

in this issue >>>

- Transfer & Articulation
- Honors College
- UA Education and Nonprofit Career Day
- Schedule for Success (S\$S)



Connected

An Academic Advising Communiqué



April
2013

Advising Resource

Center

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A Marriage Proposal (with thanks to Chekhov)

By: Lizzie Schloss Associate Director, Career Services

Whenever I spend any time talking to Roxie, I always end up very excited by possibility. She is that kind of person. Frankly I don't know how she does it since I have gotten a bit worn down with trying to get the same message across year after year. Feeling like I am bashing my head against the Great Wall of China. But Roxie always has faith that things will move and she inspires me.

So I have a recurring dream I want to share. My dream is that Career Services and the advising community would work really well in partnership. This does not mean that someone from Career Services does an in-service for advisors twice a semester or that advisors refer all their students to Career Services. It means that every advisor on campus in every discipline has a lifeline to a career counselor. And that lifeline is someone you go to for information, perhaps coaching or consulting about a student's or group of students career needs. It means that advisors see the career tools that Career Services has online, as tools that they will use in working with students, tools they will refer students to use.

Continued on Page 2

Making the Most of the Honors College Experience

By: Rebecca Mitchell, Senior Academic Advisor

Over 4,500 students are currently enrolled in the UA Honors College. No matter what department you work in, there is a strong chance that you work with Honors students on a regular basis.

As you're advising Honors students in your department, you may wonder what the Honors College is and what we can provide for them. Although the Honors College has been around for 50 years, we have grown substantially in recent years and greatly increased what we're able to offer students. As you're working with Honors students, you may find these benefits especially useful.

Funding. Are you working with an Honors student who needs financial support for a special project or opportunity? Refer them to the Honors College! Our Alumni Legacy Grants allow students to apply for funding in three categories: Thesis support (max \$1,000), conference travel (max \$800), and professional development (max \$400). The professional development category covers a variety of student expenses such as grad school applications, standardized test fees, or travel to an interview. Grant applications are reviewed on a monthly basis.

Continued on Page 3

We all know that the advisor role has been changing over the last few years to be more of an educator and one of the topics they educate on is careers and how they relate to majors. We also know that Career Services houses the professional experts on careers (she says modestly). Do you see what I see? A perfect marriage. Ok, so we will have to be polyandrous. You will need to share that career spouse with others, but we career people are pretty open and have enough information and assistance to share with many.

Here is a description of my ideal career spouse:

He or she will email me when they have a question about how their student majoring in xyz can find out information about abc career field and the non-profits that hire them.

Or they will ask me what tools a student might use to see job descriptions that relate to a particular field.

Maybe they will have me talk to their colleagues in their college about how students can use LinkedIn in their job searches.

Or they may be interested in learning more about the plethora of internship possibilities for a student interested in tx.

They will not expect me to tell them what x student in y field should do for a career.

They will understand that career work is a process and that what I can give them is information on the process and the tools used in that process.



Of course we all want these marriages to last so that means that I have to do my part as well. I need to ask them information about their discipline when I don't understand a student's major. I need to take an interest in their work and how our work together benefits students. I need to approach them (or their coordinating advisor) to find out what they need to learn about our tools and processes that they can use with their students.

You may be surprised to find this out, but we in Career Services believe in arranged career marriages. We find that we have less divorce when our marriages are arranged. Here is the line-up of your career spouses:

Lizzie Schloss has an "arrangement" with Fine Arts and Public Health

Kem Blanchard is committed to Science, pre-nursing, pharmacy and med, CLAS

Laura Teso is quite in love with SBS and Education

Jeff Patten is solidly married to CALS and Humanities

Amina Sonnie has had a longtime and very loving relationship with Engineering

Pete Corrigan is in bed with Eller

All of us have a few spouses we have been married to for a while, but being the polyandries that we are, we are looking for more. Anyone want to get married?



The Honors College offers many other scholarship and funding opportunities throughout the year, which students are notified of in our weekly E-Newsletter. And don't forget that the Honors College houses the Office of Nationally Competitive Scholarships. If you're working with a student who would be a great candidate for a Rhodes, Fullbright, or other national scholarship, refer them to the ONCS for personalized assistance with the application process.

Honors courses. Over the past few years, the Honors College has had the opportunity to create over 20 new courses under the HNRS prefix. These are primarily gen ed, but we also offer electives that students can take if they need extra units or want to explore a new area of interest. HNRS courses are all small, interdisciplinary, and taught by top faculty. In addition to offering more courses, the Honors College has recently hired four interdisciplinary faculty members. This new body of faculty allows us to continue offering more courses and to connect with students in new ways.

Credit for research in the first year. Would you like your students to engage in independent research in the freshman year? The Honors College First Year Project may be the perfect opportunity for them. By working with a network of faculty across campus, students are mentored through a research project in the spring semester of the freshman year. Participants design and complete a research project, present at a showcase, and compete for cash prizes. The first year project is just one component of the Honors College First Year Program, which also includes a common reading, freshmen colloquia, opportunities to interact with faculty, and a variety of activities and events.

Student engagement opportunities. The Honors College offers a variety of engagement opportunities, and is constantly working to expand options. This is currently a top priority of the Honors College, as we have set a goal of 100% engagement for Honors students. This means that all students will be expected to complete at least one Honors engagement opportunity (study abroad, research, civic engagement, or internship) before graduating. This 100% engagement plan will be launched with the Fall 2014 freshmen class as they take part in the new Honors Plan. Fulfillment of the Honors Plan will include an annual meeting with an Honors advisor and participation in at least one Honors student engagement experience, in addition to the existing Honors graduation requirements.

Honors advisors. Honors advisors work with students to meet the Honors Plan requirements, and also to direct them toward unique academic and extracurricular opportunities that can enhance their UA experience and prepare them for life after college. Honors advisors do not advise on degree requirements (with the exception of Honors graduation requirements). Rather, Honors advisors encourage students to think holistically about their university experience and help them pursue opportunities that will be personally meaningful for them. You've all worked with highly motivated Honors students who always want to incorporate additional majors or minors into their degree plans, engage in new opportunities, explore career options, or just check in to make sure they are on track. Honors advisors provide another resource for students to bounce ideas off of, and serve as a clearinghouse to connect students with services and opportunities throughout campus.

This is just a summary of what the Honors College has to offer. If you're working with an Honors student and think they could benefit from these resources, please send them our way! Students pay a fee to maintain enrollment in the Honors College, and we want to make sure they are taking advantage of the benefits that the fee provides. If you are working with a student who is struggling to pay the Honors fee, please refer them to the Honors College to discuss the fee scholarship. Students who demonstrate the highest financial need through the FAFSA receive automatic fee waivers, but any student can apply for a fee scholarship if they have financial need. Let us know if you have any questions! Call 520-621-6901

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!

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Interested in helping?
Contact Conference
Chair
R Scott Johnson



(520) 626—0606
rsjohnso@email.arizona.edu

For Students who want to be Class Acts...and then some

If your students ever wondered how they could *Stay in School Forever* and still afford a mortgage, we have a suggestion. The upcoming UA Education and Non-profit Career Day would be a great place to start making that plan a reality. We'll have representatives from school districts and a few local nonprofits here in the Student Union Memorial Center North Ballroom from 10am to 1pm on Friday, April 26th, talking to students about opportunities in their organizations.

As we all know, the educational environment can be dynamic, innovative and rewarding. One effective way to stay in school forever is to pursue a career within the educational system. If students are inclined to consider the K through 12 school environment as a potential work place, the April 26th UA Education and Nonprofit Career Day is an opportunity to check out the possibilities that might await them in this field.

This is the first year we've expanded this fair to include nonprofits. While the UA Education fair focused primarily on teaching positions, if students take the time to explore the entire North Ballroom on Friday, April 26th, they'll see a series of white boards on each of the tables. These boards often list an array of other opportunities available within the organization. We're not talking career positions that require a hairnet and rubber gloves.

Schools need accountants and administrators in addition to teachers and librarians. If education or the nonprofit sectors are of interest to your students, scoping out opportunities at this year's UA Education and Nonprofit Career Day would be a good start. Conversely Education majors might want to use their background teaching in an arena outside the classroom. Again, nonprofits could provide just that opportunity.

Students interested in a permanent career in education but who haven't yet found a job that they are committed to, might want to consider substitute teaching as an option. Pretty much any university graduate might consider this as a stopgap measure transitioning from college to full-time employment. With a bachelor's degree in any major, students are eligible to substitute teach in the State of Arizona. This might be a viable interim opportunity to pull in some cash while looking for a permanent position. Especially in the current job market where jobs are not easy to come by and a search may take a bit longer than expected, substitute teaching could fill the gap.

Please encourage your students to make their way to the Student Union Memorial Center third floor North Ballroom (follow the balloons) on Friday, April 26th, from 10am to 1pm, and see what the school districts and nonprofits there have to offer. For a current listing of school districts and nonprofits attending this event and the types of positions they are looking for, go to www.career.arizona.edu, click on "Students" and then "Fairs and Events" and the "UA Education and Non-profit Career Day".

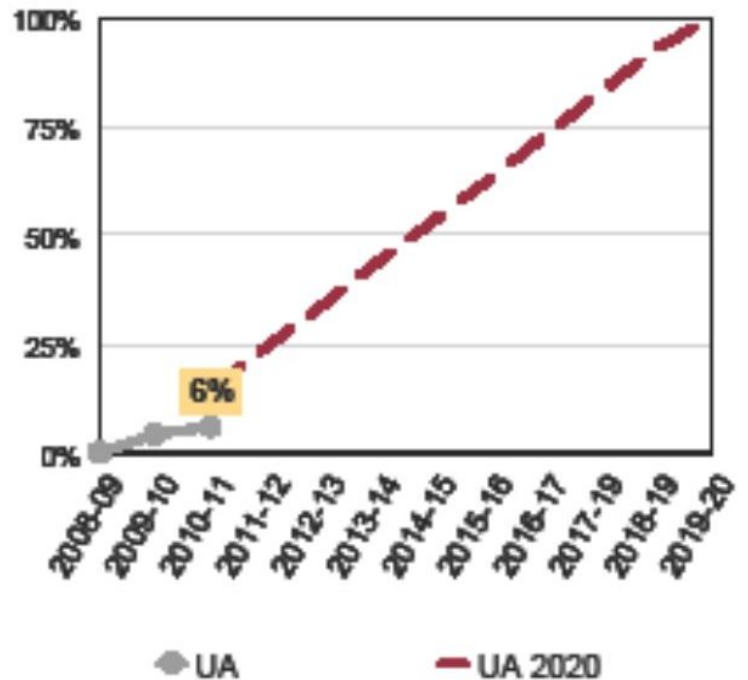
Transfer & Articulation

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

Sr. Director, Academic Programs and Transfer Articulation

The Board of Regents is working to ensure our state has a top-performing university system that stimulates a growing economy and high quality of life for Arizonans. To meet our graduation goals and provide Arizona with the educated workforce it needs, the university system will require a substantial increase in enrollment capacity and must provide more ways for students across the state to access higher education.

% to Goal by University

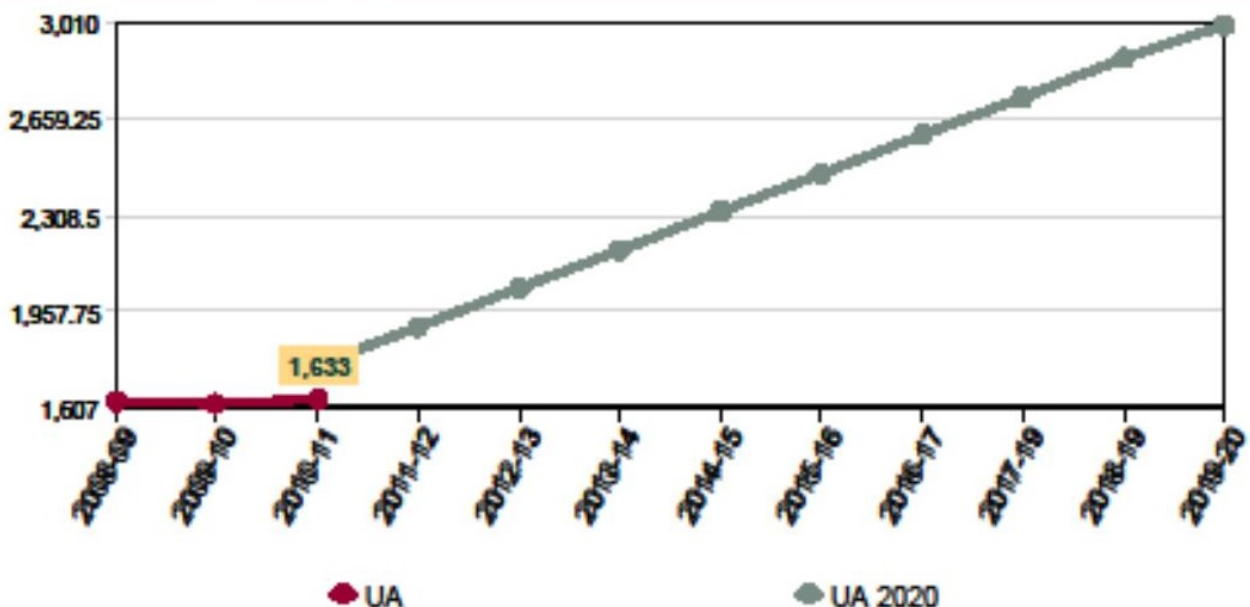


Goal 1: Increasing the number of bachelor’s degrees awarded by Arizona’s public universities means that our state will have the educated workforce needed to fill shortages and stimulate demand for higher paying jobs. Twenty-two of the top 25 in-demand jobs in Arizona require a bachelor’s degree or higher. (Source: Arizona Department of Administration). In 2011, workers in Arizona with a bachelor’s degree had median earnings of \$46,485, 86 percent (\$21,490) more than workers with only a high school diploma.

Get the full report:

https://webapp6.asu.edu/corda/dashboards/ABOR_public/main.dashxml#cordaDash=1030

AZ Community College Transfers

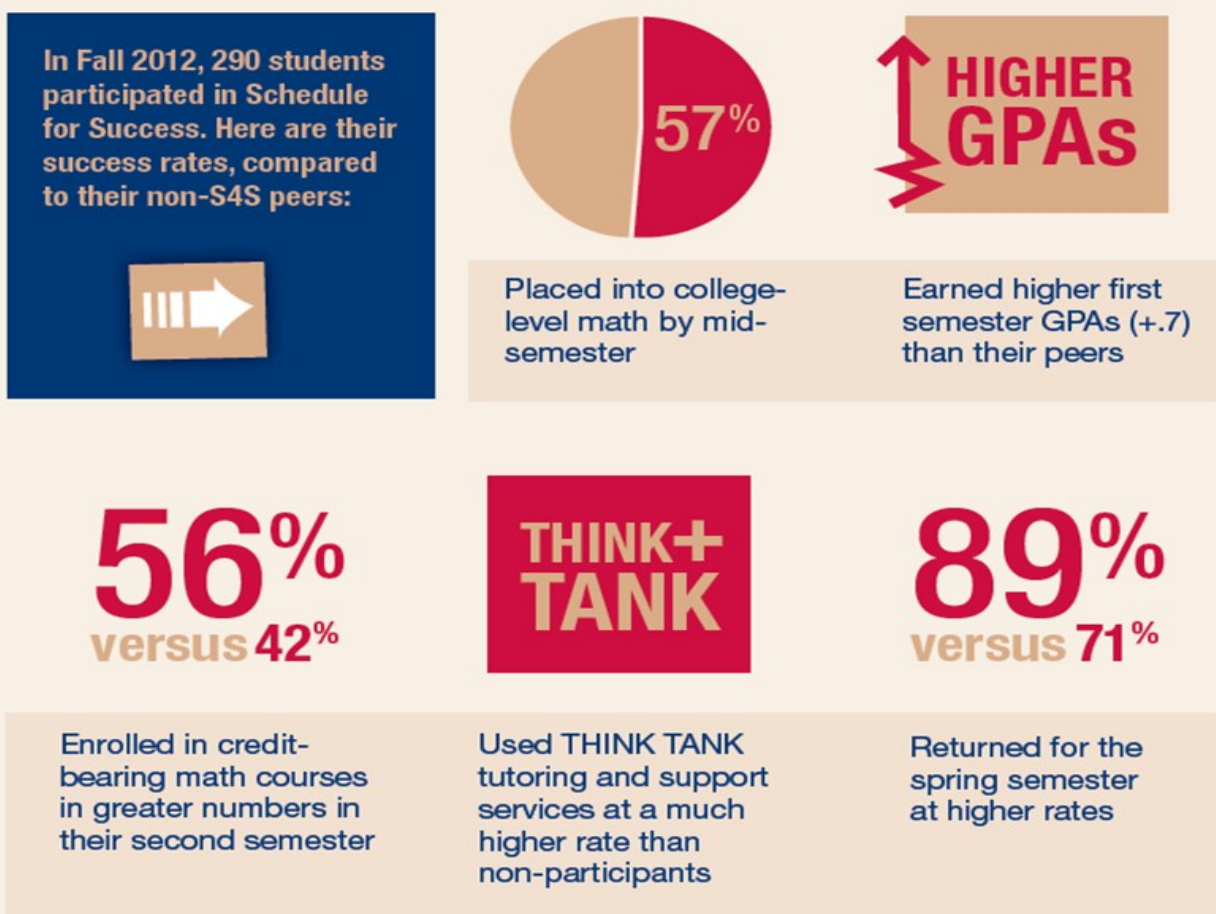


Schedule for Success (S4S)

Cassandra Hirdes-Tomlinson, Academic Services Coordinator

Schedule for Success (S4S) is a comprehensive program designed to assist new freshmen who place into pre-college mathematics. To help students succeed during their first year at UA and move as quickly as possible into college-level math, S4S incorporates customized math classes (MATH 100AX: Preparation for University Level Mathematics), individualized learning support (SAS 100AX: Math Success Strategies), financial aid counseling, and one-on-one tutoring opportunities through the THINK TANK. The program is committed to supporting the individual needs of the student by arming them with tools to achieve academic success at the collegiate level. Through a dynamic array of academic support services, students create meaningful relationships with professional staff and tutors while developing behaviors that foster success.

(Schedule for Success Data)



What does an S4S student's first semester look like?

The class schedule of an S4S student consists of the following:

SAS 100AX: Math Success Strategies (1 unit)

Math 100AX: Preparation for University Level Mathematics (2 units) [this is a late-start course beginning in week 8 of the fall semester]

English (3-4 units)

Courses required by academic college (6-9 units)

Continued on Next Page

After spending the first 7 weeks of the semester in SAS 100AX, students retake the math placement exam. Those who need additional time sharpening their math skills will begin a late-start section of Math 100AX while students who successfully place into college-level math will swap Math 100AX for a late-start section of Math 100. This system ensures that students are able to learn at a pace that is best suited for their needs and learning abilities. Throughout their first year at UA, all S4S students will be in contact with an assigned Learning Specialists at the THINK TANK as well as a specific financial aid counselor.

The right schedule for optimal performance

Moving into its second year, Schedule for Success yielded very positive outcomes in Fall 2012 with program participants earning higher GPAs, enrolling in math courses in greater numbers in their second semester, utilizing a wide range of tutoring and support services, and being more likely to return for the next semester and stay on track to graduation. The graphic in the previous page further highlights the S4S successes.

If you have any questions about Schedule for Success, visit scheduleforsuccess.arizona.edu or don't hesitate to contact:

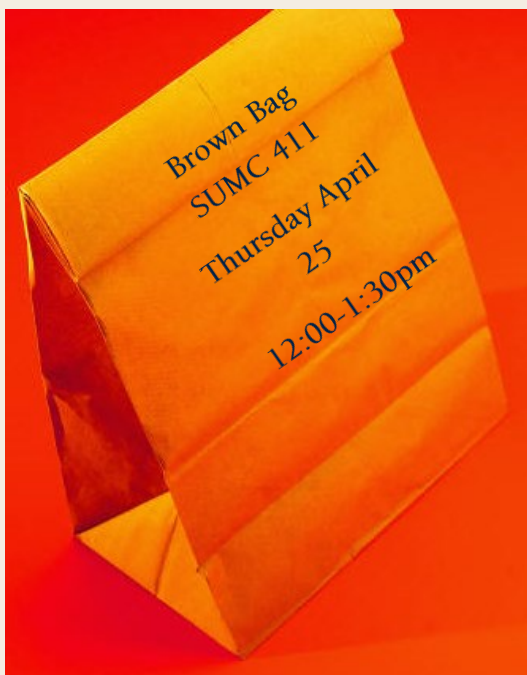
Cassandra Hirdes-Tomlinson

(520) 626-8017

scheduleforsuccess@email.arizona.edu



Mark Your Calendar: Brown Bag



Math, and S4S are hosting a Brown Bag on Thursday, April 25, in SUMC 411 from 12:00-1:30pm.

Carrot Cake and some healthy snacks will be provided, courtesy of S4S.

The emphasis will be on Math related topics.

UPAC

Spring Meetings

Career Services

Workshop Room

SUMC 411

8:15 - 9:45a.m.

April 10

May 8



New Advisor Orientation (NAO)

Friday, April 26,

8:30 – 12:00pm

Topics Covered

- Academic Advising at the UA
- Life Cycle of a Student
- Advising Resources & Strategies for Success
- Communication and Interpersonal Skills
- Transfer Credit
- General Education & Foundations

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

Questions? Call the Advising Resource Center at 626-9667

*Additional NAO Spring 2013 dates:
May 24*