

Connected:

November 2012

Volume 5, Issue 4

An Academic Advising Communiqué

UA Advisors Receive National Recognition



The UA was well represented by presenters and attendees at the 2012 NACADA Annual Conference held October 4-7 in Nashville. One of the key highlights of the conference was the national recognition received by two of our own. **Renee Schafer Horton**, Academic Advisor from the School of Journalism received the Outstanding New Advisor Certificate of Merit award and **Alan Beaudrie**, Assistant Director of Undergraduate Advising in the Zuckerman College of Public Health received the Outstanding Advising Certificate of Merit. Both Renee and Alan were recipients of the UA Program for Excellence in Undergraduate Academic Advising last spring. Their advising portfolios were submitted to NACADA for the 2012 Advising Awards Program. These photos were taken at the awards ceremony with Jennifer Joslin, the President of NACADA, The Global Community for Academic Advising.

Congratulations Renee and Alan on your well deserved recognition!



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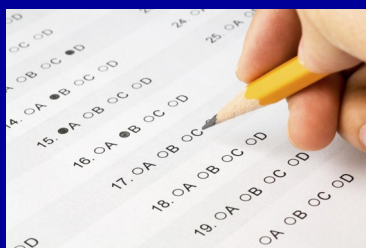
Special points of interest

- What are your Values?
- Library Resources
- Culture Centers
- UPAC & Brown Bag meeting dates

Test This

By Leah M. Chávez

The University of Arizona's Testing Office offers testing services to assist students in furthering their educational and career goals in a comfortable, professional environment. One series of tests the office administers is the College Level Examination Program (CLEP), which consists of 33 subject-based exams that test mastery in college-level material. It's a credit-by-examination program, meaning a qualifying score will earn college credit for the respective course accepted at 2,900 colleges and universities nationwide. The CLEP is a great resource for any prospective or current student hoping to earn college credit without taking the class. Preparation materials are available in the form of study guides available where books are sold. Another exam offered is the Graduate Record Exam (GRE), which is the most widely accepted graduate school admissions exam in the world. This test is offered year round with several test dates per month. Resources for preparation of the GRE are available through purchasable study books and online at www.ets.org. The Testing Office website has more information about other tests administered in office and the dates they are offered. www.testing.arizona.edu



What are your Values?

By: Karen Hale

Accountability	Faith/Religion	Money/Wealth
Achievement	Family	Passion
Authority	Fitness	Perfection
Balance	Fun	Quality
Change	Growth	Recognition
Commitment	Honesty	Service
Courage	Independence	Status
Diversity	Integrity	Teamwork
Effectiveness	Knowledge	Trust
Fairness	Legacy	Wisdom

- What are your top 5? Choose from this list or add to it.
- Next, if you had to drop one off your list, which would it be? Repeat the process until you're down to one. You've just ranked your top five values

Values can change over a lifetime. For many, family matter more at some stages than others. You will probably have 3 top values stay pretty steady over time, while others may change.

- Are these values accurate?
- Do they reflect who you are?
- Do these values make you feel good about yourself?
- How do they match with your life?
- Does your work life support your values?

The values we hold determine whom we are as people and how we respond and live our lives. To be successful your values need to be clear and align with your work. It is important to remember not to impose your personal values onto your students. Let us be respectful of students own beliefs and values and watch our body language, voice and biased language when we are working with them. We want to provide opportunities for academic and personal growth for our students.



Graduate School Day 2012

By Susan L. Miller-Pinhey, M.A.

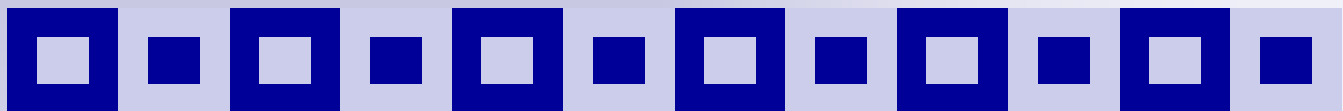
With USC, UCLA, University of Chicago, University of Pennsylvania, Northwestern University, Creighton, Columbia and Pepperdine (just to name a few!) making their way to our campus to talk to interested students on November 7th, we hope you will encourage YOUR advisees to start thinking about their post-bachelor's academic plans. Even if they are early in their studies, attending this event and gathering information for the future is a good move.

By attending UA Graduate School Day, students will have the opportunity to talk to several different graduate schools and learn more about the institutions they represent and the programs they offer. The event is free for students. Taking the time to prepare for the event will go a long way to helping students get the most out of it.

Please let your students know...Some of the 90+ tables will have Graduate Schools representing an entire institution and some will represent just one small College in a large University. If students are interested in the Dance program and the Dance Program at State University is attending our Graduate School fair, the information gained will be very specific to their interests. Perfect!

If a student's specific program is not represented but a school they are interested in is attending, good general information about the campus and possible contacts would be a great start to finding out more.

If your students have any interest in future graduate studies, we hope you will encourage them to join us at the UA Graduate School Day Wednesday, November 7th, 1 p.m. to 4 p.m. in the Student Union Memorial Center 3rd floor ballroom.



Program Guides on the ARC Website

In last month's edition we announced that the Program Guides on the ARC website were going to be removed since they were intended as an interim step to the creation of the new Degree Search site. Based on feedback from the advising community, we had returned the program guides (aka Four Year Plans) to the ARC website. We have also added a link to the corresponding 2012-2013 Four Year Plans in Degree Search.

We are experiencing some difficulties with links breaking to the 2012-2013 plans whenever there are edits or updates made in the beta Degree Search site. In the ARC website re-design we will be archiving all of the guides and plans in a more useful format on the ARC website. Thank you for your patience.

Do you have other comments to share about the ARC website? Let us know your thoughts by contacting the ARC at 626-8667 or send an email to advising@email.arizona.edu.

UPAC

Fall Meetings

Career Services
Workshop Room

SUMC 411

8:15 - 9:45a.m.

November 14

December 12

Brown Bag Lunch

12:00 - 1:00 pm

Monday, 19

We are the Piano Strings, Lessons Learned at NACADA

By Marisa Lester

Being new to the profession of Academic Advising there is much for me to learn. How much, I could not fathom, until I was afforded the opportunity to attend the Annual NACADA National Conference, *Empowering Students to Write Their Own Songs of Success*, in Nashville, Tennessee.

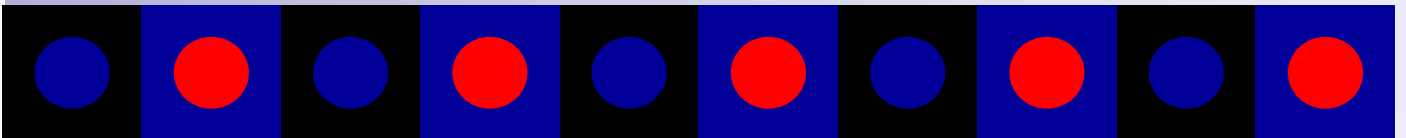
On the first night of the conference, I attended the opening session with Harry Pickens, an internationally recognized jazz pianist. I thought to myself, "What does a jazz pianist know about academic advising?" I was skeptical as he set his fingers dancing across the ebony and ivory keys. Soon the hall was filled with a lively melody. After concluding a short piece, Pickens told us that Academic Advisors are like piano strings. Most of the time piano strings are out of sight and mind, but without them, there would be no music. Academic Advisors are more than a resource for helping students organize and arrange their schedules before priority registration. (Hang in there! We are almost done!) We serve as a resource to empower our students as they realize their potential and reach their academic goals. This is not a meager feat.

During the course of the conference, I had the opportunity to attend spectacular sessions and network with advisors from across the country. I found the experience encouraging. Seeing and hearing others face and overcome the same challenges as you, filled me with a hope. In short, I took away several key points.

At times, our students' lack of etiquette and grammar through email, or lack of reading emails altogether may frustrate us; however, they may not have been required to communicate on a more professional level or to be an advocate for themselves. We have to provide them with an example and encourage them to exceed our expectations. They will rise to the occasion.

Academic Advisors are dream crushers and we will inevitably encounter a student crying in our office. I know most of the time this is not the case, but at some point, we may have to let our students know that they may need to reevaluate their academic goals. This may crush a student's dream and result in a flood of tears; however, it does not mean that you cannot point them in another direction or provide them with an alternate route to reach their goal. Also, be sure to have a box of Kleenex available.

Lastly, your advising colleagues, both home and across the country, are your best resources. They have come across similar students and experiences; and most of the time, they are willing to share their ideas. Chances are, they too, had a mentor show them the ropes and they cannot wait to pass on their knowledge.



Tidbits

- Here's the latest issue of [Campus Health's "Living Wild!"](#), an online magazine tailored to college students with the hot topics they want to know about. Feel free to check it out and share with your students!
- QPR Suicide Prevention Gatekeeper Training , Thursday, 15 in SUMC 411, 9:00-11:00a.m.
- Tea in the Afternoon Thursday, 29, in SUMC 411, 3:00-4:30pm

Advisors Corner

Coming from the Cyclone state, this friendly advisor has been with the University just a little over a year. Jessica Kiesling comes to us with much experience from Iowa where she was a Trio counselor for over 8 years helping underrepresented students prepare for post-secondary education. She holds two degrees in Agricultural Education having a B.S and M. Ed in the field. Iowa leads the nation in the percentage of land used for agriculture and so it is easy to see why Jessica loves the discipline. Nevertheless, she knew early on that she did not want to be a teacher, although her passion was in helping out others.

To be an effective advisor Jessica feels that she needs to be available for her students, but within reason. She is not about to give out her personal cellphone number, but she wants to make sure that they feel they have someone who will be attentive. Jessica likes to understand things from a student's perspective and to really listen to them so that she can share with students their options and find a connection that allows them to put their passion into action or empowering the students. Jessica's advising style also contains humor and reminding tense and nervous students, that "it will be ok." We know that sometimes students just need to hear that.



Goggles of perspective would be an apparatus that, if available, Jessica would use with students during her advising appointments to have them see how certain choices could impact their lives. She would like for students to have an opportunity to realize that in the long term, today's "major dilemma" is not really a life or death situation.

During her spare time Jessica enjoys pinterest and looking at some of the crafty work of others. While she enjoys simple sewing projects, sometimes admiring others' creativity is as close as she gets. Since she is still new to Tucson, she likes to spend her weekends with her husband exploring Tucson and the surrounding areas. She is still a newlywed having only been married for 16 months and they both enjoy spending time with each other and meeting new people. Jessica has a real niche for helping others and with her contagious enthusiasm for advising, this advisor will lead many students into the right path to academic success.



Timely Library Resources for Students

By Cheryl Cuillier, UA Libraries

HELP

Ask a Librarian



If a research question stumps students at 3 in the morning, the library is here to help. Our free **Ask a Librarian** service is ready to answer questions 24/5 plus weekend hours. Students can type a question in the online chat box, email, call, or stop by in person. The link to Ask a Librarian is www.library.arizona.edu/ask. It's available whenever the library is open. Library hours can be found at www.library.arizona.edu/applications/hours.

Another useful resource for students is the library's **Assignment Scheduler**. It's a free tool that allows students to input the due date for a research assignment, then it guides them through the process step-by-step. It suggests specific deadlines and offers tips on how to successfully complete the assignment (researching, writing a thesis statement, using outlines, avoiding plagiarism, revising, doing citations, etc.). The Assignment Scheduler can be found on UPAC's Online Tools page, http://advising.arizona.edu/students_online_tools.

New Advisor Orientation

Have you been an academic advisor for less than one, two, or even three years? The Advising Professional Development and Training Team is offering a half-day orientation for 'new' academic advisors on Friday, November 30. Based on participant and presenter feedback from the inaugural program offered in August, we revised and abbreviated the **New Advisor Orientation**. Stay tuned for updates on professional development and training content that will be released on D2L during the spring semester.

The **New Advisor Orientation** will begin at 8:30 a.m. and conclude by 1 p.m. We will host a working lunch to allow participants time to evaluate and assess the program just completed. Following is an outline of what will be covered:

Advising Foundations by Roxie Catts: How did we get to where we are today? This session includes an overview of academic advising, the advising structure at the UA, and the responsibilities of the student, academic advisor and institution. The role of the Advising Resource Center (ARC), ARC website, and professional resources including NACADA, the University Academic Advising Council (UAAC), and the University Professional Advising Council (UPAC) will be reviewed.

Student Populations and Advising Resources by Renée Schafer Horton: In order to help new advisors "know their audience," this session will offer an overview of the UA general student population, give an introduction to the special and diverse student populations present on campus, review online resources for advisors and students from specific populations, and conclude with general tips on thriving in the academic advising field.

Communication and Interpersonal Skills by Christy Ball Our roles as Academic Advisors are to serve all students; prospective, transfer, current, declared and undeclared etc. Each department and college has different rules and it is our job to help students navigate their way through the UA experience. This session focuses on how we as advisors do this. The advising relationship can make a large impact on a student's experience. Each of us is unique, just like our students, therefore how we all relate and establish relationships with students will be different. There are some fundamental elements to include when establishing an Advising relationship and building rapport. We will discuss non-verbal communication, displaying empathy, active listening, clarifying and the use of open-ended questions. Finally, authenticity and integrity will be discussed and how these characteristics relate when working with students.

Advisor Notes by Nancy Stiller In this session, we will talk about "best practices" for using the UAccess Advisor Note System. Specifically, the session covers the importance of using Advisor Notes, the four parts of a good advisor note, writing accurate and appropriate notes, and improving your efficiency in using the note system.

Life Cycle of a Student by Sarah Wieland From prospective student to University of Arizona graduate, follow a student through what it takes to successfully get started and what a student's record will look like at each stage of the process.

Transfer Credit by Lindsay Wedge This session will include a look at the AZ Transfer website specifically the Course Equivalency pages and an overview of the course and test credit policies and how both get processed in UAccess. Finally, we will discuss "Good to Know" items such as; model, group and sequence numbers, model statuses, requirement designators, exceptions and transfer credit summaries. **Program Discussion and Evaluation**

Don't be misled by the title, **New Advisor Orientation**. We believe the program is of benefit to anyone who has been an academic advisor for less than three years. I will simply add that some of those involved in the advising enterprise for decades learned *new* things at the August program!

But wait, there's more..... Kristin Eaton will be offering **AA Advanced Training** beginning at 1:30 for advisors who will be making program exceptions in UAccess and who have the required prerequisites.

Advisement Reports and Exceptions by Kristin Eaton
Required training for advising exception access

This session will cover the process of entering exceptions to a student's advisement report using course directive, requirement change, and requirement waiver exceptions. Basic functions of UAccess Student such as viewing transferring and test credit and running academic advisement reports will also be reviewed. The training covered in this session is required for access to student advising exceptions.

- Generating the Advisement Report
- Basics of the Advising Report
- Requirement Groups, Requirements, and Lines
- Viewing Transfer and Test Credit
- Entering Course Directive Exceptions / Course Pairing
- Entering Requirement Change Exceptions
- Entering Requirement Waiver Exceptions
- Appropriate Instances to Enter Exceptions

Prerequisites: FERPA, Acceptable Use Agreement, Sexual Harassment, UAccess Student Fundamentals, Academic Advising Basics.

Recommended Additional Training: UAccess Analytics Basic Reports and Dashboards

Additional Required Training (depending on role in dept/college):

- Enrollment – SR for Department and College Users
- Service Indicators
- Student Groups
- Managing the Program/Plan Component

Advisors may choose to attend the New Advisor Orientation in the morning, the AA Advanced Training in the afternoon, or *both* sessions.

Space is limited, so please **RSVP** no later than 11/23 to

advising@email.arizona.edu

We Have Culture!

All Hail, Arizona
(Alma Mater)

All hail, Arizona! Thy colors
Red and Blue
Stand as a symbol - of our
love for you.
All hail, Arizona! To thee
we'll be true
We'll watch o'er and keep
you, All hail! All hail!



The UA Cultural Centers operate as four separate offices under the Dean of Students and assist students from diverse backgrounds in adjusting to college life. Our mission is to *help to facilitate academic excellence, enrich cultural experience, and graduate students*. Our main goal is to develop our students from within by exploring and supporting their Sense of Belonging, Critical Thinking and Reflection Skills, Resilience and Balance, and Perspective Taking of their multiple identities and others around them. The Centers also serve as connection points to the greater campus community, aiding students in building resource bridges with: Academic Advising Units, Office of Scholarships and Financial Aid, Career Services, Academic Departments, and social and cultural resources both on campus and in the surrounding Tucson community.

Students that visit our centers can benefit from academic counseling, developing community around their culture, establishing bonds with campus, community and alumni mentors, and exploring leadership skills that strengthens dialogue across their multiple identities. The Cultural Centers offer year-round diversity events and training. Some of our signature events include: AASA Internship Program, APASA Board of Directors, CHSA AROMAS (elder mentors), and NASA Talking Circles. More information about these programs and our yearly events can be found on any of our websites.

African American Student Affairs (AASA)
Program Director Maria Moore
Martin Luther King Jr. Bldg., rm. 209
520.621.3419
<http://aasa.arizona.edu/>

Chicano Hispano Student Affairs (CHSA)
Program Director Socorro Carrizosa
Cesar Chavez Bldg., rm. 217
520.621.5627
<http://chsa.arizona.edu/>

Asian Pacific American Student Affairs (APASA)
Program Director Dan Xayaphanh
Nugent Bldg., rm. 202
520.621.3481
<http://apasa.arizona.edu/>

Native American Student Affairs (NASA)
Program Director Kyle Ethelbah
Nugent Bldg., rm. 202
520.621.3835
<http://nasa.arizona.edu/>

Advising Resource Center

P.O. Box 210019

Student Union Memorial Center

Suite 411

Tucson, AZ 85721-0019

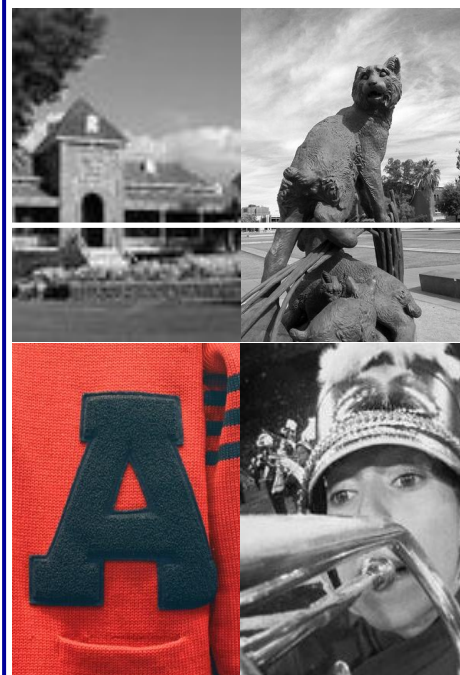
Phone: 520-626-8667

E-mail: advising@email.arizona.edu

Follow us on Twitter @UofAAdvising



Advising Resource Center



Experience teaches only the teachable.

-Aldous Huxley

Happy 2012
Homecoming Wildcats!