

STARSCAPE

what's on the horizon at STARS



Services for Transfer and Re-Entry Students

University of California, Santa Cruz

Winter, 2004

AT A GLANCE

- ★ Learn about tutoring resources.
- ★ Thinking about writing a resume?
- ★ Find the Wireless Laptop Lab at the ARCenter and remain unfettered.
- ★ Explore the Genome Project.
- ★ Enjoy dinner with the Natural Sciences and Engineering faculty.

All this and more...inside.

STARS Staff

STARS Program Coordinator
Sally Lester

Special Programs Coordinator
Amy Hamel

Special Projects Coordinator
Mark Neenan

WRITE Program Coordinator
Teresa Morales

STARS at Kresge Coordinator
Claudia Parrish

STARS Director
Corinne Miller

<http://www.ucsc.edu/stars>

STARS Center
216 Academic Resources Center
831.459.2552

STARS at Kresge
on the piazzetta
831.459.5899

ADA ACCOMMODATIONS
If you have disability related needs,
please call the main STARS office at
831.459.2552.

Meet the STARS Staff!

The staff at STARS thought you might like to know a little more about us: who we are, what we've done, and what makes us tick. What follows are a few words from each of us about ourselves.

Amy Hamel

I am delighted to be working at STARS as Special Programs Coordinator. I have long been affiliated with UCSC and know my way around the campus. I was a UCSC student, my father was a student here, my husband teaches here, my younger son was born on campus and is now a UCSC student, and my older son just graduated from UCSC. I've been a peer counselor, a residential preceptor, a nurse at the Health Center, and a Program Services Coordinator at the Disability Resource Center. I've been working at STARS since 1999.

I strongly believe in doing what I can to help students achieve their goals. I'm actually the kind of person who doesn't mind listening to people's problems and I enjoy helping them work towards finding solutions.

Among other things, I am a hiker, bicyclist (I often bike to work) and mushroom hunter. I appreciate all flowers (especially fragrant ones), folk and classical music, and languages. I speak Hebrew and French.

I help coordinate the Pister Leadership Opportunity Scholars program and the Lifelong Learners and I assist with general student programming and advising. You can find me on Mondays, Tuesdays and Thursdays at STARS at the ARCenter.

Sally Lester

My name is Sally Lester, and I'm a Program Coordinator with STARS at the Academic Resources Center. One of the aspects I like best about my job is the variety of programs I work with. I'm available for drop-in advis-

ing, but I'm also responsible for coordinating the tutoring program, the quarterly newsletter, the re-entry scholarship process, and selected programs during the academic year.

I completed my undergraduate degree at Cal State, Hayward, in an interdisciplinary program that prepared students for the helping professions. I taught at the university's preschool while considering a focus on pre-school aged children. I was a traditional-aged undergraduate, but the university catered to commuter students, so I met re-entry students in classes and also as I became involved with new student orientation, peer advising, and student government. The combination of experiences convinced me that I wanted to work in college student affairs.

My time with preschoolers taught me much about the basic motivations of human beings, which has been valuable in positions in which I worked with transfer and re-entry students. Over the years I promoted the University of San Francisco's degree completion programs for adult students, and I coordinated similar programs for Golden Gate University. My position at UCSC STARS allows me to combine my years in adult degree programs, my knowledge of UCSC from three years in the Financial Aid Office, and my masters degree in psychology with a thesis focusing on the motivations of adult learners. I've continued to work with transfer and re-entry students because they have enthusiasm for and commitment to completing their education that I find rewarding.

I am inveterate reader and occasional gardener. My husband and I enjoy working on do-it-yourself projects on our small home which we share with our elderly, spoiled cat, who is clearly in charge.

continued on page 4

Academic Success Workshops

<p>The Coalition for Student Academic Success (CSAS) offers workshops to support your goals in persevering and succeeding at the University. All students are invited to attend. <i>Workshops are cosponsored by Educational Opportunity Programs, the Disability Resource Center, STARS, Counseling and Psychological Services (CPS), ACE Honors Program, African American Student Life Resource and Cultural Center, the Chicano Latino Student Life Resource Center, SOAR, College Eight, Oakes and Merrill Colleges, the Asian American/Pacific Islander Resource Center, American Indian Resource Center, the Women's Center and the University Library. If you have any questions, please call the EOP Learning Center Main Office at 459-4333. The Coalition would like to make these workshops accessible to all students. If you have disability related needs, please contact the EOP Learning Center Main Office at 459-4333.</i></p>	<p>Critical Reading for the Humanities and Social Sciences with Vicky Banales, Graduate Student in Literature Thursday, January 22, 2:30-4 pm 216 Academic Resources Center This session is designed to assist you in effective and efficient reading strategies for studying. Come to this workshop and learn to identify the important points quickly, understand difficult material better, and recall more of the information longer.</p>	<p>Writing the Research Paper with Mark Baker, Writing Lecturer and Annette Marines, Reference Librarian Thursday, February 12, 2-3:30 pm McHenry Library, Room 167 This workshop is designed to provide support to students who need to prepare from 5-40 page research papers. Issues covered will include understanding the professor's expectations, identifying a topic and preparing a strategy that includes research, reading, preparing drafts, and writing a final paper.</p>
<p>Using the Wireless Laptop Lab at the ARCenter with Luke Hokama, Lab Tech Support Specialist, Instructional Computing Wednesday, January 21, 4:30-5:30 pm 216 Academic Resources Center Learn about extensive software offered (Photoshop, Word, Excel), internet services available and printing at the ARCenter. The workshop will focus on the laptops offered at the ARCenter, but we'll also have an open discussion to cover other questions you may have about your own laptop and the wireless network.</p>	<p>Thesis Writing with Sarah Rabkin, Environmental Studies Writing Lecturer Wednesday, January 28, 2-3:30 pm 216 Academic Resources Center Are you writing your senior thesis but confused about how to write an effective thesis? This workshop will get you started, and we'll provide followup assistance from a writing tutor. Bring your calendar to sign up for tutorial assistance.</p>	<p>Test Anxiety with MaryJan Murphy, Counseling & Psychological Services Thursday, February 12, 3:30-5 pm Baytree Building Conference Room B Do you panic before, during or after exams? This workshop will help you develop stress reduction techniques that can improve your preparation and test taking abilities.</p>
<p>Study Techniques in the Natural Sciences with Itchung Cheung, Graduate Student in Ocean Sciences Thursday, January 22, 12:30-1:30 pm 216 Academic Resources Center Basic skills covered in this workshop include reading comprehension/interpretation, organization (scheduling and studying), note-taking, quantitation, and graphical analysis—all techniques specifically designed for the natural sciences.</p>	<p>Effective Note-Taking Skills with Patrick McKercher, Writing Lecturer Thursday, January 29, 12-1:30 pm 202 Academic Resources Center Learning to determine what is important can be difficult. Many of us take too many notes, others too few, and some take no notes at all! What is the optimal balance? This workshop will improve your ability to take notes from lectures, textbooks, and in discussion sections.</p>	<p>Stress Management with Peg Shemaria, Counseling & Psychological Services Wednesday, February 18, 12-1:30 pm Baytree Building Conference Room A Stressed out from juggling academics, job, family, and social responsibilities? Need new strategies to help you set priorities and get important work done? This workshop is for you!</p>
	<p>Time Management with Peg Shemaria, Counseling & Psychological Services Wednesday, February 4, 12-1:30 pm Baytree Building Conference Room A Too many things to do and not enough time to do them? Do you wonder where the time goes? This workshop will introduce you to techniques for setting priorities and managing your time more effectively.</p>	





STARS Events

STARDates

These informal talks will be held on Wednesdays in the Academic Resources Center, Room 216, from 12:15-1:30 unless otherwise noted.

January 21 Shakespeare Santa Cruz "All the world's a stage, and all the men and women merely players." Interested in learning about all the behind the scenes activities of a successful repertory theater company? Get the scoop on the upcoming summer season with a discussion of how Shakespeare Santa Cruz works and ways you can get involved in this exciting theater company.

January 28 Finding the Funds for Projects Outside the Classroom Do you have a special project, independent study or senior thesis involving work outside of the classroom but don't know how to pay for it? Come learn about funding sources that can help pay for supplies, travel, registration fees, or other types of expenses incurred in doing a special project or independent study.

February 4 Talking Heads: Psychology Lab Tour Ever wonder what goes on in a psychology research lab? Join us for a tour of UCSC's Perceptual Science Lab, home of "Baldi", the animated talking head. Professor of Psychology Dominic Massaro and his research team will discuss their work on how people develop and understand language using their eyes as well as their ears. Meet in the lobby on the ground floor of Social Sciences 2.

February 11 Writing a Sparkling Resume Now is the time to start preparing your resume, whether you are applying for internships, on-campus jobs, or career positions. Join Joan Walker, Career Adviser, to learn how to write an effective resume.

February 18 The Human Genome Project. With all the press about the Human Genome Project, have you wondered what it is and why all the hoopla? Meet Robert Kuhn, part of the staff that produces the UCSC Genome Browser, a tool used by thousands of scientists worldwide to access the genome information. The Browser (genome.ucsc.edu) gets a million hits a week and provides researchers with access to the sequences of human and other model organisms for the study of genetics, medicine and evolution. His talk will be geared for the general public.

February 25 Chi Kung: De-Stress for Success Sway to the soothing, slow, and rhythmic movement of Chi Kung, a traditional Chinese moving meditation and a direct predecessor to Tai Chi. STARS' Mark Neenan teaches simple and easy-to-remember movements to relieve stress and restore well-being.

Astronomical Events

Friday, January 16 Dessert Extravaganza A sweet deal to start winter quarter and 2004! Bring a guest (adults only please), and join the STARS Staff as we indulge in luscious desserts while enjoying one another's company. At the Academic Resources Center, from 7-9 pm. RSVP to 459-2552 is appreciated.

Saturday, February 7 Ano Nuevo: Elephant Seal Walk Join us for a walk in the brisk winter air to visit the breeding ground of the California elephant seal at the Ano Nuevo State Reserve. These wondrous creatures, studied by UCSC marine biologists, come to Ano Nuevo during the winter months to give birth and breed. They are a sight to behold. We'll go rain or shine. We'll leave early in the morning and return by noon. Reservations are required. Call STARS at Kresge at 459-5899.

February 9-13 Make a Valentine Design your own unique Valentine card creation for your loved one. We'll provide the paper, lace doilies, and sparkle. You—the inspiration! STARS at the Academic Resources Center and STARS at Kresge.

Thursday, February 12 Brunch for the Over 39 Bunch If you're over age 39, this brunch is for you! While sharing coffee, tea, fruit, honeybuns and other goodies, you'll have an opportunity to meet other collegial over 39ers and learn about one another's experiences at UCSC and beyond. Look for your personal invitation.

Tuesday, February 24 Dinner with Faculty in the Natural Sciences and Engineering Join us for an informal evening of conversation and dinner with a faculty member from the Division of Natural Sciences and Baskin School of Engineering. If you're majoring in biochemistry, molecular biology, biology, chemistry, computer engineering, computer science, earth sciences, electrical engineering, marine biology, mathematics, molecular, cellular and developmental biology, physics, and psychobiology take this opportunity to meet with a faculty member and talk about his or her work or get advice about careers in your field. Look for an invitation by e-mail. RSVP to STARS at Kresge at 459-5899.

COMING ATTRACTIONS!

Cooking with Conn - and others - at Kresge. Come learn how to prepare some easy, tasty and inexpensive dishes, and taste them too!! Kresge Provost, Conn Hallinan, re-entry student Jim Grove and STARS staff member Amy Hamel will lead us in our own cooking class. Space is limited and reservations are a must. Call 459-5899 for dates and times.



Meet the STARS Staff, cont'd

Corinne Miller

A couple of nights ago I realized that on my birthday next month, I will have spent exactly half of my life working at UCSC providing support to re-entry and transfer students. I came to UCSC in the mid-seventies after finishing my undergraduate work in theatre arts; first at UCLA and then California Institute of the Arts, with an interlude in between building geodesic domes and living in a VW van in Humboldt County. In 1977, my family was living on campus in Family Student Housing and I was substitute teaching at the University Children's Center at the Granary. My oldest son, now 32 and living in Hawaii with my two grandchildren, was in pre-school there.

I was also taking a class on filming video documentaries and the instructor, knowing I worked with children, asked me if I'd film a children's talent show for the single moms at the fledgling Women's Re-Entry Program. That was my introduction to the program which has evolved over the years to become Services for Transfer and Re-Entry Students (STARS). I've evolved too and am still here after all those years.

I met my current husband on campus—his office was on the floor above the Re-Entry Program and we literally met at the water cooler in the Classroom Unit Building. We have two younger sons who are both in college now—one is a sophomore at Lewis and Clark College in Portland, Oregon, and the other is a transfer student here at UCSC.

In between balancing family time and my work at STARS, I've kept my artistic spirit alive participating in Santa Cruz community theatre, and singing in local choirs. About ten years ago, I took a year off work and completed UCSC's graduate certificate program in theatre arts. Last quarter, I had the wonderful privilege of taking a directing studio class with Risa Brainin, Interim Director of Shakespeare Santa Cruz. This experience re-affirmed my love of acting and directing, and reminded me personally of the challenges students face when they are balancing school with their family and work commitments.

My time with STARS has truly been a blessing—working with a talented and dedicated staff helping students, in ways large and small, to achieve their dreams of a higher education at the University of California.

Mark Neenan

As STARS Special Projects Coordinator I enjoy utilizing all my university and life experiences in the service of transfer and re-entry students. My training in counseling,

research, stress reduction, meditation, teaching and parenting skills are well matched for the duties of student services. Some of the university hats I have worn include career counselor, study abroad adviser, dorm house parent, psychology undergraduate adviser/instructor, and disability services coordinator. My off campus roles include: spouse, parent, cheese shop owner/manager, residential property owner/manager, World Health Organization researcher, high school teacher, children's home counselor, and instructor of mindfulness meditation, chi kung movement, and stress and pain management. And oh yes, I was a scoutmaster.

In my current university role as STARS Project Coordinator I am sometimes in the background supporting students via our website www.ucsc.edu/stars, serving on the board of the newly-created Parent Center and administering their list service (parentcenter@ucsc.edu), or planning programs, but I enthusiastically embrace the STARS' staff esprit de corps of "students first!" I am also the Building Coordinator of the Academic Resources Center, so I ensure that the building is safe and well-maintained, and that space utilization is coordinated. If you are availing yourself of one of the ARCenter's many services, drop-in and announce yourself to me, Mark, the guy in the ARCenter's main lobby information booth. With the rest of the STARS staff, I am here for you and at your service.

Claudia Parrish

As the Coordinator of STARS at Kresge I feel I have an insider's perspective on the transfer student experience. I came to Santa Cruz in the glorious *spring* of 1976 as a transfer student from Palomar College in San Diego County. I chose UCSC because of its strong Psychology Department and its reputation as being both academically rigorous and pedagogically innovative. It was my kind of place, so I packed up my Volkswagen bus and headed north, sight unseen, to the promised land. I moved into the dorms at Stevenson, selected 3 fascinating classes and settled into the rhythm of life as a UCSC student.

I soon found however, I had landed in an all together different country where the language, the food, even the currency was not at all like the place from where I had come. My working class background set me apart,



in invisible ways, from many of my fellow students. No matter, I was in the most beautiful place in the country, studying (mostly) fascinating material with (mostly) fascinating faculty. I was quickly, quietly burning the bridges that would ever allow me to move "home" again.

Having always been attracted to foreign people and countries, I participated on the Education Abroad Program in Sweden, the birthplace of my maternal grandmother. I spent 15 months there, learning the language and customs, working and living with the people. It was a life-essential experience, and I strongly recommend it, especially to transfer students who often think they don't have the time or money to take advantage of a program like EAP. Yes--You Can--JUST DO IT!

I finally graduated three years after arriving at UCSC. And I, like many students in the last weeks of their tenure here, didn't know what I wanted to do next, just that I didn't want to be a student for a while. Becoming a therapist, the clear goal I'd held when I arrived three years earlier, was cloudy to me by then. By then 'home' was not a place I wanted to return to. So I got my first job on campus in the Counseling and Psychological Services office. Soon after, I was married to my first husband, had a house and a couple of kids, and was well entrenched in the working, middle-class, American life style.

Then in my late thirties life took some dramatic turns, including a re-marriage, a 3rd child, and taking my current position as the Coordinator of STARS at Kresge. Since my first job in Counseling, I've held a variety of positions all over campus doing everything from supporting psychiatrists, to working with research biologists, to balancing college books. Stepping into my current position, though, finally felt like coming home. I tell people I have the best job on campus because from the moment we opened the doors, I've been rewarded by the rich lives of the people who come through them.



This is the rainy season in Santa Cruz. Stay warm and dry. There are great coffee shops downtown, as well as lecture, film and music series happening all over campus. The forests take on a special beauty during the rainy season. Get a good pair of shoes and go for a walk. Watch for banana slugs.

Making the Most of Your Time Here

The Chancellor's Undergraduate Internship Program

Are you looking for an opportunity to develop professional skills in an administrative environment, and get paid for it? CUIP is a program which coordinates on-campus internships in departments throughout campus. Interns work with mentors to develop personal and professional skills, and play lead roles in producing a product or project. Examples of past internships include: The WRITE program; campus-wide recycling program; department newsletter or web page; policy recommendation report. Interns also attend a two unit leadership seminar taught by Chancellor Greenwood and Vice-Provost Goff. Interns earn their registration FEES paid for an academic year. For more information about the program, descriptions of internships, and application details go to <http://www2.ucsc.edu/careers/cuip/index.html>


Connecting with Faculty


Contact with your professor is invaluable. Get to know your professors now. Go to office hours to discuss issues brought up in class or in your readings. You'll not only get a lot more from your course, your professor will also know you're a serious student.

☆ If you want to do research, look for someone whose work interests you. Ask about internships, research assistantships, or any other special projects in which you can participate.

☆ If you plan to go to graduate or professional school, faculty can recommend programs where the cutting edge, best research is being done and can help you select a program best suited for you.

☆ Contact with your professor is invaluable; you'll need to ask them for letters of recommendation for graduate and professional school.

 You'll need strong letters of recommendation. If your professor isn't familiar with you, he/she won't be able to write a very strong letter. This isn't "kissing up" – it's giving him/her something to write about.

 If you're majoring in a natural science, or studying in the School of Engineering, look for an e-mail invitation to STARS' Dinner with students and faculty in the Natural Sciences and Engineering on Tuesday, February 24. Contact STARS at Kresge, 459-5899, for details and to RSVP.

Plan Now for Internships, Off-Campus Study Opportunities

Begin planning this quarter for summer or fall internships, study abroad, special programs, awards, and financial aid. Some applications will be due by the middle or end of this quarter.

- ☆ Look for announcements and information on many of these programs at:
 - ★ Career Center: <http://www2.ucsc.edu/careers/>
 - ★ Education Abroad Program: <http://oie.ucsc.edu/eap/index.php>
 - ★ College Offices, both STARS offices, or EOP
 - ★ Departments, Deans' and Chancellor's offices
 - ★ Talk to faculty whose work interests you about special projects or research they may need students to assist in.

Career Center is a Great Resource

The Career Center has a lot of information about internships, jobs, and graduate school. Even if you don't know what you want to do after you graduate, they also have workshops and tons of information on how to apply for these programs. Make an appointment this quarter.

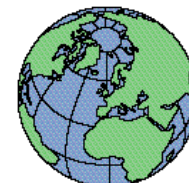
- ☆ Check out the Graduate School Reference Letter Service if you're applying to grad school.
- ☆ This quarter you'll find workshops on
 - ★ Selecting an Internship
 - ★ Resume & Cover Letter Writing
 - ★ Job Interviewing Techniques
 - ★ Graduate/Professional School Information

Financing Your Dreams

There is money available to study abroad, or do special projects through Financial Aid, provosts, deans and some student governments and elsewhere. Watch for these dates:

- ☆ **Financial Aid:**
FAFSA application deadline is
March 2

- ☆ **Finding the Funds for Projects**
January 28
12:15 pm-1:30 pm
ARCenter, rm 216



Be a UCSC Ambassador



There are many opportunities to make the most of your experiences at UCSC and assist prospective and entering students in the bargain. Here are just a few.

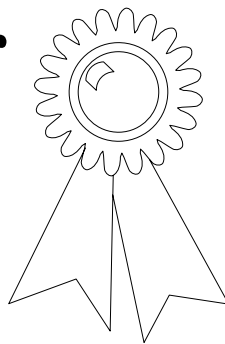
★Be a COMET: STARS has a peer mentor program titled COMET—College Odyssey: Making Easier Transitions. COMET offers transfer and re-entry students, who will be coming in the fall, the opportunity to spend the day with UCSC continuing transfer and re-entry students in the same major. As a mentor, you will be contacted by a community college student to arrange a spring quarter rendezvous at your convenience. Depending on your schedule, the student will attend classes, eat lunch with you, and ask you questions about attending the University. Lunch for you and your guest on campus will be compliments of STARS. This is a wonderful chance for you to share all the tips and knowledge you have gained during your tenure here. If you would enjoy helping out as a COMET mentor, please call STARS at 459-2552.

★Take UCSC Home—TUCSCH is a volunteer opportunity to reach out to recently admitted students in your home community by visiting your high school or community college alma mater. You can share your UC Santa Cruz experience with high school and community college students, be of real service and have a great time. Participants receive a \$75 honorarium from the Baytree Bookstore. You may apply online at <http://admissions.ucsc.edu/tusch> by January 30. If you have any questions about Taking UCSC Home, please call Regina Hatfield at 459-5518 or email rhatfie@ucsc.edu.

★Be a panelist: STARS maintains a pool of students from various majors and community colleges who are invited to speak about their experiences at events such as orientation, Preview Day, and community college counselor and student visits throughout the school year. Audiences range from individuals to large groups. If you'd like to add your name to our pool, please call STARS at 459-4968 or email corky@cats.ucsc.edu.

★Be a peer adviser for STARS' fall Academic Skills Workshops: Each fall quarter, STARS helps prepare entering transfer and re-entry students for the transition to the university. Volunteer a few hours one day to share their hard-earned knowledge, survival tips and lunch with new students in their disciplines. If you'd like a free lunch(!), contact Sally Lester at 459-2552 or sal@cats.ucsc.edu.

Teacher of the Year



Congratulations to the recipients of 2003 STARS Teacher of the Year awards: Bakthan Singaram, David Deamer, David Draper, David Kaun, Ellen Newberry, and Nancy Stoller. Following are a few words about each of the recipients.

Bakthan Singaram *He is one of UCSC's finest. He is the king of organic chemistry.*

David Deamer *When I mentioned to him that three out of his four graduate students, and one of his two undergraduates are re-entry students, he replied that he had never really thought about it. Helping others to succeed seems to come as second nature to Dave.*

David Draper *The whole of Professor Draper's performance and attitude as a teacher is one of impartiality, diligence and fairness. Students of diverse backgrounds (along all dimensions, including age, transfer status, mathematical background and analytical capability) all receive*

equal inspiration through Professor Draper's ability to remember what it was like to not know something worth knowing and to help people at all levels of understanding to find a personal path from lack of knowledge to insight and clarity.

David Kaun. *He greatly appreciates transfer and re-entry students and values such students in the classroom. He engages in intellectual discussions with such students and is delighted to learn something new from foreign students. I feel Professor Kaun has not only profoundly deepened my understanding of economics, but he truly made a difference in my UCSC experience.*

Ellen Newberry *Step by step, we learned what has been the most important skill for me during my career here, how to conduct academic research and write cogent and comprehensive papers.*

Nancy Stoller *Insightful, motivating, compassionate and kind, Nancy Stoller is central to our education and is, without a doubt, one of the people that make UCSC great.*

Our thanks to all the teachers who are particularly enthusiastic, inspiring and empathetic to transfer and re-entry students and to those students who took the time to nominate their favorite teachers.

Using Your CATS Account

If you are like many transfer students, you already had internet access and an e-mail account when you arrived at UCSC, and you may not see the need to set up a UCSC computer (CATS) account. It is *essential* to have a CATS account since most university business is communicated on-line or by e-mail to CATS addresses—things like correspondence from faculty and TAs, as well as announcements and invitations to special programs and events. You are already paying for this service through your registration fees. So even if you have an existing e-mail account, activate your CATS account.

Activating your CATS account
Instructions for activating your CATS account are available at <http://www2.ucsc.edu/cats/>. You'll need your Teleslug PIN number to sign-up.

Using Campus E-mail

Once your CATS account is set up, you can either forward it to your regular e-mail account (so you only need to check one account for all your mail), or use Cruz Mail, an easy to use web-based system. Go to the CATS main page at <http://www2.ucsc.edu/cats/> for instructions.

Getting the Most From Your Account

Your account can be useful for other things besides just e-mail. For instance, you have 10 free hours per week of internet access via your CATS account. You can also store documents there, which eliminates the need to carry around floppy or zip disks. Go to www2.ucsc.edu/cats/sc/software/isk/ where you'll find a variety of free software and instructions for installing it on your machine.

Free Tutoring

Do you think you could improve your performance in class? Maybe you'd like to get a better grade on your next calculus exam. Or you could use feedback on a paper you're writing? There are many tutoring and learning support services available on campus.

STARS offers free tutoring for transfer and re-entry students in many lower division and some upper division math, biology, chemistry, physics, CS, CE, psychology, economics and writing classes. Visit the STARS Center at the ARCenter for a tutoring authorization which includes the tutor's name and contact information. You and the tutor decide when and where to meet and how to organize your tutoring sessions.

STARS students are also eligible to use free tutoring through EOP. EOP tutors make themselves available for given times during the quarter, and students sign up to meet regularly with the tutor during the established times. We ask students to use either a STARS tutor OR an EOP tutor for a class. Go to <http://www2.ucsc.edu/eop/lc/otss.html> to sign up for an EOP tutor.

All students may participate in Modified Supplemental Instruction (MSI), which is available for a wide variety of classes. MSI is a form of small group tutoring. A learning assistant (an undergraduate student who has successfully completed the course) will be part of the teaching team. The learning assistant attends class and leads an MSI group, limited to 10 students, for that class. Classes may have more than one MSI group meeting. For a list of classes with MSI sections, go to <http://www2.ucsc.edu/eop/lc/lc1.html>.

The Math Department offers free drop in math tutoring Monday through Thursday evenings. See <http://www.math.ucsc.edu/Undergraduate/Dropintutors.html> for the schedule of tutoring times and locations.

Other departments, divisions, and colleges, offer different tutoring services. For a list of learning support resources across campus, go to http://www2.ucsc.edu/eop/learning_support.

Writing and Research Intensive for Transfer Excellence (WRITE)

The STARS' WRITE program offers you the opportunity to receive writing assistance or be a writing mentor.

★To enhance your academic writing skills, receive individual assistance in researching your paper, and gain confidence and new skills writing your essays, you will work with peer mentors in bi-weekly meetings one on one and in small group settings (you may earn 2 units of credit if you meet with the mentor at least 8 hours during the quarter).

★To be a writing mentor, you need not be a great writer. If you feel that you have developed as a writer who performs well when asked to write papers, consider sharing your expertise with other students. You may earn from 2 to 5 units of credit toward graduation each quarter. Mentors will be trained and supported to increase your confidence and competence as writing mentors.

If you would like to participate, please contact the STARS office at 459-2552; email corky@ucsc.edu; or come by the ARCenter room 216.

Re-Entry Scholarships

Re-entry students should expect to receive an invitation from STARS at the end of winter quarter to apply to scholarships awarded by local organization and individuals. Typical awards range from \$200-\$1,000. Applications for scholarships will be considered for the following:

- ★A carefully delineated research project with faculty sponsorship
- ★Tuition for course(s) which are to be taken during summer 2004 and which are vital to an academic plan
- ★Application to medical, dental, law and graduate schools (including application and transfer fees, special exam fees, i.e. MCAT, LSAT, GRE, etc.)

★An undetermined category which has historically included childcare for students involved in research or classes, film for research documentation, internship or academic project support, etc.

Due to our limited funding, we are unable to include living expenses in our award categories.

Applicants must be re-entry students with demonstrated financial need, well-defined goals, and a good academic record at UCSC or in prior work.

Details about applying will be sent to re-entry students by email to their CATS accounts during the second week of March and will be due Wednesday, March 31, 2004.

Wireless Laptop Lab at the ARCenter

The ARCenter, home of the main STARS Center, houses a Wireless Laptop Lab! Check out an Apple iBook from a capable CATS staff member. Surf the web, check email, or write a paper--and you don't have to stay in one place. Enjoy the gorgeous view from a table or sofa inside the ARCenter, or go outside to the patio and enjoy the wildlife while you study.

You need a student ID card and an active CATS account to borrow a laptop. The lab is open from 9 am to 9 pm, Monday through Thursday; 9 to 6 on Friday. You can check out a computer for two hours, and renew the checkout if no one's waiting.

Your work can be saved to your email account as an attachment, a personal zip disk, or your CATS locker space. Printing is \$.15 a page and is billed to your campus account.

A STAR in the Bay Area Skies

Jinna Wilson was a transfer and re-entry student at UCSC from 1997 through 2001. She graduated from UCSC with bachelors degrees in Literature and Women's Studies. In Spring, 2003 she completed a master of fine arts degree in Creative Writing at Mills College in Oakland. At right, Jinna Wilson gets a hug from STARS' Claudia Parrish.



Finishing my graduate degree from Mills College fulfilled my academic fantasy and goal. What a thrill to walk across that stage, set up on the beautiful Mills campus, decked out in my cap and gown, and receive my degree from a real 'Millsy.' When my diploma was handed to me, I felt like the only person on the stage, as if alone were being honored at that moment.

Reality set in rather quickly as my classmates and I gathered to discuss our futures, our hopes for getting our books published, that great job editing or publishing, or actually writing for a living. The job market that had been booming a few years before was now flat. Those of us wishing to teach found ourselves seeking positions in a system that undervalues teachers and for the few jobs that do exist, provides low pay. Economic downturns faced by the state have been met with hiring freezes in the education system and expansion of the category 'part-time.' Part time teachers have no job security or employment benefits such as retirement or health care.

Realizing that I was over seventy thousand dollars in debt for my education, I was eager to start the repayment process as soon as possible. I flooded the Bay Area community colleges and universities with my resume. My education is fresh, state of the art. The professors who taught me to teach are the best at what they do. They are recognized leaders in their fields. And here am I, ready, willing and able to step into the classroom and teach and inspire the current generation of students just as I had been taught and inspired.

Several of the schools that received my resume called me in for interviews. The first was Foothill College. A person who introduced herself as Dean of the English Department interviewed me. As soon as I walked into her office and she got a look at me, I could feel her disapproval broadcast across the room. Was it my appearance? This was my first interview so I had no idea what to expect. The 'vibes' coming from her made me nervous and my state was apparent as she questioned me. My mind struggled to figure out reasonable answers to her questions. But I knew, upon leaving her office, that she was not going to offer me a position, and she did not.

I then went for interviews at De Anza, again with a dean of the English Department. He immediately pointed out ways in which I was lacking, in his estimation, as a candidate for a position in his department. I didn't have my own web site for one thing, and he also seemed

put off by me. He spoke to me as if to someone whose way of thinking was antiquated—not to someone who had just graduated from a very prestigious school and was looking forward to entering the work force. Eventually, I did feel that we began to communicate. I found him personable and interesting as he told me about his life, his writing and film making, and his deep interest in the Vietnamese population at De Anza. He suggested I make plans to be interviewed by the chair and co-chair of his department who, he said, actually do the hiring.

They eventually did interview me. It was an altogether unsatisfactory experience for me as I sat trying to answer questions about my teaching style and how I would deal with students who were uncooperative. I had asked if I could bring sample syllabi or other notes and was told not to do so. Their idea was 'to pick my brain.' Unfortunately, my brain wasn't that sharp that particular day. I was in the process of moving to Silicon Valley after seven years in Santa Cruz, and was exhausted from the effort. I had been up half the night packing, and I was tired and stressed and even went so far as to try to postpone the interview until I had had a chance to have a good night's sleep. They insisted I come that day and of course I accommodated them. I couldn't get a feeling for how the interview went, but I knew I wasn't at my best by any stretch of the imagination. Still, I desperately wanted a teaching job and was willing to do whatever it took to be considered for teaching at De Anza. I never heard from them again.

A friend led me to the 'Readiness Center' at De Anza where instructional aids (IAs) assist students in learning to write and read well enough to pass the writing achievement test. I was glad to be hired there; after all, it was sort of like teaching. One of my former professors at Mills even told me that he had started his teaching career as an IA at De Anza. Great, I actually got a job that was sort of like teaching. The pay was very low, a few dollars more per hour than clerking at Macy's. In my case, what I earned from this job was just enough to lose the part of my Social Security that augments my very low monthly benefits. But, hey, that's OK; at least I was gaining experience. So what if it turned out to be a volunteer job? I was glad to have any employment even remotely connected to my chosen field of teaching.

Being an IA kept me busy and gave me a chance to interact with students and feel as if I was contributing something to the overall educational system. However, I couldn't make pay-

ments on my student loans on my salary and I was sad not to have a chance to be creative in presenting the material to my students. The IA's role was completely scripted by the Readiness Center. My years of work as an undergraduate and as a graduate student were useless in this job. It's almost as if Freire or Bell Hooks never existed. Anyone who could follow directions could be an IA. My fellow IAs were a great bunch of people and the students were, of course, wonderful. Still, I held out hope that a real teaching position would open for me and could not understand why it hadn't. I felt that I had so much to offer, not only a world-class education, but also my life experience.

One day a fellow Millsy sent me an email suggesting that I contact Las Positas College and apply for one of the open part time teaching positions there. I immediately sent out a resume and received a prompt response telling me they were interested in me as a part time teacher. One day I got a call from Professor Bruce at Las Positas asking me to come for an interview. I excitedly agreed and set up an appointment. By this time I had figured out what I considered to be the problem with my previous interviews: I am too old. It is difficult for some people to see me as a new teacher when I am at an age when most people plan to retire. In order to meet this problem head on, I told Professor Bruce over the telephone that I was not a traditionally aged student, that in fact I had been a re-entry student over the age of fifty when I started school, and that was nine years ago. I figured that if I warned him, he wouldn't be so shocked when he actually laid eyes on me. He assured me that my age was not an issue as far as he was concerned, and that in fact I would be reflective of the Las Positas population.

I arrived for my interview with letters of recommendation and proposed syllabi in hand. Professor Bruce greeted me enthusiastically, and we spent the better part of an hour talking, getting acquainted. He also had some questions for me, but when he approved of my answers, he told me so and thereby encouraged me not to feel nervous, to trust my own instincts and experience. For the first time, the interview process was not an ordeal. And he hired me! He made me feel valuable, the way I thought I would feel when I got a teaching job. I am excited and invigorated about my new teaching job, which begins in late January 2004. I have begun amassing books, articles and designing my strategy for English 1A and English 7. I am sure no college graduate in their twenties ever felt more excited about their future than I do at this moment.