Arizona’s Science, Engineering, and Mathematics Scholars (ASEMS) 
Student Staff Job Description

The University of Arizona ASEMS and Arizona’s Science, Engineering, and Mathematics Scholars Transfer (ASEMS-T) Programs are seeking applications for the following positions for the 2015-2016 academic year:

- 6 Peer Advisors for its first year ASEM Scholars
- 6 Peer Advisors for its second year ASEM Scholars
- 4 Math and Science Learning Coaches
- Up to 8 Peer Advisors for ASEMS-T

The ASEMS and ASEMS-T Programs serve the needs of first generation undergraduates, students from low-income households, and community college transfer students to strengthen students’ abilities to successfully graduate in STEM and increase diversity in STEM majors. Though similar in purpose, each program is tailored to focus on the specific needs of each unique population of students. Individualized mentoring and coaching from STEM faculty, ASEMS staff, and student Peer Advisors/Learning Coaches creates the optimal environment to ensure student success and development in STEM.

ASEMS Student Staff Opportunities and Compensation:
Student Staff in ASEMS have extensive opportunities to develop and enhance the following skills and qualities:
- Verbal/Written communication
- Leadership
- Collaborative Work
- Event planning
- Clerical
- Networking
- Facilitation/Presentation/Teaching
- Needs Assessment
- Evaluation
- Paraprofessional Counseling

ASEMS Peer Advisors and Learning coaches are compensated with 3 upper-division units of independent study with an ABCDE grade. However, depending on grant funding, eligible student staff may instead receive monetary compensation.

ASEMS-T Peer Advisors, and ASEMS-T Math and Science Learning Coaches will receive monetary compensation.
**ASEMS and AEMS-T Peer Advisor Duties & Responsibilities:**
- Commit 10-15 hours per week to ASEMS activities
- Attend staff retreat
- Complete attendance at the Mandatory Training (Saturday, August 29, 2015)
- Attend bi-weekly staff meetings and bi-weekly one-on-one meetings with supervisor
- Hold one-on-one biweekly meetings with an assigned group of program participants to provide guidance to program participants of similar or related fields as they transition into the University of Arizona and as they explore career options and opportunities in their STEM field(s)
- Facilitate group activities, discussions, and/or workshops every other week during class times / program meeting times
- Maintain and update documentation and participant data, including attendance and participation records
- Hold active role in one of the student staff planning committees (further details and expectations for committees will be established during training) [optional for AEMS-T]
- Attend additional program workshops and events as needed to bond with your participant group
- Assist in additional programming duties as necessary

The Peer Advisors will provide direct student support to freshmen and sophomore participants by holding regular one-on-one meetings with project participants and facilitating workshops and discussion groups. They will also serve as an advocate and resource.

**Committee Descriptions:**

**Social Media Committee:** Updating and managing ASEMS social media sites and newsletter, assist in acquiring photos/videos, assist in developing program flyers and other media outreach materials.

**Community Building Committee:** Event planning committee for monthly social events that promote community building for ASEMS participants, staff, and faculty.

**Community Service Committee:** Event planning committee for monthly community service activities for ASEMS participants, staff, and faculty.

ASEMS and AEMS-T Peer Advisors will also organize group social and learning activities to encourage a sense of belonging in the STEM community and within the university community.

**ASEMS and AEMS-T Math & Science Learning Coaches’ Duties & Responsibilities:**

The Math and Science Learning Coaches will be assigned to lead structured study groups for pre-calculus, calculus, and introductory science classes depending on the needs of participants. They will be available in the additional course time allocated where students can get academic support and assistance with assignments. Coaches will be trained in basic learning theory, study skill development, academic coaching and facilitation and will work on building academic resiliency in addition to delivering course content. Students will run structured study groups that closely align with the course content as well as provide one-on-one academic assistance for students as-needed. Additionally, coaches will:
- Report on student progress and grades on assignments
- Complete a survey once a year on how students are responding to the tutoring support and provide any suggested changes to improve services.
- Hold drop-in hours to support students in STEM courses

MINIMUM qualifications for Peer Advisor and Math & Science Learning Coaches include:

ASEMS student staff:
- Full time University of Arizona undergraduate student for 2015-2016 academic year majoring in a STEM field (Science, Technology, Engineering, Mathematics) or a health sciences field
- Class standing of Junior or Senior (in year 3 or greater). for the ASEMS-T program
- Minimum 2.75+ GPA (for 3-unit letter grade comp) or 3.00+ GPA (for monetary comp)
- Math & Science Learning Coaches will need to demonstrate proven success in STEM courses, such as precalculus, calculus, chemistry, physics, or biology

ASEMS-T student staff:
- Currently enrolled at the University of Arizona as a degree seeking student.
- Must maintain at least part-time student status during 2015-2016 academic year.
- Graduate students are preferred. Exceptional senior undergraduate students (who transferred from a community college) may also be considered.
- Minimum cumulative GPA 2.75 in undergraduate studies or 3.0 in graduate studies
- Math & Science Learning Coaches will need to demonstrate proven success in STEM courses, such as precalculus, calculus, chemistry, physics, or biology

PREFERRED qualifications for Peer Advisors and Math & Science Learning Coaches include:
- Current ASEMS participant
- Ability to lead a group of students, establish rapport with students, and have a demonstrated knowledge of STEM.
- Strong leadership and written/verbal communication skills.
- Detail oriented, organizational and time management skills.
- A positive attitude and commitment to student success and development.
- Experience working in a STEM environment, including research lab experience.
- It is highly preferred that Peer Advisors and Math & Science Learning Coaches demonstrate that they have overcome challenges similar to that of the participants, such as being a first generation college student, being from a low-income family, or had transferred from a community college.

Mandatory Training:
Saturday, August 29, 2015

Application Materials for all Positions:
All parts of the application are due no later than Friday, August 14th @ 4pm. Applications will be reviewed as received.
- ASEMS Student Employment Application
- Current resume or CV
- One reference listed on application
Copy of fall 2015 class schedule

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<tr>
<th>Application Process for ASEMS Peer Advisors or Learning Coaches:</th>
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<td>Finalists will be contacted on a rolling basis until the Monday August 17th and invited to interview via Skype or in-person. Please fill in all your projected availability below. Offers must be accepted within 24 hours of being extended.</td>
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| Flandrau Science Center  
Front reception desk  
Attn: Stephanie Celaya-Serventi | Transfer Student Center  
Student Union Memorial Center  
4th floor, Room 402C  
Attn: Faihza Hill |
| **Mail:** | |
| Flandrau Science Center  
P.O. Box 210091  
Tucson, AZ 85721 | |
ASEMS Student Employment
2015-2016 Application

Applicant Information:

Full Name:

SID: Date of Birth:

UA Email: Cell Phone Number:

List name and contact information of at least one reference:

____________________________________

____________________________________________________________________________________

Were you awarded Federal Work Study funds in your financial aid package for this upcoming academic year?  ☐ Yes  ☐ No

Are you a current or former participant of any of the following programs? (Select all that apply)

☐ ASEMS
☐ New Start Summer Program
☐ Student Support Services TRiO
☐ Arizona Assurance
☐ ASA Peer Mentors or Prodigy
☐ BlueChip

Academic Information

College:
Major:
Minor:

Academic Year:  ☐ Junior  ☐ Senior  ☐ Graduate Student
Cumulative GPA:
Estimated Graduation Date:
Program/Position Interest
There is funding available to pay for ASEMS-T student staff, but we are awaiting notice for funding to pay ASEMS student staff.

Which Program/Position are you applying for?
- ASEMS Peer Advisor for First Years
  Would you prefer:
  - 3-unit credit
  - Monetary compensation

- ASEMS Peer Advisor for Second Years
  Would you prefer:
  - 3-unit credit
  - Monetary compensation

- ASEMS-T Peer Advisor
- ASEMS Learning Coach
- ASEMS-T Learning Coach

How many hours per week can you work during the semester?
- 10 hours/week
- 15 hours/week

What are your other commitments throughout the 2015-2016 academic year?

Units you project to take: _______________

Clubs/Organizations:
_________________________________________________________
_________________________________________________________

(List any officer positions)
_________________________________________________________
_________________________________________________________
Short Answer Essay

Please respond to each of the following questions and limit your responses to no more than 200 words.

1. How will working with ASEMS as a Peer Advisor or Learning Coach help you achieve your academic, personal leadership, and/or career goals?

2. How have your prior experiences in life and as a student influenced you and your desire to work with other STEM students?

3. What unique qualities do you bring to the position you are applying for?
4. *(ASEMS Staff only)* In your opinion, what is the biggest challenge first-generation students (students whose parents have not attended college) face in the transition to college?

5. *(ASEMS-T Staff only)* In your opinion, what is the biggest challenge transfer students face in transitioning into a four year university?

**Committee Interest**

As a student staff for *ASEMS*, you must also form part of a student staff planning committee (see page 2). (Participation in a committee is optional for ASEMS-T student staff.) Rank the committees below from most interested (1) to least (3) interested*:

___ Community Service Committee
___ Community Building Committee
___ Social Media Committee

*Placement in committees is subject to availability*
For Learning Coaches Only:
Please select the subject area you would like to coach, and select all classes you have taken within your interest area (at the UA), the semester taken, and the grades received in those courses:

Physics

PHYS 102: Intro Physics 1 Grade: _______ Semester:__________
PHYS 103: Intro Physics 2 Grade: _______ Semester:__________
PHYS 140: Intro Mechanics Grade: _______ Semester:__________
PHYS 141: Intro Mechanics Grade: _______ Semester:__________
PHYS 142: Intro Optics and Thermodynamics Grade: _______ Semester:__________
PHYS 143: Intro Optics and Thermodynamics Grade: _______ Semester:__________
PHYS 181: Intro Lab 1 Grade: _______ Semester:__________
PHYS 182: Intro Lab 2 Grade: _______ Semester:__________
PHYS 240: Intro Electricity and Magnetism Grade: _______ Semester:__________
PHYS 241: Intro Electricity and Magnetism Grade: _______ Semester:__________

Mathematics

Math 111: Plane Trigonometry Grade: _______ Semester:__________
Math 112: College Algebra Grade: _______ Semester:__________
Math 113: Elements of Calculus Grade: _______ Semester:__________
Math 120R: Calculus Preparation Grade: _______ Semester:__________
Math 122A: Functions of Calculus Grade: _______ Semester:__________
Math 122B: First Semester Calculus Grade: _______ Semester:__________
Math 125: Calculus 1 Grade: _______ Semester:__________
Math 129: Calculus 2 Grade: _______ Semester:__________
Math 223: Vector Calculus Grade: _______ Semester:__________
Math 243: Discrete Mathematics in Computer Science Grade: _______ Semester:__________
Math 254: Intro to Ordinary Differential Equations Grade: _______ Semester:__________

Biological Sciences

MCB/ECOL 181: Introduction to Biology I Grade: _______ Semester:__________
ECOL 182: Introduction to Biology II Grade: _______ Semester:__________
PSIO 201: Anatomy and Physiology I Grade: _______ Semester:__________
PSIO 202: Anatomy and Physiology II Grade: _______ Semester:__________
MIC 205: Microbiology Grade: _______ Semester:__________
MCB 360: Plant Growth and Physiology Grade: _______ Semester:__________
MCB 410: Cellular Biology Grade: _______ Semester:__________
MCB 411: Molecular Biology Grade: _______ Semester:__________

Chemistry

CHEM 101B: Lectures in General Chemistry Grade: _______ Semester:__________
CHEM 151: General Chemistry 1 Grade: _______ Semester:__________
CHEM 152: General Chemistry 2 Grade: _______ Semester:__________
CHEM 241A: Lectures in Organic Chemistry Grade: _______ Semester:__________
CHEM 241B: Lectures in Organic Chemistry Grade: _______ Semester:__________
CHEM 243A: Organic Chemistry Lab 1 Grade: _______ Semester:__________
CHEM 325: Analytic Chemistry Grade: _______ Semester:__________

Other: ____________________________