

HANDBOOK FOR LEAP PEER ADVISORS UNIVERSITY OF UTAH

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THE LEAP PEER ADVISOR EXPERIENCE

Peer Advisors are amazing people. They are hired in April, go online through the summer, meet for a workshop in August, and then begin an experience that can change them as well as the students with whom they work. During the school year they conduct large-scale service projects, plan activities for the entire LEAP population, and shadow a professional educator. We ask them to come together as a team, agree on a mission statement, and create a vision of what they want to contribute individually. They help change the program every year through their creativity and insight. We have learned to trust their instincts and allow them room to fly. They do all of this in one year. By the end of the school year, as they wrap up the final LEAP picnic, they don't want to leave. Or, as a departing PA posted on WebCT:

Yeah, that was GREAT. I had an amazing time guys. Truly amazing, and I'm way depressed that it's over. You were amazing people to work with and I made some great friends. Thank you guys so much for all of your friendship and support throughout the year. We did some amazing things and I wish we could all do it again. We need to have a reunion bbq before school starts in the fall. Anyway, that was a great bbq and it was wonderful seeing you guys. Remember to keep in touch. I don't want to lose these friendships.

What else might you expect from your experience as a Peer Advisor? In a survey, a former Peer Advisor wrote:

Honestly, when I look back at my experience as a Peer Advisor, I often get giddy. I just giggle and laugh at what an amazing and entertaining experience it was.My experience as a PA really stoked the fire of my desire to work in education for the rest of my life. One of the most important things I observed as a PA was that not all students who are accepted into college are equipped [intellectually, emotionally, and socially] to complete a college education. This insight has allowed me, as a high school teacher in largely "at risk" populations, to understand better the ways that we can "level the playing field" for those who come from disadvantaged backgrounds.

Your Peer Advisor experience will be unique to you. You will shape it partly by what you contribute and what you want it to be. You will sharpen skills in leadership, service and education. We will introduce you to other areas on campus where you can apply these skills and, as you can see from the above quote, this experience has the potential to positively impact you beyond the University. Congratulations on creating this opportunity for yourself. Let's get to work.

INTRODUCTION: Peer Tutoring, Mentoring, and Advising Programs

—*Andrea Brough, Peer Advisor 2002-2003*

In colleges, universities, and other school institutions across the nation, students are helping other students as tutors, mentors, and peer advisors. Whether it is the Science Mentor Program at Brown University, the new Student Tutoring Program at the University of Witwatersrand in response to the South African education policy, or the LEAP Peer Advisor program at the University of Utah, college students are participating in programs to help their fellow students to be successful.

These ‘mentors’ can have a wide range of responsibilities, but their behavior has three characteristics. They are “(1) an information peer, for information sharing, (2) a collegial peer, for career strategizing and friendship, and (3) a special peer, for confirmation, emotional support, personal feedback, and friendship” (Wunsch 95). Ultimately, the relationship of the student mentor must be professional, but not in such an authoritative way that friendship is not present. This special friendship requires “trust, frankness, and authenticity” (Wunsch 95). Beyond these personal qualities, “mentors require human relations skills such as attentive listening, assertiveness, feedback methods, and positive reinforcement techniques” (Wunsch 30). When such a relationship is in place, the effects are positive, and lead to successful outcomes for both the students involved.

There are many benefits to developing a peer relationship, in addition to the faculty-student relationship, as a sort of support system for the students. “A peer, unlike a teacher, is still living in the undergraduate experience. Thus, tutor and tutee are more likely to see each other as equals and to create an open, communicative atmosphere, even though the peer tutor is a more advanced student” (Whitman 24). The peer mentor is currently close to the level of education of the other student, eliminating possible intimidation and allowing for a greater understanding of the varied situations at hand. Having taken the particular course only a year or so earlier, these mentors can “identify problems students may be having with the course material, based on their own personal experience” (Whitman 16). Neal A. Whitman describes it perfectly with his description of the student advisor as being a ‘recent survivor’. The new students can look to the mentor as an example, realizing that they can also conquer their current situation. The students participating in the Brown University Science Mentor Program were excited to find their exam grades going up, as a result of the science mentor “[teaching them] how to study” (Whitman 16). These undergraduate students had so recently been through the situation that they knew all of the ‘nuts and bolts’ and skills needed to reach success.

Besides creating a close connection because of the recency of the same curriculum, the mentor is viewed differently than the faculty member. The sort of “hierarchical relationship” of the faculty and the students is important because it “recognizes that the faculty person has some expertise and knowledge that can be passed on the student”, and it gives a sense of “power and influence to assist the student” (Wunsch 112). However, this sort of relationship is an unequal one, as the student will always feel subordinate to the faculty members. Yet, with peer

mentoring, the students can “meet as equals and are free to interact and communicate without any need to defer to each other” (Wunsch 112). With both relationships in place, students have the option to approach whomever they feel confident about and most comfortable with. When they interact with the faculty, mentors, etc., there can be a greater satisfaction for the overall college experience. Sinclair Goodlad explains that a peer student relationship should be in place “due to accessibility to other students as opposed to faculty or staff” (Goodlad 21). In studies it has been recognized that “students at risk may not seek help from university administration and support services but from their fellow students and people outside the university system” (Goodlad 21). With a peer mentor or tutor, there is a lowered anxiety and some students can be more interactive, allowing for the student to feel more in control of their own school and learning situation (Goodlad 53). Once this positive atmosphere or feeling is developed, mentors can encourage involvement in other activities on campus and in the community, as has been done in several American universities, such as Columbia and William and Mary College (Goodlad 224).

Just as a peer mentor or advisor is beneficial for the learning process, they are important for the adjustment one must make when entering college for the first time. Once new freshmen student realizes the peer mentoring and assisting programs that are in place for them, they are given “the impression that their college or university is a place where faculty, staff, and administrators care about them” (Wunsch 36). “Mentors have weathered the educational process and can identify resources to help the mentee adjust to college life” (Wunsch 49). This peer mentor can be the link to understanding what is around and available to the college students, and they are considered as one who is willing and has the time to explain what is needed—allowing for a student to feel not guilt in asking for assistance. Research of freshman mentoring programs, specifically that of the University of Witwatersrand ,reveals that “mentors provide some psychological fulfilment by just being available for them; hence they felt relaxed, comfortable and less frustrated...” (Goodlad 163). In comparison to other new-comers to the college experience, those who went through the mentoring scheme seemed to have “adjusted more quickly and appeared relaxed and less confused” (Goodlad 163). The mentors are in place to act as “role models, guides, and resource persons” (Wunsch 49). Students can trust that these other students, who are not so far beyond their own situation, have the information needed to conquer the challenge of being successful at a university. They also had to learn that new skill of adjustment not long before.

A peer mentor or tutor is available for the student academically, and the idea of a peer advisor allows for the same such relationship, but the role of a friend is also filled by the peer advisor. While some may need study help and writing tips to successfully get through college, others may just need an understanding person to talk to. There are “students who most need to learn about a future profession in order to make course and career choices”, and “others [that] need a supportive friend and guide on the campus or in the community” (Wunsch 49). An extra source for encouragement or motivation, the peer advisor hopes for the same success of the individual. It has been suggested that “students felt peer tutors were better than staff tutors at understanding their problems, were more interested in their lives and personalities, and were less authoritarian” (Goodlad 53). The relationship can be more personal, and the needed solution can

be tailored to the student and the specific situation with an available peer advisor, as not all faculty have the time to work individually with each student. One form of research has shown that there is a “positive relationship between personal support and persistence with study, and that there is a significant correlation between a group of people never spoken to and likelihood of withdrawal or failure of a subject” (Goodlad 31). When students know that someone is rooting for them, they are more likely to put forth the needed effort to succeed. They will stick with something when they know that there is someone right there beside them who believes in their potential.

Pascarella’s ‘creed for mentors’ sums it all up in four ideas. “I am here for you. I believe in you. I will not let you fail. You have the power” (Goodlad 237). The mentor is in place for the benefit of the student and contributes to a positive educational experience for all students involved.

Works Cited

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A BRIEF HISTORY OF THE PEER ADVISOR PROGRAM AT THE UNIVERSITY OF UTAH

For a freshman student entering the confusing University world for the first time, a learning community is a wonderful idea. Rather than navigate the University on his own, the student has a community of other students going through the same kinds of experiences on which to rely. A logical addition to this community is a peer mentor, that student with a bit more experience who can serve as a guide. Use of peer mentors is not unusual in cohort programs. The unique thing about the University of Utah program, however, is the integrated presence of the Peer Advisor in the classroom. The University of Utah program was launched to be a parallel to UROP [Undergraduate Research Opportunities Program]. The underlying rationale was: if undergraduate students could gain from helping a university researcher, why not allow them to help a university professor?

There were no Peer Advisors the first year of LEAP [1994-1995], since by definition Peer Advisors are students who have successfully completed the year-long seminar. During the 1995-1996 school year, there was one Peer Advisor per section, but for the next year, each section had three Peer Advisors attached to it. This was based on national studies which suggested that the ideal ration of mentors to students in a learning community was 3 to 1. Peer Advisors are not teaching assistants, however; so this ratio was perhaps not as crucial. As our understanding of the role of Peer Advisors evolved, that ratio seemed out of balance. Three PAs to a class felt bulky. For example, at that time, LEAP classes met for five days a week. The three Peer Advisors were responsible to cover all of the days, but they often didn't succeed in this. We might have one or two days during which there were no Peer Advisors present in class. Another pattern was that one Peer Advisor gradually assumed a stronger leadership position, while the other two receded into the background. After a year of having three Peer Advisors per section, the decision was made to move back to one PA per section.

To some extent this was a monetary decision, and therefore not all of the instructors were convinced it would be a successful one. It quickly became clear, however, that this was, a much better way to structure the Peer Advisor program. Put concisely, each Peer Advisor now 'owned' a section. Changes which we saw included consistent attendance, more initiative on the Peer Advisor's part, and better communication between professor and PA.

One factor that has always forced the evolution of the Peer Advisor program is the growth in the size of the LEAP program itself. More sections require more Peer Advisors, and more Peer Advisors require more, or at least different, coordination. To take one example, initially, faculty had planned the activities that help LEAP students build a community. They had also taken the lead in advertising these activities and making them succeed. We realized, however, that this was a task that Peer Advisors could assume and actually should assume since this was a function of the LEAP Club. This change meant that Peer Advisors were taking assignments outside of their own section and therefore needed to meet outside of their own section. By at least 1997, Peer Advisors were meeting together on a monthly basis.

By 1997, we added a new position, the Peer Advisor Activity Coordinator [PAAC]. His job, in a sense, required him to be a Peer Advisor for the Peer Advisors. This was a student drawn from the pool of Peer Advisors from the previous year. We dropped the position after four years, again because of monetary considerations. We had some rocky moments with this position. We initially did not define it well enough. For example, this student had no responsibility for a LEAP section, and that translated into a sense of isolation from the vitality of the freshmen students. When it worked, however, it worked very well. Many of the features in place in the LEAP program today are there because of suggestions by the PAAC. We moved to a system of committees in 2002, for example, which was a PAAC idea.

Another major innovation for the program was the introduction of a training class during the 2001 Summer Semester. Because Peer Advisors come from all parts of the country, this is an online class, using WebCT. This has evolved into LEAP 2002, "Leadership and Community: Peer Advisor Seminar". Incoming Peer Advisors take the summer training class, which culminates in a required two-day workshop just before the fall semester begins. In addition, Peer Advisors meet twice a month during the school year. This class had the positive outcome of having the Peer Advisors hit the ground running at the beginning of the school year, rather than spend the first month of school learning their job. It also facilitated a sense of community earlier, which paved the way for solid teamwork early in the semester.

Peer Advisors are wonderfully creative people who, if allowed, can move the program in directions that reflect needs. Over the years the PAs have made two service projects stand out. The first is the annual LEAP Food Drive. The Food Drive began in January of 1999 as a response to LEAP students reading a text about poverty and expressing a need to have an outlet to help. From the beginning the Food Drive has benefited Crossroads Urban Center, whose director also comes to campus and gives a workshop to the LEAP students on "Making It in Utah." Some years, The Food Drive committee has LEAP sections challenge each other to see which can bring the most food. In other years, the LEAP PAs work to beat the full total from the previous year. An inevitable outgrowth is that some new feature has to be added each year. During fall semester, the PAs organize a "Trick or Can" event. During the spring semester, we typically have collection barrels around campus, one night of "Bowling for Food", and a partnership with one or more organizations off campus. [For example, during the 04-05 Food Drive, one of the PAs invited students from an elementary school to join us by bringing cans to school on Valentines Day]. As a point of comparison, in 02-03 we collected \$932.14 and 1209.7 pounds of food. In 03-04, we collected \$495 and 2500 pounds of food. In 04-05, we collected \$486.25 and 4161.9 pounds of food. In 05-06 we collected \$1,104.75 and 3,080.5 pounds of food. In 06-07 we collected \$1,424.14, 3,929.6 pounds of food, and two carloads of clothes [Crossroads is very happy to accept clothes, but has no way to measure them].

The second service focus is an association, through the University Neighborhood Partnership, with Northwest Middle School: *See You at the U*. Beginning in the 2003-2004 school year, Peer Advisors have arranged a visit to the campus for 80-100 Northwest students. These students are 6th to 8th graders, many of whom are immigrants themselves, or who have parents who are

immigrants. Their tour of several departments on campus is intended to interest them in opportunities for higher education.

Because Peer Advisors are devoting significant time and energy to make these service projects successful, beginning with the 2005-2006 school year, we offered them the option of signing up for an additional hour of LEAP 2002 if they agreed to spend an additional fifteen hours during the year on one or both of these service projects. In spring of 2006, this was changed to a service-learning add-on, LEAP 2003.

Beginning with the 2005 school year, we reclaimed the best idea from the defunct PAAC position, by appointing a Senior PA. The Senior PA is a Peer Advisor who is hired for a second year. He has the same responsibility for a LEAP section as does every other PA. In addition, however, he is in a leadership position. Among other things, he is assigned to mentor the incoming Peer Advisors, and to help strengthen the team.

The history teaches at least one valuable lesson: the Peer Advisor program has changed a great deal since its inception at the University of Utah. That doesn't suggest that we didn't get it right; rather, it argues that we innovate to meet new challenges. And, it's clear that Peer Advisor are often the source of some of the most creative changes.

WHO IS THE FRESHMAN STUDENT?

Being a Freshman can be a daunting task. Not only does the student have to master a semester's worth of knowledge, but he also has to learn how to navigate through the foreign environment of the university. He is expected to successfully do both simultaneously. He is aware of the importance of decisions he will make at the university, but he is also tempted by newfound freedom and fun. He may be unequipped to deal with the availability of drugs and alcohol. He may stay up too late too often, and as a consequence he may begin a pattern of missing class. His health may suffer as a result of the demands he is making on his body. He has to deal with the problems of tuition, and consequently usually works. He is not used to the reading load and can be easily be caught off guard by it. In addition, however, he possesses a rather unique amount of enthusiasm which can positively transform a class. Working with him is a very rewarding experience.

GOAL OF LEAP

LEAP students vary widely in background and preparation, but they have this experience of being a freshman in common. At University of Utah, the LEAP seminar is a year-long Freshman experience designed to help the student succeed. Freshmen students are placed in small classes, and ideally they remain with the same students and the same professor for the entire year. A Peer Advisor is assigned to each section of LEAP, and also remains with this same community for the full year. The LEAP program gives an anchor to Freshmen students. It breaks down the larger university community into smaller communities which are more manageable and meaningful to

students. It teaches students about community [our overarching theme through the entire year] while allowing them to build one at the same time. It gives students a safe place to make mistakes of navigation through the university. There's a certain comfort in knowing that everyone else in that LEAP class has similar questions and is going through a similar experience. Imagine then, how important it is to have a Peer Advisor there: a student who has succeeded in learning how the university works, is very approachable, and is available to answer questions.

PURPOSE OF PEER ADVISORS

So, what is the connection between the goal of the LEAP program and the Peer Advisor? Succinctly put, the Peer Advisor is integral to reaching the goal. Those of us who have worked with Peer Advisors for a number of years can't imagine trying to do our job without them. Our reaction is visceral and challenging to describe. Nevertheless, there are specific ways in which we know that Peer Advisors help.

Helping with student retention. Statistics support the idea that participating in LEAP adds to student success. Two examples suggest that Peer Advisors can play a day-to-day part in this.

Some LEAP instructors ask students to fill out a "Personal Biographical Profile" every year. One question asks "What is the single most important fact I should know about you?" One student recently answered that question by saying "I'm afraid to be here. I don't feel like I can make it here." Independently, the Peer Advisor had already recognized warning signals, and she was working to make friends with the student. The professor and Peer Advisor shared the goal of getting the student through the first three weeks of the semester successfully, because studies indicate that those weeks are crucial to continuing success. At some point, the students have to succeed on their own, and whether or not they continue becomes their own decision. However, in the early weeks, we can do a great deal together to support them, and let them know that they **can** "make it here". The Peer Advisor plays a large part in that kind of support, and this case was no exception. The student "made" it.

Once the semester begins in earnest, many students discover they have taken on too much, and they begin to skip classes. This is also an important time for some kind of intervention. Again, the student is ultimately responsible for his own success, but offering support at this point can make a difference. One Peer Advisor e-mailed students to let them know she had noticed a pattern of absences developing, and she was concerned. To focus on this rather common example, one student began skipping classes regularly. The professor asked the Peer Advisor to call him and see if there was any help they could offer. He visited the professor during office hours shortly thereafter, and said how impressed he had been by the call. He had no idea anyone had noticed his absence, he said. This led to a long conversation during which he and the professor discussed options he might pursue to make his load lighter. .

Modeling successful student behavior. The good news about LEAP is that there are only Freshmen in the classes. That can also be the bad news. A lot of high school behavior travels

with these students to the university, and in the LEAP classroom freshmen have the potential of reinforcing what they know from high school.. The Peer Advisor becomes very important, therefore, because he is the model for good behavior. He is the experienced voice that tells new students what they will have to do to succeed, and he does this both through actions and words. That's why it's extremely important that the PA is not tardy, does not do outside homework in class, participates in class discussion, etc.

Being the liaison between the professor and the students. The Peer Advisor program succeeds partly because of the trust students have with each other, and the positive relationships they build one with another. Freshmen, especially, will be much more likely to ask another student a question, than to ask a professor. The Peer Advisor is often the first one to sense when a student is in trouble, and can alert the professor to problems when necessary. If asked, the Peer Advisor can also offer an objective opinion on whether an assignment or lecture works, etc.

BENEFITS OF BEING A PEER ADVISOR

We know that the Peer Advisor program greatly benefits the freshmen students, but that does not diminish what it does for the Peer Advisor herself.

Introduction to teaching. Professors in the LEAP program are there because they love to teach, and they are good at what they do. Working in the classroom with one of these professors gives the Peer Advisor an excellent introduction to teaching and management of a classroom. Some Peer Advisors may be invited to teach a specific section of a text, particularly if they make that interest known to the professor. All Peer Advisors will have the opportunity to conduct study sessions and to work with small groups. In addition, this is the Peer Advisor's second time through a course, and she has the opportunity to view it differently, especially in terms of how the course is constructed and why things fit together.

Leadership experience. Peer Advisors have automatic authority with Freshmen students because of their position. Not only did they complete their own Freshman year successfully, but they are now paid to come back and help. One Peer Advisor reported that when she was walking from class with one of the new students, he asked her, "So, are you in graduate school?" While it's difficult to quantify what kinds of impact this opportunity for leadership has, we do know that many Peer Advisors go on to other leadership roles. For example, we have had seven former Peer Advisors serve as Presidential Interns at the University of Utah, which is a competitive and prestigious appointment. One has been elected as a member of the ASUU Senate, and another elected as Senior Class President., and still another appointed to be director of the ASUU Government Relations Board.

Service. LEAP has become increasingly involved with service activities, both on campus and in the community. Peer Advisors can earn service-learning credit for supporting these projects, and can also get a firm sense of the importance of service to community as a whole.

Establishing positive relationships with faculty. As a practical consideration, working with a professor for a year gives the Peer Advisor someone who is happy to write positive letters of recommendation through the student's university career. On a less superficial level, however, the faculty person with whom you work will likely remain a friend and mentor, someone to whom you can return for academic advice. This is a professor who wants you to succeed.

JOB DESCRIPTION

Formal. This is the job description listed on the application.

LEAP Peer Advisors are assigned to one freshman seminar and work with that class for both semesters. A Peer Advisor must have been enrolled in LEAP for a full academic year to qualify for this position.

Mandatory Peer Advisor obligations include:

- § completion of LEAP 2002, a training class carrying one credit that the PA completes on WebCT during the summer, and during fall and spring semesters in the regularly scheduled PA meetings
- § attending the two day LEAP PA training workshop [part of LEAP 2002] on **Monday and Tuesday, immediately preceding the Wednesday beginning of the semester**
- § attending the seminar class every time it meets
- § attending two PA meetings a month, held the first and third Tuesdays of every month at 12:15 p.m.
- § completing a periodic self-evaluation and meeting with the supervisor to review this evaluation
- § 10 hours per week commitment
- § submitting a monthly time sheet

Failure to fulfill these obligations may jeopardize the appointment as a Peer Advisor.

Responsibilities include (but are not limited to):

- § helping LEAP students with their transition to the University
- § being available to LEAP students outside the classroom setting
- § organizing and leading study groups
- § assisting the seminar professor in workshops, discussions, reading and commenting on student papers in draft stage, and perhaps presenting class material
- § assisting LEAP students in learning how to use the databases for library assignments and establishing an e-mail account
- § accepting and fulfilling a specific committee assignment
- § assisting in planning LEAP projects and activities
- § participating in LEAP projects and activities outside of class

The kinds of criteria that the selection committee will consider include:

- § Student with a 3.3 GPA or higher
- § Full time student who will be at least a sophomore by the fall of the year s/he serves as Peer Advisor
- § Strong writer
- § Strong interpersonal skills
- § Student willing to network with college faculty and advisors
- § Student who has demonstrated willingness to participate in class discussions and ability to facilitate group work
- § Student able to model good student behavior [regular class attendance, being on time, staying for the entire class period, respect for instructor and other students]
- § Student whose other academic, work, and extracurricular responsibilities will not prevent him/her from devoting a full 10 hours/week to being a Peer Advisor
- § Responsible student who has shown him/herself able to meet commitments and deadlines
- § Student who can reasonably commit to being a PA for the entire year

The “Real Stuff”. These are answers to some of the questions you might have after you read the formal job description.

YOUR RESPONSIBILITY TO YOUR PROFESSOR

What does your professor expect? Your relationship with your professor significantly impacts your success as a Peer Advisor. We discuss the general role of a Peer Advisor in LEAP 2002 and in our regular meetings, but it is your professor who will determine how that specifically plays out in your class. **Be sure that you meet with him or her to get that guidance.** If your professor does not initiate meetings, especially an initial one, it is very appropriate for you to ask for a meeting. Some of the questions that you may want to ask are:

- § What long range expectations does your professor have of you? Are there goals for the semester that you should be aware of? What about goals for the whole year?
- § What, specifically, will you be expected to do at every class?
- § Are you expected to organize study groups? If so, how often?
- § Does your professor expect any creative input from you?
- § Does your professor expect regular meetings with you? If so, when and how often?
- § Will these meetings include an evaluation of how you are doing? If not, when will you receive evaluation from the professor? How will you know if the professor thinks you are succeeding at your job?
- § Does your professor want you to keep track of students’ attendance? If so, how?
- § Does your professor want you to keep a record of your interactions with students?
- § Will you ever be expected to present material in class?
- § To what extent does the professor prefer you to participate in class discussion?

Remember that you are the liaison between the students and the professor, and both trust you for this communication. For example, if students are complaining about a specific aspect of the class, or if they tell you they are having trouble understanding a particular concept in the class, your job is to relay this information to the professor. And, to take another example, if you notice a beginning problem in student behavior, a quiet word from you to the students can do wonders.

What if you have conflict with your professor? Remember that you and your professor are on the same side and you have the same goals. The most important thing to do is to communicate with the professor. Share concerns in a professional way, and then trust the professor. One thing you do not want to do is criticize the professor to the students in an attempt to prove your friendship to them. This is unprofessional conduct, and in the end it will undermine your own position in the classroom.

What if you work with a professor other than one you took the LEAP class from? This does happen occasionally, depending on who applies [or does not apply] to be a Peer Advisor. If it happens to you, you may experience an introductory period of disillusionment. Although LEAP professors follow the same general outlines, their methods and emphases will differ. You'll be expecting the semester to follow the one you experienced before, and this won't happen. Perhaps some of your favorite points will be missing, or even a favorite text. The professor may handle the classroom differently, and perhaps even unfairly in your eyes. Again, remember that you and the professor are on the same side and have the same goals. Allow yourself to let go of expectations, and be creative about thinking how you can help. One Peer Advisor in this situation said that he loved his experience, because he had visited the same material from two very different points of view. This helped him learn much more. On the other hand, he also shared this other viewpoint in class discussion, which was very stimulating for the professor. This is the kind of relationship you want to cultivate.

YOUR RESPONSIBILITY TO STUDENTS.

Beginning to Build Community. Our academic theme in LEAP is "community", and we reinforce this by building a community in every section. Your students may not make this connection at first, but whatever classroom community you are able to build will affect their experience in a positive way. Therefore, the attempt is worth your time. The following are some things that other Peer Advisors have found helpful:

- § **Take the first step.** You may be nervous, but your students are more nervous than you.
- § **Introduce yourself personally to each student.** This may take you a number of days, but it will pay off. Tell the student what your job is, but also work to develop a genuine friendship

- § **Know All of Your Students' Names as Soon as Possible.** This is a signal to the student that you know her personally, and that she is encouraged to know the other members of the class as well. It also allows you to say "hi" to her when you see her around campus, which is one of the things that helps to anchor new students. One Peer Advisor took a picture of the class and wrote the names of each student on their picture. She also made copies of this picture and handed them out to the students to encourage them to learn the names also. Ask your professor to let you hand back papers early on, which will also help you learn names. Finally, if you and your professor have decided that you should track attendance, you will learn names very quickly.
- § **Share with students the value of getting to know the people in your class.** You can focus on very practical things here. For example, knowing people on campus gives you somebody to turn to if you need to borrow notes for a class, or to study. This is not just a high school activity [which many students will associate it with], but a tactic for succeeding at the University. In the world outside of the University it's called networking, and continues to be a ladder to success.
- § **Help students get to know each other.** As you start to know your students you will be aware of things that some of them have in common with each other. Let them know these areas of common interest. Think of ways to get the students to know each others' names. Find classes that students have in common with each other, and arrange study groups.
- § **Discussion on WebCT.** If you have access to WebCT, use the discussion section informally to help build community. In one class a student started a section in the Peer Advisor section called "Sports Page". This became a place where students met informally, and discussed interests not necessarily related to the class.
- § **Encourage E-mail.** Many Peer Advisors use e-mail to communicate with students outside of class on a more social basis. Encourage your students to communicate with each other as well. Most students will have an e-mail account when they come to campus. Those who don't are required to get one for their LEAP class. Be sure that students who are new to e-mail know how to use it. And be sure that all students feel comfortable communicating with you via e-mail. You might request that the professor add your e-mail address to the syllabus, for example.
- § **Network list.** At the beginning of each semester, compile a list of students' names, telephone numbers, and e-mail addresses. You can then give them copies that they can use to contact each other. PLEASE NOTE: if you do this, you need to announce at the beginning that in anyone does not want to make his contact information public, he can decline.

Regular Contact. You want to establish rapport with your students as quickly as possible. Then, you want to work to maintain it. Your success as a Peer Advisor will hinge on this. There are many avenues you can take.

- § **If you have Freshman stories about yourself, share them.** Your students will be relieved to know that someone they look to as a role model also made some missteps.
- § **Consider calling each student on the telephone occasionally just to check in.** A former Peer Advisor used this method to develop a friendship with a painfully shy student who was so startled that he initially had trouble even talking to her. By the end of the term, however, they were friends because he appreciated that she had reached out to him.
- § **Share knowledge about good classes to take, etc.** This is a good example of knowledge that you will have that your professor may not. It's also a good example of an area where you will have your student's trust.
- § **Learn who the students really are.** Do they have outside interests? If so, what are they?
- § **Discover what things you have in common.** Discover what things students in your class have in common with each other and share that with them. This builds community.
- § **Be Available Outside of Class.** It is important to budget your time. However, it's also important to allow some time outside of class for things like study sessions, spontaneous social activities, and general help. One PA, for example, took time on a Saturday to show a student from Georgia how to use public transportation in Salt Lake City. This allowed the student to get out of her dorm more, which helped her develop a positive attitude to her University experience. Also remember that you are developing friendships, and those don't always operate on a schedule.
- § **Talk to All Students, Not Just the Ones Who Become Your Closest Friends.** You are going to have some students with whom you get along famously. You will have students with whom you take classes and have study sessions. And you will have students who you don't particularly like, or who are so quiet that you feel like you are imposing when you talk to them. Obviously the students in the first and second categories will be the easiest ones to talk to. Remember, however, that the goal of LEAP is to help all students succeed, and to make that happen you'll have to reach out to everyone. Try to become aware of who you may be ignoring, and constantly try to correct this. Sit in a different place every day, if possible. Students will key in on whether or not you seem to have "favorites", and after a while you will lose your opportunity to connect.

- § **Try to Get the Students Involved.** Involvement is a key to success. Always look for clubs, speakers, etc., to tell the class about. If students are involved in class discussion, or service projects, or campus activities, or class parties, studies show that they will be more likely to succeed at the university.

- § **Positive Reinforcement Works Wonders.** We all want to be told that we are on the right path when we try something new. Be especially aware of this in the case of your students. Be specific in telling them what you liked, because that carries more weight. For example, if you were impressed by some insight they expressed in class, take the opportunity to e-mail and let them know. Every student does something well. See if you can discover what it is, and compliment it.

- § **Listen.** One of the most important communication skills you need to develop as a Peer Advisor is listening. Some students will simply want to talk or even vent. They don't necessarily expect you to solve a problem. In other cases the student might want advice, but his question might not be clear to you. We discuss active listening during the summer, which is a skill you want to try here. In active listening, you rephrase what the other person has told you in order to make certain that you understand correctly. You don't go beyond this. The point is to be a sounding board for the student, and to let him hear his own thoughts, in a way. If done well, you eventually lead the student to think of ways to solve his own problem, which gives him ownership of it. New Peer Advisors frequently are nervous because they believe they will have to solve all problems. The reverse is probably closer to the truth: you probably won't have to solve many problems, but your students may want to talk to you about them. Sometimes listening is exactly what they want.

- § **Be a Resource.** This does not mean that you have to know the answer to any question that is asked of you, but that you are willing to work to help find the answers. Be honest about this with your students. One comment on a former Peer Advisor's Student Evaluation reads: "It was good to have [her] in the class. She seemed – because she was a student – more accessible. She knew the answers to almost all my questions and if she didn't know that class session, she would make sure to know the answer for the next time. [She] was a real asset to our class!" This is the kind of reputation you want to establish.

Be aware of warning signs. If you have successfully built rapport with the student the chances are much greater that you will be able to notice when something is amiss. If you see any of the following in the classroom, it may be a signal that you need to contact the student as a friend, and find out if there is anything troubling her.

- § Not attending class [if you take an informal count every day, you'll be able to chart this]
- § Sleeping in class
- § Not participating
- § Inappropriate behavior

What if a student is acting inappropriately? Remember that one of your main goals is to help students succeed. Practically speaking, inappropriate behavior lessens the chance of success. You will be more successful if you speak to the student outside of class, because you will not embarrass the student that way. Tell him that what he is doing is considered inappropriate in a college setting, and suggest an alternate way of acting. This is one area where your opinion will probably be valued much more by the student than the professor's.

Dating students: Why you shouldn't. You have a job which requires you to become good friends with the students in your class. Please be aware, however, that you need to follow certain limits while acting as a Peer Advisor. Your being in this position defines you as a professional. Issues of dating between students and professor are always discouraged and often prohibited because of the problem of the power differential. In other words, the professor has power over some aspect of a student's life. As a Peer Advisor this power differential does not exist in the same way, because you may not be grading the students. However, we still strongly discourage you from dating students in your class because of the ways dating will affect your position. Other students, for example, will see you as having favorites, and they will be right. They will no longer look to you as a source of help. In other words, dating students in your class will limit your effectiveness as a Peer Advisor. Wait a year

Issues of Privacy. Please remember that you are obligated to respect the privacy of your students. You may be asked to track certain information, such as attendance, but that information is private. Students may share information with you, but your responsibility as a professional requires you to keep any such information private.

Finally, you may be contacted by parents of a student who request that you "check in" with them from time to time so that they will know how their student is doing. In this case, your action is governed by FERPA [Family Educational Rights and Privacy Act]. The United States Department of Education says that:

FERPA gives parents certain rights with respect to their children's education records. **These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.** Students to whom the rights have transferred are "eligible students."

In other words, once a student is in college he or she gains a right to privacy, and you are not at liberty to share any information, even with a parent. If you find yourself in this situation, tell the parent that they will need to talk to the student about the information.

YOUR RESPONSIBILITY TO OTHER PEER ADVISORS

By the time the school year begins you will have completed the online portion of LEAP 2002 during the summer, and you will know your fellow Peer Advisors fairly well. This community is a wonderful asset for you if you allow it to be.

Peer Advisor Meetings. As Peer Advisors you will meet the first and the third Tuesdays of each month at 12:15. Please note that these are **mandatory** meetings. That means that you should not schedule classes during that time. We try to keep these meetings to an hour in length, and almost always succeed. We use these meetings to plan activities, discuss problems, and pass on information in general. If you miss the meetings, then your class misses the information, and your fellow peer advisors miss you.

WebCT. We maintain our WebCT site all year long, because we have found that it is a very good place to communicate with each other. **Please check it regularly!** Many announcements regarding activities are made here, and other Peer Advisors often ask for advice. Part of your responsibility is to maintain this line of communication.

Support. Your job will be more enjoyable if you learn to collaborate with each other. In short, that means to share problems and strategy. Another form of support deals with your specific assignments. Because all of you will take on a committee assignment and be responsible for some aspect of what happens during the year, it is important to stress reciprocity. Just as you want support from the other Peer Advisors in your assignment, you need to be willing to give it to them. This means that you go to activities, hand in distribution lists, etc. A secondary benefit is that you can count this support in your work hours.

You are a professional. The way in which you act is a reflection of you, the LEAP program in general, and the other Peer Advisors. Some aspects of professional behavior are:

- § Communicate regularly with your professor
- § Communicate regularly with the other Peer Advisors
- § No inappropriate language
- § Be respectful of all students
- § Be ethical and honest
- § Don't date your students
- § Manage your time wisely
- § Be responsible
- § Attend all LEAP activities

MODELING GOOD STUDENT BEHAVIOR

One of the things your professor values most about you is the example you can set for the freshman student. It is extremely important that you be an ideal student while you are in your

LEAP class, because you are demonstrating what a successful student looks like.

Attend every class. There are legitimate days you might have to miss, and there are days you will get sick. However, these are by far the exception. You need to be in class every day, both because the students will notice, and because the professor needs you. Inform the professor beforehand if you have to miss class.

Be on time. In addition to setting a good example, you need to be on time to help start the class and share any announcement.

Participate in class discussion. At one Peer Advisor workshop, the Peer Advisors adopted the slogan “be the yeast.” By this, they meant that on some days class discussion gets bogged down. Perhaps students did the reading but did not understand it. Perhaps students think that the stated opinion is the “safe” one, and don’t want to challenge it. In any case, it is invaluable to have the PA demonstrate that a vigorous class discussion can be fun. You can do this by arguing opposing views, even if you don’t personally hold them. Be the yeast.

Demonstrate that you’ve done the reading, and stress the importance of reading to the students. You are expected to reread the texts during the year that you are a Peer Advisor. Undergraduate Studies will loan any books to you that you sold. We feel this is important, because you have to read to be an integral part of the class. You demonstrate that you’ve done the reading by participating in the class discussion, using solid examples from the texts. You stress the importance of reading to the students outside of class, by being very honest with them that reading is a key to success at the university.

Do not do work for other classes during your LEAP class. It’s not enough to just send your body; your mind has to be in class as well. You may have an exam coming up, or perhaps you didn’t get the reading done for your own class. Your LEAP class is not the place to correct these problems.

Respect the person talking. Freshmen may believe that if they whisper their talking to each other won’t be disruptive. Don’t reinforce this idea by engaging in the behavior. This is nothing more distracting to the or than to have the Peer Advisor talking during a lecture, a group presentation, or a film.

STUDY GROUPS

One of the primary ways you may help students succeed is through study groups. These introduce students to successful study habits, reinforce the idea of community, and encourage the student to take responsibility. You might want to look at the study guides that former Peer Advisors have compiled located in the latter part of this handbook.. Some ideas you can consider are:

Take the initiative to organize study sessions. A study group is a good idea, but neither your professor nor your students may think of it. If you see a time when one might be valuable, organize it.

Offer to meet with one or more students informally to talk about the reading. In other words, study sessions don't always have to focus on an exam. Students will be reading at a pace that most of them are not used to, and it will be helpful for them to have some guidance along the way.

Use WebCT if it is available to you. If your professor uses WebCT it can be a valuable resource for you. It especially helps in scheduling problems, because students do not have to be physically on campus to meet. You might request a "corner" devoted to your activities as a Peer Advisor. Students would then know to go there to discuss ideas with you online. If you are meeting with a small number of students [no more than four], the *chat room* feature is also very useful.

Be sure your students know what to expect. A common belief among your students will be that they can get the answers at a study session. If you don't correct this idea, your study sessions will not be as successful as you hope. When you announce study sessions, be sure that students know exactly what they have to do to be prepared. You may want to look at the handouts at the end of this handbook for specific ideas.

Pass around sign-up sheets. It's useful to have some way to get students to commit to coming. A sign-up sheet might serve this function for you.

Share ideas of how to study. For example, students might want to set specific goals to accomplish during the session, and set specific start and stop times so that the session is not overwhelming. In the latter part of this handbook you will find an excellent handout compiled by a former Peer Advisor on how to study for an exam.

Share ideas of places to study. We'll discuss ideas online. Remember to share these with your students in turn.

ACTIVITIES

We emphasize activities in LEAP for a couple of reasons. First, studies show that Freshman students who become involved on campus have a higher chance to succeed at the University in general. Second, activities help build the community. Therefore, one of your primary jobs will be to keep your students informed of the activities which are going on. To the extent possible, you should also involve them in planning activities, since that gives them an interest in coming. Remember to use e-mail to remind your students of activities. There are three kinds of activities you want to consider.

Class activities. There are some natural times you might want to plan a class activity. The end of the semester is clearly one choice. At least two classes have organized Sub-for-Santa activities at the end of a semester. One Peer Advisor arranged for the class to give a party for homeless children, after a class study of homelessness. If there is a campus activity that would appeal to your class, you might want to go together. Once class went for pizza together prior to a general LEAP activity, and then went as a group to that activity. Use your creativity here.

LEAP activities. Once LEAP activities are planned by the Peer Advisor council, your job is to announce them to your class effectively. That means that you are enthusiastic, you know the details, and you make the announcement in plenty of time for the students to plan their schedules. Remember that it is your job to have this information ready to announce, not your professor's. One of your obligations as Peer Advisor is to attend these activities as well. Make sure that your students know you will be there.

Campus activities. Keep an eye open for what is happening on campus, and inform your students of anything you think they might be interested in. Some professors require the Peer Advisor to have something to announce at the beginning of every class, which means they have to pay attention to the campus. Things you might consider are athletic events, campus events like homecoming, plays, lectures, workshops, or guest speakers.

HOW WILL YOU KNOW IF YOU ARE SUCCEEDING?

You will especially want feedback from two sources: your professor and your students.

Your professor will likely hold occasional meetings with you [the regularity will vary with the professor], and during those times will give you a sense of how you're doing. In many cases if the professor doesn't say anything about your performance, you can interpret it to mean that you're doing a good job. However, it is appropriate for you to specifically ask the professor for feedback, especially if you face some unanticipated challenges.

Your students may give you informal feedback, but you may also consider asking them to fill out an anonymous evaluation for you. Students used to be invited to formally evaluate Peer Advisors as part of the regular class evaluation which takes place towards the end of fall semester. Questions that were used in that survey may help you make up your own:

- § The Peer Advisor was easy to reach by phone and e-mail.
- § The Peer Advisor was approachable and responsive.
- § The Peer Advisor demonstrated good student behavior to me.
- § The Peer Advisor assisted with course work when appropriate.
- § The Peer Advisor informed me of activities and opportunities at the University.
- § The Peer Advisor helped me locate and use University resources.
- § The Peer Advisor was very effective.

COMMITTEES

Much of what we accomplish happens through your committee assignments. During the summer you are invited [via WebCT] to look at the list of committees and indicate to Dr. O your top three choices. Assignments are then made, matching your interests as closely as possible. The following is an example of the committee assignments.

PEER ADVISOR COMMITTEES 2006-2007

One of your major commitments to the LEAP program during the year will be a committee assignment. PLEASE NOTE: Your having a committee assignment does not preclude your active support of everything that our Peer Advisor team does during the year. In other words, **you are in charge of one area, but you are expected to support all areas.**

Senior PA – *Maggie Hortin*

The Senior PA is the designated leader of the Peer Advisor cohort. S/he has already served one full year as a PA, and is therefore in a strong position to mentor the group. This PA is charged with strengthening the sense of team and collaboration among all PAs, and defining the vision for the year. S/h will draw up the agenda for and help conduct the monthly meetings. S/he is responsible to organize and conduct a mid-semester retreat. This PA will also represent us at occasions such as recruitment events and campus meetings, where LEAP is asked to send a representative.

Service: See You at the U – *Ciara Nielsen, Stephanie Nielson, Carla Suarez, Maile Tua'one*

In the spring of 2005, the LEAP Peer Advisors adopted a service activity which we want to become a Peer Advisor tradition. Through University Neighborhood Partnership, Peer Advisors sponsor a fall *See You at the U* activity, where approximately eighty students from Northwest Middle School come to the University campus for a full morning of activities. People on this committee are responsible to make all arrangements for the campus tour in the fall [including planning with Ellie Brady at Northwest, contacting University departments for tours, making sure transportation is arranged, collecting items for 'goodie bags' which the students take with them when they leave] and a follow-up in the spring [soliciting community donations for tee-shirts for the students, having the shirts made, arranging to have certificates made, and arranging a visit to Northwest Middle School towards the end of the school year to present these to the students]. These responsibilities may shift, according to the needs and desired outcomes that Ellie Brady identifies.

Service: Food Drive – *Jessica Jones, Jaime Winston, Brent Schmidt*

This committee is in charge of our food drive. In the past, the food drive was concentrated in February. This food drive complements the reading that many of the classes are doing on

problems of poverty. The committee members decide where to place barrels for collection of food around campus, skillfully publicize the food drive in advance, collect donations on a regular basis, get receipt books from Josette Price and hand them to all peer advisors, deliver the food to Crossroads Urban Center, return the barrels, and write a summary of the year's drive. The summary should discuss how the committee proceeded, how much food we collected, how much cash was donated, what problems were encountered, what you would do differently, etc. Peer Advisors from two years ago made two suggestions which last year's team used and which made a positive difference. First, they recommended that we also sponsor a "Trick or Can" activity during October, which would also benefit Crossroads. Second, they recommended that we expand the food drive off campus in some way. The Food Drive Committee is responsible to implement these suggestions, as well as think of innovative new ones.

Service: YES liaison – Erica Rojas

The YES Committee [Youth Education and Success] is one of four major UNP [University Neighborhood Partnership] committees. It is composed of campus and community advisors to UNP, and focuses on administering programs for youth on the west side. Its primary purpose is to encourage higher education among students. [LEAP Peer Advisors are involved in two of these kinds of programs: *See You at the U*, and *LEAP to the U*.] The students on this committee will attend monthly meetings of the YES Committee, and may be asked to document and distribute material discussed there, both to committee members and Peer Advisors. This will help us keep our own thinking current. More opportunities may become available as the year progresses.

Administrative Assistant – Robert Clark

This person will be responsible to help Dr. O keep all necessary records

- § Take notes at our bi-monthly PA meetings, and email a copy to all Peer Advisors and professors
- § Email reminders to Peer Advisors to hand in monthly time sheets
- § Keep a running record of all monthly time sheets on Excel
- § Hand a summary of the PA time sheets to Dr. O at the beginning of each month
- § Organize the staffing of the LEAP House for evenings, fall and spring semester

Activity: Opening and Closing Events – Tara McDonald, Jen Buhler

The opening and closing picnics have traditionally been well attended by LEAP students. They are a physical manifestation of the community we study and strive to build in the curriculum. The students on this committee will plan both. You will be in charge of publicity, activities at the picnics, arranging for food, etc.

Budget – Marko Mijic

Peer Advisors constitute the leadership of the LEAP Club, and are entitled to apply for money from ASUU. The person in charge of the budget has at least six responsibilities:

- § Contact ASUU [as well as last year's budget person] immediately, and find out how we access the money we are allotted for the current year, how we make line-item changes,

- etc.
- § Communicate frequently with Dr. O, evaluating how money was spent or might have been spent for LEAP that month. These communications should result in recommendations on what money we will apply for, for next year.
- § Attend the meeting [which usually happens in February or March] sponsored by ASUU where one learns how to submit a budget, and then actually submit the budget on behalf of LEAP.
- § Write a short summary of budget procedures at the end of the school year, which will be used to help next year's PA in charge of budget
- § Be available to attend the PA Workshop in August to orient the new PA in charge of budget
- § Be prepared to immediately petition ASUU for more money, if our request for the new year is not fully funded

Research and Writing – Ashley Swapp, Jennifer Wheelwright

Committee members have at least three responsibilities:

- § Committee members are responsible for updating information contained in the student resources section of the Peer Advisor handbook. This update is due to Dr. Ownby **by October 17th.**
- § Committee members are responsible to fully document activities and service projects organized and carried out by the Peer Advisors for the academic year. Documentation should include pictures, as well as information like how many people attended, who the service projects benefited, how much food and money was collected in the case of the food drive, etc. This information should be gathered during the year, since it is very difficult to reconstruct at the end of the school year. One copy of this report should be handed to Dr. O at the end of the year. A second should be handed to Dr. Bliss for inclusion in the annual report which she compiles for John Francis.
- § In connection with the written report, committee members are responsible to produce a power point presentation [due at the end of the school year] which documents the year, and which can be used in the next Peer Advisor workshop.

First Year Focus Liaison – Brianna Cunha

Gateway Heights, one of the Residence Halls, has been designated as a building for first year students, including LEAP students. Because the activities and programs supported there tend to mirror the activities and programs we sponsor in LEAP, we need a Peer Advisor to act as liaison. We would like to be able to coordinate as closely as possible with the RAs to avoid duplication and encourage a growing partnership. The primary responsibility of this person will be to attend RA meetings, which are held on Monday nights from 9-11 pm. For this reason, it is probably preferable that the PA holding this position is someone living in the Residence Halls during the school year.

Campus Involvement – Natasha Aguayo

We know that freshmen who participate in university activities have a higher rate of success

overall. The Campus Involvement PA will be responsible to inform LEAP students about the different ways to get involved. The first emphasis should be on the MUSS, and reasons to join. Because membership in the MUSS closes soon after the school year begins, this person will need to have a plan in place early to advertise the MUSS. After mid-September, this person will keep students and PAs informed of a variety of possible activities. Last year's PA recommends this person should perhaps make a "little handbook of all the stuff the PAs like to do and get involved in, and then distribute them to the students...kind of like a person who puts everything all the PAs know about campus involvement together [which is something that would have been cool last year since everyone was involved in different things and everyone knew cool different stuff about campus activities....]," Sounds good. Let's try it.

Faculty Film Series – *Natasha Johnson, Marilyn Alcoba*

We began a film series last year where, each time, a LEAP professor hosted interested students. The professor selected a film to show, introduced it before the viewing, and led a short discussion after. This could be a film which the professor simply enjoyed, or something tied to his or her curriculum [which professors tend to like]. The people on this committee will be responsible for making the technical arrangements. These include arranging the entire year's schedule by the second week in September, reserving the LEAP House for all films, handling all publicity, coordinating the calendar [making sure that we are not sponsoring a film during a time when there is already a LEAP activity, etc.], reminding the professor a month in advance of the film s/he agrees to host, and attending all films.

Sweatshirt Design – *Aaron Partridge*

For the past several years Peer Advisors have opted to have a sweatshirt identifying them as PAs in the LEAP program. The person in charge of this should have some skill in art [including graphic art]. S/he will design the shirt, help the budget person lobby ASUU to partially fund the shirts, collect any necessary money from interested Peer Advisors, and arrange to have the shirts made [Dr. O. has information from the past designs]. Sweatshirts should be in the hands of the Peer Advisors by October, so that they can wear them at *See You at the U*.

Peer Advisor Workshop Series – *Rachel Turner, Jessica Evans*

This idea originated last year with one of the PAs. It was a series of informal meetings held at the LEAP House, where Peer Advisors talked about things they felt they had expertise in, and which could help students succeed in this first year of school.. We had workshops in public speaking, time management, where to go for fun in SLC and how to get there, etc. The person in charge of this series needs to find out from all PAs what they could give a workshop on, draw up a schedule, make sure that the LEAP House is available, and advertise [probably through Josette Price's giant LEAP distribution list].

Active Lifestyle – *Chris Beghtel*

This comes from the discussion we had during the summer. The person in charge needs to define the position in a way that would benefit LEAP students. The things I remember our discussing were having regular walks around campus, making sure that students knew where

things like the fieldhouse were, or what activities they could participate in at HPER. You might also consider organizing intramurals between sections, basketball challenges, etc. If we assume that the “Freshman 15” is a real problem, then we should offer a way to solve it.

UNIVERSITY POLICIES

It is important that you are available as a resource to tell students how the campus works from a student’s point of view. There are things you know that your professor does not, and which help your students. For example, your professor might know vaguely when the bookstore will buy texts back, but you will know specifically when the best time in that window is.

- § Know how to find general information on university policies. The directory at <http://www.utah.edu/students/index.html> is a good place to start.
- § Remember to use our resource guide [at the back of this manual] to help find answers you don’t immediately know.
- § Announce important dates to your class [e.g. the last day to add or drop classes].
- § Use e-mail to remind your students.
- § Be available to help, especially during the first semester when everything is new. You will be especially useful as students register for spring semester. You will be asked to spend additional time in the Sill Center helping students register.

SECOND SEMESTER

By the time you begin your second semester as a Peer Advisor, you will have a natural tendency to relax a bit. After all, you have guided your students through that very important first semester. However, you still need to find ways to serve as a Peer Advisor, and you may need to rethink your role. One of the ways to do this is to evaluate yourself, and there are several places you can go for ideas.

- § **Student evaluations.** Pay attention to the informal comments you receive from students. Also consider asking them to fill out an anonymous evaluation of your performance, asking them how they would like you to make the second semester even better.
- § **Professor evaluation.** It is entirely appropriate for you to ask your professor for ideas on how you might improve your performance for the second semester. Your professor will be thinking about ways to fine tune the class, and your help will be very valuable here.
- § **Self evaluation.** Take time to think about what you have done so far that has worked very well. Then, think about one or two things you would like to accomplish during the next semester and plan ways to achieve that goal. There may be students who have

transferred into your class who need to be welcomed into your class community. There may be some students with whom you have never really connected, who you would like to get to know. You may find that you are spending too much time with a single group of students, and you may want to move around more. Often it's valuable just to revisit the things we talk about to prepare you for the first semester. For example, talk to all students. Sit somewhere different each day.

KNOW YOUR LIMITATIONS

Your top priority is to succeed as a student. If you find that you are struggling for any reason, please talk to your professor immediately. We are committed to sharing a successful experience with you. We can work through and help you with problems, but we have to know about them first

POLICIES

If You Are Sick

You are required to attend all of your LEAP classes, plus two Peer Advisor meetings a month. That said, however, you may occasionally be sick and unable to make it. We're not concerned about the rare absence, but we are concerned about a pattern.

- § **If you will miss your LEAP class**, you must contact your professor ahead of time [telephone, e-mail, message at the front desk, etc]. Do not assume that your absence will not be felt, because it will. Letting your professor know ahead of time will allow him or her to plan for the absence accordingly. The most disruptive action is simply not to show up at all, not to call, and casually mention this at the next class.
- § **If you will miss a PA meeting**, you must contact Dr. Ownby ahead of time. Again, your absence will be felt. Your contributions to Peer Advisor discussion are valued, and this is the place where you find information to take back to class. Your contacting Dr. Ownby ahead of time will allow us to get any necessary information to your professor.

If You Have a Complaint or Problem

Problems arise in any kind of human relationships, but they can be valuable learning experiences if handled well. There is a kind of hierarchical approach to dealing with problems, and the first and most basic step is to talk to the person with whom you have the problem.

- § **If you have a problem with a student**, you want to make the professor aware of the problem, but begin by talking with the student. Being aware of the role of a Peer Advisor should ensure that problems are kept to a minimum

§ **If you have a problem with your professor**, your best course of action is to go talk to the professor. Remember that you and your professor form a team, and you are on the same side. Ultimately you both want the students to succeed. Part of your job is to give the professor feedback on students' reactions. If you think that a particular technique is too harsh, for example, you should diplomatically share that with the professor. However, you don't want to put yourself in the position of allying with the students against the professor. That does the students a great disservice, and harms the community you have worked so hard to form. Trust your professor.

If you need to borrow a text for the semester.

Undergraduate Studies will loan you any text you need for your LEAP class. You will need to fill out a form with your name, contact information, and names of texts you are borrowing [see copy in the latter part of this handbook]. You may keep the text for the full semester, but must return it during finals week of that semester. If you do not return it, you agree to pay for replacement costs. By borrowing the text you are also accepting the responsibility to return it on time, in good condition, without any reminders from Dr. Ownby.

How to keep track of your work hours. As a Peer Advisor you agree to commit ten hours to LEAP per week. You will be asked to turn in a sheet at the end of every month which summarizes your hours [see copy in the latter part of this handbook]. Include things like attending your class, attending the PA meetings, meeting with students, e-mailing students, committee meetings and assignments, supporting LEAP activities, etc. You need to be specific.

THE VOICE OF EXPERIENCE

NARRATIVES FROM FORMER PEER ADVISORS

Annie Schmutz Skeem [1997-1998]

After surviving my first year at the University of Utah as a LEAP student, having the opportunity to be of service to other freshman as a peer advisor was a memorable and rewarding experience.

Being a peer advisor required to me play many different roles. Many times I would help students with schoolwork, which mostly meant helping them develop writing skills. But more often, being a peer advisor meant helping students make the difficult transition to college that happens outside of the classroom.

I remember when one female student in my class suddenly found herself without a car. Being new to the area, she didn't have any friends to carpool with to school. She approached me and I helped her figure out the best bus route from her home to the university. The next day she was not at class, so I called her at home. She told me that she didn't catch the bus because she got scared (having never ridden a bus before). The next morning I went to her apartment and I rode the bus with her to school. I remember when we arrived at campus she stepped off the bus and laughed. It was a simple obstacle, but it could have likely kept her from finishing the semester. Wouldn't it be nice if every new student at the University of Utah had a peer advisor?

I can honestly say that being a LEAP peer advisor was the most unforgettable experience of my undergraduate education. I made lifelong friendships and developed valuable skills. I only hope that my LEAP students learned as much from me as I did from them.

Dietrich Epperson [1999-2000]

When I first came to the University of Utah I was overwhelmed. The campus was enormous and teeming with older, industrious people I didn't know. It was very intimidating. My LEAP class was important because it made me feel that I belonged in college, that I was an asset to the school. As opposed to my required 'intro' courses, many with over a hundred students, my LEAP class was small and intimate. The students were encouraged to interact with each other and with our instructor. The class was a much-needed counterpoint to the large, anonymous intro courses.

In addition to the emotional and social benefits of the course, my LEAP class was academically a high-quality course. My instructor was insightful and the books we read were fascinating. I especially enjoyed the autobiographies of Frederick Douglass and Benjamin Franklin. Douglass's book is inspiring and devastating; it's a text that every American should read. And I was so entertained and impressed with Franklin's autobiography that I forced myself to get up at 5 AM for weeks, trying to imitate Ben and take his 'early to bed, early to rise' maxim to heart.

The LEAP program was also important because it taught me a major difference between high school and college. In high school the teachers and administrators had seemed like the 'enemy.' I had found them often suspicious, acting as if the students were misbehaving or trying to 'pull the wool over their eyes.' The teachers and administrators that I was exposed to through LEAP taught me that in college the faculty was there for you, they were on your side. It was an important breakthrough for me, and it made me feel much more comfortable about college.

LEAP played an important role in my four years at the U. I worked as a Peer Advisor during my sophomore year. As a Peer Advisor I was able to form relationships with the freshmen, and provide many of them with support and advice. I shared with them the insights I had gained in my first year. I helped provide feedback on preliminary drafts of papers. I even led a few large study groups where I got to do a little teaching.

After working as a Peer Advisor, LEAP continued to be an important reference point for me during the rest of my undergraduate experience. I repeatedly turned to my teacher, Carolyn Bliss, for help, recommendations, and advice. Also, the friends I made in my freshman LEAP class and the other Peer Advisors, became a key part of my network at the U. I believe that LEAP helped me adjust to college life and feel confident as a student. I would recommend the program to any entering freshman.

Cory Davies [2000-2001]

Being a Peer Advisor in the LEAP program was one of the most beneficial and defining experiences I have had as a student at the University of Utah. Not only did I gain invaluable assets during my time as a peer advisor, but this experience also served as a springboard that allowed me to become involved in numerous other campus and community activities.

During my time as a peer advisor I expansively augmented my education through increasing my network of friends, peers, and faculty/mentors, as well as through honing and developing my leadership skills. Constantly interacting with other peer advisors and LEAP faculty allowed me to create a web of contacts that I am still closely connected with today, and that more importantly have strengthened and supported me in innumerable ways. On top of this, the responsibilities that my professor gave me as a peer advisor induced me to cultivate and greatly improve my leadership abilities. Through leading discussions in class, organizing study groups, coordinating a food drive for the LEAP program, and serving as an ambassador between students and faculty, I was able to more fully develop and mature as a student leader. As I was able to do this, the peer advisor program then enabled me to move on to other positions, including interning in the President of the University's office as well as interning for the Republican National Committee in Washington D.C.

I could not more strongly recommend this program and the opportunities that it provides. So, if you are lucky enough to be a peer advisor, I suggest you take full advantage of the position you are in and work closely with, and be willing to learn from, your professor, the students in your class, and the other peer advisors in order to make the most of this great opportunity.

Amanda Palsson [2001-2002]

Becoming a LEAP Peer Advisor enhanced my University experience even more than my first year in the LEAP program. I really appreciated all of the knowledge that I gained about the fundamentals of how the university worked during my freshman year. That was the main motivator in my decision to become a peer advisor; I wanted to help the next batch of LEAP students gain the same knowledge.

My second year was enhanced by:

- § **Learning to work with other peer advisors, as well as the professor.** This is something that will be valuable in any experience where you work with a “boss” and “co-workers.”
- § **Being able to help other students benefit from their college experience.** It seems that so many students are scared of coming to the University, so scared that they may not return the next semester. I felt by being able to help the students, I was able to improve the quality of their experience at the U.
- § **Involving students in activities outside of class.** It is so important to not just be involved with schoolwork, but to have some fun once in awhile. I enjoyed getting involved with students on a personal level. That is why we are called Peer Advisors.
- § **Realizing the benefits of getting to know the people in the class.** The section of LEAP that I was involved in was specifically for business majors. During my year as Peer Advisor, it was helpful to the students that I had already taken some of the classes that they were about to take. That way they knew what to expect. I also realized how important the connections with the students in my section the first year are to me today. I still am in contact with many of the students.

So my advice to the new Peer Advisors would be to take what you learned from LEAP the first time around and then try to pass those benefits on to the new group of LEAPers. Always remember that you are a “peer” advisor. That is the best thing you can be to the students, a friend. But of course that does not mean a pushover!

Stacie MacArt [Fall 2002]

Last semester I was privileged to be a Peer Advisor for Dr. Carolyn Bliss. Due to scheduling problems with classes I was unable to complete the subsequent semester of LEAP. This semester I was lucky enough to land myself another position, this time as a Teacher's Aide. After only a month of class, I am able to see the disparities and appreciate the LEAP goals.

To be a Peer Advisor, you must be a student who completed a year of LEAP, did well in it, and loved it so much you wanted to do it again. Being a Peer Advisor is a large step beyond being a regular Teacher's Aide. After taking a summer course on leadership and student development, we [Peer Advisors] were trained in how to be a good friend and role model, not an intimidating teacher's henchman. Every month we planned an activity for the 19 sections of LEAP, ranging from theatrical shows to assisting the elderly with cleaning. No matter what we did, we always had fun and bonded with other students while doing it.

Now as a Teacher's Aide I am able to compare the classes and student interaction. In the fourth week, I know two of the ninety students. Luckily, there is a lab where students can get to know each other. Though the professor and material are good, you can see and sense the intimidation. The students rarely interact with the T.A.s or professor, unlike the open class debates in LEAP. It is nearly impossible to make a relationship with a student in this large class. In LEAP we tried to keep the students on track. I have no idea if students are coming or going in this new class. I am not required to go to class, and neither are the other T.A.s.

I have made it a goal to try to use the qualities of LEAP in this new class. I think other programs would benefit from these goals. Every week I tell the students of activities occurring on and off campus. I am also trying to involve them in campus organizations, especially the Bennion Center. Getting students involved will enrich their lives and their community.

When I walk around campus, I am greeted by my old LEAP students with hugs and laughter. I can tell by their stories of the current class how grateful they are to have one class "where everybody knows your name." They walk to classes together and chill out together and study together. These are the student groups that other students want to be a part of. These are the classes that you can hear down the hall and want to be it. The LEAP program is the program all others try to live up to.

Emma Sparkman [2003-2004]

I just got back from Atlanta, Georgia where I helped do a presentation about Health Sciences LEAP at the National Association for Higher Education Conference. As I spoke with one individual from Hartfield Connecticut University about Peer Advising I couldn't help but get an overwhelming feeling of love for my students. As I explained everything I'd done as a peer advisor the one thing that stuck out in my head was that I had loved and cared about EACH ONE of them. I helped to show them an example of what a college student should be and then let them take off!! Now a lot of them are doing better than me in college and are succeeding in some incredible accomplishments. I think that's what Peer Advising does...teaches students to reach out and discover themselves and allow them to know they can be great individuals!! So Peer Advisors be your best, give your best all the time, and truly care about your students!!

THE PEER ADVISOR AS STUDENT

LEAP 2002: Leadership and Community. You were not born knowing how to be a Peer Advisor. Even your year in a LEAP class did not prepare you for the view on the other side, where you are an authority figure and part of the instruction team. This is why you are required to take the online summer class. You will read a text on peer mentoring, and participate in WebCT discussion. Your completion of this class is required as a term of your employment. However, whether or not you sign up for it for University credit is your option. We follow the same model that your LEAP class took with the library visits and Writing 1060. If you decide to take this class for credit, you will complete the work over a year, but sign up for the class at the beginning of Spring semester.

You will be graded on your participation in the ten-week summer class, the bi-monthly Peer Advisor meetings, and your general performance as a Peer Advisor.

LEAP 2003: Service and Community. Because Peer Advisor participate in many service activities over the course of the year, you also have the option to sign up for this service-learning add-on for one credit. You are required to complete ten hours of service-learning over the course of the year, keep a running service log, participate in a reflection session at the end of spring semester, and hand in a 2-3 page reflection paper. The curriculum to which your service relates is that which you discuss in your LEAP section, and your reflection paper needs to take that into account. Your service must be related to Peer Advisor service projects such as *See You at the U*, *LEAP to the U*, the Fine Arts LEAP work with Neighborhood House, or the Annual LEAP Food Drive. You must state your intention to participate in this service at the beginning of the school year. These hours can also be counted as the ten hours per week you put in as a PA.

LEAP 2002
2007-2008
Dr. Carolan Ownby

LEADERSHIP AND COMMUNITY: PEER ADVISOR SEMINAR

Your invitation to be a Peer Advisor in the LEAP program for the coming year places you in elite company. Roughly three percent of the LEAP freshmen cohort go on to participate as Peer Advisors. Those individuals have an opportunity that is very unique for second-year students at the university to begin an association with leadership and education on a somewhat higher level. You will discover that you will continue to learn more about community, the theme you discussed during your freshman year. You will be challenged to discover practical ways to make your classroom community function better, and you will have the opportunity to work closely with a member of the LEAP faculty.

REQUIRED READING

Ender, Steven C. and Fred B. Newton. Students Helping Students: A Guide for Peer Educators on College Campuses. San Francisco: Jossey-Bass, 2000.

Ownby, Carolan. Handbook for LEAP Peer Advisors.

REQUIREMENTS

We will meet online for ten weeks during the summer, and approximately twice a month during the school year [not counting the mandatory workshop in August].

Online

When you come to our website, [go to webct.utah.edu; your class is “LEAP 2002 – Peer Advisors”] you will find **either** a set of questions that ask you about the reading you have done, and/or ask you to reflect on experiences you have had, **or** a brief assignment to be done online. **Unless assigned otherwise, each week you are responsible to post one original comment and respond to at least two other comments from your peers. Please post your original comment by Tuesday evening of each week, and then revisit the site often to post your other comments. Your goal should be to engage in a dialogue, and learn from your peers.**

Facilitating. You will take turns facilitating the debate. During your assigned week, you are in charge. That does not mean you have to post the discussion questions [although you certainly can add to them], but it does mean that you have the job of keeping the dialogue going, clarifying points, asking additional questions, and taking a more active role than anyone else. This is a practice you may have to engage in, in the classroom, and you will be pleased to have the training.

Fall and Spring Semester meetings

These **mandatory meetings** will take place on the first and third Tuesdays of the month, at **12:15 usually in the large conference room of the Sill Center**. As a Peer Advisor, you are a member of the LEAP Student Advisory Committee. The meetings on the first week will be used to carry out those duties: suggest ways we might improve LEAP, plan activities, etc. During the third week we will often invite outside speakers to enhance our understanding of the role of peer mentoring.

The meeting schedule for the year is:

September 4
September 18
October 2
October 16
November 6
November 20
December 4
January 8
January 22
February 5 LEAP Food Drive
February 19
March 4
April 1 Lunch with Peer Advisors
April 15

WHEN TO REGISTER

This class will somewhat follow the model of Writing 1060 which you had the option to complete during your Freshman Seminar. There will be a body of work which you will be required to complete [described above] over the course of two semesters. **You will not actually register for the class until the beginning of Spring semester, however. Completion of the class [by “class” I mean the summer online portion, the August workshop, and the bimonthly meetings] is mandatory, but taking it for credit is optional.** If you want to take the class for credit, you will need to pay the tuition for the one hour. **Please note that failure to complete the online portion of the class at a “B” level or above will be cause for a re-evaluation of your appointment.**

You also have the option to sign up for LEAP 2003, which is one-credit hour of service learning. LEAP 2003 requires you to devote fifteen hours of service to Peer Advisor projects over the course of the school year. These may also be counted as part of the ten hours you spend per week as a Peer Advisor. Peer Advisor service projects include “See You at the U,” the Food Drive to benefit Crossroads Urban Center, the “LEAP to the U” partnership with West High School, and any work with the YES committee for University Neighborhood Partnership. You do not have to be in charge of one of these projects to qualify.

GRADING THE SUMMER ONLINE PORTION

In general, meeting most but not all of the posting requirements and doing so in an average [brief, superficial, and unconnected] fashion would earn a “C”. Completing all of the posting requirements and doing so in an average fashion most of the time, **or** meeting most but not all of the posting requirements and doing so in an exceptional manner [insightful, connects to the discussion, provocative, adds something new to the idea pool] most of the time, would earn a “B”. Completing all of the posting requirements and doing so in an exceptional manner would earn an “A”. If you know that you will be unable to access your computer for one of the weeks [for example, you have a backpacking vacation planned], please let me know immediately so that we can plan around it.

STRATEGY

If you have never taken an online class before, you will notice several things that are unique. First, online classes require a great deal of **discipline** on your part. Like any class, you will enjoy our discussions most if you are involved.. However, you have to take responsibility for creating that dialogue, as opposed to merely logging on, adding your comment, and logging off. No one will be there to remind you to log on, so you really must consciously work to make it a habit. Second, you may find that there is a **learning curve**. In other words, at first you may be unfamiliar with the software, or unsure about what to write, or doubtful about the efficacy of the online process. Gradually, however, you will likely discover that online discussions can add another dimension to conversation. Because you have time to think about your answer more, for example, discussions tend to be somewhat more thoughtful. An added benefit may be a greater comfort level with computers. Third, **ask questions**. You know this is vital in any class, but it’s even more so here. If you have technical problems, contact me immediately. You can’t afford to let a week go by. **Be sure, before you leave campus for the summer, that you are comfortable using our WebCT site**. It will be easier to solve the problems while you are still on campus. Finally, **give suggestions**. There are some things that I want to talk about, but there will other ideas that you will think of. Please share!

WHERE TO REACH ME:

Office: 156 Sill Center

Fall Semester Office Hours: Monday, 10:45-12:45; Tuesday 9:30-10:30; and by appointment

Office telephone: 581-3447

Sill Center telephone: 581-3811

Office email : c.ownby@leap.utah.edu

CLASS SCHEDULE

WEEK I

May 14

What is the role of a Peer Mentor?

Ender and Newton 1-21

Ownby, 6-12

DUE by 5pm, Friday 18 May: your one-page biography

Please e-mail as an attachment to c.ownby@leap.utah.edu

Facilitators: Jake Zimmerli, Thuy Nguyen

WEEK II

May 21 The Freshman: Who will you be dealing with?
Ender and Newton 23-48
Ownby 12-14
Facilitators: Lisa Buys, Jessica Behl

WEEK III

May 28 What is “Intercultural Competence”? How can you develop it?
Ender and Newton 49-80
Ownby 14-17
Facilitators: Suzanne Schmidt, Katie Bevan

WEEK IV

June 4 Can you move beyond talking to communicating?
Ender and Newton 81-104
Ownby 17-25
Facilitators: Suneil Bhambri, Cameron Hansen

WEEK V

June 11 What problem-solving ideas can you pass on?
Ender and Newton 105-128
Ownby 29-31
Facilitators: Jeffrey Taylor, Emily Paxton

WEEK VI

June 18 What are the advantages of a classroom as a community? How can you encourage
community building?
Ender and Newton 129-155
Facilitators: Kristin Yoshimura, McKenzie Newton

WEEK VII

June 25 What are successful strategies for leading a group?
Ender and Newton 157-186
Facilitators: Emily Iwasaki, Katie Valentine

WEEK VIII

July 2 NO CLASS THIS WEEK: CELEBRATE THE 4TH

WEEK IX

July 9 What do you know about being a successful student that you can share?
Ender and Newton 187-210
Ownby 45-55
Facilitators: Rachel Turner, Trevor Wright, Vanessa Johnson

WEEK X

July 16

What are the campus resources? When should you refer a student to a resource, and under what conditions can you not?

Ender and Newton 211-223

Ownby 32-37; 65-95

Facilitators: Julia Toscano, Jason Oneida, Annie Jamieson

WEEK XI

July 23

What ethical guidelines should you follow? What mission statement should we adopt for this year?

Ender and Newton 225-239

Ownby 56-59

Facilitators: Ali Vance, Lindsay Williams

MANDATORY 2 DAY WORKSHOP:

THURSDAY, AUGUST 16, LEAP HOUSE 8:30-1PM

FRIDAY, AUGUST 27, SILL CENTER, LARGE CONFERENCE ROOM 8:30-1PM

LEAP 2003
Fall, Spring 2007-2008

SERVICE AND COMMUNITY: LEAP PEER ADVISOR SERVICE LEARNING

LEAP 2003 is a one-hour service-learning class which is meant to enhance and run parallel to your leadership experience as Peer Advisors. PAs are involved in a number of service activities during the year. LEAP 2003 lets you earn service-learning credit for participating in these. You may want to eventually earn a Service-Learning designation on your diploma. Even if you don't follow this route, service-learning classes are recognized as being valuable to your overall education, and are a plus on your resume.

What is required. Over the course of the two semesters, you must complete a total of 10 hours of service. You will actually sign up for the class Spring Semester, but you can complete the hours at any pace that is convenient for you. **All hours must be completed by Friday, April 4, 2008.** You also must maintain a running service log, you must participate in a reflection session, and you must write a 2-3 page paper which responds to your service experience and relates it to the discussion of community which you had in your LEAP section..

What kind of service you will do. As Peer Advisors you have many opportunities for service. You do not have to be a member of a service committee to take advantage of these opportunities. Some examples are:

- § **Work on the annual LEAP food drive which supports Crossroads Urban Center.**
This includes both the Trick or Can in the fall and the focus on the food drive during the month of February
- § **Work on the annual "See You at the U" event for students from Northwest Middle School.** The initial visit by Northwest students takes place in November. We host 80-100 students, and can use everyone's help, both on the actual day, and in getting ready for it. There is also a follow-up in the spring at Northwest.
- § **Help with the "LEAP to the U" project we have with West High School.** LEAP Section 1 works with a group of under-represented WHS students for the full year. We may need help at events such as campus tours.
- § **Help with the Fine Arts LEAP partnership with Neighborhood House.**

Other opportunities may present themselves throughout the year

Your total of ten hours can include a mixture of kinds of service. Remember, however, that in our reflection session you will be asked to discuss how all of your experiences fit together, and what they taught you about community.

At the conclusion of Spring Semester, we will have a reflection session in which you must actively participate. This will probably immediately follow our last regularly scheduled Peer Advisor meeting.

Summary of requirements:

- § 10 hours over two semesters, completed by 7 April 2006
- § end of the year reflection session
- § 2-3 page reflection paper which considers how your service experience connects to the discussion on community which you had in your LEAP section
- § a running service log, which you staple to the reflection paper

LOAN OF TEXT[S] TO PEER ADVISORS

I, _____
am borrowing the texts listed below from Undergraduate Studies [please list author and title]:
Do not list any texts that you do not physically borrow! You are held accountable for the accuracy of this list.

- § I agree to return them to Undergraduate Studies by _____.
- § I further agree to return these texts in good condition.
- § I understand that if I lose the texts, do not return them within two months of when they are due, or if they are significantly damaged, I will be expected to pay the replacement costs.

Name _____
Address _____
Telephone _____
E-Mail _____

Date borrowed _____
Date returned _____

PEER ADVISOR TIME MANAGEMENT

Date

Activity

Time

Total hours for Week I _____

Total hours for Week II _____

Total hours for Week III _____

Total hours for Week IV _____

ETIQUETTE FOR ASKING FOR A LETTER OF RECOMMENDATION

During your time at the university the chances are high that you will need to ask someone for a letter of recommendation to support an application [for a scholarship, a job, an internship, etc.] You want to get the best letter you can, because you will be competing with other students. These are some ideas about how you can best do this.

Put thought into your choice of a reference. Ask someone who you know, and ask someone who knows you. Not every instructor can write about you. Don't ask an instructor to write a letter if you've been disruptive in his class. At the beginning of semesters, try to visit all of your professors during office hours for a private visit so that they will begin to know who you are.

Ask early. If at all possible, allow **two weeks** before the letter is due. Everyone understands that emergencies happen, and two weeks is not always possible. However, it is always best. A hurried letter is not likely to be as thoughtful or enthusiastic as is a considered one.

Be prepared for the professor to say 'no' to your request. This is not the likely scenario, but there are reasons why you might get the 'no.' The professor may be too busy to give you adequate time. Perhaps she remembers you as the person who was always late, and feels that you could get a stronger letter elsewhere.

Provide the professor with complete, written information about yourself and the scholarship for which you are applying. Information about yourself would include your name, contact information, and at least a brief summary of your activities in areas such as academics, service, and campus involvement. If you haven't seen the professor for a year, bring her up to date on what you have done. Offer to provide an academic transcript to provide a context. Many professors like to see a sample of your writing, in order to be reminded of how you write and think.

Information about the scholarship would include things such as criteria, the focus of the scholarship [service, academic, etc.], **the name of the person or group to whom the letter should be addressed, and the deadline.** Professors need this information because they take the time to shape the letters for the particular audience. A letter that might work in one context will not be strong in another, and letters addressed "to whom it might concern" are seldom effective.

Plan on visiting the professor in person to make your request. You're asking for a favor from the professor, not ordering pizza. This brief interview helps the professor form a stronger idea of who you are and what the letter should emphasize.

If the form gives you the option, **it's better to waive your right to see the letter.** The scholarship committee assumes that this will encourage a more candid letter from the professor, and such a letter will carry more weight.

After the process is over, send a **thank-you note** to the professor. This acknowledges the time the professor spent [thirty minutes to an hour]. It also paves the way for you should you need to ask for another letter a year later.

Let the professor know the result of your application. This can be done informally, through a phone call or email, but you have now piqued the professor's interest, so you don't just want to disappear.

HANDOUTS FROM FORMER PEER ADVISORS

The next several pages contain information compiled by former Peer Advisors. In some cases, the Peer Advisors took the initiative. In other cases, the handouts resulted from an assignment given during the Peer Advisor class. In all cases the ideas are excellent, and worthy of being shared with your students. These are designed as handouts, but that does not mean that you have to hand them out personally. If you find a need to hand one out during the year, then it is available to you to copy. Or, you can just read the information out loud to the students, for example when you advertise a study session to be held. Use your creativity to find ways to use the information effectively.

STRATEGY FOR BEING A SUCCESSFUL STUDENT

1. Go to class everyday. Don't think the professors don't care if you come because they do, and they generally notice if you're there (especially the LEAP professors). By going to class it shows your professor and classmates that you respect them and you care about the class. It is also courteous to let your professor know when you may miss a class, just be sure to keep up if you do.
2. Be responsible and organized by **TAKING GOOD NOTES**. Do more than just read the material but underline the text and write notes in the margin. Know how to relate the material to community and society, this will impress the professor and help you to understand better. During class discussions and reviews write down as much information as you can, this will come in handy when it comes time to write papers. Don't be afraid to ask your professor or PA for help. They will always be willing help and appreciate your desire to progress.
3. Become involved by getting to know the students in your classes and your professors. This makes college so much more fun, and it gives you another reason to come to class. Plus it's always nice to see a familiar face on the U's huge campus. In LEAP the theme is community so it's practically a requirement to make friends in your class. Get involved by going to study groups and activities, they will really make a difference in your college experience.
4. Remember to have a positive attitude, relax, and just have fun! A good attitude is contagious and will definitely make college life less stressful. Try not to get overindulged in one thing that you forget about everything else. However, don't spread yourself so thin you do poorly in things as a result of being overwhelmed. Know your strengths and limitations, and always remember that as long as you try your best, you succeed.
5. Do the library assignments and take them seriously. They will really help when you need to do research for any class.

A couple others that are **ALWAYS** good to keep in mind are:

6. Always be yourself. A genuine person is respected more and doesn't need to worry about hiding behind masks.
7. Be respectful of everyone.
8. Think before you respond. Put yourself in other people's shoes as a way to prevent offending them.
9. Be flexible. Accept other people's ideas and patterns of behavior. Also accept change and adjust when things don't go the way you planned.

**PEER ADVISOR'S GUIDE TO SUCCESS FOR FRESHMEN
2002-2003**

1. Get to know all of your professors. Take advantage of office hours.
2. Have a voice. Take part in discussions, even if it is a small part.
3. Don't be afraid to ask your professors, peers, or Peer Advisors questions.
4. Keep up. Do the reading on schedule.
5. Always go to study sessions that are offered.
6. Try not to overload.
7. Balance study with campus involvement. Studies show that involved students are more successful.
8. Get to know people in your classes.
9. Respect the rules that your professor sets.
10. Have an open mind.

PEER ADVISOR'S GUIDE TO GROUP WORK¹

First Meeting

- § Take 3 minutes to rapidly introduce each other.
- § Identify the assignment/task. Discuss: "What is really being expected of us? How are we going to go about this?"
- § Break up parts of the assignment, and volunteer/distribute these sub-assignments.
- § Plan the next meeting time or the next two meeting times if possible, and plan what needs to be done next time you meet.
- § Exchange contact information.
- § Recap everything.
- § If possible, relax a bit and chat the last couple minutes of class.

Next Meeting

- § Review the assignment and group goals.
- § Present personal progress and what has been accomplished with regard to the sub-assignments.
- § For those encountering difficulty, discuss the problems and assist [this may require dividing up that share of work a little more].
- § Set new goals and due dates.

Jason adds: "...I found the most difficult part of the assignment was not the work itself, but trusting and coordinating with people I did not know. More often than not, half the people in the group would socialize while the other half would not talk, or would become frustrated. I think that this was mostly because we didn't know how to go about organizing....Through identification, organization, delegation, and participation, common problems are easily overcome."

¹Compiled by Jason Manwaring, Peer Advisor 2001-2002

PEER ADVISOR'S GUIDE TO STUDY SESSIONS

WHAT TO BRING

- \$ Paper/Pen/Pencil
- \$ Books/Old CRs/Notes/Outlines
- \$ **Brains**/Knowledge
- \$ Questions/Concerns

DO EXPECT TO

- \$ Come prepared
- \$ Do your own part
- \$ Read and do assignments on time so you are not holding other students back
- \$ Participate
- \$ Be ready to share your own ideas and thoughts

DO NOT EXPECT

- \$ To get all the answers
- \$ Social Hour– this time is meant for studying and discussing class material, **not** for chatting with friends, etc.

STUDY TIPS FOR EXAMS²

1. Plan out your essay before the test. [If your professor] has provided you with a list of essay questions, it would be worthwhile to write out a thesis statement and an outline that you could memorize beforehand. I always like to do this so when the essay is announced I can jot down the prethought [not a real word] and outline and refer to it to remind me of what I studied.
2. Do not place all of your bets on one essay. You might not get asked that question and then you're stuck with a not so excellent grade thinking "oh ... that's not fair. I totally understood McCarthyism but I didn't know much about the Vietnam War... bummer!" If you concentrate all of your efforts learning every detail about one subject you might get screwed! But on the flip side of that coin -- don't spread yourself too thin or you'll lose points.
3. Try to learn something unique about each subject. This has several advantages. It will probably help you to really remember the topic. Plus it might make your paper memorable. Diversity is key. A teacher can read ten essays in a row that say the same thing, but if you can somehow set yours apart and get noticed you can make the difference between an A paper and a B paper.
4. Don't just repeat exactly what the book says about the topic. Remember that the teacher wants to know if you are attending class and, if you are, if you are awake and alert or slightly stoned at all times and dozing off in the back row. **Now is your chance to prove yourself** to the teacher and let him know you are awake. But don't just repeat his opinions either. This is an essay and you are supposed to be thinking for yourself. Incorporate your ideas into the materials and his lectures. Once again, set your essay apart from everyone else's. There is no better way to do this than state your ideas. ...if you disagree [with your teacher] and can argue your ideas well he's not going to dock you points if you have an opinion. I am not saying teachers like that do not exist, but I haven't run into any yet!
5. Don't forget that in college conclusions don't just summarize what you just said. Conclusions should also leave the reader to think about possible directions the topic could continue. Conclusions should raise new ideas and questions. No cut and dry encyclopedia excerpts. Leave your essay open ended. Think of it as a kind of dialogue that someone new could come along and respond to.
6. Grammar!! Don't forget this one. Nobody wants to read a poorly written essay. No run on sentences, don't forget punctuation, and here's the one I hate to do, **proofread and edit!!!**
7. Pace yourself. You have one hour, so use it wisely. The I Ds are easy so don't spend a ton of time on them and make sure you leave enough time to have an introduction, body and a conclusion. You cannot leave an essay in the middle of the body and expect an A or even a B or C. Skip the I Ds you can't get instantly and come back to them after your essay. Who knows... maybe your essay will remind you.
8. GOOD LUCK!!

²Compiled by Elizabeth Hanna, Peer Advisor 1996-1997

READING ASSIGNMENT HINTS³

When reading a work of literature for a class, there is a very good chance that you will want to refer back to it later on when preparing for an essay, exam, etc, or even during a lecture in class. While reading the book, it is a big help to mark specific passages and ideas, which helps to make this later reference possible. Besides this, many find that when they are focused on a book with a pencil/highlighter in hand, they are more engaged in the details and important ideas of the book. It prevents their mind from wandering and thinking of other things.

As the owner of the book, you have full reign over what you want to do on the pages of it. While some people highlight big portions of the pages, other may draw light brackets around certain sections, etc. Some prefer to use multiple colors, and others may use a single black ballpoint pen. The main message is this: ***do NOT be afraid to write in your book!*** You will discover the way that is most easy and reliable for you, enabling you to read each assignment and approach each lecture and/or test with confidence! It doesn't matter *which* method you use, just as long as you feel comfortable with it.

Here are some main tips:

- * Don't make the WHOLE page underlined and in color—that doesn't necessarily point out anything important and specific on that particular page. If you are selecting a large paragraph or section, try using brackets. You can always circle certain sections and underline profound statements within the brackets or section you have selected.
- * If the pages of the book are really thin, try using a pen or colored pencil in place of a highlighter. The highlighter seeps through and makes some of the further reading difficult.

What do you want to highlight, underline, circle, or emphasize?

- Look for the areas where new and main characters or locations are introduced. The author usually provides a description of their background or current situation, and this is very valuable later on.
- In some works of literature, different characters have varying points of view on selected topics. Mark these areas or quotes to help you when future clarification needs to be made.
- Pay attention to the themes that are addressed throughout the book. Look for specific experiences or situations that illustrate these themes. These are usually discussed

³Compiled by Andrea Brough, Peer Advisor 2002-2003

frequently in your classroom discussion, and are very helpful when approaching an essay, etc.

- If you find a certain detail that pops out at you, mark it. Although you may not understand the complete connection while reading at that moment, you may discover new links or evidence when 'flipping' back through your book. Maybe the professor will refer back to it in a lecture, or you can ask a question about it and have the information clarified.
- When participating in the classroom discussion, and the professor identifies specific passages, pay particular attention to them. They emphasize areas that have special meaning, etc.

Write in the margins!

- ~ If you were confused on a certain paragraph or section, and discover the meaning later on in a lecture, etc., write the a small summary or idea in the margin.
- ~ When you find an area that exemplifies or illustrates a certain theme or idea, write the specific theme in the margin. This will allow for very easy and quick referencing later on.
- ~ Note where big important events or character descriptions take place in the book, by writing them at the top of the page or in the margins. Again, this saves you a lot of time when 'flipping' back.
- ~ Some events in the book have extreme consequences, or lead to a lot of changes in the storyline, etc. Mark these passages, and you can elaborate a little bit in the margins about the causes and effects of the particular experience.

Most of all, just have fun with it! Find the method that works best for you. There is *no* right or wrong way.

PEER ADVISOR GUIDE TO STUDENT CIVILITY ⁴

Respect of your peers and professors is vital to a successful classroom community. In order to ensure respect, the **following is list of what not to do in a classroom.**

- § Don't answer your cell phone during class! Turn it off! Nobody appreciates hearing a ringing phone or a "Hello? I'm in class right now; can I call you back?".
- § Don't text message during class.
- § Don't text message during films.
- § Don't play games on your cell phone or personal laptop during class.
- § Don't talk or whisper during lectures or films.
- § Don't pass notes during class.
- § Don't play games, bid on items on eBay, shop for clothes online, etc. during the library computer sessions.
- § Don't be tardy! Excessive tardiness is just plain rude.
- § Don't read the Chronicle or any other magazine or book during class.
- § Don't do other homework during class.
- § Don't sleep during class.

⁴Compiled by Camille Coons, Peer Advisor 2003-2004

Top 10 "What Not To Do"⁵

1. Don't tell your professor "I missed class yesterday, did I miss anything important." Of course you missed something important! Instead rephrase your questions when speaking with your professor.
2. Don't tell your professor you lost your syllabus, handouts, and/or homework. They may see you as irresponsible and think you don't care about their course work. Instead, try asking a classmate, TA, or the professor about the specific questions you may have. Also, a classmate may let you borrow their handouts or syllabus to copy!
3. Don't pack up your stuff before the professor tells you class is over. Instead give the professor the last few minutes of class to wrap up without having to talk over rustling papers and zipping backpacks!
4. Don't skip class or walk out. You may not think your professors notice if you are gone, but they do! Some professors even grade you in participation, and being absent will drop your grade (there is also the possibility of pop quizzes). Let your professors know if you are going to leave early, or sit near the door so you can leave without disrupting the entire class!
5. Don't talk on your cell phone during class. It disrupts the class and is disrespectful to the professor. Turn your cell phone off or place it on silent. Save your phone conversations for between class periods!
6. Don't send text messages during class. Your professor may think you are cheating! It is also just as distracting to the rest of the class as passing notes, reading the newspaper, or whispering to your neighbor. Pay attention to what the professor is saying!
7. Don't have a closed mind or negative attitude. Keep an open mind to others opinions and beliefs. Be positive about the class work, discussions, and your own abilities. If you need extra help, don't be afraid to ask!
8. Don't stop yourself from getting involved. Join a club or campus organization, do a service project, or go to athletic events. Your college experience will be better. Besides, it is always a good way to meet people who have similar interests, and have a few more friendly faces to see around campus!
9. Don't be unorganized and get behind. By staying organized and getting all your work done on time, you will be able to participate in class discussions and understand the material in class. Take good notes and write down assignments in a planner or on a calendar. All of these skills will help you throughout your college career!
10. Don't forget your professors and classmates. Take advantage of your professor's office hours if you need help. Also, make friends with people in your classroom so you have someone to study with, get notes from, or ask questions. Both your professor and fellow classmates can help you succeed outside of the classroom!

⁵By Rachel Turner on behalf of the 06-07 PAs

PEER ADVISOR MISSION STATEMENT 2001-2002

As Peer Advisors we will

- § Use our skills and training to provide our students with accurate information.
- § Act within our boundaries of expertise.
- § Seek guidance from our supervisors and other campus resources when in doubt.
- § Keep private matters confidential unless they violate the safety of self or others.
- § Remember the welfare of the students first and foremost.
- § Deal with each situation objectively, remaining free from personal conflict and bias.
- § Strive to help create the ideal learning environment.
- § Be positive role models.

**PEER ADVISOR MISSION STATEMENT
2002-2003**

We want to encourage a memorable and worthwhile experience for LEAP students by....

11. Maintaining a professional attitude and treating each other with mutual respect.
12. Keeping an open mind.
13. Ensuring the confidentiality and safety of each student.
14. Being available and willing to help the students. If we don't know the answer we will continue to take action by finding another source to assist the student.
15. Striving to be a good example to our students.

...By doing this we hope to help LEAP students make the transition from High School to College, promote the student/professor interaction, and enhance the integration of curriculum.

MISSION POSSIBLE: PEER ADVISORS 2003-2004

We want to make our mission possible this year and create a comfortable learning environment for all who participate in LEAP by...

- § Ensuring a mutual respect between the students, peer advisors, and professors.
- § Stretching our capacity to show students how they can achieve their full potential.
- § Choosing to have integrity in order to be good examples.
- § Accepting our limitations and directing students to supervisors whenever in doubt.

By choosing to put these statements in actions, we will fulfill our mission this school year.

PEER ADVISOR MISSION STATEMENT 2004-2005

As Peer Advisors for the 2004-2005 school year we are committed to:

- § Provide each student with all available campus resources and information, referring them when necessary to more accurate sources in instances of our personal inexperience or lack of knowledge.
- § Maintain respect of advisors and students by acknowledging the importance of each individual's privacy.
- § Promote and encourage respect for all opinions by not allowing our personal bias to interfere.
- § Create a professional atmosphere where learning and growth are achievable despite possible difficulties with certain students such as dislike or attraction.
- § Assist each student to the best of our ability while upholding the laws of the university and government.
- § Show examples of respect and discipline for each student both in and outside of the classroom with an emphasis on eliminating all hearsay or gossip that may compromise the respect of faculty, students and friends.

PEER ADVISOR MISSION STATEMENT 2005-2006

Our mission statement as Peer Advisors for the 2005-2006 school year is to successfully introduce incoming college students to college life, responsibilities, and campus resources. As members of the college community we will conduct ourselves ethically and strive to help new students to the best of our ability within our limits of expertise and training. We will maintain a healthy confidentiality and will respect and accept each individual student and not let personal emotions, bias, or conflicts of interest interfere with our responsibilities as Peer Advisors.

PEER ADVISOR MISSION STATEMENT: 2006-2007

We LEAP Peer Advisors for the academic year 2006-2007 take on the challenge to support and guide LEAP students to achieve their goals by keeping the student's best interests in mind, while maintaining and exemplifying a fun and positive attitude. Our goal is not to simply provide answers for our students, but to teach them how to find the answers. We will provide assistance and support within the scope of our training, education and skills. We will avoid imposing our own personal bias and build a mutual respect by keeping relationships professional, without letting personal emotions interfere.

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⁶Thanks to Christine Ferrin, Peer Advisor 2001-2002, for helping compile this list

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Jason Oneida	sieghart17@hotmail.com	
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Trevor Wright	darksteeleye@gmail.com	
Kristin Yoshimura	yoshichic88@aol.com	
Lindsay Williams	linzylou2988@yahoo.com	
Jake Zimmerli	jakezimmerli@hotmail.com	

THE JAN FROST *LEAP* PEER ADVISOR RECOGNITION AWARD AND BAMBERGER/FRANCIS SCHOLARSHIPS

Jan Frost was one of the three original LEAP professors who organized the program. Dedicated, visionary, creative and generous, she represented the best examples of teaching and collaboration that LEAP had to offer. After helping to define LEAP in terms of a learning community, she went on to create the E-LEAP program, followed by the Business LEAP program. She served as Associate Director of LEAP, but then went back to devote her full and considerable talents to teaching. She was most highly regarded both by her colleagues and students. Among the many awards that she garnered was the University Professorship, given to professors who propose and teach an outstanding class in Undergraduate Studies. This award comes with a cash prize, and when she retired from LEAP in 2005, Jan donated a generous portion of it to establish an award for Peer Advisors. Beginning in 2005, Peer Advisors could apply for this award by handing in a personal essay addressing the question of “How did your experience as a LEAP Peer Advisor influence you and how have you passed on what you have learned?” They had to attach to this a resume, a current University of Utah transcript, and two letters of recommendation. One letter had to come from the faculty member for whom they served as Peer Advisor, and the other had to come from any University of Utah faculty member outside of the LEAP program. The committee judging the applications came completely from outside the LEAP community. Thus, this award is recognition, by the University community, of the outstanding LEAP Peer Advisor for the year.

2004-2005	Brenda Robles
2005-2006	Deisy Aguilar
2006-2007	Carla Suarez

In addition, beginning in 2006 Peer Advisors could apply for three Bamberger/Francis scholarships, one of which automatically went to the winner of the Frost Award.

2005-2006	Deisy Aguilar, Shontol Burkhalter, Ryan Miller
2006-2007	Carla Suarez, Ashley Swapp, Jaime Winston

LEAP Peer Advisor's Student Resource Guide

This guide was originally compiled by Peer Advisors during the summer of 2001. They drew from many available campus resources, including handouts and web sites. The Peer Advisors revised it during the summer of 2002, fall of 2004, and again in fall of 2006. We hope for accuracy, but we do not guarantee it.

UNIVERSITY OF UTAH COLLEGES AND MAJORS

College of Humanities

Asian Studies BA
Chinese BA
Classics BA
*Communication BA/BS
*Mass Communication
*Speech Communication
English BA
French BA
German BA
History BA
Japanese BA
Linguistics BA
Middle East Studies BA
Philosophy BA/BS
Russian BA
Spanish BA

Graduate School of Education

*Elementary Education BA/BS
*Secondary Education
(One must select a teaching major)
*Special Education BS

College of Social and Behavioral Science

Anthropology BA/BS
Behavioral Science & Health BA/BS
Economics BA/BS
Environmental Studies BS
Family & Consumer Studies:
–Consumer Studies &
Family Economics BA/BS
--Environment & Behavior BA/BS
–Human Development &
Family Studies BA/BS
Geography BA/BS
Political Science BA/BS
Social Science Teaching Composite BA/BS
Sociology BA/BS
Urban Planning BA/BS
Women’s Studies BA/BS

College of Fine Arts

*Art BFA
Art History BA
*Ballet BFA
Film Studies BA
*Modern Dance BFA
*Music BA/BMus
Theatre BA/BFA

College of Health

*Communication Disorders BA/BS
Exercise and Sport Science BS
*Health Promotion and Education BS
*Occupational Therapy BS - MS
Parks, Recreation, & Tourism BA/BS
*Physical Therapy BS - MS

College of Engineering

*Biomedical Engineering BS
*Chemical Engineering BS
*Civil Engineering BS
*Computer Science BS
*Electrical Engineering BS
*Materials Science & Engineering BS
*Mechanical Engineering BS

College of Mines & Earth Science

Environmental Earth Science BS
Geological Engineering BS
Geology BS
Geophysics BS
Metallurgical Engineering BS
Meteorology BS
Mining Engineering BS

College of Pharmacy

*Pharmacy BS

College of Science

Biology BA/BS
Chemistry BA/BS
Mathematics BA/BS
Physics BA/BS

David Eccles School of Business

- *Accounting BA/BS
- *Business Administration BA/BS
- Informal Systems Emphasis
- *Finance BA/BS
- *Management BA/BS
- *Marketing BA/BS

Graduate School of Architecture

- *Architectural Studies BS

College of Nursing

- *Nursing BS

School of Medicine

- *Medical Laboratory Science BS

Individualized Major

- Bachelor of University Studies (BUS)

*Majors with special admissions requirements.
Contact department for more information.

DARS

What is DARS?

DARS stands for Degree Audit Reporting System. This program is intended to assist in the advising process and simplify the preparation of student graduation audits. It is an advising report that shows progress toward a degree. You can request a DARS for each degree program in which you are registered through the Web.

Where do I get my DARS report?

You can request a DARS from the University's home page [www.utah.edu]. From the "Students" section on the right, select "Registration and Records". Then go to "Campus Information System". Sign in, using your UserID [UNID] and your password. Follow directions from there. For more information on DARS, go to <http://www.ugs.utah.edu/dars/index.htm>. You can also have your advisor request a report for you.

Do I still need an advisor?

YES! Your academic advisor will use the DARS report in the process of advising you about your program. Some program's courses must be approved by an advisor or a department before they can be included on the report.

Is this an official documentation?

No. The DARS report is an internal document used for advising and graduation certification. It is NOT an official documentation of your academic record. An official "Transcript of Academic Record" provides this documentation and can be ordered from Records Services.

ACADEMIC STANDARDS

What GPA must I maintain to stay in good academic standing?

Students at the U must maintain a cumulative (overall) 2.0 GPA to stay in good academic standing.

What is the “Low List”?

Low list refers to students whose term GPA is below a 2.0 but whose overall GPA is a 2.0 or above. You are still eligible to be enrolled at the U.

What happens the first time my cumulative GPA falls below a 2.0?

If this occurs, you will be placed on academic warning. An advising hold will be placed on your registration and you will need to attend an Academic Success Workshop in order for the hold to be released. You will receive a letter from University College giving you further instructions.

How can I improve my grades?

Advisors in University College are available to help you succeed and reach your goals. If you are not doing as well as you like, schedule an appointment with an Academic Advisor by calling 581-8146. Meeting with an advisor can help you develop strategies to be more successful and give you ideas on how to raise your GPA. The tutoring center is also available to help you improve your grades.

What is the Dean’s List?

Students who earn a 3.5 GPA or better for at least 12 graded credit hours for an academic term are placed on the dean’s list.

What is the President’s Award?

Students who make the dean’s list the fall and spring semesters of the same academic year receive a certificate (President’s Award) in the mail after spring semester.

****The University’s regulations on academic standards are established by the University Senate and implemented by the Academic Evaluation and Standards Committee. This committee has assigned the responsibility of monitoring the academic progress of undergraduate students to the University College.*

WHAT SHOULD I DO WHEN???

While many students will not graduate in four years, this guide provides a basic list of things you will want to accomplish while you are a student at the University of Utah.

Freshman

Fall Semester

- \$ Take your lower division writing course.
- \$ Get your U card and your parking pass.
- \$ Learn how to ride TRAX [free with your U card]
- \$ Learn how to ride the campus shuttle.
- \$ Eat in the Union Building.
- \$ Take advantage of part-time on and off campus jobs listed in the Student Services Building, Room 332, or go online to <http://careers.utah.edu/jobs/>
- \$ Get involved! Join a fraternity or a sorority, do community service through the Bennion Center or check out the ASUU website for a complete list of clubs and organizations at the U.
- \$ Introduce yourself to professors during their scheduled office hours.
- \$ Make an appointment with a University College or departmental advisor in preparation for Spring registration.
- \$ Register for Spring Semester.

Spring Semester

- \$ Explore major and career opportunities at the Career Library in the Student Services Building, Room 350, or go online to <http://careers.utah.edu>
- \$ Run a DARS report.
- \$ Volunteer for a project with the Bennion Center.

Sophomore

Fall Semester

- \$ Consider taking a Career and Life Planning Course like Ed Psych 2610.
- \$ Investigate the Undergraduate Research Opportunities Program [UROP] and consider getting involved.
- \$ Speak with a University College or departmental advisor in preparation for Spring semester registration.

Spring Semester

- \$ Decide on a major [if you haven't already].
- \$ Make an appointment with your departmental advisor to find out about additional admission requirements or to officially declare your major.
- \$ Explore career and graduate school opportunities in the Career Library.
- \$ Speak with your departmental advisor in preparation for Summer and Spring registration.

Junior

Fall Semester

- \$ Secure an Internship or Co-operative Education program through Career Services.
- \$ Attend a Career Fair sponsored by Career Services.
- \$ Build relationships with professors and advisors – you'll be asking for recommendations soon.
- \$ Run a DARS and check your progress.
- \$ Make an appointment with your departmental advisor to speak about graduation requirements.

Spring Semester

- \$ Apply for Graduation at the Graduation Office in the Student Services Building.
- \$ Take a resume and/or an interview workshop through Career Services in the Student Services Building, Room 350.
- \$ Attend an Alternative Spring Break through the Bennion Center.
- \$ Look at involvement opportunities through your college/department.
- \$ Make an appointment with your departmental advisor – be sure to take the official Degree Audit Report that you received from the Graduation Office.
- \$ Take the GRE, LSAT, MCAT, or other applicable tests in preparation for post-baccalaureate study.

Senior

Fall Semester

- \$ Work with your career advisor – begin looking at employment opportunities following graduation.
- \$ Speak with faculty and advisors regarding letters of recommendation.
- \$ Consider a second internship or research opportunity.
- \$ Request an updated Degree Audit from the Graduation Office, and review it carefully before Spring Semester registration. Questions and concerns should be addressed immediately to the Graduation Office.

Spring Semester

- \$ If graduating, prepare for graduation ceremonies – order announcements, cap and gown, etc.
- \$ Complete all University and departmental requirements.

ACADEMIC ADVISING

Academic Advisors assist students in making decisions and developing educational plans. Anytime you have a question or concern, or even if you'd just like some feedback, schedule an appointment to meet with an advisor. There are two primary sources which provide academic advising at the U. They are University College and Departmental Advising.

UNIVERSITY COLLEGE

450 Student Services Building
(801) 581-8146

<http://www.sa.utah.edu/advise/>

Email: uc@sa.utah.edu

Monday, Wednesday, Thursday, Friday 9am – 5pm

Tuesday 9am – 6:30pm

Closed Saturday and Sunday as well as University holidays

University College Advising Center is a place where undecided and pre-major students can ask questions and get answers. Services include:

General Advising: Selecting appropriate courses, explaining University policies and procedures, interpreting test scores, clarifying General Education transfer credits, and referring you to other agencies on campus.

§ **Assistance with Exploring Academic Options and Selecting a Major:** If you haven't chosen a major or plan on changing majors, meet with an advisor to help you compare and evaluate areas that interest you. Advisors can also provide information on the University's Major Declarations Policy, which states that students are expected to declare, and be accepted into a major, by the time they have completed 60 semester hours.

§ **General Education Advising:** Advisors can help undeclared and pre-major students understand the philosophy, goals and expectations of the Intellectual Exploration Program and examine ways to integrate these requirements with your career and major plans.

§ **Help with Academic Problems:** Advisors can help you identify problems and plan strategies to overcome difficulties. The Center also provides information about the University's grading and academic probation policies.

§ **Pre-professional Advising:** Special advising is also available for students interested in law school, medical school, or other professions.

Lowell Bennion Community Service Center

University of Utah – Union Building, RM 101
200 S. Central Campus Dr.
SLC, UT 84112
(801)-581-4811

www.bennioncenter.org

The Bennion Center works with community agencies to provide meaningful volunteer opportunities for University of Utah students, staff, faculty, and alumni. More than 40 service opportunities are available. More than 5000 people donate more than 100,000 hours annually to a variety of projects. Some give an hour of their time while others give weeks or even months. In each case, volunteers learn from projects dealing with poverty, the environment, at-risk youth, the elderly, the disabled, etc.

Alternative Spring Break

Arcata CA, Los Angeles CA, Portland OR,
Point Reyes CA, San Diego CA, San Juan UT

Bennion Service House

Crossing Cultures through Communication

English Skills Learning Center
ESL @ Guadalupe
ESL @ Centro Civico
Literacy Action Center
Medical Interpreting
People Connection
Salt Lake Peer Court
Workplace Skills @ Centro Civico

Discovering Abilities

Camp Kostopulos
Best Buddies
Special Olympics
U of U Special Olympics Team

Elderly Services

Befriend the Elderly
Monthly Elderly

Nature and Environment

Ching Farm Sanctuary
Eco-Hour Capitol West
Eco-Hour Sugar House
Environmental Action Team
Sustainable Environments & Ecological
Design (SEED)
Youth Corrections Gardens & Greenhouse
Health Issues
Campus AIDS Project

Cancer Resource Support Center

B.A.T. Kids
Vista Care Hospice
Utah Healing Arts Program

Poverty & Homelessness

Children's Mentoring
Helping Hands / Helping Hearts
Kids Book Club
Road Home Teen's Night Out
Road Home Playroom

Introduction to Service

Volunteer Corps
Freshman Service Corps

Legal Issues and Advocacy

Crossroads Urban Center Homelessness
Outreach
Public Interest Advocacy

Science Education Support

Junior Science Academy
Science Education Support

Tutoring and Mentoring Children

Arts for Youth
Civic Engagement at Emerson
Girls Leadership Forums
Head Start
Odyssey Women and Children
Rhythms of Life
Literacy Action Center
ACT Prep Project Youth
Salt Lake Peer Court



STUDENT SERVICES

The University of Utah has many special services available to you as a student. From tutoring to health services, there are many places on campus that you can go to get the help you need.

University's General Information Desk (801) 581-7200

Full list of resources and information found at <http://www.sa.utah.edu/orientation/resources.html>

The Counseling Center

426 Student Services Building

(801) 581-6826

After-hours emergency [U Medical Center]: 801-581-2291

<http://www.sa.utah.edu/counsel/>

Monday - Friday 8am - 5pm

What is the Counseling Center? The University Counseling Center is available to help students, staff, and faculty resolve existing problems, prevent potential problems, and develop new skills that will enrich their lives. Services address personal, career, and academic learning issues. Formats include counseling, classes, and workshops. There are also consultation and outreach services available to University organizations and departments.

How much does it cost? The Counseling Center has a flexible fee schedule for individual, couple, family, and group counseling. Modest fees are set for structured workshops and credit course fees are outlined in class registration materials. The fee policy is available from the Counseling Center receptionist.

The Wellness Connection

328 Student Services Building

(801) 581-7776

Fax: (801) 585-6816

Email: wellness@sa.utah.edu

<http://www.wellness.utah.edu>

Monday – Friday 8am – 5pm



What is the Wellness Connection? The Campus Wellness Connection is your portal for information, resources and solutions for wellness-related issues. Their goal is to create a healthy campus community by providing one convenient location where you can go for help with any questions or problems related to physical, emotional, academic, social or spiritual wellness. They also promote healthy activities and keep you up to date on fun campus events. For more information check out their website, email them, or just walk in.

Educational Opportunity Programs

1901 E South Campus Drive Rm. 2075

(801) 581-7188

<http://www.sa.utah.edu/eop/>

Monday - Friday 8am - 5pm

What is EOP? Educational Opportunity Programs provide services for low income, first generation college students, and students with disabilities. All services are free.

What can they do for me? EOP provides academic advising, student support services, financial aid advising, major and career planning, graduate school advising, and personal advising. EOP can also help with tutoring in all areas [no appointment is necessary].

Mentors: EOP also has mentors to help students out. Call their office for more details.

Women's Resource Center

293 Union Building

(801) 581-8030

<http://www.sa.utah.edu/women/>

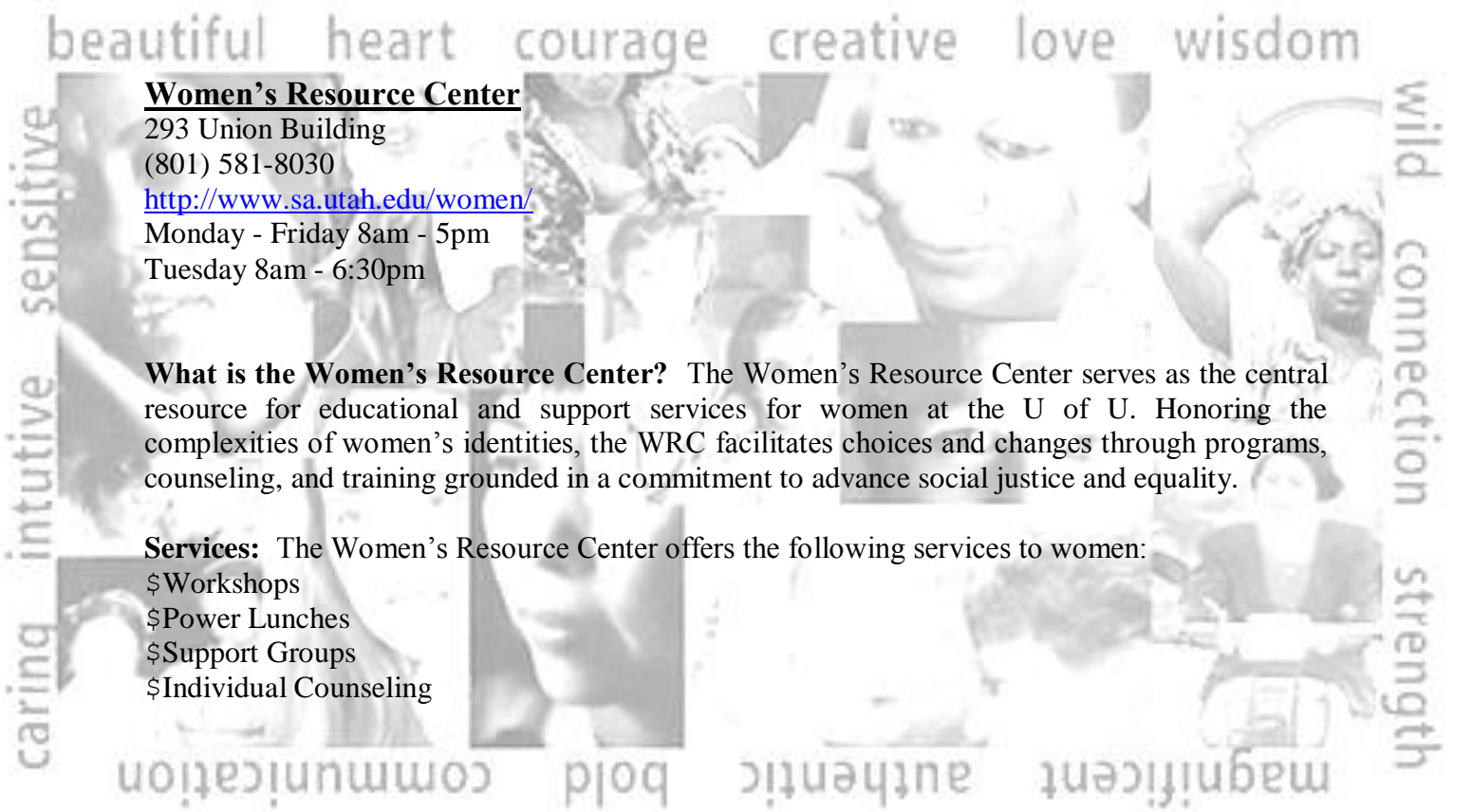
Monday - Friday 8am - 5pm

Tuesday 8am - 6:30pm

What is the Women's Resource Center? The Women's Resource Center serves as the central resource for educational and support services for women at the U of U. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality.

Services: The Women's Resource Center offers the following services to women:

- \$Workshops
- \$Power Lunches
- \$Support Groups
- \$Individual Counseling



Student Health Services

555 Foothill Blvd.
Salt Lake City, UT 84112
Madsen Center Level 1
(801) 581-6431
After Hours: (801) 581-6431
Fax: (801) 585-5294
<http://www.studenthealth.utah.edu/>

Who can use Student Health Services? Student Health Services tailors its medical services to meet the needs of University of Utah students and their families. All U of U students can take advantage of these services.

What services are offered? Services include prevention, diagnosis, and treatment of illness and injury. Emergency care and motor vehicle accident care is not included in these services.

Insurance: All Undergraduate students taking 6 credit hours or more are eligible to receive insurance through the U of U Student Health Services. The current provider is GM Southwest. For more information, call the Student Insurance Office at (801) 585-6949 or check out their website at www.gmsouthwest.com/policies.asp. Other forms of insurance are accepted; just make sure to bring your current insurance card. It is recommended that all students have some form of insurance coverage.

Hours:

Monday - Friday 7:30am - 5pm (closed Wednesday from 12pm - 2pm)
During Fall and Spring semesters only: Tuesdays 7:30am - 7:30 pm & Saturdays 9am - 12 pm
Closed on Saturdays during University holidays/breaks and those falling before Monday holidays or after Friday holidays.

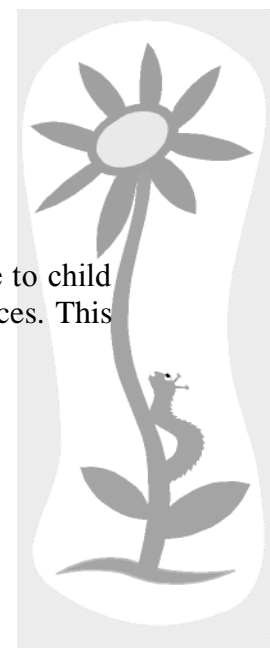
For complete information, go to the website or call the Student Health Services Office.

Child Care

316 Union Building
(801) 585-5897 or 587-7730
<http://www.childcare.utah.edu>

The University of Utah's Child Care Coordinating Office offers a comprehensive guide to child care resources and information that assists parents in search of quality child care services. This includes:

- child care options both one and off campus
- how to select a quality program for your child
- how to access financial and educational resources
- special programming for children and parents



The Center for Ethnic Student Affairs [CESA]

Union Building 318

(801) 581-8151

<http://www.utah.edu/cesa/faq.html>

Monday - Friday 8am - 5pm

What is CESA? The Center for Ethnic Student Affairs at the U of U is there to ensure that the ethnic minority and the educationally disadvantaged students are provided with all the same opportunities at the university level.

- § **Services:** CESA provides help for students who are adjusting to campus life in the following ways:
- § **Academic planning:** Assistance in developing an individual program to increase basic academic skills, fulfill general education requirements, and complete a major.
- § **Scheduling:** Assistance in selecting courses.
- § **Exploration:** Individualized assistance in identifying personal interests, talents and skills, then choosing an academic major.
- § **Counseling:** Professional help with personal problems and the promotion of personal growth.
- § **Management:** Assistance in time scheduling to ensure that academic work is accomplished while allowing time for personal activities.
- § **Surcharge:** Payment of fees for tutoring services and preparatory classes for economically disadvantaged students.
- § **Classes:** Special sections of credit classes in career and life planning, enrichment courses and learning skills.
- § **Coordination:** Working with campus agencies and graduate programs to ensure that students benefit from all University opportunities.
- § **Organizations:** Headquartering ethnic student organizations
American Asian Student Association [AASA]
Black Student Union [BSU]
Inter-Tribal Student Association [ITSA]
Movimiento Estudiantil Chicana/o de Azatlan [MEChA]
Pacific Islander Student Association [PISA]



Financial Aid and Scholarships

105 Student Services Building

(801) 581-6211 [in-state]

1-800-868-5618 [out of state]

Fax: 801-585-6350

<http://www.sa.utah.edu/finance/>

Monday, Wednesday, Thursday, Friday 8am - 5pm

Tuesday 12pm - 6pm

School Code for financial aid: 003675

The Office of Financial Aid and Scholarships is where students go if they need to get information on financial aid, scholarships, grant applications, student loans, work-study, and student assistance. Scholarships are also available through individual departments at the U of U.

How do I apply for financial aid? Once you have completed these three steps, you have successfully applied for financial aid at the University of Utah.

1. You have been accepted by the University as a matriculated student.
2. You have filed a FAFSA or Renewal FAFSA [if applying for need-based aid]. All undergraduate applicants for need-based aid must file a FAFSA or a Renewal FAFSA.
3. You have completed a University of Utah Application for Financial Aid and submitted it to the Financial Aid and Scholarships Office. The application may be obtained from the Financial Aid and Scholarships Office in Room 101 of the Student Services Building.

Check out the Financial Aid and Scholarships Website for the following things:

§Online forms and applications

§Award information

§Scholarship information

§Student Loan Orientation

§Links to financial aid information

§Short term tuition and book loans

The Writing Center

Marriott Library, Second Floor

(801) 587-9122

Monday-Friday 9am – Noon, 1pm – 4pm, and 5pm - 7pm

Saturday Noon - 2pm

The Writing Center is staffed with tutors who are university students trained to improve student writing at all levels. You can call or drop in to make a one on one half hour appointment. Writing instruction is free to all University of Utah students

The Testing Center

498 Student Services Building

(801) 581-8733

Fax: (801) 585-1932

Email: testingcenter@sa.utah.edu

www.sa.utah.edu/testing

What is the Testing Center? The Testing Center offers a variety of services to U of U students.

Services include testing for:

- § Career Interest
- § College Entrance
- § College Placement
- § College Credit
- § College Requirement
- § College Classes
- § Professional Certification



Check out their website for a complete list of hours.

U of U Registrar

250 Student Services Building

(801) 581-5808

Fax: 801) 585-7860

Hours: Monday- Friday: 8am - 5pm, Fall and Spring extended hours, Tuesday until 6pm.

www.sa.utah.edu/regist/

What does the Registrar's office do? The mission of the Registrar's office is to facilitate the educational development of students at the University of Utah. Contact the Registrar's office for help with or questions about:

- § Registration
- § Graduation
- § Scheduling
- § Student Records
- § Policy Changes
- § Petitions
- § Veteran Affairs
- § Transcripts

The Tutoring Center

330 Student Services Building
(801) 581-5153
<http://www.sa.utah.edu/tutoring/>
Monday- Friday 8am - 5 pm



What is the Tutoring Center? The mission of the University Tutoring Center is to provide high quality, affordable tutoring and an invaluable teaching experience through tutoring jobs to U of U students.

Rates:

Individual tutoring: \$6/hour

Group Tutoring (two or more people in the same course): \$3/hour

Appointments: Call between 9am and 10pm. If you leave a message on a recorder, leave your full name, phone number, times that you can be reached, the course number, and explain what kind of help you want if you schedule an appointment. Make sure you confirm the date, time, and place where you can meet.

Time Cards: You must purchase a time card in advance from the Tutoring Center [SSB 330]. Each time card is worth one hour. Give the time card to your tutor each time you meet and initial the time card after each appointment. Each tutor you use needs a separate time card. Group time cards can't be used for individual tutoring and vice versa. Any amount not used can be refunded before expiration date on time card by going to the Tutoring Center.

Cancellations and Missed Appointments: To cancel an appointment you must contact the tutor and the Tutoring Center in advance. To cancel a group appointment, call at least 24 hours in advance. To cancel an individual appointment, call at least 3 hours in advance.

Students who miss appointments must pay a \$10 cash fee to the tutor. A tutor's missing an appointment will result in a free 60-minute tutoring session. All missed appointments must be reported to the Tutoring Center.

Department of Mathematics Tutoring Center

155 T. Benny Rushing Mathematics Center (adjacent to the LCB and JWB)
For questions contact Angie at (801) 585-9478 or email gardiner@math.utah.edu

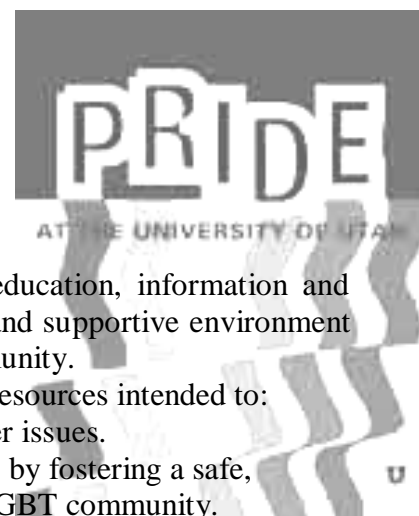
The math department offers free drop-in tutoring and tutors are available all the hours that the tutoring center is open. If you prefer more personalized attention try the ASUU Tutoring Center (above) or pick up a private tutor list from the math department office (233 JWB). The Tutoring Center is closed on weekends and University Holidays.

Lesbian Gay Bisexual Transgender (LGBT) Resource Center

Student Union Building Rm 317

(801) 587-7973

<http://www.sa.utah.edu/lgbt/>



The LGBT Resource Center provides a comprehensive range of education, information and advocacy services, and works to create and maintain an open, safe, and supportive environment for LGBT students, staff, faculty, alumni and the entire campus community.

They provide educational and social programs, support services, and resources intended to:

- § Raise awareness regarding lesbian, gay, bisexual and transgender issues.
- § Affirm lesbian, gay, bisexual and transgender identities and lives by fostering a safe, inclusive, multicultural environment for the University's LGBT community.
- § Support the academic mission of the University of Utah by promoting the inclusion of LGBT topics in the curriculum and other academic programs.
- § Build linkages with other LGBT organizations and allied programs through outreach and community development efforts.

Center for Disability Services

Union Building Rm 162

(801) 581-5020

Fax: (801) 581-5487

Monday – Friday 8am – 5pm

During Fall & Spring semester Tuesdays are extended from 8am – 6pm

The Center for Disability Services provides accommodations and support for the educational development of students with disabilities. Their goal is to improve understanding and acceptance of students with disabilities throughout the University community. Their efforts have provided direct assistance to students to encourage and enhance their independence, maintained an accessible physical environment, and created a supportive environment so students can achieve their educational objectives.

For a complete list of services, resources and disability information go to

<http://www.sa.utah.edu/ds/index.htm>.

SPECIAL ACADEMIC PROGRAMS

Throughout your academic career at the University of Utah, you may want to consider enhancing your education with one or more of the special academic programs that are offered on campus.

Study Abroad

International Center, Union Room 159

(801) 581-5849

<http://www.sa.utah.edu/inter/sap/>

Email: ic-info@sa.utah.edu

General Information: The International Center at the U develops and coordinates study abroad programs in conjunction with the University faculty, and counsels and prepares students going abroad. Programs vary in length, course of study, and location. Some programs offer intensive study in a foreign language, while others allow for study in a variety of fields.

Cost: Every effort is made to keep the cost to a minimum. Program costs vary depending on location, program arrangements, and duration of stay. In general, costs range from \$1,500-\$8,500. All programs offer a payment schedule to accommodate full payment over an extended period of time [usually about three months]. Specific information about cost is normally available six months prior to the beginning of the program.

Financial Aid: Most forms of financial aid [grants, loans, scholarships] can be applied toward program fees, with the exception of some short-term programs. Consult with the International Center to determine the use of financial aid on each program respectively. Eligibility requirements and applications are available from the International Center.

Web Site: The International Center has a web site where you can look at all of the different study abroad options and find one in an area that interests you. Check it out for more information.

“When you learn a second language, you gain a new set of eyes through which to see the world.”

–Participant in the Study Abroad Program

National Student Exchange

280 Union Building

(801) 581-3811

Fax: (801) 585-3581

Email: mjones@sa.utah.edu

<http://www.sa.utah.edu/nse/>

What is the National Student Exchange? The National Student Exchange allows U of U students to study in a different state while earning U of U credit and paying in-state tuition. It offers you the opportunity to:

- § Refresh your life, stretch your limits, and explore new wonders.
- § Take courses not offered at the U of U.
- § Live in a new and exciting area.
- § Use new resources and technologies.
- § Investigate graduate and professional schools.

Who is eligible? You must be registered full-time at the U when you apply and in the term prior to your exchange. You must be a student in good standing and have a minimum cumulative GPA of 2.75 at the time of application and exchange. In most cases you must be a sophomore or junior in standing, but some seniors may be eligible.

What does it cost? You will pay in-state tuition either at the U or to the host campus, depending on the exchange plan. You must provide your own transportation to and from your exchange school and you also must pay for your own living expenses and school expenses [books, special course and lab fees, etc.]



The Honors Program

1975 De Trobriand Bldg 619, Ft Douglas Triplex

(801) 581-7383

Fax: (801) 585-5034

<http://www.honors.utah.edu>

What is the Honors Program? The University of Utah's Honors Program is one of the strongest and most forward-thinking Honors Programs in the country. It is a separate curriculum that enriches your academic career and accelerates your preparation for graduate work. It includes classes, seminar/workshops, individual study, service learning, and research. The Honors Program also offers courses in pre-medicine, pre-law, and business that serve as a basis for an ongoing pre-professional phase of the Honors curriculum.

Honors courses are limited to 30 students, but have mostly 10, 15 or 20 students in the class. This allows for lots of interaction with other students, as well as more personal attention from your faculty member.

Honors faculty members are handpicked based on recommendations by students and department chairpersons. They are evaluated each semester by the students on their ability to stimulate interest in the class subject, encourage independent thinking, and add fresh insights and new material to the course. They are also researchers finding new knowledge.

Are there special admission requirements to be in Honors? Yes. Students must be accepted into the program before they can register. For entering freshmen, a minimum admissions index of 120 is required. However, students with a slightly lower index will be admitted on probation. For continuing and transfer students, a 3.5 GPA is required.

What are the requirements for an Honors degree? Students seeking an honors degree must complete the following:

§**Course work.** Consult with an advisor from the Honors program for a list of specific source work that must be completed for the Honors degree. LEAP students interested in doing Honors should follow the guide on the next page to see what course work they must complete. All interested students must contact the program to be admitted.

§**Language:** One-year proficiency of an approved language.

§**Honors Thesis**

An Opportunity for Students Who Have Completed LEAP To Study for an Honors Degree

To qualify for the Honors Program, LEAP Students must have a cumulative GPA of 3.4. LEAP students who enter the Honors Program after their Freshman year are given credit for two courses. After they are admitted into the Honors Program, they will be advised to take the following courses in order to complete the Honors Certificate.

- One semester of the Honors Core in Intellectual Traditions
- One semester of Honors Writing, either Honors 2211 or Honors 3200
- One additional Honors course (American Institutions, Honors Calculus, Construction of Knowledge, Honors Core in Intellectual Traditions, Honors Core in Social and Behavioral Science, Honors Core in Physical and Life Science, Honors Core in Fine Arts, or any of the Honors Seminars).

Special Considerations:

- Honors students seeking the Certificate may not AP out of any of the five required courses.
- The Honors Calculus is no longer required for a University Honors Degree but will instead be satisfied by the student's department requirement.
- Students enrolled in University Honors may also take classes offered through Departmental Honors if they have fulfilled the pre-requisites to do so. These Departmental Honors courses count as electives toward the Certificate.
- Students must maintain a cumulative 3.4 GPA

**Students who have not completed MATH
1210 Calculus or its equivalent, use this
option ----->**

1. UGS 1100 & 1101*

-or-

UGS 1100 & 2004*

-or-

ARCH 1610 & ARCH 1611*

**Average GPA of both courses must be 3.4*

2. HONORS 3103 Seminar in Humanities

-or-

HONORS 3104 Seminar in Origins &
Development of Science

3. HONORS/Math 3010 Topics in Mathematics

-or-

HONORS 4471 Seminar/Workshop Science

4. 3 Electives (2 electives must be at the 3000 level or
above)

5. HONORS Thesis/Project that satisfies the
upper-division Communication/Writing
graduation requirement (some departments
require a senior research capstone experience that
can usually be adapted to satisfy the
Honors/Thesis Project requirement)

Students who have passed the AP calculus

test, or have already completed MATH

1210 Calculus or its equivalent, use this option ----->

1. UGS 1100 & 1101*
-or-

UGS 1100 & 2004*

-or-

ARCH 1610 & ARCH 1611*

**Average GPA of both courses must be 3.4*

2. HONORS 3103 Seminar in Humanities

-or-

HONORS 3104 Seminar in Origins & Development of
Science

3. 3 Electives (2 electives must be at the 3000 level or
above)

4. HONORS Thesis/Project that satisfies the
upper-division Communication/Writing
graduation requirement (some departments
require a senior research capstone experience that
can usually be adapted to satisfy the
Honors/Thesis Project requirement)

The Honors Program designed Departmental Honors tracks to serve the needs of students who desire an Honors education in the context of their major. **Departmental Honors tracks** are offered in the following departments:

College	Department	Contact Information
Architecture and Planning	Architecture	Mimi Locher 581-8254 locher@arch.utah.edu
	Planning	Keith Bartholomew 585-8944 bartholomew@arch.utah.edu
Business	Freshman Program (ASAP)	Pat Reilly 585-0486 ugradpr@business.utah.edu
	Finance	Pat Reilly 585-0486 ugradpr@business.utah.edu
Engineering	All departments incl. School of Computing	Dana Robison 585-4528 drobison@coe.utah.edu
Fine Arts	Art	Justin Diggle 581-8096 justindiggle@hotmail.com
	Art History	Sheila Muller 581-7010 sheila.muller@art.utah.edu
	Ballet	Barbara Hamblin 587-3743 b.hamblin@m.cc.utah.edu
Health	Exercise and Sports Science	Pat Eisenman 581-7929 patricia.eisenman@health.utah.edu
Humanities	Philosophy	Bruce Landesman 581-8361 bruce.landesman@mail.hum.utah.edu
Science	Biology	Darryl Kropf 581-5432 kropf@bioscience.utah.edu

	Chemistry	Tom Richmond 581-7487 richmond@chemistry.utah.edu
	Mathematics	Gordan Savin 581-6175 savin@math.utah.edu
	Physics	Paolo Gondolo 581-7788 paolo@physics.utah.edu

University Research Opportunity Program [UROP]

132 Sill Center

(801) 581-8070

Fax: (801) 585-3581

<http://www.ugs.utah.edu/urop>

What is UROP? The Undergraduate Research Opportunities Program is set up to provide students with opportunities to collaborate directly with a faculty mentor while working on a research project or creative activities. There are about 300 faculty members from 90 departments representing all colleges and professional schools at the U. All have projects listed through UROP.

Who can participate? Any undergraduate at the U of U who is enrolled in at least 12 credit hours and minimum GPA of 3.0 is eligible. A summer student is eligible if he attended the U as a full time student in the spring or subsequent fall semester. You must be in good academic standing and have a faculty member willing to sponsor your research. You must also enroll in at least one credit hour of UGS 4800 [Undergraduate Research];

Funding: Funding is available to help support your research. Students are paid by their sponsor if there is funding available. If not, you can apply for a UROP fellowship and get a maximum of \$1050 per semester and no more than two semesters per student. For each semester of research or creative work, a student may request hourly wages up to \$7 and have a maximum of \$1050.

Benefits

- \$ Work closely with a faculty mentor and benefit from him/her.
- \$ Gain a valuable experience in research and creativeness.
- \$ Apply things that you learn in class to different areas.
- \$ Experience what professionals do on a first hand basis.
- \$ Learn how your field of interest overlaps with other disciplines.
- \$ Learn about a field before you declare a major.

For more information and application deadlines, check out the website or contact:

Director: Steve Roens roens-s@ugs.utah.edu (801) 581-5249

Project Coordinator: Jill Baeder baeder-j@ugs.utah.edu

ARTS AND ENTERTAINMENT

Dance, music, theater and art: you'll find it all at the University of Utah. The U has some incredible museums as well as many talented performing groups. As a student, you have the opportunity to experience first-class, premium entertainment at a very low cost.

Utah Museum of Fine Arts

410 Campus Center Drive

Admissions Office: (801) 581-7049

General Information: (801) 581-7332

<http://www.umfa.utah.edu>

Tuesday - Friday 10am - 5pm

Wednesday, Saturday & Sunday 11am – 5pm

Closed Monday and Holidays

The Utah Museum of Fine Arts is one of Utah's premier art galleries. The new facility is home to over 20 galleries and now features a cafe. On their web site you can see a list of upcoming displays and sign up to be a volunteer among many other things. Admission to the UMFA is absolutely free for U students and faculty.

Fstop Café

Monday – Friday 8:30am – 2:30pm

Wednesday 8:30am - 6:30pm

Saturday & Sunday 11:30am – 2:30pm

Utah Museum of Natural History

1390 E President's Circle

(801) 581-6927

<http://www.umnh.utah.edu/>

Monday - Saturday 9:30am - 5:30pm

(on the first Monday of the month hours are changed to 9:30am-8pm and admission is free)

Sunday 12pm - 5pm

Enjoy your journey through the evolving world of natural and cultural sciences at the Utah Museum of Natural History. The museum features many incredible exhibits throughout the year, all of which are free to students with valid I.D. For a complete list of exhibits and a holiday schedule, check out their web site.

School of Music

1375 E Presidents Circle Rm 204

(801) 581-6762

<http://www.music.utah.edu>

The University of Utah's School of Music is housed in the totally renovated David P. Gardner Hall, 1375 E. President's Circle. The renovation also produced a new concert structure, the Libby Gardner Concert Hall. The website lists all upcoming performances as well as administrative coordinator's contact information.

Kingsbury Hall

1395 E President's Circle or kingtix.com

(801) 581-7100

<http://www.kingsbury.utah.edu>

Ticket Office hours: Monday - Friday 10am - 6pm

Kingsbury Hall is the U's performing art center. Many exciting events including concerts and theatrical productions are held year round. Tickets can be purchased by calling, going to the ticket office, or by visiting Tickets.com. Check out their website for a complete list of upcoming events and a seating chart. You can also join their email list to receive updates of all upcoming events.

Pioneer Theatre Company

300 So. 1400 East PMT 325

Box Office: (801) 581-6961

<http://www.pioneertheatre.org>

The Pioneer Theatre Company is Salt Lake's major theater company. PTC features a 7 play season from September to May. Check out their web site for play descriptions, casts and photos, audition/employment opportunities, and to buy tickets. For U of U students after paying an annual setup fee of \$5 you can purchase two tickets with your student ID present for half price on shows Monday thru Thursday. Preview Nights are free and 'Student Rush' tickets (seats available one hour before curtain) for \$5.

Show times are Monday - Thursday evenings at 7:30 p.m., Friday and Saturday evenings at 8:00 p.m., and Saturday matinees at 2:00 p.m. Parking is free and available in adjacent parking lots.

Babcock Theater

240 S 1500 E Room 206

(801) 581-6448

http://www.theatre.utah.edu/calendar_current/calendar.htm

The newly renovated Babcock Theatre is the main stage space for the Department of Theater at the University of Utah. Babcock is located on the lower level of Pioneer Memorial Theatre. Student tickets are \$6, General Admission tickets are \$12, and \$9 for staff and faculty.

Dance

The University of Utah has two outstanding dance programs – ballet and modern dance. Both departments have many performances during the year as well as degree programs. Check out their website[s] for a complete list of performances and ticket information.

Ballet

330 S 1300 E Rm 112

(801) 581-8231

<http://www.ballet.utah.edu>

Email: ballet@utah.edu

Modern Dance

330 E 1500 E Rm 106

(801) 581-7327

<http://www.dance.utah.edu>

Email: info@dance.utah.edu

CAMPUS RECREATION SERVICES

<http://www.utah.edu/campusrec>

As a student at the University of Utah, you will want to take advantage of the many campus recreation services available to you. No matter what your interests are, there is sure to be something here for you. Check out the Campus Recreation website to get more information on any of the following services.

Field House

Located on South Campus just North of Rice Eccles Stadium (375 South 1400 East)

(801) 581-8898

Contact Cheri Jenkins: cjenkins@campnet.utah.edu

Monday – Thursday 6am-10pm

Friday 6am-9pm

Saturday Fall Semester 9am – 8pm Saturday Spring Semester 6am – 9pm

Sunday 9am – 8pm

The Field House includes an exercise room, free & circuit weights, cardio machines, dance studio, handball/racquetball courts, indoor tennis courts, table tennis, squash courts, a 200 meter jogging track, saunas, and whirlpools. The use of the Field House is free to all students with a valid student I.D. card.

HPER Complex

(801) 581-3797

Contact Susan Miller: smiller@campnet.utah.edu

The HPER Complex is located on upper campus and includes indoor pools, gymnasiums, handball, racquetball courts, weight rooms, and a dance and martial arts studio.

Golf Course

(801) 581-6511

Contact James Kilgore: jkilgore@campnet.utah.edu

This 9 hole golf course is located on campus, and is open from dawn to dusk, 7 days a week, weather permitting. Daily green fees and season passes are available, as are lessons. You can rent golf clubs and pull carts at the Pro Shop.

Fitness Program

375 South 1400 East

(801) 581-8898

Contact Cheri Jenkins: cjenkins@campnet.utah.edu

The Fitness Program offers a wide variety of fitness and personal enrichment programs, all held at the Field House. Classes include kickboxing, Tai Chi, tennis, yoga, dance, step aerobics, ballet, squash, Tae Bo, cardio aerobics, personal training, and belly dancing.

Sports Clubs

(801) 581-3797

Contact Susan Miller: smiller@campnet.utah.edu

Sports Clubs are formed to provide students an opportunity to “participate in an organized team sport program.” They include things such as lacrosse, rugby, fencing, karate, wrestling, bowling, cycling, water polo, ice hockey, and more.

Outdoor Recreation

2140 E. Red Butte Road

Fort Douglas

(801) 581-8516

Contact Rob Jones: rjones@campnet.utah.edu

Brian Wilkinson brian.wilkinson@campnet.utah.edu

Monday - Friday 8am - 6pm

Through ORP, individuals and groups have an opportunity to participate in all types of outdoor adventure activities including rafting, camping, Nordic skiing, canoeing, backpacking, kayaking, mountain biking, and snow shoeing. Services offered include cooperative adventure trips, high quality rental equipment, resource education center, “how-to” clinics and workshops, speakers, and presentations.

Intramural Sports

(801) 581-3797

Contact Julian Gomez: jgomez@campnet.utah.edu

Intramurals offer a variety of activities to the University community designed to improve and enhance the quality of life. All activities are offered to students, faculty and staff, alumni, spouses of students, and faculty/staff and their children 18-21 years of age. Competition is organized at recreational and competitive levels for individuals, doubles, and teams participating in men’s, women’s, and co-recreational divisions. Leagues, scheduled for the semester, are set

up in sports such as flag football, basketball, volleyball, soccer, softball, and floor hockey. One to three day tournaments and special events are held in sports such as racquetball, tennis, skiing, billiards, chess and golf.

Equipment Rental

HPER E-214

(801) 581-3797

Campus Recreation Services has sports equipment for rent including croquet sets, badminton equipment, volleyball equipment, Frisbees, horseshoes, ropes for Tug of War, jump ropes, and much more. All rental fees are for 24 hours, and a valid Student I.D. is required.

TRANSPORTATION

Commuter Services

1901 East South Campus Drive #101

(801) 581-6415

Fax: (801) 581-4056

www.parking.utah.edu

Email: comments@parking.utah.edu

Monday – Thursday 7:30am – 6pm

Friday 7:30am - 5pm

Commuter Services is where students can go to buy parking permits, and pay parking tickets. Students can also receive information on campus shuttles, UTA route maps, visitor parking, enforcement, and campus parking maps.

Parking: There is no free parking on campus. Students can use metered parking, day pass parking, or buy a semester permit or an annual permit. Complete permit information can be found on Commuter Services' website.

Parking tickets: If you receive a parking ticket, you can dispute it by following the instructions printed on the ticket. You can pay the original fee if you pay it within ten days. After ten days, the amount owed increases, and it will continue to increase every ten days. After forty days, the bill will go to collections. Unpaid parking tickets can also cause a hold on your registration. For a complete list of violations and fine schedules go to:

<http://www.parking.utah.edu/tickets/index.html>

Campus shuttles: Shuttles are a great way to get from one end of this fairly large campus to the other, meaning that you get to classes on time. Daily shuttles are in service from 6am - 6pm. For routes and schedules go to: <http://www.parking.utah.edu/shuttles/index.html>

Late Night Service: For a ride to a hospital parking lot(s) use the Late Night Service. Catch the shuttle in front of the U Hospital from 6pm until 12:30am or call 231-9058

UTA

(801) 743-3882 [RIDE-UTA]

www.rideuta.com

As a student at the University of Utah, you can ride the UTA system [buses and TRAX] for free by showing your Ucard and a current UTA-Ed pass. The free passes are available at these locations:

- Customer Service counter at the bookstore
- Commuter Services office located in the west wing of the Annex
- U Card office in the Union Bldg or the University Hospital.

For more information call 581-6415.

Schedules can be found at many locations throughout campus, including Commuter Services.

EMPLOYMENT

There are several resources on campus to help you find employment. You have the opportunity to check out on and off campus jobs, as well as research possible careers.

Student Employment Services

350 Student Services Building

(801) 581-4473

Fax: (801) 581-5936

<http://careers.utah.edu/jobs>

Email: studentjobs@sa.utah.edu

Student Employment Services maintains a list of current employment opportunities. You can also find out more about Work-Study opportunities here.

The Career Center

350 Student Services Building

(801) 581-6186

Monday, Wednesday, Thursday, Friday 8am - 5pm

Tuesday 8am - 6pm when school is in session

<http://careers.utah.edu>

The mission of the Career Center is to assist students and alumni through a comprehensive program of employment related services. The Career Library [390 SSB] has job search books, videos, and career information. There is also one-on-one counseling available and workshops. Students may take classes in subjects such as resume writing and interviewing. The Career Center can also help you get an internship.

STUDENT INVOLVEMENT

270 Union Building
(801)-581-8061
Fax: (801)-585-5114
Email: [lolsen@sa.utah.edu/](mailto:lolsen@sa.utah.edu)
Monday, Wednesday – Friday 8am – 5pm
Tuesday 8am – 6:30pm

Going to college isn't just about classes and homework! There are more than 170 student clubs and organizations at the University of Utah that will allow you to enhance your academic career. Getting involved is the key to having a successful and fun experience at the U. No matter what your interests are, there is sure to be a club or organization for you. Visit <http://www.sa.utah.edu/sic/> to learn more about ASUU, Greek System, Honors Societies, Child Care Coordinating and other clubs and organizations

ASUU

200 S Central Campus Drive
(801) 581-2788
www.asuu.utah.edu

What is ASUU? ASUU stands for the Associated Students of the University of Utah. It is student government, patterned after the government of the United States. But, it is more than student government; it is student representation and student service in action.

Who is ASUU? Every student who registers, pays fees for, and takes classes at the U of U is a member of ASUU. It is every student on campus, whether they have heard of ASUU or not.

ASUU is the central clearinghouse on the U of U campus for student groups and clubs. Each year ASUU maintains the registration of over 170 student organizations. Monthly, ASUU publishes "The Red Flyer" which is a directory of those clubs and organizations. These directories are free to students, faculty, staff, as well as community members. The hope is to facilitate "like-minded" individuals in getting together, to make the school year more interesting and enjoyable. It is not required for a student group or club to register with ASUU, but when they do they are eligible to receive funding. Yearly, approximately 120 student clubs or organizations take advantage of this funding, helping them to provide quality events, speakers and even conference travel for their members. If you don't see a club in the Red Flyer that meets your needs, you can always start one of your very own. The process is easy, and the rewards can be great.



UNIVERSITY OF UTAH ATHLETICS

(801) 581-UTIX (8849)

www.utahutes.com

University of Utah students are admitted FREE to all athletic events – and have some of the best seats in the house. Here’s how to get in.

Football: U of U students can receive 1 free ticket with valid student ID to every home football game. Tickets are available starting the Monday before each game at the Rice-Eccles Stadium ticket office. Students will also be able to buy up to 3 guest tickets for non-students for \$7 a ticket. All guest passes need to be purchased at one time. For more information call or go to the Rice-Eccles Stadium ticket office (number above). Phone room hours are 10am - 6pm, Monday through Friday and walk-up hours are 10am - 6pm, Monday through Saturday.

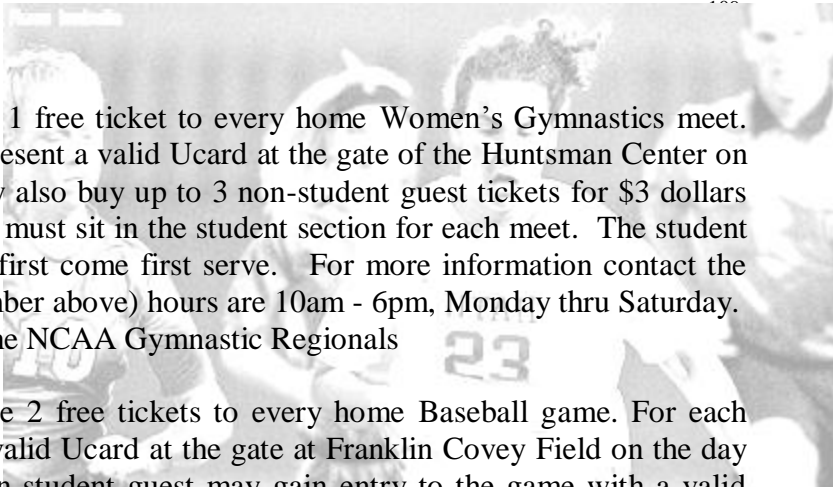
Soccer: U of U students can receive 2 free tickets to every home women’s soccer game. For each game, students will need to present a valid Ucard at the gate of the Ute Field on the day of the game. One student and one non-student guest may gain entry to the game with a valid Ucard ID. For more information contact the Rice-Eccles Stadium ticket office (number above) hours are 10am - 6pm, Monday thru Saturday.

Volleyball: U of U students can receive 2 free tickets to every home volleyball game. For each game, students will need to present a valid Ucard at the gate at Crimson Court located in the HPR East building on the day of the game. One student and one non-student guest may gain entry to the game with a valid Ucard ID. For more information contact the Rice-Eccles Stadium ticket office (number above) hours are 10am - 6pm, Monday thru Saturday.

Men’s Basketball: U of U students can receive a free ticket to every home Men’s Basketball game. Tickets are available starting the Monday before each game. For every game, students will need to present a valid Ucard at the Rice-Eccles Stadium ticket office or at the Huntsman Center on the day of the game only. The student may also buy up to 3 guest tickets for non-students for \$7 a ticket. Every game will be reserved seating in the student section. All guest passes need to be purchased at one time. For more information call or come to the Rice-Eccles Stadium ticket office (number above) hours are 10am - 6pm, Monday thru Saturday.

Women’s Basketball: U of U students can receive 2 free tickets to every home Women’s Basketball game. For each game, students will need to present a valid Ucard at the gate at the Huntsman Center on the day of the game only. One student and one non-student guest may gain entry to the game with a valid Ucard ID. For more information contact the Rice-Eccles stadium ticket office (number above) hours are 10am - 6pm, Monday thru Saturday.

Women’s Gymnastics. Again, students are free and guest tickets are just \$3 each [limit 3 per I.D.] They are available the Monday before the meet at the Huntsman Center Ticket Office or at



the door. U of U students can receive 1 free ticket to every home Women's Gymnastics meet. For each meet, students will need to present a valid Ucard at the gate of the Huntsman Center on the night of the meet. The student may also buy up to 3 non-student guest tickets for \$3 dollars each. Students and non-student guests must sit in the student section for each meet. The student section is located in section U and is first come first serve. For more information contact the Rice-Eccles Stadium ticket office (number above) hours are 10am - 6pm, Monday thru Saturday. There will be no student discount for the NCAA Gymnastic Regionals

Baseball: U of U students can receive 2 free tickets to every home Baseball game. For each game, students will need to present a valid Ucard at the gate at Franklin Covey Field on the day of the game. One student and one non-student guest may gain entry to the game with a valid Ucard ID. For more information contact the Rice-Eccles Stadium ticket office (number above) hours are 10am - 6pm, Monday thru Saturday.

The MUSS

The MUSS was originally known as the Utah Football Fan Club (UFFC) and organized in 2002 as a partnership between the University of Utah Student Alumni Association and the University of Utah Athletic Department to spark interest in students to attend football games. Prior to 2002, school spirit at the U was virtually non-existent, but the MUSS (Might Utah Student Section) has now grown to over 4,000 members. Today it not only includes football but basketball and gymnastics as well. Students can register online by visiting the MUSS website at <https://www.alumni.utah.edu/muss/>. The Football MUSS is \$25, Basketball \$20, and Gymnastics \$10. This includes a MUSS T-shirt and tickets to all the home games.





SPORTS TO SEE AT THE U

FOOTBALL

SEPT - NOV

WOMEN'S SOCCER

SEPT - NOV

WOMEN'S VOLLEYBALL

SEPT - NOV

CROSS COUNTRY

SEPT - NOV

MEN'S BASKETBALL

NOV - MAR

WOMEN'S BASKETBALL

NOV - MAR

WOMEN'S GYMNASTICS

JAN - MAR

SKIING

JAN - MAR

SWIMMING/DIVING

NOV - FEB

TRACK

JAN - MAY

BASEBALL

JAN - MAY

SOFTBALL

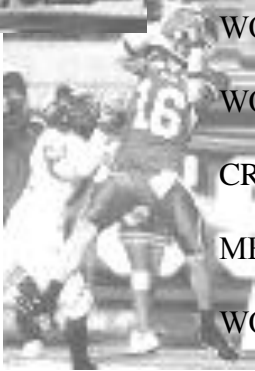
JAN - MAY

TENNIS

JAN - APRIL

MEN'S GOLF

FEB - APRIL



BRIEF ANNOTATED BIBLIOGRAPHY ON PEER ADVISING⁷

Coe, Emma and Carole Keeling. "Break the Ice for Newcomers." Times Higher Education Supplement 1470 (19 January 2001). EBSCO Host 27 Aug. 2002. <<http://web10epnet.com/>>

This article goes over the student peer mentoring program currently in place at the Manchester University graduate school. Going over the factors which led to the program's success, the article gives suggestions and ideas to consider when creating your own such program.

Ensher, Ellen A. and Craig Thomas. "Comparison of Traditional, Step-Ahead and Peer Mentoring on Proteges' Support, Satisfaction, and..." Journal of Business and Psychology 15.3 (2001). EBSCO Host. 27 Aug 2002. <<http://web10.epnet.com/>>

This article compares traditional peer mentoring programs. It examines the effectiveness of mentors and their support in relationships with others. The article focuses a lot on the program's characteristic of aiding in the career decision.

Goodlad, Sinclair. Mentoring and Tutoring By Students. Stirling, Virginia: Kogan Page Ltd, 1998.

This book addresses all of the issues that are associated with a peer tutoring program. It goes over the benefits and what the research shows, how the program meets the national needs, what needs to be done for transitional students, and how to make it happen. There are different models and directions mentioned, allowing for the creation of a unique program that fits the needs of the organization.

Pyatt, Gill. "Cross-school Mentoring: Training and Implementing a Peer Mentoring Strategy." Mentoring and Tutoring: Partnership in Learning 10.2 (August 2002). EBSCO Host 27 Aug. 2002. <<http://web10epnet.com/>>

⁷Compiled by Andrea Brough, Peer Advisor 2002-2003

Whitman, Neal A. Peer Teaching: To Teach is to Learn Twice. College Station, Texas: Association for the Study of Higher Education, 1988.

This book mentions the benefits of Peer Teaching and its use in higher education. It suggests strategies for those that are interested in developing such programs, and it reviews the many different forms of peer teaching.

Wunsch, Marie A. Mentoring Revisited: Making an Impact on Individuals and Institutions. San Francisco: Jossey-Bass, 1994.

This book analyzes the idea of developing a mentoring program. It addresses the issues, definitions, and processes which must be considered when producing such a program. One section focuses on advising for a freshman mentoring program. There are documents which compare and study existing programs and point out the beneficial strategies. There are also sections which evaluate minority programs.