

## **The Bi-Weekly Advising Bulletin – Weeks 1-2, Spring Term 2021**

Welcome back for spring term!

Here is a handy list of the key academic deadlines during the (revised) spring 2021 trimester calendar.

- **Friday, April 2**, First Five-week Course Add Deadline and Ten-week Independent Study & Overload Petition Deadline (both at 5 p.m.)
- **Sunday, April 4**, Ten-week course Add/Drop deadline (11:59 p.m.) and First Five-week course Drop deadline (11:59 p.m.)
- **Friday, April 16**, First Five-week Late Drop & S/CR/NC deadline (5:00 p.m.)
- **Thursday, April 29**, Last Day of the First Five Weeks
- **Friday, April 30**, First Day of the Second Five Weeks
- **Saturday-Monday, May 1-3**, **MIDTERM BREAK**
- **Friday, May 7**, Second Five-week Course Add/Drop Deadline (5:00 p.m.)
- **Friday, May 14**, **Ten-week Course Late Drop and S/CR/NC deadline** (5:00 p.m.)
- **Friday, May 14**, **WRITING PORTFOLIOS DUE**
- **Friday, May 21**, Second Five-week Course Late Drop and S/CR/NC deadline (5:00 p.m.)
- **Wednesday, June 2**, Last day of classes
- **Monday-Friday, August 2-6**, **Advising Days (sophomores, juniors, seniors)**
- **Monday-Thursday, August 9-12**, Registration for Fall Term (sophomores, juniors, seniors)

**NOTE:** With advising days once again shifting to the summer, **all advisers are to meet with the advisees that they would have seen in the spring 2021 term.** This includes new majors who declare during the spring term. New advising assignments for the Class of 2025 will be done after the August registration period, which is the normal timing. The next issue of the *Bulletin* will explain how that process works.

## **Online Tools to Support Advising**

One of the virtues that the necessity of advising and teaching online affords us is the opportunity to become more informed about the many 24/7 resources that support advising. The [Advising Handbook](#) provides a clearinghouse of information on a range of topics organized into major areas such as [Academic Requirements](#) and [Student Academic Progress](#). If you are seeking *someone* who might provide a specific answer to a question, consult the [Whom To Contact](#) page to see who you might email or phone directly. [Pathways](#) remains a useful resource for students, advisers, and departments. Take a look and use this tool in your advising of first- and second-year students who wish to start their research on career tracks and their professional development.

## **The Well-Being Initiative**

Through a small award from the American College Health Foundation, Carleton is working to bring well-being more intentionally into learning environments. For the purposes of this project, we have

adopted a definition of well-being that incorporates Corey Keyes' flourishing model with Laurie Schreiner's thriving model: feeling emotionally good about a well-functioning and engaged life of learning. The basic elements of this model include emotional well-being, psychological functioning, social functioning, and engaged learning.

Those who are interested in participating in the project as advisors (as opposed to classroom teachers) are encouraged to join the various advising circles available each term (with the usual compensation). At the institutional level we hope to develop a written guide to assist advisors in incorporating well-being questions and concerns into their regular advising interactions with students. We will dive deeper into topics relating to advising and well-being for BIPOC students at the December break 2021 conference; participating advisers may be invited to share their experiences. Please consult the materials from [University of Texas at Austin](#) and [Simon Fraser University](#) for more information.

For faculty wishing to participate in this initiative and its implications for pedagogy, please consult the full [Call for Participation](#).

During fall term 2021 we will present some of our findings at an LTC session. Participating faculty will be asked to share their experiences in a panel.

Please feel free to follow up with Janet Lewis Muth (jlewismuth), Al Montero (amontero), or Victoria Morse (vmorse) if you have any questions.

[Sign up here](#) as soon as possible. **There are still spots left, especially in the advising group.**

## **What If Students (Or Family Members) Get Very Sick?**

Advisers should become familiar with the Dean of Students Office's [helpful page](#) for students regarding leaves and withdrawals. It is especially useful to review the [Leave Process Flowchart](#) and the [FAQs page](#). The latter page is also a resource for advisers as it deals with a host of issues, including registration details, financial services, residential life, and issues specific to international students.

Leave policies would apply if a student simply was too sick to do the work in their classes and needed extended time to recover. Students may contract the coronavirus and experience serious symptoms that will affect their ability to continue their work. Students, the Dean of Students Office, and the faculty need to work together in particular cases to assess how much sickness will impact a student's work.

## **Advisee Complaints about Advisers and Switching Advisers**

Occasionally, the Director of Advising receives a handful of complaints from advisees concerning their liberal arts advisers each term (complaints about major advising are redirected to department chairs or program directors). These are handled with great care. In each case, I require a face-to-face meeting with the student to ascertain the nature of the issue(s). I am inclined to not reassign advisees except in cases that have reached a high level of distrust (very rare!). In most cases, I am able to coach the student on how to speak with their adviser to enhance the relationship and make it work

for both parties. In some cases, I will call the adviser and converse a bit about some best practices (without identifying the student making a complaint). My overall approach is pedagogical and one of further professional development.

Very rarely, but at least once each term, the Office of the Director of Advising will be contacted by a parent or guardian. FERPA rules restrict what can be said in these conversations. In all of these cases, I inform the parent/guardian that I must follow up with the student and cannot continue a conversation with a family member about the advising relationship. Under no circumstances should advisers respond directly to any communications from parents or other family members seeking information about the advising relationship with a particular student. **Please redirect all of those communications to my office.** Simply email me and I will handle it (amontero).

## **Transfer Students and Carleton Students Thinking about Transferring**

As the Director of Advising, I have advised many incoming transfer students to Carleton. That has given me a unique vantage point to understand why students transfer between colleges and what they need when they arrive. This post is not so much about incoming transfer students, but about current Carleton students who have expressed some interest in leaving Carleton and transferring to another school. If you have an advisee who has expressed this interest, please refer them to me (just email me: amontero). Not only can I provide some additional support to help your advisee think through their choices, I can put them in touch with transfer students currently at Carleton who have made the transition and who can provide peer counseling.

The choice to leave Carleton is never an easy one, but it can sometimes be the right one for some students. Under no circumstances should such students feel alone, without anyone to consult about the tradeoffs that weigh on their minds. Let my office help them. **Please refer your advisees who are contemplating transfers to me.**

## **Pathways Continues to be a Useful Resource for Advising**

One of the priorities of the Director of Advising is to make sure that [Pathways](#) remains a useful and up-to-date resource for students, advisers, and departments. Take a look and use this tool in your advising of first- and second-year students who wish to start their research on career tracks and their professional development.

**Pathways is not meant to substitute for the considerable and most updated resources of the Career Center and the Alumni Directory, but it provides initial guidance for students who can then go on and do a much “deeper dive” into those resources.**

If you have suggestions, please send them my way (amontero).

## **Off-Campus Studies**

Application deadlines for Off-Campus Studies programs taking place in **2021-2022** are coming up! Ask your advisees about their plans -- they will need your approval to participate in these programs.

Carleton program application deadlines are as follows:

December Break 2021 -- April 12

Winter 2022 -- April 19

Spring 2022 -- April 19

Fall 2021 non-Carleton programs Application of Approval deadline is April 15. **Your advisees will need you to sign off on these in due time!!!**

OCS continues to offer 30-minute virtual advising appointments through GoogleMeet Monday through Friday, 1-4:30 CST. Students can sign up by emailing [ocs@carleton.edu](mailto:ocs@carleton.edu) or by completing the online request [here](#).

Please encourage your students to submit their photos to the photo contest. Anybody who participated in an OCS program, fellowship, or international internship any time during their time at Carleton is eligible. Submit photos [here](#). The submission deadline is April 4.

## **Office of Student Fellowships**

Happy Spring Term to all of you! As a reminder, the application cycle for Carleton-funded fellowships open to first-year, sophomore, and junior students is underway. The student deadline is March 30; faculty recommendations will be requested on the 31st and due on April 6th. Director of Student Fellowships Marynel Ryan Van Zee is also engaged in individual outreach to many sophomores, juniors, and seniors; please don't hesitate to refer promising students using this [form](#)! Your rising and graduating senior advisees will also have access to webinar versions of our usual Spring Term fellowships information sessions (including Fulbright Marshall, Rhodes, Watson, and others). Thank you for all the work you do in support of our fellowship applicants!

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

Koru Basic: Tuesdays, 3-4:15 pm, weeks 3-6 (April 13, 20, 27 and May 4), outside in Dacie's backyard, weather permitting; zoom as backup. Although the course is designed for students, we'll save a couple spots for staff. [Register here](#). Please share this with interested students or send them to [juleberg@](mailto:juleberg@) or [betsylanegetaz@](mailto:betsylanegetaz@) for more information.

Koru 2.0: We also plan to offer Koru 2.0 in an innovative format: 1 - 75 minute class followed by a 3 hour retreat about a week later. Details coming soon.

A little background on Koru: Koru Mindfulness is an evidence-based introduction to mindfulness and meditation skills designed for emerging adults. Participants learn a variety of mindfulness skills to practice, both in and outside of this 4-week class. Participants report less stress, less self-criticism, better sleep, and more mindful living. Koru is the Māori word for “loop,” or a spiral-shaped fern frond symbolic for balanced growth and stability.

Please also share with advisees this info about weekly meditation:

Time to Meditate: Friday, 8-8:25 am. Gently guided mindfulness meditation. Notice the present moment without judgement. You are welcome to drop in as you are able: students, staff and faculty with or without previous experience. Bring your curiosity and maybe a friend.

Join Zoom Meeting

<https://carleton.zoom.us/j/95888370141?pwd=MHFGN1NQZ3Vadm8vaFJzMkUzaWdTUT09>

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

**General coaching information:** At this time of year, students begin to panic about the lack of plans or even are void of a clear idea about what they will be doing over the summer. Many of our coaching conversations begin with students sharing regrets or embarrassment, with students lamenting their lack of initiative or effort to date. We spend time normalizing these feelings, reassuring them that it's not too late, and try to help students to identify some concrete actions they can take.

The reality is that we always have positions available for students on Handshake, in both virtual and in-person settings. We know that there is as much (if not more) learning and growth to be had in an experience that is unexpected or off a comfortable, familiar path. Helping students to lean into the unexpected twists and turns and find the opportunity for learning is what we're all about! So, if you're hearing angsty processing from students, please send them our way and we'll help them to take some tangible actions towards creating a meaningful summer break.

**First-year coaching program:** Last term, the First-Year Coaching Program's communications and programming centered around encouraging students to create a resume or update their existing one, a process that required them to evaluate past and current experiences, and resulted in enhanced awareness (i.e., how they have amassed transferable skills that can serve as the foundation for developing and communicating their brand).

A continuation of winter term's themes -- self-assessment and self-discovery (interests, skills, values), written communication skill development -- spring term will focus on career education regarding how students can apply their insights to marketing themselves for future opportunities, specifically, how to articulate the skills that they have gained through their experiences. Additionally, how to apply what they know about themselves to exploring their academic and career interests.

Spring term communications and programming will provide career education through a variety of channels: didactic videos (resume & cover letter), virtual programs (career exploration and networking resources), on-going communication from students' designated career coach and the Student Career Assistants. When spring term concludes, first-year students who have engaged with the Career Center throughout their first year will have the tools to engage in self-reflection and on-going career exploration throughout the summer months. As a result, at the start of their sophomore year, they can apply their insights to pursue one or more of the career exploration opportunities offered such as applying for an externship, applying for an internship(s) with employers who recruit in the fall, etc.

### **Announcements**

**Internship Funding:** Students can apply for [internship funding](#) to support their unpaid (or underpaying) summer internship experience. The Career Center has three remaining deadlines for the spring term: March 29, April 26, and June 7. Once students have secured an internship, they can apply for support of up to \$4,500 for a domestic internship (or \$5,000 for internships outside the U.S.) Internships can be in a variety of fields, including entrepreneurship, research, private sector entities, and health care. Students may intern virtually or in person, depending on their situation. The college has significant resources to support experiential learning for all students. Please encourage your advisees to apply for funding and/or meet with us in the career center to overcome any barriers they may be experiencing.

**Student opportunities:** Twelve offices at Carleton are **hiring [Peer Leaders](#) for the 2021-2022 Academic Year!** Not only will the Career Center hire new student career assistants (SCAs), but offices like Residential Life, CCCE, the Gender and Sexuality Center, and the Chaplin's Office will be hiring new students to support, mentor, and connect with Carls across campus. All positions are listed on Handshake, including the [SCA position](#)! These roles offer students opportunities to think critically about and commit diligently to their own development and skill attainment. Questions about the SCA position can be directed to Antonia Grant. Questions about the Peer Leader program can be directed to co-chairs RJ Holmes-Leopold and Amy Sillanpa. **Deadline for all Peer Leader applications: April 1** (Thursday of week 1, spring term)

## Events

**On Thursday, April 7 at 5 p.m., the Career Center will be presenting “[Navigating Harassment in the Workplace](#).”** According to one national study, about 1 in 5 U.S. workers faced hostile or threatening environments at work, and more than half said they faced unpleasant and potentially hazardous environments. Meanwhile, Ellen DeGeneres and Joss Whedon have made headlines as people speak out about how they were treated on their shows. It is likely that you will face bullying, harassment, or intimidation in the workplace, so how will you handle it? Join us to discuss the bystander effect in the context of workplace culture, and create strategies for navigating these types of situations.

**Save the Date -** Carleton Investment Forum Virtually @ the Berkshire Hathaway Shareholders Meeting on **Saturday, May 1st at 2 p.m.** - An opportunity for students interested in finance and investing to connect and network with recent alumni from a variety of backgrounds, majors, and places of work. Leading up to the event, on **April 17th at 2 p.m.**, a financial analysis simulation with Drew Weitz '02 will be held for students interested in finance and investment.

## Useful Quick Links

[The Advising Handbook](#)

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](#)