

The Bi-Weekly Advising Bulletin – Weeks 3-4, Spring Term 2021

Here is a handy list of the remaining academic deadlines during the spring 2021 trimester.

- **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)

With the delay of advising days and fall registration, most official advising responsibilities this term will focus on student progress. Please check in with your advisees about how they are doing. Please be particularly mindful of some of the telltale signs of struggling. The most common signs of struggling behavior are:

- Multiple, unexplained absences (i.e., failure to log on for extended periods of time).
- Incomplete or poor scores on low-stakes assignments.
- Missed assignments.
- General non-responsiveness to emails and Moodle forum posts, especially when prompted directly by the professor.

If you notice these signs, it might be a good idea to prepare academic [Progress Reports](#). These reports notify the Dean of Students Office of any student who the professor believes is exhibiting signs of struggling or who for some other reason should be on the radar screen of the Dean of Students Office. **Faculty, it is also a good idea to bring the academic adviser into the loop so that they understand why an academic progress report is being issued.** I strongly recommend using **phone calls** rather than email so that a confidential conversation with the adviser is possible.

NB from the Registrar: Due to the problems with the Hub during the first week of the term, **transcript requests made by students between Wednesday evening, March 31 and Saturday evening, April 3, may not have gone through.** Students may want to log in to the Hub and verify their transcript requests and, if necessary, request a new transcript.

Providing Timely Support for Students Using Online Resources

Advisers and all instructors should be aware of the full range of academic support services that are available to students. The most comprehensive source is on the Dean of the College page, under [Academic and Research Support for Students](#). In addition to resources under the umbrella of the [Academic Support Center](#) there are other sources of support such as the [CARS Support page](#),

[Mentored Cohort Programs](#), and the new [Undergraduate Research](#) page. Some of these pages lead to little-known but very useful sources for supporting student research using [spatial analysis](#), providing [multilingual/second language writing support](#), and centers that will facilitate student work such as the [Language Center](#), the [Idea Lab](#), and the [Quantitative Resource Center](#).

Advising Circles for Spring Term: Supporting BIPOC Students

The spring-term advising circles will revisit the focus of the winter-term circles regarding 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. Since the advising circles last term were so well-attended, the spring-term circles will begin their discussions with a wealth of insights from the winter-term circles. If you attended the winter-term circles, you are more than welcome to attend the spring-term circles.

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 **Wednesday, April 21** 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). **There is tremendous demand to talk about these subjects, so please reserve a spot as soon as possible. The circles will probably be scheduled during weeks 6-7, 4:30 p.m.-6:00 p.m. on Zoom.**

Some Advice For the Assignment of New Major Advisees to Their New Major Advisers

Now that sophomores have declared their majors, academic departments will be dividing up their new majors among the faculty who will serve as advisers in the major. Here are some ideas to keep in mind as you welcome new major advisees:

First, each academic department should have a tried-and-true strategy for assigning new major advisees to faculty mentors. Often it is neither possible nor desirable for the chair to advise all majors, even in departments with a small number of majors. Students benefit most from having major advisers who have more time for them. Normally, first-year faculty are not asked to advise either majors or liberal arts advisees. In a couple of departments with high major-to-faculty ratios, chairs may ask first-year faculty to take on some major advisees in the spring term. In all of these

cases, these chairs consult with the Director of Advising, who provides additional support to these first-year faculty advisers.

Second, it may be possible to allow students some element of choice in their assignment of adviser. Students may be asked to provide their preferences based on familiarity with a given professor or interest in a particular field that is well-represented by a faculty member. This type of system is not always possible in departments with larger numbers of majors and less differentiation across faculty specialties, but some departments have been able to offer a combination of some student choice and a more even distribution across faculty. For an example of a large department that has been able to use technology to survey the preferences of new majors, consult with the Biology department.

Third, the assignment of advisees ought to always make consistency and sustainability of advising a priority during the seven terms that a student is pursuing a major. In that regard, faculty who are planning for an extended leave a year later, may not be good choices for new majors. Some departments will ask junior faculty to take on more major advising and very little liberal arts advising. That is fine, but junior faculty are always better off if they experience a range of students along the typical four-year development trajectory.

Finally, students are ultimately responsible for completing all requirements on time, but departments have a key role in ensuring that students stay on track. Advisers must work closely with chairs and administrative assistants to make sure that their majors are fulfilling their requirements in a timely manner. Chairs are often asked to approve courses taken off-campus on non-Carleton programs to satisfy major requirements. Where this is advisable, chairs ought to consult with colleagues who are specialized in the relevant areas *and* the adviser so that all are aware of how such courses are being applied. In all cases, exceptions should be noted in writing and applied so that degree audits provide an accurate picture of the student's progress towards completion of the major.

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

Departments will not be able to reallocate major advisees between **July 15 and September 1**. The reason is that I need to have an unchanging number of advising slots for reassigning sophomores and frosh in August following sophomore, junior, and senior registration for fall term. Departments should keep this freeze in mind if they wish to reallocate advisees before the fall term.

Chairs and program directors will soon be sent an invitation from the Director of Advising Office to fill out an advising plan indicating the anticipated availability of faculty for liberal arts advising. Departments should discuss this in the spring and chairs should feel free to send me these plans once they have them (but certainly BEFORE the July 15 freeze). Questions? Contact me (amontero).

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, the Director of Advising, assign advisers to all liberal arts advisees. At this time in the academic year, it is useful to know how I assign liberal arts advisers as all faculty

advisers who are eligible to advise Class of 2025 students will soon be contacted by me with additional information about the upcoming year, including the need to be present on campus during New Student Week in September.

The process begins in July when we identify all sophomores whose advisers are going on leave in fall or both fall and winter terms. **I will reassign these sophomores to new advisers following registration for the fall term.** 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. (I serve as temporary adviser for all those advisees whose advisers go off-campus on either OCS programs or leaves in the spring term). If you have first-year advisees now and know that you will not be able to advise them in AY 2021-22, then we will know about that in most cases and move ahead to reassign these students as sophomores following registration for the fall. **You need not do anything in this case other than advise them for fall-term courses.**

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 unplanned leaves of absence, maternity and paternity leaves, staff departures from the College, 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) (Wednesday, Sept. 9-Tuesday, Sept. 14, 2020). By that time, frosh will have selected their A&I seminars and will have registered for courses, though their schedules may be altered after they meet with their assigned 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 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 sort 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 particularly careful to not load up tenure-track faculty. Faculty who already have a large number of major advisees can expect to not receive many (or any) frosh advisees.

In the next several weeks, department chairs and program directors will fill out a Google form-based “advising plan,” indicating the names of faculty who are available to advise liberal arts advisees. This is an opportunity to allocate major advising loads before the July 15-September 1 freeze and make clear to all faculty who will be available for first-year advising. This step is also meant to give my office more information as we determine the number of advising slots for the new incoming class.

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.*

Our practice at Carleton has been for many years that the maximum number of advisees, both majors and liberal arts advisees, that a faculty member may carry is 18. A very small number of advisers, often for *sui generis* reasons, have more than 18. I am always trying to even out advising loads so that average totals are well under 18. 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). The new advising plans provide an excellent opportunity for departments and programs to lay out their preferences in advising distributions to me early on during the process.

If any adviser has any questions about the process for assigning advisees, I would be happy to discuss any of this via email, phone, or Zoom meeting. Just email me first (amontero).

At this time, I am open to hearing from advisers and departments concerning their advising expectations for the 2021-22 academic year. Just keep in mind that I am in control of liberal arts advising *only*. Please consult chairs concerning your major advising load.

The Important Role of Departmental SDAs

It is time for departments to select their [Student Departmental Advisers](#) (SDAs). SDAs have several functions, including acting as liaisons between students and faculty, ombudspersons for the department, and outreach officers for prospective majors. SDAs in several departments hold regular office hours and advising sessions. In some cases, SDAs coordinate activities with Departmental Curriculum Committees (DCCs). All departments will need their SDAs to represent them at the annual academic fair in September and the majors fair in October.

The selection of departmental SDAs is an important process for the welfare of a department. Successful SDAs are enthusiastic, conscientious and responsible, and generally creative. Departments need SDAs to think for themselves and bring their own useful ideas to the table. Generally, SDAs are partly responsible for fostering community among majors and prospective majors.

If any advisers believe that they have good candidates, they should suggest those names to their department chairs. Since I handle SDA training at the beginning of the academic year, do not hesitate to send me your questions regarding the qualities of successful SDAs and their overall responsibilities. Please contact me at amontero. **Once the chair or program director has selected an SDA, please send that name to Becky Krogh (bkrogh). All SDA nominations are sought by **Friday, April 30.****

New Courses For Fall Term?

The *Bulletin* is a great way to distribute information in a timely fashion before advising days about new courses, especially those often taught by visiting faculty. The **next issue** of the *Bulletin* (Weeks 5-6) is a perfect venue to distribute information about new courses for the fall 2021 term. If you are interested, send me all of the information you have about your new courses or your department's new courses (amontero).

New Adviser Training Workshop (September 2-3)

New faculty and staff advisers will soon receive an email from my office concerning new adviser training. This workshop is mandatory for all second-year tenure-track **and** second-year visiting faculty who are contractually asked to advise in 2020-21. The new adviser training workshop will occur on **Thursday, September 2-Friday, September 3, 9 a.m.-2 p.m.**, including lunch.

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.

Application deadlines are as follows:

1. Carleton Seminar December Break 2021 -- **April 12**
2. Carleton Seminar Winter 2022 -- **April 19**
3. Carleton Seminar Spring 2022 -- **April 19**
4. Non-Carleton Programs (application for approval) -- **April 15 (Academic Year/Summer/Fall Term-Semester)** **Your advisees need an adviser to sign off on these by the deadline!!!**

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.

VIRTUAL ADVISING! OCS is offering [virtual advising appointments](#) over GoogleMeet Monday-Friday 1:30-4:30pm CST and our student fellow, Alexis Shuck, is offering [virtual peer advising](#) over Zoom on Thursdays from 12:25-1:25pm CST.

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NB: Chairs, please be certain that your recently declared majors have an adviser assigned to them so that the new adviser will be able to sign off on the Academic Adviser Signature form by April 19 (winter/spring 2022)!

Office of Student Fellowships

Rising and graduating seniors are being notified (and reminded) as recorded information sessions about fellowships they can apply for in 2021 and beyond are posted at the Office of Student Fellowships website. The first of these, on the Fulbright US Student Program, is available [here](#). Fulbright funds research, study, and English teaching abroad in over 140 countries. Please encourage your internationally minded junior and senior advisees to review this information session or to contact the [Office of Student Fellowships](#). We have also posted an [information session about ultracompetitive fellowships](#), and Marynel is holding one-on-one meetings with Class of 2022 students who meet the minimum GPA requirement for those awards that specify (3.7). Thank you for all you do to support our work!

Student Health and What Advisers Should Know

[No new entries for this issue.]

Professional Development and the Career Center

The Career Center recently surveyed juniors and seniors about their outlook for the coming summer and asked if they needed additional help. Students responded by overwhelmingly asking for information related to networking and making connections. Navigating relationships in a professional context is difficult enough in “normal” times, but in our current virtual state, the rules of engagement seem less clear. In response, the Career Center will be reaching out to the upper classes in the coming weeks with resources to guide, clarify, and inspire relationship building. Several of our events are especially targeting networking with alumni, including the IDE session on April 22, listed below. Our goal is to continue to demystify and provide actionable advice and tools that will help them to take the next step towards a meaningful life after Carleton.

Events

For students who are interested in careers in education, the **Minnesota Education Job Fair (Virtual) is on Tuesday, April 13th from 10 a.m. to 3 p.m.** The fair features more than 100 employers. Students can [RSVP via Handshake](#).

On Wednesday, April 14, at 4:00 p.m., the Career Center will be hosting a virtual information session for students to learn about internship funding at Carleton. Students can apply for up to \$4,500 (or \$5,000 if abroad) in internship funding. Join us to learn how you can apply for up to \$4,500 (or \$5,000 if abroad) in internship funding. Students who attend this session will learn about funding options available at Carleton to pay for rent, food, and transportation, as well as other expenses that come with an unpaid (or under-paying) internship. Students will learn about the funding application process, how to complete the funding application, and how to prepare for an awesome summer. Students with virtual and in-person

experiences are eligible to apply! [RSVP via Handshake.](#)

The first installment of a new “Careers in the Humanities” series, “Ubiquitous: How Humanities Majors Can Advance Your Career & Enhance Your Life,” is **Thursday, April 15th at 5 p.m.** (virtual) In this session co-led with the History, Philosophy, and Religion departments, students will discover the breadth of career and life pathways forged by Carleton alumni who majored in History, Philosophy, and Religion. [RSVP via Handshake.](#) The second session, “It's Not Just a Minor Matter: How You Can Use a Humanities Minor to Advance Your Career,” will be **Wednesday, May 5th at 5 p.m.**

How can you navigate the professional workplace as a person from a marginalized identity or underrepresented background? How do the issues of **Inclusion, Diversity, & Equity (IDE)** show up in the workplace, in environments such as arts, for-profit, government, non-profit, and technology settings? Students are invited to join a panel of Carleton alumni and employer partners on **Thursday, April 22nd from 12:30 to 1:30 p.m.** to learn more about IDE in the workplace. RSVP via Handshake. This session will be held virtually.

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 18th at 2 p.m.**, a [financial analysis simulation with Drew Weitz '02](#) will be held for students interested in finance and investment. [Registration for this financial analysis simulation is due by Wednesday, April 14th via Handshake.](#)

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](#)