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Reminders

• Last day to drop Session B without a ‘W’ on transcript 4/11
• Last day of classes 5/9
• Final exams 5/12-5/15
• Last meal of spring semester 5/14
• Spring commencement 5/17
• Grades entered on eSIS 5/22

Upcoming Events:

Get Connected: 

Important contact information can be found here!
Tips From Career Services to Help You Find A Summer Job

1. Start early.

It is important to start looking for summer jobs as soon as the snow starts to melt. Many summer jobs are secured long before finals are completed and there is a lot of competition to find summer employment, especially in today’s economy. Many summer and seasonal jobs are secured by high school and college students, as well as others who have summers available from their permanent jobs, such as teachers.

2. Apply to jobs you would enjoy, or will assist in reaching career goals.

Finding a job that is related to your goals will not only assist you in gaining experience in your related field, it will also help to finalize your plans. Many college students gain summer employment in their major area, only to find out it is not something they wish to do long-term. Having a summer work experience in your major will add experience to your resume, which is required for many entry-level post-baccalaureate jobs.

3. Utilize your network.

Let everyone you know that you are looking for a summer job and be able to articulate what you are looking for regarding your summer employment. Most summer jobs are secured through someone you or a family member knows.

4. Be professional.

Many students think applying for summer jobs does not need to be taken seriously and professionalism is not as important during this job search as it would be during the full time job search. Again, there is a high degree of competition for summer positions and being professional and business-like are key traits that will assist you in landing the job.

5. Utilize UWRF Career Services.

Many summer jobs are posted on Hire-a-Falcon and on bulletin boards throughout campus. Be sure to utilize these resources and apply to positions as you see them. If you wait too long, they will be taken by someone else. The Career Services office can assist you in locating opportunities and positions that you may not be able to find on your own.

Article written by UWRF Career Services
Classes Are Almost Over... Do I Still Have To Go??

There you are, snoring away, warm and cozy beneath your blankets when your alarm rings and you have to head to a lecture. Before you hit the snooze button and decide to pass on class, consider this...

Attending class is extremely important, especially now as the end of spring semester nears. Weighty presentations, projects, papers, and exams are all on their way and it is crucial for you to attend class for many reasons! If you do not go to class you could miss out on upcoming assignments, unexpected quizzes, and information that could be on your final exam!

Don’t think you can handle a few more weeks? Sure you can! Try these tricks...

- Make a promise to yourself. “I will go to every class for the rest of the semester.”
- Reward yourself for attending class. I bet a hot chocolate from Peregrine Perk would taste great after that lecture of yours!
- Do not waste your (or your parents’) precious dollars. When you skip class, you lose that money! Remind yourself that each class session is the equivalent of a nice chunk of change.
- We all know that it can be very difficult to sit in class while your bed waits for you back in your room or home, but do not forget that in a little less than two months, you could have the chance to sleep for three weeks straight if you want! Keep going!!!

Note: If you do miss class, don’t ask your professor if you missed anything. You did. That’s why they had class. Read your syllabus, ask a classmate what you missed, or email your professor asking if they have a recommendation of how you can stay caught up with lecture.

Article written by UWRF New Student and Family Programs
Compass Awards

If you are a student in your first or second semester, think back on your transition to campus. Who has made a difference in your experience and success at UWRF?

Perhaps you have had an instructor who took extra time to help you do well in a course. Or perhaps you worked with a counselor who helped you work through your homesickness. Maybe you had an academic advisor who went out of his or her way to help you navigate through a registration process. You’re encouraged to recognize an individual at UWRF with a Compass Award as a way to thank someone who took the extra time and energy to assist you as a first-year student.

Don’t delay, submit today!

To learn more about the Compass Award Program, visit the Compass Award web page.

Academic Support Through Ability Services

Ability Services is an office that arranges copies of lecture notes, audiobooks, more time for tests, and other types of supportive services. It’s for students who live with difficult medical, physical, sensory, or brain related issues that substantially increases the challenge of a college education.

This isn’t intended to make anything easier or guarantee a successful outcome. The goal is to ensure “equal access and opportunity”. The students still perform all the same course work and are graded the same way as classmates. In addition, the students only receive the specific types of supportive services that are required by their particular issue. At graduation time they’ve acquired the knowledge and skills a college degree represents.

It’s actually against the law for professors and staff to unilaterally ask students if they have a difficult medical, physical, sensory, or brain related issue. Thus, students who want this kind of support are expected to request it. A formal process is then used to determine the kind of support that should occur. To facilitate the process students are expected to provide the Ability Services office a written summary about the nature of their issue. It should be written by a qualified expert. Often the expert should be a doctor.

Nobody can require students to seek or use this type of support. Because educational circumstances are confidential matters this type of support is arranged in ways that prevent classmates from knowing. There isn’t a need to have frequent meetings or establish a close relationship with the staff of Ability Services. Students who do arrange an option to have this kind of support can still decide to not use it.

More information is available in the Student Ability Services website. Anyone can also call the office at 715-425-0740 and request an appointment with Mark Johnson to discuss it in person.
Some highlights from the study report:

Overall, in comparison to the 2010 Step Up Survey, the 2013 Survey indicates that there seems to be a heightened awareness of and concern for the problematic behaviors discussed above. Students overwhelmingly agreed that they need to set an example with their own behavior and that they have a responsibility to intervene when they notice a problematic situation.

The five situations investigated were:

- Someone has had too much to drink
- Hazing
- Someone being taken advantage of sexually.
- Verbal mistreatment/harassment based on gender, race, class, sexual orientation, etc.
- Someone experiencing significant emotional distress or thoughts of suicide

Dealing with drunkenness:

- My friend had too much to drink so I took her alcohol away from her and drove her home.
- My friend was really drunk and a boy kept buying her drinks and I said we needed to get out of here before something happened.
- Stopped someone from drinking and driving! A friend was drunk and depressed. I stayed there and talked to them and helped them get home safely.
- We called 911 after a female passed out in the bathroom by herself. When someone drank too much I have at least one time (maybe more than once) stopped a physical fight by distracting the person in the fight. In my opinion, I think one of the best ways to help in a situation of someone having too much to drink is to cut them off without telling them they’ve had enough- just somehow convince them to leave or distract them from drinking.
- I saw a man taking a very drunk women home with him and I instead walked her home to avoid her getting into a bad situation.
- Prevented someone from drinking too much by informing them how embarrassing they would look.

Examples of how UWRF students intervened:
The survey allowed for specific bystander intervention examples from our student population. To protect anonymity the Stepping Up examples and techniques have been summarized. Hopefully these UWRF examples will inspire students to keep “Stepping Up” for one another. Remember, intervene in the safest way possible.
Dealing with sexual abuse:
• My friend was really drunk and a boy kept buying her drinks and I said we needed to get out of here before something happened.
• A friend was being felt up on a date and she was clearly bothered by it. I told her date that she and I had to leave for a minute to talk about something important and got her away from the situation.
• A couple was intoxicated at the bar, the girl more than the guy. I pretended like I knew her, pulled her aside and asked her if she was ok. She left the bar after that.
• My friend had too much to drink and guys were trying to get her to stay at the house and she was starting to pass out and they were grabbing her so I called someone to come pick us up so I knew she would be safe that night.
• Some of my friends who are girls have had too much to drink and have wanted to walk or drive home, or go home with different guys that didn’t seem trust-worthy. I either walked them home, drove their car myself and walked back, or told them they’re not going home with that guy. If they hadn’t listened I would have told the guy that he wasn’t going home with her either.

Dealing with verbal abuse:
• A friend of mine was being picked on because of his sexuality. I stood up for him and defended him against the bullying.
• I directly addressed a student who was making racist comments towards other students. All I needed to say was “Hey, be more respectful” and the student immediately stopped her comments.
• I’ve witnessed harassment/bullying of others on several occasions and never hesitated to call the offender out on how wrong they were and how what they were saying was not okay.
• Someone was talking to a woman in vulgar terminology, so I reminded them how demeaning such terms can be to a woman. That person then decided to watch their language.
• When some younger girls were making fun of another for being different and making crude imitations and remarks I walked over and told them what they were doing was offensive, and told them to stop. The confrontation lasted a few minutes but was successful.

Dealing with Emotional Distress:
• I saw a girl who was really upset and sad, so I went over and talked to her and I think that really helped.
• I had a friend who was depressed and self-harming. We talked to her in a group and made sure she got help.
• I have had friends who have fallen into a depression or suicidal state of mind. I spoke with the individual to try to find what the problem was, how to resolve the problem, and just try to provide someone who they could talk with regarding their situation.
• A close friend was contemplating suicide, so after getting advice on what to do from family, I stepped in and contacted UWRF Counseling Services to make sure she was safe.
• I called campus police for one of my friends who was having emotional difficulties so she could receive professional help.
• A friend came out about his sexuality. Before he came out he was thinking about suicide. I gave him support and let him know I was always there for him.