**The Bi-Weekly Advising Bulletin – Weeks 5-6, Spring Term 2017**

Advising Days for fall term will soon be here so this is a good time to set up earlier meetings with your advisees to reduce the strain on that upcoming period. If you are like me, advising days is too short and too hectic a period to meet with all of one’s advisees. So, plan ahead (something we tell our students!) and make sure that you have more time by setting up appointments on Google Calendar during the fifth and sixth weeks of the trimester. Be aware that the Scrunch deadline this term is **5 p.m.** on **Friday, May 12** (that’s for 10-week courses). Advising Days begin **May 15th** and run through **May 21st**. Registration begins on Monday, **May 22nd**.

**“Hey, where did my old advisee records go?”** I have heard this a few times in the past couple of weeks as liberal arts advisers, wishing to conduct “exit interview” meetings with their advisees have found that they no longer have access to their files. The cause is technical in that, once students declare a major, they no longer have an adviser until their major department allocates one to them. Unfortunately, this causes students to fall into a sort of adviser limbo for a short time. I am exploring with our Registrar’s office how this might be overcome in the future, but for now, I’m afraid that you will have to “fly blind” in those exit interview meetings.

Speaking of the Registrar, here are some new policies to keep in mind as you meet with your advisees this term:

* Starting in the fall, we are combining lecture and zero-credit labs into single courses FOR ALL COURSES that required a separate registration for a lab. So, FOR EXAMPLE, there will be FOUR sections of BIOL 125 and the section will include the lab. **Students will only register for one thing**.
* Students will not be wait-listing for all ARTS sections anymore. Most 100-level courses will be sophomore priority and the upper-level courses will be registered by registration priority. Please advise your students accordingly (and *strategically*). The arts practice graduation requirement should be done before junior year.
* Graduating Seniors should review their progress toward degree and any emails from the Registrar’s Office regarding outstanding requirements. Now is the time for departments to submit any waivers that they have not yet sent to the Registrar lest the Academic Standing Committee (ASC) believe that these students have simply not completed their degrees and are bound to become non-grads!
* All advisers should review the “Am I Registration Ready” screen with their advisees during Advising Days (or before then) so that students are prepared for any holds or unanticipated surprises that might keep them from registering when their priority time comes around. Advisers should add this to their pre-meeting checklists and send those to their advisees via email in preparation for all advising meetings in which the focus will be fall registration. Holds on registration are processed now for unpaid spring balances, so be sure to have your advisees check sooner rather than later so that there is not a last-minute rush and the threat of missing their registration priority time!

**How Liberal Arts Advisees Are Allocated**

As is well-known, there are two types of advisees at Carleton: liberal arts advisees and major advisees. Liberal arts advisees are students in their first five terms and these convert to major advisees when they declare a major (or a first major) during their sixth term. Departments assign advisers to their majors and I assign advisors to all liberal arts advisees. At this time in the academic year, it is useful to address how I assign liberal arts advisers.

The process begins in July when we identify all sophomores whose advisers are going on leave in either or both fall and winter terms. I will reassign these sophomores to new advisers so that they will have two terms with the same adviser. Their original advisers may ask me to “return” their advisees and I am glad to do that. In all cases, both advisers and advisees are informed of any changes and extant advisers always have first call on whether they want their rising sophomore advisees back. (The associate dean and I serve as temporary advisers for all those advisees whose advisers go off-campus on either OCS programs or leaves in the spring term).

The bigger job in my office during the summer is the assignment of new students to their advisers. In all cases, frosh advisers are faculty and staff advisers who will be on campus and eligible to advise during all three terms of the first year. (Exceptions do occur due to things such as unplanned leaves of absence, maternity and paternity leaves, etc.). In all cases, every adviser who is eligible to advise frosh will be contacted by my office early during the summer to make sure that they understand their obligations to be available during the labor days of New Student Week (NSW) (Tuesday, Sept. 5-Friday, Sept. 8, 2017). By that time, frosh will have selected their A&I seminars and have registered for courses, though their schedules may be altered after they meet with their new advisers during NSW and during the normal add/drop period at the beginning of fall term.

Advising frosh is a big responsibility. It requires more time on average than is the case with more experienced students. So, I do try to spread out the advising load for frosh across available faculty and staff advisers. I employ several rules of thumb. First, new faculty, who are eligible to advise beginning with their second year, are asked to advise *no more* than eight frosh advisees. Second, staff advisers are asked to advise no more than five. Third, I contact all A&I instructors to negotiate how many advisees they wish to take on. In some cases, it is feasible to assume all 15 students (though this has been rare given extant advising loads). In no case do I assign A&I students as advisers to their A&I professors without first offering those faculty an opportunity to indicate the number that they are able to take on. After FOCUS, POSSE, most TRIO, and most A&I students are assigned their advisers, I relist the available slots and then assign the rest of the first-year class. Normally, I try to assign lower loads to faculty in departments with an extraordinary number of majors, faculty who are chairs and program directors, and tenure-track faculty beyond the second year. I am careful to not load up tenure-track faculty.

If there is one principle I wish to communicate about all of this it is that the best results occur when there is **direct communication with me** **and even some** **negotiation**. For example, some faculty decide that they have advised an extraordinary number of frosh and wish to “take a break.” I will normally ask such faculty to take a bit more of the sophomore reassignments instead. That is a good trade-off. Everyone carries their own weight at Carleton and the advising load overall is spread out so that, hopefully, no single adviser has too many advisees. *That would not be good for advisers or for students*.

I am still working to reduce some loads that are too close to the “magic number” of 18. A very small number of advisers, often for *sui generis* reasons, have more than 18. I am trying to reduce those loads this year so that the global average falls further, closer to 10 per adviser *total*, liberal arts and major advisees. The current global average is already very close to that level. I only ask that departments do their best, if they can, to not overly load junior faculty and to work with me directly so that both liberal arts and major advisees are well-served. (A couple of very large departments have little choice and I sympathize with them).

As everyone knows, the current first-year class is the largest in Carleton’s history. I am happy to claim that I was able to find plenty of adviser slots for all 569 students without asking any adviser to take a load that they did not want and did not expect. If any adviser has any questions about this process, I would be happy to discuss any of this via email, phone, or face-to-face meeting. Just email me first (amontero).

At this time, I am open to hearing from advisers concerning their advising expectations for the 2017-18 academic year. Just keep in mind that I am in control of liberal arts advising *only*. Please see your chairs concerning your major advising load.

**Major Advisee (Re)-Allocation Freeze – July 15-September 1**

As the chairs recently heard at the last chair’s meeting, departments will not be able to reallocate major advisees between July 15 and September 1. The reason is that I need to have a clear number of advising slots for reassigning sophomores in late July and frosh in August (see last item). Departments should keep this freeze in mind if they wish to reallocate advisees before the fall term.

**A suggestion**: Some departments have already submitted to me their advising plans. These plans simply indicate who among their faculty will be more available for advising frosh and/or reassigned sophomores. This is a good idea! Departments should discuss this in the spring and chairs should feel free to send me these plans once they have them. Questions? Contact me (amontero).

**More Writing Portfolio Readers Needed!**

Carol Rutz, Director of the Writing Across the Curriculum program, is asking for more readers of sophomore writing portfolios. Note that the *daily* stipend for reading is $120. The days for the reading will be negotiated among the readers. So far, a couple of possibilities would be June 29-30, July 5-7 or 10-14 (2 days in there somewhere), and other times may prove possible as well. If you are interested, please email Carol ASAP (crutz).

**Some New Courses to be Aware of For the Fall Term**

These new courses may still be subject to final approval by the Associate Dean, but here are some courses to be aware of when you meet with advisees to discuss fall term registration. More new courses will be added and listed in the Week 7-8 *Bulletin*, so it is not too late to send me your new course announcements for fall term.

**New Linguistics Course**

**LING 288 The Structure of Dakota**, a team-taught course by Cati Fortin and Mike Flynn. It has two prerequisites: LING 216 and 217. The prerequisites may be taken simultaneously with LING 288.

**New French Course**

**FREN 350: France and the Middle East** (taught in French) by Sandra Rousseau. Persepolis, Synogue Sabour, Le rocher de Tanios—three prize-wining texts written in French by authors whose native tongue was not French but Arabic or Farsi. This class will discuss the close—albeit problematic—relations between France and the Middle East through an analysis of cultural and literary objects. What has this “French connection” meant for the Middle-Eastern and for French culture?

**Talking Diversity – An IDSC Course**

Adriana Estill will be offering a Critical Conversations course, **IDSC 203: Talking About Diversity** in the fall 2017 term. This course prepares students through theoretical and experiential study of topics. Readings address how race, gender, class, and sexual orientation affect individual and communal structures, reflecting an intellectual grounding in sociology, American studies, educational studies, and psychology. Readings are complemented by self-reflection, facilitation exercises, and workshops. Class participants may apply to facilitate sections of IDSC 103, a student-led course in winter term. 6 credits, S/CR/NC only.

**Changes to Calculus and Statistics Placement**

Advisers should be aware that there are changes to the math and statistics placement beginning in the fall 2017. The Math and Statistics webpage dedicated to placement has been updated and you can review the changes [here](https://apps.carleton.edu/curricular/math/MathPlacement/). If you have any questions, contact Laura Chihara (lchihara) or Sam Patterson (spatters). Eric Egge (eegge) is the incoming chair of Math and Statistics.

**Changes in the Chemistry Curriculum**

The chemistry department is making a change to the chemistry curriculum effective fall 2017. The course “Equilibrium and Analysis” CHEM 230 will be eliminated and replaced with “Principles of Chemistry II” CHEM 224. The paths through the 100- and 200-level chemistry curriculum are described in the flow chart (see below).

Students with less high school background in chemistry should start at “Introduction to Chemistry” CHEM 122. Students with more high school background should start at “Principles of Chemistry I” CHEM 123 or “Principles of Environmental Chemistry” CHEM 128. Students should assess their readiness to take CHEM 123/128 via our self-administered placement exam available on our department web site. Students with advanced placement (AP or IB) are recommended to start at the new course “Principles of Chemistry II” CHEM 224. CHEM 224 will be offered twice a year during fall and spring terms. Note that students with advanced placement are also allowed to start with “Organic Chemistry I” CHEM 233, however, this is not recommended by the chemistry department.

Finally, the new “Principles of Chemistry II” CHEM 224 will function in the same way CHEM 230 did as a requirement for the Chemistry major and the Biochemistry concentration, as one of the chemistry options for the Biology major, and as one of the chemistry courses for pre-medical students.



**CEDI Panel #4: Foreign and Security Policy**

“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 #4 focuses on foreign and security policy and it will occur at [**6:30 p.m.-8:00 p.m. on Thursday, May 4, in Great Hall**](https://apps.carleton.edu/calendar/?start_date=2017-05-04&event_id=1510377&date=2017-05-04). The Trump presidency has demonstrated contradictory postures on foreign and security policy. During the campaign, *candidate* Trump insisted on not having the U.S. become embroiled in foreign entanglements, yet as president, he has already ordered a military action in Syria and is contemplating a more aggressive posture towards Iran and North Korea. This panel is timely as it will provide expert commentary on what to expect from the new president as these and other foreign policy and security challenges affect the United States.

The panelists:

**Greg Marfleet**is Chair and Professor of Political Science at Carleton College. He teaches courses on international relations, security, foreign policy analysis, computational modeling and social science methods. His work focuses on foreign policy decision making and political psychology and has been published in several academic journals. On the panel, Greg will address the Trump administration's approach to several core principles of US foreign policy that underpin US security and economic leadership through institution such as NATO, the UN and NAFTA.

**Hicham Bou Nassif** is Assistant Professor of Political Science at Carleton. He teaches courses on Middle East politics and political history, civil wars and ethnic conflicts, civil-military relations, and authoritarian politics. The latter is the focus of his scholarship, which has been published in a variety of scholarly outlets. He also manages a heavily-trafficked Facebook page, “Eye on the Middle East.” On the panel, Hicham will discuss the Trump administration's approach to the ongoing crisis in Syria, Iraq, and the broader Middle East.

**Jon Olson**is Visiting Instructor of Political Science at Carleton and adjunct professor at Metropolitan State University, but had a long and distinguished career as a U.S. Naval officer for 21 years. Jon’s expertise is in human intelligence and he is a CIA-trained case officer. He served as Naval Attaché in Helsinki, Finland during his final tour of duty. Jon is a graduate of the U.S. Naval Academy in Annapolis, Maryland. On the panel, he will address the Trump Administration's military posture vis-à-vis the many crisis areas in the world, to include Russia, China, North Korea, Syria, and the global counterinsurgency against the Islamic State and al-Qaeda.

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

**Office of Student Fellowships**

As you meet with graduating seniors, please remind them that many external fellowships are open to alumni. All rising and graduating seniors received a brochure that included a list of fellowships and details on the information sessions held during Spring Term. They can also find information on [the page for recent alumni](https://apps.carleton.edu/fellowships/national/recent-alumni/).

Advisers, as you meet with rising seniors, please let them know that we will now run a (competitive) funding cycle for a limited number of fellowships during late Fall Term to support senior students who wish to complete comps research over their Winter Break.  The maximum award amount will be $2,000 and a recommendation from the comps supervisor will be required in addition to the usual project statement and budget components of an internal fellowship application. More details will be communicated soon and posted on the Office of Student Fellowships website; any immediate questions (from faculty or students) may be directed to Marynel Ryan Van Zee at mryanvanzee@carleton.edu.

**Student Health and What Advisers Should Know**

As graduation approaches, SHAC encourages students - particularly seniors - to consider whether or not they need a copy of their immunization record for their summer or post-graduation plans. Up-to-date knowledge of vaccinations is often needed for graduate/professional school, employment, internships, and even insurance purposes. To obtain a copy of their immunization information, students should request a copy of their records via Secure Message using *mySHAC*(<https://go.carleton.edu/mySHAC>) or by contacting the reception desk in Ground Davis. This should be done by **May 30**in order to assure that the records are received before students leave campus.

Counseling Availability Update:  This is the time of the term SHAC often hears students telling others that they "just can't get in to see a counselor" at SHAC. Untrue! There are still counseling appointments available at SHAC on many staff member's schedules. If students need support, please encourage them to stop in or give SHAC a call! In addition, 24/7/365 telephone counseling is always available by calling 855-705-2479.

**Tips on Student Sleep**

Student sleep is very important! Sleep benefits long-term health as well as academic performance. The Student Wellness Advocates along with the Office of Health Promotion have gathered some tips you can share with your advisees to help them feel better and to enhance their memory and productivity. All facts and tips come from the Center for College Sleep. We highly encourage you to speak with your students about the following:

**Fact:** Caffeine increases the time it takes to fall asleep, increases night time awakenings, and decreases deep sleep.

**Tip** → No caffeine after 4:00pm or 6 hours before bedtime.

**Fact:** Keeping regular sleep times will not only train your body to be more alert when you wake up, but will also help you to manage your time better.

**Tip** → Have consistent rise time and bedtime. Use apps like SleepBot or Sleep Cycle to track sleep every night.

**Fact:** Using electronics before sleeping increases the time it takes to fall asleep, reduces melatonin, increases nighttime awakening, and decreases deep sleep.

**Tip** → Laptop: Download the software “Flux” which alters your screen to match the time of day, slowly decreasing the amount of blue light it emits as the sun goes down. Cellphone: On iphones, you can go to the brightness and screen saver settings and click on “Night shift”. There are also several similar apps on the Google Play Store for Android phones.

These tips come from real Carleton students, who feel that this advice from their advisors would make a great impact. Thank you for helping students prioritize healthy sleep.

**Professional Development and the Career Center**

Please encourage your advisees to come and learn from [Tom Ascher](http://www.wfecm.com/wfe-mit/index.php/thomas-ascher) '84 (history major), an alum who is passionate about the liberal arts and how all Carleton students can apply their education to a meaningful post-grad life. Tom has been the Chief Strategy Officer at International Securities Exchange Holdings since 2005 and Vice Chair of Chicago Board Options Exchange.

Students can sign up for a **30-Minutes with Tom on Wednesday, May 3 between 1:30-3:30** via [The Tunnel](https://shibboleth-carleton.symplicity.com/sso/), and you and your advisees are invited to **attend his talk "Liberal Arts, Humanities, and Entrepreneurship – Life After Carleton" from 4:00-5:00pm** in Leighton 236 (RSVP via [The Tunnel](https://shibboleth-carleton.symplicity.com/sso/)).

**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/)