

Connected: An Academic Advising Communiqué

Spring 2013 ARC Seminars

General Education and D2L

January 24, 2012: 9:00—10:00, SUMC 411

Dr. Tom Fleming, Chair, University-Wide General Education Committee

Gretchen Gibbs, Sr. Consultant, Instructional Design, Office of Instruction and Assessment

Have you ever wondered how courses are selected for general education status? What are the struggles students sometimes experience when they are new to using a course management system such as D2L? We have brought together two campus experts to provide a behind-the-scenes look at these two key topics; general education and D2L.

Beyond the Basics of FERPA

January 31, 2012: 9:00 – 10:00, SUMC 411

Bruce Skolnik, University Attorney

This session will involve a discussion beyond the mandatory FERPA training all advisors complete. After an overview of the Family Education Rights and Privacy Act of 1974 we will talk about specific examples advisors experiences. Bring your FERPA questions to this highly interactive discussion.

Conflict Management Basics

February 7, 2012: 9:00—10:00, SUMC 411

Dr. Nancy Stiller, Coordinator, Ombuds Program

Interpersonal conflicts, especially those that continue over time, can be overwhelming and exasperating. Understanding conflict dynamics can help us develop strategies to resolve misunderstandings as well as long-term disputes. Participants in this session will learn about conflict management styles and determine how to choose an appropriate style depending on the nature of the conflict. We will also discuss a conflict management model and apply the model to a hypothetical conflict.



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Summer Jobs and Internships

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

Summer provides an excellent opportunity for students to build their resume while having some fun. Whoa! No, we haven't lost our egg nog-gins. We know it's just December but to get in on the best summer internship opportunities, now is the time to line them up.

Inquiring minds at UA Career Services want to know: Why should students slog away at a boring survival job when they could be leading wilderness excursions for kids? Or working and learning about the entertainment industry? Or wandering the hallowed halls of the U.S. government in Washington, D.C.? The problem is, eager candidates for exciting jobs can't just wake up one morning in May and wander into one of these opportunities overnight...which is why (we'll say it again) the best time to get started exploring and applying for these internship opportunities is right **now**.

The key for students is to start early, research opportunities tenaciously, explore their personal network of connections (including parents and parents' friends and colleagues...perfect over the holidays when holiday cheer and social occasions are all over the map) and keep at it. It also takes a little preparation in terms of putting together a great resume (UA Career Services can help with this), and then finding the opportunities currently out there (UA Career Services can help there too).

Students should start with the web resources on the UA Career Services' website: <http://www.career.arizona.edu/Webresources/> and scroll down to the Career-Related Experience and Internships section.

Another rich source of potential internships is with the federal government. In general, each agency will list their own opportunities separately on their individual sites. Students should look for links to "Career Opportunities" or "Student Employment" or "Summer Internships" when exploring the individual sites that interest them most.

We don't want students to break into a sweat in December over their summer internships. But a leisurely scroll through the following federal websites specifically addressing student jobs could result in an exceptional summer experience that will look awesome on their resumes.

- <http://www.usajobs.gov/StudentJobs>
- <http://www.makingthedifference.org/studentopportunities/index.shtml>
- <http://www.fs.fed.us/fsjobs/other.html>
- <http://careers.state.gov/students/programs>
- <http://www.dccinternships.org/>
- <http://www.archives.gov/careers/>

Happy Holidays!



Kognito Interactive

In early November Campus Health Service announced that as a part of their ongoing suicide prevention efforts they started using Kognito which offers practice reaching out to students who may be dealing with mental health issues. The highly interactive program takes about 45 minutes to complete and is designed for people without mental health expertise. The program allows you to make decisions and choose dialogue on behalf of characters (avatars) you assume. The training is only available to December 31st. Several advisors have taken advantage of the program and want to encourage others to take the time to go through the short training program.

Program for Faculty/Staff

Create an account at: www.kognitocampus.com/faculty Enrollment Key: arizona87

Program for Students

Create an account at www.kognitocampus.com/student Enrollment Key: arizona87

Finals are coming... is your body ready for the battle?

By Patrick Simms, Campus Recreation Fitness Coordinator

Exercise is well-known as a stress-reliever, but why? Research has uncovered some interesting findings that may be the key to students performing well during exams.

The benefits of exercise on stress are purely chemical. When under stress, those who regularly exercise show a decrease in the magnitude of the body's sympathoadrenal and cardiovascular responses; that is to say, our body's, "stress" responses (Cox, 1991). The "sympathoadrenal" stress responses involve activation of the sympathetic nervous system as well as of the adrenal gland, which is the body's hub for stress hormone production. Exercise, effectively, *is* stress; regular exercise conditions the system to the increase in stress hormones like epinephrine and norepinephrine, as well as cortisol, and then decreases the magnitude of these responses when the body is stressed in other conditions. Simply put, a body that trains for stress responds to stress well.

This sympathoadrenal response is also the reason exercise may also be what you need to prevent any depressive feelings that hinder productivity during finals time. Depression results from low concentrations of serotonin and norepinephrine. That sympathetic nervous response increases the concentration of these neurotransmitters, which is protective against depression. So if you're feeling down, get up and get moving. It's purely chemical.

Finally, exercise may be the reason you're so smart. Exercise is a trigger for, "neurogenesis," which is the creation of new neurons and neural pathways; when you exercise, your brain is actually building new framework in the hippocampus, which plays an important role in memory (Eichenbaum, Yonelinas & Ranganath, 2007).

Contextually, this research demonstrates that the benefits of exercise on stress and memory have are, "chronic" and cumulative, and not as substantial in any isolated bout of exercise. Any little bit will help, but your best bet is to make sure your exercise plan is consistent starting now, so that your body will have reaped the maximal benefits *before* crunch time arrives.

This makes for is a great time to get involved in the many physical activity options at Campus Recreation, including group fitness, intramural sports, recreational sports like open play basketball and volleyball, swimming, rock climbing, and more. <http://campusrec.arizona.edu/>

Advise students to be wise and don't skip their workout when finals loom. Their, "A" may be riding on it.

Works Cited Cox, R. (1991). Exercise training and response to stress: insights from an animal model. *Medicine and science in sports and exercise.*, 23(7), 853-859. Retrieved from <http://psycnet.apa.org/psycinfo/1992-00691-001>



“Cheers to a New Year and another chance for us to get it right.”

- Oprah Winfrey

Thriving in Advising – A Symposium on Advisor Development

A University of Arizona and Pima Community College Event

December 18, 2012

8:00 a.m. to 12:30 p.m.

Opening Remarks by Provost Andrew Comrie, UA and Provost Jerry Migler, PCC

Concurrent sessions following featuring 18 presentations from which to choose!

Last day to RSVP: Friday, December 14

Register now for the symposium at:

<http://www.eventbrite.com/event/4728897259/es2?rank=131#>

Orientation 2013

By Stefanie Basij

New Student Orientation sign-up has begun! We wanted to put out a few reminders about the Orientation sign up process and student process leading up to Orientation. Please know that our office is always here is a resource when questions arise.

Registration for the New Student Orientation is completed via the Next Steps Center. The available orientation program dates for any particular student are based on a variety of academic factors as students will only see dates that align with their profile (i.e., Honors students will only see programs that include the Honors component, SALT students see SALT sessions, if an academic college reaches capacity for a particular date it will no longer display for students in that college). Due to the highly individualized nature of date availability, we are no longer posting the dates on the orientation website so students must log into the Next Steps Center to see program availability. Students can make changes to their reservation (change date, add or delete a guest, add room nights for the residence hall option in May and June) by logging back into the Next Steps Center and selecting 'Make a Change to My Orientation Reservation' located in the completed items section.

Completion of the academic to do list items in the Next Steps Center is critical to a student's success at Orientation. All placement areas are available through a student's Next Steps Center once they have registered for their Orientation program. Students will receive a variety of email communications leading up to their Orientation session prompting them to complete items in their Next Steps Center. We will also continue to call each student 7 business days prior to his or her Orientation session to remind them about Orientation and answers any questions they have about the process.

As the Orientation program finalizes for this summer we will continue to send out information concerning the structure of the day. Thank you all for your support and dedication to bringing in the freshmen class. Please feel free to call me at 621-1270 or email at sbasij@email.arizona.edu with any Orientation or Next Steps Center questions. The Orientation website is also a great resource to provide to students and parents that may have questions about the process (orientation.arizona.edu).



UPAC Meetings

Career Services
Workshop Room

SUMC 411

8:15 - 09:30a.m.

1/16

2/13

3/13

4/10

5/8

What's an Ombuds?

By Nancy J. Stiller, Ph.D., Coordinator, UA Ombuds Program



The term, Ombuds, is derived from the Swedish word, Ombudsman. It means "ear to the people" and is used to designate an organization's dispute resolution program. The [University of Arizona Ombuds Program](#) is open to university employees and students who would like assistance dealing with conflicts, disputes, and other problems. Ombuds comply with the four major guidelines established by the International Ombudsman Association (IOA). They are: confidentiality, neutrality, informality, and independence.

One unique feature of the UA Ombuds Program is its committee structure. The Ombuds Committee is comprised of faculty and staff who are trained to provide conflict management assistance. They are selected by their peers and appointed by the University president to serve two-year terms. It should be noted that confidentiality cannot be promised in matters relating to serious misconduct or a crime, or if there is imminent risk of serious harm. The Ombuds will not disclose any matter discussed with either party involved in the conflict. The Ombuds Program is not an office of record. In a nutshell, the Ombuds is an advocate for fairness and equitable treatment.

Typical employee concerns brought to an Ombuds include co-worker conflicts, supervisory concerns, perceived unfair treatment, perceived unethical behavior, and other workplace issues. An Ombuds listens objectively, helps identify and reframe the issues, answers questions and clarifies policies or helps find someone who can, and helps determine options to resolve the problem. Ombuds are not empowered to change a decision, but through intervention or a clarification of matters, information may emerge to assist in the resolution of the problem or dispute.

There are, of course, times when students need a little help to resolve a problem especially if the problem involves an interpersonal conflict. Students come to the Ombuds Program for assistance resolving misunderstandings with instructors, roommate conflicts, and matters involving the Student Code of Conduct, to name a few.

Many people avoid conflict because confronting it can feel overwhelming. Often, an individual just needs a sounding board to sort out the issues and brush up on the interpersonal communication skills needed to move forward. To contact an Ombuds, call the Coordinator at (520) 626-5589 or contact one of the committee members, directly. The Ombuds Program [website](#) includes contact information for each Ombuds.

LGBTQ Student Support Services



By Jennifer Hoefle Olson

At The University of Arizona, lesbian, gay, bisexual, transgender, and questioning (LGBTQ) students comprise an estimated 5-10% of the student population which is roughly between 2,000 and 4,000 students. To better serve students who identify as LGBTQ, the UA established the Office of LGBTQ Affairs in 2007. This momentous decision was brought about after nearly twenty years of advocacy by LGBTQ students, faculty and staff.



As the second ever Program Director for LGBTQ Affairs, it is my role to help sustain a safe, and inclusive environment for *everyone* — faculty, staff, appointed professionals, students, alumni, parents, and guests of all gender identities and sexual orientations. I do this through serving as a campus resource, providing direction to LGBTQ student groups, providing training on LGBTQ issues, actively engaging in outreach and advocacy, conducting research, and providing support for existing LGBTQ students, staff, and faculty. Our office has three signature programming areas that I would like to highlight:

Signature Programs for the [Office of LGBTQ Affairs](#) , [LGBTQ Support Group](#), [Safe Zone Training Program](#)

Safe Zone is a campus-wide program that provides information and resources to prepare allies to be effective supporters of LGBTQ students **through a 4-hour training**. Since spring 2010 nearly 2,000 participants have attended training. The need for this training is exemplified by the fact that LGBTQ students at the UA report experiencing significantly more violence than their heterosexual counterparts, including three times more bullying, five times more hate crimes/discrimination, two times more physical assaults, and three times more sexual assaults. The level of violence and harassment facing the LGBTQ community demonstrates both the need for training programs that prepare campus members to be Safe Zones for all members of the campus community, as well as the need to visibly mark allies. This is the explicit purpose of the Safe Zone Training Program. Simply put, a “safe zone” is a person who is “safe” for LGBTQ students: by displaying a Safe Zone sign you are affirming LGBTQ people and identifying yourself as a safe person to approach for support or guidance. If you have not already attended this training, please consider doing so. This is a great way to make yourself visible to LGBTQ and allied students.

[Internship Program](#) & [Campus Events](#) Our internship is a collaborative program with LGBTQ Affairs and Pride Alliance. Our interns are responsible for developing programming and events for the LGBTQ and Allied community at The University of Arizona. Our interns put on between forty and fifty events every semester, which thousands of people attend—events range from film screenings, to resource fairs, to dances, to speakers, to workshops. Events help students both find and create community. Please check out our [calendar of events](#) and share them with students.

There is still a lot of work to do. Making our campus an inclusive environment for people of all sexual orientations and gender identities takes all of us. All college students need a sense of belonging and community, and this need is particularly important for LGBTQ students who, as a group, are at a higher risk of isolation and even suicide. In this way, it is especially significant for LGBTQ students to be able to find other LGBTQ and allied students, to develop friendships, and to foster a sense of community and belonging. This is what we are here to do. You can help by getting involved, by becoming a Safe Zone, and by knowing the resources available to the LGBTQ and allied students that you serve. Thank you for your help.

Degree Tracker Project Advantages



The Degree Tracker Project encompasses two parts: Smart Planner & Degree Search.

Smart Planner-

Can leverage your existing degree audit data in a way that enables you to create term-by-term plans designed to provide students with a prescribed path to graduation. Using those plans, students can work independently or in conjunction with an advisor to create a personalized, term-by-term academic plan. Students and advisors can then use that plan to help ensure the student stays on track with meeting graduation goals. In addition to promoting collaboration among students and advisors and supporting retention and graduation initiatives, Smart Planner also provides the institution with aggregate course demand data for planning an analysis purposes.

Advantages:

- Because of its course predicting features, seat demand forecasting can be determined for departments.
- There will be auto-messaging to the students. Ex: "You have not selected any courses for the upcoming semester. Please plan accordingly and/or see your advisor."
- Departments can measure the success of students with department identified check point courses.
- Personalized messages from advisors will appear at the top of Smart Planner screen for students to view.
- Because of Smart Planner's functionality advisors will be able to focus more time towards students who may need additional attention due to probation, career exploration, etc.

Degree Search-

Degree Search is a personalized online tool that provides centralized, easy-to-use, easy-to-read advising tips and guidance. Degree Search gives students four-year sequencing, transfer course equivalents, and career information for every undergraduate degree the UA offers.

The beauty of Degree Search is in its flexibility. Built on the "shopping cart" approach, Degree Search allows students to choose and browse majors by name, personal interests, college, math, and second language requirements or self-identified general subjects such as "Health Related," giving students a user-friendly approach to choosing the right major for them.

Advantages:

- Allows students to see classes required to complete majors.
- Students can choose majors based on what area they would like to study.
- Students can choose majors based on self identifying interests.
- Degree Search displays potential career areas related to each major.

If you have any questions, please contact: Heather Jepsen- jepsenh@email.arizona.edu, Brandon Romero- bcromero@email.arizona.edu

Advisors Corner

"Do what you love!" These words of encouragement have kept Brian Smith for a little more than a decade supporting UA students in the College of Science. He lives by the word he tells his students because Brian truly loves advising and helping students navigate their way through higher education. Brian came to UA as an undergrad from Phoenix and studied History and Political Science and got the opportunity to work for the Registrar's office giving him the opportunity to learn all about UA policies and procedures. He fell in love with the Old Pueblo the laid-back feel and decided to stay in Tucson after the First Advising Task Force when many advising positions opened up and Brian decided to apply and become an advisor.

Since then he has seen many students graduate and pursue their own dreams which has given him a real gratification from helping struggling students who with a little encouragement and hard work came back to succeed and graduate. Brian said, "Advisors should have an open mind, and remember what the job is, the students." His style is very laid back and he has an open door policy allowing anyone to come in and ask for help, regardless if they are majoring in science or not.

Brian has also served in the Navy Reserve for over ten years. He recently returned to his advising job after deploying for over a year to Afghanistan and is happy to be back. Happily married for over a decade, Brian enjoys learning new things and being actively involved. He likes to garden and was involved with the construction of the water harvesting units located near the Art College. Brian believes in the importance of water conservation in landscaping and in general, and has recently finished a certificate in water policy as part of his Master's Degree in Latin American Studies'. This advisor takes pleasure in helping others succeed; we are truly lucky to have him helping students.



Effective Communication Skills for Advisors

By Debra Cox-Howard, MC, LPC, LISAC

Effective communication skills are essential for successful advising. Providing information in a meaningful and clear way to your students, serves as a basis for their decisions, which can have a profound influence on a student's entire life. Through the process known as modeling, students learn from observing you and the example you set. By simply observing your actions, communication patterns, and problem solving techniques, students are learning something about how to solve their own problems.

The most important thing you do will be to **listen**. We work out many problems by talking them out with someone we respect who listens to us. Advisors need to have good listening skills to help improve and strengthen relationships with students. These skills also increase the advisors value to students. Listening also enables you to more accurately assess a situation.

An advisor's listening skills can also affect students' feelings about being in school and their self-esteem. Good listening can also show that you care about them, and that they can rely on someone who will listen and help. Students tend to regard a good listener as more reliable and trustworthy, authoritative, and able. It also assures that the students are in a situation where they are treated with respect and as equals.

While you **listen**, think of the following:

HELPFUL QUESTIONS TO ASK STUDENTS:

- "What is the problem?"
- "What have you done to solve it?"
- "What do you think needs to be done next?"
- "How can I help you with that?"

This straightforward model helps "walk" students through a logical thought process that leads to action. Being able to see the next logical step in solving a problem will lead them to feel empowered and confident again.



There may also come a time when you have to break "bad news" to students. Perhaps they didn't get into a program to which they have applied, or they may have unrealistic program objectives. Following are some tips to help you break "bad news" to students:

1. **Transition:** Help the person get ready for unexpected bad news with phrases such as "There is no easy way to say this but...." or "I need to share some information with you about your program."
2. **Narrative:** Be gentle but come to the point. Don't ramble or make small talk. Make eye contact.
3. **As you deliver** the bad news, react to the emotions of the other person as they arise by acknowledging and addressing them.
4. **Avoid** using euphemisms or metaphors.
5. **Focus** on good communications and an empathetic response.
6. **Help** the student to decide and determine what to do next.

Additional Communication Tips:

- When appropriate, allow your students to tell their story first; unless asked, do not interrupt their sentences, offer advice, or give suggestions.
- Establish consistent eye contact, use affirmative head nods, and try to avoid nervous or bored gestures. Fight off external distractions.
- Listen carefully and check your understanding. Paraphrasing what students have said or asking a question can help clarify meaning and determine that you're on the same page.
- Use open-ended questions and similar techniques that enable you to discuss topics with students rather than allowing only "yes" or "no" responses.

Continued on Page 8

“To look backward
for a while is to
refresh the eye, to
restore it, and to
render it the more
fit for its prime
function of looking
forward.”

–Margaret
Fairless Barber



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

Effective Communication Skills Continued....

- Talk to your students about their backgrounds and experiences; get to know their interests and philosophies, what progress have they made toward their goals, how do they hope to achieve them, and what do they plan for the future. Such a discussion will provide you with helpful information, and it will reflect your concern for students as individuals.
- Always keep notes about what decisions have been made and why. A quick review before seeing a student again will help you recall specific details.
- Encourage your students to make informed decisions. Help them to understand how to get the facts about a subject (such as choice of major or class standing). Encourage them to reach out to faculty, staff, alumni, and fellow students and to seek out appropriate resources, before making final decisions.
- Be available. In order to help your students, you need to be there for them.

Gentle reminder: Know enough to recognize when a student needs help. At times, you may find that one or more of your students need help beyond your capabilities. Realize your limitations and know how to make a referral to another advisor or other appropriate resources/offices.

Call CAPS at 621-3334 to speak with a professional staff member to help “walk you through” speaking with a student.

UA Libraries Tutorials

By Cheryl Cuillier

Many students find searching for materials in an academic library intimidating. They turn to Google when they need to do research for an assignment, not realizing that they have free access to better resources through the numerous databases that the library subscribes to. Once students learn how to search databases such as [Academic Search Complete](#), [LexisNexis Academic](#), [PsycINFO](#), and [Web of Science](#), they can quickly zero in on high-quality scholarly articles. These can be tricky to find through Google (and sites may charge for them). Students should never pay for articles – the library can almost always help them get the article for free.

The library has created a series of interactive [tutorials](#) that teach students how to use its article databases and provide students with hands-on practice. The tutorials are available on the library's website 24/7. The tutorials display instructions on the left side of the screen and a live website on the right side of the screen, where students can practice doing searches. By answering questions during the tutorial, students get immediate feedback on how they're doing

Interactive tutorials are available on:

- [Searching Academic Search Complete](#)
- [Searching LexisNexis Academic](#)
- [Searching PsycINFO](#)
- [Searching JSTOR](#)
- [Searching America's Historical Newspapers](#)
- [Searching Access World News](#)
- [Searching The UA Library Catalog](#)

The library also provides a number of other tutorials that show students how to do better, faster research. These include:

[How to Search Effectively](#), which teaches how to search databases by keyword

[Selecting the Best Resources for Your Topic](#) and [Narrow Your Topic](#), which show how to focus in on a research topic

[Accidental Plagiarism - Don't Let It Happen to You](#), which teaches students how to avoid trouble

[Introduction to Special Collections](#), a tour of the library's unique and rare archival materials