

CUM LAUDE

2013 EDUCATION ISSUE





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For the last 23 years, Professor Patrick Baliani (featured opposite this page) has been a familiar face in the Department of English at the University of Arizona. He recently joined seven extraordinary UA professors as Honors Interdisciplinary Faculty—a special group of professors who combine two or more areas of study into multidisciplinary courses exclusively for Honors students. These faculty have designed a series of unique general education courses that foster an interdisciplinary perspective and embrace innovative pedagogy. We are able to offer enough courses so that students can take all their general education credits within the college. In addition to teaching, they mentor students, both at an early stage and through the thesis, and play a valuable role as advocates for an Honors education.

Patricia MacCorquodale

WELCOME FROM THE DEAN

PATRICIA MACCORQUODALE
DEAN, THE HONORS COLLEGE

In my family, education was an important value. My grandmother, one of twelve children, had to go to work after finishing the eighth grade. She married a college educated man and that set attendance at the university as the expectation for my mother and then my sister and me. All four of the parents in my blended family were teachers along with my sister and step-sister. I knew in college that I wanted to become a professor and joined the UA faculty when I finished graduate school, 35 years ago.

I chose a career in higher education because the transformational dynamics of education are so inspiring. In the classroom, you can see students have the "ah-ha" moment when their thinking changes. You see their critical thinking skills strengthen and their passions become articulate. My philosophy of teaching is guided by three beliefs:

- 1:** Students will learn only if they become personally engaged with the material. Teaching Honors students fits with my interactive style and hands-on approach. One of my favorite moments in the classroom is when students have an insight that I never thought of or ask a question that stretches my boundaries. Luckily, those experiences happen often.
- 2:** Education extends beyond the classroom. My fields, sociology and gender studies, are areas where students see connections to the social, cultural, and economic forces that shape their lives and envision the kind of world in which they want to live. I want students to be able to apply the intellectual frameworks, concepts, and theories that they learn in class to their everyday world. That goal is fulfilled every time one of my students says, "Gee, I remember learning about that in Dr. MacCorquodale's class."
- 3:** Education should foster global perspectives. To this end, I encourage a safe, respectful environment where students can express and challenge their beliefs, assumptions, and conclusions. I want students to engage, rather than ignore, differences, to examine taken-for-granted beliefs, and to step outside their comfort zones. We become more complex thinkers when we apply our ideas to contexts and conditions around the globe.

You may have experienced similar pedagogies in the Honors classes that you took at the UA. This year, we launched the Honors Plan, a customizable, holistic approach to undergraduate education that ensures that students make the most of their Honors experience. Many components of the Honors Plan aren't new, but we are formalizing and integrating them in a deliberate way. Each student will meet annually with her or his advisor to personalize the plan to their interests, goals and dreams. Honors classes provide an intensive learning environment and hands-on approaches that are the foundation of the plan. Each student will get a sense of how their skills, talents, and intellect make a difference in practical ways by choosing community engagement, internships, research, or study abroad experiences. This world-class Honors education will help students explore their passions, develop professional skills, and create a meaningful vision for their future.

One of my favorite sayings is the Japanese proverb "To teach is to learn." One of the reasons I stayed in college is that I love to learn. Teaching Honors students is reciprocal in that we learn so much from our students. Your passion for learning and knowledge of topics beyond my scope enrich my life.

Ultimately, education is about learning how to learn because learning is a lifelong pursuit. I look forward to hearing how you have found rewarding ways to continue to learn in your lives as UA Honors alumni.

GUEST COLUMNIST: SEAN AIKEN, '07

WHY YOU SHOULD GET INVOLVED IN EDUCATION

My time in the Honors College was spent looking for the right problem. With access to all manner of resources, those travels took many forms—yet each of them still felt noticeably out of place. Looking back, I see it there staring me in the face and I can smirk at the irony.

The whole time I was getting an education I failed to notice that education itself is the problem most worthy of our attention.

It's also one of the least desired. Being a great teacher is incredibly difficult work, a fact some outside the profession refuse to admit partly because all the greatest teachers make it look so easy. Despite this certainty, most won't muster the courage to stand at a whiteboard and try their own hand. The difference between teaching and basketball is that average people know they can't dunk. (Go Cats!)

Yes, the pedagogy involved in effective instruction is complex, but as an alumnus of the Honors College, you already command an intuitive understanding of this magic. With access to practical support and quality curricula, any subject expert can become a solid teacher. It just takes some additional vocabulary, exercise, and will—and my guess is you're a quick study.

There are many reasons to work in education. Money is not one of them. But I don't think it's the answer either. Not completely, anyway. In all our talk about systemic solutions—in teacher compensation and merit pay, in resource allocation and achievement gaps—it's easy to end with socioeconomic. My gut says it's simpler than all that, something like boiling the entire standard model of particle

physics down to a four-line equation that fits on a teenager's hat. But we can table that conversation for now.

Teaching is not a lucrative endeavor, but it can make you rich. The interplay between preparation, delivery, and assessment of academic content helps smart people more deeply master their field of study, especially just out of college. This experience sets up new professionals for success in future careers while children benefit from the energy, imagination, and expertise of all those clever young mavens. Some may gripe, but I suspect new graduates facing the current job market wouldn't mind honing their wits and giving back to their communities for the small cost of rent, vitamin C, and coffee—at least for a few years.

It's fashionable to worry about teacher retention (a subject to which many scarce resources are devoted), but I'm not convinced that a five-year teacher lifespan is such a bad thing. Most great teachers want to stay in schools and should be rewarded and respected if they continue to perform. If they burn out, let them go. The private sector could use their assimilated wisdom (and humility?), and the public sector gets an easy cost control mechanism. Win win.

More could be said here, but the key to the five-year teacher model is ensuring another generation of talented new arrivals is eagerly waiting in the wings. That is where you, dear Honors College reader, come in.

No matter how you choose to devote your life, I ask that some portion of it be focused on teaching the discipline of your expertise. Children are hungry to take their place in

our world, and their capacity for detailed understanding should not be trivialized. I am not asking that we all become education majors—quite the opposite, in fact. I ask that everyone who studies philosophy, literature, science, mathematics, art, engineering, history, language, or economics consider contributing to the perpetuation of that passion. This is the work being done in the classroom.

Please, take your turn. You may fall in love, but if not, you will spend time working harder than you ever have in your life so that a child will have the chance to discover, harness, and master their most deeply-seated creative talents. And that's worth a shot, I think.

See you out there.

Sean Aiken ('07) is Head of School at BASIS Washington DC.



BEAR DOWN TO SUCCEED: VINCENT & BOSUN HAU

Van and Kim-Tuy Hau left Saigon, Vietnam, in April 1975, on the day the Communists took over the country. They left on a boat and spent several weeks drifting at sea with poor conditions and little food and supplies, before they were rescued by the U.S. military. They were brought to a refugee camp in Guam, and eventually, Philadelphia.

Van and Kim-Tuy left behind family and everything they had to come to the U.S. for the hope that their children would have an opportunity for a life better than the one they would have in Vietnam. Because Van and Kim-Tuy believed that education would be the key to achieving the American dream, they had one overriding goal for their new life in the U.S.: to make sure their children received the very best education the family could afford. Every decision they made, from what jobs to take, to what city to live in, had the educational opportunities of their sons in mind.

Today, their youngest son, Bosun, is a healthcare venture capitalist in Boston, and older son, Vincent, is a vitreo-retinal surgeon in Southern California. Both sons attribute their successes to the sacrifices of their parents and their respective experiences and foundational education at the UA.

As Van and Kim-Tuy settled into Philadelphia in 1975, Van began working as a dishwasher to support his family. Kim-Tuy was pregnant with their first child, Vincent. She had earned a marketing degree in Vietnam, but the cultural differences and a lack of Western focus in her academics made it challenging for her to find a career in the U.S. using her degree. She remained a stay-at-home mother until several years after their second child, Bosun, was born in 1978.

The Haus moved to Tucson in 1985. Over time, Van worked his way up to executive chef at a local resort, and Kim-Tuy learned flower arranging, initially as a hobby, but eventually found a successful career working as a florist. Van recently retired after opening up several restaurants that have won critical acclaim and Kim-Tuy is currently the Floral Manager at Loew's Ventana Canyon Resort. Through their parent's determination and hard work (and often struggle) to provide them the typical American childhood, Vincent and Bosun had a fantastic upbringing in the Old Pueblo. Wildcat pride was instilled in them at a young age!

When it came time for college, the University of Arizona was an easy choice for both of them, and really their only choice; the family could not afford to send them away for college but they were both quite fortunate to have received full scholarships to the UA. They completely embraced the opportunities offered to them as UA Honors students.

Vincent was very active on campus. He served as president of the Vietnamese Student Association, was on the board of the Asian American Faculty, Staff and Alumni Association, worked as an Orientation Leader, organized a national conference with the Chinese American Citizens Alliance, and ran a booth every year at Spring Fling.

"As important as education was to my success today, my experience with clubs and organizations was just as important in the growth and development of my leadership and networking skills," Vincent says.

He graduated in 1997, Magna Cum Laude with Honors in Biochemistry, and was the recipient of the Robert L. Nugent Award at Commencement.

He continued his studies at UA, earning an MD/Ph.D. (in Pharmacology) in 2005. He completed an Ophthalmology residency at the University of Utah and a Vitreo-Retinal Surgery fellowship at Texas Retina Associates, and is now a practicing vitreo-retinal surgeon in Southern California.

"I enjoy the variety that I am exposed to," Vincent says, "whether it is from saving somebody's vision with emergency surgery or taking time to get to know a patient's entire family because of a hereditary disease that affects every one of them. One morning I could be presenting research results in front of an audience of a thousand of my retina colleagues, and by the afternoon, holding the hand of a patient while I explain to them their diagnosis of age-related macular degeneration." His interest in research was fostered by UA at an early age.

Younger brother Bosun was equally active on campus. He also got involved in research through the Undergraduate Biology Research Program, was a student athletic trainer for the UA Athletic Department, and was active in ASUA (as Academic Affairs Director and student representative on Faculty Senate).

"Whether it was while working to improve campus-wide advising resources or awarding



the annual ASUA scholarships, I found it highly rewarding that I was working towards improving the UA experience for not only my class but all future UA students,” Bosun says.

He was also a part of Arizona Ambassadors, Arizona Allegiance, and, most formatively, UA Bobcats.

“I have yet to be involved in another organization that exudes as much pride and enthusiasm for a cause as we did. We were thirteen individuals that were dedicated to upholding the most hallowed UA student traditions—it was an honor just to be entrusted with the responsibility. Some of my most fond memories at the UA are of both the hard work and the good times with my fellow Bobcats. The friendships we developed are still strong to this day,” Bosun reflects.

Bosun graduated, Magna Cum Laude in 2001, with degrees in Physiology and Psychology, and received the Freeman Medal at Commencement. A few credits shy of receiving a third degree in Molecular and Cellular Biology at that time, Bosun returned to finish that course work, writing an Honors thesis as well, and was awarded the degree with Honors in 2005.

“I owe Dr. Thomas Lindell in the Molecular and Cellular Biology Department a debt

of gratitude, as he was willing to work with me several years after I received my first two bachelor degrees to complete the requirements for my third degree in MCB while working full time,” Bosun says.

Today, Bosun has a career he thoroughly enjoys. After earning a Master of Science in Biotechnology from Johns Hopkins University and an MBA from the Wharton School at the University of Pennsylvania, Bosun began working in healthcare venture capital.

“I am a General Partner at MVM Life Science Partners, a healthcare venture capital and growth equity firm in Boston. I invest in start-up and emerging companies within healthcare, with a particular emphasis on the medical technology, biopharmaceutical, and healthcare IT sectors,” he says.

Bosun and Vincent feel the University of Arizona provided a superb foundation, during important formative years, for their continued academic and professional success, and the Honors College was a part of that.

“I savored the heightened expectations in my Honors courses and appreciated that it drove me to pursue an even higher level of excellence,” Bosun says.

Vincent concurs, and they both take pride in their UA education.

“Being a Wildcat for 12 years (four years undergrad and eight years MD/PhD) has developed in me a sense of pride and respect for the public university system,” he says. “I know whatever new endeavor I pursue in my career, I will always be able to “bear down” and succeed because of my red and blue education.”

As the first of their family to attend college in the U.S., Bosun and Vincent have fulfilled the dreams that their parents had in mind for their children as they left their country in 1975.

“Our parents gave up their personal dreams and sacrificed so much for us—for that, my brother and I are eternally grateful,” Bosun says.

Through their investment in education, their family has truly attained the American Dream.

What’s your story about higher education?
Let us know at honors@email.arizona.edu



2013 STUDENT AWARDS

Of the six senior award winners honored by the Dean of Students at the May 2013 Commencement Ceremony, five were Honors College graduates.

HONORS COLLEGE OUTSTANDING SENIOR

PHILIP RUIZ

Tucson native Philip Ruiz overcame seemingly insurmountable challenges to graduate with a Bachelor of Science in Physiology with minors in Economics and Chemistry. At age 18 he found himself on his own and started a personal training business to fund his college education and to earn living expenses both for himself and his brother.

Working his way through college, Phillip maintained a 4.0 GPA and graduated Summa Cum Laude with Honors. During his time in the Honors College, he garnered extensive experience in research (Undergraduate Biology Research Program) studying sudden infant death syndrome in a respiratory lab, participated in the Philip Carter Memorial Medical Internship program, and volunteered in hospice care; these experiences have helped prepare him for his career in medicine.

An Alumni Legacy Grant recipient, Phillip is passionate about preventative medicine, exercise physiology, and making changes in the economics of medicine by influencing policy. In his spare time, he enjoys bodyweight strength conditioning and gymnastics, and hopes to spread this passion to others as a means to improve their health. He is looking forward to starting medical school this fall at Johns Hopkins University.

UA COMMENCEMENT AWARDS

Victor Arias graduated with bachelor's degrees in Biochemistry (Honors) and Molecular and Cellular Biology, with a minor in Mathematics. His dreams of attending college became a reality after he was awarded the Dorrance Scholarship, the UA Hispanic Alumni Association Scholarship, and the Homa and Irene Wood Foundation Scholarship. During his first year at the UA, Victor participated in the New Start summer program, became involved in the ambassador program for the department of Chemistry and Biochemistry, and its mentor program. Victor volunteered in a rural clinic in Huancayo, Peru, the Compass Alcohol and Drugs Rehabilitation clinic in Tucson, and at the border SEAHEC-KBI Migrant Aid Station in Nogales, Mexico. Victor will begin his first year of medical school at the University of Southern California Keck School of Medicine, where he was offered a full-tuition scholarship. He hopes to complete his medical education and return to Arizona and serve as a physician.

Meardey Kong graduated Magna Cum Laude with bachelor's degrees in Philosophy, Politics, Economics and Law (Honors) and Psychology. She immigrated to the U.S. at age 10 after her parents survived the Khmer Rouge genocide in Cambodia. Her passion for research began when she was admitted into the Ronald E. McNair Achievement Program, a federally funded initiative designed to prepare traditionally underrepresented students for graduate school. Her independent project entitled "The Politics of U.S. Intervention in the Sex Trafficking Industry of Cambodia" was published in the peer-reviewed journal *Righting Wrongs: A Journal of Human Rights*. Meardey was able to return to Cambodia after 10 years to collect data for her undergraduate Honors thesis where she witnessed how psychological trauma from the genocide continues to afflict the country today. This fall, she will begin the doctoral program in clinical psychology at the University of Massachusetts, Boston to pursue her research and desire to work with adolescents and families with histories of collective trauma.



VICTOR ARIAS
ROBIE GOLD MEDAL



MEARDEY KONG
ROBIE GOLD MEDAL



JOHN DENTON-SCHNEIDER
MERRIL P. FREEMAN
MEDAL

John Denton-Schneider graduated Summa Cum Laude with bachelor's degrees in Entrepreneurship (Honors) and Spanish. A three-year letterman on the UA swim team, he will finish his NCAA eligibility next year. During his time at the UA, John worked as a research and database assistant for the Eller Economic and Business Research Center. He was a peer athletic leader and received a CATS Life Skills Award. He volunteered more than 80 hours with organizations such as the Community Justice Boards, which use restorative justice to reduce juvenile crime and build brighter futures for Tucson youth. John will begin a master's program in Latin American studies at the UA, focusing on the history and economic development of Brazil and Mexico. He wants to start companies and consult in Latin America with the goal of improving governments, markets and lives in the region.



LEXI SHINN
MERRIL P. FREEMAN
MEDAL

Lexi Shinn graduated Magna Cum Laude with a bachelor's degree in Accounting (Honors) from the Eller College of Management, with a minor in French. She joined the Honors College Xtreme Discovery Teams and soon transitioned into the role of undergraduate coordinator. Under her leadership, the program impacted more than 750 students in the Tucson community. Lexi also worked as a program assistant for the Honors College's Summer of Excellence program. She served as the resident assistant for more than 100 high school students who took classes at the University over the summer and coordinated activities for the participants. Lexi displayed her passion for the Greek system by leading the Panhellenic Executive Council, the governing body of 14 sororities on campus, and was eventually elected President. In the fall, she will return to the UA to obtain a master's degree in accounting. From there, she plans to take the CPA exam and join the Deloitte team full-time in the audit practice.



GARRETT VOGUE
ROBERT LOGAN
NUGENT MEDAL

Garrett Voge graduated with bachelor's degrees in Accounting (Honors) and Management Information Systems. He participated in the Freshman Class Council of the Associated Students of the University of Arizona, and the Freshman Fee Advisory Board. He also served on the Spring Fling business staff, and he was director of operations for the Yuma Hall Council. As a sophomore, Garrett was also elected as one of 10 student body senators and by junior year, he became the FCC director, in charge of mentoring 49 first-year students. He was ASUA community development co-director, and he headed the ASUA Youth Basketball and Cheer League, giving 250 Tucson children a chance to learn about sportsmanship and higher education. Garrett has been awarded the William Barrett Award for Eller Seniors, the Dean's List of Distinction, the Diversity Jobs National Scholarship and the Laura and Arch Brown Honors Scholarship. He plans to join the UA Master of Accounting program in the fall and sit for the CPA exam before starting his career in public accounting.

BY THE NUMBERS

MAY 2013 GRADUATING CLASS STATS



338 HONORS GRADUATES: 202 FEMALE GRADS · 136 MALE GRADS



7 DaVINCI AWARDS

for students who have completed original theses in more than one area

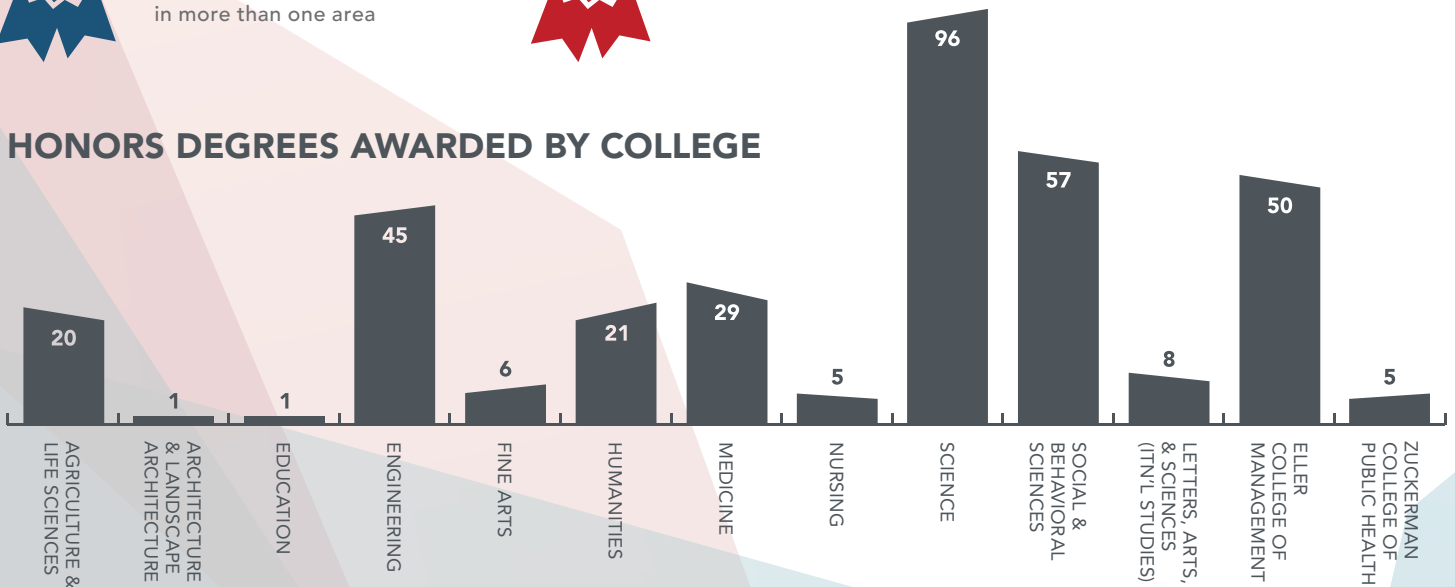


4.0

41 SILVER AWARDS

for students graduating with a 4.0 GPA

HONORS DEGREES AWARDED BY COLLEGE



TOP MAJORS





THE HONORS COLLEGE

The ceremony for the Honors College's largest graduating class in history was held in McKale Center for the first time.

2012-2013 ALUMNI AWARDS

Every year, the Honors College recognizes alumni who, through their significant accomplishments, embody our mission. UA Honors alumni have excelled personally and professionally in the arts, academia, science, medicine, law and business, and we are proud to acknowledge their success.

The Alumnus or Alumna of the Year is honored at Homecoming annually in a University-wide ceremony, and throughout the year, we also recognize outstanding alumni with the following awards:

- **SPIRIT OF INQUIRY:** An alumnus or alumna whose intellectual curiosity, commitment to life-long learning, and success in professional endeavors embody the spirit of inquiry and discovery fostered by the Honors College
- **SOCIAL RESPONSIBILITY:** An alumnus or alumna whose meritorious service to their community, state, or nation demonstrates a commitment to promoting social responsibility throughout their lives
- **YOUNG ALUMNUS/ALUMNA:** An alumnus/alumna 35 years or younger who has demonstrated outstanding achievements in his or her field
- **ADVOCATE FOR EDUCATION:** An individual who has demonstrated extraordinary efforts in promoting education at the UA and/or meeting the needs of the Honors College

You can nominate yourself or someone you know for these alumni awards by using the forms on our website, at:

www.honors.arizona.edu/alumni-and-friends/alumni-awards



NEIL GEHRELS
Alumnus of the Year

Dr. Neil Gehrels has devoted his career to untangling some of the most challenging questions of our universe. An experimental physicist working in gamma-ray astronomy at NASA's Goddard Space Center, Dr. Gehrels studies gamma-ray bursts and supernovae using space telescopes, instrument development and deployment, and data analysis. Dr. Gehrels is chief of Goddard's Astroparticle Physics Laboratory, principal investigator for the Swift gamma-ray burst MIDEX mission, and the Deputy Project Scientist for the Fermi Gamma-ray Space Telescope, a telescope that will answer questions about supermassive black hole systems, pulsars and the origin of cosmic rays. In 2009, Dr. Gehrels was awarded the Henry Draper Medal by the National Academy of Sciences for his investigations in astronomical physics and his pioneering contributions to gamma ray astronomy. Dr. Gehrels has a PhD in physics from Caltech and graduated with Honors in Physics (with a double major in Music) from the University of Arizona. Dr. Gehrels is also an Adjunct Professor of Astronomy at the University of Maryland and an Adjunct Professor of Astronomy & Astrophysics at Pennsylvania State University.



GERRY MORTON
Spirit of Inquiry Award

Gerry Morton is the CEO of EnergyFirst, an industry leading natural products company ranked by Inc. magazine as one of the fastest growing private companies in America. EnergyFirst is known for offering the world's best tasting, highest quality, all natural meal replacement protein shakes. Gerry holds a Masters of Science in Nutrition with Honors along with an Executive MBA from the UCLA Anderson School of Management. He is a graduate of the MIT Entrepreneurial Masters Program and earned a Bachelor of Science in Entrepreneurship with Honors from the University of Arizona. Gerry is Past-President of the Entrepreneur's Organization (EO) in Los Angeles, Past President of the Viking Charities, is a Rotary Board member, and sits on the Board of Directors for the Boy Scouts of America in Los Angeles as their Vice President of Membership. Gerry is a veteran of four Ironman Triathlons (including Hawaii), over 30 marathons (including Boston), the Catalina Classic 32 mile paddle board race, numerous other top athletic competitions, and leads a thriving family life as a husband and father.



ALAN KAYE

Social Responsibility Award

Dr. Alan David Kaye, MD, PhD, is Chair of the Department of Anesthesiology and professor in the Departments of Anesthesiology and Pharmacology at the Louisiana State University Health Sciences Center in New Orleans. He is also Director of Interventional Pain Services at the LSU School of Medicine. Dr. Kaye graduated from the University of Arizona in 1984 with a bachelor's degree in Psychology (Honors) and in 1989 with an MD. He also earned a PhD in pharmacology in 1997 from Tulane. Dr. Kaye created LSU's Interventional Pain Clinic, the only one in the state for those who are indigent. He has marshaled support from 18 interventional pain physicians from throughout Louisiana to help perform interventional pain procedure for people who are typically unable to work or function well because of complex pain states. Dr. Kaye also created LSU's Anesthesia Residency Program in 2007; this was the first new Anesthesia training program in two decades. He has been instrumental in rebuilding and strengthening Anesthesiology in New Orleans even after the destruction of many hospitals during hurricane Katrina.



PATRICK MARCUS

Advocate for Education Award

Dr. Patrick Marcus graduated from the University of Arizona with Honors in Electrical Engineering in 1999. He earned his PhD in Biomedical Engineering from UA, and is also a graduate of the McGuire Entrepreneurship Program in the Eller College of Management. Dr. Marcus is president of Marcus Engineering, LLC, a Tucson electronics engineering firm that supports product development, project management and instrumentation development for a variety of industries, focusing on medical devices and medical instrumentation. Dr. Marcus teaches, mentors, and serves on UA advisory boards the College of Engineering, Department of Biomedical Engineering, and Arizona Center for Innovation. He also teaches solar oven workshops at TUSD schools and organizes outreach programs to bring STEM professionals into local elementary schools. Dr. Marcus is also involved in the Arizona Bioindustry Association, the Bioindustry Organization of Arizona, the Arizona Technology Council, and the Arizona Optics Industry Association.



DONN SILBERMAN

Advocate for Education Award

Donn Silberman graduated from UA in 1983 with Honors in Physics. He continues to embody the mission of the Honors College in both his career and personal life, and has been fortunate to have them blend. He is an Application and Sales Engineer for Physik Instrumente supporting customers' efforts with the highest precision positioning instruments for lasers, optics and related technologies. His career in the optics industry allows for and supports his educational outreach "hobby." He is the Founding Director of The Optics Institute of Southern California, a nonprofit organization dedicated to the promotion of math, science, and engineering education through the use of art, color, optics and related technologies and phenomena. The Institute's educational approach is to offer hands-on, student-centered, and engaging learning opportunities to foster the curious scientist, the artful mathematician, and the creative engineer in every student, regardless of age. The professional societies to which he belongs have shown their gratitude and support with grants to assist with his outreach activities.



ANDREA BRODIE

Young Alumna Award

Andrea M. Brodie graduated from the University of Arizona in 2006 with majors in Political Science and Judaic Studies. She received a Juris Doctorate from Hofstra University School of Law, and has been practicing law in New York since then. She is a senior associate at the law firm of Saltzman Chetkof & Rosenberg, where she focuses on family law. Andrea currently serves as Vice-Chair of the Young Lawyers Committee for the Nassau County Bar Association, Co-Chair for the Matrimonial Committee of the Nassau County Women's Bar Association, and 10th District Alternate for the Young Lawyers Committee of the New York State Bar Association. She has been working with her UA thesis advisor, Thomas Price, to help incorporate an international non-profit organization called the International Organization for the Promotion of Tolerance. Their mission is not to simply promote anti-bullying agendas, but also to create and provide educational tools to educate and inform the public, particularly teenagers, about the need to behave with greater tolerance and respect for all human beings.

EXCELLENCE IN EDUCATION

MARGARET M. BRIEHL & DENNIS T. RAY FIVE STAR FACULTY AWARD

The Five Star Faculty Award recognizes excellence in teaching, and is the only on-campus teaching award with nominations and winners named exclusively by students. The Honors students on the Five Star Faculty committee solicit nominations and from those, select five outstanding professors to interview and observe in their classroom setting. They use that information, along with a review of course evaluations, syllabi, and personal statements of each finalist, to select one winner each year.

This year's recipient is Dr. Alain-Philippe Durand.

Dr. Alain-Philippe Durand, Professor of French and Director of the School of International Languages, Literatures, and Cultures, came to the U.S. from France for his education, and was inspired to become a professor after falling in love with the American college system.

"Professor Durand was a remarkable candidate from the initial nomination process, where he received three exceptionally written nominations, each for a different class," say Lindsay Bahureksa and Sara Laus, Five Star Faculty committee co-chairs.

Students recognize his commitment to teaching and pedagogical innovation in his Honors and French courses, particularly in the interdisciplinary Honors seminar Literature and Film of 9/11. He developed a minor in Intercultural Studies and brought hip-hop to campus through classes, an interdisciplinary symposium, and a new minor.

A.P.'s enthusiastic and energetic teaching style encourages students to develop their critical thinking and creativity. Mentoring students is his favorite part of being a professor. He encourages students to pursue their interests and dreams and pushes them to excel by challenging themselves psychologically and academically.

"He believes in his student's ability to work hard," said one of the students who nominated him.

- ▶ Did you have an outstanding faculty teacher or mentor? Post your story on our Facebook page: www.facebook.com/UAHonorsAlumniAndFriends





HONORS COLLEGE ALUMNI CLUB

YEAR IN REVIEW

In its third year, the Honors College Alumni Club (HCAC) is in full-swing, with a year-round calendar of social, service, and networking events. We hope this will be the year that you get involved, whether by simply showing up at a social event, or by joining the executive board and shaping the future of the club.

HCAC events range from purely social (like happy hours at Tucson restaurants—though last year saw Honors alumni events in New York, Los Angeles, Boston, San Francisco, and Phoenix, too!) to family friendly (like our close encounters with rhinos and giraffes at the Tucson Zoo) to student-oriented (like sponsoring a wildly popular annual cookie study break for students during finals week).

The second annual HCAC Tucson Festival of Books reception was a great way to celebrate the literary successes of Honors alumni: Nancy Turner '99 (author of *These is my Words* and other works of historical fiction), Adam Rex '96 (whose book *The True Meaning of Smekday* is set to be released as a Dreamworks movie next fall!), Beth Alvarado '83 (UA faculty and author of *Anthropologies*), Matt Mendez '04 (author of *Twitching Heart*, a collection of short stories), and Tom Cobb '69 (whose novel *Crazy Heart* was adapted into a 2009 movie starring Jeff Bridges).

For more information or to get involved, check out the club's website at: arizonaalumni.com/honorsclub or you may contact Susan Kaleita at kaleita@email.arizona.edu or 520.621.8278. Let us know if you have ideas for events or want to be included on the HCAC email list. And if you can make or buy some cookies for this December's cookie study break, you'd make some handworking Honors students very happy—we ran out early last year!

The Honors College Alumni Club is also excited to help truly outstanding, out-of-state, low-income high school students visit the Honors College as prospective students. These are National Scholars—THE top students from across the country.

Don't live in Tucson? You can still get involved. You can help HCAC raise money for scholarships from wherever you are!

The Honors College Alumni Club will get a portion of your dues if you select "Honors College" as your chapter or club when you join or renew membership in the UA Alumni Association. Visit www.alumni.arizona.edu to sign up.

Or, show your support by buying an Honors College Alumni shirt (and wearing it with pride!). Order a long sleeve button-up shirt (\$35) or a short sleeve polo shirt (\$25) in either blue or red by contacting Susan at kaleita@email.arizona.edu. For each shirt you purchase, \$10 will go to HCAC for future Honors scholarships.

And if you know a truly outstanding high school student—send them our way! We're always looking for the next Honors Wildcat.

XTREME DISCOVERY TEAMS:

INSPIRING YOUNG MINDS THROUGH EDUCATION

Like many Honors students, Lexi Shinn had taken AP courses in high school, so it seemed like a natural transition to be a member of the UA Honors College. She was eager to make new connections with fellow students, work with amazing professors, and get involved within the College and University. She joined a sorority and soon became the program coordinator for Xtreme Discovery Teams (XDT), an Honors organization dedicated to inspiring local middle and high school students to pursue higher education.

"I actually knew Amanda Stapp, the XDT coordinator when it first started. She is a close friend of mine," Lexi said, "and the one who encouraged me to apply when I was a freshman. I was already looking to expand my network and get more involved, so it seemed like a perfect fit."

Initially funded through a grant provided by the UA Parents and Family Association, XDT engages students in grades 6-12 through hands-on activities to promote the importance of higher education. XDT volunteers are recruited based on their major, and then asked to create special activities that pertain to their area of study. The teams are divided by subject into chemistry, physics, business, psychology, linguistics, engineering, and science.

"XDT is purely a volunteer program, and the number of teams available to make school visits depends heavily on the number of volunteers in the program," said XDT Supervisor Ashley McClung. "Usually we have between 10 and 20 volunteers, and our chemistry and physics teams are often our most in-demand teams. We are also always adding new activities and adjusting our workshops based on student and teacher evaluations."

During her time with XDT, Lexi was assigned to a business team that worked on a marketing activity in which students had to research a new product and find out how to market it to their peers. "We wanted to show what really goes into making a product and how to sell it effectively," she said. "It was a great introduction to business and marketing, but it also touched on what it means to be a college student and how they can excel at something."

After just one year of volunteering in local Tucson classrooms, Lexi was offered a new position with XDT as the undergraduate program coordinator, which she held since 2011. In that time, she helped expand the areas of activities from four to ten, including chemistry, physics, communication, and astronomy. She also reached out to new schools in Vail and east Tucson, which resulted in nine new school contacts.

"It's amazing to see how much the program has grown and I feel privileged to have been a part of such a great team," Lexi said. "But, I'm excited to pass the baton and find someone new to take over. I don't see XDT slowing down anytime soon!"

After graduating in May, Lexi has passed her XDT responsibilities to a new undergraduate coordinator, Cheryl, who has been an XDT volunteer for the past two years. She has big plans to continue the XDT legacy of changing lives through education.

**See the full list of XDT Teams on the opposite page.*

BUSINESS

Students are instructed to create a new soft drink line and pitch it to an audience. The activity shows how different fields of business (finance, accounting, marketing, etc.) play a role in a project. The students are divided into groups and each one creates a label for a new drink, as well as a slogan to market it. After devising their own beverage, they present it to their peers and get feedback from the others.

CHEMISTRY

This activity involves two small workshops designed by the UA Chemistry Club. The first involves “secret” messages that are created on paper utilizing basic and acidic substances, and a discussion of the scientific principles involved in the activity. The second workshop creates silly putty with homemade materials.

ENGINEERING

This workshop stems from areas including architecture and communication. Students will be divided into groups and be instructed to design their own structure out of legos with certain qualifications and constraints. After, another group will have one member in charge of guiding their team to building the same structure without the others being able to see it. With certain design constraints, students must think “outside” the box and address potential issues in their structure.

LINGUISTICS

This team has a phonetics activity that separates the class into smaller groups and explores the basis of different languages and how sounds are formed. An alternate activity revolves around the meaning of archetypes in literature and in everyday life. It fosters a group discussion in which everyone is encouraged to give their opinions and draw references from their own lives.

PHYSICS

This workshop explores the properties of static electricity and conductors by building homemade electroscopes. XDT provides all of the materials necessary for the project, and they ask the students brief follow up questions when the activity is completed.

PSYCHOLOGY

This workshop is based on individual vs. group decision making. It involves working alone, and then later, in groups. With time constraints, students are forced to focus on effective group decision making and collaboration.

SCIENCE

This team is comprised of activities from general science classes including astronomy. One of the activities involves drawing a scale model of our atmosphere in order for students to gain knowledge of the distance to space. Another activity involves learning the impact that meteorites have on the surface of planets.

POWER IN NUMBERS

When I was young and just out of college, I never thought that my very small gifts made any difference to my alma mater. I actually stopped giving. But I got a telephone call from a student worker, who thanked me for my gift and then asked why I had stopped giving. I simply told her that I was very poor at the time and that my small gift—I think it was only \$5—wouldn't be missed.

This was to be my first lesson about the "Power in Numbers." The young woman stopped me before I could elaborate, and said, "Are you kidding? Every gift makes a huge difference." She went on to explain that if every graduate from my class made a gift of \$5, there would be close to \$5,000 given to the University. "Think," she said, "what that could do for students!" She, herself, was the recipient of a scholarship and suggested that maybe my \$5 helped her get to school to pursue her dream of being a pediatric physician.

I had never thought about it that way, but I do now. I think of it every time we get an envelope bearing a donation. Do you know how I can tell? When I get a gift, the first thing I look at is the name of who gave it—not the amount. Your gift matters. Its size does not.

There are some who are fortunate in life and have greater means to make larger gifts. I know these people personally, and I know they enjoy giving generously to support our Honors College students. But for those of you just starting out in your lives and careers, think of the Power in Numbers and how your gift—small or large—will make a difference in the life of that one student. It is a pretty good feeling.

David Scott Allen
Director of Development
The Honors College

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To give to the Honors College by check, make the check out to UAF/Honors College and mail to:

The Honors College
University of Arizona
PO Box 210006
Tucson, AZ 85721

To give securely online, choose a funding option on the UA Foundation website through the "DONATE" link at the bottom of our website, honors.arizona.edu

You can let us know how you want your gift to be used—from study abroad scholarships to research grants and more.

Thank you for your support!

SAVE THE DATE

HOMECOMING 2013: WILDCAT PLANET NOVEMBER 7-9, 2013

FRIDAY, NOVEMBER 8, 2013

- ▶ **From All Perspectives: Sharing the Global Honors Experience**
9am–4pm
Student Union Memorial Center, Santa Cruz Room (3rd floor) 1303 E. University Blvd
Honors Wildcats live and learn across the globe, everywhere from Namibia to Nepal—and they take great photos! Please join us at this exhibit of study abroad photos taken over the past year. Honors students will be on hand to share with you stories from across Planet Wildcat!

SATURDAY, NOVEMBER 9, 2013

- ▶ **Homecoming Tents & Parade**
Five hours prior to kick-off (TBA)
Join us on the mall to meet current students, mingle with other alumni, and more.
- ▶ **Arizona v. UCLA Football Game**
Kickoff TBA

THANK YOU! GIFTS FROM JULY 1, 2012 TO JUNE 30, 2013

Your support of Honors College students is a powerful investment in our shared future.

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