“A tree planted in a clearing of an old forest will grow more successfully than one planted in an open field. The reason, it seems, is that the roots of the forest tree are able to follow the intricate pathways created by former trees and thus embed themselves more deeply. Indeed, over time, the roots of many trees may actually graft themselves to one another, creating an interdependent mat of life hidden between the earth. This literally enables the stronger trees to share resources with the weaker, so the whole forest becomes healthier.”

— Laurent A. Parks Daloz
| Pg. 4  | INTRODUCTION |
| Pg. 5  | I. MENTORING ASA STUDENTS  
- Easing Your Mentee's Transition  
- Increasing Retention  
- Goals and Expectations |
| Pg. 7  | II. UNDERSTANDING MENTORING  
- Overview  
- Stages of the Relationship  
- Knowing Your Role |
| Pg. 9  | III. USEFUL TIPS  
- Conversational Starters & Open-ended Questions  
- Top 10 Mentoring Tips  
- Regarding Stressed/Distressed Students  
- Common Stumbling Blocks and Overcoming Hurdles |
| Pg. 12 | IV. OUTCOMES & SUCCESS STORIES  
- FAQs |
| Pg. 18 |  |
| Pg. 19 | V. RESOURCES |
| Pg. 22 | VI. WORKS CITED & OTHER USEFUL PUBLICATIONS |
ACKNOWLEDGEMENTS

Program Staff
Academic Success & Achievement
University of Arizona
Office of Academic Success and Achievement
Nugent Building, Lower Level, Room 13
PO Box 210040

Credits
Contributors: Mary Irwin, PhD, & Colin Hodgkins
Production Coordinator: Dr. Mary Irwin

All rights reserved. No part of this publication may be reproduced in any manner whatsoever, mechanical or electronic, without prior permission from the publisher, except for educational use. For additional permission, write to Mary Irwin at mairwin@arizona.edu.
INTRODUCTION

One of the fundamental purposes of this guide is to inform mentors regarding common issues that first-year students face, while also providing strategies to reach out and connect with them. Towards the end of this guide, you will find a list of resources that may be useful for a variety of potential student needs. Should any questions arise, please feel free to the Office of Academic Success & Achievement at (520) 626-3789.

This Mentor Guide is divided into six parts:

I. Mentoring ASA Students
II. Understanding Mentoring – An Overview
III. Valuable Tips and Useful Information
IV. FAQs
V. Resources
VI. Works Cited and Other Helpful Publications

The first section is intended to give mentors an idea of what to expect, based on the experiences of past mentors and regarding common questions, issues, and concerns of ASA Students.

Sections 2-4 are designed to offer an overview of mentoring and successful mentoring practices.

Section 5 provides a list of student resources.
MENTORING ASA STUDENTS

Expectations & Goals of the Program

The ASA Mentor Program pairs incoming University of Arizona students with faculty and staff, in the hopes of easing each student’s transition into college and helping to pave their way towards long-term success. Mentors are paired with their mentees at the beginning of the school year, based on common interests and/or academic discipline, and must meet at least twice a semester.

Easing Your Mentee’s Transition

One of the most important goals of the Mentor Program is to ease each student’s transition into college by warmly welcoming them and providing a friendly and knowledgeable contact who they can count on—someone to assist with any questions or concerns that may arise. Often, the Students’ transition to college can be a daunting experience. In addition to moving to a new place, meeting new people, adjusting to a large campus, and registering for college-level courses, many students have had no prior experience with professors, Deans, or college administrators. A high number of ASA students have reported feeling intimidated by their first encounters with faculty. Consequently, it's imperative that mentors, one of the mentee’s first contacts, demonstrate approachability and show that faculty members are there to help.

Increasing Retention

ASA’s programs’ first year retention rates range from 6-12 points higher than the U of A’s current first year retention rate. As a mentor, one of your primary objectives will be to do everything in your power to encourage your mentee to stay in school. It may seem like a heavy responsibility, but the potential impact you may have towards your mentee’s success has been well documented:

- After one year of mentoring by faculty, students with mentors have higher GPAs and are more likely to stay in college compared to academically similar students who do not have mentors (Campbell and Campbell, 1997).
- Mentoring minority college students results in those students being twice as likely to persist as non-mentored minority students, and to have higher GPAs (Crips and Cruz, 2009).
- Undergraduates who receive out-of-class mentoring from faculty demonstrate increased academic achievement, while mentored first-year students are significantly more likely to return to college for a second year (Terenzini, Pascarella, and Blimling, 1996).
Often, mentors are surprised by the obstacles ASA students must overcome, extending beyond the rigors of academia. It’s important to ask questions, actively listen, and reach out to your mentees regarding any potential problems. Academic Success & Achievement has a variety of resources available to assist Students, so please do not hesitate to contact the ASA office should any issues arise.

Goals and Expectations

1. Ease your mentees’ transitions to college.
2. Maintain a focus on student retention.
3. Teach exploration through asking questions. Establish a reciprocal relationship that involves active listening.
4. Provide career support by socializing students to their discipline and by relaying important information and contacts. Connect students to academics at the heart of the University.
5. Engage in conversations and activities of mutual interest.
6. Encourage students to build a wide network.

Formal Requirements

1. Attend a Meet Your Mentor event in early September.
2. Meet with your mentees twice per semester.
3. Review the training materials on the Academic Success & Achievement website and attend an informational meeting early in the Fall semester.
UNDERSTANDING MENTORING

Overview

A successful mentoring relationship focuses on dialogue, learning, and applying knowledge and resources to overcome challenges. Although there are numerous definitions of mentorship, in general, it’s a relationship that can be seen as “the informal transmission of knowledge, social capital, and the psychosocial support perceived by the recipient as relevant to work, career, or professional development; mentoring entails informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé)” (Bozeman, 2007).

Stages of the Relationship (Kram, 1985)

Initiation – The mentoring process begins through mutual engagement. Often, a mentee will have pre-conceived notions regarding the support and guidance that may be attained through their mentor, which may be positively reinforced by met expectations. Active listening and communication is particularly important in this phase, as it allows for a well-defined understanding of expectations and goals.

Cultivation – Expectations are constantly tested and evaluated. Empowerment occurs as the mentee’s familiarity increases (particularly regarding both University life and the mentor-mentee relationship) and the mentee learns to navigate a new organizational system. Ideally, familiarity between both mentor and mentee will lead to increased support (emotional, academic, or otherwise). Engagement in mutual interests is a great way to cultivate a mentor-mentee relationship. Touring a lab, or enjoying a meal together are all simple examples of activities that may involve mutual interests while cultivating a positive connection and leading to a desired outcome.

Ending – As the mentee gains a sense of independence and autonomy, it may be natural for the relationship to become less central to the mentee’s life, leading to separation. While a premature separation may cause stress, it is natural for the mentor-mentee relationship—as it was initially defined—to end. In many cases, this may lead to a sense of accomplishment and pride for both parties, and particularly the mentor, as they watch the mentee independently navigate the environment for which they have been prepared.

Redefinition – In the final stage, the relationship is redefined, even if a hierarchy still exists. It is usually helpful to verbalize expectations moving forward—often an openness to stay in touch.
AS A MENTOR, YOU ARE...

A role model. You are expected to set a good example to mentees regarding how to approach academic life and succeed at stated goals. This is not the same as being perfect, or claiming to have all answers. Rather, it is about acknowledging imperfections and sharing strengths. It is also about advocating for your mentees and articulating when impediments to their well-being may be present.

A confidante. Building a close relationship with your mentees will help them to build better relationships with others in life as well, such as family members, peers, or future mentees of theirs. In the process, your mentee may tell you things they do not feel comfortable telling others. Sometimes they may tell you about their aspirations or insecurities. Other times they may reveal mistakes they have made. Unless your mentees are in trouble and need outside help, try to keep their private comments between the two of you. Your role is to be supportive of your mentees as people with potential, regardless of many actions or attitudes they may confide in you.

A nurturer of possibilities. Your role is to see the gifts and strengths of your mentees and help them flourish personally. You should help your mentees channel their gifts toward actions that make them a resource to others in their family, neighborhood, school, or community.

YOU ARE NOT...

A mentor to the family. Some mentoring programs intentionally limit contact between mentors and parents or guardians. Your role is to provide special attention to your mentees. While getting acquainted with family members can be helpful to understanding your mentees and their situations, your energy and attention should be focused on providing support solely to your mentees.

A social worker or doctor. If your mentees tell you about experiences or health conditions that concern you, always turn to the mentoring program staff and other professionals for help. It is not your responsibility to try to address conditions or situations that require professional help. The Academic Success & Achievement staff will be able to find help for your mentees. Always feel free to contact the ASA office.
USEFUL TIPS

Conversational Starters

1. Introduce yourself and ask your mentees about themselves.
2. Discuss your hobbies, favorite books, movies, music, to find mutual ground.
3. Discuss education—favorite classes, teachers, and goals.
4. Talk about how you secured your current job. What specialized training did you have?
5. Discuss balancing school, work, and social life.
6. Share resources you think mentees might find useful or interesting.


1. Don’t be afraid to be a mentor.
2. Remember you don’t have to demonstrate every possible role to be an effective mentor.
3. Clarify expectations about how much time and guidance you are prepared to offer.
4. Let your mentee know if they are asking for too much or too little of your time.
5. Be sure to give objective feedback and guidance.
6. When appropriate, "talk up" your mentee’s accomplishments to others in your department and institution.
7. Invite your mentee to informal activities whenever possible.
8. Encourage your mentee to seek and use the resources that are available to them.
9. Make suggestions to help improve the mentoring program.
10. Be willing to provide support for people different than you.

Open-ended Questions You Might Ask Your Mentee

1. What are you most passionate about?
2. What are you particularly good at doing? What do you find difficult?
3. What are your goals? Where do you see yourself in the future?
4. Who do you look to as a role model, and why?
5. What do you value most in life?
Recognizing Signs of Stress/Distress in Students *

The transition to college is often stressful for incoming college students. While a certain degree of stress is normal, it’s important to recognize signs of distress, and to utilize resources and refer students with any potentially significant issues to the appropriate professionals. Please do not hesitate to contact the Academic Success & Achievement Office with any potential concerns that may arise, as they have resources in place to address student needs.

Signs of Distress

If your mentee displays these signs, please contact Academic Success & Achievement. Also consult Counseling and Psychological Services (CAPS), the Dean of Students Office or other appropriate resources listed at the back of this document.

- Crying
- Irritability and outbursts
- Falling asleep or “zoning out”
- Changes in mood, behavior, and reliability
- Cuts, burns, bruises

How to Help

- Show interest and concern, as well as a desire to help
- Know counseling resources on campus and how to refer students
- Contact Academic Success & Achievement or the Dean of Students Office.

A certain degree of stress is normal for incoming college students, as they adjust to a new environment. If a student is clearly not distressed, but expresses relatively common signs of stress, or homesickness, you may want to consider recommending some of these approaches.

Basic Stress Management Strategies for Incoming Students

- Connect with others
- Do not hesitate to reach out
- Engage in healthy activities, such as exercise
- Maintain engagement in passions and/or hobbies

*When in doubt regarding a student displaying stress and/or distress, do not hesitate to contact Academic Success & Achievement and refer students to CAPS or the Dean of Students Office.
COMMON STUMBLING BLOCKS AND OVERCOMING HURDLES

Based on reports from past and current Mentors, these are common issues that incoming Students face, as well as potential solutions:

Anxiety about communicating with faculty
- For many incoming ASA students, being introduced to their mentor will represent their first interaction with college level faculty, administration, or staff. Many students have reported feeling intimidated by this experience. Consequently, it’s imperative that mentors be approachable and demonstrate that U of A faculty and staff are there to help.

Trying to solve problems without asking for help
- There are numerous reasons that a student might be reluctant to ask for help, even when it’s most needed. Some students grow up with a sense of self-reliance; others may simply be intimidated by approaching faculty or staff with problems. Regardless, it’s imperative that mentors inquire about their mentees’ transition to college and their personal wellbeing, and try to address any issues that he or she may be encountering. Resources are in place to help all students, and only by identifying potential problems can they be addressed.

Confusion about academic process
- One of ASA’s main functions is to ensure that every student has the necessary information and resources to hit the ground running, by understanding academic procedures, expectations, and requirements. However, the first semester in college can be challenging, and as a mentor, it’s imperative to help each mentee establish a firm academic foothold. Mentors should inform and encourage their mentees to utilize available resources, especially if a student is unsure of their path or falling behind.

Outside issues
- Not getting along with a new roommate is a common example of an outside issue that may affect a student’s transition to college. Talk with your mentee about issues indirectly linked to academics, and inquire about their wellbeing, as problems they face could be wide ranging, and not limited to school.

Difficulty adjusting to the rigors of college coursework
- There are numerous resources within ASA, and outside such as the THINK TANK, that offer free tutoring or academic skills instruction. If a student is having difficulty with college coursework, it’s important for them to be proactive about utilizing academic services. Sometimes students are unaware of resources available to them, or they need encouragement. Mentors should inform mentees regarding resources and embolden them to take advantage of opportunities.
OUTCOMES

What are the outcomes of participation in the ASA Mentor Program?

- The students you mentor should experience greater academic success (i.e. higher GPAs, increased research and career path opportunities).
- Your mentee’s self-confidence and self-esteem may rise.
- You will learn from students as they learn from you.
- Your job satisfaction may increase.

Karen Rivas was told that she would not be able to attend college.

She had pursued scholarship, grants, and Federal Student Aid, but due to her family’s financial circumstances, a higher education simply was not a realistic possibility.

That is, until she received a letter from Arizona Assurance, a scholarship program she did not know existed. As an applicant to the University of Arizona, she was automatically considered by the program, and being that she fulfilled all requirements, she was astounded to learn that her college education would be fully-funded.

“After they told us that we weren’t going to be able to get money (for college), I had to basically let go of the dream,” the chemical engineering major recalled, choking up at the still-unsettling prospect. “And then I got a letter from Arizona Assurance…it was going to pay for all of my education—so that was the biggest thing. And then I got here and realized it was a lot more than that. There were a lot of
aspects to it that really helped me get through this journey.”

Rivas’ ambitions aimed much further than attending college. She intended to lead the charge of educational empowerment and set an example to underprivileged people, like most of her community, to show that their hard work and sacrifice could pay off. But she knew that transitioning to college is not always seamless. So in preparation, she enrolled in accelerated math courses and took advantage of the Arizona Assurance Mentorship Program, pairing her with her future academic advisor, Dr. Paul Blowers.

“I remember the first time I met Dr. Blowers, it was during the freshman orientation. He basically went over the major for me, and it definitely helped solidify that I was going into the right major, in terms of what I’d like to do and where I’d like to be in life.” Rivas said.

“This (mentorship) program has been very beneficial in the sense that it’s always given me someone to be able to ask questions to—questions that I wouldn’t be able to have answered at home or answered by my friends. And to give me a lot of guidance in terms of where to go with the major and what are the next steps, that kind of thing. Also just having someone to tell me, ‘you know this is what you should do and this is how you should do it’—just to have that motivation.”

Dr. Blowers, recipient of the University of Arizona’s 2012 Distinguished Professor Award, can personally attest to the difficulties students from disadvantaged backgrounds face. As a first generation college graduate, who attended a less-than-stellar high school, he knows how challenging a college-level curriculum can be, and of the importance of having a mentor.

“I struggled a lot in transitioning to college, and my first year was my worst year,” he said, referring to his freshman year at Michigan State University. “I had advisors, but I don’t think in undergrad I ever had a mentor who took me aside and said you’re doing this, and this is beneficial, but this is hurtful. No one ever did that with me and gave me a heads up that if you do these things, your future is great.

“So for me to be able to work with a student and be able to say, ‘I know things aren’t going well right now, but they will go well,’ it’s a really great feeling.”

Blowers’ focus isn’t simply on helping students realize their potential while in school. He has worked to facilitate his students’ success beyond college, and he is as proud as anyone of Rivas’ accomplishments.

“She embodies the struggles that many students face as they start out at U of A and how they can transcend their surroundings to rise to excellence and high levels of altruistic engagement.” He said. “I look at where she came from, and where she is, and her pride in being a Wildcat, and I can think of no one more deserving.”

Rivas will graduate this May and begin working for Intel, a company for which she interned last summer. She will live in Chandler, Arizona, close to home, and utilize the company’s policy to defray graduate programs’ costs, by continuing her education and pursuing a master’s or Ph.D.

When Rivas reflects on her college years and the opportunities she has been afforded—from studying abroad in Germany and exploring Western Europe, to interning for NASA and Intel—she is both grateful for all the support she has been given and encouraged by what the future holds.

“I realize there are so many different things I can do. I’m specifically interested more in the environmental path,” she said. “Currently I’m actually doing research on advanced oxidation for water treatment in the department. And also when I studied abroad I
did research for wastewater treatment that was to be implemented in Brazil—so I know all those opportunities were because of my involvement and all the things I’ve had a chance to do.”

And no doubt, in the process of fulfilling her potential, she has developed a certain degree of Wildcat spirit:

“I am so excited to be graduating in May and cannot be more proud to say it will be from the University of Arizona where I went to my first football game, met some great friends, was given the chance to travel the world, and truly became a more knowledgeable and grateful human being. GO CATS!”
Wendy Wong’s ambitions regarding healthcare are rooted in her upbringing.

Growing up, both of her parents held full-time jobs, so much of her childhood was spent with her grandparents, who emigrated to the United States from China, via Vietnam. Culturally Eastern principles such as chi—relating to the flow of energy in the human body—impacted every aspect of Wong’s early life, all the way down to her diet. Similarly, old-world knowledge of medicines and herbal remedies figured prominently into her wellbeing, sparking her interest in pharmaceutical studies.

“I always knew I wanted to do something with medicine,” the first-year student in the College of Pharmacy said. “I grew up around herbal remedies, and some of them are superstitious. I wanted to know if they’re real or not.”

Wong’s enthusiasm about discovering the scientific basis and merits for what was medicinally essential in her household has led to intriguing results.

“I remember taking loquat tea for my cough as a child,” she said. “This one makes sense because citrus fruits are acidic, so the acid is killing the bacteria. One that I questioned was a soup made with a plant that has the same pronunciation as courage in Chinese—to raise courage in someone. I don’t know what type of plant it is, or what I felt like afterwards, but I don’t believe I was more courageous than before. I also don’t know what my pharmaceutics knowledge could explain about this plant. Regardless of this, seventy percent of the medicines we have today are extracted from nature or based off natural products.”

Wong cites aspirin, the active ingredient in willow bark, as an example of a naturally occurring compound that is essential to modern pharmacy. But Wong’s focus is not solely on various medicines’ validity, or how they are derived. Partly due to the role her
grandparents played in her formative years, she wants to work in the field of geriatric pharmacy.

“My parents worked a lot, so my grandparents raised me, which is why when I graduate from (the College of Pharmacy) I definitely want to go into geriatric care,” she said.

Three years ago, Wong received an Arizona Assurance Scholarship to attend the University of Arizona, where she accrued the necessary credits to gain acceptance to the College of Pharmacy. According to her, one of the greatest benefits of Arizona Assurance—aside from the funding it provided—was its Mentorship Program, in which she was paired with Dr. Jeannie Lee, her future professor, academic advisor, and a research associate with the Arizona Center on Aging.

Wong credits Dr. Lee for both reaffirming her ambitions to pursue pharmaceutical studies and for furthering her interest in geriatric pharmacy. Even though the Arizona Assurance Mentorship Program only stipulates participation during a student’s first year, Wong and Dr. Lee have stayed in touch, and regularly have lunch with other mentors and mentees within the College of Pharmacy.

According to Dr. Lee, her own background—emigrating to the United States from South Korea—has helped her to relate to what new students often go through entering a new environment. It has motivated her to serve as a mentor for Arizona Assurance since the program’s onset—for four straight years.

“I came to the States when I was twelve without knowing all of the alphabet,” Dr. Lee said. “There definitely was a learning curve in being adjusted to a new environment, and I feel that I can relate to students who are just coming out of high school and trying to get used to this huge University.

“It’s helpful to know that I’ve gone through such stages to get to where I am, to be able to help somebody. You have a little bit of a road map, in a way, because you’ve gone through similar steps.”

Dr. Lee is particularly passionate about geriatric pharmacy and enthusiastic about working with students such as Wong, who will carry the torch of her vital field.

“We all will need a pharmacist one day, as we age, and as we retire,” Dr. Lee said. “So it’s extremely important to cultivate the next generation of pharmacists. And to be able to train them so that they can provide the best patient care that they can—to give them the means, the knowledge and the skill set to be able to do so. Because we will all eventually benefit from that.”

Although it will be four years before Wong completes her PharmD degree, she is already considering what she will do afterwards. Her hope is to work for underserved geriatric populations, and she has contemplated working for Indian Health Services, which could incorporate her desired demographic as well as her interest in traditional medicines.

Regardless of where her profession takes her, Wong is grateful to those such as Dr. Lee, the Arizona Assurance Program, and its donors, who have helped her to get there. Her advice to incoming Arizona Assurance Students is to follow in her footsteps and participate in the Mentorship Program.

“Definitely sign up, because if you ever have something you’re worried about or not too sure—and if you just don’t know what to do, honestly—contact your mentor and they will talk to you about it, listen to you, and give you advice.

“I am definitely very thankful and very grateful for this program.”
FAQs

Who can I contact with any questions?

- Academic Success & Achievement, (520) 626-3789
- Other resources and contacts are provided on page 9.

How will I be, or have I been, assigned?

- Mentors will be assigned two students, unless a mentor indicates that they would like to mentor a larger group of Students.
- Most mentors are matched with mentees by academic discipline, but this is not always possible, as many students are undecided majors at the beginning of their freshman year.

What are the formal requirements for mentors?

- Attend a Meet Your Mentor Event in early September
- Meet with your mentees twice per semester
- Review the training materials on the ASA website or attend an informational meeting early in the Fall semester
RESOURCES FOR STUDENTS

Academic Advising/Support
(520) 626-8667. http://advising.arizona.edu or advising@email.arizona.edu
The Advising Resource Center provides access to academic advising, counseling, and other student services. They are located on the 4th floor of the Student Union Memorial Center, #411.

Academic Success & Achievement (ASA)
(520) 626-3789. http://asa.arizona.edu/
ASA serves to engage students through a series of programs and services designed to assist in their academic success and retention at the U of A.

Programs with ASA include:

- **Arizona Assurance** provides academic, financial and social support for low-income Arizona Residents as a way to ensure success, retention and graduation.

- **Prodigy** inspires new Wildcats to take charge of their undergraduate careers from day one. Peer Advisors mentor new students about the best ways to navigate college – both inside and outside the classroom.

- **SSS/TRiO** is designed to assist students who are first-generation and/or low-income and/or have a disability to successfully attain their bachelor’s degree. Their mission is achieved through peer mentoring, courses in common, workshops, study groups, etc.

- **Wildcat Connections** is an Outreach Program within ASA. Outreach facilitators communicate intentional messages, announcements and weekly communications to the freshman class.

African American Student Affairs
(520) 621-3419. http://www.aasa.arizona.edu
AASA facilitates a support system to help students achieve academic excellence and enrich African American cultural experience at U of A. They are located in the Dr. Martin Luther King Jr. Student Center at 1322 E. 1st street.

Asian Pacific American Student Affairs
(520) 621-3481. http://apasa.arizona.edu
APASA is dedicated to cooperatively developing and maintaining an inclusive environment by fostering appreciation and belonging among Asian Americans, Pacific Islanders, and U of A as a whole. The APASA Center is located on campus, in 2nd floor of the Nugent Building.
Campus Health  
(520) 621-6490. http://www.health.arizona.edu/
The Campus Health Center provides medical and mental health care. It is located on campus, in Highland Commons, 1224 E. Lowell St.

Career Services  
(520) 621-2588. http://www.career.arizona.edu
Career Services provides a range of resources regarding employment and internships. They are located in the Student Union Memorial Center, # 411.

Chicano/Hispano Student Affairs  
(520) 621-5627. http://chsa.arizona.edu
C/HSA aims to facilitate academic success, develop leadership, and embrace cultural identity among Chicano/Hispano students. They are located on campus, in the César E. Chávez Building, room #217.

Counseling and Psychological Services (CAPS)  
CAPS offers psychological counseling and psychiatric services to students. They’re located on the 3rd floor of Campus Health, at Highland Commons, 1224 E. Lowell St.

Dean of Students Office  
(520) 621-7057. http://www.deanofstudents.arizona.edu
The Dean of Students Office oversees aspects of student life outside of the classroom, including Access and Inclusion, Campus Health, Fraternity and Sorority Programs, AZ Student Media, the discipline process and student assistance. The office is located on campus, in the Nugent Building.

Disability Resource Center  
(520) 621-3268. http://drc.arizona.edu or drc-info@email.arizona.edu
The DRC creates inclusion and sustainable learning and working environments for disabled students, while facilitating access, discourse, and involvement. They’re located on the 1st floor of Campus Health, at Highland Commons, 1224 E. Lowell St.

Financial Aid Office  
(520) 621-1858. http://financialaid.arizona.edu
The Financial Aid Office is capable of answering any financial aid related question, including those pertaining to scholarships, FAFSA, Federal Work Study, the New Start Program, and Arizona Assurance. They are located on campus, on the 2nd and 3rd floors of the Administration Building, at 1401 E. University Blvd.
Hazing Hotline  
(520) 626-HAZE (4293)  
Regarding hazing, students may contact the Dean of Students, UAPD, or the Hazing Hotline, which has been set up for anyone to anonymously report an incident.

Honors College  
(520) 621-6901. http://www.honors.arizona.edu  
The Honors College admits both incoming students and current students who have at least a 3.5 GPA and at least two years remaining until graduation. They are located on campus, at the Slonaker House #106.

Institutional Equity Office  
(520) 621-9449. http://equity.arizona.edu  
The OIE leads efforts to promote equity and opportunity and help build and inclusive learning and work environment for all members of the University community. They are located in the University Services Building, at 888 N. Euclid Avenue, room #217.

Native American Student Affairs  
(520) 621-3835. http://www.nasa.arizona.edu  
NASA at the University of Arizona provides culturally sensitive academic counseling and support services to American Indian/Alaskan Native students. They are located on campus, in the Nugent Building, room #203.

Office of Lesbian, Gay, Bisexual, Transgender, and Questioning Affairs  
(520) 626-1996. http://deanofstudents.arizona.edu/lgbtqaffairs  
The Office of LGBTQ Affairs works to build, sustain, and strengthen a safe, inclusive, and open environment for faculty, staff, students, alumni and guests of all gender identities and sexual orientations. They are located in the Student Union Memorial Center, room # 404.

UA Police  
(520) 621-8273. http://www.uapd.arizona.edu  
The University of Arizona police are located at 1852 East First Street.

Registrar’s Office  
(520) 621-3113. http://www.registrar.arizona.edu  
The Office of the Registrar serves the students, faculty, and staff of the University by performing a wide range of functions relating to student records and academic administration. They are located on campus, in the Modern Languages Building, room #347.
Residence Life
(520) 621-6501. http://www.life.arizona.edu
The Residence Life office coordinates all of the residence halls on the U of A campus. Residence Life provides academic outreach and support, the Faculty Fellows Program, tutors in residence and residence hall programming.

SafeRide
(520) 621-SAFE (7233). http://saferide.asua.arizona.edu/Safe_Ride/Home.html
SafeRide provides free transportation to students, faculty, and their guests in the evening or nighttime hours, in an effort to make the University experience as safe as possible.

Sexual Assault and Relationship Violence (Oasis Center)
(520) 626-2051. http://www.health.arizona.edu/hpps_oasis_program.htm
The Oasis Program provides a variety of services to U of A students, staff, and faculty who are impacted by sexual assault, relationship violence, and stalking. They are located on the 3rd floor of Campus Health, at Highland Commons, 1224 E. Lowell St.

Sexual Health
Campus Health’s Sexual Health Program seeks to assist U of A students in making healthy, responsible decisions about their sexual behavior, while providing information and resources regarding STDs, contraception, and unplanned pregnancy. They are located in the Health Promotion & Preventative Services office, on the 3rd floor of Campus Health, at Highland Commons, 1224 E. Lowell St.

Strategic Alternative Learning Technologies Center (SALT)
(520) 621-1242. http://www.salt.arizona.edu
The SALT Center provides academic support services for students with learning and attention challenges. They’re located on campus, at 1010 N. Highland Ave.

Think Tank
(520) 626-0530. http://www.thinktank.arizona.edu or sls-thinktank@email.arizona.edu
The Think Tank provides free tutoring and a range of academic support to students. They are located on campus, in Bear Down Gymnasium.

Women’s Health
(520) 621-6512. http://www.health.arizona.edu/health_services_womens_health.htm
Campus Health provides a Women’s Health Clinic that is fully staffed by doctors and health care professionals, and provides a wide range of services. It’s located on the 2nd floor of Campus Health, at Highland Commons, 1224 E. Lowell St.
WORKS CITED & OTHER HELPFUL PUBLICATIONS


