give your recommenders as much time as possible to submit their letters
  - Make sure the recommender knows you well
  - Give the faculty member a reminder of who you are, provide your resume, and possibly a paper you wrote in their course, etc. Make it easy for them.
  - Better to use faculty, but can use an employer

- Transcript
  - More often than not, you will need to make sure it is official. Sometimes you can start an application with an unofficial transcript.

- When will I hear back about the decision for my application?
  - Should be able to track application and reach out if problems
  - Schools should give them an idea of how long to wait for decision
  - If the program has a “rolling admission” could be any time
  - At UWM – department makes the initial decision
  - Official acceptance comes from the Graduate School
    - There are 5 Admission Examiners in Grad School. Each work with specialized set of programs. Reach out if you have questions
    - Any general questions, contact Erin Fox at foxe@uwm.edu

- If student will be TA/RA, Offer letters go out from chair of department

- Financial Aid
  - Fellowships
    - Programs nominate distinguished graduate student fellowships
• April 15 is decision deadline – students must accept offer and commit by April 15 as long as admission complete

  o Financial Support for TA/RA
    ▪ Usually paid for by deans fund raising effort
    ▪ Most scholarships are for undergraduate – but some graduate money as well
    ▪ Philanthropic dollars usually administered by dean, but some at departmental level
    ▪ Make sure students are researching their financial options. Encourage students to talk to financial aid.
    ▪ Grants are not available to graduate students
    ▪ Financial Aid only available to domestic students

  o UWM working on integrated undergraduate/graduate degrees
    ▪ 3+2, 4+1, Accelerated Masters programs
      • An example exists right now with Freshwater Science and Carroll College
      • Students with AP high school credit can get more access

  o New Policy – Gateway Graduate Certificate
    ▪ For students who are not sure about a grad program
    ▪ 90% of certificate credits will go to graduate school

**Campus Community Reports**

_Enhancing Advising – Brian Williams_

• Working groups planning and making progress
• Summer Professional Development series: 5 sessions planned, spread out between June, July and August
• Information about session topics/dates will be announced after May 1

_Academic Services and Advising Leadership Council (ASALC) – Sue Cashin, Chair_

• Co-Chair Jeremy Cage
• Goal to have consistency across schools and colleges
• Will have continued updates in future meetings

_Student Success Center – Lauren Lessac_

• First year student recognition awards – extended to April 22
• Work group on undergraduate advising – holding open forum in Architecture Thursday, April 30. We encourage everyone who can to attend.

Orientation Leadership Team – Kelsey Stockton

• Orientation registration is open!
• We are up on freshman registrations
• We will be holding boot camps to help everyone prepare for orientation with Colin Daly
  o One boot camp remains on May 21 (focus on enew UWM staff as well as student staff)
    ▪ Interested in attending – please complete the Qualtrics form here: https://milwaukee.qualtrics.com/jfe/form/SV_0jKvDlbLbUs1wfX
• Please email the staff account with NSO questions nsostaff@uwm.edu
• Students must complete a Qualtrex survey form

Center for International Education – Sue Conway

• Introduction – Jennifer Zabel, JZ, new SEVIS coordinator in CIE International Student and Scholar Services
• JZ and a colleague will be presenting about International Student issues during the summer

LGBT Resource Center – Dee Jay Johnson

• Lavendar Graduation – Nominations available on website
  o May 13, Union Wisconsin Room at 7:00 pm
  o RSVP at uwm.edu/lavgrad
  o Questions and Accommodation lavgrad@uwm.edu
  o All are welcome!
• Pride Camp will run this summer
  o Students aged 13-17
  o June 23 - 28
  o Also new students admitted to UWM for fall
  o Please share information with students you know
• Contact us with questions (peerout@uwm.edu)

Registrar’s Office - Brian Hinshaw

• Changes in English placement test – no longer 0 placement
• Students receive a 1 – but never took English, may have trouble getting into English 101
• Hopefully will only be an issue for students who are returning after not being enrolled for a semester or year
• If registration issues, contact Brian

Panther Academic Support Services - Mary Knasinski

• Review sessions for final exams coming up! Please check PASS website
• PASS needs to hire new tutors for Fall!
  o 60% turnover due to graduation
  o Hiring starting now!
  o Please refer strong students!

Announcements:

Athletics – Kelly Diener

• Please call Kelly when your forms are ready for pick up!
• Don’t use campus mail please!

MAVRC – Sarah Terry

• Military and Veterans Graduation Ceremony
  o May 14th, 2015, 7pm
  o Student Union Fireside Lounge
  o Please RSVP by May 7th, 2015 to Sarah Terry at tarah@uwm.edu
• The ceremony will include campus and community leader remarks, honoring of military and veteran graduates with red, white and blue honor cords and a social reception.

ESL – Heidi Vrankin Matera

• 4 New Courses for fall!
• Adding courses for academic listening and speaking and grammar
• Handout available

Career Planning and Resource Center – Jean Salzer

• The former CDC has a new name!
  o Thank you for your input!
• New email: careerplan@uwm.edu
  o Have had some errors – so cdc@uwm.edu is still valid for the time being
• Also a new website and new look, including the lobby!
• Please stop by!