

ACN Meeting: April 21, 2015

Members present: T. Badura, K. Baker, K. Barnes, L. Blaska, C. Clark, E. Cobb, S. Conway, G. Cooper-Sperber, J. Cummins, A. Datey, J. DeRoche, T. Deutsch, K. Diener, J. Dvorak, K. Eilers, G. Estrada, C. Faurote, M. Fero, J. Hack, J. Hardy, T. Hathaway, N. Heinen, B. Hinshaw, D. Johnson, T. Jones, M. Kirchner, M. Knasinski, A. Kowaliczko, A. Lopez, H. Matera, M. Moore-Geissler, D. Northrup, B. O’Lena, T. Paape, C. Pahl, C. Parks, S. Perkins, K. Powers, C. Rasavong, T. Rufer, R. Russell, A. Schaffner, P. Schoessling, B. Simon, R. Sledge, J. Spiess, L. Stark, K. Stockton, S. Terry, B. Williams, A. Willis, C. Wolf, J. Zabel

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

- Will still collect them and put them on the ACN Website
 - Under resources for ACN – Course Updates
 - <http://uwm.edu/advisor-counselor-network/course-updates/>

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
 - Links to objective in retention workgroup
 - Students will graduate with career skills
 - More aware of multi-cultural world
- Ed Psy 104 – Pathways to Success
 - 2 credits
 - Meaningful online portions
 - Goal to set up successful future with online course option
 - Trying to balance support and burden of course
 - 5 major learning objectives
 - Engage with faculty
 - Engage with other students
 - Connect with campus resources
 - Goal setting
 - Time management/study skills
 - Dedicated sections for student groups
 - Veterans
 - Special concern that they not be placed in a large class with traditional student population
 - Please encourage your student veterans to enroll
 - Students with Disabilities
 - Transfer Students
 - Athletics
 - Math Focused
 - AOC section
 - AOC Math/English learning community option added – not in schedule of classes
 - 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

- 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
- 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
- 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
- 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
- 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

- 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
- Third – student having one on one discussion with professor about problems in classroom
 - Again – useful if not teaching
 - Utilize advising skills
- Training components
 - 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
 - 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
 - Run through Scenario
 - Student vet, struggling in classroom, thinking of dropping out and reenlisting
 - Responses
 - Ask student for more details
 - Help them focus on long term goals
 - Acknowledging differences between student veterans and traditional students
 - Understanding where student veteran comes from
 - Military hierarchy
 - Complaining about superior (instructor) not easy
 - 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, IELTS, 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
 - Is school has hard deadline, it will be a few weeks or even a few short months after the deadline
 - 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
- 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
- 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
- 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
 - One boot camp remains on May 21 (focus on new 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 Qualtrix 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
 - May 13, Union Wisconsin Room at 7:00 pm
 - RSVP at uwm.edu/lavgrad
 - Questions and Accommodation lavgrad@uwm.edu
 - All are welcome!
- Pride Camp will run this summer
 - Students aged 13-17
 - June 23 - 28
 - Also new students admitted to UWM for fall
 - 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!
 - 60% turnover due to graduation
 - Hiring starting now!
 - 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
 - May 14th, 2015, 7pm
 - Student Union Fireside Lounge
 - 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!
 - Thank you for your input!
- New email: careerplan@uwm.edu
 - 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!

