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Connected

An Academic Advising Communiqué

Veterans Education and Transition Services

By: Cody Nicholls Director, V.E.T.S. Initiative

VETS incorporate academics, institutional access, student involvement and research, not only to support the success of enrolled student veterans, but also to understand their experiences more authentically and maintain a program that is effective and dynamic.

The numbers of veterans enrolling in higher education over the last few years has increased significantly. This trend holds true here at the University of Arizona. As higher education prepares nationally for this influx of student veterans, the UA is committed to supporting their success and to helping create a national climate for veterans in higher education that is inclusive of their unique talents and experiences.

As a hub of information for student veterans and veterans looking to enter the UA, the Student Vets Center is staffed by trained student veterans who have transitioned to the UA and are knowledgeable about the campus. Student Vets Center staff offers individualized service to improve the experience of all vets at the UA. The Student Vets Center is a casual safe place for student veterans to relax and study.

UA offers an academic and workforce success program for returning veterans called Supportive Education for Student Veterans (SERV). The program consists of four college-credit, general education courses that will help you convert your military training and experience into lifelong success skills. The program is an on-ramp for getting your college degree and for improving your employability. You will learn how to succeed in school and develop proven skills for success in life.

Advising Resource Center

P.O. Box 210019

Student Union Memorial Center

Suite 411

Tucson, AZ 85721-0019

Phone: 520-626-8667

E-mail: advising@email.arizona.edu

Follow us on Twitter @UofAAdvising



Fall: 2013

A ED 150A

Learn to Teach to Learn

A ED 201

Resiliency and Human Potential

A ED 309

Leadership Principles and Practice

Spring: 2014

A ED 310

Transitional Resiliency

Student-Run Fair set to Kick-off February 13



Do you know any students looking for an internship for this summer? How about graduating and hoping to find full-time work? Send them our way!

Please encourage your students to attend The 2013 Career Expo. Organized by the University of Arizona Chapter of Enactus (formerly Students in Free Enterprise), an organization of Entrepreneurs in Action for the Greater Good, in conjunction with UA Career Services, this career fair will be held Wednesday, February 13th, from 10:00 a.m. to 3:00 p.m. in the North Ballroom of the Student Union Memorial Center.

Almost 40 companies will be searching for UA students to fill currently available internship and full-time positions. Sponsored by The TJX Companies, Inc., Royal Bermuda, Enterprise-Rent-A-Car, and Hava PR, check out the full list of attendees and employer profiles at www.career.arizona.edu/Apps/Events/EXPO2013/Attendees.

All majors are welcome and encouraged to participate.

The Career Expo offers a unique system in which students may be interviewed right on the spot in a private on-site location. Be sure students know they should come prepared to put their best foot forward and encourage them to “Like” University of Arizona Enactus on Facebook for reminders and tips about how to make a successful career connection at Career Expo 2013.

For more information, please go to www.career.arizona.edu

FERPA 101

Family Educational Rights and Privacy Act (FERPA)

permit parents access to their students' education records with the following:

Authorization for Release of Information - *This form must be signed by the student and can be customized for specific situations and time frames.*

Parent Affidavit - *Parent/s of a dependent student and meet the requirements of Section 152 of the Internal Revenue Code of 1986, they may examine their son or daughter's education record without their consent. This form must be notarized and will in effect for one year.*

FERPA Tutorial: <http://www.registrar.arizona.edu/ferpacourse/> *This course runs about 20 minutes and is a good refresher to do as a reminder to ourselves of the law regarding student records .*



Resources for You!

By Rachel Brody

While you are critical for students to be successful, we are here to help **you** be successful.

The Division of Human Resources will offer the following professional development sessions this spring:

- Conflict Management Strategies
- Moving Into Management
- Lessons in Project Management
- Surfing the Change Wave
- What's Next: Developing a Career Action Plan*
- Managing Your Own Performance*
- Don't Drop the Ball: Juggling Priorities in a Hectic World*

The following personal development sessions rotate with other self-care topics facilitated by the Life & Work Connections staff:

- Preparedness for Critical Incidents
- Just Breathe, Relax, and Go!
- The "Art" in the Heart of Caregiving
- Qualities of a Resilient Work Group
- From Stress to Success*

Please go to <http://www.hr.arizona.edu/pds> for more information on dates and times for these sessions.

These topics also can be available for presentation to work groups, depending on size. Please contact Chelle Brody at chellebrody@email.arizona.edu or 621-8298 with any questions on professional development topics.

Contact Life & Work Connections at 621-2493 to schedule a personal development presentation for your group or department.

*registration will open in March.



“Friendship is the hardest thing in the world to explain. It's not something you learn in school. But if you haven't learned the meaning of friendship, you really haven't learned anything.”

— Muhammad Ali

Free Webinars

Finding that you sometimes can't leave your office because you have too many student appointment or you just need to catch up on your email? There are still opportunities for professional development through various resources at no cost. Check out

[http://
www.innovativeeducators.org/
Free Training for Higher Educ
ators s/55.htm](http://www.innovativeeducators.org/Free-Training-for-Higher-Educators/s/55.htm)

[http://
www.universitybusiness.com/
webseminars](http://www.universitybusiness.com/webseminars)

National Student Exchange

Using The NSE Program To Create Academic Partnerships

By: Jeanais Brodie

I have spoken to academic advisors previously about the National Student Exchange Program as a great opportunity for our students. However, with your help, NSE can be an even greater value. Consider this, the NSE program can be utilized to develop informal or formal programmatic partnerships with other NSE member universities by combining departmental strengths to develop a program which allows students to expand the depth and breadth of their education. NSE's tuition reciprocity and common operating procedures facilitate and encourage this kind of activity where it is not practical to add courses or programs to current institutional offerings.

Below is an example of how one campus utilizes its NSE partnerships. The example is provided by Wendel Wickland, former NSE Coordinator SUNY College at Buffalo.

SUNY College at Buffalo has been a member of the National Student Exchange since 1976. Over that period of time more than 1500 outgoing and incoming students have been afforded NSE exchange opportunities. In recent years, Buff State has viewed its NSE membership as having nearly 200 branch campuses with all of their academic resources and opportunities.

A faculty member in the Hospitality Administration program evaluated 12 comparable programs offered by other NSE campuses. She designed a printed articulation format for each department faculty member to assist in helping students plan their academic and career future with exchange in mind. The College now has eight to ten hospitality majors each year using NSE to attend campuses which supplement the Buff State program with courses they don't offer or are able to work in an area where they may see future employment such as Hawaii, Miami or Las Vegas.

When their Fashion Technology program was visited for certification, the chair of the visitation team pointed out that the textile department on her campus in North Carolina could present courses that would supplement their program providing options they would never be able to offer students. Each year students are able to take courses, through the NSE program, in the textile department at North Carolina State University.

Inter-institutional programming utilizing NSE may be accomplished through formal written agreements or verbal cooperative understandings as best meet the needs of the institution and the program.

Several NSE universities are currently in partnerships with other member campuses in areas such as fashion and textile technology, landscape architecture, aquaculture, forestry, communication, environmental studies, agriculture, engineering, social work, and hospitality.

"NSE can form the basis of an academic relationship among campuses from written formal agreements to casual exchange. NSE will take care of the administrative details; departments can take care of the academic arrangements."

With the above in mind, are there majors in your department that may be enhanced by a partnership with a member NSE program? If so, let's talk.

Reminder: *The application due date for students interested in participating is Friday February 15th. While I do continue to work with interested students after this placement conference, they have the greatest chance of being able to attend their top priority school if they have submitted an application by the February 15th deadline. After the placement conference there are a few of the member campuses that may not have taken their full quota of students for the year, and remain open to accept additional students. Please direct your students to visit us online at <http://nse.arizona.edu> for more information or to pick up a application packet. I will work with them to help select campuses that will fit their personal and academic needs and interests.*



"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."

—Maya Angelou

UA Bridge Program:

New Opportunity for Transfer Students to Connect with the UA

By: Mary Venezia, M.A.

Transferring from a community college to a four-year university can be a stressful process.

The UA Bridge program removes the uncertainty of the transfer process by providing students with an early connection to the University of Arizona and ensuring a seamless transition.

The UA Bridge program is a partnership between Arizona community colleges and the University of Arizona that provides a path to an associate's degree from the community college, and completion of a bachelor's degree at the UA—preparing students for future careers or graduate school.

The UA Bridge program is a new partnership between Pima Community College and Maricopa County Community College District and the University of Arizona that provides a path to pursuing a bachelor's degree at the University of Arizona. The UA Bridge program provides:

- Guaranteed admissions into most UA undergraduate degree programs
- Dedicated UA transfer staff for pre-transfer admissions counseling
- Opportunity for renewable scholarships
- Access to UA Transfer Peer Mentors
- Access to UA library, UA email account and other online resources just for students
- Exclusive transfer events and activities at the UA and in Maricopa County

To join the program, students must have completed fewer than 35 credits at a community college. Once they're in the program, they must maintain a minimum 2.0 gpa and complete 6 or more credits per semester to maintain eligibility.

Signing up for the UA Bridge program is free. To sign up, please visit <http://UABridge.arizona.edu/OLA> and register by creating a new application for the Bridge Program. There is a \$25 charge for a CatCard (UA student ID card) if students choose to get one.

The University of Arizona hopes to create this partnership with all community colleges in Arizona.



Student Assistance: Supporting your students in crisis

Katherine C. Snyder, M.A.

As we increase the diversity and life experiences of students we're bringing to campus we, as University administrators, are faced with a more complex set of concerns related to assisting students with their personal and academic success. University of Arizona students often experience many personal challenges prior to their arrival on-campus, and bring with them difficulties related to those experiences. In addition, college can be a difficult four to five years, bringing emergencies, crises, and general life challenges. Some students choose to navigate these issues independent of help and are more familiar with resources our campus offers. Other students' success, however, may hinge on one failing grade, a financial aid package, a long term illness, or even loss of someone they are close with on our campus. The type of assistance a student needs may require a multifaceted approach to support, or additional resources and information from across campus.

Student Assistance in the Dean of Students Office is here to assist those students. Student Assistance is part of a growing trend nationwide of offering case management in higher education. It is an emerging field in student affairs and a newly created professional organization signals its necessity on our campuses. Student Assistance on our campus grew, in part, from a need to centralize resources and processes for students in crisis.

Student Assistance serves University of Arizona students, faculty, staff, and Tucson community members by supporting students facing crises, life trauma, and other barriers that may impact their success. This is central to the mission of the University of Arizona as we hope to retain students and provide them with an environment in which they can be successful. We provide a solution-focused approach to student concerns.

Student Assistance provides one-on-one consultations with students seeking support, complements academic processes, educates the campus community about policies, procedures, and services, connects student to appropriate campus and community resources, and collaborates with colleagues to engage our community in overall student success. Some of the roles beyond our reach include mental health counseling, academic advising, representing students in legal situations, serving as hearing officers, sharing personal student information, or completing University policies and procedures on behalf of a student. We frequently consult with colleagues across campus to gain insight into student situations so we are sharing the most appropriate options and resources with students. Some of our most frequent partners on-campus include Counseling and Psych Services (CAPS), the Office of Scholarships and Financial Aid, the Registrar's Office, the Bursar's Office, academic advisors, and UAPD.



In the fall semester of 2012 Student Assistance served 572 students. The most frequent concerns brought to Student Assistance were related to academics, family emergencies, hospitalizations, mental health, substance use, and wellness checks. Lastly, students were most frequently referred by faculty/staff, parents/guardians, UAPD, Residence Life, and many students self-reported.

Supporting students is not exclusive to Student Assistance. In your role you can do many things to support students including listening, knowing the policies relevant for your role, asking difficult questions, offering words of encouragement and support, and providing resources. However, it is important to be aware that you do not need to have all of the answers and you can and should ask questions and refer!

You may contact Student Assistance by calling the Dean of Students Office at 621-7057 to ask questions or report a student of concern. You can also report a student of concern online at the Dean of Students Office website located here: <http://deanofstudents.arizona.edu>. If there is an immediate threat, please call 911.

Please call whenever you have a question or concern as we are happy to support your work with students and look forward to collaborating with you in the future!

February Training for Academic Advisors

New Advisor Orientation (NAO)

Friday, February 22

8:30 – 12:00

Madera Room, SUMC

Topics Covered

Advising Foundations
Student Populations and Advising Resources
Communication and Interpersonal Skills
Advisor Notes
Major Exploration and General Education Overview
Life Cycle of a Student

Registration is required: email advising@email.arizona.edu

Questions? Call the Advising Resource Center at 626-9667

Additional NAO Spring 2013 dates: March 22, April 26, and May 24

UAccess Student: Academic Advising Advanced

Student Exceptions Training in UAccess Student

Where: Speech and Hearing Sciences, RM 411

Date: Friday, February 22, 2013

Time: 1:30PM – 3:30PM

Trainer: Kristin Eaton

An Academic Advising Advanced class has been scheduled to accommodate new advisors or any personnel who have not yet been trained on making Student Exceptions in UAccess Student.

Prerequisites:

1. Please make sure you have taken the **UAccess Student: Fundamentals** training prior to attending the Academic Advising Advanced class (this can be done online at http://uits.arizona.edu/workshops/workshop_detail?view=193)

2. You should also complete **UAccess Student: Academic Advising Basics** training and assessment prior to attending this class.

Please note that attending this training does not automatically grant you access to Student Exceptions. An official security request email must also be submitted by your supervisor if it has not been submitted previously. Directions for submitting a request can be found online at: http://mosaic.arizona.edu/sa_access_request

RSVP to Kristin Eaton at: sadue@email.arizona.edu

NACADA

2013 Region 10
Conference May
13-15, 2013

'Advising Under
the Stars!'

CALL FOR

PROPOSALS-

Due Monday,

February 11, 2013

[Call for Proposals
now open!](#)



Advisors Corner

You have seen her in UPAC meetings and maybe you might of bumped into her if you've been in the club rugby, and possibly heard her sing with other UA faculty/staff choir events. This motivated advisor has only been with the UA advising community for a year and half, but has already accomplished a significant amount in a short time. Sara Yerger is a young and passionate advisor, who recently got a new position in the College of Education after starting out with Colleges of Letters, Arts, and Science Academic Advising Center (CLAS) supporting students in successful exploration strategies. Sara is never still and is always accomplishing and doing this or that, which is how she came about creating the Student Ambassador programs for College of Public Health (CPH) and CLAS. Although student ambassadors in college settings are not exactly new or innovative, Sara brought them to these two colleges and has been coordinating with ambassador advisors across campus to try to learn about what others are doing. Supporting new programs, and possibly having a cross-campus training for all student ambassadors are things Sara see in the near future for student Ambassadors. She said, "Ambassadors can help advising through peer mentoring, running workshops, providing student perspectives at orientation and recruitment events, and coordinating social activities to bring students together (inclusiveness an feelings of belonging support retention)."



She serves as a UPAC representative and tells others, particularly new advisors to get involved with campus activities like UPAC, so that they can learn about as many advising tools and policies as possible and have a strong network of support and resources. Sara is very passionate about education she has an Earth Science BS with secondary Ed teaching cert from Penn State and an Ed Psych MA she received here. She worked in a middle school for two years teaching science, but soon realized that she missed being in the University setting. She came back and has not regretted making the switch, she said, "I'm passionate about education and helping others in pursuit of their goals. I think that having an education is one of the most important things you should strive for throughout your life, and it will open all kinds of doors, not just in terms of careers but in terms of your own personal growth." Sara is still an emerging advisor, but already has proved to be a great role model for others to follow. We are very lucky to have this advisor supporting young Wildcats.

ask the experts >>>

**Please join us for the February Brown Bag lunches
12:00 - 1:00, SUMC 411**

Advising Portfolios

Monday, February 4

R Scott Johnson and Roxie Catts

We will discuss how to put together an advising portfolio and why every advisor should have one.

Online or Hybrid Courses: Are students prepared?

Tuesday, February 26

Susan Howell, Bruce Cameron, Dwight Farris

It is no secret that many students are ill-prepared to take fully online or hybrid courses. Come and talk informally with experts about the qualities and characteristics of successful online learners and learn strategies for advising students about taking online classes. The experts will come with cookies!



