

Duke | ACADEMIC ADVISING CENTER Communications **IMPACT**

January 2013 to July 2014

A review of the essential benefits created by the AAC's increased focus on effective communication with academic advisors, students and the Duke community at large

Academic Advising Center WEBSITE

- » The launch of the new AAC website July 2, 2013 introduced Trinity College of Arts & Sciences students to a user-focused base for learning about advising.
- » The new advising.duke.edu home page welcomes students with more visual interest and a navigation system organized around two core pillars. “Your Advising Network,” outlines assigned and optional mentors available on campus, and “Your Duke Path,” explains to students the decisions they’ll face—and resources to help in those choices—as they progress through Duke. The previous advising landing page featured several paragraphs of text and required an additional click for more info about the AAC.

BEFORE: ADVISING LANDING

Trinity College of Arts & Sciences

Academic Advising at Duke

Managing Majors, Minors, & Certificates
Sept 12, 2012 8:30 - 7:30 p.m. GA Down Under

If I could do my first-year over again....
Sept 19, 2012 8:00 - 9:00 p.m. GA Down Under

Doing Research in your first-year
Oct 3, 2012 8:00 - 9:00 p.m. Market Place

Academic Advising
Advising is fundamental to Trinity College's educational mission. The deans in Trinity College and the Academic Advising Center monitor students' academic progress toward the bachelor's degree and help them strategically take advantage of the opportunities and resources available to them across the university. Academic advisors, directors of undergraduate studies and faculty also contribute to this process and serve an integral role in shaping undergraduates' experiences over their four years at Duke.

Advising in the first two years
The Academic Advising Center oversees approximately 125 academic advisors who work with a cohort of first-year students and sophomores until they declare a major. Advisors come from the ranks of full-time faculty members, senior administrators, and staff at Duke.

Advising in the major
Trinity students declare their major between the end of their first year and mid-spring of their sophomore year. Once declared, they will work with a faculty advisor in their major department or program. In addition to helping students plan a course program to satisfy major requirements, faculty advisors often facilitate independent study and research within the major, and advise on graduate school and other post-baccalaureate opportunities.

Specialized advising
Duke students can take advantage of specialized advising resources and expertise throughout their undergraduate careers. For many students, the first encounter with specialized advising occurs during the summer preceding their arrival at Duke. Academic Advising Center summer advisors are available by phone and email or in person to assist students in selecting courses for their first semester at Duke.

Calendar:
November 2012
November 05, 2012 Truman Scholarship Registration and Deadline
November 08, 2012 Last Day to Withdraw with W from Fall 2012 Classes
November 14, 2012 Registration Ends for Spring Semester 2013
November 15, 2012 Drop/Add Begins for Spring 2013
November 20, 2012 Thanksgiving Recess Begins
November 26, 2012 Classes Resume
November 30, 2012 Graduate Classes End

AFTER: AAC HOME PAGE

Duke UNIVERSITY ACADEMIC ADVISING CENTER

Your Academic Home | Your Advising Network | Your Duke Path | Your Online Resources

Academic Advising at Duke
The Academic Advising Center is the primary academic home for Trinity College of Arts & Sciences students until they choose their majors, and we work with Duke students from Trinity and the Pratt School of Engineering to incorporate global and civic opportunities into their four-year academic plans. The network of advisors within the AAC guides you through the discovery of—and engagement with—all the curricular and co-curricular opportunities that Duke offers.

Got Questions? We've Got 111 Answers
The academic deans in the Academic Advising Center have updated the extensive list of frequently asked questions for incoming first-year students for Fall 2014. Questions... more

Your Advising Network
You are far from alone as you journey through your academic career at Duke. Advisors work together to support you along the way. Your advising network will do more than just help you choose courses to fill requirements; we'll offer advice to assist you in taking advantage of all a Duke education has to offer, both inside and outside the classroom.

Academic Advisors
Your academic advisor is the first intellectual mentor you meet after arriving for orientation, and you meet with her or him every semester until you join a major in your sophomore year. Advisors are dedicated faculty and administrators, each of whom is prepared to help you weigh your curricular and co-curricular choices and connect you to faculty who can guide you further. [Read More >](#)

Your Duke Path
Duke offers an unparalleled diversity of academic options in the classroom, across campus, in Durham and around the world. You can choose the opportunities that inspire you. Your time here is not about simply checking off requirements and building a long list of credentials. With guidance from your advising network, you can forge your own unique path through your four years and beyond and get the most out of your Duke experience.

Their Duke Paths
Their stories are different, but each of these recent Duke graduates achieved the same result: a successful, rewarding undergraduate academic experience.

Global and Civic Engagement
Duke is committed to ensuring students gain the tools necessary for success in a global world. To that end, Duke has a wonderful variety of experiential, academic and co-curricular offerings to engage in cross-cultural, civic and global inquiry. Our directors of academic engagement work with you as you explore the myriad options. Whether you're a student in Trinity or Pratt, they meet with you one-on-one to discuss your interests and goals and help you piece together the path that's right for you.

AAC Peer Advising
Peer advisors are academic leaders on campus who work closely with academic deans, academic advisors and directors of academic engagement to create programming that helps expose you to all that Duke offers. They are available for one-on-one consultation, host office hours around registration and are involved in the planning of events such as the Chapel Climb and Academic Homecoming.

Connect on Facebook >>

INFO FOR Parents, Prospective Students | **CONNECT** Facebook, Twitter, LinkedIn | **Duke.edu** Global, Search, New Login

- » Instead of just telling students about first-year requirements, the new advising website lets visitors tab through advice on choosing required and other courses and also offers well-organized, subject-by-subject placement guidelines.
- » The updated Advisor Resources page is a one-stop shop for advisors to access new and archived advising newsletters, relevant forms organized by subject and information about upcoming and previous Advisor Learning Luncheons.
- » The list of frequently asked questions for incoming first-year students is now organized into easy-to-navigate tabs, with questions that are easy to browse and click for their respective answers.
- » The new Their Duke Paths pages provide sketches of the Duke timelines of successful recent graduates, offering details and links on the curricular and co-curricular options each student pursued. The four paths diagrammed at the launch of the site, intended to help first-year and sophomore students explore opportunities available at Duke, totaled 4,177 page views in their first year online.

THEIR DUKE PATHS

Their Duke Paths

Their stories are different, but each of these recent Duke graduates achieved the same result: a successful, rewarding undergraduate academic experience.

Bethany Horstmann

Read the profile, along with her Kenan Institute for Ethics Good Question essay »

Field of Study: Public policy, religion, ethics
Hometown: Centerville, Va.
Graduation Year: 2013

Year	Activities
High School	Project Change preorientation; Kenan Institute for Ethics work study; DIRA Model UN team member; Summer study abroad: Duke in Oxford; Odyssey of the Mind coach at local school; Moderator, Winter Forum: Pandemic 2011
Undergraduate	DukeEngage summer in Ireland
Junior Year	Public policy major, religion minor; Fall study abroad: Sanford School/University of Glasgow; Duke Colloquium student facilitator; Study of ethics certificate; President, Duke International Security Conference
Senior Year	These: immigration and trafficking; ICB research analyst
After Duke	Considering grad school

- Project Change participants live, learn and work in Durham, competing with a team of peers to find ways to solve the city's critical problems.
- Available to all students, work study allows you to gain experience and make networking connections. Bethany worked at the Kenan Institute for Ethics, an interdisciplinary "think and do tank" at Duke.
- Members of the *Duke International Relations Association* organize an annual four-day Model United Nations conference for high school students.
- Duke in Oxford gives students the chance to study modern British culture in a historic setting.
- The Community Service Center has information on a wide variety of opportunities for community involvement.
- The 2011 Winter Forum featured faculty and guest speakers as well as opportunities for career networking.
- Undergraduate writing tutors in the Writing Studio are trained in a for-credit course and begin peer tutoring the following semester.
- DukeEngage in Ireland serves the refugee and migrant worker communities in Dublin.
- Public policy is one of 50 majors offered at Duke. Religion is among Duke's largest departments in the humanities.
- The Duke in Glasgow program is offered by the Global Education Office for Undergraduates and the Sanford School of Public Policy.
- The Duke Colloquium connects the humanities with professional life.
- The ethics certificate is among 19 available in Trinity College. A certificate requires the completion of six courses, often spanning multiple disciplines or departments.
- The Duke International Security Conference examines how policy can be constructed to mitigate tensions in international relations.
- Start planning early for summer internships to explore career interests.
- For more information on Bethany's work on the complexities of prosecuting human trafficking, read her essay (PDF) in the Kenan Institute's Good Question series.
- The Career Center provides myriad online and in-person resources and services to aid in your career exploration.
- More than a quarter of Duke graduates continue their education in master's, doctorate or professional degree programs. The Office of Undergraduate Scholars & Fellows provides information and a video on applying for postgraduate awards.

BEFORE: FIRST-YEAR REQUIREMENTS

Trinity College of Arts & Sciences

Home / Advising / Academic Advising Center / First Year / **First-year requirements**

Academic Advising Center
Location: 4 East Campus Union Drive
Hours: Monday-Friday, 8 a.m.-6 p.m.
Phone: 919-684-8217
Email: advising@duke.edu
Mail: Box 90697, Durham, NC 27708

What should I take? What's required?

Your first year at Duke should be a time of exploration and discovery, not a time to rush through as many requirements as possible. Usually, students complete curriculum requirements through a combination of courses in their major and courses that genuinely appeal to the breadth of their interests. In your first semester, we encourage you to pick at least one class as if you had no requirements to fulfill—this choice often leads students down paths that they'd not previously considered, but which leads to exciting connections to faculty, research opportunities, and careers.

Students interested in medicine and a limited set of majors are encouraged to take specific courses during their first year. Your academic advisor and/or a prehealth advisor can help you understand those requirements.

Otherwise, Duke requires only two courses for all first-year students: **Writing 101** and a **Seminar**.

Writing 101

In the first year, all students complete Writing 101. Writing 101 offers students a foundation for and introduction to university-level writing. Writing 101 courses

AFTER: COURSE SELECTION, PLACEMENT

ACADEMIC ADVISING CENTER

Your Academic Home | Your Advising Network | Your Duke Path | Your Online Resources

First Year

Your first year at Duke should be a time of exploration and discovery, not a time to rush through as many requirements as possible. Students usually complete curriculum requirements through a combination of courses in their prospective majors and courses that genuinely appeal to the breadth of their interests. In your first semester, we encourage you to pick at least one class as if you had no requirements to fulfill—this choice often takes students down paths that they'd not previously considered but which lead to exciting connections to faculty, research opportunities and careers.

Got questions? Before you arrive, you can contact the Academic Advising Center at (919) 684-8217 or advising.duke.edu. Once you're at Duke, your academic advisor and the rest of your advising network are here to help.

Course selection

Year	Options
First Year	Writing 101, Seminar, Trinity requirements, By subject, Bass Connections, Prehealth
Course selection	Other factors to consider
Course placement	
FAQ	
After arrival	
Sophomore Year	
In Your Major	
Transfer Students	
Engineering Students	

All students complete WRITING 101 in their first year. WRITING 101 offers students a foundation for and introduction to university-level writing. No more than 12 students are enrolled in each WRITING 101 section, creating a seminar environment consisting of vigorous class discussion and careful consideration of student writing. Each WRITING 101 section has a unique theme, for individual WRITING 101 descriptions, see the "Synopsis" column in ACES (located toward the far right) or the [WRITING 101 Fall 2014 course descriptions \(PDF\)](#).

Students are randomly assigned to complete WRITING 101 in either fall or spring semester. To know in which semester you are required to take WRITING 101 and for more advice on registering for a section, read page 5 of the "Registration" section of [your Blue Book](#).

Please note: If you are assigned to take WRITING 101 in Fall 2014, you must register for it.

[Learn more about WRITING 101 >>](#)

Course Placement

Year	Options
First Year	Biology, Chemistry, Computer science, Economics, Foreign language, Math
Course selection	Neuroscience, Physics, Statistical science, AP/other credits
Course placement	
FAQ	
After arrival	
Sophomore Year	
In Your Major	
Transfer Students	
Engineering Students	

The biology department offers two gateway courses, BIOLOGY 201L (molecular biology) and BIOLOGY 202L (genetics and evolution), which can be taken in any order. Biology majors and prehealth students will need to take both courses eventually, but neither must be taken in your first semester. Most students, even those interested in majoring in biology, lay the groundwork for biology by taking chemistry and math courses in the fall and waiting until the spring or following fall to take a biology gateway course. BIOLOGY 201L requires a 4 or 5 on the AP Chemistry exam or the completion of CHEM 101DL.

While your AP score cannot place you out of BIOLOGY 201L or 202L, a score of 4 or 5 on the AP Biology exam and a strong science background will enable you to take other courses. Courses numbered from 201 to 209 are entry-level courses that count toward the biology major. Those numbered less than 200—including first-year seminars (BIOLOGY 885)—do not count toward the major but are great for exploring an interest in biology.

AAC Student News EMAIL NEWSLETTER

- » The Academic Advising Center established AAC Student News, a weekly email newsletter to first-year and sophomore students, in August 2013.
- » The newsletter gives the AAC an unprecedented ability to provide undeclared Duke undergraduates with updated information on academic news, deadlines and opportunities straight to the students' inboxes.
- » Over the course of the year, an outstanding average of 62.1 percent of recipients opened the newsletter each week. As of fall 2013, industry estimates for average open rates of education-related mass emails ranged from 20.5 to 36.1 percent.
- » With a single-column format, large text and easily clickable calls to action, the newsletter is optimized for viewing on mobile devices.
- » Advisors simultaneously receive an email with similar content each week, enabling them to easily point out to their advisees relevant opportunities and deadlines.

AFTER: WEEKLY EMAIL NEWSLETTER

The screenshot shows the top portion of an email newsletter. At the top, it says "Duke University Academic Advising Center" and "AAC STUDENT NEWS" with the date "Nov. 12, 2013". Below this is a photograph of a large group of students sitting in a lecture hall, listening to a speaker. A caption below the photo reads: "The Duke Colloquium brings the humanities into the professions through student-led interviews and workshops." The main content area has a blue background and includes several sections: "Registration is Here" with a "Dear Students," salutation and text about registration for spring classes; "Registration Windows Opening" with a list of dates for sophomores and first-year students; "Duke Colloquium Starts TODAY" with details about an exhibition and discussion; "Course Resources" with links to various tools and courses; "Last Chance: AAC Peer Advising Office Hours"; "Two Dates Left: Statistics Placement Exam"; "Exam Rescheduling Deadline"; and "Academic Dates & Deadlines" with a table of dates and events. At the bottom, there are logos for AAC, Peer Advising, and Global Advising, along with contact information for the Academic Resource Center and a "Need course suggestions? ASK A PEER ADVISOR" graphic.

BEFORE: SEMIANNUAL PRINT NEWSLETTER

The screenshot shows a print newsletter titled "Fall 2010 ~ Spring 2011 Calendar & Information". It is from the Trinity College Academic Advising Center. The newsletter is divided into several sections: "Welcome back!" with contact information; "For appointments with your dean" with contact info for Milton Blackmon, Donna Kostyu, Alyssa Perz-Edwards, Aaron Todd, and Lynn White; "Questions about Trinity academic policies and procedures?" with a link to the T-REQS website; "T-REQS" with a photo of a horse; "Need to know" with large text; "What should you do if you are sick and miss a test or deadline?" with instructions on how to handle illness; "Need a tutor, help with academic skills and better time management?" with information about the Academic Resource Center; "First-year students: Need to adjust your fall schedule?" with advice on course selection; and "Academic Dates & Deadlines" with a table of dates and events. At the bottom, there is contact information for the Academic Resource Center and a "Need course suggestions? ASK A PEER ADVISOR" graphic.

AAC Advisor News EMAIL NEWSLETTER

- » The Academic Advising Center began sending an email newsletter to advisors in August 2012, but the hiring of the AAC communications coordinator in January 2013 allowed for great improvement of the newsletter's depth of information, aesthetic appeal and delivery consistency.
- » The newsletter gives the AAC the ability to equip academic advisors with frequent updates, reminders and instruction on advising-related matters and events, as well as academic news, deadlines and opportunities for their advisees.
- » Over the course of the 2013-14 academic year, an outstanding average of 62.7 percent of recipients opened the newsletter each week. As of fall 2013, industry estimates for average open rates of education-related mass emails ranged from 20.5 to 36.1 percent.
- » Students simultaneously receive an email with similar content, enabling advisors to easily reference to their advisees relevant opportunities and deadlines.

AFTER: WEEKLY EMAIL NEWSLETTER

BEFORE: OCCASIONAL EMAIL NEWSLETTER

Promotion of **ACADEMIC HOMECOMING**

- » The AAC's communication coordinator played a key role in promoting the inaugural Academic Homecoming event celebrating sophomores' major declaration and the second annual event in 2014.
- » The AAC designed a new logo for the Class of 2015 sophomores as the centerpiece of the Academic Homecoming branding. The "D16" mark is adaptable for future classes and was designed in accordance with university branding guidelines and approval.
- » Other communications efforts have included event program cards, printed invitations, class buttons, bus advertisements, digital signage, advance promotion and event recaps through AAC and Duke channels, a Chronicle ad and a banner ad on West Campus.

PROGRAM CARD

**Academic Homecoming:
A Major Celebration**

D16

THURSDAY, MARCH 20, 2014
MAIN QUAD, DUKE UNIVERSITY

HOSTED BY
Academic Advising Center
Duke Student Government
Sophomore Class Council

PROGRAM

WELCOME
Isabella Kwai, Sophomore Class President
Erika Lampert, AAC Lead Peer Advisor

MEET YOUR MAJOR FACULTY

DEAN'S REMARKS
Steve Nowicki, Dean and Vice Provost for Undergraduate Education

CLASS PHOTO

FAREWELL
Ray Li, Duke Student Government Vice President for Academic Affairs
Ben Wang, AAC Lead Peer Advisor

TENT LAYOUT				TABLE KEY	
▲ Duke Chapel ▲					
1	2	3	4	African & African American Studies 5	
5	6	7	8	Asian & Middle Eastern Studies 3	
9	10	11	12	Biological Engineering 32	
13	14	15	16	Biophysics 19	
17	18	19	20	Chemistry 20	
21	22	23	24	Civil & Environmental Engineering 36	
25	26	27	28	Classical Civilization 7	
29	30	31	32	Classical Languages 7	
33	34	35	36	Computer Science 9	
37	38			Cultural Anthropology 26	
▼ Bus Stop ▼					

ACADEMIC HOMECOMING IS GENEROUSLY SUPPORTED BY

Academic Advising Center
Duke Student Government
Office of Undergraduate Education
Pratt School of Engineering
Sophomore Class Council
Sophomore Year Experience
Trinity College of Arts & Sciences

DUKE TODAY RECAP

The screenshot shows the Duke TODAY website with a featured article titled "Duke in Pictures: Departments Welcome Their New Majors". The article includes photos of students and faculty members at the event, along with text describing the celebration and the role of the Academic Advising Center and the Sophomore Class Council.

AAC WEBSITE COVERAGE

The screenshot shows the AAC website with a section titled "Academic Homecoming". It features a video player showing a student holding a Duke t-shirt, and text describing the event's significance for the Class of 2015. The page also includes links to related content like "Facebook photo gallery" and "The Chronicle" coverage.

ADVERTISING

*Academic Homecoming:
A Major Celebration*

WEDNESDAY, MARCH 19, 2014 5-7 P.M.
MAIN QUAD, WEST CAMPUS

Sophomores, congratulations on declaring your majors.
Celebrate together at this special event just for the Class of 2016.

WELCOME RECEPTION WITH FACULTY FROM YOUR MAJOR	REMARKS FROM PRATT & TRINITY DEANS
MAJOR T-SHIRT	CLASS BUTTON
CLASS PHOTO	HORS D'OEUVRES

D16 HOSTED BY
Academic Advising Center
Duke Student Government
Sophomore Class Council

ALSO SUPPORTED BY
Office of Undergraduate Education
Pratt School of Engineering
Trinity College of Arts & Sciences



CLASS/EVENT BUTTON

DUKE
UNIVERSITY
D16
Academic
Homecoming
2014

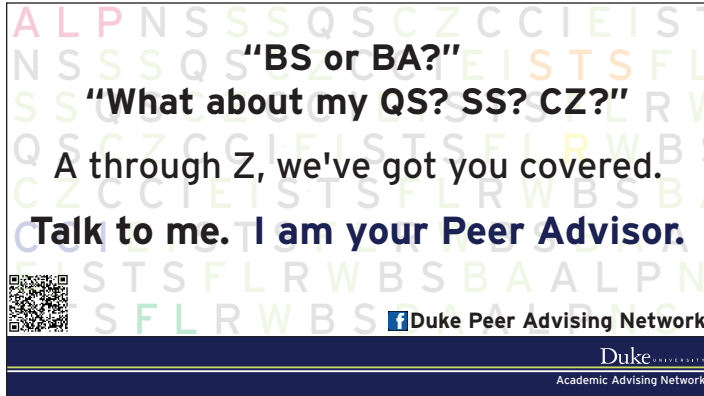
AAC ADVERTISING

» Hiring a communications coordinator has greatly enhanced the quality of the AAC's event and program advertising.

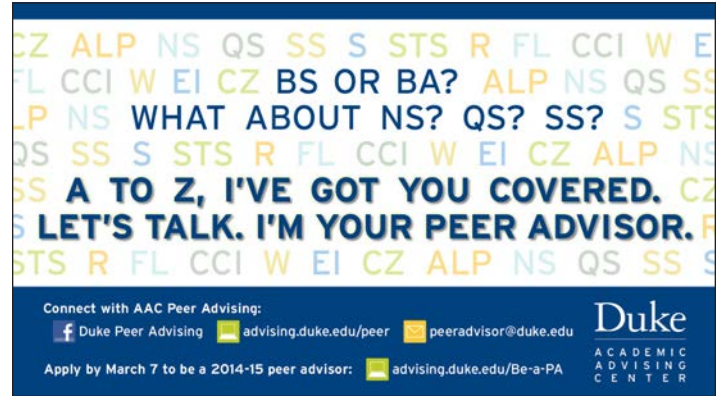
WEST CAMPUS FENCE BANNER



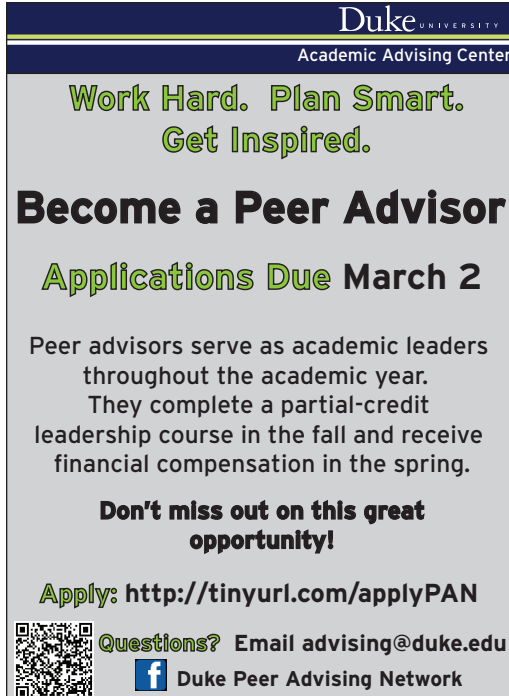
BEFORE: BUS AD



AFTER: BUS AD



BEFORE: RECRUITING AD



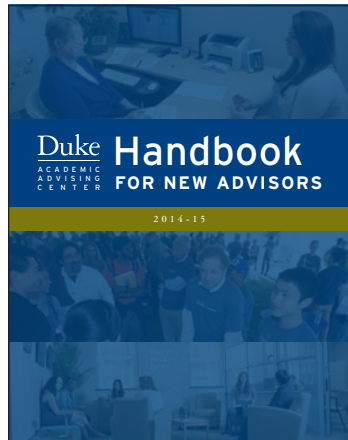
AFTER: RECRUITING AD



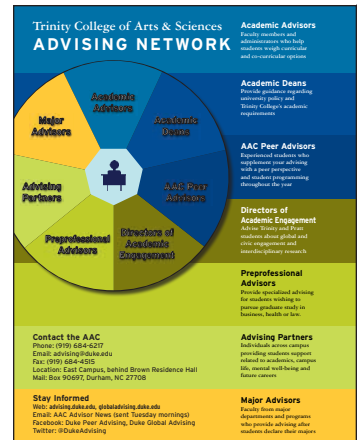
New-Advisor HANDBOOK

- » For the 2014-15 academic year, the AAC created the Handbook for New Advisors.
- » The 36-page handbook combines reformatted versions of existing training handouts and placement guidelines with new content introducing new advisors to the AAC, outlining strategies for orientation-week advising meetings and suggesting relevant discussion topics for future meetings.
- » New advisors receive a printed version of the handbook, and all advisors can download a PDF version from the Advisor Resources website.

FRONT COVER



INSIDE FRONT



SELECT INTERIOR PAGES

About the AAC

We in the Academic Advising Center are here to support you as your first-year and sophomore students. Our main phone number is (919) 684-6217, and our staff can be reached by emailing firstname.lastname@duke.edu.

AAC Academic Deans

Within the AAC, academic deans support academic advisors by answering questions about academic policies and course placement. They also partner with academic advisors to support advisors in difficulty, providing guidance about best practices in such situations and, in some cases, co-advising with you.

Every advisor is matched to an academic dean, and your advisors are usually matched to the same academic dean. We call this group an **advising neighborhood**.

Feel free to contact your academic dean with any questions you have about academic policies, or with any questions you have about an individual student.

Directors of Academic Engagement

Together, directors of academic engagement lead the AAC's Global Advising program. DAEs provide one-to-one mentorship to students throughout their four years at Duke, focusing on three areas: global engagement, civic engagement and interdisciplinary research such as that exemplified by the Ross Connections initiative.

As is the case with academic deans, DAEs also support your advising role by providing information and clarity about any of their areas of specialization. DAEs have particular expertise in the pedagogy of mentoring, so they can provide insight about the practice of iterative guided reflection that typifies excellent advising. Feel free to contact any of the DAEs for information or support.

Program Director for Humanities Advising

Humanities advising is a new initiative within the AAC that recognizes the critical role of the humanities as a liberal arts and sciences education. Supported by Duke's Humanities West Large Initiative, our program director for humanities advising works with faculty, academic advisors and students to integrate meaningful humanities experiences into every student's academic plan. Whether through major selection, a mercurial research project or an understanding of the importance of humanities inquiry to civil society, our program director can help you articulate humanities' intellectual value to DAEs and undergraduates and can help your advisors identify specific opportunities that enhance and support their courses and evolving interests.

The INDIVIDUAL MEETING

At the end of your group advising meeting, you will schedule an hour to meet individually with each student Thursday or Friday, Aug. 21 or 22. The goals of this meeting are to establish a relationship with your advisee, review her/his course schedule and address any concerns the student may have.

SCHEDULE CHECK

Your advisee's schedule should:

- Include 4.0 or 4.5 credits.
- Include WRITING 101 or a seminar (5 code, numbered 400).
- Not include more than one course with a full lab.
- Include only courses appropriate for the first-year student and the advisor's background in the subject, especially in a foreign language or math.
- Not include courses for which the student has not met the prerequisites via AP/IB/CPAC.

What to Cover

ESTABLISHING A RELATIONSHIP

- » The goal is for students to see you as friendly, knowledgeable and approachable.
- » Check pronunciation of name, and preferred nicknames.
- » Cover your interest by asking questions. See examples at bottom left.
- » Show intention to follow up on questions to which you don't know the answers.
- » Encourage reflection: "Why do you think that?"
- » Share appropriate information about yourself.

ACADEMICS AND COURSE SELECTION

- » Review and discuss your advisee's fall class schedule. These questions may help:
 - "Why did you choose those courses?"
 - "Are you happy with them, or do you wish to make changes?"
 - "Which course(s) do you consider but not choose? Why?"
- » Discuss whether the courses seem appropriate and genuinely interest the student.
- » Assist the student in considering alternative courses.
- » Encourage your advisee to try new disciplines.
- » Address the benefits of exploring during drop/add.
 - First week of classes open/ dropped in ACES
 - Second week: waitlist/ encl. permission numbers required
- » Reinforce principles from group meeting: schedule balance; resources for more information; plenty of time for general, prehealth and major requirements.

GETTING ACQUAINTED

Questions like these will help you get to know the student and her or his point of view entering college:

- "What extracurricular activities did you do in high school? What you continue there? It's something new?"
- "What do you read for fun?"
- "What subjects would you like to explore this year?"
- "What are you most excited about? What worries you?"

Wrapping Up

- » Provide final opportunity to ask questions. "Is there anything we haven't talked about that you'd like me to know or that you're unsure about?"
- » Set expectations for future interactions:
 - **Best practice:** Schedule a check-in meeting in mid- or late September.
 - Note the required meeting in early November, prior to registration.
 - Encourage the student to email any time with questions or concerns.
- » Immediately after the meeting, enter STORM. Click **Eligible to Enroll** and enter comments (guidelines, p. 20, 21).

Advisee Student Center

This page contains all the relevant information on a particular student. Go to this page to plan for your meeting with an advisee. Keep the window open while you meet, for handy access to her/his academic history and current courses.

The Change Adviser

- » **Change Adviser:** drop-down menu allows you to more easily among advisors.
- » **Academics:** View a student's schedule or her/his backgrounded courses.
- » Any blocks on the student's ability to register will be noted under **Holds**.
- » **Enrollment Dates:** The start of bookkeeping and the student's registration window are listed.
- » A check mark appears in the **Eligible to Enroll** box after you've made the student eligible to enroll (see p. 14).
- » Contact your advisor's academic dean if the student needs help.

ACADEMICS DROP-DOWN MENU

- » **Academic History:** View previous courses, grades and credits.
- » Introduce the **Advisement Report** by the end of the first year to assess progress toward degree requirements.
- » **The What If Report and Long Range Plan** must be completed as a part of a major declaration during the sophomore year.

Guidelines: COMMENTS AND PRIVACY

Comments are the historical record of advising at Duke. Keeping good advising notes will strengthen your advising pedagogy and help all of us become better advisors.

The Basics

- » We ask that all advisors—your, academic deans and DAEs—be scrupulous in entering a timely comment appropriate to an academic record after every in-person, phone and email interaction with your advisee. If you exchange emails with a student, as is OK to do and paste the entire into comments; simply edit unnecessary text such as signatures and any inappropriate personal information.
- » When appropriate, be as specific as possible about what was discussed and agreed upon between you and your advisee. Expectations are vital and when clearly documented can help to sort out potential misunderstandings.
- » Advising comments are not private. See below.

Privacy Concerns

Your advising comments become part of a student's educational record and are protected by the Family Educational Rights and Privacy Act. FERPA affords students the right to provide written consent before the university discloses personally identifiable information from the students' education records, except to the extent that FERPA authorizes disclosure without consent.

- » When you comment on an academic note, you are creating a legal document that your advisee has the right to inspect and review by filing a request with the Office of the University Registrar.
- » Personal or sensitive information about a student should not be included in comments or otherwise communicated except to a school official with a legitimate educational interest (e.g. the student's academic dean).
- » FERPA exceptions include:
 - Duke University Policy and Procedures under the Family Educational Rights and Privacy Act: registrar.duke.edu/student-records
 - Release of Information Policy: registrar.duke.edu/student-records/release-information-policy
 - Letter to students about FERPA at advising.duke.edu/advisor-resources

What to Record: P.A.I.R.

- » **Purpose:** What is the purpose of the interaction, appointment, email, phone call, etc.? Who initiated the meeting?
- » **Academic performance:** How is your advisee performing academically? What are her/his strengths and concerns?
- » **Influence:** What factors are influencing student performance? If a student raises a personal issue relevant to an academic matter, it is appropriate to refer to such a matter as a private issue rather than providing specific/identified information. When appropriate, alert the student's academic dean.
- » **Referrals:** What referrals or directions did you provide for your advisee? Did you mention a faculty member, staff member, DAE, DIS or dean by name? Did you recommend a specific class, global or civic activity, campus organization or club, CAPS or the Career Center? If a second or third meeting, did your advisee follow up on your recommendation?

2014-15 HANDBOOK FOR NEW ADVISORS

First-Year Fall: EXPLORATION & DISCOVERY

By late October, your advisees will have received their midterm grades. Thus, the required preorientation meeting during bookkeeping (see dates at right) is an opportunity to extend the conversation beyond the perfunctory task of selecting classes that meet graduation requirements. It is also a time to guide your advisee's evaluation of their experiences to date, help them assess their motivations and approaches to academic life at Duke and affirm their value as members of Duke's intellectual community. Ask them how they are doing, both as emerging scholars and as human beings.

The Basics: Things You Must Check

In addition to the topics listed on p. 22, check progress on these requirements:

- » If the student is currently enrolled in WRITING 101, does she have a plan to complete a seminar in the spring? If a student is currently enrolled in a seminar or Focus, has she booklogged a selection of WRITING 101 courses for spring? A few students will have taken both a seminar and WRITING 101 in the fall, but this is uncommon.
- » Has the student fulfilled the language requirement with a 300-level course? If she currently enrolled in a language course? If not, will she begin in the spring? There is no policy compelling students to complete the language requirement early, but students who do so have many more options available to them in their junior and senior years.

Adapting to College Life

You probably remember, the first two months of college are a unique time of intense intellectual joy and personal freedom combined with intense adjustment and—sometimes—difficultly. Ask your advisees questions that allow them to clarify their thoughts, feelings and motivations. Let them talk—no limit. Once you've gathered this information, the path forward, often with advising partners, becomes more clear.

- » "Now that you've been in your classes for a while, what do you think of the workload? Most Duke students find that they have to make pretty radical adjustments to the study habits they used in high school—has this been the case for you?"
- » "Tell me about the faculty teaching practice. Have you had a chance to have a conversation with any of them? Are there teaching practices that are particularly good for you?"
- » "Tell me about a final paper (a writing assignment, any large assignment)." Listen carefully; ask questions that demonstrate interest in a student's thought process and engaging scholarship. Validate the worthiness of her/his work.

Planning for Spring

Some questions to help your advisee think toward the coming semester:

- » "In addition to your current classes, tell me about some of the things you're doing outside of class. Would it be a good idea to explore these interests more formally in a class or with a particular faculty member?"
- » "Did you apply to an international/Duke program for the coming summer? If so, consider taking a class in the spring that will give you some perspective on the location or experience you'll be participating in."
- » "It's early to think about a major, but are there particular subject areas, disciplines or methodological approaches that you'd like to explore?"

KEY DATES (subject to change)

- Oct. 2: Majors Fall
- Oct. 27: Spring bookkeeping begins
- Nov. 17-19: Spring registration windows for first-year students

COMMON ACADEMIC CHALLENGES

- **Overconfidence:** "I've always been able to pull out A's."
- **Four time management**
- **Inflexibility:** "I'm going to be a doctor, so I have to major in biology. I just need to study harder."
- **Over reliance on input from family, friends:** "My parents say that..." "None of my friends go to class."
- **Overwhelm/loss to seek help**

2014-15 HANDBOOK FOR NEW ADVISORS

Placement Guidelines: CHEMISTRY

The chemistry department provides placement recommendations based on high school background, math SAT score and score on the chemistry AP exam or its equivalent (if taken).

SCENARIOS

- » No AP credit, SAT math <500 or <1 year chemistry » CHEM 99D
 - CHEM 99D is only taught in the fall. If a student plans into CHEM 99D and MATH 101L, but only wants to take one of those this fall, we recommend taking chemistry and postponing math to the spring.
- » No AP credit, SAT math <500 and one year of chemistry » CHEM 101DL
 - CHEM 101DL is only taught in the fall. If a student prepares chemistry until the spring, she or he will enroll in CHEM 101DL.
- » AP Chemistry 5 (CHEM 21) » CHEM 201DL
 - CHEM 201DL-002 is a section reserved only for first-year students and is taught only in the fall. Students with an AP Chemistry score of 5 who began chemistry in the spring will go into regular CHEM 201DL.

Note: Professor Richard MacPhail will monitor the placement/registration of first-year students. Students who register for a class that doesn't fit their placement may be contacted by Professor MacPhail and asked to switch.

NOTES ABOUT COMMON SITUATIONS

- » Chemistry sequences for prehealth students:
 - CHEM 99-101-201-202-210, BIOCHEM 301
 - CHEM 101-201-202-210, BIOCHEM 301
 - CHEM 20 via AP-110-201-202, BIOCHEM 301
 - CHEM 21 via AP-110-201-202, BIOCHEM 301
 - CHEM 21 via AP-201-202, BIOCHEM 301 (and possibly CHEM 210D—students should consult prehealth advisor)
- » Students who begin in CHEM 99D and CHEM 101DL should also plan to take CHEM 101DL. If a student has AP credit for CHEM 20 but takes CHEM 99D, she will lose the AP credit for CHEM 20.
- » Switching levels after drop/add: There is a special provision in CHEM 101DL, 110DL and 201DL allowing students to take the first exam and, if they experience problems, drop back to a lesser level (201DL to 110DL, 110DL to 101DL, 101DL to 99D) if the course fits in their schedule. This process is overseen by Professor Chris Roy. Students must contact Professor Roy (chris.roy@duke.edu) within two days of getting back their first exam, requesting to switch levels. While there is no specified date for getting the first exam, typically the first exam is around the end of September or beginning of October. Students must have exams in their schedules for the switch; they can't adjust other courses to accommodate this provision. Note that students can "drop-back," but they cannot "switch up" to a higher-level class.

MORE ONLINE

chem.duke.edu/undergraduate/placement-guidelines

AAC BRANDING

- » The AAC has refined its visual marks to more closely align with Duke University co-branding guidelines.
- » A prominent green bar on many AAC materials recalls both the AAC home page and the previously used horizontal striping. Use of the advising-network graphic also references the AAC website.
- » All AAC communications materials maintain consistency with institutional branding by using Duke's approved color palette and typefaces (Garamond and Interstate).

BEFORE: AAC HORIZONTAL MARK



AFTER: AAC HORIZONTAL MARK



AAC PEER ADVISING MARK



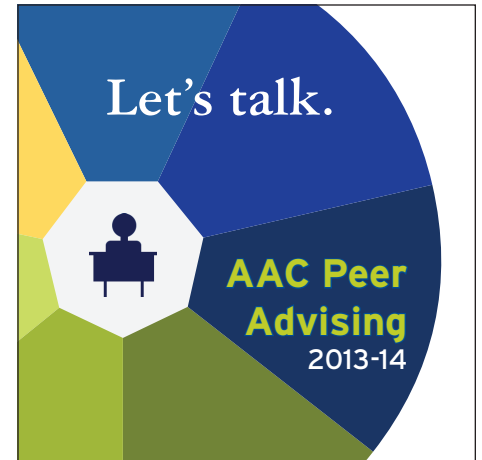
AAC VERTICAL MARK



TWITTER PROFILE IMAGE



PEER ADVISING BROCHURE



Class of 2018 BLUE BOOK

- » The AAC communications coordinator restructured and edited Learning at Duke section of the 2014 Blue Book for incoming first-year students.
- » The changes refocused the text on advising, liberal education, course selection and connections to online resources and decreased the prominence of information on Advanced Placement and other credits.

ADVISING PAGE

CURRICULUM PAGE

Campus COLLABORATION

- » The AAC established a Twitter account (@DukeAdvising) in late 2013, providing another channel for reaching students and a way to engage with and stay informed about other campus offices. The communications coordinator has also added support to the Facebook presence of the AAC Peer Advisors.
- » The communications coordinator has collaborated with partner offices to cross-promote related events and has improved the AAC's connections on campus through participation in the Duke Communicators, Undergraduate Communicators and New Student Communicators groups.
- » The communications coordinator liaises with internal and external vendors. He also successfully pitched a story on academic advising for publication on the Working@Duke website and has worked with the Office of News and Communications on pitching advising stories to the national media.

TWITTER PAGE



COLLABORATIVE ADVERTISING

BACK ON CAMPUS FOR TWO DINNERS WITH UNDERGRADUATES:

Amy Lazarus '05
Executive Director, International Institute for Sustained Dialogue

The Fannie Mitchell EXPERT IN RESIDENCE PROGRAM

Careers in Public Affairs

Duke Career Center and Duke Alumni Association

Fannie Mitchell Expert in Residence Dinner: Wednesday, Feb. 19, 6-7 p.m. Keohane 4E Atrium
Registration required: <http://tinyurl.com/AmyLazarus>

Individual Advising Sessions: Thursday, Feb. 20, 10 a.m.-3 p.m. Career Center, Smith Warehouse Bay 5, Second Floor
Registration required: <http://duke.experience.com>

www.studentaffairs.duke.edu/career

Duke Journeys

Co-sponsored by Duke Academic Advising Center

Join Amy for dinner and discussion of her life at Duke and journey to resolve domestic and international conflict.

- Co-founded Duke Center for Race Relations and Common Ground
- Named among top 99 foreign-policy leaders under age 33
- Psychology major and certificate in human development at Duke
- Master's degree in public policy and management from Carnegie Mellon

Thursday, Feb. 20 5:30-7 p.m. Nasher Museum of Art

Registration required: globaladvising.duke.edu

WORKING@DUKE ARTICLE

Duke TODAY

Department Spotlight: Academic Advising Center

Providing an intellectual home for undergraduates before they declare a major

By Marsha A. Green

HOME PAGE FEATURES

ALSO IN... EDUCATION & CLASSROOM LEARNING

- For most kids, nice finishes last
- Sync Summer Reads to Phones and Tablets
- Career Tools: Improve Productivity, Reduce Burnout

OTHER TOPICS FOR THIS STORY: ARTS, ENGINEERING, HUMANITIES & SOCIAL SCIENCES, NATIONAL, INTERESTED, EDUCATION, STUDENTS

SUBMIT A STORY IDEA

We value your suggestions and feedback. Got an idea for a story, video or photo you would like to see in Duke Today?

Submit a Story Idea

RELATED STORIES

- Department Spotlight: Medical Center Archives
- Department Spotlight: Health System Office of Government Relations

What they are known for: Last year, the department started a new tradition - Academic Homecoming - held two weeks after the deadline for sophomores to declare their major. Academic Homecoming provides an opportunity to celebrate this milestone at a faculty-student reception on the Quad. About 500 sophomores attended last year, along with faculty and upper class students from all majors in Trinity and Pratt. "The students particularly loved the T-shirts we gave out with their majors on them because they make it easier to spot and engage with other students who share the same major," Fox said.

Significant achievement: Assisting 1,400 students from across the globe to sign up for classes each summer before they set foot on campus. "Last year we logged over 1,000 contacts with students, and created a digest of the questions to share each week with other departments at the university to help make starting at Duke easier for everyone," Fox said. "Summer is definitely not just vacation time for us."

What they can do for you: Staff at the Academic Advising Center work closely with Trinity departments to ensure that information about programs and classes is easily accessible and understandable to all students, not just those who have already chosen to major in that area. Four directors of academic engagement also advise students on global and civic engagement, making sure the students are aware of all the opportunities offered by various Duke programs.

How they make a difference: The Academic Advising Center teaches students about the rationale of a Duke liberal education, as well as how to apply that education to their own intellectual paths. "We try to focus on intellectual exploration rather than merely finding the rules to make it to graduation," Fox said.

Big goals: The department is conducting a major assessment to see if what advisors think is important in advising is in alignment with what students value in advising.

Hidden department fact: The center is located in the building that originally served as the library for the Women's College. "When I came three years ago it still had long hallways with lots of small rooms with doors that wouldn't lock and drafty, white and maroon tile," Fox said. "We remodeled it with lots of glass and open spaces to better reflect the open, collaborative community we want to be."