**The Bi-Weekly Advising Bulletin – Weeks 1-2, Spring Term 2017**

Welcome back for spring term! If you missed it during the spring break, a new issue of *The Carleton Adviser E-Newsletter* is available at [this link](https://apps.carleton.edu/campus/doc/advising/assets/WinterSpring_2017_newsletter.pdf). Take a look at your leisure and read about some of our current priorities in advising and support for advisers at Carleton.

It is decision time for sophomores as they all choose a major **now through the deadline of** **5 p.m.**, **April 7th**. They are assigned new advisers by their new major departments sometime after the add/drop deadline (**Sunday, April 2, 11:59 p.m.**). Please make sure to contact your sophomore advisees and schedule an “exit interview” to help them reflect on their time at Carleton thus far and how what they have done is influencing their perspective on their intellectual and professional development. These are useful conversations for them as they put the finishing touches on the reflective essays of their [Sophomore Writing Portfolio](https://apps.carleton.edu/campus/writingprogram/portfolio/)s. All portfolios are due **May 12, 2017**, so be sure to inquire again with your sophomore advisees about their progress. Have them run through the [portfolio checklist](https://apps.carleton.edu/campus/writingprogram/portfolio/checklist/).

Speaking of the add/drop deadline, be sure to email your advisees soon (if you have not done so already) to let them know when they can stop by to discuss adding or dropping courses before the deadline. There are **only four more labor days** **this week** for your advisees to consult with you.

As part of our collective effort to always be advising and not concentrate advising during the always-hectic “advising days” period, I *strongly* recommend that all advisers use the much less hectic first two weeks of the term to invite their advisees for an initial consult (perhaps even [over lunch](https://apps.carleton.edu/campus/onecard/faculty/)). The research shows that early contact with advisees during a term minimizes errors and poor choices that become more time-consuming problems to solve later in the term when time is especially short.

And speaking of an initial consult, don’t neglect your first-year advisees with all of this attention focused on sophomores and majors! Your first-year advisees are beginning their third terms and they have a lot more data about their lives at Carleton and their experience with the curriculum. Have them stop by or, better yet, organize a group meeting or two (if you have a lot of frosh advisees) to share their impressions and receive nuggets of wisdom from you. Feel free to use Beth McKinsey’s [Advising Reflection Assignment – Spring of First Year](https://apps.carleton.edu/campus/doc/advising/by_year/first_year/reflection_assignment/), which is a very useful tool for preparing frosh to reflect on their time at Carleton thus far.

**EXT Policy**

Last fall, the faculty approved a new set of standardized deadlines for students granted extensions beyond the end of the term.  As a reminder, students who are granted extensions will either receive them for one week or three weeks (EXT1 or EXT3).  Faculty will have two weeks to submit grades after each of the extension deadlines; if travel or other circumstances make this impossible, the Registrar’s Office will assign a grade of X, until a request to change the grade is submitted by the instructor.

The new standardized deadlines do ***not***change any of the other [regulations and procedures](https://apps.carleton.edu/handbook/academics/?policy_id=21448&a=student) regarding the end of term. Unless a student has received an EXT1 or EXT3, **late work submitted after the end of the regular examination period is not to be graded.** Faculty may not grant extensions beyond this deadline; students seeking extensions should be directed to their class dean (Cathy Carlson or Joe Baggot).  If you have any questions regarding these procedures, please direct questions to the Registrar's office or the Dean of Students office.

**OnBase: An Archiving Tool Advisers Can Use**

As advisers, you have access to more information about your advisees than you might know. All advisers know about the drop-down menus available on the Hub under “My Advisees.” We usually just use “View Student Transcript” and “Progress Towards Degree” (the old “degree audit”). But have you tried “View Document Archive”? Clicking this option for any student will take you to [OnBase](https://wiki.carleton.edu/display/itskb/OnBase), an archiving tool that provides a host of expanding services for advisers. Once in OnBase, you can view the selected student’s pre-Carleton archive (e.g., the student advising questionnaire, college application essay, and high school transcript). More useful, though, are any documents that are relevant to the student’s Carleton life. You may access copies of petitions such as leaves, and any actions taken through the Academic Standing Committee. Beginning this term, advisers will receive copies of leave petitions by clicking a link in an email that will go directly to the OnBase archive where the petition is stored.

You can also access OnBase to do an open-ended search for documents or for groups of advisees. [This page](https://wiki.carleton.edu/display/itskb/OnBase+-+Adviser+tips+and+tricks) will take you to the Carlpedia (Carleton’s Wiki) that explains, step-by-step, how to do a search in the OnBase archive. The capacities of OnBase are expansive and we hope to use them to support the work of advising for some time. Conceivably, a host of other petitions and documents can be stored and be made available more easily through OnBase. So becoming familiar with OnBase is a good idea. It sure beats the old paper system that many of us remember not too fondly.

If you have any questions about OnBase, please contact Russ Bauer (rbauer).

**What is “Academic Misconduct” and How to Advise Students about Avoiding It**

The [Rules and Regulations](https://apps.carleton.edu/handbook/academics/?policy_id=21359) of Carleton define “academic misconduct” or “academic dishonesty” as the seeking of credit for work that it not the product of one’s own effort. It is a violation of trust and an act that is inherently unfair to other students. The webpage, [Academic Integrity at Carleton](https://apps.carleton.edu/campus/doc/integrity/), provides more definitions and further discussion of plagiarism and other acts of academic misconduct. The beginning of the term provides an opportunity to remind students that they must be aware of these ideas and be familiar with these on-line resources. It is especially important for sophomores to be aware of the importance of academic integrity in the writing of papers as they put the finishing touches on their Sophomore Writing Portfolios. Advisers and all faculty should circulate the handbook, “[Academic Integrity in the Writing of Essays and Other Papers](https://apps.carleton.edu/campus/doc/integrity/assets/Academic_Integrity_Booklet.pdf).”

**Advising Circles Return for Spring Term!**

An advising circle is a group of 10-12 faculty and staff advisers who meet once each term to talk about advising, share best practices, and foster a “community of practice” around the important work of academic advising. Like the teaching circles that the LTC has sponsored over the last several years, advising circles are designed to give us a chance to learn from one another. But because advising, unlike teaching, cannot be observed easily in a classroom, these gatherings will provide a context for hearing from one another about how we can work most effectively with our advisees as we guide them through Carleton.

As we continue to implement the recommendations of the Strategic Plan with respect to advising, we realize that we are asking advisers to have more extended and wide-ranging conversations than in the past. As we shift to this more holistic, reflective (“liberal arts advising”) model that de-emphasizes “transactional” relationships with students (i.e., “Prof., help me pick my courses.”) and promotes “transformational” relationships that address the whole student’s development, we can all benefit by sharing our challenges and successes.

The focus of this spring’s advising circles will be how advisers can get more information from professors and students during the term. We have often heard the regret that advisers learn that their advisees are in academic difficulty when it is already too late to do much good. How can advisers find ways of “getting into the loop” of information exchange between advisees and their professors? How can advisers get advisees to communicate more clearly and in a timelier fashion when they encounter difficulties? The advising circles this term will discuss impediments and possible solutions to **the information asymmetry problem** of our advising system.

If you are interested in joining an advising circle this academic year, please respond to this message by **Friday, April 7** by contacting Becky Krogh (bkrogh). If you have other questions, you can also reach me at x4085 or amontero.

**Peer Advising: Students Engaging in Essential Dialogue (SEED)**

Do you know student leaders among your advisees whose groups (teams, student orgs, clubs, floors) want to have more conversations about identity and group dynamics? Please help advertise SEED to them! Students Engaging in Essential Dialogue (SEED) trains students to facilitate conversations about identity, privilege, and oppression with various student micro-communities on campus (e.g., student organizations, sports teams, etc.). SEED has recently trained a group of student peer advisers to facilitate conversations about identity, diversity, inclusion, and exclusion as they come up within specific student groups on campus. Conversations are two hour-and-a-half-long sessions, about a week apart, tailored to the needs and particular dynamics/history of your group. Students can request a SEED facilitated conversation via [this form](https://docs.google.com/a/carleton.edu/forms/d/e/1FAIpQLSdb33-WUQqpX1-qdC40L0pXWOiSm8Vs1tRip0X0yDTR4nm7sA/viewform?c=0&w=1) or contact Damali Britton (brittond) with any questions. If advisers have any questions about this group, they may contact me (amontero) as I am serving on their advisory committee.

**Third CEDI Panel: Climate Change**

“What’s Next for the Country?” is a series of four panels that take a closer look at some of the main issues that will be the focus of the incoming Donald Trump presidency and new Republican majority in both chambers of Congress. The series hopes to clarify these major concerns and inspire discussion in the Carleton and larger Northfield community based on informed opinions.

Panel #3 focuses on climate change and environmental policy and it will occur on [**Tuesday, April 4, 7:00 p.m.-8:30 p.m. in Great Hall**](https://apps.carleton.edu/calendar/?start_date=2017-04-04&event_id=1510374&date=2017-04-04). With the Trump administration dedicated to rolling back environmental regulations it sees as inefficient, those concerned with pollution and climate change have become more actively mobilized. Make sure that your advisees know about it and find time to participate.

The panelists:

**Kim Smith** is Professor of Environmental Studies and Political Science at Carleton College, teaching courses in political theory, constitutional law, environmental ethics and environmental politics.  She earned her Ph.D. in Political Science from the University of Michigan and a J.D. from the University of California at Berkeley.  Her publications include *African American Environmental Thought*(University Press of Kansas, 2007) and *Governing Animals: Animal Welfare and the Liberal State*(Oxford University Press, 2012). Prof. Smith will speak about the effort to create a national climate policy, from the 2007 Supreme Court decision *Massachusetts v EPA* to President Trump's recent Executive Order regarding the CPP.  She will clarify the legal context and map out some possibilities for moving forward.

**Ellen Anderson** is the Executive Director of the University of Minnesota’s Energy Transition Lab. From 2012 to 2014, Ellen served as Senior Advisor on Energy and Environment to Governor Mark Dayton and she assisted the state Environmental Quality Board. From 2011 to 2012, she served as Chair of the Minnesota Public Utilities Commission. Before then, she served for 18 years in the Minnesota Senate. Currently, as director of the Energy Transitions Lab, she oversees an organization that leverages University expertise in law, policy, and other disciplines, in partnership with the public, private, community, and nonprofit sectors, to help solve our biggest energy challenges for the future. On the panel, Ellen Anderson will address trends in our energy transition – where we have been, where we are going, and what it will take to get to a functioning low-carbon energy system.

**Dan Hernández** is an Associate Professor of Biology at Carleton College, is an ecologist who studies the conservation and restoration of grassland ecosystems. His research is focused on the drivers of biodiversity loss in grasslands and how alternative management approaches may lead to better conservation outcomes. Dan will discuss how climate change threatens our conservation priorities.

If you missed the first CEDI panel on Immigration, Civil and Political Rights or the second panel on Healthcare Reform, the videos are available [here](https://apps.carleton.edu/governance/diversity/events/whats-next/) for both panels.

**Given the quick turnaround on this next panel, CEDI would appreciate that professors forward the attached poster and this description to students in their classes.**

**Tired of Fake News? Help Inoculate Your Students and Everyone Else**

TODAY, you have an opportunity to join a web forum at **2 p.m. CST** led by journalism ethics professor **Aly Colón** (Knight Professor of Media Ethics, Washington and Lee University). Prof. Colón will explore the forces of change in the new media landscape as we become responsible for deciding how we filter what’s news and what’s not. In this 1.5 hour session, Professor Colón will frame the conversation with historical examples and point to emerging trends in the digital age of news where [Velocity + Volume = Volatility](https://theconversation.com/you-are-the-new-gatekeeper-of-the-news-71862). As an ethical agent of journalism, how can you cultivate a mindset of open inquiry and deepen your capacities to handle challenging or uncomfortable views, especially in online settings?  This session will be interactive with ample opportunity for questions and discussion with participants in the web forum.

This event is sponsored by [The Liberal Arts Consortium for Online Learning (LACOL)](http://lacol.net/about-the-consortium/) and you may join by registering [here](https://docs.google.com/a/carleton.edu/forms/d/e/1FAIpQLSeLtEOqJ_ZN552k7fff_UroRrc3YOUST4OGKqObNngPcLuM9A/viewform?c=0&w=1). Short background reading is [here](https://theconversation.com/you-are-the-new-gatekeeper-of-the-news-71862).

The Liberal Arts Consortium for Online Learning (LACOL) is a collaboration of Amherst, Bryn Mawr, Carleton, Haverford, Pomona, Swarthmore, Vassar, Washington & Lee, and Williams to explore new models of teaching and learning in the service of a residential, liberal arts education.

**Office of Student Fellowships**

[Nothing to add at this time. Have a wonderful beginning of the spring term!]

**Student Health Topics: How To Work With Concussed Students**

Do we have a concussion problem at Carleton? So far this year, SHAC medical staff have seen about 20 students for concussions.  Most of these cases have had more than one appointment at SHAC, so certainly more than 20 appointments total. However, SHAC informs me that many students are not seen at SHAC and are instead evaluated by PEAR trainers or the team doctor. An unknown number consult with local clinics in town.

If a student reports to you that they believe that they have suffered a concussion, make sure that they seek medical help as soon as possible. If you have a student who has a medically confirmed concussion, make sure that you understand the accommodations that such students require. In most cases, you will receive a notice from the Dean of Students (DOS) office. Consult with the DOS if you have questions in any case.

**Student Health and What Advisers Should Know**

The [Office of Health Promotion](https://apps.carleton.edu/healthpromotion/) is hosting an ongoing SWA dog program this spring term.  Specific dates, times (and dogs!) will be listed on the website, so students are encouraged to check it out and stop by to pet the dogs and de-stress: [go.carleton.edu/swa](http://go.carleton.edu/swa)

If you have not had a chance to enroll in the Mental Health First Aid course for faculty and staff advisers, there are two more opportunities coming up this term. The first option is on Monday evenings from 4 - 9 pm (with an hour for dinner) two weeks in a row (April 3 and 10).  The other option is way at the end of the spring term, on reading days (Th/F June 1 & 2 from 8 a.m. to noon).  You may register [here](https://docs.google.com/a/carleton.edu/forms/d/e/1FAIpQLSduBO08UXexeTkCPw_FJqZk67XlSKniPPnNPycl8KBa-KBxmg/viewform?c=0&w=1). This training is provided by the [Office of Health Promotion](https://apps.carleton.edu/healthpromotion/). For more information, contact Janet Lewis Muth (jlewismuth).

**Professional Development and the Career Center**

Remind your advisees that there's still time to apply for funding to support unpaid and low-paying internships. **Wednesday, April 5**is the final deadline to submit applications.  Full information is available on the Career Center website [here](https://apps.carleton.edu/career/students/internships/Fund/).

Even students who do not need funding are encouraged to register their internship with the Career Center. By working with the Career Center, students have the opportunity to share their experiences with a community of learners and to participate in guided reflection exercises that help them get the most from their internship.  They will also be invited to participate in the fall poster session and reflection dinner.

For more information, contact Rachel Leatham (rleatham), Director of Internships and Experiential Learning in the Career Center.

**Useful Quick Links**

Forms and decision trees (<https://apps.carleton.edu/campus/doc/advising/forms/> )

Whom to contact (<https://apps.carleton.edu/campus/doc/advising/directory/> )

[The Graduation Requirements on the Registrar’s Page](https://apps.carleton.edu/campus/registrar/catalog/current/academicprograms/)

[Academic Rules and Regs of the College](https://apps.carleton.edu/handbook/academics/?a=student)

[Off-Campus Studies Programs](https://apps.carleton.edu/campus/doc/advising/information/ocs/)

[The Career Center page with resource links for advisers](https://apps.carleton.edu/career/faculty/)