

# Connected: An Academic Advising Communiqué

## To Mock or Not, that is the Question...

By Susan L. Miller-Pinhey, UA Career Services

Job interviews are not hostile environments but they can sure feel that way. The best defense against interview anxiety is to practice with a professional. There is no better way to prepare for a professional interview than at a Career Services Mock Interview.

Sign ups are nearly full for a half-hour time slot at our upcoming Mock Interview event on Friday October 5<sup>th</sup>. But students should not fret! They can schedule a mock interview with one of Career Services' counselors during regular appointment hours almost any week day.

### **Why Students Should Mock...**

They've got the neatly pressed suit and newly coiffed hair. So far, so good. Have they adequately prepared for unusual questions? How does one respond when Mr. Interviewer asks "What is your most successful failure?" A blank look and an uncertain "Huh?" won't cut it.

Behavioral interviewing techniques are popular (at least for the interviewer!) and usually seek information about the interviewee well beyond the candidate's most recent positions and dates of employment. Interviewers might ask that a candidate dwell for a moment on their greatest strengths. Okay, fair enough. Word of caution...claiming one suffers from an acute "workaholic" complex as a designated weakness probably won't fly. But being very detail oriented just might.

Preparing for this type of question in advance can enhance a candidate's interview presence and improve their chances for success in landing the job. Please send your students our way. A Mock Interview is a healthy environment to practice interviewing with a trained professional.



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# Hello Goodbye

By UPAC Co-Chairs

According to Isaac Asimov, “The most exciting phrase to hear in science, the one that heralds new discoveries, is not ‘Eureka!’ but ‘That’s funny...’”, and there will be a new discovery made at the October UPAC meeting. The change will be in the UPAC Co-Chair team; Kyle Sharp has stepped down in order to take on a new challenge within the College of Agriculture and Life Sciences (CALs). Jared Burton, an Advisor in the College of Social and Behavioral Sciences advising students majoring in History, Philosophy and PPEL, will replace Kyle as a UPAC Co-Chair.

Kyle’s new role will be that of Coordinator of Careers, Commerce, and Industry for the CALs Career and Academic Services unit. He’ll be working to help CALs students identify professional opportunities and have the career skills needed to compete in the new economy. To facilitate this process, Kyle will also interact with members of industry to ensure that CALs students aren’t the best kept secret in the workforce. This new position is part of the CALs goal to let students and the community at large know that majors in Agriculture and Life Sciences aren’t just cows, sows and plows anymore.

Jared is relatively new to SBS, coming to the College from a position at UA South. Before beginning work at UA about a year ago, Jared worked for Dixie State College in St. George, Utah, for two years as an Academic Intervention Advisor working with struggling students that were on academic probation or having academic difficulties. He earned his undergraduate degree from Dixie State College in Communications, with a focus on Mass Media productions, and will be finishing his Master’s degree in Academic Advising in December of this year.

## New for Fall at your University Libraries

By David Buffington UA Libraries

### Reserve a Study Room – More Rooms. More Locations.

Students can use their smartphone to reserve a group study room at the Main or Science-Engineering Libraries. Groups of 3-8 or 9-12 UA students can reserve one of 32 rooms at the Main Library or one of 12 rooms at the Science-Engineering Library. Reserving with a smartphone is easy:

Go to [rooms.library.arizona.edu](http://rooms.library.arizona.edu) and sign in with NetID and password.

OR download the UA’s [Arizona Mobile app](#), click the library icon and then click **Reserve a Study Room**.

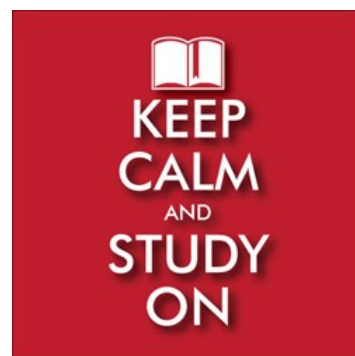
No smartphone? No problem. Students can reserve a group study room online at [rooms.library.arizona.edu](http://rooms.library.arizona.edu) (a Chrome or Safari web browser is required). Staff at any of the library Help Desks also can assist students in making a reservation.

### 6-hour Quiet Study Rooms – More Rooms. More Locations.

UA students can now check out quiet study rooms for 6 hours at the Main and Science-Engineering Libraries. There are 37 rooms available at the Main Library and 10 at the Science-Engineering Library. A valid CatCard is required.

### Technology Study Rooms – New Equipment. New Options.

Do students need a room for a Skype interview? Do they need to see different parts of a group project on different laptops? They can use our Technology Study Rooms, available at the Main and Science-Engineering Libraries. A new collaboration station with multiple laptop hookups and a large screen monitor is available at the Main Library. Skype interviews can be conducted at both the Main and Science-Engineering Libraries. Students can reserve the rooms online at [rooms.library.arizona.edu](http://rooms.library.arizona.edu) with either a smartphone or a laptop (Chrome or Safari web browser required). Students can learn more about the Libraries’ multiple study spaces at [www.library.arizona.edu/services/study-spaces](http://www.library.arizona.edu/services/study-spaces).



### Do students know about all the equipment they can check out at the UA Libraries?

From laptops to netbooks, iPads to Android tablets, calculators to metronomes, the University Libraries can help. To see everything that is available for UA students to borrow (at no charge!), go to [www.library.arizona.edu/services/equipment-lending](http://www.library.arizona.edu/services/equipment-lending).

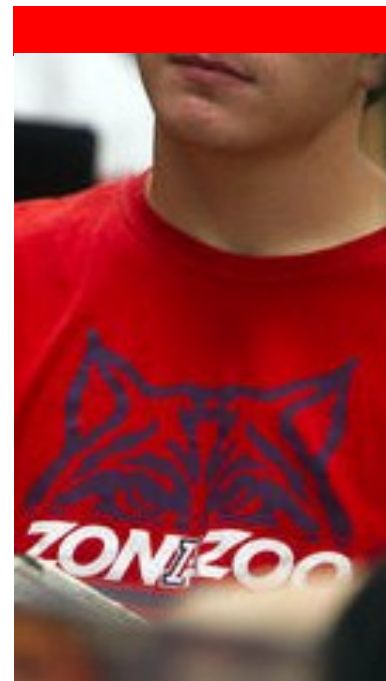
# If advising is teaching, then learning style matters

By: Karen Hale

It was not until I was in college that I learned about having a particular learning style and about my strengths and weaknesses. In high school I was an average student and did not take school too seriously, but in college I quickly realized that that schoolwork was very important and I did all I could to make sure I succeeded. I will never forget the moment I learned about learning styles and how a classmate told me about them as we studied for our astronomy class. She was using flashcards in order to help her learn and I remember thinking they were something only for grade school children, but as she continued explaining to me about learning styles it all started to make sense. I realized that some people need to see things and others hear them, and so I wanted to find out what my style was. Once I learned that I was a visual person with some auditor traits it made sense that I needed to change the way that I studied and took class notes. Helping students identify their learning style will help students in their academics and life especially if we are charged with preparing our future leaders.

Recognizing a student's learning style is another way of valuing diversity and so it is valuable we create a learning environment that puts it into practice during advising sessions and help create excitement and motivation for students to learn because they can build on their strengths and adapt their learning style to expand when necessary. Not only is having certain traits important in leadership, but also for a person to fully know who they are and what they want than out of life, so that leadership will be clear-cut for them in that they know what they must do to make their goals and plans become a reality. For a short learning style inventory for yourself or students, please go to the Think Tank website:

<http://thinktank.arizona.edu/information/resources>



UPAC

Meetings

Career Services  
Workshop  
Room

SUMC 411

8:15 - 9:45a.m.

November 14

December 12



## Program Guides on the ARC Website

The Program Guides (4 year plans) that were first placed on the Academic Advising Directory during the 2010-2011 year, and again for the past academic year, were developed as an interim step to what we now know as Degree Search. The Program Guides on the ARC website are being removed and archived this month. Please give the ARC a call if you have any questions or concerns.



## November 15

(QPR) Suicide Prevention Gatekeeper Training in SUMC 411, 9:00–11:00 a.m.

Contact us to RSVP to this event at [advising@email.arizona.edu](mailto:advising@email.arizona.edu)

# Advisors Corner

By Karen Hale



Judy Roman has been an academic advisor at UA for 13 years, first in University College (now CLAS) and currently in SBS where she advises students with majors in Sociology and Gender and Women's Studies. Her first advising job was a summer faculty advising position at a Pima College and found her true calling that summer.

Judy likes to quote the NACADA flyer in her office that states "advising is teaching." She said she prefers one-on-one advising to classroom teaching because it provides her more opportunities to understand each student's issues and to provide individualized support and guidance. She encourages students to be actively involved in their own educational experiences, and she strives to provide a supportive and encouraging environment in which to assist students in establishing and realizing their academic, career and life goals.

Judy believes in a holistic model of advising that emphasizes a personal connection and encourages students to look at the "Big Picture" and understand how the decisions they make today will impact their lives in the future. She encourages students to engage in self-assessment and make choices that will help them clarify and attain their personal goals. As advisors and educators, we know that getting an education in col-

lege involves more than preparing for a career; college can and should be a place where students discover themselves and learn to become happy and productive citizens.

A strong believer in community involvement and cooperative learning, Judy encourages students to take advantage of internships, research projects and volunteer opportunities, along with campus clubs and activities, to expand their educational experiences beyond the classroom. She appreciates the important role that UPAC plays in our campus advising community, bringing advisors together to collaborate and share information, ideas and best practices. When asked what advice she has for new advisors, she said "Don't go it alone! Attend UPAC, get involved, get to know your advising colleagues across campus who are eager to share knowledge and resources not only with students but with our colleagues as well."

Judy loves the outdoors and likes to stay active with hiking, yoga and daily walks. In her free time, she also enjoys the many community and cultural events Tucson has to offer. She is a long-time member of KXCI Community Radio and a frequent attendee and volunteer at the annual Tucson Folk Festival and Blues & Heritage Festival. To maintain balance during the work day, she enjoys walking and stair-climbing in McKale Center on her lunch breaks, and she's looking forward to brisk outdoor walks when the cooler fall weather arrives. She says those lunchtime exercise sessions not only help her keep fit, but they're also a great way to de-stress and return to work feeling alert and energized. Let's hope this advisor stays on for another 13 years serving and supporting students.



## Call & Consult ( ...so we can help you help students)

By: Debra Cox-Howard, MC, LPC

As an advisor, faculty or staff member at the U of A, you are in a unique position. Students may look to you as a role model and many look to you as a major resource for guidance and help with their problems. Your willingness to be there—to listen, to support and encourage, sharing your knowledge and experience, to advise--plays a significant role in student persistence and success.

Because you are in this unique position, you will often be the first one to recognize signs of distress in a student. At times, you may encounter a student who is undergoing such overwhelming stress or facing such serious life crisis that you would like some help in figuring out how to deal with the situation. At such times, feel free to **Call & Consult (621-3334)** or refer the student directly to CAPS. If calling, you will have the opportunity to speak directly to one of our licensed counselors or psychologists; they will assist you and offer appropriate direction specific to your circumstance.

If you decide that a referral is appropriate, we recommend that you talk to the student in a straightforward manner. Point out specific behaviors that have led to your concern. Make it clear that your recommendation represents your best judgment about how the student can get help. Feel free to call ahead if you have any questions about how to expedite the referral, or to provide us with a "heads up" or critical information you feel we should have.

For additional information, check out the following websites:

Counseling and Psych Services [www.health.arizona.edu](http://www.health.arizona.edu) Parents Matter [www.parentsmatter.health.arizona.edu](http://www.parentsmatter.health.arizona.edu)

# Bachelor of Science in Sustainable Built Environments

By Ladd Keith

*"Nationally as well as statewide, employment related to sustainability or 'green collar jobs' is growing significantly. The Bachelor of Science in Sustainable Built Environments will provide graduates with the skills and knowledge to work in a wide range of green industries, governmental agencies, and non-profit organizations involved in environmental management and the promotion of sustainability." - Janice Cervelli, Dean of the College of Architecture and Landscape Architecture*

The College of Architecture and Landscape Architecture is pleased to offer an extraordinary degree opportunity for students interested in entering the new green economy. The Bachelor of Science in Sustainable Built Environments is a 4-year, 120-credit, interdisciplinary undergraduate degree that educates students in the comprehensive understanding of sustainability principles and prepares them with the skills to help make our communities, buildings, and landscapes more sustainable. Students may select a concentration area aligned with their interests and career goals; including sustainable communities and housing, sustainable landscapes and ecosystems, and heritage conservation. Each student will also have assistance securing an internship doing sustainability-related research or design and will also work one-on-one with a faculty member on a capstone project. Qualified students interested in pursuing a graduate degree will also have the exciting opportunity to begin one of three professionally accredited graduate programs in Architecture, Landscape Architecture or Planning during the senior year of their undergraduate degree through the Accelerated Masters Program.

Students interested in learning more about the Bachelor of Science in Sustainable Built Environments can visit [cala.arizona.edu](http://cala.arizona.edu) or contact Ladd Keith at 621-0804 or [ladd@email.arizona.edu](mailto:ladd@email.arizona.edu).

## Bachelor of Science in Sustainable Built Environments



a new degree at the University of Arizona's  
COLLEGE OF ARCHITECTURE + LANDSCAPE ARCHITECTURE



## Life Is

By Mother Teresa

Life is an opportunity;  
benefit from it.  
Life is a beauty;  
admire it.  
Life is a dream;  
realize it.  
Life is a challenge;  
meet it.  
Life is a duty;  
complete it.  
Life is a game; play it.  
Life is a promise;  
fulfill it.  
Life is sorrow;  
overcome it.  
Life is a song; sing it.  
Life is a struggle;  
accept it.  
Life is a tragedy;  
confront it.  
Life is an adventure;  
dare it.  
Life is luck; make it.

## Brown Bags

Join us for one or all.  
They will be held from

12:00 - 1:00 pm

in the Career Services,  
SUMC 411

Monday, November 19

Tuesday, December 4



# University of Arizona Student Sounding Board!

By Anthony Carli, ASUA Academic Affairs

ASUA is pleased to announce the creation of the Student Sounding Board as a way for university faculty and administration to gain feedback and ideas as they consider policies and practices that impact students. This group will consist of student representatives from all colleges.

The Student Sounding Board is open to all majors and degree programs. *We still need student representatives from the following colleges: Science, Public Health, Architecture, Engineering, Fine Arts, Honors, Nursing and the CLAS Advising Center.* The group will meet twice monthly to discuss important issues and give recommendations. Potential discussion topics include: providing input on the University of Arizona mission and values statements, academic advising practices, and discussing student voting issues.

If you know of students who are interested in having their voices heard, or would like more information, please send an email to [acarli@email.arizona.edu](mailto:acarli@email.arizona.edu) with their name, major, and expected graduation date. I would appreciate receiving names by October 8, 2012.

Thank you for your help in populating the Student Sounding Board.

## Important Resource for Your Seniors: The Senior Year Experience

By Kelley Prust

Make sure your Wildcat seniors join the Senior Year Experience!

The Senior Year Experience is the gateway to everything they need to know about their senior year and graduation including:

- Graduation checklist.
- Important dates and deadlines.
- Career tips, resources and fairs.
- Senior-only events.
- Deals on graduation supplies.
- Contests and giveaways.
- Plus more!

It's easy to join! Just "like" us on Facebook at [www.facebook.com/UASeniors20122013](http://www.facebook.com/UASeniors20122013).

Don't forget to check out the Senior Year Experience website at [www.ArizonaAlumni.com/seniors](http://www.ArizonaAlumni.com/seniors). It's got everything a Senior needs! It's

## Advising Resource Center

P.O. Box 210019

Student Union Memorial Center

Suite 411

Tucson, AZ 85721-0019

Phone: 520-626-8667

E-mail: [advising@email.arizona.edu](mailto:advising@email.arizona.edu)

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