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Connected

An Academic Advising Communiqué

UA Program for Excellence in Undergraduate Academic Advising: Spring 2013

By: Roxie L. Catts, Director of the Advising Resource Center and Coordinator Of Undergraduate Academic Advising

Once again the Recognition Committee of the University Academic Advising Council (UAAC) was faced with the difficult and pleasant challenge of selecting this year's outstanding advising award recipients. The committee chaired by R Scott Johnson the Director of Advising and Student Services in the College of Social and Behavioral Sciences, reviewed advising portfolios from a talented group of finalists. *Inspiring* was a word heard again and again during the final meeting. Simply being nominated for an advising award is an honor, and we know that advisors are uplifted when students notice their efforts to support student development and success. A simple thank you can mean all the difference in the world.

The Spring 2013 UA Program for Excellence in Undergraduate Academic Advising winners are:

Faculty Advisor: Dr. Thomas Fleming, Astronomer and Senior Lecturer, Department of Astronomy, College of Science

Professional Academic Advisor: Dr. Allison Ewing-Cooper, Program Coordinator, Sr., Norton School of Family and Consumer Sciences, College of Agriculture and Life Sciences

Emerging Professional Advisor: Ms. Marisa Lester, Sr. Academic Advisor, Department of Molecular and Cellular Biology, College of Science

The award recipients' advising portfolios have been submitted to NACADA for competition at the national level. (nacada.ksu.edu > events > awards) The winners for the national recognition will be announced in late April with a formal celebration at the national conference scheduled in Salt Lake City in October. If history is our guide, our campus award winners will be strong competitors for national honors.

The Advising Resource Center serves as administrative support to the Recognition Committee. Each year I am inspired by the words of students during the nomination process and the letters they write in support of their advisors. I am proud to be affiliated with such a talented, dedicated group of professional and faculty advisors. I am grateful for the amazing and thoughtful work of the Recognition Committee each year (and thankful I am not able to vote). Watch for an announcement regarding an end-of-the-year celebration where we recognize this year's finalists and award recipients.

2013 UA Program for Excellence in Undergraduate Academic Advising



Marisa L Lester

Emerging Professional
Academic Advisor



While Marisa may be new to the advising community, her resume details experiences inside and outside the classroom throughout her undergraduate and graduate education that have shaped her into the knowledgeable and artful academic advisor she has already established herself to be. She was a Student Ambassador as an undergraduate student and during her graduate program she served as an Academic Advising Intern in the College of Agriculture and Life Sciences.

Marisa has already established herself as a valuable member of the Molecular and Cellular Biology. One faculty member wrote, “Her energy, enthusiasm, and organizational skills, plus her desire to do the best for the students, have quickly made her a key member of our departmental team.” The letter continues, “We were gratified to see the energy Ms. Lester put into learning the aspects of the job that were new to her and the enthusiasm she brought to meeting the students and building relationships with them.” Marisa is not only well regarded by her colleagues; the students think she is fantastic too. Perhaps the most creative student comment: “She has helped me out with personal goals, random topics, and keeping a smile on my face. She is funny, kind, and even gives students cookies! Marisa Lester has transformed me from a lazy unmotivated sloth to an organized getter! *insert pom poms* Going to her meetings are always a pleasure. She is very easy to communicate with and makes me feel like everything I can say is confidential.

Marisa says that she “strives to have the same level of enthusiasm, energy, and encouragement for my students, regardless if they are my first appointment or my last appointment of the day.”



Like many of us, Allison describes the best part of her being an academic advisor is our students. She has a keen understanding of the many dynamics that may be present in the advisor-advisee relationship. In her personal advising philosophy statement, Allison sees her role as an academic advisor in this way:

“I act as a guide, helping students traverse the waters of college, steering them clear of rocks, and occasionally rescuing them from shipwrecks. All the while, I act as a mentor, providing my students with the tools necessary to make their own decisions and take responsibility for their own learning. It’s important to provide the necessary scaffolding for my students, offering lots of help when they need it and less as they grow more independent.”

As demonstrated in her supporting materials, Allison is uniformly praised by both colleagues and students. She is “a dedicated and caring professional who has a passion for reaching students and helping them realize their full potential both academically and in their future careers.”

Allison also advises the FSHD distance degree program in Yuma, Arizona. “This program serves a small (14 students) largely Latino cohort of place-bound students seeking to complete their BS degree at a distance. Allison is sensitive to the unique needs and challenges of this group of students and has worked closely with them (including regular campus and Yuma site visits) to support their pathways to successful completion of the distance program. Thanks in part to Allison’s advising efforts, three of these students will be graduating in May 2013.” said Assistant FSHD Director, Angela R. Taylor, Ph.D. One student from this program wrote, in part, “You have really made a difference in my life”.



Allison Ewing-Cooper,
PhD

Professional Academic
Advisor



Region 10 Conference

May 13-15,
2013

'Advising Under the Stars!'

in Tucson's
Marriott Hotel

Register today for
Early Bird Prices
Early On or Before
April 21!

Interested in helping?
Contact Conference Chair
R Scott Johnson
(520) 626-0606
rsjohnso@email.arizona.edu



2013 UA Program for Excellence in Undergraduate Academic Advising



Dr. Fleming wants to be a knowledgeable faculty advisor and he seeks out training opportunities and attends professional development seminars. He likes to serve as the advising consultant (expert) for the other faculty advisors in his department, and he is an active participant at his college's monthly advising meetings.

Robin Rarick, Director of Advising and Student Services in the College of Science writes, "He also provides excellent guidance and support for our advising group which looks to Tom as an authority in many areas. During our monthly meetings, Dr. Fleming presents a faculty perspective to many advising areas including the use of Degree Tracker, grading policies, the intricacies of using D2L of which he is quite knowledgeable, student fairness, and flaws with efficiency that is within our power to change."

She goes on to say that, "I really feel fortunate that Tom Fleming is on our advising team, takes time to learn more than the minimum required of him, and cares so much for his students and their success."

Dr. Fleming is a living example of the characteristics used to describe an outstanding faculty advisor. He is welcoming, caring, and knowledgeable about resources and where he can refer students for further assistance. One of his students claims that he is the major reason she decided to attend the UA. When she visited campus as a perspective student he not only welcomed her, but he also helped her secure additional scholarship monies so she could afford the out-of-state tuition. The student reports, "I am now in my third year, and Dr. Fleming made (and continues to make) my experience at the UA more than just mundane classes, advising, and scheduling. School is fun, personal, and involved, the way it should be."



Dr. Tom Fleming
Faculty Academic Advisor



CLAS AAC Advising Syllabus

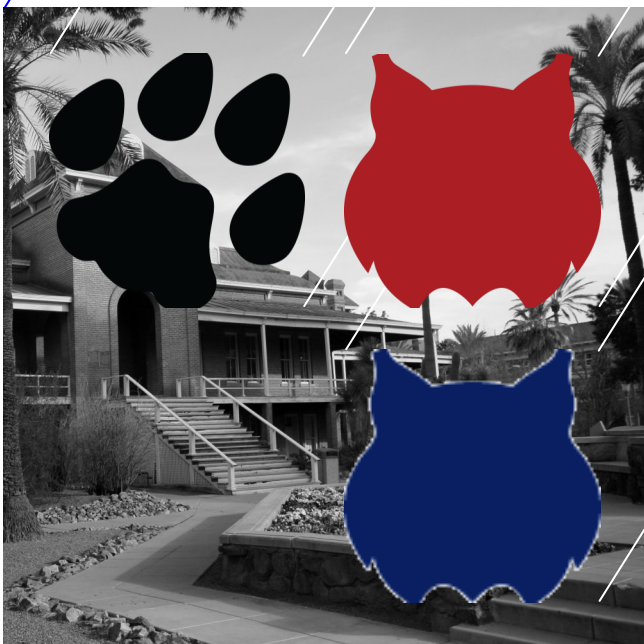
By: Caitlin Baker

The Colleges of Letters, Arts and Science Academic Advising Center (formerly known as the Center for Exploratory Students or CES) began using an advising syllabus during the 2012 Orientation season. The main goal of CLAS AAC during the development of the syllabus was to give students another tool to maximize their potential for success during their time at UA, specifically within the academic advising process. In addition to explaining student and advisor expectations the CLAS advising syllabus also provides basic, but invaluable, information for students such as how to meet with an advisor, appointment and email etiquette, various campus resources and information on university dates and deadlines.

Orientation is an ideal time to present students with this information so that they have a chance to review and become familiar with the material before classes even start. By establishing expectations through the syllabus before students even meet with an advisor for the first time they know more about the advising process and can be more comfortable and prepared for the first advising meeting they should be having during the fall semester. The advising syllabus is also an excellent tool for the LASC 197M Success Starts Here course that is required for all incoming CLAS students. The course is designed to help new students with the challenging transition to university life and academics, making the syllabus a natural piece of information to include as part of the course.

Rather than just talking to students about developing their need and responsibility to be informed of university and advising policies and procedures we wanted to give them an actual piece of paper that initiates that process. The advising syllabus makes the overwhelming process of learning about advising and university resources much more accessible for students who are already experiencing the shocks of first semester university life. It's a document that students can continue to refer to as long as they are student at the University of Arizona, and not only while in the Colleges of Letters, Arts and Science.

To view a copy of the CLAS AAC Syllabus please check the ARC website under Just for Advisors.



Yes We Can!

“Success is the doing, not the getting; in the trying, not the triumph. Success is a personal standard, reaching for the highest that is in us, becoming all that we can be. If we do our best, we are a success.”

- Zig Ziglar

Women's Resource Center



By Dr. Krista Millay, Program Director

The Women's Resource Center can be found on Level 4 of the Student Union Memorial Center. Located within the Center for Student Involvement and Leadership, we offer a great student hang-out space and FREE resources (from free self-defense classes, to feminine hygiene products, condoms, and more!), as well as internship opportunities for academic credit.

Many students find their place and voice on campus through the WRC internships. Either as a FORCE (*Feminists Organized to Resist, Create, and Empower*) intern or an intern of The Men's Project—students are given fun opportunities to work with a team to create programming that

makes a difference on our campus. Most interns will tell you that the WRC has become their home at UA! For more information about the WRC internship opportunities or to apply, visit the Programs tab on our website, <http://wrc.arizona.edu>. Fall 2013 internship applications will be due in April.

This semester, the FORCE interns invite you to join them every Wednesday evening at 6:30pm in the WRC! They'll be offering a "Sip N' Bitch" session on some current topic, or another feature in their Feminist Film Series. Either way, there is always free food! And March is sure to be full of great conversation and fun topics as the interns celebrate Women's Herstory Month.

You can like "ASUA FORCE" on Facebook to see a full lineup of events. And at the end of March, FORCE will be offering a free weekend retreat for all you feminists out there. For more information, visit <http://wrc.arizona.edu/camp-athena>.



What do you see?

Transfer & Articulation

By Shelley McGrath, Ph.D., M.B.A.

It is my pleasure to welcome Nicole Kontak to the position of Director of Transfer Student Programs and Articulation. A native Tucsonan, Nicole Kontak completed her Associate's degree in Liberal Arts from Pima Community College before transferring to the University of Arizona. She went on to finish her Bachelor's degree in Elementary Education and her Master's Degree in Higher Education. Currently she is a doctoral candidate in Educational Leadership here at the UA. Nicole has worked for the university for nearly nine years. In her previous position she worked as an Academic Advising Coordinator in the College of Education. In addition to advising students her role included coordinating undergraduate admissions, collaborating with faculty on programs, and working with local schools. She also has experience in Financial Aid, Recruitment, and Early Academic Outreach. Nicole has a strong commitment to helping transfer students transition into the university community. She is located next to Jeanais Brodie, Director of the Transfer Center, in Student Union, Room 402. Her phone number is (520) 626-3212 and email contact is nicoler@email.arizona.edu.



New Financial Aid Awards!!!

Bear Down Scholarship

Selection:

- 2012-2013 students classified as a new or first time freshman.
- Students must successfully complete a total of 30 UA units during the fall 2012 and spring 2013 semesters.
- Students must have a minimum 3.00 cumulative UA GPA at end of spring 2013.
- Limited to students who have not been offered any other 2012-2013 merit award.
- Awards are for undergraduate studies only.
- Available for 6 consecutive semesters.
- \$1000 per academic year.
- Residency:
- Non-resident
- Resident

Renewal Criteria:

- 30 UA units in an academic year
- 3.0 cumulative GPA at UA



The Pathway Agreements

By Nicole Kontak

The Pathway agreements that I am working on are articulated agreements (in an eight semester format) between Arizona community colleges and UA majors for students to transfer and graduate. These are part of the Master Plans between community colleges and the UA. They are stated commitments that students will graduate if they work closely with UA major advisors and follow the Pathway.

I am in the process of creating new Pathways that were requested since last semester as well as converting the roughly ninety that are currently on the Admissions website. The Pathways that are posted on the website list course requirements and I am converting them to the eight semester format. I also intend to proactively create Pathway agreements based on data that reflects popular majors that transfer students complete.

When I create Pathway drafts I send them to the UA major advisor (and faculty) for feedback. I then send them to community colleges for review and feedback. After they have been reviewed by both the community college and the UA major, I post them to the Admissions website.

Here is the website where the Pathway agreements are posted: <http://admissions.arizona.edu/transfer/pathways-to-ua>

Transfer Scholarship 2013-2014

Selection:

- Admitted to UA by March 1, 2013
- Have a minimum 3.50 recalculated cumulative college grade point average
- Completed minimum of 36 units at the time of UA admission application from a community college
- Students who do not have a PTK award or other UA merit award
- Available for 2 consecutive semesters.
- \$3,000 Arizona Resident/ \$5,000 non-Arizona Resident

Renewal Criteria:

- 30 UA units in an academic year
- 3.0 cumulative GPA at UA

FINDING SUCCESS at THE SALT CENTER

By Krisanne Ryther, SALT Center

Each year, the SALT Center welcomes in a new crop of freshman students that enter the University of Arizona with various hopes of succeeding. The hope of finding their way to all of the buildings that house their first week of classes, the hope of making new friends to help ease the transition from high school to college, and maybe even the hope to create learning strategies that can make having a learning disability seem like just a minor detail.

Evan Greer, a junior SALT student, remembers something he learned with the help of his Strategic Learning Specialist about conquering a sometimes daunting lecture hall.

“I was given some very good advice that when I have a class at Centennial Hall, to sit in the front so that it doesn’t seem like I am in a class with over 500 people,” said Greer, referring to the Hall that can seat over one thousand people. “Then, it seemed like I was in a class of fifty.”

Using techniques to seemingly condense a class size can enhance the college learning experience, but additionally, new students will encounter a time where they may need to find their way through what may seem like a labyrinth of turns to find their destination, literally.

“During my freshman year, I did an Independent Study course with a physics professor. As I was trying to find him for my first meeting, I reached his door and saw 10 sticky notes surrounding it,” said alumna Korilynn Iha. “The sticky notes said, ‘If I am not here, go to this room, and if I am not in that room, go to this room’. It was like a maze from one sticky note to the next and then there would be more sticky notes on other doors with more directions.

“I did finally find him, though.”

Through these memorable experiences that happened in just the first few weeks of school, SALT Center students look back and smile as they recall the stories that have shaped their collegiate lives. But they also heed mention to the important strategies that they packed into their brains and backpacks during their valuable time at the SALT Center.

“SALT tutoring helped point me in different directions on my assignments that I normally wouldn’t have thought of,” said Jeremy Jalnos, a junior SALT Center student and Information Science major. “They can give you a different perspective of the coursework, rather than from the professors or the teaching assistants.”

Many seasoned SALT Center veterans feel as though they have a full arsenal of learning techniques that they developed through their time spent at the Patricia A. Bartlett building, and they do not hold back in giving some great advice to not only incoming SALT Center students, but also any SALT Center student that may feel like the going is getting tough.



Finding Success at the SALT Center (continued)

Greer acknowledges a quote picked up from the University of Arizona Baseball team's 2012 National Championship run.

"I watched a video of UA baseball coach Andy Lopez where he was talking to the baseball team before they played Florida State and he was talking about feeling excitement versus anxiety," said Greer.

"I feel that can translate to being less anxious and nervous about doing your school work and being more excited that you are in college and that you should be ready for whatever comes your way."

"Be comfortable, ask for help. Don't be afraid to ask for help. Go to your appointments and be on time," said Iha. "Go to bed on time, eat healthy, take care of your body and do the basics for yourself. In the end, that will add up to something and will help your grades."

UPAC

Spring Meetings

Career Services Workshop

Room

SUMC 411

8:15 - 9:45a.m.

March 13

April 10

May 8



ABOUT the SALT CENTER

Our Mission

The SALT Center inspires students with learning and attention challenges to succeed in higher education. Through the provision of comprehensive academic support services, the SALT Center encourages student engagement, self-awareness, and growth.

Our Vision

The SALT Center aspires to be the leading international model of success in higher education for students with learning and attention challenges.

Our Approach

The SALT Center is a nationally recognized model of comprehensive enhanced services for students with learning and attention challenges. The services include:

- Individualized Learning Plans
- Learning Strategies Instruction
- Study Sessions (tutoring)
- Writing, Math and Science Skill Development Seminars
- Psychological Services
- Assistive Technologies
- Leadership & Social Programs

Today, more than 550 students with learning disabilities (LD), Attention Deficit & Hyperactivity Disorder (AD/HD) and a range of other learning and attention challenges apply to the SALT Center to fulfill their dream of earning a college education.

AzCPA: Arizona College Personnel Administrators

By Jen Ludwig

THE MISSION of the Arizona Division of College Student Educators International ([AzCPA](#)) is to support the efforts and principles of [ACPA \(College Student Educators International\)](#) by uniting post-secondary students, faculty and staff who promote educational collaboration and enhance holistic student development and success at post-secondary educational institutions in the State of Arizona.

Why should you join [AzCPA](#)?

- Exclusive access to webinars addressing hot topics in Arizona Higher Education
- Professional and leadership development opportunities
- Opportunities to network with colleagues across the state
- Membership is only \$20 annually



AzCPA is always looking for new members to help strengthen our organization. As we continue to develop our team, we need [incredible leaders](#) like you to represent Arizona higher education professionals!

Save the Date and Call for Programs: Arizona College Personnel Association (AzCPA) (a division of ACPA) in partnership with The University of Arizona Center for the Study of Higher Education invites you to submit a program proposal for the **Contemporary Issues in Higher Education Symposium** being held on April 16th at the University of Arizona. Join us for a day of discussion, networking, and professional growth at the annual symposium.

The [Call for Programs](#) will be open until March 15th.

** For questions about membership or the symposium please contact Jen Ludwig, Director of Membership & Outreach at ludwig@email.arizona.edu



Spring Break? Forget about it!

(aka: forgeddaboutit!)

By Susan Miller-Pinhey M.A.

Career Services is here to gently suggest that students postpone their Spring Break fantasies for just a moment. Apologies due for this dose of reality but Spring Break will come and Spring Break will go, but as soon as they get back to campus (tanned and relaxed, hopefully) it will be time to get serious.

Students would do well to a follow up note now, *before* hitting the beach.

UA Spring Career Days 2013

The biggest career fair held all Spring Semester

Tuesday & Wednesday, March 19 & 20, 11am to 4pm

in the Student Union Memorial Center 3rd Floor Ballroom

#LastChanceFair

This Spring fair is an ideal opportunity for students to connect with employers...over 180 tables over the course of the two days will be filled with organizations looking for potential employees. Students can check online at www.career.arizona.edu to determine what companies are coming and when. There will be some overlap, but each day different companies attend and different opportunities are available. Students seeking full-time employment after graduation, career-related experience prior to graduation or just looking for potential careers will find opportunities and useful information at this year's UA Spring Career Days.

Just a small sampling of companies attending this year's event include: Abercrombie & Fitch, Apple, B/E Aerospace, Convergys, COPE Community Services, DFV Wines, Dun & Bradstreet, Honeywell, IBM, Insight Global, KMSB Fox 11, Macy's, Maxim Healthcare, Microsoft, NASA, Pacific Sunwear, PepsiCo, Salt River Project, Trader Joe's and Yelp.

One more time (with feeling). Don't let your students miss this opportunity! We'll have our eye out for them. If they are REALLY industrious, they can start tweeting prep pictures now to #LastChanceFair. You know, the new suit hanging in the closet (we're referring to a business suit, not their spring break swimming suit) and the professional portfolio spread across the desk.

“Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world.”

-Harriett Tubman: Underground Railroad conductor, Army scout, suffragette



“The best way to appreciate your job is to imagine yourself without one.”

- Oscar Wilde