Sahara apartments is in its 11th year of operation as a student housing project in Tucson. Ted Mehr, the owner of Sahara Apartments, has introduced a lot of innovations to the Tucson student housing market.

Ted, who still manages the building on a day to day basis, developed this project as the “paranoid” father of a college age daughter, who was concerned about his own daughter’s safety and comfort when she had gone to live on her own while attending college.

Some of Ted’s ideas have been duplicated by others, and some are still unique to Sahara.

For example, Sahara is still the only building that does not allow parties on site. Our motto is “The oasis for QUIET student living”. At Sahara you are guaranteed a quiet environment. If anyone violates the rules, the residents can call the owner, Ted, no matter what time of day or night. And he will drive down to the building to make sure the violators understand that the policy is really enforced. When students move into Sahara, they get Ted’s cell phone AND home phone numbers, you know, just in case the cell phone runs out of battery right when someone needs to call. All residents are encouraged to call Ted if they feel uncomfortable about anything. That sort of attitude is not something that you will get from the corporate-owned high rise competition.

In case you think our no party policy means no fun, you should know that Sahara has an activity director who organizes many group activities sponsored by Sahara where the residents get an opportunity to get together and do fun things as a group. For instance at the time of this writing, for the month of October, we took our residents to Mt. Lemmon for the October Fest, Sabino Canyon for a 13 mile hike, “Tucson Meet Yourself” event downtown, had a game night on site with free food and refreshments, and a movie night. We also went to the Corn Maze for Halloween and to the “International Festival of Tucson”. And that was just for October!

Sahara is still the only student building in Tucson that will give every resident a FREE bicycle to ride while living at Sahara. We even maintain and repair the bikes for free.

Sahara is also the only student building that provides hotel accommodations on site, where visiting family and friends can stay when they come to visit our residents. The hotel also accommodates professors, researchers, workshop attendees and many groups of international students that are placed at Sahara by the University.

We treat our residents like they are expensive works of art in a museum. Our gated community is protected with an infrared beam system that alerts the owner with an automatic cellphone call if someone trespasses by climbing over the walls. 80 security cameras record all events at the perimeter of the building and in the public areas. And our staff who live on site are ready to respond if required. These are some of the reasons why in our 10 year history we have never received a “Red Tag” from the police department.

Offering shuttle service to and from the campus is now standard practice for a lot of buildings, but we do it every half hour from 7 AM to 7 PM, on every school day.

At Sahara, you can enjoy the privacy of having your own studio apartment for a lot less than a single occupancy room at the Residence Halls, or sharing an apartment at one of the high rise buildings with people whose lifestyles may not be compatible with yours.

While we admit we are not for everybody, nor do we want to be, there is a lot more that you should know about Sahara before you decide what your choice of student housing should be.

Check out our website and find out why Sahara has become more popular each year as the word has spread that you can have a safe and quiet environment and still have fun.

Sahara Apartments
919 N. Stone Ave.
Tucson, AZ 85701
520-622-4102

Ted Mehr, Owner
rentsahara@gmail.com
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IMPORTANT CONTACTS

- Advising Resource Center Academic advising & advisor contact information (520) 626-8667 http://advising.arizona.edu/
- BookStores books, supplies, computer hardware & software purchases (520) 621-2426 shop.arizona.edu
- Bursar’s Office Billing questions, paying tuition and fees (520) 621-3232 http://bursar.arizona.edu/
- Campus Health Service Health care, psychological care, student health insurance (520) 621-6490 http://www.health.arizona.edu/
- Career Services Part-time jobs on and off campus, internships & co-ops; full-time post-graduation employment and career exploration (520) 621-2588 http://www.career.arizona.edu/
- Dean of Students Office Advocacy, academic integrity, code of conduct (520) 621-7057 http://deanofstudents.arizona.edu/
- Disability Resource Center (520) 621-3268 http://drc.arizona.edu
- Graduate College (520) 621-3471 http://grad.arizona.edu
- Meal Plan Office Purchasing and updating student meal plans (800) 374-7379 http://union.arizona.edu/mealplans
- Off Campus Housing: Student computer labs (520) 621-5859 http://offcampus.arizona.edu
- Office of Student Computing Resources: Student computer labs (520) 621-OSCR www.uiits.arizona.edu/departments/oscrc
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- Registrar’s Office Verification of enrollment, change of schedule, grade replacement opportunity (520) 621-3113 http://www.registrar.arizona.edu/
- Residence Life On-campus housing (520) 621-6501 http://www.life.arizona.edu/
- Residency Classification Determination of in-state or out-of-state residency for tuition purposes (520) 621-3636 http://www.registrar.arizona.edu/residency/residenc.htm
- 24/7 IT Support Ctr. Student computer support (520) 626-TECH http://247.arizona.edu
- Tutoring at the Think Tank Drop-in, by appointment, course reviews and more (520) 626-0530 http://thinktank.arizona.edu
- UA Parent & Family Programs (520) 621-0884 http://www.uafamily.arizona.edu/

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- **OCH FAIRS**
  Twice a year, in November and February, OCH hosts a housing fair on the UA Mall with apartment representatives ready to answer questions and offer tours.

- **WEBSITE**
  Students can search for properties by specific features and proximity to campus. The site also has a list of roommates and a roommate matching service just for UA students.

- **STAFF OFFICE**
  We’re located on the 2nd floor of the El Portal building. Staff is available to answer questions during business hours.

- **OCH HOUSING GUIDEBOOK**
  It’s a free resource guide that includes property listings, step-by-step processes, helpful hints, and much more. It can be found in the Unions, locations throughout campus, and even online for parents and family.

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MESSAGE FROM THE DIRECTOR

Dear UA Parents and Family Members,

Welcome to the spring 2016 edition of the Parents & Family Magazine which you are receiving because you have made a donation to the UA Parents & Family Association for which I thank you! We also send the spring edition of the magazine to all incoming freshman and to the families of current freshman with the generous help of the Freshman Fee which funds the mailing of the magazine.

One of the goals of Parent & Family Programs is to provide resources and support for our families so that you can support your student. I hope you find the Parent & Family Magazine a useful and informative resource and invite you to check out our website: uafamily.arizona.edu for more information. If you are on social media, you can find us on Facebook, Instagram, Twitter, and on Pinterest. You can find the links to all of these on our website. If you are interested in getting involved, we have many opportunities regardless of where you live, so please let me know of your interest.

Spring is an exciting time especially for the families of our graduating students. If your student is graduating please accept our Congratulations for this wonderful accomplishment! If your student has a few more years to go before graduation, I encourage you to pay special attention to the article on Supporting Your Student on the Path to Graduation on page 13 where some of our campus experts are offering advice on how you can help guide your student in getting ready for life after graduation.

I want to thank all the parents and families who have volunteered their time with us this year on the PFA Board, at Summer Send-Offs, Coffee Chats, recruiting events, and UA Parents Day at the State Capitol. We greatly appreciate your time and commitment to Parent & Family Programs, the Parents & Family Association and to the University of Arizona!

With Wildcat Pride,

Kathy Adams Riester, M.S. Ed
Associate Dean of Students
Director, Parent & Family Programs

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A MESSAGE FROM PFA CO-CHAIRS

BY JOEL & KATHERINE LEWIS, PFA Co-Chairs

Hello PFA Parents!

This is Joel and Katherine Lewis and we are the Co-Chairs of the Parents & Family Association. We and the Board Members would like to thank you for your support.

Spring has sprung at the University of Arizona. At our spring board meeting there were some pretty interesting subjects on the table, one of the most important was how can we better represent and serve you, the PFA members and help as many U of A students as we can? How can we make you, the family members, feel better acquainted with such a major university and keep that small university feel?

Many ideas were put on the table and will be put into action real soon, so please be on the lookout. The Board Members are made up of parents just like you with students and situations just like yours and we’re all in this together, so get ready for a more personalized PFA.

The spring sports are going into full swing. The basketball programs are always among the best in the Pac-12, but let’s not forget about the outstanding volleyball, tennis, golf and hockey programs. Baseball, swimming, track & field are just around the corner. There are theatrical plays and concerts happening on campus as we speak. Don’t forget to check out the Mirror Lab, observatory and the art museum on campus. Spring Fling and the Festival of Books are also wonderful events. These are just some of the things going on this spring season, so there’s always something to do at the U of A!

Parents, we know, realize and appreciate you entrusting the U of A with the education of your students and we don’t take this opportunity lightly. We want them to have a fantastic college experience and be successful in anything they put their minds to do. The PFA is here for you. We’re that bond between the families and the university, so if you feel the need to help and volunteer, come on-board, there’s always room for one more! We’ll take all the help we can get, whether it is your time, finances or experience, we can use it all.

In closing, I would like to say that we are honored to represent you the parent, and as a Board, we will do our best to give as many students the college experience they so richly deserve, and the parents the peace of mind you so richly NEED!

Thanks again for your support & talk to you in the next edition! BEARDOWN!
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For more than 15 years, the University of Arizona Alumni Association and the Parents & Family Association have partnered to celebrate the UA’s incoming freshman class by hosting summer send-off celebrations across the country. National alumni chapters and current UA parents host send-offs to welcome incoming UA students. The send-offs also have the mission of educating students about the transition to college and help to create the feeling that these students are a part of the Wildcat Family, and now, Wildcats for Life! These events also are a chance to educate parents and family members about campus resources including the Parents & Family Association and the Alumni Association.

Hosted by alumni, friends and families of the UA, summer send-offs begin in early July. Incoming freshmen get the chance to meet other incoming students attending the university from their area and ask current students, staff, and alumni questions about life at the UA. Parents also connect with alumni, staff members and each other for questions and answers.

In 2015, more than 24 national alumni chapters and UA families hosted summer send-off events. A comprehensive lineup also is scheduled for 2016.

For more information about 2016 summer send-offs, or to find out about what is happening in your area, please visit the UA Alumni Association website www.arizonaalumni.com or the UA Parents & Family Association website at www.uafamily.arizona.edu.

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In 2015, the office of Academic Success & Achievement at the University of Arizona launched the Bear Down Summer Bridge Program, a four-week early start program that was designed with the needs of out-of-state students in mind. Building on the successes of the New Start Summer Program, which has a 47-year history on campus, Bear Down Summer Bridge allows students to take a general education course while living in a residence hall and working with Peer Advisors, Resident Assistants, and Tutors. By getting this early start, incoming freshmen can experience life as a UA student, so when their freshman year actually starts they already feel like an expert.

“I feel like a super-freshman. I feel like I should technically be called a sophomore even though I’ve only been here four weeks,” said Nyarah, a 2015 participant from California.

One of the goals of the program is to get students to feel at home at the university and in their new city. Through social and educational programs in the residence hall, group discussions and one-on-ones with their Peer Advisors, and off-campus events, program participants are immersed in the UA campus and the city of Tucson. This includes events that get participants onto the SunLink Streetcar so that they know how to get around town, and excursions to popular Tucson destinations.

In its first year, Bear Down Summer Bridge welcomed 76 incoming freshmen from 23 different states, allowing students coming to UA, knowing no one from their home town, to start the academic year off with a network of friends. Max, from Albuquerque, told us “I think it’s going to be good going into the year knowing a few people, so you’re not completely alone.” In fact, not only do participants meet a number of other incoming students who they can connect with, they also have the opportunity to continue working with their Peer Advisor throughout their freshman year.

To make a seamless transition into their freshman year, students in Bear Down Summer Bridge get to move directly from their summer housing into their academic year housing, eliminating the need to move back home or find storage for their belongings. Once they do, each participant gets connected to one of five other programs on campus, helping them develop an even bigger network. These include Panhellenic or Inter Fraternity Council recruitment, Bear Down Camp, Hall Involvement Team, a wilderness experience in the Catalina Mountains, and a student wellness retreat.

For the second year, the staff is planning to grow the program to over 100 students and will be adding a one-unit leadership course, meaning students will be 4 units closer to their degree when they start their freshman year. To learn more about the Bear Down Summer Bridge Program, visit bdssummerbridge.arizona.edu. Students interested in participating for 2016 should apply by June 29.
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RAISING AWARENESS AND PROMOTING CONSENT
‘I WILL’ CAMPAIGN

By Ava Garcia (’19)

Thanks to the efforts of a pair of dedicated student leaders, support from nearly 20 University of Arizona departments and student organizations, and the backing of UA administrators and professional leadership, the “I Will” campaign against sexual assault kicked off this past spring with a week of programming featuring resource fairs, workshops, discussions and more.

The weeklong, early-February event – a program that included hours of tabling, 12 unique events and also resulted in more than 3,000 signatures for its pledge to end rape culture – was the culmination of the efforts of co-directors Tatum Hammond, a junior majoring in English and graphic design and the administrative vice president of the Associated Students of the University of Arizona (ASUA), and Matthew Lubisich, a sophomore majoring in economics and political science and an ASUA senator. The two had been working on the campaign since early last summer and, inspired by a similar campaign at the University of Michigan, developed their ideas into a focus on education and involving students from all facets of campus, Hammond said.

From there, they reached out to “pretty much anyone that would listen” and worked to involve various UA entities, ranging from the University of Arizona Police Department to the Women’s Resource Center.

“Our goal, first and foremost, was to be as inclusive as possible, and we did that by making sure that every group was a part of the conversation,” Hammond said. “We reached out to different departments to make sure that it wasn’t just one group that was stating its opinion, but that we were having all voices together. We felt like that was really powerful.”

With studies showing that 1 in 4 women and 1 in 20 men report being the survivor of an attempted or completed sexual assault while in college, according to the “I Will” campaign, more than 3,000 individuals took the step toward reversing those trends by signing the “I Will End Rape Culture” pledge as well.

“There were a lot of [students] that signed up [for the pledge] and they just seemed really into it and really spirited and I felt like they could make a difference,” said Genevieve Wahlert, a freshman majoring in biomedical engineering who signed the “I Will” pledge. “I think if you just inform people and get the conversation going that makes a big difference.”

Both Lubisich and Hammond stressed the importance of creating a conversation about rape culture through the “I Will” campaign. One of the ways they set out to accomplish this was through an emphasis on education.

“The main goal would be to actively educate the student body on what rape culture is and how they can combat it in their everyday lives,” Lubisich said.

To further this goal, both co-directors hope to make the “I Will” week an annual program on campus. Hammond also said she wants to try to incorporate the campaign into new student orientation.

“The reality is that rape culture doesn’t end after one week of great programming,” Hammond said, adding that there are future events in the works to keep the conversation going. “We’d really like to have the presence of consent education at incoming student orientation because sadly consent education isn’t something that is ingrained into our educational system prior, and I think it’s really important for students to be able to have that information accessible to them before experiencing college.”

Ava Garcia (’19) is majoring in journalism and Spanish.

**“I WILL” CAMPUS PARTNERS:**

- Dean of Students Office
- Marshall Foundation
- UofA Bookstores
- Programs for Inclusive Excellence
- Student Health Advocacy Committee (SHAC)
- Feminists Organized to Resist, Create, and Empower (FORCE)
- Students Promoting Empowerment and Consent (SPEAC)
- Women’s Resource Center (WRC)
- Police Department (UAPD)
- Residence Hall Association (RHA)
- Arizona Athletics
- The Men’s Project
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- University Emergency Medical Services (UEMS)
- Graduate and Professional Student Council (GPSC)
- Associated Students of the University of Arizona (ASUA)
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- OASIS Program against Sexual Assault and Relationship Violence
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Staff from the Advising Resource Center, Career Services and the University of Arizona Alumni Association have developed some tips which you can use to help guide your student on the path to graduation.

› Academic Advising

Help your student move the conversation with their academic advisor beyond the question of, “what courses to take next semester” by discussing the following topics.

› Can you tell me about the types of internships I can find in my major and how I go about applying?
› Do you know of anyone in the field I could interview to find out more information about their career? Where are former students from this major now?
› I may be interested in graduate (or professional) school after I graduate. What steps should I be taking now to get ready for the application process? How do I go about exploring graduate program options?
› Can you recommend professors I meet with to discuss research (or career or graduate school) options?
› What questions should I be asking you about my future in this field?

› Career Services

Your student will have questions and it is important that they know you are there to listen and support them with their ideas; below are some suggested topics to discuss.

› Encourage students to create and share with you their Plans A, B and even C in terms of their action plans for their post graduate life. Give them room to fail...they will learn from it!
› Share your networks and connections. Send students information you know that relates to the field
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SUPPORT YOUR STUDENT
CONTINUED FROM PAGE 13

> Keep your interactions positive and supportive. Avoid nagging and interfering too much about what their plans are. Finding the job and being a successful employee is ultimately up to your child. Avoid the temptation to do it for them or even worse, pressure them to take a job they don’t want.

> Provide emotional support during this very exciting time as they near graduation and transition out of school into the “real” world. They are likely to experience stress and disappointments along the way. Be there with encouragement and reassurance.

> Be prepared to support them in the challenges of the job search or graduate school program that is the best fit for them. It’s their future!

> **Alumni Association**

With the UA’s 100% Engagement initiative, encourage your student to look beyond classes and to become involved.

> Encourage your students to look for relevant work experiences and/or internships. The key word is relevant – even if it is a volunteer job, getting relevant experience will make a huge difference upon graduation. Conduct information gathering interviews with alumni who have careers that interest you. Check out Alumni Association’s new mentoring platform and get connected.

> Encourage them to register in UA Career Services. This is an amazing resource that they will never again have in their lifetime. Employers actually come to them and ask them to interview! Join LinkedIn and begin to establish a professional online presence.

> Encourage them to get involved. With over 500 clubs on campus they should find something outside of the classroom to pique their interest and take on a leadership role. Demonstrating leadership will be an important competency to show employers upon graduation.

> Join SAA and the Alumni Association and take advantage of our program opportunities. Build an extensive network of contacts.

As a family member, don’t forget that your primary role is to be there to listen and support the decisions they will make.

---

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In 2015, Marshall Foundation gave to UA nearly $500,000 to support scholarships for Arizona residents. Additional support was given to the University for the Think Tank which provides a positive environment where UA students can master the skills needed to become successful lifelong learners.

The relationship between our founder, Louise Foucar Marshall, and the University began over 100 years ago in 1898 when she arrived in Tucson as a graduate student. She later became an instructor of botany, modern and ancient languages and plane geometry. She was named a full professor of ancient and modern languages in 1901.

A shrewd businesswoman and a pioneer in Tucson, she bought land in and around the University and founded the Foundation in 1930 to support education and youth, particularly those who were less fortunate. When Mrs. Marshall died in 1956 at the age of 92, she left all of our assets to a volunteer Board of Directors who continue her legacy of giving today.

Since that time, the Marshall Foundation through the management of its real estate assets on University Boulevard and through the redevelopment of the area known as Main Gate Square has donated over $20 million to the University of Arizona in scholarships, special projects, and to not for profits in Pima County.
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- Graduate School

**Choose Your Path**
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- **The Paw Print**, our e-newsletter distributed monthly during the academic year, full of timely information and resources for your Wildcat.
- Regular email updates from the Associate Dean of Students and Director of Parent & Family Programs
- A direct link to the Parent & Family Programs staff, who will help you navigate the resources to support your student’s success.

You can make a difference today by donating to the UA Parents & Family Association. Your tax deductible donation will support outreach and communication to parents and family members, and vital programs that benefit all students’ success on campus.

With your one time donation of $100 or more ($50 for Pell eligible students) you will receive a copy of our magazine each semester, filled with great resources mailed to you twice a year, along with the free membership benefits mentioned above.

To register for the free membership, please complete your profile at: uafamily.arizona.edu

### How Does My Contribution Make an Impact?

Your contribution helps The University of Arizona in the following ways:

1. **Student Support** In the past 32 years the Parents & Family Association has given more than $2 million to campus programs and services that directly improve the quality of UA student life. We give where students and parents tell us it is important. In the past our support has gone to Safe Ride, Career Services, campus safety, and leadership programs. This year parent donations are supporting the Think Tank which provides free, centralized tutoring and supplemental instruction for students.

2. **Parent & Family Communications** Parent & Family Programs provides a number of ongoing communications to parents and family members including two yearly print magazines, and our monthly newsletter, “The Paw Print,” and regular Parent email communication.

### UA Parents & Family Association Donation Form

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The donors listed here made a contribution of $100 or more to the Parents & Family Association between October 21, 2015-March 31, 2016. *Every care was taken to ensure the accuracy of this list. We would appreciate you sharing with us any omissions. Please contact Kathy Adams Riester, Director of the UA Parents & Family Association at (520) 621-0884 or usu-uafamily@email.arizona.edu.

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When Paulo Goes left his job and home country of Brazil, his family didn’t quite understand. Now, he says, his family – particularly his mother – is very proud.

The Eller College of Management’s newest dean, and the most recent department head of the UA college’s highly-ranked Management Information Systems program, left what he described as a comfortable career as a civil engineer to pursue a new path in the United States – one that would ultimately bring him to Tucson and the UA.

“My father was a civil engineer, so I didn’t think much about doing anything else,” Goes said. “(But) I started to like computers as a tool to do the project planning, the project management.”

For two years Goes worked in the field managing construction sites. But his passion for technology grew.

Eventually, “I decided to quit my job. My family thought I was crazy. It was a good job.”

Goes left to pursue a master’s degree in production engineering from the Federal University of Rio de Janeiro. While studying there he became more and more involved with computer information systems and eventually began teaching classes. Through this experience, he “fell in love with the academic profession.”

This ultimately brought him to the University of Rochester (N.Y.) and then the University of Connecticut, where he served for nearly two decades before Eller and the UA came calling in 2008.

Under Goes’ leadership, Eller’s MIS department has continued its run as one of the nation’s best – with its graduate MIS program ranked third and undergraduate MIS program fourth in the nation by U.S. News & World Report (Eller as a whole is No. 12 among public business schools and No. 22 overall). Eller is in such company on the MIS list as the Massachusetts Institute of Technology and Carnegie Mellon University.

Additionally under Goes’ direction, the department increased enrollment, launched an online master’s in MIS program, and co-founded the INSITE research center, which focuses on big-data analytics programs for health care and other large data-driven industries. The department also generated more than $85 million in grant funding under Goes’ leadership – helping Eller’s position as one of the leading business schools in externally-funded research.

During his eight years leading Eller’s MIS department, Goes’ focus began to shift more to the administrative side of his role.

“I’ve always liked the administrative side, but I began to like it more and more – the idea of building programs, and helping students, and mentoring faculty and putting things together.”

So when former dean Len Jessup left to become the president of University of Nevada at Las Vegas, Goes tossed his hat in the ring – although not immediately.

“I have to confess, it took me a while … to decide whether I wanted to leave this very comfortable job and challenge myself with something new.”

But with the encouragement and support of other faculty members, Goes went for it.
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NEW ELLER COLLEGE DEAN PAULO GOES
CONTINUED FROM PAGE 21

After a year-long national search, Goes was selected out of the roughly 50 candidates vying for the opportunity. He took over the reins of the college on March 14.

“Paulo has demonstrated considerable skills as a thoughtful and effective leader and is widely respected for his collaborative leadership style,” Andrew Comrie, the UA’s senior vice president for academic affairs and provost, told UA News. “He is also a big-picture thinker who has developed many creative relationships to grow successful programs.”

Marc Miller, dean of the UA’s James E. Rogers College of Law and chair of the Eller dean search committee, said the process was difficult due to Eller’s complex nature.

Eller’s departments span a wide range of business-oriented concentrations and expertise. Miller said the committee realized it needed a candidate who could be a sort of academic jack-of-all-trades. This turned a would-be quick search process into one that spanned over a year.

“He was clearly a respected candidate from the beginning, but there were other very strong candidates throughout the entire process,” Miller said. “And at each stage, what happened was that Paulo Goes emerged as the strongest person.”

It was Goes’ peers – the reviews of those who had worked with him in the past – that moved him to the top of the list, Miller said. Goes was described as a modest and thoughtful leader – capable of taking a college shining on nearly all fronts and pushing it toward even further excellence.

Miller described Goes’ “thoughtful, cerebral and engaging” nature as what convinced him and the rest of the committee.

“I always marvel to look at our students and how they develop and how they do well,” Goes said of transitioning into his new administrative role. “So, I think from the students’ perspective, we are in this business of transformation. We take the students and we help them improve themselves. So that’s probably the most rewarding and exciting part of this job.”

This transformative attitude is not purely sentimental; it also translates into the transformation the business world is going through. Business has become a more digitally-inclined realm, and, to Goes, it is essential that students are prepared for it.

The digital revolution, as Goes calls it, requires a curriculum across all departments that will make sense of a more digitally-oriented world. Departments from finance to entrepreneurship are updating programming and the way they teach classes.

Other significant Eller projects already underway include the new Professional Development Center – a $3 million infill project that is transforming the existing south-facing courtyard at McClelland Hall into a two-story enclosed space.

Goes is excited to be a part of it all. “I think Eller has a very bright future because I think that the skills that professionals need, the knowledge that organizations need in this new digital world – we have all of those elements here.”

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<th>Meals Daily plus Snack</th>
<th>Daily Spending Power</th>
<th>Academic Year: 6 Days* x 32 Weeks</th>
<th>+ Discount at Register</th>
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<td>Silver</td>
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FAMILY WEEKEND 2016  
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OCTOBER 14-16

The University of Arizona has been celebrating Family Weekend for 85 years. The tradition began in 1929 and went by the name of Mom’s and Dad’s Day, and then Parent’s Day, and in 1992 became Family Weekend. This event took a two year break during World War II, and has not missed a year since. Family Weekend is the perfect opportunity to catch up with your student, join in the spirit of the University and see the campus through the eyes of your student. There will be a variety of events on and off campus, offering family members a chance to explore the campus experiencing what it means to be a Wildcat academically while experiencing the campus culture and Wildcat spirit.

Family Weekend 2016 will take place October 14th-16th. There will be a variety of scheduled events taking place each day allowing family members an opportunity to experience the campus and the city. Saturday is your chance to show your Wildcat Spirit and cheer on our Pac12 football team to a victory against the USC Trojans.

Tucsonans are proud to share the culture and rich history of Southern Arizona, so be sure to catch an event off campus and explore the Old Pueblo. This small town promises to fill up quickly with family and friends visiting from around the world. If you are interested in joining us, please make your reservations early.

From our perspective, the word family has many definitions, and it no longer identifies itself with one meaning or a “blood lineage.” A grand definition found in the dictionary is: “a group of people united by certain convictions or a common affiliation.” So however you identify your family, we invite you to join us and share in the Wildcat Spirit, meet other family members, and Bear Down, you won’t want to miss it.

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NEW STUDENT ORIENTATION
HELPING YOUR STUDENT TAKE THEIR NEXT STEPS

BY DAMIEN SNOOK, ASSOCIATE DIRECTOR, NEW STUDENT SERVICES

Welcome to the Wildcat family! The next few months will be very busy planning with your student for their upcoming transition to the University of Arizona. We hope to make that process a little bit easier through the Next Steps Center and New Student Orientation.

New Student Orientation is the time when your student will get their first chance to connect with the UA community as a student. They will meet with an academic advisor, talk with other new and current students, check in with, and learn more about, campus resources, and walk away ready for the first day of class. In short, Orientation is the time when your student outlines their path to becoming a Wildcat for Life.

You are also invited and encouraged to participate through our Family & Guest Orientation program, which is tailored to address the needs and concerns of parents and other family members. While your student registers for classes, you have the opportunity to learn more about services to help your student succeed, meet staff from across campus, and find out how to get connected and stay involved with the University. Come prepared with your questions and experience the University of Arizona firsthand!

There are a few things for your student to do in order to be ready for New Student Orientation. Luckily, the UA has you covered with the Next Steps Center (nextsteps.arizona.edu) to ensure they don’t miss anything. The Next Steps Center is the site wherein your student will pay their enrollment fee and register for an Orientation program. It is also where your student needs to complete important academic procedures to be ready for Orientation. It is imperative that students complete their math, second language, and writing placement before attending.

CONTINUED ON PAGE 31
“The Ranch is the best place to live! It’s filled with fun activities and there is always a good laugh to have!! It’s really easy to make friends and the social life is really good”. - A. Palmer
NEW STUDENT ORIENTATION  
CONTINUED FROM PAGE 29

their Orientation program, and the only way to do so is through the Next Steps Center. The purpose of these placement activities is to help your student succeed in their first semester by ensuring they register for the level of classes that matches their current abilities and experience. All students should complete placement requirements at least seven business days prior to their Orientation session.

The math placement exam consists of one of two tests based on your student's math experience: algebra or calculus. Students should read all instructions and dedicate three hours to testing. If your student has prior college or AP credit, this information will be accounted for in their placement. Students who do not complete their math placement will not be placed into math classes or subject-dependent courses such as science and statistics.

Through the Next Steps Center, your student should complete the placement checklist items to determine if they also need to take a second language or writing assessment. Students will be asked about their experience, provide information about prior and anticipated credits, and be prompted with further instructions if an exam is needed.

Please make sure your student utilizes the Next Steps Center on a regular basis, so they are prepared to attend and thrive at New Student Orientation. Through Next Steps, your student has the option to create a UA Essentials account for up to five family members. This account gives guests information about important offices and services on campus. Students can also choose to give family members access to view their student and financial information, and even make payments through Guest Center, which can be accessed with the UA Essentials account.

If you have any questions in regards to Orientation or Next Steps, don’t hesitate to contact us at (520) 621-5293. Once again, welcome to the Wildcat family, and we look forward to seeing you and your student this summer at Orientation!

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ONE STUDENT AT A TIME

Encourage your student to think not only in terms of what job they might do after graduation, but also about what kinds of problems they would like to be involved in solving ...

BY Abra McAndrew, Executive Director, Student Engagement Initiatives

Perhaps you’ve heard of the University of Arizona’s 100% Engagement Initiative during your student’s time as a Wildcat, during new student orientation, or in materials you’ve received.

What does it mean for your son or daughter? At its core, it represents the UA’s commitment to ensuring all undergraduate students have the opportunity to apply their classroom learning to real challenges through engagement experiences. These experiences can be as varied as an internship, undergraduate research, field work, preceptorship, senior capstone, study abroad, artistic performance, student leadership or service learning.

These experiences prepare them to thrive in addressing the unscripted professional and personal challenges

ENGAGEMENT FACULTY FELLOW Katie Maxwell helps students employed at the UA Bookstores reflect on lessons learned and plan for careers after college.

CONTINUED ON PAGE 35

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they will face as UA alumni. Through these experiences, students integrate their knowledge of their academic discipline, of the self and of others and the world in ways that enhance self-awareness, wisdom, character and confidence.

How can your student participate in this initiative to make the most of your family’s investment in the UA experience? Here are few tips to consider:

Seek deep involvement beyond the classroom. Through this initiative, UA has become one of the first universities to officially recognize the importance of transformational learning beyond the classroom with a notation on the student transcript. Students can subscribe to our Engage Page biweekly email newsletter, visit the Office of Student Engagement website, or come to walk in hours with a mentor in our office to explore the co-curricular offerings. In addition to a transcript notation, when a student completes a course or non-credit UA experience affiliated with the initiative, the UA creates an entry to recognize and document the student’s experience in their Student Engagement Record within the UAaccess student records system.

Encourage your student to think not only in terms of what job they might do after graduation, but also about what kinds of problems they would like to be involved in solving and then to seek undergraduate experiences accordingly. For example, the student engagement initiative is framed around a set of Activities and Competencies that focus students’ attention on framing their involvement in terms of higher order action and purpose such as Leadership, Sustainability, Entrepreneurship, Community Partnership, etc. Framing their interests in these terms can help a student expand their ideas about what kinds of projects will prove to be worthwhile.

Faculty drive this initiative, so encourage your student to reach out to a faculty member and ask for some time to discuss goals and seek advice about
opportunities to apply their classroom learning to real challenges.

Search the UA schedule of classes by Engagement course attribute to find the 300 and 400 level courses that Colleges have designated as Engaged Learning Experiences within each of the Activity and Competency categories. Students can discuss with their academic advisor how these courses will best fit into their degree plan to support their goals.

2015-16 ACADEMIC YEAR
FAST FACTS

- COURSES DESIGNATED AS ENGAGED LEARNING EXPERIENCES BY UA ACADEMIC COLLEGES: 350+
- STUDENTS ENROLLED IN ENGAGED LEARNING COURSE DURING FALL 2015: 2,964
- NON-CREDIT EXPERIENCES IDENTIFIED AS ENGAGED LEARNING: 25+
- ENGAGED LEARNING ACTIVITIES: Community Partnership, Creative Expression, Discovery, Entrepreneurship, Intercultural Exploration, Leadership, Professional Development
- ENGAGED LEARNING COMPETENCIES: Civic and Community Responsibility, Diversity and Identity, Global and Intercultural Comprehension, Innovation and Creativity, Interdisciplinarity, Professionalism

Contact:
Office of Student Engagement
Suite 248, Student Union
Memorial Center
aiss-ose@email.arizona.edu
(520) 621-2024

On the web:
ose.arizona.edu/students

On Facebook:
University of Arizona Office of Student Engagement
Freshman living on campus have a 9% higher GPA compared to first year students living in the community.

UA students who live at least one year on campus have a 50% higher 4-year graduation rate compared to students who never lived in a residence hall.

Residence Life provides over 800 leadership opportunities.
BEYOND THE BOOKS

We give students the professional skills they need to be real-world ready. And when you shop with us your purchase helps support student engagement opportunities, campus clubs, organizations and much more.

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