Dear Parents, Guardians, and Families,

I hope you and your student had a wonderful and restful spring break. I can’t believe how quickly this first two week of classes have flown by! Here in the Division of Student Affairs, we are always very busy in the spring, wrapping up the academic year, preparing for Commencement, and welcoming the newly admitted class of ‘20s!

Although summer can seem far away, it is never too early to be considering summer plans. Whether your student is a first-year seeking opportunities or a senior who is thinking about life after graduation, I strongly encourage your student to take advantage of our Center for Professional Development (CPD) if they have not already done so. On page three, my colleagues from the CPD share some of the services they offer, and ways that you can support your student in their journey.

Here’s to a successful spring term!

Warm Regards,

Inge-Lise Ameer
Vice Provost for Student Affairs
Greetings from the Undergraduate Deans Office.

Even though winter was eerily mild, we are looking forward to the warmth and GREEN of Spring term and the busy-ness it brings. Highlights of Spring term feature transitions and benchmarks, as students prepare for the next academic year, or their future beyond Dartmouth.

Four things you can do to support your student:

1. Make sure they **CHECK-IN** each term: see box below for more information*.
2. Encourage them to **READ** the weekly/biweekly email newsletter sent by their Undergraduate Dean (during the term). This regular correspondence contains tips, deadlines, and very timely information – and arrives right in your student’s inbox.
3. Urge your student to actively utilize the Undergraduate Deans Office (and other resources – see page 7) as they navigate Spring term!
4. Advise your student to take time for reflection and self-care, and to do whatever they can to find balance and healthfulness.

Feel free to visit the [Undergraduate Deans Office website](http://example.com) and get to know our work. We remain grateful for your partnership in support of your student – thank you!

### SPRING TERM HIGHLIGHTS ON YOUR STUDENT’S ACADEMIC JOURNEY

**Class of 2019**

- **First-Year Students**
  - D-Plan planning: exploring opportunities for arranging their remaining terms at Dartmouth (D-Plan requests are due on April 14).
  - Continuing to adjust to the pace of a ten week term and the necessary study habits and time management strategies required to be successful.
  - Cultivating relationships with faculty, undergraduate deans, staff, administrators, and mentors.
  - We will be encouraging your student to begin thinking about exploring a possible major (one class at a time).
  - We will also be encouraging your student to invite space for reflection on how things have gone so far, and what resources they can utilize as they continue the transition from high school to college learning.
  - **Explore, Engage, Excel** remains a great resource for planning and exploration!

**Class of 2018**

- **Sophomores**
  - April 6 was the deadline by which sophomores must declare their major. If your student has not yet declared a major, please encourage them to connect with their major department soon. Their Undergraduate Dean’s weekly newsletter will provide great support for this important process.
  - Language requirement: is it complete? If not, what is your plan? If you don’t have a plan – come see your Undergraduate Dean.
  - Swim test: is it complete? If not, what is your plan?
  - Cultivating relationships with faculty, undergraduate deans, staff, administrators, and mentors
  - Discussing and exploring research opportunities
  - **The Sophomore Year** remains incredibly helpful and should be accessed often!

**Class of 2017**

- **Juniors**
  - Reviewing graduation and degree requirements and making plans to complete them in time for graduation.
  - As applicable, planning for research, internship(s), senior thesis, and senior fellowship.
  - Accessing the Center for Professional Development: exploration and preparation for post-graduate plans.
  - Applying for post graduate scholarships, as applicable.

**Class of 2016**

- **Seniors**
  - If planning to graduate in June – complete the Degree Application.
  - Tracking and completing graduation and degree requirements using BannerStudent and DegreeWorks. This includes distributive, world culture, language, and PE requirements. Students will be checking with their respective major department to be sure they are on track to complete their major.
  - Utilizing the Center for Professional Development to explore job opportunities or graduate schools.
  - Continuing to cultivate relationships with professionals on campus for letters of recommendation … now or in the future.
  - Planning for Commencement weekend (please page six).

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*Check-in is different than registering for classes or moving into the residence hall; your student must check-in each term on BannerStudent during the time period indicated on the Registrar’s website.*
Partner with the CPD to help your student drive their own success!

1. Informational Interviews

Encourage your student to develop and practice their networking skills with friends and family. Dartmouth students can take advantage of one of the most powerful career networking resources available, the Dartmouth Career Network. Over 15,000 alumni/ae have volunteered to provide valuable advice and support to current students. Our newly developed Networking Guide, housed in DartBoard, provides step-by-step instructions on how to approach these conversations (including sample questions and contact tips).

“Informational interviews help educate students and allow them to practice talking to adults in a professional setting. Being successful in an interview means knowing what the employer wants, having the right vocabulary, and just appearing comfortable. Parents can be helpful in encouraging their kids and setting them up with their friends in a variety of fields.”

Jennifer Uhrig, Parent of a ‘19

2. Updating and Perfecting Resumes

Every student should update their resume periodically to reflect their latest experiences. Encourage your student to use our Dartmouth Resume Guide and Template, both of which are housed in DartBoard, and to have the new resume reviewed at a CPD drop-in session.

3. Help Your Student Explore, Reflect Upon, and Articulate a Unique Value Proposition

Every Dartmouth student will approach their professional preparedness differently, based on their D-Plan, personality, and interests. Urge your student to explore our resources to support this process, including What Can I do With this Major, Spotlight on Careers, the Strong Interest Inventory, and MBTI assessments. Our newest programs, the Professional Development Accelerator for ‘18s and ‘19s, Off the Green industry trips, and PAIR (Parent and Alumni/ae in Residence in the CPD), supplement our wide array of industry panels and programs such as “Communicating with Confidence”.

We need your help! Family members play a critical role in helping a student plan their future. A survey of 2015 college grads, conducted by the National Association of Colleges and Employers, revealed that 82% of college students used their parents as a resource during their job search. Parents are invaluable in bridging the gap between academics and the real world.

CLICK HERE for more tips on how you can support your student!
What is Emotional Intelligence (EI)?

Emotional Intelligence (EI) is the capacity to perceive and identify one’s emotions and those of others, as well as the ability to regulate and express one’s emotions in support of intellectual function and growth, emotional growth, stress management, and empathetic navigation of the social environment. Emotional competencies that comprise EI can be developed at any point in life and taught through social emotional learning (SEL).

How can High Emotional Intelligence help college students?

High EI has been associated with improved physical health, cognitive and social functioning, psychological wellbeing, and academic performance as well as successful workplace behaviors and leadership. In contrast, low EI is associated with antagonistic, aggressive, and conflictual relationships; emotional and intellectual burnout; and maladaptive lifestyle choices including high-risk alcohol and drug use.

Jon Kabar-Zinn, the founder of Mindfulness-Based Stress Reduction (MBSR), defines mindfulness as “paying attention in a particular way; on purpose, in the present moment, and non-judgmentally.” Research indicates that building mindfulness skills can enhance social and emotional adjustment in college students through increased self- and social-awareness and improved self-management, decision-making, and relationship skills. Thriving@Dartmouth (T@D), a Physical Education (PE) course offered by the Student Wellness Center, introduces students to mindfulness and other wellness practices.

This past term, T@D students experienced an enhanced curriculum that included Emotional Intelligence (EI) content and skill-building, and Koru, an evidence-based mindfulness training program specifically designed for college students and emerging adults. EI and Koru mindfulness lessons complement each other by providing students with the space and the tools to observe, track, and manage emotions while practicing effective strategies for self-awareness and shifting of mindset. In collaboration with the Yale Center for Emotional Intelligence, the Student Wellness Center developed a series of six class sessions using Yale’s RULER Framework, which develops the skills of Recognizing, Understanding, Labeling, Expressing, and Regulating emotions. The classes were embedded into T@D to allow students experiential opportunities to practice RULER skills. One exciting feature of the pilot was testing the use of the Mood Meter app in a college population. In fact, the T@D course is one of the first times the Mood Meter app and the RULER Framework have been tested on college students!

Formal and informal student feedback highlighted the powerful, sometimes transformative, impact of the EI curriculum. The Student Wellness Center is excited to take what we learned from the winter T@D pilot and test the delivery of the Mood Meter app and RULER skills this Spring term with a larger, broader cross-section of the student population.

references

Student Feedback

“Identifying that I felt a certain way over and over again and being able to see that it was almost always for the same reason helped me to realize that specific behaviors of mine were responsible for a lot of tension in my life, and that I could change them and thereby change how I felt on a daily basis.”

“This module gave me the vocabulary to identify the ineffective strategies I had been using to cope, and it also gave me some incredibly helpful suggestions for more effective strategies.”

“It helps to recognize when my emotions are influencing my perception of someone or my actions. It helps me re-center when those moments occur, so I can be the best person for others and myself.”

“Naming emotion has definitely been extremely helpful. I ran into a conflict with a friend the other day, and before this class I’d have just cried and expressed my anger. But at the moment, I was able to name my feeling, and from there I could figure out how to best express it and address my hurt feelings.”
Left: In February, the Theater Department presented the popular musical CHICAGO at the Hopkins Center. A cast and crew of students worked for months to put the show together.

Below: Students compete in the Human Dogsled Race as part of the 106th Winter Carnival festivities in February.

Above: On Friday, Feb. 26, students gathered for Founders Day, the formal launch of the house communities where they learned their official house affiliations.

Right: This February, we also celebrated the first annual Black Legacy Month with the theme of #BlackJoy: Expressions of Blackness. All programs are developed, planned, and implemented by student organizations over a five month period.
LOOKING AHEAD

First-Year Family Weekend

We are excited to welcome first-year families during the weekend of May 6-8, 2016 for First-Year Family Weekend. Registration is now live. Please visit our website for additional information.

44th Annual Dartmouth Pow Wow

Dartmouth’s Native American Program (NAP) will be hosting the 44th Annual Pow Wow on May 7-8, 2016. We hope you will join us for this special celebration of Native culture at Dartmouth.

Green Key Weekend

Friday, May 20 – Sunday, May 22, 2016

The annual Green Key Weekend includes a program of events planned by staff and students through the Collis Center for Student Involvement. The weekend features a variety of fun things to do — including free, live outdoor music — and many great ways to celebrate the arrival of spring!

Commencement Information

We are so excited to celebrate with you in June!

Please make sure to visit the Commencement website for important information and updates.

Two particularly helpful pages are Families & Guests and Undergraduate Mailings & Communications.

Take care and see you soon!
RESOURCES FOR STUDENTS

The Academic Skills Center offers many services, including individual academic coaching sessions, useful handouts on study skills and time management, and workshops on subjects such as speed reading and learning enhancement.

Case Management coordinates resource delivery with the ultimate goal of assisting students in their academic and personal success at Dartmouth. We are an added student resource for complicated, emergency, or systemic student concerns. 603-646-2980

At the Center for Professional Development (CPD), students can explore leave-term internship options and grad school opportunities, or learn how to write a resume and cover letter. CPD offers workshops, individual appointments, and walk-in hours for all students, including first-year students.

The Center for Reading, Writing, and Information Technology (RWIT) — with specially trained peer tutors — is a fantastic (and free) resource for students at any stage of the research or paper writing process.

Counseling and Human Development can help when things get tough; their many counselors are trained to handle almost any issue. Short term counseling services are available for free; all visits are strictly confidential. Students are advised to schedule appointments early.

The Deans Office Student Consultants (DOSC) are a group of specifically trained seniors who help students with questions about their academic journey at Dartmouth. Your student can find a list of the current DOSCs online and email them at anytime.

Health Services (Dick’s House) offers a primary care clinic, flu shots, immunizations for students going off-campus, in-patient services, sports medicine, X-Ray and lab services, pharmacy, and much more.

The Office of Pluralism and Leadership (OPAL) supports students’ academic success, leadership development, cultural enrichment, and community engagement on issues such as gender, race, sexuality, and socio-economic status. Encourage your student to visit OPAL in the Student Academic Support Services Center (Carson 125).

The Office of Student Life is committed to developing positive, inclusive, student opportunities and experiences. Departments include: the Collis Center for Student Involvement (student organizations and governance, traditional programming), Greek Letter Organizations and Societies (GLOS), Outdoor Programs Office, Forensics Union, and Dartmouth Broadcasting.

The Pre-Health Advisors in the Health Professions Program are an invaluable resource; they can discuss all academic and extra-curricular aspects of the pre-health journey during walk-in hours and scheduled appointments. Students should meet with these Advisors as early as possible.

Student Accessibility Services (SAS) works with students, faculty, and staff to ensure that the services, programs, and activities at Dartmouth are accessible and usable by students with disabilities. Your student can make individual appointments with SAS for screening services or to make arrangements for accommodations.

The Tucker Center is the hub for religious and spiritual life; they support students looking for a sense of meaning and purpose through their spirituality or moral values. The Dartmouth Center for Service can be a great resource for students interested in direct service opportunities, philanthropy, social entrepreneurship, and social activism.

The Tutor Clearinghouse offers individual peer tutors and study groups for most intro courses. These services are either free or reduced cost for financial aid students.

The Undergraduate Advisor (UGA) and Community Director (CD) in your student’s residence hall can be a great (often first) place for them to turn for advice and support.

Encourage your student to take advantage of these resources early and often. The sooner they do, the sooner our colleagues can begin to connect and support your student. For more information about resources at Dartmouth, please visit the Student Affairs website. For general questions, call the Student Affairs office, Monday through Friday between 8 AM and 4:30 PM: (603) 646-3113.

ON-CALL SERVICES FOR YOUR STUDENT

Please tell your student that in the event that they need support during the evening or weekend hours, they should access the on-call resources for emergencies, which are available every day, 365 days a year. There is always a Dean-On-Call, a Counselor-On-Call, and a Community Director-On-Call.

To contact one of the resources, your student should contact the Department of Safety & Security (DOSS) at 603-646-3333 and ask to be connected with the on-call resource. DOSS will help your student determine what care they need and how and where to get it. If further intervention is appropriate, the on-call resource will help. In some cases, for instance, the on-call resource will help your student formulate a plan, including resources for support, to get through the night or weekend.