

# Homeward Bound: Managing the Summer Transition & Getting to the Next Year

Transcript

## **Originally Aired on Friday, May 6, 2016 at Noon**

Good Afternoon and welcome to our last Hawkeye Parent & Family Webinar of the 2015-2016 academic year. My name is Danielle Martinez and I work in Academic Support & Retention and will be the moderator for today's webinar. As our academic year winds down and our students get ready for the summer, we know that a new transition will occur. So today's webinar is **Homeward Bound: Managing the Summer Transition and Getting to the Next Year**. Hosted by: Academic Support & Retention and University Counseling Service. We are fortunate today to have Doctor Paula Keaton as our presenter. Paula serves as the Director of Clinical Services at University Counseling Service. And as a licensed psychologist, Paula is committed to social justice and leadership and some of her specialty areas include relationship and family concerns, and self-esteem concerns. Some of you may remember Paula from her amazing session during summer orientation, entitled, Letting Go or our previous Hawkeye Parent and Family Webinar about handling homesickness.

As a reminder, each webinar is recorded and then posted on the Academic Support & Retention website so it can be accessed at a later date or viewed by individuals who were not able to attend the live webinar. Therefore, during the presentations, your mic functions will be muted. Later we will have a Question & Answer portion, where you can use the raise hand function or type in your question into the question box on the side. So without further ado, we will take it away with Paula.

### *Program*

#### **Homeward Bound: Managing the Summer Transition and Getting to the Next Year**

**Paula:** Thank you, Danielle. And I want to say congratulations to all of the parents are caregivers out there, because we are just an eyelash away from having this academic year complete. And hopefully we can say, Yay, your students made it and you did too. Both groups are going to be going through a transition here soon with your students as well as you. Many of your students are going to be moving home for the summer and I am hopeful that you are going to have a peaceful summer, but I think there is going to be a little bit of effort put into to how you want to manage things, because not only have your sons and daughters and students that you care for, not only have they changed, but you've grown and changed too. Time does not simply stand still. So we are going to be talking about some of the things you can anticipate from your students as well as some things that you can do to help your home environment be even better than you expected. As Danielle said, some of you may remember me from the Letting Go talk from summer orientation. You're going to hear a few themes that I really lean in to during that talk as well. There is nothing like communication, you'll hear me say it again and again.

We do have a few goals for today, and we do hope that you gain a broader understanding of what your students might be worrying about as they anticipate moving home. It's going to be a big change for them, just like it's going to be a big change for you. I hope that you will be able to walk away from this understanding the impact that moving home might have on you and your students. And most importantly, identify strategies to

make the transition smoother and healthier than you could have even imagined. And lastly, you're going to have the opportunity to learn about resources on campus, particularly University Counseling Service.

So, bottom line: transitions are hard. And why are they hard? Well, they require us to shift our focus and shift our attention, and we humans, don't like to do that so much. We like our routines; we like to be able to predict how things are going to work. With your son or daughter having been away for nine months, you've kind of gotten into a new routine. The return to the home environment is going to create yet another change. These changes can be quite overwhelming. As you think about your students coming home, we have to recognize that both you and the student likely have very different expectations about how things will go this summer. Sometimes those expectations are going to be opposite of one another. You might be really excited to spend more time with them and they might be really excited to spend more time with their friends that they have retained from back home. So it is going to require some compromise. It's also going to change everyone's schedule. You all had ways of doing things when they were still in high school, so you had a normal, typical way of interacting with one another. Well, with this transition, I think it's time to set some new norms and we are going to be talking about that. Your relationship with your son or daughter may have gotten better, or unfortunately, it may not have gotten better. So having that student back in your household is going to create yet another transition. But as I said, nothing happens in a vacuum. You've grown and changed and your son or daughter has grown and changed. And maybe you all have had some struggles, but their entry back into the home environment is going to create a significant transition.

So let's talk a little bit about what your students might be fretting about as they anticipate moving back home in less than a week. Yes, folks, it's less than a week when they will be back in your house. And you might be fretting about a few things, worrying about a few things, but so are they. These things that I am going to be sharing with you are things that students have actually told me. So what are they worried about as they think about coming home? They really are worried about whether or not you all are going to try and reestablish the old rules. They are worried as if they are going to be treated like they are 16 years old. It's going to be like a culture shock for them. They are also going to be worried about feeling judged. They've been dressing the way they want, they've been sleeping the way they want, they've been speaking the way they want, and some of those things might not fly so well in the house and they might feel judged for it, and they are worried about that. They are also worried about their sense of freedom and independence. They haven't had to ask anyone for permission to go anywhere. They haven't had to ask permission about staying up late or coming in late. They don't have to ask permission for who they are going to spend their time with or where they are going to spend their time with someone. They may have had people in their room day and night, but they have not had to ask anyone's permission for that. They are afraid that it is going to be an endless list of asking for permission of you to at least have part of their life continued as it was at college. They are also worried about loneliness. They have made really, most of them hopefully, really good friends here and most of those friends are not from their hometown. So they are worried about that sense of emptiness and the people that they have had deep connections with over the last nine months. They are not going to be able to see them very much. Hopefully, they are going to stay connected, but they are really worried about that. They are also worried about getting bored. College life is a lot of activity. And depending on how your family works, depending on the community you live in, it might not be as stimulating. Boredom is a real risk. So I do have some ideas on how to turn those things around. But they are worried about being bored. And they are really worried about feeling smothered by you. You've probably missed them, and by your ways, they've probably missed you too. You may want to have every living moment with them this summer and I honestly can't think of many circumstances where that is

going to go very well for any of you. They are worried that they are going to be controlled and smothered by you. And there are a whole bunch of other things that they fret about as well. I just have a quick list that I am going to go over with you. They are afraid that you're going to treat them like a child instead of the emerging adult that they are. They are afraid that you are going to keep telling them what to do as you had when they were younger. They are afraid that you are going to keep trying to get into their business. They are afraid that they can't really be themselves anymore. They are afraid that all the expectations are going to be the same. They feel like they are going to have to fit into some role that they've outgrown. They are worried about being able to fairly split their time between family and friends, and even spending some time with themselves. They are worried about all of the old ways you all drive each other nuts. They've kind of been relieved to be away from that some, and they might miss some of it. But they are afraid that they are going to kind of be provoked to kind of react in immature ways. In your family, there may be some conflict or there may be some problems and they are really afraid of stepping back into that. For many students, that is really making them anxious. And for some families that are families of divorce or a split in some way, they are worried about how they are going to split their time between all of those families. And in general, they just don't know how it's going to be anymore. It's new to them, it's new to you, and you can't just pretend that it's going to be just like it always was.

So what do I tell these students? I do have some advice. The first one is of course going to be about communication. I want those students to be talking with you about the coming home process, talking about what those expectations are. A little bit later in this presentation, I am going to be offering you some specific steps so that you can initiate this process as well. There is a need to talk about family expectations, to talk about how they feel about themselves in their new adult role. I'm advising them to plan their time. Living back within a family system, there are going to be some obligations that they will meet, also maybe have some personal obligations to meet. That might be work, that might be helping around the house, that might be other relationships, but they will need to spend some time thinking about how they will divide their time. They do need to build in some time to relax as well. I'm encouraging them to be creative and change the way they deal with problems. Sometimes a parent feels pressed to feel a little more directive to their kids because their kids are demonstrating that they are not handling their problems in mature ways. So I'm encouraging the students to really figure how to take an adult approach and position on how they are going to solve their problems. I'm encouraging them to communicate more effectively with their family, that it's not okay if they are feeling frustrated about one thing to take it out on you as a parent. I don't think that is fair to you. It's not fair to them either because they don't get to solve their problem. So I'm asking them to share information with you, to express their feelings appropriately, to establish with you what the limitations are, and how to keep to those agreements. Encouraging them to stay calm, and listen before they react. In other words, to think before they speak. I'm asking them to be aware of their tone of voice, and their body posture. I'm encouraging them to use "I" statements, in other words, to demonstrate how something is impacting them. For example, to say, "I am feeling really stressed out by the list of nine chores you have to me to finish by noon today," so that you all have room to negotiate. I'm also encouraging them to take time to process or share their experiences with someone, that maybe if they are having a hard time with the transition, you are the right person for them to talk to, or maybe not. Maybe they need to reach out to a supportive aunt or a supportive uncle, or a neighbor. Just someone to talk about the transition that is not going to hurt anybody's feelings. Maybe they need to talk to a counselor. Maybe they've been in counseling this year. I want you all to be open on how they may need to process their experiences.

Are you ready for them to be home? Again, you may be having some mixed feelings about this. Some of you are super excited, some of you might be experiencing a little bit of dread because things are going to change. In my Letting Go talk, I always talk about how the relationship is not over, it is changing as your student comes to college. As they re-enter your household, the relationship is not over, but it is definitely going to change. Prior to your son or daughter returning home, I want you to take some time to sit down and make a list of things that might be an issue when your son or daughter returns. It doesn't have to be an exhaustive list, but I do want you to take some time to look at it and recognize that what your wants and needs are may not clearly match up to what your son or daughter's expectations are. To begin with, I want you to be talking to your students about how long of a window your kid gets to decompress. You'll see from a later slide, I think those first few days home, just let them sleep. Let them get caught up and appreciate the good meals you are going to make for them, and maybe on that day one you are not handing them a big list of things of chores. Maybe you all get to lay low for those first few days, but we will talk a little bit more about that in a minute. I want to remind you that sometimes 18-20 year olds go through a period of distancing, and a period of individuation, becoming an individual. They need to do that in order to find their adulthood away from you. Many of them have been doing that all year, many of them will start engaging in that this summer. This is all with the goal of being able to reconnect with you on more even terms. Those even terms will begin this summer. They're not going to be perfect and they are not going to be complete, but that is the starting point. They really need to figure out how they fit in this family, now that they've been out of it for the last nine months. When your kids last lived with you, it was all under these old high school type rules. He or she have now been on their own for a year and I think they are going to be able to operate in a more independent manner Maybe not to the extremes that they did at college, but I think things are going to look really different than how they did in high school. The other thing is you've probably grown accustomed to not monitoring this kid as the way you did in high school. I'm going to recommend that you continue to be a little lighter on the monitoring than you were at this time last year. So it really is time to start thinking about how you are going to make your living arrangements this summer more livable and even pleasurable.

I want to consider these five questions to ask yourself when you are thinking about parenting your young adult. I know it might be hard to look at this as a young adult when in your mind you still see them as that one and half year old taking steps and learning to run and saying their words. But many years have passed, and this is a different breed of parenting. So I want you to ask yourself, are my parenting strategies moving toward independence for my kid? Are my parenting strategies balancing freedom and responsibility? Are my parenting strategies motivated primarily by love, or is it fear? Are my parenting strategies providing guidance without enabling? Are my parenting strategies part of an ongoing dialogue? I would hope that you are able to answer these questions with a yes. And if you can't answer these questions with a yes, this really gets to mark where you get to grow in your parenting approach. I know that might feel like quite a challenge, but I honestly believe that you are up for that.

So let's talk about those first few days at home. First off, and your students love me for this, but it is, let them sleep. They are coming off of finals week, many of them are sleep deprived, they've not been eating all that well, they've been going through emotional things all over the place, they have had to say goodbye to friends, and sometimes, folks just need to sleep. Let them sleep without judgement if possible. It doesn't necessarily mean they are lazy if maybe for a few days they sleep for 12 straight hours. I'm going to encourage you to have some good food, maybe their favorite food around the house. This might be a good opportunity for you to help them get back on a regular, kind of more standard eating routine, maybe less processed foods, but then again, I

think there is room for some treats that will make them feel at home. And again, I am going to encourage you to give them some space. When they get home, they are not going to spend 24/7 with you. They need some time with themselves and they need some time with their friends. I know you've missed them, but hopefully you all are going to be able to talk about how much time are we going to spend together, when are we going to spend time together. Maybe you create a new family routine. Let's expect that on Monday evenings, you all have dinner together. Maybe that is a non-negotiable in that case. In terms of giving them space too, give them room, don't get all of your questions out about how their year went in a single day. Space it out a little bit. I think it would be overwhelming for both of you to have endless questions for them. I'm going to ask you to spoil them a little bit, and now that doesn't mean that you have to do everything in the world for them, but maybe for this first week, you do their laundry. I'm a big fan of people doing their own laundry, but maybe this week you do it for them. But they also need to realize they have responsibilities to play out through the summer. They've proven that they are capable of taking care of themselves, and I think for the first few days you need to mother or father without smothering. And lastly, when the time is right, I'm going to encourage you to hug them and hug them a lot. They've been away from you, they've likely missed you, you missed them and it is important to not only reconnect emotionally, but also physically.

So what are going to be some of the big things going on in the first few days? I think this is the time to do some negotiations on a number of topics. And remember, it's not just your kid that needs to do the compromising. I think if you come up with a list of commands that your son or daughter must obey, I can promise you that you are going to be sadly disappointed. But if there is an opportunity for you all to come up with a list altogether, I think it encourages the opportunity for things to go more smoothly. I had mentioned earlier about writing everything down you think might become a problem or annoyance and for you and your list, this is your private list, don't ignore the little things. You know you really value having milk in the jug when you grab it out of the refrigerator. You've not had to worry about that because your son has been gone the whole time and you can actually count on milk being in the jug. Just get all of those things out of head and write them down. I'm going to ask you to ask your kid to do the same thing. So again, this is a list of problems or annoyances that may come up for you. Once everyone is kind of together again, it is an opportunity to sit down and start talking about these things. There are going to be some things on your list that you aren't going to say out loud and that is fine, just like for your student, they won't say everything out loud. But we want to bring the whole family in on this discussion about what are some of the key points that we really need to focusing on. Don't get caught up in the list of demands as your kids are now firmly into their young adulthood, and they become kind of accustomed to being treated as a young adult. So this is your opportunity for you to take a healthy look at who they've become, and these are the kids that you raised and I hope that you are taking pride in that. They aren't your baby and I know that breaks your heart a little bit. This is an opportunity for adults to get together and to sort out how we are going to peacefully live together. Some things that I think are kind of important to talk about, I put in these little bubbles on this page, like housework, cleanliness of the house, who has chores, what are the expectations around those chores, remembering that your way is not always the only way. Who is going to be doing what, how are they going to be a productive member of this household. You get to discuss the division of labor. I think it is super important that you don't become their housekeeper, you don't become their laundress, per se. But rather getting clear on who is responsible for what, what is their responsibility, and what is the family responsibility. They've been taking care of their living environments to varying degrees within the past year and I think that this a good opportunity for you to help them prepare for next year, because most of your students are going to be living in apartments next year. So there are some definite skills that need to be discussed as they prepare for an apartment life. With the household and the housework, also becomes food,

you'll get to discuss what you'll buy for the family as whole, and if they have special treats that they have become accustomed to, well that is their opportunity to provide for themselves. Curfew is a really important thing to talk about up front. Most of my encounters with your students is that they don't want a curfew. Some literature even supports that a curfew is going to just be something to break as opposed to abide by. But be talking about general expectations and coming to an agreement. It is important for you to know where he or she is at, and generally what time you can expect them home. But whatever is going to work for your family and whatever can be agreed upon is really important. Another topic that isn't often talked about is alcohol and other substance abuse. I think it is fair to say that you can be absolutely uncompromisable when it comes to the topic of drinking and driving. That is a no-go in any family that I know. But this is opportunity to visit what your shared values are and about what the reality is regarding alcohol. Many of your sons and daughters have been drinking, especially alcohol, during the school year, and some of them have done so in really unchecked way. I want you all to be able to engage in a conversation about what those expectations are around alcohol in your house, if he or she goes to parties, again it is important to get that out there. Appearance is a really interesting topic too. They have been dressing the way they want, maybe they've dyed their hair a different color that you might think is weird, maybe they've gotten pierced, maybe they've gotten tattooed, maybe they are wearing clothes that you don't approve of. I think this is a topic of discussion, For the most part, I think it would be important not to dictate what they are wearing, but rather what the expectations are for the parents when it is just the family at home, or when the company comes home and again, that they are a part of this family system. Sleep is always a big topic for summer, I can even remember if for myself when I came home for the first time. For some young adults, getting a lot of sleep is not laziness, it is not just a preference. In some ways, it is an absolute necessity. We know that folks in their late teens need more sleep than pretty much any other age group, so they might sleep a lot. I think as long as they are meeting their obligations both within the family and if they have a job they need to get to, I think maybe it's a good idea to just let them sleep, which I know might be hard to hear. I encourage you to function as their alarm clock though. If they have obligations, they need to meet them. They've been getting up all year getting to class, they can continue to do so this summer. And lastly money and working. How is money managed in your house? Some families, when their student moves back home, they might charge them a small token amount of rent. Or they might ask them to pay for certain things that maybe they didn't pay for. I'm not saying that is good or bad, I'm just saying that different families do it different ways. I personally think it is good for students to have some work during the summer so they have their money, and they don't have to ask for an allowance. Asking for an allowance puts them back into a more immature role and I think all of our goals are to help them work toward their maturity. And again, I don't think that this is an exhaustive list, I think that the list will be different for every family. But whatever you all agree on, I recommend that you write it down, and have both you and your student sign it. I think it is lovely to have these plans, but we know that plans don't always work out the way we anticipate. And so once you all sit down and talk about what the expectations are, you have to plan to sit back down in a week or 10 days and see how you are doing. How are we doing? What do we need to take off? What do we need to change, and what do we need to add?

I love this quote, "The two words 'information' and 'communication' and often used interchangeably, but they signify quite different things. Information is giving out; communication is getting through." So I think it is important that you all really engage in healthy communication. It's not just information sharing. It really is coming to an understanding where each person is coming from and finding compromise positions. If you do need to give your student direct feedback, I ask that you be clear and that you be succinct about it. It might be, please don't use the end of the toilet paper roll and not replace it. An extra roll is under the sink, replace it

now please. As opposed to engaging in some type of indirect communication that ends up in an argument, before you know it, it's no longer about toilet paper, it's about when she forgot to lock up her bike and the bike got stolen when she was 10 years old. These arguments kind of morph into other topics. So I really ask that you give feedback in a really clear and succinct manor. I'm going to ask you to practice reflective parenting rather than reactive parenting. Reflective parenting means that you all are talking about things on an ongoing basis, finding out where each other is on a certain topic, as opposed to reactions, when we react, we often say things we wish we could take back. Again, all of this really revolves around healthy communication. Really allowing yourself to have empathy for your son or daughter, to actively listen and not start giving the answer before they finish the question. So to take turns in communication and really hear one another, and to clarify what you are hearing. I ask for these communications to be as judgement free as possible. So again, your son or daughter is coming home before you know it, and I hope that it is a good experience for you all this summer, and I do think that it is important for you to get your communication going and that you get your goals aligned with one another. Sometimes people struggle with these things, and sometimes it requires an outside person to help them with their communication skills or outside stresses. Obviously I am a psychologist, I think that counseling is a good thing.

One of things we are able to do here on campus is at University Counseling Service. So just to give a really quick plug for our services is that we offer consultations, we offer group/individual counselling, we offer case management services. Our services are free and confidential to any enrolled student. We see somewhere around 2000 students per year for a wide range of concerns. We have a professional staff of psychologists, social workers, and doctoral trainees. We are happy to consult with you and your concerns for your student; however, students must make their own appointments. We are located on the west side of the river in the Westlawn building, the same building as Student Health and Wellness. We are really easy to access and we do have a webpage that you can visit (<https://counseling.studentlife.uiowa.edu/>). So at this point, I want to send it over to Danielle to see if we have any questions.

### ***Q & A with participants***

**Danielle:** Thank you so much Paula for sort of the great information on the transition home and laundry and food and money and curfew, that is all great information. Just a reminder, we have a lot of folks on the webinar, so Paula is unable to answer specific things about your student's experience, but able to answer more general questions that may be helpful in guiding your student. If you have a question, please type it into the question box, and then we will read the question out loud so all the participants can hear and then Paula can answer. If we are unable to get to your question during the webinar, we will follow up with you via email to make sure that we have answered your question. So we will go ahead and get started, we will start to see if any questions start coming in.

Looks like we have one. This person has someone who is finishing their first year and thinks that this might be the last summer together because of plans like summer school or study abroad, and so how to focus a parent strategy on love and support instead of fear of the student growing up too fast?

**Paula:** What I am really struck by here is those last two words, "too fast." I think these transitions are tough for both parties but it is tough in different ways. Remember, your son or daughter is growing up and is becoming independent, that has been the goal for 18 or 19 years. So part of this is maybe you figuring out how to soothe yourself that you've done an excellent job, and I think that you get to talk with your daughter about what their

concerns might be. It's not unusual for this summer to be the last full summer that a student is going to be home. In this day in age, so many students take summer classes and so many folks are having work experiences that are away from the home environment. I just want to assure you that this is pretty darn normal and I know it might be hard on you, and this might be where you need to get your own support from parents who have gone through the same thing, or other people who are influential in your life. I think even your statement being focused on love and support, that really indicates to me that you have such good intentions in allowing your daughter to grow up to become a strong independent woman. So part of it is letting her do so. I don't know that it is too fast.

**Danielle:** We have another question regarding if there are services available over the summer, people available via the counseling website, email or talk over the phone?

**Paula:** As an agency, we are open all year round. We only close when the university closes which is over the winter holidays and a couple national holidays. So if your student is in the Iowa City area, and they have completed their spring semester and have enrolled in the fall, they will still be eligible for one on one or group counseling services with us but we are unable to deliver services via a website or email or to talk over the phone. We are not set up to do electronic therapy modes and that would not honor confidentiality, especially if someone is out of the state. For example, my license as a psychologist is only good for the state of Iowa and if you are in Illinois, I cannot deliver services in Illinois and if that is where you are, that would be explicitly prohibited by my license.

**Danielle:** What about a dating or romantic life with a partner, how do parents and family members support that?

**Paula:** That can be a challenge because you may approve or disapprove of said partner, but part of this is reminding yourself where you were at when you were 19 years old in terms of your relationships, that I think that helping your student balance both their individual identity as well as their identity in a relationship, to balance those two things is important for all of us. But we also know that early in relationships, especially at this age, sometimes people just have blinders on and they have to work through that on their own. I want us all to remember what it was like the first time you fell in love, no one could talk sense into us, and it just really doesn't happen at this day in age anymore, so I think it is really is just talking about it and helping your student have multiple identities as a family member, as a partner, and as your son or daughter.

**Danielle:** How long after the student is home do you recommend them to have that discussion with them that you were talking about?

**Paula:** I would initiate the process pretty early on and give your student a heads up that you are going to sit down and have this conversation. And even now, you can ask them to generate their list and ask what is stressing them out or what they are worried about that you can be doing the same too. I don't think there is any magic number, but I would say give them two or three days just to chill for a little bit. But I would say even before they get home, have a plan today on when you are going to sit down and talk about it. It might be, if they come home next week, say Wednesday evening don't put anything on your schedule, I'll buy you a pizza, let's talk.

**Danielle:** How should a parent discuss first year grades that are lower than expected? For example, a B average?

**Paula:** Well I want to remind you that a B average is a good grade. We want to be realistic about what success looks like academically. And I know some of your students have high aspirations for graduate school and professional school and that they need a B+ average or an A average. But I want you to remember that the first year can be a really significant challenge for folks. Learning how to “do college” is way different than how they did high school. I think it is fair to talk about the grades not in a super judgmental way, but rather to ask questions, to get curious. Like, Honey help me understand what you got a C in this class but in this class you got an A. I think you are going to learn about what they are passionate about and maybe what they are not so passionate about. But again, to approach the situation in a non-punishing, and not judgmental way. Have the conversation about how can I help you strategize about becoming a better student. Let’s say that they have a C average instead of a B average. I’m a big fan of a B average in that first year.

**Danielle:** This parent I concerned that their child didn’t make many friends at Iowa and sort of placing unrealistic expectations on high school friends and maybe that they will relive the glory days. Some of them have shown up during other breaks and have shown signs of moving on. So what should his son say when trying to reach out to his old friends and they simply ignore him?

**Paula:** That kind of breaks my heart a little bit, I would hope that those friendships have sustaining power, and they might be different over the whole summer as opposed to a few weeks over winter break. I think part of this growing up process is really helping folks enhance their social skills. If this is something that your son or daughter is really struggling with, I think that using the summer to engage in some activities that maybe they’ve never engaged in before, that might be volunteering or it might be going into counseling to talk about social anxiety or how to make and maintain friendships. I think if it is skill based, there are a lot of ways to learn how to make connections. Or if it’s just kind of exposure and needed to make new friends and new relationships, I think there are a lot of different kinds of venues to do that. That might be through sports or volunteering. It might be through them getting a job and getting to hang out with likeminded people.

**Danielle:** We just have someone who wants to thank you for acknowledging that the transition isn’t just happening for their child but for them too.

**Danielle:** Is a student’s advisor available during the summer?

**Paula:** I know that the academic advising office is open all summer, you know if we are talking about an advisor in a specific department, that is hard to say, many faculty are on a nine month contract where they are not easily accessible in the summertime. They are usually accessible via email, but with the Academic Advising Center on campus, they are absolutely here and open. Sometimes they are going to be a little hard to reach because we have so many new student orientation programs going on and when they are going on, they are standing alert and ready for all of the new students to get registered just like they helped your son or daughter get registered last summer.

**Danielle:** Well that is all the time we have today, thank you so much to our presenter, Dr. Paula Keaton, and thank you all for joining us today. All webinars will be posted online at [uc.uiowa.edu/family-resources](http://uc.uiowa.edu/family-resources). If you

were unable to get a question answered during the webinar, we will follow up with you via email. Additional questions can always be sent to our office, [uc-retention@uiowa.edu](mailto:uc-retention@uiowa.edu) for a response from a university staff member. We will be back in August with more webinars.

Thank you so much for joining us this season, On Iowa, Go Hawks!