

## The Bi-Weekly Advising Bulletin – Weeks 5-6, Spring Term 2021

Here is a handy list of the key academic deadlines during the spring 2021 trimester and the summer.

- **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:** All times are Central Time.

**Reminder:** 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 and be mindful of the deadline on **Friday, May 14** to drop courses late.

**Advisers will continue to advise their current assignment of advisees. This includes advisers who will be off-campus in the fall.** Departments will be able to make changes in major advising up until **July 15**. Chairs have been asked by my office to file advising plans by mid-June.

## Filing Midterm Progress Reports for Struggling Students

As we approach the midpoint of the winter term, this is a strategic moment to prepare academic [Progress Reports](#). These reports notify the Office of the Dean of Students of any student who the professor believes is experiencing serious academic difficulty, has missed a large number of class meetings, who submits work late on a regular basis, and who for some other reason, should be on the radar screen of the Dean of Students. **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.

## Major/Minor Overlap Worksheet

It is widely known that degree audits do not track minors, so an option for departments and advisers of students pursuing a minor is to monitor student progress and make sure that students do not have too many overlapping courses. It helps to have students self-report their progress to their advisers. The Registrar's Office has developed a useful tool for that purpose, a [Major/Minor Overlap Worksheet](#) that advisees may fill out before their advising meetings. In addition to this worksheet, the Registrar's Office maintains a page with a number of forms regarding declaration of majors and minors. See [here](#).

## **Dialogue Sessions Designed to Help Process the Chauvin Trial, George Floyd's Murder and Related Cases and Issues**

OIIL and ISL are hosting a dialogue series (**4 sessions left this week**) up through April 29. Details can be found [here](#). Take special note of the virtual visit of Ted Thornhill, associate professor of sociology and the director of the Center for Critical Race and Ethnic Studies at Florida Gulf Coast University in Ft. Myers. Prof. Thornhill will present and lead a discussion on **April 28, 2021 at 4:30 p.m.** Register [here](#).

Prof. Thornhill will discuss what transpired since four, now former, Minneapolis police officers tortured and executed George Floyd nearly a year ago. In the midst of nationwide Black Lives Matter protests ignited by Floyd's murder, and in the weeks and months that followed, corporations, municipalities, non-profit organizations, college and universities, and other social collectives released public statements and made commitments to enact anti-racist changes. Prof. Thornhill will offer an analysis of these statements and commitments to answer the following questions: What anti-racist changes occurred? Were they symbolic, substantive, or both? Where did they occur? And, how durable are these changes, one year later, with the white backlash in full effect?

## **Spotlight on the Quantitative Resource Center (QRC)**

**General tutoring information:** At this time of year, students may be getting concerned about their progress, or about to start work on a final independent project. Comps students may be putting finishing touches on written reports and graphics. If your advisees are working with numbers in any way, the [QRC](#) can be a good resource. Here are four things the QRC helps with to support QRE courses and any other use of quantitative skills and reasoning across the curriculum:

- foundational quantitative skills (algebra, proportional reasoning, logs and exponents)
- descriptive statistics, some inferential statistics (varies by [tutor](#))
- communication (graphing, writing with statistics, reporting results)
- working with quant data (wrangling, cleaning, analyzing, interpreting, [using R](#))

The QRC helps students apply math (through Calculus) and basic statistics in their courses and research, read or create tables and graphs, and work with data in R, Excel/Sheets, and Tableau. Tutors are available Sunday-Thursday for [chat](#) and [Zoom](#) help, including a dedicated comps consultant ([see when Matt works](#)). If students would like guaranteed 1:1 help, there are many quick routes: send a [Slack](#) message, email the [director](#), or contact an [individual tutor](#) directly. All tutors have strong quantitative and programming backgrounds, and are trained to model good problem-solving strategies that help students transfer skills and knowledge between disciplines so they are empowered to do their own work and think more quantitatively. While the QRC eagerly serves all disciplines, there is a particular interest in supporting students in non-STEM classes to become comfortable and fluent with numbers and numerical thinking.

### **Spring tutoring hours:**

[Tutor drop-in hours](#)

Sunday-Wednesday

6:00-10:00 pm (CST)

[“Data Drop-Ins”](#) with a QRC tutor, the QRC director, data librarians, academic technologists, and Digital Humanities faculty and staff. This is a one-stop shop (also open to faculty and staff!) to get help working with data at any stage.

Thursday

3:00-4:30 pm (CST)

**Tutoring philosophy:** The QRC approaches tutoring as a collaboration with the student, meeting them wherever they are. Training focuses on problem-solving strategies and asking good questions that *apply to any discipline and any level*, and tutors supplement the student's technical abilities as the need arises. QRC tutors help students develop confidence, persistence, and translational quantitative skills necessary to engage with the material; they are not trained to be content experts. For help finding support services that are specific to particular disciplines or skills, see the Carls Ask Quantitative Questions [flowchart](#).

## **Critical Conversations**

### **IDSC203: Talking about Diversity.**

IDSC 203 is a course aimed at providing students with the opportunity to be trained in facilitating dialogue about diversity such as race, gender, sexuality, socioeconomics, intersectionality, etc. This is a 6 credit S/CR/NR class that meets twice a week with two Carleton faculty trained in facilitation. Students will explore readings and other material engaging these topics and will get first-hand experience in facilitating dialogue with their classmates. By the end of the term, they will be eligible to become a co-facilitator for the IDSC103 course offered in the Winter. Applications for IDSC203 are due **June 1, 2021**. For more information, students can visit [apps.carleton.edu/dialogue](https://apps.carleton.edu/dialogue) or contact one of the coordinators of Critical Conversations, Al Montero (amontero) or Amy Sillanpa (asillanp).

## **Off-Campus Studies**

The deadline to submit applications for the Winter and Spring, 2022 OCS programs was April 19th. However, we will still consider late applications on a case-by-case basis. Students can contact [ocs@carleton.edu](mailto:ocs@carleton.edu) with questions or if they would like to submit an application.

If students would like to discuss programs with an OCS adviser, we have advising sessions 1:00-4:30pm CST Monday-Friday and students can [sign up here](#). We also have a student peer adviser available from [12:25-1:25pm on Thursdays](#) via an open session on Zoom.

## **Office of Student Fellowships**

Carleton-funded fellowships for summer and Winter Break projects have been awarded to 40 students. Thank you for your work in advising them and providing recommendations! As a reminder, your rising and graduating senior advisees may be interested in [information sessions on specific fellowships](#) and you may find quick reference information on specific fellowships at our [For](#)

[Advisors' page](#). Please encourage your internationally minded junior and senior advisees to consider the [Fulbright US Student Program](#) for post-BA activities in over 140 countries (for US citizens only). Seniors of all citizenships may apply for the [Watson Fellowship](#) that supports a global experiential year. You may also simply refer a student to me using [the form posted here](#)! Thank you for all you do to support our work.

## Student Health and What Advisers Should Know

[Nothing to report this week.]

## Professional Development and the Career Center

### **Internships**

The Career Center is making an appeal to parents and alumni to help Carls get internships this summer. Although we don't have hard data, we are finding that at Carleton (much like our peer institutions), students have not secured internships for this summer at a rate that they have in previous years. We are seeing that student applications for internship funding (which requires an internship to be secured) are down. This concerns us. We'd like to help make sure all of our students have access to meaningful internships, including research, advocacy, and service, this summer if they are in a position to take one on.

Faculty can help with this too! If you happen to know of virtual or in-person opportunities that would be ideal for Carls, please let us know and we'll post them and get the word out to students. Students can find Carleton-affiliated opportunities by searching for "Carl Connection" in Handshake. ("Carl Connection" means that they are exclusively for and/or referred by Carleton alumni, parents, or friends of the college). If you have questions about this process, please reach out to our recruiting team at [recruiting@carleton.edu](mailto:recruiting@carleton.edu).

### **Advising Notes**

**First-Year Coaching Program:** The Career Center continues to reach out with targeted messaging to our first-year students. The aim of this program is to build familiarity and comfort among the students with the Career Center, which will serve them well in the coming years.

At our invitation, **56 first-year students completed a resume feedback session with a career coach or a student career assistant** between September 2020 - March 26, 2021. Completing this session entered them into the First-Year Career Coaching Resume Challenge drawing in which 10 students were selected: seven students received a goody bag featuring Career Center swag and an assortment of snacks, and three students received the grand prize of an Echo Show. On the heels of the Resume Challenge, cover letter resources (Career Center's Cover Letter Guide, cover letter session recording) will be shared with all first-year students during week 6 to help them to further hone their professional skills. We hope that by the end of the first year, many first-year students will possess a basic understanding of a resume, know how to write a strong cover letter, and be able to effectively articulate their interests and related skills for an opportunity.

**Sophomore Coaching Program (pilot):** The 100 students involved in the Career Center's sophomore coaching program continue to receive periodic guidance and encouragement to explore their career interests. The **students received a congratulatory candygram in their mailboxes that featured a handout, "Now what?," encouraging them to connect with the Career Center for further assistance with exploring careers and honing their professional skills.** With summer quickly approaching, career coaches will continue to assist students with identifying realistic goals and specific action steps that will set them up for success when they kick off their junior year next fall.

## Events

**30 Minutes (virtual) featuring Ritvik Kar '19 (Computer Science & Cinema/Media Studies) on Wednesday, April 28th at 4 p.m.** Ritvik is now an Associate Product Manager at LinkedIn and will share tips on navigating the internship and job search for students. Check out [Ritvik's LinkedIn](#) profile. [RSVP via Handshake.](#)

**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 12 recent alumni from a variety of backgrounds, majors, and places of work. [RSVP via Handshake.](#)

**30 Minutes (virtual) featuring Nosipho Beaufort '01 (Psychology) on Monday, May 3rd from 4 p.m. to 5 p.m.** Nosipho is Senior Informatics Analyst for Task Force for Global HealthTaskforce.org. In her role, she helps federal, state, and local public health programs assess their informatics capabilities and develop strategies and approaches to enhance their informatics capacities, and collaborate with internal and external partners. View [Nosipho's LinkedIn](#) profile. [RSVP via Handshake.](#)

The second installment of a new "Careers in the Humanities" series, "It's Not Just a Minor Matter: How You Can Use a Humanities Minor to Advance Your Career," is **Wednesday, May 5th at 5 p.m.** (virtual) In this panel students will discover how they can leverage interdisciplinary or language minors in their careers. The panel will be moderated by David Tompkins, Associate Professor of History, Director of European Studies, and Director of the Center for Global and Regional Studies. [RSVP via Handshake.](#)

Students who are interested in careers in consulting should **save the date for Tuesday, May 11th at 5 p.m.** for a consulting career-focused networking opportunity with 12-15 Carleton alumni from a variety of backgrounds, majors, and places of work.

We strongly encourage all faculty, students and staff to join in the Career Center's virtual **Inclusion, Diversity, & Equity (IDE) panel.** The panel will be offered on **Thursday, May 13th at 12:30 p.m. Central Time.** [RSVP via Handshake.](#) It was originally scheduled for Thursday, April 22nd was rescheduled due to the timing of the jury deliberations and verdicts of the Derek Chauvin trial. The panel will feature:

## MODERATOR

Samuel N. Ndely II, Director of Employer Inclusivity for the **Center for Economic Inclusion**

## PANELISTS

Kristina Doan - **CAPi USA - Immigrant Opportunity Center**, Director of Public Policy  
Kealoha Ferreira - **Ananya Dance Theatre**, Artistic Associate & Co-Leader, Shawngram Institute for Performance & Social Justice  
Lindsay Harris '08 (Sociology/Anthropology) - **Best Buy**, Manager, Emerging Talent-Talent Acquisition  
Lizzie Merrill '08 (Psychology) - **Minnesota Department of Transportation**, Office of Equity & Diversity, InREACH Consultant  
Leonard Searcy - **Black Tech Talent**, Director of Community Outreach  
Philip Xiao '15 (Economics) - **Homi**, CEO

## 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](#)