

The Bi-Weekly Advising Bulletin – Weeks 1-2, Winter Term 2021

Welcome back for winter term! This is the first issue of the *Bulletin* for winter term and it begins with a useful listing of a few key dates to keep in mind as you work with your advisees this term.

- **Friday, January 8**, First Five-week Course Add Deadline and Ten-week Independent Study and Overload Petition Deadline (both at 5 p.m.)
- **Sunday, January 10**, First Five-week and Ten-week Course Drop/Add Deadline (11:59 p.m.)
- **Friday, January 22**, First Five-week Course Late Drop and S/CR/NC Deadline (5 p.m.)
- **Saturday-Monday, February 6-8, Midterm Break**
- **Friday, February 12**, Second Five-week Course Drop/Add Deadline (5:00 p.m.)
- **Monday, February 15, Advising Days** Begin (through Feb. 23).
- **Friday February 19**, Ten-week Course Late Drop and S/CR/NC Deadline (5:00 p.m.)
- **Monday, February 22**, Registration for Spring Term Begins (through March 28).
- **Friday, February 26**, Second Five-week Course Late Drop and S/CR/NC Deadline (5:00 p.m.)
- **Wednesday, March 10**, Last Day of Classes
- **Thursday-Friday, March 11-12**, Reading Days
- **Saturday-Monday, March 13-15**, Exams
- **Monday, March 22**, Grades Due

Please be mindful of deadline **times** as well as dates and make sure that your advisees do the same. Note, too, that the ten-week course late drop and S/CR/NC deadline is during advising days. Try to identify advisees who may need to consider these options and schedule appointments with them early (even before advising days) to make sure that they have sufficient time to decide prior to the deadline.

While Advising Days are officially during the 7th and 8th weeks of the term, I will encourage advisers with more than 13 total advisees to begin earlier, just after Midterm Break.

The first two weeks are a good time, before things get really hectic, to contact your advisees and meet with them via Zoom. Sophomores should begin or continue their conversations with you concerning their intended major(s). If you have sophomore advisees, below are some discussion prompts to help you get these conversations started. If you have first-year advisees, you ought to prepare a slightly longer conversation of about 15-20 minutes to have them reflect on their fall-term experience and to identify what they need to work on during the winter term. Below, you will find some prompts for these conversations with your frosh advisees.

Conversation Prompts for Sophomore Advisees (Winter Term)

You may use the following text to invite your sophomore advisees to see you. Feel free to adjust the agenda of conversation items listed in this prompt:

“Dear _____, welcome back for winter term! I think that the first week or two of the winter term is a good time to have a brief meeting where we can continue our conversations about your plans for the upcoming trimester. I would like to hear about your current thinking concerning your intended major, but we could also chat about your plans for summer internships and off-campus studies during your junior year. As always, come prepared to talk about your current registration and how it fulfills requirements. We should also talk about how your writing portfolio is coming together.”

Other agenda items to consider during your initial meetings with sophomores this term:

- (1) Should a Minor be considered? Minors build on and complement departmental offerings by applying the methods and content of specific disciplines to broader issues and problems that cut across the disciplines. Students who seem confined by the disciplinary orientation of Carleton, who are interested in a specific area, or who show an interest in contemporary social issues are among those who may want to consider a Minor. Below, the *Bulletin* offers a useful tool for advising students about Minors and how they can overlap with Majors.
- (2) Check in on notorious requirements that demand mindful choices: (a) progress on the language requirement, (b) the arts practice requirement, (c) four separate terms of PE.
- (3) How do the courses your sophomore advisees are registered for in the winter allow them to explore and stretch beyond well-known areas of strength (and comfort)? Your sophomore advisees are still doing curricular exploration.
- (4) If you need a useful prompt for the conversation about the choice of major, try the “Choosing a Major” worksheet.

Note this wisdom from the Advising Handbook:

“Some sophomores find it very difficult to choose a major. They may have so many interests in so many different subjects that they can’t bear to choose only one, or they may be dissatisfied with all of the subjects they have studied so far and feel discouraged at the prospect of choosing a major in any of them. In any case, there is no easy answer.

Those who are having trouble narrowing down their choice of major might be reminded that one doesn’t need to major in a subject to study it at Carleton; choosing a major need not commit a student to only one path. Among the potential majors, which would the student benefit the most from by taking all the courses required for the major? In which major would the student prefer to do a comprehensive exercise? Does the student have definite career plans? Which major would leave the most doors open when it comes time to pursue a career or further education?” **Hint:** Use Pathways as a tool in these conversations.

One more thing on OCS programs: Depending on how specific your sophomore advisees’ plans are, you may get questions that are more technical in nature such as “How can I be assured that a non-Carleton program I take will allow me to transfer credits to Carleton (and to my intended major)?” Answers can be found here:

https://apps.carleton.edu/curricular/ocs/policies_procedures/credits/.

If your advisees are interested in non-Carleton programs that have not yet been approved by the College, see this page: https://apps.carleton.edu/curricular/ocs/policies_procedures/approvals-of-non/.

Conversation Prompts for First-Year Advisees (Winter Term)

You may use the following text to invite your first-year advisees to see you. Feel free to adjust the agenda of conversation items listed in this prompt:

“Dear _____, welcome back for winter term! I think that the first week or two of the winter term is a good time to have a brief meeting where we can continue our conversations about your plans for the upcoming trimester. I would like to hear about your developing interests and activities, now that you have had one term at Carleton. What worked well for you? What surprised you? What do you feel you need to work on? I would also like to hear about your current thinking concerning handling curricular exploration requirements, but we could also chat about your plans for the summer and any plans you might be developing to study off-campus during the next year or two. As always, come prepared to talk about your current registration and how it fulfills your goals and requirements.”

Other agenda items to consider during your initial meetings with frosh this term:

- (1) How are your advisees handling homesickness (if any) from last term?
- (2) Talk to your advisees about how their selection of courses is intentionally challenging and is stretching them.
- (3) Are your first-year advisees interested in math and science? It is never too early to become aware of what these departments require of majors. Have interested students study the webpages of the “First-Year Students’ Guide to....” [Biology](#), [Chemistry](#), [Computer Science](#), [Geology](#), [Math and Statistics](#), [Physics and Astronomy](#), and [Psychology](#). **Keep in mind that most departments have First-Year Students’ Guides on their webpages, so direct interested students to check them out!**
- (4) If any of your advisees mention “pre-med” or “pre-health,” you should direct these students to become familiar with the [Pre-Health Program webpage](#). You can also have them contact Pam Middleton, the Pre-Health Coordinator, directly.
- (5) Use some time to make sure that your frosh advisees understand what S/Cr/NC (“Scrunch”) is and how to use it (See https://apps.carleton.edu/handbook/academics/?policy_id=21531). Make certain that they understand what the [Academic Support Center](#) is and how to use it.
- (6) If any of your advisees have used Special Needs Accommodations, follow up with them on how these have worked for them. If new or additional accommodations are needed, make certain that your advisees are familiar with our policies and the office of [Disability Services for Students](#). **Always be mindful of the need to protect the medical privacy of your advisees, so let them take the lead in discussing whatever details they wish to discuss concerning their need for an accommodation. Any adviser should feel free to inquire with me (amontero) with any questions regarding accommodations.**
- (7) Sometimes students will be forthcoming early in their Carleton careers about whatever economic struggles they might have concerning paying for books, fees, and other academic resources. If they are not already informed about it, they should follow up with [TRIO/Student Support Services](#) and, of course, there is [Student Financial Services](#).

REMINDER: Important Changes to Policy and Practice this Academic Year

All advisers should note the only significant change to academic policies involves end-of-term [extensions](#). Specifically, faculty are to provide provisional grades (“the grade that the student would earn, based on the work completed, when student grades are due”) when an extension (EXT1 or EXT3) is granted. At the end of the extension period, the instructor will “recalculate the course grade to reflect full or partial completion of the work.”

Students may petition the Academic Standing Committee (ASC) for an extension (additional time) to the original timeline of the EXT1 or EXT3. Such a request must be made in writing to ASC before the end of the original EXT timeline and that request must specify a reason for the additional extension. Furthermore, the policy specifies the extraordinary conditions under which such petitions will be considered: “Extensions...will only be granted in cases where circumstances are compelling and beyond the control of the student.”

New Courses for Winter Term

We published a fairly extensive list for [the final issue of the *Bulletin* in the fall term](#). Please consult that issue to review new courses for winter term.

Advising Circles for Winter Term to Focus on BIPOC Students

The winter-term advising circles will focus on some of the most effective practices for addressing the needs and concerns of BIPOC students. Having meaningful conversations about race, class, gender and other identities can form the most valuable foundation for advising relationships. BIPOC students report that advisers and professors who listen carefully and provide wise counsel can empower these students and minimize feelings of alienation in higher education. Of course, excellent advisers do this for all of these advisees. But the needs of BIPOC students should also receive particular and careful consideration, especially in the current context of social disruption and national conversations about institutional racism and anti-blackness. These advising circles will draw on local knowledge as well as review insights from other institutions. POSSE, TRIO, and FOCUS advisers will contribute to the conversation with a discussion of their experiences and the practices that have the greatest impact on BIPOC advisees.

For those who are new to the concept of “advising circles,” 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. Each eligible participant will receive a stipend of \$50 by the end of the academic year (June 30 payroll). At this time, invitations to join an advising circle are going to all faculty and staff who are academic advisers.

If you are interested in joining this advising circle, please contact Becky Krogh (bkrogh) by **Friday, Jan. 15** to get on the list. If you have other questions, you can also contact me (amontero).

Depending on the number of people who express an interest, we will then assemble advising circles and begin scheduling our meeting(s).

Advising in the Time of Covid

Listening, respecting, and caring for our students are the legs of the three-legged stool of good advising. This is also known as “advising LRC.” Recently, Indiana University’s School of Education Center for Postsecondary Research released its annual [National Survey of Student Engagement \(a.k.a. NSSE or “Nessie”\)](#). The survey in 2020 found that the LRCs remain of critical value to the most positive adviser-advisee relations. The data underscore the added value of more frequent conversations, even occasional check-ins. A core take-away is that the dimensions of LRC as measured by the Nessie correlate positively and robustly with adviser contact.

Conducted before and as pandemic conditions worsened during the spring and early summer, the latest Nessie emphasizes the added value of advising for making students feel connected and cared for. These effects are also shown to be crucial for BIPOC students, who are particularly affected by the social upheaval in the wake of George Floyd’s murder last spring. The advising circles during winter term will review these data for BIPOC students to get a better understanding of the advising practices that enhance their experiences in college.

New Guidelines from the Dean of the College on Disability Accommodations

Under [Information For and About Faculty, Federal Compliance](#), advisers will find new guidelines to help with the governance of [disability accommodations](#). The one-page resource is divided into (1) Rights and Standard Expectations, (2) Responsibilities, and (3) FAQs. Advisers have an additional resource in the [Advising Handbook](#), under [Student Academic Progress, Disability Accommodations](#). These explicit guidelines and recommendations will inform the interactive process between Disability Services and the faculty of implementing approved disability accommodations in academics at Carleton. The Dean of the College office would like to encourage all faculty and all academic advisers to review these materials at the beginning of the term to become familiar with them. Questions should be directed to me (amontero).

Making Your Classroom Safe and Welcoming for Transgender, Gender Fluid, and Gender Non-binary Students

First days of class are very important, but for transgender, gender fluid, and gender non-binary students, these first days are filled with additional anxiety. How these students are greeted can set the stage for how welcoming a course will seem to them.

Some key helpful tips:

- **Verify what name students use.** Allow students to introduce themselves and make corrections on the class roster as they tell you their names.
- **Learn students’ pronouns.** Give students an opportunity to provide this information before the first class meeting. (When inquiring, please avoid placing the word “preferred” before “name” and “pronoun.” These students don’t have “preferred” pronouns and names; these *are* their pronouns and names. However, you might use “chosen name”).

- **Respect boundaries.** After respecting names and pronouns, please be consistent. Avoid printing out official class rosters for students as these may include birth names (“dead names”) that can be triggering for students. Respecting boundaries is showing respect for students. It is appropriate at Carleton to ask students to indicate the pronouns and names that they use. It is not appropriate to ask personal questions about identity, “being out,” or asking transgender and gender non-binary students to “speak for their entire community.” And, it is illegal to violate the health privacy of any student.
- **Make your classroom inclusive.** Create community standards for the classroom discussions that enhance safety and feelings of being welcomed in the classroom. Ask *all students* to introduce themselves in discussion groups with pronouns and names. Correct misgendering that occurs occasionally (and inevitably) and apologize immediately if the one making the error is you. Include language about transgender and gender non-binary identities in your course syllabi. Once again, be careful about how you frame your requests for name and pronoun information.
- **Signal your own commitment to inclusivity whenever possible.** One good idea is to include your own pronouns in your email signature.

The [Carleton Gender and Sexuality Center](#) maintains a very useful webpage with [resources](#) for faculty and students. I strongly recommend the page dedicated to [making classrooms more inclusive](#).

Off-Campus Studies (OCS)

Plans are underway for both a virtual and in-person 2021 OCS World's Fair. The virtual event will premiere on our website in late January and will feature a creative presentation of OCS programs with videos, links, and detailed information. The in-person event will be held in Great Hall on **Thursday, January 28, from 12-1:30 pm**. We will have lots of materials available for students to take home and a delectable candy bag for every attendee. Attendance will be limited to 15 people at a time in Great Hall and social distancing protocols will be enforced. OCS staff will be available for questions. Please encourage your advisees to take advantage of both opportunities.

Carleton program information meetings for 2021-22 and virtual visits from non-Carleton program representatives will begin the second week of January. Check the OCS calendar for dates and times.

Winter term is also a great time for general OCS advising. Your advisees can sign up for an individual (virtual) appointment with OCS at their convenience. This can be done by calling x4332 or going to <https://apps.carleton.edu/curricular/ocs/programs/> to request an advising time online.

[The list of programs and deadlines](#)
(<https://apps.carleton.edu/curricular/ocs/programs/carleton/>)

Thank you for your support of OCS at Carleton!

Office of Student Fellowships

We have moved the major application cycle for [Carleton-funded fellowships](#) (often referred to as 'junior fellowships') that usually occurs during Winter Term to early Spring Term, with a deadline date of **March 30**. We will continue our practice of sending direct requests for recommendations,

due one week after the student deadline (**April 6**), and we will include the finalized version of the application along with the request.

Questions may be directed to Marynel at mryanvanzee@carleton.edu. We wish you the best for Winter Term, and thank you for all you do to support the work of the Office of Student Fellowships!

Student Health and What Advisers Should Know

SHAC has experienced staffing changes in counseling services over the last few months and are in the midst of filling the vacated positions. **Counseling will resume via Telehealth in winter term, beginning week 2 when students return to campus.** However, **SHAC will be short-staffed**, so please be aware of that as you refer students to counseling during the first few weeks of winter term.

We are pleased to announce the hire of Carleton alumna **Lucy Baquero Oja ('09)**, Therapist-Multicultural Specialist at SHAC. Lucy is a licensed Marriage and Family Therapist. Over the last decade she has worked with children, adolescents and young adults in many diverse clinical settings including Kente Circle, CLUES clinic, and most recently Fernbrook Center (where she was a school-linked therapist in Northfield.) Lucy speaks fluent Spanish and English. In 2014 she traveled to South America for 8 months to continue learning about her own Latinx culture and immerse herself in the Spanish Language while WWOFFing on various organic farms.

Professional Development and the Career Center

Advising Information

As part of our commitment to inform advisors about our work, we'd like to share more information about the support we provide to students exploring graduate school after graduation. Most advisors are aware of the tremendous support our pre-health and pre-law students receive from Dr. Pam Middleton and Laura Clemons, J.D. But, did you know that the Career Center supports students in all aspects of the graduate application process?

As a complement to the support and advising provided by faculty, career coaches will talk with students about graduate school options (including financial feasibility), develop a timeline (including preparing for the GRE), find alumni who can speak to their experiences at certain schools and explore how a graduate degree can connect with a future occupation. Coaches provide feedback on personal statements, helping students to clearly articulate why a graduate degree is important to attain and to describe their longer-term career goals.

The Career Center plans to host introductory conversations on graduate school with students this spring and next fall. Additionally, the career center frequently hosts visits (now virtual) from graduate programs, including public policy, theology, and law schools. All of these events are found in Handshake, our career services platform.

Weitz Fellowship Information Session - Thursday, January 14th

Encourage students (particularly seniors, who are eligible to apply) to participate in the Weitz Fellows Program Information Session from 12:30 to 1:30 p.m. on Thursday, January 14th. [Students can register here.](#) The Weitz Fellows Program provides one-year professional positions for eight Carleton 2020 graduates at one of eight nonprofit organizations in Omaha and Lincoln, Nebraska, where they will benefit from a built-in support system with the Weitz Fellows cohort while living in a city recognized by many as one of the best in the U.S. for young professionals. [Additional information about the program can be found here.](#)

Save the Date for the Minnesota Private Colleges Career Fair - Thursday, February 25th

The largest career fair of the year, the Minnesota Private Colleges Career Fair, will be virtual this year. Featuring more than 300 employers from a huge variety of industries and sectors (government, non-profit, private, etc.), this year students will be able to reserve 1:1 meetings with attending employers, join group sessions and presentations, and engage in audio, video, and text-based chats with employers. Sophomores, juniors, and seniors are eligible to participate.

Summer Internship Funding: The Career Center is pleased to announce our continued support of funding to offset costs associated with an unpaid (or underpaying) internship. Starting in January, the Career Center will be accepting and reviewing funding applications on a rolling basis (monthly). Students may receive support for in-person and virtual experiences. Faculty recommenders are asked to submit a short form in support of student applications. **The first deadline will be Monday, January 26.** Check out the Career Center's Summer [Internship Funding page](#).

Global Edge Internship Program: Students are invited to apply to the Global Edge Internship Program. The Global Edge program covers all expenses to provide students with an experience to enhance cultural fluency, explore new international areas, and intern with organizations to build new skills. Destinations for the Summer 2021 program are Cape Town and Shanghai, and may transition to virtual depending on the pandemic situation. Applications require two letters of recommendation from faculty, mentors, and/or supervisors. **Application Deadline is January 25.** For more information, visit the [Global Edge Internship Program page](#).

Disability Resources in the Workforce: For students graduating soon or looking forward to an internship, this conversation will focus on how to access disability resources in the workforce. Topics will include the American Disabilities Act; how to advocate for accommodations; Minnesota-specific resources; and, communicating remote-work needs. [Students can register here.](#)

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](#)

[Academic Rules and Regs of the College](#)

[Off-Campus Studies Programs](#)

[The Career Center page with resource links for advisers](#)