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Greetings from the Parent Program!

We hope that the fall semester has gone well and that your student is thriving. This edition of *Badger Parent* includes a variety of topics, and we hope the information is helpful. Please let us know if you'd like us to address a particular subject in a future issue.

We also hope that you and your family enjoy winter break together, and that your student will return in January with a renewed sense of energy. We'll be available during the break, so feel free to get in touch if you have any questions or concerns.

Happy Holidays!

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Voices of Experience:

Parents (and students) share survival tips about the college years.

Sometimes it feels like everything about being the parent of a college student is daunting. You are experiencing something new more often than not, and you want to give the right answers. Chances are, you are doing just fine — and your student appreciates your support.

But as you face this ongoing learning curve, hearing what has and hasn't worked for other parents in similar situations can help. Through surveys and other opportunities for feedback, the Parent Program has collected advice and practical tips from parents who have been there, done that, and are happy to share what they've learned with their fellow parents.

We've also included a few student voices, knowing that the true test of parental advice may be whether a student took it to heart.

If you have advice of your own that could help other parents, please send it via e-mail to parent@uwmad.wisc.edu.

Academics

- Ask about class performance and encourage your student to use all resources.
- Tell your student to enjoy learning.
- Don't try to select classes for your student.

- Remind your student to read materials before the classroom lecture.
- Support your student's choice of classes and a major.
- Encourage your student to pursue a major based on what he or she wants to be — not what he or she wants to do.
- Encourage your student to get to know some of his or her professors.
- It's up to your student to worry about grades — not you.
- Support your student's interest in studying abroad.
- Advise your student to sit in the first three rows in class.

Student voices:

- The most helpful piece of advice came after I would describe an awful situation with a person or a professor or a class, and my mom always asked, "Well, have you talked to them?" My answer used to be no, but I finally started going to office hours and introducing myself to people in my classes. This mentality has led me to be much more open with friends, coworkers, and professors, and has landed me some amazing opportunities and wonderful friends.

The Parent Program is here for you.

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UW-Madison Parent Program



- I failed my first quiz ever, and I called my dad crying. I asked him if he would still love me if I got a C in a class. He said that he would still love me, and then he told me about a class he took that was really difficult and that he ended up feeling proud to get a C. It made me feel better to hear that sometimes you just need to alter your goals or definition of success.

New Experiences

- Encourage your student to try many different things, including a variety of extracurricular activities and events.
- Remind your student that he or she will never again have affordable access to so many opportunities.
- Allow your student to experience the good and the bad of college. It is a steppingstone in life.

Student voice: My parents told me to branch out from friends who came to UW–Madison from my high school. While at first it was nice to have those friends as a safety net, looking back I doubt that I would have been able to meet all of the people I have if I had merely stayed with those I already knew.

Housing

- Don't rush into a housing decision with your student before the end of the first semester.
- Encourage your student to live in University Housing for the second year.
- Remind your student to not use his or her roommate's towel — and to wash the sheets at least once a month!

Independence

- Help your student be prepared, but don't solve all of his or her problems.
- Let your student find his or her own way.
- Don't let your own likes or dislikes influence your student's interests.
- Advise your student to be persistent — to keep asking for help until he or she gets it.
- The first few weeks are a big transition time with lots of decisions. Don't be surprised if your student still needs you.

Finances

- Send money every now and then.
- Send an occasional surprise greeting card with a gift card enclosed.
- Remind your student to keep textbook receipts in case he or she changes classes after the first week.
- Encourage your student to work on campus. He or she will love the extra money.

Student voice: My parents and I agreed upon a monthly budget and created mutual expectations for what kind of financial support we would each be responsible for. I knew they were always there when I needed them, but they never tried to micromanage my life or influence my choices unless I asked them to.

Safety and Health

- Prompt your student to keep up with assignments and get enough sleep.
- Encourage your student to avoid stress by not procrastinating on class work and by leaving plenty of time to study for exams and quizzes.
- Remind your student to be aware of his or her surroundings, and utilize SafeWALK.
- Tell your student to not smoke.

Student voice: My mom told me three important things before coming to college: be safe on campus and always walk with my cell phone in hand, eat orange custard chocolate chip Babcock ice cream when I'm stressed, and do things that make me happy.

Communication

- Don't smother your student or make ultimatums.
- Listen to your student without judgment.
- Maintain contact via e-mail, notes, letters, and care packages.
- Don't call more than once a week. Check in to see if your student prefers e-mail or texting.
- Send lots of snail-mail letters and e-mails.
- Listen, listen, and listen!
- Wait for your student to call you (within reason, of course).
- Don't pester your student or ask more questions than necessary.
- Recognize that some students need an adjustment



period and don't make connections right away. Telling your student that he or she should love college adds pressure.

Love and Support

- Always tell your student that you love him or her.
- Don't criticize performance or let your student give up.
- Be there to support your student — not lecture your student.
- Give your student space, but make it clear that you are available to talk when needed.
- Realize that your student is going through a big transition and can be overwhelmed by emotions.
- Let your student know that there's nothing that he or she can't do. If you believe it, your student will, too.

Decision Making

- Keep in touch, but don't criticize. Whatever your student is trying to do, it's a learning experience.
- Let your student make his or her own decisions.
- Don't hover!
- Your student is getting used to making decisions. Don't parent him or her to death.

Coping Skills for You

- Keep a sense of humor. Keep smiling through the stress. It helps all of you.
- Don't take it personally if your student is easily irritated. Your student is going through a big transition; it's not about you.



An Open Letter to Fathers of Sons

As the father of a current freshman, in addition to having almost thirty years of experience on college campuses, I am keenly aware of the many transition issues that face all freshmen. I am also

aware of the challenges that our students face throughout college as they come of age in the modern world. Mixed messages about drinking, being independent, and not needing help can lead to risky situations. Being safe on the UW campus can easily be compromised by alcohol consumption and walking alone. Both female and male students can become victims of assault with this dangerous mix.

But speaking more as a father than as an associate dean, I want to encourage fathers to speak with their sons and emphasize that safety also applies to men. Although our sons may believe in their own invincibility, let's advise them to be wise beyond their years when it comes to their own safety. Students can take a few basic steps to do everything in their power to not be victimized:

- Don't walk alone at night.
- Recognize that alcohol consumption increases risk.
- Lock doors and windows.
- Don't leave personal items unattended.

Much of the crime we see around campus is a crime of opportunity. Removing that opportunity can prevent the crime.

The role of being a father to a son in college is often portrayed as, "We're done now. You are on your own." In fact, you should continue to play an active and involved role in your son's life. Although it can differ from the role you played when your son was in middle school or high school, it's equally important.

College is a complex time for young men — made more so by the times we live in. Your guidance as your son grows into the kind of man you want him to be is critical.

— Kevin Helmkamp, Associate Dean of Students

UW–Madison to Issue Voter IDs

UW–Madison students who do not have valid Wisconsin identification cards will be issued a free supplemental ID card for voting purposes only, Darrell Bazzell, vice chancellor for administration, announced in November.

The new cards, estimated to cost the university \$100,000 over five years, are in response to a new state law that requires voters in Wisconsin to show photo identification at the polls. The new requirements will be in place starting with the Feb. 21 spring primary.

Students who are Wisconsin residents and have state-issued driver's licenses or identification cards can use those forms of identification and do not need the



UW–Madison voter ID.

“As a campus, we strive to create not just good students, but good citizens,” says Lori Berquam, dean of students. “By offering students an ID to use at the polls, we are helping them take the step to help create the future that they imagine.”

The cards will resemble Wiscard IDs issued to students, but will be clearly marked “voter identification.” The ID will include the student’s signature and expire two years from the issuance date, in compliance with a new state law. UW–Madison student ID cards do not currently meet these requirements.

The voter ID cards, which will not be valid for any other purpose or service on campus, will be available starting on Jan. 23 at the Wiscard office at Union South.

“Civic participation is an educational goal of UW–Madison, and it’s our aim to make it as easy as possible for all students to learn to register and legally vote,” Bazzell says. “We encourage students to exercise their rights and take advantage of this opportunity.”

Students using the voter IDs issued by UW–Madison will not need a separate state-issued ID, such as a driver’s license, but they must show proof of enrollment at the polls. A print-on-demand, enrollment-verification form will be available from the Student Center in MyUW; any student may use the form as proof of residence

for voter registration.

The university will provide information about the new voter ID card via a website, social media, and public-awareness campaigns ahead of the February primary.

Scholarships@UW–Madison

The Office of Student Financial Aid has developed a convenient way for parents, students, and applicants to view campus undergraduate scholarships. A new website, Scholarships@UW–Madison, includes information for almost 700 available scholarships, including the criteria used to award them. Students can log in to conduct a refined search, and then apply through their MyUW in the Student Services tab or under Financial Aid in their Student Center. Parents can access the public searchable database at scholarships.wisc.edu.

Web Chats Explore Housing, Study Abroad

Two recent Web chats sponsored by the Parent Program and University Communications gave parents a chance to ask campus experts questions about two top-of-mind topics: second-year housing options and study abroad.

Both sessions drew enthusiastic participation. More than 600 people logged on to learn about second-year housing options on October 26, while more than 700 participants joined the November 30 discussion about study abroad.

If you missed the Web chats, you or your student can read full transcripts for each:

- Second-Year Housing Options: www.news.wisc.edu/chats/housing_20111026.html.
- Study Abroad: www.news.wisc.edu/chats/study-abroad_20111130.html

Your student can also learn more about study-abroad programs at open houses sponsored by International Academic Programs on December 14, January 24, and February 14. For more information about study abroad, visit www.studyabroad.wisc.edu.

Did You Know?

Doit (Division of Information Technology) is offering some timely links for you and your student to check out:

Fewer online distractions = better studying.

View video:

www.youtube.com/user/uwmadisondoit?feature=mhee

Online scams never take a holiday:

www.doit.wisc.edu/news/story.aspx?filename=1646

Parents and students: back up your data!

www.doit.wisc.edu/news/story.aspx?filename=1611

Get a free computer security check

kb.wisc.edu/helpdesk/page.php?id=1



to use an external locking device around a tire to prevent theft.

- To help prevent an accidental fire, unplug large electrical appliances, including computers, stereos, and microwaves.

Flu Shot Reminder

It is never easy being sick and being a student at the same time. University Health Services (UHS) is offering free seasonal influenza immunizations (flu shots) for all registered students. Your student can call UHS at 608-265-5600 to make an appointment.

Career Corner

Global Interests Are All in the Family

Her work, first with 3M and then with a commercial law firm affiliation, drew Sue Ginsburg into the international marketplace.

"I love meeting people from other cultures, learning about their cultures, connecting the dots, helping expand business internationally, and figuring out how to successfully do business together," says Ginsburg, who now heads GrowthLynx, a Minneapolis marketing firm. As her global affinity grew, she didn't leave it at the office. She has carried her international interests home, into her children's classrooms, and now to UW–Madison.

"I always spoke to my children about where I was going, and what it was like, always emphasizing there were as many similarities as there were differences," she says.

She brought her international friends and colleagues home and into her children's classrooms. She also traveled with her children — Nathaniel, Jeremy, and Melanie — to Canada, Mexico, and Europe, and the family has hosted exchange students from Australia, Brazil, and Ecuador.

"I believe this exposure helped expand their horizons beyond the United States," Ginsburg explains.

In turn, the Ginsburg children brought along their global interests as each enrolled at UW–Madison. The oldest, Nathaniel, was attracted to the UW by the academic opportunities only a few hours' drive from his

Minnesota home. During his junior year, he studied abroad in Prague, Czech Republic. After graduating with a degree in economics and philosophy, he taught English for a year in South Korea. He is now focused on starting an internet-based business and is moving to New York City.

Jeremy, a junior majoring in economics, plans to study in Ghana, where New Seed International, a student organization that he leads, helped to fund an orphanage. "I also chose Ghana because I love drumming and dancing, and I wanted to experience the Western African culture," he says.

Melanie, a freshman who has yet to declare her major, joined the Wisconsin International Scholars (WISc) Program, an internationally focused enrich-



The Ginsburg Family: Sue, Nathaniel, Jeremy, and Melanie



ment program for a select group of undergraduates.

“It was important to me that my children know they are global citizens,” Sue Ginsburg says, “and it makes me very proud to see how they have each incorporated international experiences into their learning both within and outside the classroom.”

Meanwhile, she continues to pursue her own international interests. For the past five years, she has been involved with First Step Initiative, a nonprofit that provides microfinance loans to women entrepreneurs in the Democratic Republic of Congo.

“When learning about the WISc Program that Melanie is in, I was struck by the global opportunities available for UW–Madison students,” she says. She decided to add to those by working with the International Internship Program (IIP)

in the Division of International Studies to create internships that enable students to learn about microfinance in the real world. IIP was launched in 2010 with a mission to “identify, cultivate and promote high-quality internship opportunities that advance the professional training of UW-Madison undergraduate students; foster global competency; and reinforce academic learning through practical application.”

Internships can be overseas or U.S.-based, but internationally focused, as the one Ginsburg helped create with First Step Initiative.

Parents who have ideas for internships for undergraduate students and are interested in creating opportunities may contact IIP Director Maj Fischer at iip@international.wisc.edu.

— Kerry G. Hill, *Division of International Studies*

More About Internships

- An internship is an extension of your student’s classroom and should integrate knowledge and practical application. Defined goals, outcomes, feedback, and reflection are all features of this out-of-class learning experience.
- Encourage your student to explore the possibility of receiving academic credit with his or her advisor or with the career services office. In many cases, students do not know they are able to earn credit in connection to their internship. With online internship courses, the internships do not need to be in Madison or even in the U.S.
- Understand that internships vary. Some are paid and some are not, some require a student to be enrolled for academic credit while others do not. To find the best fit for internships, students must assess their personal situations.
- Encourage your student to utilize summers; summer is great time for continued learning.
- Students sometimes participate in internships during the academic year, rather than enrolling in classes. For some majors, students can maintain their full-time status if engaged in internships for credit. Again, your student should assess his or her situation when making this decision.
- Internationally focused internships can be overseas or US-based such as the one Ginsburg helped create with First Step Initiative.
- Financial aid is sometimes available for internships. Your student can find out more information through his or her department or career service office, or the Office of Student Financial Aid.

The First-Year Experience

Students Coming Home for Winter Break

The adjustment when a college student comes home for winter break often comes as a surprise to parents who don't know what to expect. Accustomed to living on their own and following their own schedules, many students struggle with moving back home — even just for the break. By opening the lines of communication and creating clear expectations, you will make your student's return home from UW–Madison the enjoyable and rewarding experience that it should be.

So, what can you expect?

- Students will be recovering from the physical and mental strains of finals week. Don't be alarmed if your student's top priority is to sleep.
- Catching up with high school friends may be at the top of your student's to-do list. This is a healthy response and can affirm his or her ability to maintain long-distance friendships.
- Schedule time with your student to make sure that activities that are important to you aren't lost in the shuffle.
- Have a conversation with your student about expectations for schedules, housework, and behavior during the month. Decide whether all of the original rules of the house still apply, and also consider some extra flexibility to take into account your student's newfound independence and autonomy.
- Discuss first-semester academic performance with your student. Remember that the Family Educational Rights and Privacy Act (FERPA) stipulates that students maintain formal control over their educational records, including their final semester grades. Parents may not review the records unless their student grants approval in writing. The best way to find out about final grades is to ask your student.
- Some students may consider leaving the university after a difficult semester. Parents can play a key role with such a critical decision by helping the student evaluate his or her options while deciding whether staying or moving on is the right decision.
- Don't be surprised to hear your son or daughter refer to Madison as "home" or discuss viewpoints or values that may be unfamiliar.

Advice from Students

"Keep in mind your student has been independent for three months. Do not treat him or her like a high school student with early curfews and strict house rules. We can still communicate about expectations, but realize we are young adults now."

— Leah, sophomore

"Don't be offended if your student is excited to return to Madison. It is not a reflection of not wanting to be home, but rather that he or she is adjusting well. It's a good thing!"

— Abrianna, senior

"Don't bombard your student with a million questions about college life and Madison immediately when he or she gets home. Give your student time to rest and relax. You have all month to ask questions."

— Nate, senior



Here's the Scoop!

The Parent Program welcomed 300 parents and students to an ice cream social at the Pyle Center on November 4. During the event, part of Parents' Weekend, parents met other parents, students, and university staff members while sampling Mad Grad Medley and Badger Blast ice cream flavors from the Babcock Hall Dairy Plant.