

ONDAS STUDENT CENTER

OPENING NEW DOORS TO ACCELERATING SUCCESS

NEWSLETTER



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**1150 Kerr Hall
M-F 9am-5pm**

ISSUE 2
SPRING 2018

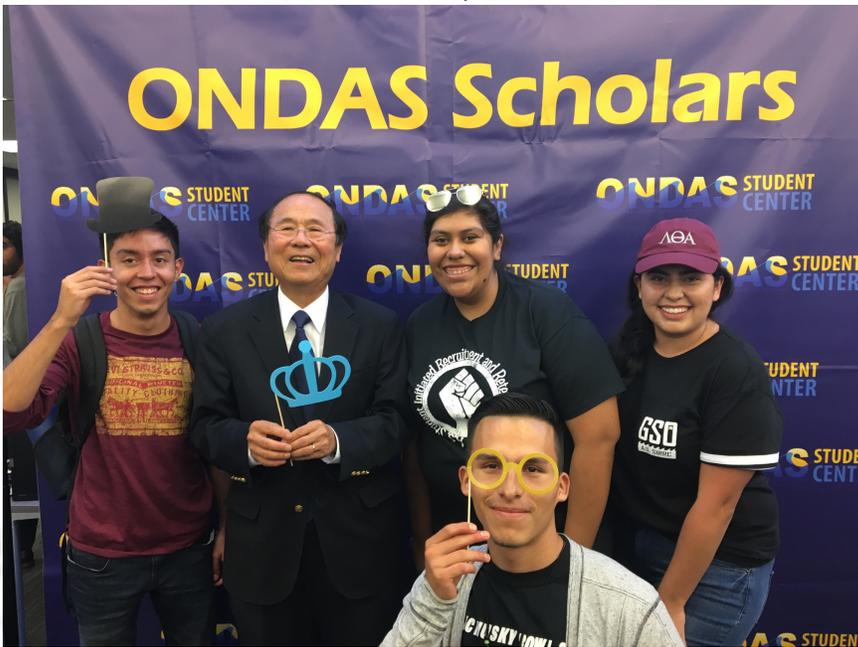
Mission

The ONDAS Student Center (OSC) at UCSB promotes the success and retention of first-generation college students with an emphasis on the first-year transition and experience. We provide mentoring and academic support in a learning-centered space for students to connect with faculty, staff, and peers so they may grow personally and excel academically.

Please visit us in Kerr Hall 1150 to participate in the many activities that take place in collaboration with:

- Associated Students Food Bank
- College of Letters & Science Academic Advising
- Career Services
- Education Abroad Program
- Educational Opportunity Program
- Faculty Members & Academic Departments
- Graduate Division
- Health & Wellness
- Office of Financial Aid & Scholarships
- Residence Halls Association
- Transfer Student Center
- Undergraduate Research & Creative Activities

ONDAS Celebration, Fall 2017



Chancellor Yang and students at our grand opening celebration

4,647

student visits to the OSC in fall 2017 and winter 2018

48%

of students who utilize the OSC have visited on more than one occasion



TABLE TALK

Our faculty mentoring program with EOP, Table Talk, provides opportunities for first-generation college students to participate in personalized mentoring experiences over the course of three dinners with a faculty member.

From a student participant:

"I enjoyed the whole program overall because I met not only a very insightful professor but also really good friends! I enjoyed the conversations, food, and support I gained from the program."

From a faculty mentor:

"The five students were just great people. I plan to keep in touch with them as they move forward at UCSB."



Dr. Sathya Guruswamy, Physics, and student participants

FIRESIDE CHATS

Fireside chats consist of lively and informal conversations with UCSB's renowned faculty. The chats take place in the residence halls and present opportunities for students to learn about faculty members' research and college experiences as they candidly share their ups and downs and the lessons they have learned.

PARTICIPATING FACULTY FOR WINTER 2018



#FIRSTGEN FORUM



FACULTY SEMINARS

The ONDAS Faculty Development Seminar provides an opportunity for faculty to grow as teachers through engagement with new knowledge and research about teaching, learning, and inclusive practices.

Since 2015, 26 faculty from across the university have participated in the ONDAS Seminar. Their work starts from a question: What makes someone an "expert learner" in your discipline? While this might seem like an easy question to answer, it doesn't take long to realize that the more expert one is, the harder it is to describe all that goes in to expertise. Through reading, writing, and discussion, faculty identify the constituent elements of their expertise. They then redesign classes, activities, or assignments to help students gain access to these elements. Faculty also spend time learning about research-based pedagogical strategies for their teaching (often involving cutting-edge technologies), and put their thinking in the context of research on inclusive practice.

Faculty from Chemistry to History, Engineering to English have taken part in the Seminar. Their thinking has affected the learning of thousands of UCSB students in large and small classes. The ONDAS Faculty Development Seminar is an important part of UC Santa Barbara's commitment to making institutional change to work with our amazing students.

Current Faculty Participants

Professor Walid Afifi
Department of Communication



"I was thrilled to be asked and take advantage of the opportunity to improve my teaching by continuing to learn about strategies to make the information in the class more accessible and the class itself more inclusive."

Associate Professor Cristina Venegas
Department of Film & Media Studies



"Possibly the most pertinent outcome of the seminar for me is the range of discussions related to different and nuanced topics about modes of learning, active learning, and especially multiple approaches to writing assignments in the classroom."

STAFF

Peer Mentors

- Sergio Conde, Physics
- Gabby Felder, Biological Anthropology, Ecology & Evolution
- Alissa Gomez, Psychology
- Sergio Hernandez, Psychology, Spanish
- Michelle Ho, Psychology
- Nina Masjedi, Biopsychology
- Christina Padilla, Economics
- Cassidy Pyle, Film & Media Studies, Communication
- Kennady Reason, Anthropology, History
- Nicole Sun, Biopsychology

Graduate Mentors

- Mario Espinoza, Sociology
- Ana Guerrero, Education
- Natasha Moore, Sociology
- Sruthi Swami, Counseling, Clinical & School Psychology



Want to get involved?

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THIS SPRING

Becky Wai-Ling Packard, Professor of Psychology and Education at Mount Holyoke College will be facilitating the following workshops in North Hall 1115:

The Peer Mentor's In-Between Space: Investing in Your Own Mentoring While Growing Others



Professor Becky Wai-Ling Packard
Professor of Psychology and Education
Mount Holyoke College



Designed for undergraduates, this workshop will help peer mentors to learn more about ways to leverage mentoring for their own development, and strategies to expand their mentoring skillset when engaging their peers. Peer mentors face the challenge of being in an "in-between" space, where they are supporting the growth of others while still needing guidance and support themselves. In this session, we will create (or revisit) your mentoring plan, and identify a set of action steps that can help you to make the most of the mentoring you have available (and create some new opportunities as well). In addition, we will strategize about a range of challenges we may face in the course of mentoring peers that can help you to improve your experience of being a peer mentor.

Thursday, April 26th
10am-11am
North Hall 1115

Difficult Conversations as a Strategy to Unlock the Power of Mentoring

THURSDAY, APRIL 26TH
1:30PM-3PM
North Hall 1115



Becky Wai-Ling Packard
Professor of Psychology and Education
Mount Holyoke College

This session will focus on unlocking the power of mentoring in our daily interactions. Participants will engage in an interactive session including practice with case scenarios with an emphasis on difficult conversations we encounter within mentoring interactions, whether ways to speak candidly yet constructively about a student's poor performance or navigating the complexities of departmental interactions with a colleague. As the informal spaces within which mentoring interactions occur are numerous (e.g., in office hours, in the lab/field, in or after class), we have many opportunities to maximize our impact on students by improving the intentionality of our interactions. This investment in mentoring can make a real difference in students' lives as well as for ourselves within our departments and fields of study.

