To: Wayne State University EAA Task Force

From: Victoria McGillin, Ph.D., EAA Fellow

RE: Comprehensive Report

Date: 1.27.23

First, I would like to commend the Wayne State University Task Force, and in particular, their exemplary Project Liaisons, Cheryl Kollin and Kate Bernas, for an outstanding Comprehensive report. This report reflects the five overriding priorities that emerged from the Condition Committee evaluations of excellence in academic advising and the consensus recommendations that were drawn from the retreat.   You have made the case for the historical strengths of advising as currently practiced at Wayne State and the current steps that would be necessary to bring Wayne State up to national standards of excellence.

You offered the reader a thoughtful narrative on the evolution of advising at Wayne State University including how that system developed ten years ago, how it is now showing cracks resulting from the need to offer advisors a voice where their critical experience could shape institutional strategies, a strategic plan for advising across the institution, and a meaningful professional development model that encompasses roles, responsibilities, skills development, assessment and recognition and reward.

Your intro to the Narrative section offers a concise rationale for why change is needed now. This is particularly critical as you address the need for disciplinary curricular discussions as well as institutional policy deliberations to include the voices of advisors who are exquisitely aware of exactly where students are stumbling in the current pathways. You make the case not only for advisor training in diversity, but advisor diversity, itself, which sends messages to students about who belongs and who does not. The early emphasis on individual college autonomy with their advising programs did allow for great creativity, but resulted in breakdowns in onboarding, training, job classifications, professional development and even policy consistency. Autonomy also meant that the institution never defined fully what advising meant for Wayne State (mission), nor had a plan in pace to enable institutional strategic planning and assessment for change.

You did an excellent job in clustering the recommendations to document how they were drawn from across the institution-wide planning teams. The strategies you proposed make sense and provide clear guides for the next steps. They signal in very powerful ways how advising has come into its own at Wayne State University.   You chose not to include in-depth discussions of the evidence, as those are included in the individual Committee reports.   It may be relevant, as you move this forward to the Provost, that you also provide links to the Advisor data analysis and the Condition Committee reports, so they are easily available to the Provost should any questions arise as to why these recommendations arose as a priority.

I commend the entire team for a phenomenal job, across multiple and stress-filled years.   You have truly defined the next steps for advising excellence at Wayne State University! It is time to list those five final recommendations in the platform so they will carry over to Act & Monitor!

Excellence in Academic Advising Comprehensive Report

Wayne State University

1/11/2023

Section 1: Executive Summary

Executive Summary

As part of the initiative to address Wayne State's low 6-year graduate rate, ten years ago, we embarked on a multi-pronged strategic approach to address this serious issue and to improve the success, retention, and graduation rates of all our undergraduate students. As part of this initiative, we invested heavily in academic advising to support student success with the mindset that advising exists to assist students.

Central administration worked with leadership in the schools and colleges with hiring 45 new academic advisors and placing them in the school/college academic departments. Our goal was to align to the national standards of 250 advisees to 1 advisor. Additionally, all undergraduate students were assigned a primary advisor based on their major or program of study hence eliminating the former bifurcated system of general education advising in a central department and major advising administrated unsystematically by staff in departments. A strong emphasis of supplemental advising to complement primary advising was instituted with specialist advisors supporting students with unique needs (ex: students on academic probation, pre-medicine, military-affiliated students).

An integral part of this initiative was to transform advising into a proactive, developmental, comprehensive, and relational process. Advising was incorporated into the process from onboarding through graduation. We strived to focus on relationships and not transactions, to view advising as a form of teaching, and that advisors serve as navigators to help foster a sense of belonging. We partnered with C&IT to enhance the technology support for the advising initiative to include the advisor matching engine which matched students to their assigned advisor based on their major or program, electronic declaration or change of major system, electronic advising appointment system with the ability for early academic warning.

A critical piece of the success of the advising initiative was the creation of the Advisor Training Academy (ATA). The ATA addresses the need for initial and ongoing training, professional development, and recognition for all academic advisors at Wayne State. The ATA provides training on University policies and technologies to support advising, workshops on current and relevant advising practices and theories, student success webinars and workshops, and serves as a means of communication, networking, and community building for professional advisors across the campus. The ATA provides a unique opportunity for advisors to participate in the Level 1 and Level 2 Advisor Certification program recognizing advisor expertise, professional development, and the embodiment of the value of "advising as teaching." The ATA has elevated the awareness of advising as a profession and the critical impact it has on the success of students.

Although we have witnessed outstanding improvement in the delivery of advising services, we recognize there is room to improve and bring advising to the next level of excellence.   In 2019, the Gardner Institute invited WSU to participate in the Excellence in Academic Advising (EAA) in the Urban Ecosystem self-study project, a collaborative initiative of both NACADA-the Global Community for Academic Advising and the Gardner Institute. The goal was to conduct an evidence-based assessment of advising to improve the student experience.   WSU is one of 12 institutions in Michigan, Florida, and Texas to participate in the self-study.

The EAA initiative provides us the opportunity for a campus-wide, collaborative project involving key stakeholders, school/college administrators, academic advisors, faculty, other student success professionals, and students. The initiative aims to take WSU advising to the next level of excellence through an evidence-based self-study focused on a set of nine Conditions of Excellence in Academic

Advising established by EAA. The nine conditions are: Institutional Commitment, Learning, Advisor Selection and Development, Improvement of the Scholarship of Advising, Collaboration and Communication, Organization, Student Purposes and Pathways, Equity/Inclusion/Diversity, and Technology Enabled Advising. The goals of the project include:

- Improvement in student grades, academic standing, persistence, and retention and completion rates

- Increased likelihood that underrepresented students starting in fields as STEM or business complete that degree

- Improved understanding of (social capital) and comfort with (sense of belonging) the academic advising system for all students

- Improvement of the academic advising transition pathways between primary sending (2 year) and primary receiving (4-year) institutions in an urban ecosystem

- Elimination of dissonance between advisor perception and student perception of the expectations, effectiveness, and structure of the academic advising program at Wayne State

- Improved advisor content and conceptual knowledge of diverse student populations in the urban institutional environments

- Supported and improved advising practices.

Fall 2019, an EAA Steering Committee was formed, EAA committee leadership assigned, and committees formed (see section two for a complete list of all who are involved with this self-study). EAA Liaisons met regularly with Institutional Research and C&IT to begin the process of uploading 5 years' worth of WSU data to the EAA platform for committees to review and analyze. Committees began meeting and the Liaisons met monthly with Wayne's EAA Fellow. Winter 2020, with a worldwide pandemic, WSU quickly pivoted all services and classes to a remote environment. The entire university worked tirelessly to create an online environment where students could continue to thrive, successfully complete classes, and progress toward completion of their degree. While we were navigating this "new world," we were asked to pause this initiative as Institutional Research and C&IT were focused on supporting the technology and data needs of faculty, staff, and administrators. Additionally, committee members, too, were working long hours supporting students in a variety of capacities while also navigating this new reality.

The EAA Steering Committee met a few times during the pandemic, committees had many starts and stops as emergencies and high-level issues became the focus for many. Despite the pandemic, starts and stops, and so much unknown, everyone involved in the project wanted to persevere and take advising to the next level. Committees met when they could, we were able to retrieve some data, administer student and staff surveys, and slowly move the needle on this project.

July of 2022, we held an in-person EAA Campus Retreat.   The purpose of the retreat was to provide an opportunity for campus stakeholders and, in particular, those directly involved in the EAA process to engage in a cross-condition review and reflection on the evidence gathered throughout the self-study process.   The review set the stage for further refinement of Conditions findings and served as the foundation upon which an action plan for improvement is developed and implemented.

Through the retreat, we were able to understand that commitment, learning, and Diversity, Equity & Inclusion are foundational conditions informing the EAA process, articulate areas of strengths and gaps within each Condition, objectively review evidence, develop a consensus around preliminary focus area for the next step – the action plan.

There are numerous indicators of quality advising and advising related initiatives over the past ten years that improved the student experience. The EAA process has helped us recognize areas where we can continue to improve the delivery of advising services in a decentralized advising environment. Five themes emerged from the 78 recommendations gathered at the retreat. The themes are:

Advisor Voice: include advisors on policy making committees, diversity, equity and inclusion committees, college and Departmental committees that impact the student education experience

- Creation of an advising strategic plan to align with the university strategic plan with mission, vision, and student learning outcomes

- Professional Development: training/onboarding, learning outcomes for advisors, engagement in scholarship for advisors, professional development that support diversity, equity, and inclusion

- Career Ladders with advisor role clarification

- Assessment of the advising process

Section 2: Task Force

A. Liaison

Name	Title
Catherine Bernas	Associate Director
Cheryl Kollin	University Advising Center

B. Steering Committee

Name	Title
Kristina Aaron	Assistant Dean
Fawne Allossery	Academic Services Officer
Cathy Barrette	Director
Cherise Frost	Academic Advisor
Elizabeth Hill	Academic Advisor
Amanda Horwitz	Academic Advisor
Kimberly Hunter	Academic Advisor
Paul Johnson	Assistant Dean
Loraleigh Keashly	Associate Dean
Liza Lagman Sperl	enrollment management coordinator
Shawntae Mintline	Academic Services Officer
Cleo Moody	Academic Advisor II
Anwar Najor-Durack	Assistant Dean-Student Affairs
Rachel Pawlowski	Academic Advisor
Shawn Pewitt	Director

C. Condition Committees

Name	Title	Committee Role	Course
Aundra Freeman	Academic Advisor	Committee Member	Advisor Selection and Development
Kimberly Hunter	Academic Advisor	Committee Chair	Advisor Selection and Development
Liza Lagman Sperl	enrollment management coordinator	Committee Chair	Advisor Selection and Development
Michele Porter	Academic Service Officer	Committee Member	Advisor Selection and Development
Emily Reetz	Academic Advisor	Committee Member	Advisor Selection and Development
Royanne Smith	Academic Service Officer	Committee Member	Advisor Selection and Development
Kimberly Swisher	University Counselor	Committee Member	Advisor Selection and Development
Helen Wilson	Academic Advisor	Committee Member	Advisor Selection and Development
Kathleen Anderson	Academic Service Officer	Committee Member	Collaboration and Communication

Ranae Hamama	Manager	Committee Member	Collaboration and Communication
Amanda Horwitz	Academic Advisor	Committee Chair	Collaboration and Communication
Paul Johnson	Assistant Dean	Committee Chair	Collaboration and Communication
Loraleigh Keashly	Associate Dean	Committee Member	Collaboration and Communication
Jeff Lisiecki	Academic Advisor	Committee Member	Collaboration and Communication
Lauren Orr	Academic Advisor	Committee Member	Collaboration and Communication
Shauna Reevers	Academic Service Officer	Committee Member	Collaboration and Communication
Brandon Shamoun	Academic Service Officer	Committee Member	Collaboration and Communication
Gary Shields	Lecturer	Committee Member	Collaboration and Communication
Adanna Smith	University Counselor	Committee Member	Collaboration and Communication
LaSondra Dawn	Academic Services Officer	Committee Member	Commitment
Kelly Dormer	Academic Advisor	Committee Member	Commitment
Kalyn Griffin	University Counselor Assistant II	Committee Member	Commitment
Robert Hellar	Academic Service Officer II	Committee Member	Commitment
Avanti Herczeg	Academic Advisor	Committee Member	Commitment
Shantalea Johns	Lecturer	Committee Member	Commitment
Gayle McCreedy	Advisor	Committee Member	Commitment
Shawntae Mintline	Academic Services Officer	Committee Chair	Commitment
Amy Novotny	Academic Service Officer	Committee Member	Commitment
Rachel Pawlowski	Academic Advisor	Committee Chair	Commitment
Richard Pineau	Senior Lecturer, Mathematics	Committee Member	Commitment
Brandon Shamoun	Academic Service Officer	Committee Member	Commitment
Mary Zinser	Assistant Director	Committee Member	Commitment
Nora Alhussainy	Academic Advisor	Committee Member	Equity, Inclusion, and Diversity
Kathleen Anderson	Academic Service Officer	Committee Member	Equity, Inclusion, and Diversity
Randi Bushman	Academic Services Officer	Committee Member	Equity, Inclusion, and Diversity
Heather Laskos	Academic Advisor	Committee Member	Equity, Inclusion, and Diversity
Margaret MacKeverican	Academic Advisor	Committee Member	Equity, Inclusion, and Diversity
Cynthia Merritt	Academic Advisor	Committee Member	Equity, Inclusion, and Diversity
Shawn Pewitt	Director	Committee Chair	Equity, Inclusion, and Diversity
Shauna Reevers	Academic Service Officer	Committee Member	Equity, Inclusion, and Diversity
Nicole Saez	Academic Services Officer	Committee Member	Equity, Inclusion, and Diversity
Heather Sandlin	Academic Services Officer	Committee Chair	Equity, Inclusion, and Diversity

Shanna Simpson-Singleton	Academic Services Officer	Committee Member	Equity, Inclusion, and Diversity
Kristen Swan	Academic Advisor	Committee Member	Equity, Inclusion, and Diversity
Kristina Aaron	Assistant Dean	Committee Chair	Improvement and the Scholarship of Advising
Anglesia Brown	Academic Service Officer	Committee Member	Improvement and the Scholarship of Advising
Kelly Dormer	Academic Advisor	Committee Member	Improvement and the Scholarship of Advising
Amber Neher	Academic Service Officer	Committee Member	Improvement and the Scholarship of Advising
Amanda Palma	Academic Services Officer	Committee Chair	Improvement and the Scholarship of Advising
Emily Reetz	Academic Advisor	Committee Member	Improvement and the Scholarship of Advising
Devon Taylor	Associate Director	Committee Member	Improvement and the Scholarship of Advising
Brittany Thomas	Academic Services Officer II	Committee Member	Improvement and the Scholarship of Advising
LaSondra Dawn	Academic Services Officer	Committee Member	Learning
Kelly Dormer	Academic Advisor	Committee Member	Learning
Kalyn Griffin	University Counselor Assistant II	Committee Member	Learning
Robert Hellar	Academic Service Officer II	Committee Member	Learning
Avanti Herczeg	Academic Advisor	Committee Member	Learning
Shantalea Johns	Lecturer	Committee Member	Learning
Gayle McCreedy	Advisor	Committee Member	Learning
Shawntae Mintline	Academic Services Officer	Committee Chair	Learning
Amy Novotny	Academic Service Officer	Committee Member	Learning
Rachel Pawlowski	Academic Advisor	Committee Chair	Learning
Richard Pineau	Senior Lecturer, Mathematics	Committee Member	Learning
Brandon Shamoun	Academic Service Officer	Committee Member	Learning
Mary Zinser	Assistant Director	Committee Member	Learning
Fawne Allossery	Academic Services Officer	Committee Chair	Organization
Stephanie Chastain	Academic Advisor	Committee Member	Organization
Kim Clexton	Academic Advisor	Committee Member	Organization
Susan Crowley	University Counselor	Committee Member	Organization
Moira Fracassa	Academic Service Officer	Committee Member	Organization
Dan Hanrath	Academic Advisor	Committee Member	Organization
Elizabeth Hill	Academic Advisor	Committee Chair	Organization
Geoffrey Jones	Academic Advisor	Committee Member	Organization
Heather Laskos	Academic Advisor	Committee Member	Organization
Desmond Mack	Academic Service Officer	Committee Member	Organization
Dawn Neidermiller	Academic Advisor	Committee Member	Organization
Doug Peacock	Academic Service Officer	Committee Member	Organization
Royanne Smith	Academic Service Officer	Committee Member	Organization
Kurt Troutman	Academic Service Officer	Committee Member	Organization

Maya Calloway Richardson	Advisor	Committee Member	Student Purpose and Pathways
Eve Crandall	Academic Services Officer	Committee Member	Student Purpose and Pathways
Antoinette Cunningham	Academic Advisor	Committee Member	Student Purpose and Pathways
Cherise Frost	Academic Advisor	Committee Chair	Student Purpose and Pathways
Ranae Hamama	Manager	Committee Member	Student Purpose and Pathways
Nannette McCleary	University Counselor	Committee Member	Student Purpose and Pathways
Colleen McKenney	Advisor	Committee Member	Student Purpose and Pathways
Angel Niederkohr	Academic Advisor	Committee Member	Student Purpose and Pathways
Keanu Respess	Advisor	Committee Member	Student Purpose and Pathways
Casey Rue	Academic Service Officer	Committee Member	Student Purpose and Pathways
Rebecca Russell	Academic Advisor III	Committee Chair	Student Purpose and Pathways
Sophia Yates	Enrollment Specialist	Committee Member	Student Purpose and Pathways
Deanna Cavanaugh	Advisor III	Committee Member	Technology Enabled Advising
Nathan Chavez	Associate Director	Committee Member	Technology Enabled Advising
Aundra Freeman	Academic Advisor	Committee Member	Technology Enabled Advising
Chris Gilbert	Application Tech Analyst	Committee Member	Technology Enabled Advising
Cleo Moody	Academic Advisor II	Committee Chair	Technology Enabled Advising
Stacie Moser	Academic Advisor	Committee Member	Technology Enabled Advising
Anwar Najor-Durack	Assistant Dean-Student Affairs	Committee Chair	Technology Enabled Advising
Jessica Pfeiffer	Academic Service Officer	Committee Member	Technology Enabled Advising
Michele Porter	Academic Service Officer	Committee Member	Technology Enabled Advising
Chelsea Smith	Advisor	Committee Member	Technology Enabled Advising
Nikki Taylor-Vargo	Assistant Dean	Committee Member	Technology Enabled Advising
Kurt Troutman	Academic Service Officer	Committee Member	Technology Enabled Advising
Denise Wunderlich	University Counselor	Committee Member	Technology Enabled Advising

D. Institution Members

Name	Title
Ramona Benkert	Associate Dean
Monica Brockmeyer	Sr. Associate Provost
Carly Cirilli	Dir., Business Intelligence & Date Analytics
Darin Ellis	Assoc. VP and Assoc. Provost
Minh Ha	Lead Applications Tech Analyst
James Morrissey	research analyst
Jeffrey Potoff	Associate Dean

Dennis Schwartz	Project Mgmt Specialist
Rob Thompson	Sr. Director, Enterprise Applications
Linda Zaddach	Assistant Dean

Section 3: Section Narrative on General Situation

Academic advising must be recognized as integral to all students' educational experience. It is through academic advising that students first become oriented to higher education and learn to navigate the institution. Advisors often form the central, primary, and most persistent relationship a student has while at the institution. They help facilitate key-problem solving and decision-making moments in their education, assist with important meaning-making discussions and goal-setting dialogues and, ultimately, increase a student's self-reflection skills and the capacity to take charge of their future as a life-long learner.

While the previous section details the history leading up to the current advising model at Wayne State University, including the substantial gains made to advising through the investment in advising positions, advising technology, and the establishment of a unit dedicated to the training, centralized communication, and recognition of advisors, this section will provide an overview of the current, general situation of advising at WSU, as it relates to the aspirational conditions of advising established by the Excellence in Academic Advising initiative. This narrative represents the perspectives gained by the EAA Conditions Committees based on the research, institutional data, and survey data collected and evaluated by their members and used to complete KPI assessments and committee reports.

Commitment and Learning

There is no question WSU has demonstrated an increased commitment to academic advising over the last 10 years as detailed in the Executive Summary. The investment in advising led to remarkable gains in retention, almost doubling WSU's graduation rates from 26% to 55.8% in 10 years. In addition, the Black student graduation rate improved from 7.6% to 34.6%. These successes can certainly be attributed in part to WSU's commitment to academic advising and the intentional work advisors do with students.

Mission: Currently the university has a published vision and mission statement for academic advising and multiple units report having a unit-specific formal mission statement. It is unclear, however, to what degree these are used to guide advising practices or to inform the development of advising program outcomes or student learning outcomes. While the current WSU advising mission does seem to reflect the university's values and commitment to student learning, there are other areas where this connection could be strengthened such as diversity, equity, and inclusion or equitable outcomes for diverse populations of students. Additionally, the WSU mission and the new strategic plan both highlight research and the creation of knowledge as top priorities for the university. This is something that is absent from the WSU advising mission and vision. A revised, and regularly reviewed, WSU advising vision and mission statement should intentionally include DEI and the scholarship of advising.

Student Educational Experience: The Commitment committee found that while WSU has many strong programs that support students through transitional periods (including FYS 1010, FIGs, TSSC, Warrior Way Back, and Warrior 360), there are other transitional spaces where students often "fall through the cracks" and advisors could be instrumental in implementing interventions. Examples include sophomore students, students transitioning out of pre-professional majors, students on probation, or students that are changing their majors.

Commitment to advisor input has been found lacking in some key strategic planning processes and decision-making bodies. When advisors are present in these spaces, it tends to be only to provide insight on student affairs/student success initiatives. Examples include limited representation on the DEI Council (2-3 advisors), the Social Justice Action Committee (1 advisor), and the WSU Academic

Senate where all advisors elected serve on the Student Affairs Committee over all other committees where their voices should be heard. In order for advising to truly be valued at WSU, advisors need to be more broadly represented across campus in a variety of committees and councils, including ones that are not explicitly "student success" focused.

The extent to which academic advisors help identify curriculum and course barriers to student success varies widely by school/college/department. Some academic advisors report that they are regularly asked to provide insight in their units on curricular barriers while others report that they are left out of those conversations completely. Some curricular challenges are hard to identify and track, including issues with course sequencing or prerequisite challenges. When advisors notice these inconsistencies but have no reporting mechanism, it can be difficult to find a path to improving issues.

Finally, although it seems intuitive that academic advising is an important component in supporting equitable outcomes for students, this is not always explicitly stated. SJAC, DEI, and strategic planning documents all fail to mention effective academic advising as a strategy for identifying and removing barriers for underrepresented minority (URM) students, improving outcomes for success for URM students, etc. WSU hired many new advisors within the past decade, presumably because the university believed that advising would help improve graduation rates. It seems that academic advising would be more intentionally included in strategic planning conversations on how to best support URM students. On a similar note, universities often discuss the demographic makeup of faculty but do not often discuss how the diversity of an advising staff supports (or hinders) the success of a diverse student population.

Areas of improvement remain to strengthen the commitment to advising for all students, such as lowering student-to-advisor ratios, and ensuring advisors have input and are broadly represented across campus on a variety of committees and councils. More recently WSU has experienced a higher rate of advisor turnover, leaving some departments with fewer advisors, and in some cases, advisor positions are not being replaced. This often leads to advisors having higher caseloads and additional job responsibilities, with less support and fewer resources.

Organization

Currently the advising structure at Wayne State University (WSU) is a split model, comprised of both centralized and decentralized reporting units. All students admitted to a degree program are systematically assigned a major advisor using a home-grown Advisor Matching Engine (AME) tool. Supplemental advisors are also available for advising in Honors, competitive health professions (pre-med/dent, etc.), athletics, veterans concerns, and other populations, but are not assigned. All undergraduate students are advised by professional academic advisors. Most professional academic advisors are assigned to a single academic area, however some advisors advise for multiple program areas or departments.

The primary job classifications for primary role advisors include Academic Advisors, Academic Services Officers, and University Counselors. Most have other administrative tasks assigned to them and are not full-time advisors. There is no standard at WSU in terms of advising workload and expectations among classifications, and between units. There is no mechanism to calculate the percentage of advising being done by individual advisors on any given day or the ability to discern the time spent on advising versus other administrative tasks. This creates unfair perceptions across campus if workload is measured by advising caseloads alone.

As of Winter 22 census, the average (assigned) student to advisor ratio was 209:1. Currently, there is no systematic approach to match students with advisors in secondary roles (minor, 2nd major, etc.). In addition, nearly 33% of all enrolled students have at least one declared minor and many students have two or even three minors. Only one unit (College of Liberal Arts & Sciences) requires a minor for its students, but not all program advisors in other units advise minor students. Therefore, greater

inequities exist amongst advisors working with declared minors in their assigned area, with a large burden on the College of Liberal Arts & Sciences advisors.

Advisors typically report to an assistant or associate dean/director/department chair who serves under a college dean or other university administrator. There is no formal orientation or training for these supervisors regarding advising practices and the supporting technological tools.

The Academic Training Academy (ATA) serves as the primary advisor training, communication, and recognition entity on campus and is housed within the University Advising Center which reports to the Provost Office. In addition, the Academic Advising Council (AAC), an elected body of advisors, is an additional means for networking and professional development.   While these groups contribute guidance for advisors on best practices, neither provide nor enforce advising policy, and there is no official institutional procedure for reviewing and establishing campus-wide advising policy and practices.

Purposes and Pathways

There is no question the University's retention initiative in 2011 increased student participation in advising dramatically. However, without campus-wide mandatory advising policies, it remains unclear if all students receive advising each semester. First-year students are expected to participate in advising though New Student Orientation, but, with the exception of the Mike Ilitch School of Business, mandatory advising practices for undergraduate students only exits for unique programs, students on academic probation, and certain underrepresented populations. Most programs "strongly encourage" regular advising for their student populations. Evidence demonstrates success for incoming students, however interventions are limited for sophomore and upper division students. A more diversified communication strategy beyond email needs to be considered. Multiple advising locations along with utilizing social media to push important academic information were two ideas to help fill the gaps that some students slip through.

Student populations that fair less well include students on academic probation, suspended/excluded students, and underrepresented students. The committee determined that to better serve these populations, it would be best to look at hiring specific staff whose role would be to connect with these groups, such as success coaches. In addition to staff, the committee also agreed that there needs to be wider awareness of programs that exist to help conditionally admitted students, as well those who are underrepresented. Programs like the newly created Warrior 360.

It is widely agreed that the university has made excellent progress with advising technology. The STARS 2.0 platform makes advising processes such as scheduling, mass message campaigns, and tracking appointments simple and efficient and an appointment usage report and dashboard has been developed in the platform. The platform has also allowed for more flexibility in offering a variety of appointment modes (virtual and in-person) and times (day and evening) that students find highly convenient when given the option.

The Purposes and Pathways Committee determined that the university has strong outcomes related to curricular coherence, enrichment, and student engagement efforts. Particular strengths include creating pathways to optimize course scheduling, examining program curricula for equitable, well-scaffolded content, connecting pathways to career exploration and internships, and directing students toward high-impact practices that support learning and an enriched educational experience. Areas of moderate performance include assisting students with finding co-curricular experiences that enrich their studies, creating scheduling options that meet student needs, identifying curricular, course and pedagogical barriers that impact student performance, progression, and completion, and the integration of career exploration with student pathway development.

Collaboration and Communication

While there is evidence in some schools/colleges/departments (S/C/D) of collaboration between primary role advisors and faculty, it appears to be siloed within departments, with little to no evidence of broad collaborations across units. Similarly, some evidence shows a collaborative relationship between advising and students, but there seems to be little evidence that advisors work with any of the 500+ student organizations on campus, providing a clear area for growth.

The role of K-12 systems in the advising community is minimal overall. S/C/D that have reasons to interact with public, charter, and private school systems in the metro Detroit area do so on their own. University-wide, the committee could only cite two ways advisors interact with high school students; neither initiatives have happened since COVID. There is not much evidence to support collaboration with employers in the community or surrounding area.

There is a good amount of evidence of the collaboration with institutions from which WSU students transfer. The creation of the Transfer Student Success Center (TSSC) and the work of the Academic Student Affairs and Global Engagement division has served to solidify partnerships with several community colleges and improve the articulation agreements, transfer guides, and advising resources for transfer students.

Overall, the Collaboration and Communication committee does not believe that a university-wide, well-documented, inclusive communication plan exists, in general, for all stakeholders at Wayne State University. There is also no university-wide, inclusive, and well-documented communication plan for academic advising. The creation of these plans would go a long way to establishing a comprehensive support system for students.

Finally, while communication and program/unit updates surrounding advising-related information is consistent through the Advisor Training Academy, many university updates are not consistently communicated through the ATA. Similarly, advising resources adopted by the university are accessible and functional, but their use is not enforced, and training is not required. Examples include STARS 2.0, Banner and Slate.

Technology Enabled Advising

WSU has invested in many technologies to support advisors as they help students navigate their educational experiences. These include BANNER, STARS, Degree Works, Academica, Slate, Canvas as well as Microsoft Office Suite which includes Teams and Zoom. A number of these platforms have a direct impact on advising and the workflow of advisors, yet not all technologies have been made available to all advisors, and there is room for improvement when it comes to training opportunities for advisors on some of these systems, as well as communications related to changes and upgrades. Additional concerns heard include advisors using varying tools to do work with students, and inconsistent access to information or reports.

Advisor Selection and Development

There are many clear inconsistencies across WSU divisions and units in advisor hiring practices and advisor duties. While there are standard university factors established for the campus community once an advisor is hired, the starting point for each new hire is different enough to lead to inequities in job duties and salaries as advisors move through the ranks.

Advisor Development and Practice: The University has made progress in developing training programs for advisors through the Advisor Training Academy (ATA).   The ATA offers relevant training and professional development opportunities for advisors, but participation is not required as part of the hiring process. Most units utilize the ATA as an essential resource for new advisors, but this resource may be under-utilized if a supervisor does not support or encourage attendance. To encourage participation in ATA workshops and internal certification programs, participation should be considered as part of applications for Employment Security Status (ESS) and promotion portfolios.

Recognition and Reward: The university has historically offered three recognition awards focused on academic staff through the Academic Staff Professional Development Committee (ASPDC). Additionally, there has been growth in advisor awards through the ATA, but these are all peer-evaluated awards. The committee made note that many recognition opportunities for advisors are peer reviewed and therefore are not given much acknowledgement by the administration.

Professional Advancement: The established ranks of levels I through IV, as well as the factors described in the AAUP/AFT define a clear path for advancement. What has been identified as a challenge is the ceiling advisors reach once hitting their top-of-rank. The limited number of advising-related leadership positions on campus results in limited advancement potential in the field. In terms of structure and support, the committee found disparity across units in terms of resources and supervisor-support for professional development experiences.

Improvement and the Scholarship of Advising

Formal assessment of advising and advising outcomes is critical for understanding the impact of academic advising initiatives and can be linked to increased student satisfaction and improved graduation rates. At WSU, assessment data is available to the advising community, and a representative from the provost's assessment office can assist the advising community with conducting assessment and interpreting data. It is important that all advisors are aware these services exist, as it supports the university's values of utilizing data to drive practices and decision making.

While the University has recently adopted a five-year strategic plan, there is no advising-specific strategic plan to define and measure advising-specific goals, and to guide advisor training and practice. The creation and implementation of such a plan would be helpful to support the WSU advising community and to guide the Advisor Training Academy in its work.

WSU is strong in its encouragement of primary role advisors to pursue scholarly work and to incorporate it into practice. The Advising Training Academy (ATA) hosts numerous training sessions for advisors to expand their knowledge on scholarly inquiry and to present their findings. In addition, the university's annual Academic Advising Summit provides a space for advisors to present on areas of interest and expertise and to collaborate with other advisors on campus.

Unfortunately, this committee found limited support for the development of research skills for interested academic advisors and for encouraging collaboration in research between faculty and primary role advisors. As a result, WSU advisors feel they only occasionally contribute to the scholarship of advising outside of the institution.

Equity, Inclusion and Diversity

WSU advisors agree that issues of equity, inclusion, and diversity are best addressed in a collaborative effort at the institutional and departmental level. Overall, advisors expressed that they have not been sufficiently involved in campus-wide discussions about equity, inclusion, and diversity and do not feel represented in this area. WSU advisors feel unprepared to meet the needs of the diverse student body in ways that attend to issues of equity and inclusion, particularly in the areas of race, class, and mental health. However, WSU advisors did share that there are training opportunities but see the need for more in-depth exposure and training provided by the University which aligns with the University strategic plan. Advisors expressed the need for a more holistic approach institutionally and feel students should be included as well.

Section 4: Recommendations for Action and Strategies for Implementation

Recommendation one: Elevate and honor the voice of advisors.

Academic advising is critical to supporting students and their academic journey. They are the one distinct group of professionals that work closely with students from onboarding through graduation,

and for some beyond graduation to professional/graduate programs. Advisors experience student successes and struggles firsthand and view the journey through the lens of the student experience. The University has experienced a significant increase in 6-year graduation rates, increase in retention rates and a stronger sense of community among students due in large part to the work of the professional advising staff.

As valuable as advisors are to the success of students and the university, their voices and expertise are not often sought out in important key decision-making committees. Advisors are often regulated to committees that are ad-hoc or only student success focused. Additionally, advisors are not regularly consulted when the University is considering the purchase of new technology, software platforms or other technological supports that advisors rely on and have a direct impact on the standard of the quality of work they are expected to perform. Advisor expertise and knowledge should be considered for university, college and department committees and working groups. They bring to the table an important aspect of the student experience that is imperative to policy making, curricular changes, graduation requirements and the many aspects of the college experience for our students.

We recommend the following:

Advisors be included in university and college level committees where decisions and policies are made that impact the student experience and the advising community's work.

Require administrators within the Provost's office and in the schools/colleges work to include advisor representation when forming committees and work groups.

Create a clear standard of inclusion of advisors in curricular and policy decision, codified in bylaws for curricular committees, policy committees, university governance committees, and other campus-wide groups and committees that will benefit from the expertise of the advising community.

Provide opportunities for advisors to be involved in conversations regarding strategic initiatives with administration at both the university and college level. Listen to the voice and expertise of the advising community when making key strategic initiatives and decisions.

Involve advisors in the decision making of all student programming, outreach, and communication. Utilize the expertise of advisors to help create a unified communication plan/calendar for student support and student success

Includes advisor representation in decision making processes particularly in relation to Diversity, Equity and Inclusion issues, discussions, and initiatives.

Include the advising community when making decisions regarding the change of software, student platforms, and academic and/or university practices and policies that have a direct impact on the delivery of advising and student support services.

Create an undergraduate advising and curriculum task force that includes College/School/Department administrators and allows for the input of advisors in curriculum decisions.

Strategy for Implementation: Through coordination with ATA leadership, the Advising Council and a designated person in the Office of the Provost ensure that advisor representation is included on key committees and groups organized through central administration, schools, colleges, AAUP and ad-hoc groups. Create a nomination system allowing a variety of advisors to serve. Develop a review process to ensure that advisors, their voice and experience, remain on the committees.

Recommendation two: Create a campus wide Advising Strategic Plan with updated mission statement and guiding principles.

The hiring of 45 academic advisors in 2012 was part of the University's strategic plan to increase retention and six-year graduation rates. As part of this process, a small group of administrators participated in NACADA's Administrators Institute with the goal of creating a campus-wide academic advising mission statement. The goal was completed, however the execution and implementation of an advising mission statement with vision, goals and learning outcomes was not fully imbedded into the philosophy of advising in all areas of campus. At best, adopting the document in schools, colleges and departments was spotty. Additionally, a decentralized model of advising was implemented while hiring the 45 additional advisors creating inconsistency in supervision and expectations of advisors. Creating an advising strategic plan will provide structure within the advising community.

We recommend the following:

Establish a standard of advising practices across the university to increase the delivery of consistent quality advising. The Advisor Training Academy will be the lead unit to ensure training and support to create such a standard.

Create a committee, through the Academic Advisor Council, to review, update, and maintain the current mission and vision statement and to create a comprehensive advising strategic plan the aligns with the university mission and vision statement and with the University strategic plan.

Ensure there is a strong focus on DEI within the strategic plan and the mission statement.

To ensure a consistent, high quality advising student experience across campus, incorporate strategic plan learning outcomes for both students and advisors with a revision structure that can be adopted by departments, schools, and colleges.

Through the appointed committee, develop a process of continuous review of the strategic plan and mission statement. Require engagement by all S/C/D to ensure it is supported and implemented.

As part of the strategic initiative, build a mechanism for regular reviews of advisor caseloads to ensure equity across departments.

Ensure the strategic plan and mission statement are part of the onboarding and training of new advisors.

Strategy for Implementation: We will create a campus-wide committee including advisors from schools, colleges, central advising along with administrators to create and implement a strategic plan.   We will create a mechanism to allow advisors to share their opinions and suggestions as we move forward with this initiative and will develop a mechanism for training (ATA) and systematic review of the plan so that it evolves and grows with the university strategic initiatives.

Recommendation three: Expand advisor professional development: training/onboarding, learning outcomes for advisors, engagement in scholarship for advisors, and professional development that support diversity, equity, and inclusion

The current scope of the Advisor Training Academy is to provide training that complements and builds off the onboarding that goes on in each unit at the time of a new hire. Given the range of hiring units and staff (single advisors in departments to teams in student service centers), the timing of hires, and the resources available, this results in an inconsistent, often piecemeal experience for many new hires who often do not know what they need to learn, where to go for training, and when they are adequately prepared to begin advising their students. Additionally, while the ATA attempts to cover all competency areas for advisor development as outlined by NACADA, its programming is currently limited by staffing and resource restrictions. Moreover, training and professional development opportunities are not consistently valued or required across all units which results in disparities among advisor knowledge, skills, and understanding.

We recommend the following:

Administration should provide clear guidelines regarding professional development funding and release time and promote opportunities for academic advisors to enforce consistency across campus.

Create a university-wide onboarding system required for all academic advisors and academic services officers to ensure consistent exposure to university-wide policies, professional standards, and other relevant information.

Establish a stand-alone center (similar to WSU's OTL) focused on advisor development and student success. This center would have a staff dedicated to providing all initial and on-going training and would also support individual development and goal setting for professional advisors. Moreover, this center would develop avenues for seasoned advisors to share best-practices and would be a resource for chairs/deans/directors to better understand the role of advising and success.

Create professional development opportunities for advisors on analyzing institutional data and how this informs our advising practice.

Create ongoing networking opportunities between faculty and primary role advisors to develop collaborative relationships to support research and publication practices.

Offer incentives and rewards for staff development regarding DEI principles.

Strategy for Implementation:
The expansion of the Advisor Training Academy into a formal center would allow for the expansion of all current services and would lay the groundwork for the development of a formalized onboarding process that would be available to all units.

Staffing would allow for new and ongoing training initiatives, in-depth outreach and communication plans and high-quality consultation to units or individual advisors. A centralized center would also position itself as a means for executing strategic advising initiatives from university leadership and would work to centralize and formalize advising assessment cycles.

Recommendation four: Career Ladders with advisor role clarification

Because of the highly structured promotion and ESS timeline at the University, one of the consequences of the advisor hiring initiative in 2012 is that most of these new hires became eligible for promotion and ESS status around the same time. As a result, in addition to earning ESS, there are currently many advisors who have earned top-of-rank status or are fast approaching this milestone. The dilemma of mid-career, top-of-rank, advisors who are looking for advanced professional opportunities and leadership roles is compounded by the limited administrative positions available within the advising arena. This frustration has led to an increase in advisor turn-over within the institution, with advisors leaving the profession for higher paid administrative positions at other institutions or leaving advising to take on other university positions with more advancement opportunities.

Another role-specific issue that came to light was the lack of clarity around advisor ranks when it comes to job performance, as well as the inconsistency of roles from unit to unit where "other duties" can be highly varied and may provide leadership opportunities to some, and clerical work for others. In either case, these duties may be added on top of an advisor's advising caseload with no additional compensation or allowances for advising responsibilities.

We recommend the following:

Developing a new rank of 'senior advisor' with levels that would provide continued opportunities for professional growth, compensation, and the retention of valued employees.

Create a specific and formal mechanism for equity requests.

Codify a list of duties that are specific to advising practice as well as what can be assigned as additional duties.

Require more consistency among hiring units when it comes to hiring, position descriptions and requirements, and compensation practices

Standardize the definition of scholarship as it relates to primary role advisors

Strategy for implementation:
The Academic Advising Council, Advisor Training Academy, Office of the Provost, Human Resources, AAUP/AFT representatives, and other key stakeholders would work to study these recommendations and determine feasibility, requirements, and a timeline for implementation.   Statements related to role and duty clarification can be posted on the Office of the Provost website and incorporated into HR postings for advisor role positions. Mechanisms for equity requests can also be incorporated into collective bargaining contracts as well as HR and Provost Office websites. Clarification on the definition of scholarship for advisors can be incorporated into promotion factors.

Recommendation five: Assessment of the advising process

Conducting a formal assessment cycle is a critical step in the evaluation of unit-based advising programs as well as for evaluating any centralized advising practices, technology, or communications at the University. While WSU has made a clear commitment to high quality assessment practices, and to providing access to assessment support for all faculty and staff through the Provost's Office, it is unclear whether there is consistent review being done campus-wide on advising programs or whether advisors are even aware of NACADA and University resources that support these efforts.

We recommend the following:

Establish a centralized, ongoing assessment process specific to academic advising units. Provide formalized support for advisors in all aspects of the assessment cycle.

Ensure feedback from students specifically about equitability and inclusiveness in advising practices and technology.

Develop shared, campus-wide understanding of 'What is student success?', 'What is good advising?'

Strategy for implementation:
The Advisor Training Academy can work with the University's director of assessment to offer workshops on the assessment of advising and advising programs. In addition, the ATA can provide support, along with that offered through the Assessment Office and through NACADA, on incorporating assessment mechanisms, the collection and interpretation of data, and the incorporation of improvement processes. The university's assessment technology and timeline would be incorporated to align with the campus' overall assessment goals.

NEXT STEPS
Upon discussion with the administration on the phase 1 recommendations, the EAA Task Force will reconfigure into an action team that will implement the approved recommendations. The Steering Committee will be reconstituted with current members and additional faculty and staff that can contribute to the achievement of the actions. The first charge will be to craft a comprehensive implementation plan that will include specific actions, responsible parties, timelines, and assessments.

Section 6: Sources of Evidence

Doc #	Title	Condition	Author	URL
2	L2 Letter.docx	Advisor Selection and Development; Collaboration and Communication	Bernas	https://eaa.jngi.org/d/9190e-12357/l2-letter.docx
3	Level 1 Letterhead.docx	Advisor Selection and Development; Collaboration and Communication	Bernas	https://eaa.jngi.org/d/297da-12358/level-1-letterhead.docx
4	Thank an Advisor letterhead (2).pdf	Advisor Selection and Development; Collaboration and Communication	Bernas	https://eaa.jngi.org/d/6e256-12359/thank-an-advisor-letterhead-2.pdf
9	ATA Series Certificate.pdf	Commitment; Institutional Commitment; Learning; Advisor Selection and Development; Collaboration and Communication		https://eaa.jngi.org/d/e703d-12687/ata-series-certificate.pdf
10	WSU Academic Advising Syllabus	Commitment; Institutional Commitment		https://advisortraining.wayne.edu/aac/advising_syllabus.pdf
11	WSU Mission Statement	Commitment; Institutional Commitment		https://wayne.edu/about/mission
12	WSU FY 2021 CURRENT FUNDS BUDGET.pdf	Commitment; Institutional Commitment		https://eaa.jngi.org/d/14edc-12826/wsu-fy-2021-current-funds-budget.pdf
13	WSU Strategic Plan	Commitment; Institutional Commitment; Collaboration and Communication		https://president.wayne.edu/strategic-plan
14	Advisor Directory	Organization		https://advisortraining.wayne.edu/directory
15	Success Markers for AdvisingWorks.xlsx	Commitment; Institutional Commitment		https://eaa.jngi.org/d/0bd24-12829/success-markers-for-advisingworks.xlsx
16	Review 2017 HLC Assurance Argument (Learning Outcomes)	Commitment; Institutional Commitment		https://hlc.wayne.edu/2017-assurance-argument/core_component_4_b.pdf
17	HLC Open Pathway Quality Initiative Report	Commitment; Institutional Commitment		https://hlc.wayne.edu/pdfs/qi_report_wayne_state_university_mi.pdf
18	WSU Student Success Strategic Plan	Commitment; Institutional Commitment; Learning;		https://president.wayne.edu/strategic-plan/student-success

		Collaboration and Communication		
19	WSU Diversity and Inclusion Strategic Plan	Commitment; Institutional Commitment		https://president.wayne.edu/strategic-plan/diversity-inclusion
20	Wayne Experience - First year students	Commitment; Institutional Commitment		https://bulletins.wayne.edu/undergraduate/general-information/general-education/wayne-experience/
21	Wayne State Learning Communities 2020 - 2021	Commitment; Institutional Commitment		https://wayne.edu/learning-communities/listing
22	WSU Transfer Student Success Center	Commitment; Institutional Commitment		https://wayne.edu/transfer/about
23	WSU Orientation Office	Commitment; Institutional Commitment		https://wayne.edu/orientation
24	WSU Career Services	Commitment; Institutional Commitment		https://careerservices.wayne.edu/
27	GRAD: Greater Retention and Achievement through Diversity	Commitment; Institutional Commitment	Retention Advisory Committee	https://wayne.edu/diversity/pdf/grad-report.pdf
28	Barrier Courses	Commitment; Institutional Commitment	Academic Senate	https://academicsenate.wayne.edu/informational_reports/barrier_courses.pdf
29	Gateway Course Initiative	Commitment; Institutional Commitment	Monica Brockmeyer	https://academicsenate.wayne.edu/informational_reports/barrier_course-gateway_presentation_01-11-17.pdf
30	Emerging Scholars Program	Commitment; Institutional Commitment	Center for Excellence and Equity in Mathematics	http://www.clas.wayne.edu/ceem/emerging-scholars
31	STARS tool update seeks to improve student experience with advising, faculty and staff	Collaboration and Communication; Technology Enabled Advising		https://tech.wayne.edu/news/stars-tool-updateseeks-toimprove-student-experience-with-advising-faculty-and-staff-40131
32	WAMS-New advising system for business students	Technology Enabled Advising		https://ilitchbusiness.wayne.edu/news/new-advising-system-for-business-students-12570
33	Degree Works	Collaboration and Communication; Technology Enabled Advising		https://degreeworks.wayne.edu

34	Academica	Technology Enabled Advising		https://academica.aws.wayne.edu/
35	Slate by Technolutions (Wayne State University Graduate School)	Collaboration and Communication; Technology Enabled Advising		https://gradslate.wayne.edu/manage/
36	Advising Works	Technology Enabled Advising		https://advisingworks.campus.eab.com/
37	Banner	Collaboration and Communication; Technology Enabled Advising		https://appnav.prod.wayne.edu/applicationNavigator/seamless
38	AcademicWorks	Technology Enabled Advising		https://wayne.academicworks.com/opportunities
39	Microsoft Teams	Technology Enabled Advising		https://teams.microsoft.com/
40	Zoom	Technology Enabled Advising		https://tech.wayne.edu/kb/academic-services/zoom
41	Qualtrics	Technology Enabled Advising		https://tech.wayne.edu/kb/academic-services/qualtrics
42	Formy	Technology Enabled Advising		https://forms.wayne.edu/create/forms.php
43	Microsoft Office	Technology Enabled Advising		https://tech.wayne.edu/software-hardware/microsoft-office
44	social-justice-action-committee-full-report.pdf	Commitment; Institutional Commitment	WSU Social Justice Action Committee	https://eaa.jngi.org/d/90df2-13263/socialjusticeactioncommitteefullreport.pdf
45	Undergraduate Academic Advising Initiative BOG Presentation.pdf	Collaboration and Communication	C Kollin, M Brockmeyer	https://eaa.jngi.org/d/c48b4-13276/agendasac27march2015items.pdf
46	Student Affairs Committee Meeting Minutes 03 27 2015.pdf	Collaboration and Communication	Secretary Miller	https://eaa.jngi.org/d/0b04f-13277/27march2015sacminutes.pdf
47	NACADA: EAA Institutional Cost Info	Commitment; Institutional Commitment	NACADA	https://nacada.ksu.edu/Programs/Excellence-in-Academic-Advising.aspx
48	preliminary_aaup-aft_cba_2021-2024.pdf	Commitment; Institutional Commitment	AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS – AMERICAN FEDERATION OF TEACHERS, LOCAL 6075	https://eaa.jngi.org/d/20210-13899/preliminaryaaupaftcba20212024.pdf
49	https://president.wayne.edu/strategic-plan	Commitment; Institutional Commitment	Office of the President	https://president.wayne.edu/strategic-plan

50	Office of Research - Funding Opportunities	Commitment; Institutional Commitment	Division of Research	https://research.wayne.edu/development/internal-funding
51	OTL - Resources	Commitment; Institutional Commitment; Learning	Office of Teaching and Learning	https://otl.wayne.edu/resources
52	https://wayne.edu/assessment	Commitment; Institutional Commitment; Learning	Institutional Research and Analysis	https://oira.wayne.edu/dashboard/faculty-staff
53	student_services_assessment_handbook_wsu.pdf	Commitment; Institutional Commitment; Learning	Program Assessment	https://eaa.jngi.org/d/ac8e4-13904/studentservicesassessmenthandbookwsu.pdf
54	academic_programs_assessment_handbook_wsu.pdf	Commitment; Institutional Commitment; Learning	Program Assessment	https://eaa.jngi.org/d/ef660-13905/academicprogramsassessmenthandbookwsu.pdf
55	EAA Advisor Development & Practice - Survey Results.pptx	Advisor Selection and Development	Kimberly Swisher	https://eaa.jngi.org/d/8c0d1-14314/eaa-advisor-development--practice--survey-results.pptx
56	Rewards and Recognition Presentation.pptx	Advisor Selection and Development	Michele Porter	https://eaa.jngi.org/d/1a87f-14583/rewards-and-recognition-presentation.pptx
57	arcprogram2022.pdf	Advisor Selection and Development		https://eaa.jngi.org/d/b7e4e-14585/arcprogram2022.pdf
58	Employee Recognition Week	Advisor Selection and Development		https://hr.wayne.edu/avp/recognition/recognition-week
59	Employee Recognition Week Resources	Advisor Selection and Development		https://hr.wayne.edu/avp/recognition/resources
60	ATA Awards and Grants	Advisor Selection and Development; Collaboration and Communication		https://advisortraining.wayne.edu/awards-grants
61	ATA Thank an Advisor	Advisor Selection and Development		https://advisortraining.wayne.edu/awards-grants/thank-an-advisor
62	ATA Awards Criteria	Advisor Selection and Development		https://advisortraining.wayne.edu/awards-grants/advising-awards
63	Recognition and Rewards Resources.docx	Advisor Selection and Development	Michele Porter	https://eaa.jngi.org/d/0790f-14593/recognition-and-rewards-resources.docx
64	Campus Climate Report	Equity, Inclusion, and Diversity		https://climatestudy.wayne.edu/report

65	College & School Advising Mission Statements 1/28/22.pdf	Commitment; Institutional Commitment; Learning		https://eaa.jngi.org/d/2fa94-14609/college--school-advising-mission-statements.pdf
66	MISB_Advising Syllabus.pdf	Commitment; Institutional Commitment; Learning		https://eaa.jngi.org/d/a6b2e-14610/misbadvising-syllabus.pdf
67	University Advising Center Assessment Report Academic Year 2019-2020	Commitment; Institutional Commitment; Learning	UAC	https://eaa.jngi.org/d/89866-14611/assessmentreport1920.docx
68	Advisor Job Satisfcation Executive Summary.pdf	Organization		https://eaa.jngi.org/d/fbdfb-14638/advisor-job-satisfcation-executive-summary.pdf
70	https://bulletins.wayne.edu/undergraduate/college-education/academic-services/	Commitment; Institutional Commitment; Learning		https://bulletins.wayne.edu/undergraduate/college-education/academic-services/
71	https://cfpca.wayne.edu/students/advising	Commitment; Institutional Commitment; Learning		https://cfpca.wayne.edu/students/advising
72	https://art.wayne.edu/students/advisors.php	Commitment; Institutional Commitment; Learning		https://art.wayne.edu/students/advisors.php
73	https://honors.wayne.edu/academics/advising	Commitment; Institutional Commitment; Learning		https://honors.wayne.edu/academics/advising
74	eacphs_faculty_advising_policy_w_amended_statemen-2007.pdf	Commitment; Institutional Commitment; Learning		https://eaa.jngi.org/d/26928-14650/eacphsfacultyadvisingpolicywamendedstatemen2007.pdf
75	Pre Health Information Sessions	Commitment; Institutional Commitment; Learning		https://wayne.edu/advising/pre-health/info-sessions
76	Nursing Information Meetings	Commitment; Institutional Commitment; Learning		https://nursing.wayne.edu/admissions/info-meetings
77	Transfer Student Program Information Meetings	Commitment; Institutional Commitment; Learning		https://wayne.edu/transfer/information-sessions
78	University Orientations (Part 1)	Commitment; Institutional Commitment; Learning		https://wayne.edu/orientation

79	Advising (Multiple Schools/Colleges/Units)	Commitment; Institutional Commitment; Learning		https://wayne.edu/advising
80	CLAS Advising List	Commitment; Institutional Commitment; Learning		https://clas.wayne.edu/students/advising
81	University Orientations (Part 2)	Commitment; Institutional Commitment; Learning		https://wayne.edu/orientation/two
82	CLAS-NFS Advising Updates (COVID)	Commitment; Institutional Commitment; Learning		https://clas.wayne.edu/nfs/news/academic-advising-changes-due-to-covid-19-recommendations-39109
83	Education Advising Options	Commitment; Institutional Commitment; Learning		https://education.wayne.edu/students/undergraduate-advising
84	EAA - Learning Outcomes (Expectations).docx	Commitment; Institutional Commitment; Learning		https://eaa.jngi.org/d/6293d-14671/eaa--learning-outcomes-expectations.docx
85	ATA Advising Notes	Collaboration and Communication	Amanda Horwitz	https://advisortraining.wayne.edu/newsletter
86	ASPDC Travel Grant Funding	Collaboration and Communication	Amanda Horwitz	https://aspdc.wayne.edu/travel-grants
87	Development/Support for ATA	Collaboration and Communication	Amanda Horwitz	https://today.wayne.edu//news/2017/12/19/advisor-training-academy-helps-academic-advisors-continue-to-make-the-grade-6594
88	STARS 2.0 Advisor and Staff Training Resources	Collaboration and Communication	Amanda Horwitz	https://wayne.edu/stars/advisor-info
89	Provost Student Success Summit article	Collaboration and Communication		https://today.wayne.edu/news/2019/12/03/student-success-summit-celebrates-accomplishments-looks-ahead-to-2030-34947
90	Get Involved Platform	Collaboration and Communication		https://getinvolved.wayne.edu/
91	CARE Reports	Collaboration and Communication		https://doso.wayne.edu/conduct/student-support-intervention
92	Community Outreach Efforts in College of Education	Collaboration and Communication		https://education.wayne.edu/project-mitten

93	Equity Transfer Initative	Collaboration and Communication		https://www.wilx.com/2021/01/25/jackson-college-and-wayne-state-university-set-to-partner-in-new-equity-iniative/
94	COE Upward Bound Program	Collaboration and Communication		https://education.wayne.edu/upward-bound
95	C2 Pipeline Grant Program with College of Nursing	Collaboration and Communication		https://c2pipeline.wayne.edu/
96	General Education Oversight Committee	Collaboration and Communication		https://provost.wayne.edu/gen-ed-oversight-committee
97	Learning Communities Coordinator List (with faculty)	Collaboration and Communication		https://wayne.edu/learning-communities/coordinators/current
98	AP Day	Collaboration and Communication		https://wayne.edu/apday
99	STEM Day	Collaboration and Communication		https://stemday.wayne.edu/
100	Academic Senate	Collaboration and Communication		https://academicsenate.wayne.edu/committees
101	DEI Council Letter from AAC January 2022.pdf	Commitment; Institutional Commitment	AAC January 2022	https://eaa.jngi.org/d/f17e0-14699/dei-council-letter-from-aac-january-2022.pdf
102	First-Year Interest Group Initiative	Commitment; Institutional Commitment; Learning		https://wayne.edu/registrar/fig
103	WSU Academic Advising Vision, Mission, Goals, & SLOs.pdf	Commitment; Institutional Commitment; Learning	Advisor Training Academy	https://eaa.jngi.org/d/c0ccb-14701/wsu-academic-advising-vision-mission-goals--slos.pdf
104	EAA Technology Enabled Condition Report.docx	Technology Enabled Advising	Anwar Najor-Durack & Cleo M. Moody	https://eaa.jngi.org/d/4ed77-14705/eaa-technology-enabled-condition-report.docx
105	EAA EID Report.docx	Equity, Inclusion, and Diversity	EID Committee	https://eaa.jngi.org/d/feaef-14712/eaa-dei-rought-draft-report.docx
106	Condition Report for Collaboration and Communication 08 02 2022_REV.docx	Collaboration and Communication		https://eaa.jngi.org/d/a71bb-14713/condition-report-for-collaboration-and-communication-08-02-2022rev.docx

107	EAA Student Purpose and Pathways Condition Report.docx	Student Purpose and Pathways	Student Purpose and Pathways Committee Members	https://eaa.jngi.org/d/9e55f-14718/eaa-student-purpose-and-pathways-condition-report.docx
108	Wayne State University - Condition Report for Advisor Selection and Development.rtf	Advisor Selection and Development		https://eaa.jngi.org/d/579ae-14719/wayne-state-university--condition-report-for-advisor-selection-and-development.rtf
109	Wayne State University - Condition Report for Organization_submitted 8-12-2022.docx	Organization	Fawne Allossery & Elizabeth Hill	https://eaa.jngi.org/d/b13ab-14720/wayne-state-university--condition-report-for-organizationsubmitted-8122022.docx
110	Wayne State University - Condition Report for Improvement and the Scholarship of Advising.rtf	Improvement and the Scholarship of Advising		https://eaa.jngi.org/d/1fc78-14728/wayne-state-university--condition-report-for-improvement-and-the-scholarship-of-advising.rtf
111	updated EAA Student Purpose and Pathways Condition Report.docx	Student Purpose and Pathways	Rebecca Russell & Cherise Frost	https://eaa.jngi.org/d/85c03-14745/updated-eaa-student-purpose-and-pathways-condition-report.docx
112	ATA Training Calendar	Collaboration and Communication	A Horwitz	https://advisortraining.wayne.edu/training
113	Condition Report for Collaboration and Communication 09 23 2022.docx	Collaboration and Communication	A Horwitz	https://eaa.jngi.org/d/12328-14747/condition-report-for-collaboration-and-communication-09-23-2022.docx
114	EAA Final Report Advisor Selection and Development.rtf	Advisor Selection and Development		https://eaa.jngi.org/d/7495e-14748/eaa-final-report-advisor-selection-and-development.rtf
115	Wayne State University - Condition Report for Commitment.docx	Commitment; Institutional Commitment		https://eaa.jngi.org/d/7b4de-14749/wayne-state-university--condition-report-for-commitment.docx