

## **The Bi-Weekly Advising Bulletin – Weeks 3-4, Winter Term 2021**

The third and fourth weeks of the term represent a good point to check in with first-year advisees, in particular, about how their new set of classes are working out for them. They should have a better clue about what is expected around the midterm point in the next couple of weeks. This is an especially good time to discuss any help they need with academic support (See <https://apps.carleton.edu/campus/asc/>).

### **Remaining Winter Term Deadlines:**

- **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

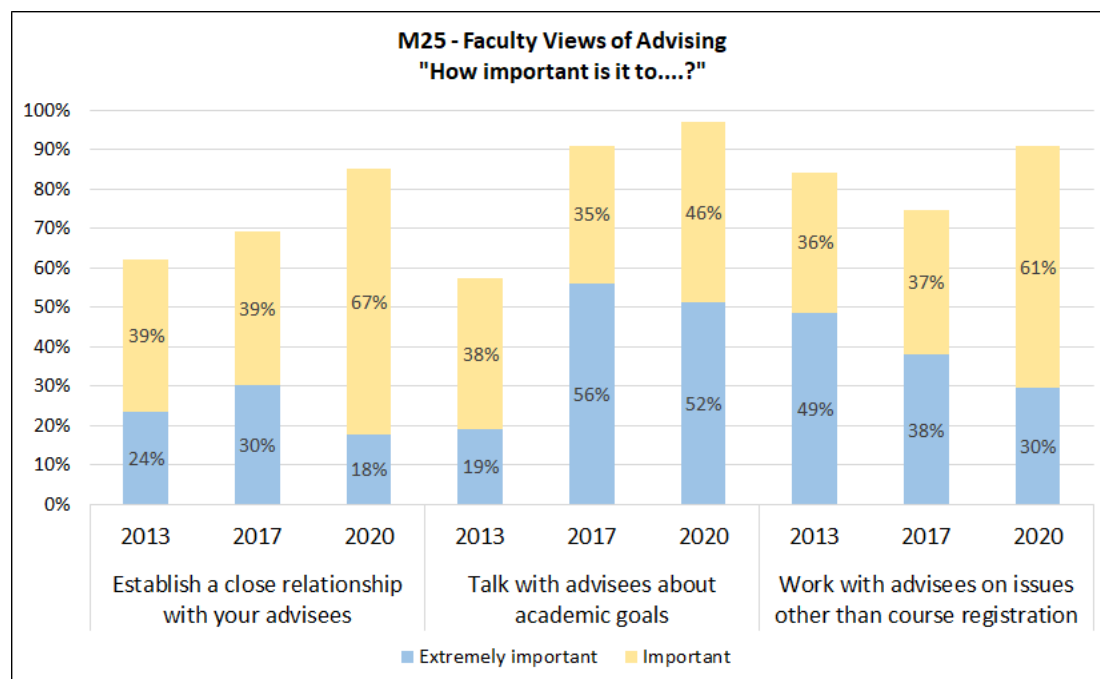
## **Advising Data from HERI Faculty Survey Now Available**

Three questions concerning advising that were part of the 2013 and 2017 waves of the HERI faculty survey were inadvertently left out of the 2020 iteration. To complete the data, IRA and the Director of Advising polled all Carleton *faculty* advisers in the late fall with a supplemental survey. With a strong response rate of 57% in December 2020 (102 responses out of 180 total faculty advisers), we were able to complete the series. (See the bar graph of the results below).

Based on three “importance questions” regarding (1) establishing a close relationship with advisees, (2) talking to advisees about their academic goals, and (3) working with advisees on issues other than course registration, respondents demonstrated overall a higher level of mindfulness about the advising relationship than in previous waves of the HERI faculty survey. Interestingly, faculty advisers were more likely in 2020 to down play the *extreme* importance of these three dimensions, perhaps due to the rise in competing items of importance during the pandemic.

Overall, the results of this latest HERI data demonstrate that Carleton faculty advisers are registering the importance of many of the same key dimensions of the advising relationship emphasized by the most recent [National Survey of Student Engagement \(a.k.a. NSSE or “Nessie”\)](#). Nessie’s 2020 iteration found that listening, respecting, and caring for advisees and maximizing contact frequency form the strongest and most valuable bonds in adviser-advisee relations. Notably, the Nessie found that these elements are most critical to feelings of belonging for BIPOC students. 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



## CArT-Supported Internships

Carleton's Art and Technology (CArT) Initiative has funding available to support internships that provide students with direct experience exploring the application of technology to the creation of art.

These internships define arts broadly to include art history, studio art, architecture, dance, film and media, music, theater and the intersections between and among all visual and performing arts. Eligible internships should encourage students to develop technical competencies as well as encourage new, creative thinking about going beyond the traditional definitions and boundaries of artistic production. **The key requirement for funding of the Art and Technology internships is that they provide the student with hands-on experience using new – or new applications of – technology and media to the artistic process.** Examples may include the integration of video with theater or dance performance; use of computer and digital technology to record and create new music; the use of technology such as laser cutters, CNC routers, 3-D printers and the like in the service of making artwork.

We invite students who have identified specific internship opportunities that fit these criteria to apply for funding. Students are eligible to apply for summer internship funds (up to \$4,500) to support transportation, savings goals, food, and housing costs during the internship. Internships at other times may be funded up to \$2,000. Preference will be given to juniors, sophomores and first-year students. Establishing learning goals, participating in a summer reflection blog, and a short reflection essay after the internship are required, and for those on campus in the fall, there is a

“bring back” poster session. The program is administered by the Carleton Arts and Technology committee in conjunction with the Career Center.

To apply, please use the Career Center’s Internship Application, found [here](#).

Questions may be directed to Steve Richardson, Director of the Arts (srichard) or to other members of the CArT Steering Committee: Paul Bernhardt, Andy Flory, Doug Foxgrover, Judith Howard, Laska Jimsen, Stephen Mohring, Ron Rodman, and Linda Rossi.

## **It’s Never Too Early To Talk About the Writing Portfolio!**

Sophomores should be talking to their advisers about their plans for the **writing portfolios**. (For more on the writing portfolio and how to prepare it, see <https://apps.carleton.edu/campus/writingprogram/portfolio/>). Make sure that your sophomore advisees understand the [requirements](#) and have run through the [FAQs](#). You may find the page titled, “[An Insider’s Guide to Carleton’s Sophomore Writing Portfolio](#),” especially useful for you and for your students. Other questions might be directed at our tireless Director of the Writing Across the Curriculum Program, Senior Lecturer in English, George Cusack (gcusack).

Keep in mind that students’ degree audits **do not** show that they have completed the writing portfolio until they have their portfolios scored during the summer. Portfolios for the Class of 2023 are due on **Friday, Feb. 19 at 4:30 p.m. (the Winter deadline) and Friday, May 14 at 4:30 p.m. (the Spring deadline)**.

Once they are scored, the audit will show (for their major advisors):

PORT.FOLIO Passed..... 12/SU --- 0 \*NE

Or

PORT.FOLIO Passed-Exemplary Rating. 12/SU --- 0 \*NE

Or

If there is no rating, then the student received a “Needs Work” score. For more on the scoring process, see [this page](#). The [Needs Work](#) score is discussed fully on this page. Questions? Please contact George Cusack (gcusack).

## **How To Read A Degree Audit**

Speaking of degree audits...one of the *biggest* gripes I hear (and have heard for years) is that advisers and faculty sometimes struggle with how to read a degree audit. Our Registrar, Emy Farley, was good enough to prepare very useful presentations this past fall for new staff advisers. PEPS recorded the presentations and they are linked [here](#) inside the Advising Handbook.

Also, if you have specific questions about how to read a degree audit, you may contact Emy Farley (efarley) directly or Maria Reverman (mreverman).

## **We Petition You to Write Comments on Student Petitions!!**

The Registrar's office and the Academic Standing Committee (ASC) always appreciate getting as much information as possible concerning student petitions. Conveniently, petitions include required fields in which advisers are asked to provide comments, thereby assisting the work of their colleagues on the ASC. On behalf of all of these colleagues, we ask that advisers please take the time to write comments on student petitions.

## **Are You Offering A New Course During Spring Term?**

Send me the title and the course description and any other pertinent information on the new course or courses and I will be sure to post it in the next two issues of the *Bulletin*, which come out just before and during **Advising Days**.

## **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/)

[\(https://apps.carleton.edu/curricular/ocs/programs/carleton/\)](https://apps.carleton.edu/curricular/ocs/programs/carleton/)

### **Recommenders - Please Note**

1. The entire application, including recommendations, must be completed and submitted by the deadline.
2. The three summer programs function as a Carleton term of the academic year. Participants are required to take a leave of absence during the following winter term. Students unable to take their leave in the term the College has designated (due to courses offered in winter term or participation in varsity athletics, etc.), may petition the Academic Standing Committee to request a change of term to the fall term or spring term following the program.
3. The deadline for submitting the fall non-Carleton programs Application for Approval is Thursday, April 15, 2021.

## **Recommendations**

Students email requests to recommenders. There are two ways to access the recommendation form:

1. Follow the instructions in the student's email, copy and paste the applicant's last name and recommendation ID number into the OCS Portal Recommendation
2. Login to the [OCS Portal](#) using your Carleton sign-on. Then click on the house icon in the upper left, and select Recommender. Recommenders will see a list of pending recommendations and have the option of seeing completed recommendations.

The system allows one hour to complete the form before it times out. There is *not* an option to save the recommendation (yet) before it times out. Although, an hour can seem a long time to complete the relatively simple form, if your door is open and interruptions occur, time flies by fast. It might be best to read through the recommendation form and write your responses in Word (or such) and then copy/paste when ready.

Thank you for your support of OCS at Carleton!

## **Office of Student Fellowships**

As a reminder, the major application cycle for [Carleton-funded fellowships](#) (often referred to as 'junior fellowships') has shifted and the deadline is set for **March 30, 2021**. Please encourage your advisees to watch the general information video posted [here](#).

We will continue our practice of sending direct requests for recommendations, due one week after the student deadline (April 6, 2021), and will include the finalized version of the application along with the request. Any questions may be directed to Marynel at [mryanvanzee@carleton.edu](mailto:mryanvanzee@carleton.edu). Thank you for all you do to support the work of the Office of Student Fellowships!

## **Student Health and What Advisors Should Know**

[Nothing for this issue.]

## **Professional Development and the Career Center**

One of the questions that we hear the most from students is asking about the timeline for applying to jobs or internships. Up until this time, most students are accustomed to following pre-set deadlines, whether it's for a class at Carleton or in their college application process. However, the job search process rarely works like that. Especially now, as many industries have either paused or delayed their hiring process in the face of economic uncertainty caused by the ongoing pandemic.

As career coaches, we are leaning into the job search fundamentals to guide students to known and yet-to-be posted opportunities. For starters, we encourage students to explore what drives their curiosity and intellectual flow. Identifying their interests, skills, and talents is an important piece of the self-discovery process. Next, we ask students to become familiar with the job market, exploring opportunities and jobs to better understand what challenges they could play a role in addressing.

A powerful conversation with a mentor, faculty member, or alumnus can help students to connect their interests with opportunities. Relationship building with alumni (using the alumni directory and LinkedIn to connect) continues to be an effective way for students to explore options. With the exceptionally curious, critical-thinkers that Carls are, these connections are mutually beneficial, providing a great way for alumni to reaffirm their connection to the Carleton community.

We are grateful for the critical conversations that advisors are having with their advisees these days - and are eager to provide support and insight into any of the above.

## **Events and Updates**

### **First-Year Career Coaching Program - Winter term 2021**

To assist first-year students with identifying their skills, values, and interests, the starting point for career development, their career challenge this term is to create a resume or update their existing version. The process requires evaluating past and current experiences and identifying and listing skills, a great way to begin thinking about how one's skills can be applied to new and future experiences.

#### **Winter Term Learning Outcomes**

- Identify transferable skills acquired through past and current experiences
- Identify resume "best practices"
- Develop professional written communication skills (articulate transferable skills via resume)
- Demonstrate an openness to resume feedback (one-on-one resume critique with a student career assistant or coach)

#### **Winter Term Career Programming and Communications**

- Emails to students from their assigned coach
- Career education via video newsletter - monthly
- Resume resources
- SCA Virtual Session: Resume Best Practices (i.e., how to transition a high school resume to a collegiate-level version)
- SCA virtual drop-in hours (one-on-one resume critique)

Advisers play a significant role in the lives of Carls. Here are several ways to assist your first-year advisee(s) with their winter term learning goals:

- In conversations, pose open-ended questions to facilitate self-reflection (interests, skills, values).
- Drop a line (or two) like, "I heard first-year students are encouraged to create a resume or update their existing version during winter term; how are things going?"

## **Inclusion, Diversity, & Equity at Work: Corporate Culture & Individual Identities at Wells Fargo**

Wednesday, Week 4 (January 27), 4:30 p.m.

How do the issues of Inclusion, Diversity, & Equity (IDE) show up in the workplace, particularly at a large organization, such as Wells Fargo? Students can learn more about IDE in a corporate environment, as well as the various roles at Wells Fargo that can be great for Carls. Students can [sign up via Handshake](#).

Carleton alumni presenting are:

- Harry Alappat '20 (Economics), Corporate Banking Analyst, Technology, Media & Telecommunications;
- Milton Dejesus '01 (Political Science), Compliance Officer, VP;
- Jojo Kuria '16 (International Relations), Global Product Manager;
- Su Kim '17 (International Relations and Education), Relationship Manager I, Corporate Banking;
- Zhiming Zhao '05 (Economics), AVP - Information Security Operational Risk Manager - IAM; and,
- Derek Fried '93 (History, South Asian Studies), Senior Vice President and Manager.

## **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](#)