Adviser Compensation – Information and Procedures for 2016-2017

***Please read this information closely as some of our policies have changed***

Each adviser will receive a Scholarly Activities allowance of $90 per freshman and sophomore advisee. ($45 per semester will be awarded in those cases in which a student enrolls mid-year). You will receive a letter by September 15th explaining your Scholarly Activities account, your account number, and the amount of money allotted to you. The amount will be based on the most up-to-date information available on the number of advisees assigned to you. The statement of your funds will be sent to you and to your department administrator, if you indicated one, by email.

Beginning this year, advisers whose funds are managed by the College Deans’ Office rather than an academic department, will be required to receive their funds as extra compensation. The extra compensation will be processed in the fall and awarded to you in your November paycheck. Please note that these payments are subject to personal income taxation, and HRMS will withhold federal, state, FICA and Medicare taxes from the payment. Please note as well that pre-major advisers who are currently paid on an hourly basis will receive half their extra compensation in the fall and the other half in the spring.

Faculty who work in academic departments will continue to receive their funds in the form of a scholarly activities account. Because scholarly activities accounts are not subject to tax, the money is intended to be used to meet expenses connected with your professional activities. Examples of appropriate purchases include books, professional journals, professional association dues, software and hardware designed to support your professional work, and expenses related to professional conferences. These funds may also be used to cover expenses related to your advising. If you have any questions about appropriate use of your funds, please check with Marcy Kraus.

The funds in the scholarly activities account must be spent by June 15, 2017. Permission from Marcy Kraus is required to carryover any funds past June 15 for summer conferences and travel. All carryover funds must be spent by August 31, 2017. It is expected that each pre-major adviser will keep track of his/her expenditures, or arrange with a department administrator to manage it on your behalf.

Academic department administrators are expected to monitor their pre-major advisers’ expenditures and maintain department files with this information. If requested, they should be able to provide copies of all paperwork to Marcy Kraus, c/o Vicki Mullen in Lattimore 312. Pre-major advisers whose funds are associated with the College Deans’ Office will continue to work with Angelica Stevens for payments.

**New this year** Please let me know if you would like to decline your advising funds and keep them in the advising program to help support students whose financial need exceeds their resources for books, school supplies, and other unexpected personal expenses. Occasionally students contact our office for help in paying for these types of
items and we do accommodate students whenever we can, assuming they have

demonstrated financial need.

Each pre-major adviser will also receive a meal account for your use when dining with
your advisees in the dining halls and other campus venues both on the River Campus and
at the Medical Center. Program money should not be used to pay for advisee meals. The
purpose of the program is to encourage advisers to eat in dining facilities with their
students and to increase faculty and adviser presence in student areas.

Our adviser meal accounts are set up as declining balance accounts. Please follow these
instructions to activate your account:

- Send an email to Lisa Deal at Ideal@services.rochester.edu with “FSA Account”
in the subject line to activate your account. The body of your email should
include your name and your 8-digit University ID number (see HRMS if you are
not sure of your ID #) and a request to activate your dining account

- An initial deposit of $25 will be deposited into your account

- If/when your account runs low, you may email Lisa Deal for an additional
deposit. The minimum deposit is $25 and the maximum deposit is $50 (please
allow 24 hours to process your request)

- All accounts will be carried over from the fall to the spring semester and will be
closed after the spring semester. Any money left in the account at the end of the
semester will be forfeited.

During the year, we will reimburse each pre-major adviser up to $70 for hosting an
advising dinner or social event. These programs have been extremely successful in
conjunction with the several weeks leading up to registration or as an end of
semester/year celebration. For those whose advisees are grouped geographically,
Freshman Fellows will help send out emails to organize the event (see the Freshman
Fellow contact list with your advising materials). Oftentimes, several advisers will
choose to hold an event together and pool their money.

To process your reimbursement for these events, please submit an F-3 Employee Expense
Form Report filled out with your name, address, ID number, purpose and signature along
with receipt(s), list of participants, and description of the event to Vicki Mullen, 312
Lattimore Hall, RC Box 270402.
ACADEMIC SUCCESS SEMINARS

FALL 2016

Seminar One-Time Management
Tuesday, September 13th 3:30pm-4:20pm Dewey 2110E
Friday, September 16th 11:50am-12:40pm Dewey 2110D

“Where Does All The Time Go? Time Management Strategies That Really Work!”
Effective time management leads to effective learning...and you will have more time for fun! Students attending this session will be able to identify practical strategies for organizing their time, managing procrastination and distractions, and eliminating those stressful all-nighters.

Seminar Two-Study Skills & Exam Preparation
Tuesday, September 27th 3:30pm-4:20pm Dewey 2110E
Friday, September 30th 11:50am-12:40pm Dewey 2110D

“Want To Do Even Better on Exams? Come and Learn Study Skills That Can Change That!”
Strong study skills can improve your grades and ultimately give you the skills that will enable you to study and learn more efficiently. Study skills are important and transferrable life skills.

Seminar Three-Communicating with Faculty
Tuesday, October 25th 3:30pm-4:20pm Dewey 2110E
Friday, October 28th 11:50am-12:40pm Dewey 2110D

“Hey, Did I Miss Anything When I Wasn’t In Class Yesterday? Best Ways to Communicate With and Get to Know Your Professors.”
It can be complicated to figure out the best ways to approach faculty members when you need help in a course, looking for advice about your major, or would like a letter of recommendation. In this seminar, faculty will share their tips on how to excel in developing relationships with your professors and improving your performance in class.

Seminar Four-Self Care
Tuesday, November 15th 3:30pm-4:20pm Dewey 2110E
Friday, November 18th 11:50am-12:40pm Dewey 2110D

“Are You Kidding Me?!: I Have Two Mid Terms, a Book Review and a Presentation Next Week!”
Stress in college is unavoidable. What is avoidable is letting your stress get the best of you. This session will help you learn strategies for taking care of yourself and reducing your stress. We guarantee that you will leave this session feeling more relaxed and confident about the best ways to handle some of the pressures of college life.

Sponsored by the Center for Excellence in Teaching and Learning and the College Center for Advising Services
Communicating with Parents/Family

Parents/family are often keys to students’ success. Parents/family are invited to partner with the University of Rochester to provide students with every opportunity for academic and personal success.

- Expect that you will receive at least one call from a parent or family member per semester.
  - There will be many semesters in which you may not hear from a parent, but expecting the contact will eliminate the element of surprise.

- Be willing to share general information, i.e.: your role, office hours, etc.
  - Imparting very basic knowledge and sharing resources is often enough to ease the concerns of a parent reaching out for guidance or information.

- Tell the parent how the student can resolve the concern on his or her own.
  - Suggest that the parent encourage the student to make an appointment with you, College Center for Advising Services, Center for Excellence in Teaching and Learning or other resources.

- Listen to concerns, expect that parents are coming from a good place, and be prepared to make referrals to other resources as necessary.
  - The willingness to listen will go a long way—just being heard will help parents realize that their son/daughter will be heard as well.

- Reinforce that you want to build a strong adviser/advisee relationship with student and that you do not want to jeopardize the student’s trust by speaking about details without the student’s permission.
  - It is okay to share that you know or have met the student. This alone may offer the parent some comfort in knowing that the student is connected.
  - Always encourage parents to speak directly with student about concerns.

- Be willing to start over every day.
  - In some cases, you may become upset about a communication with a parent. It is important to let go of the frustration and/or disappointment from the previous day in order to be the most helpful today.

“Seek first to understand...then to be understood.” –Stephen Covey

For additional information, please contact or refer families to:

Parent and Family Relations
(585) 275-5415
urparents@rochester.edu
1ST ONE is a campaign initiated by the First-Generation Students and Families Committee* where students, faculty, and staff can show support to first-generation college students by displaying 1ST ONE decals and stickers. It is our hope that you will proudly display a 1ST ONE decal on windows, doors, cars, et cetera in support of the success of first-generation University of Rochester students.

The displayed 1ST ONE decal on your door might indicate that you were a first-generation college student and identify with the experiences of current students or simply that you support first-generation students. We envision 1ST ONE decals all around the campus community. The hope/goal is that the 1ST ONE image inspires connection, a willingness to engage, and a desire to support.

*The First-Generation Students and Families Committee is an initiative of the College, coordinated by Parent & Family Relations.
A Guide for Supporting First-Generation College Students

The definition of first-generation college students varies from campus to campus

At the University of Rochester, a student is identified as first-generation if neither parent/guardian has earned a Bachelor's degree.

First-generation college students are “pioneers, not problems” (Greenwald, 2012)

First-generation students are unique and their ambition, resilience, and talents should be celebrated. Below are some common characteristics of first-generation students. However, it should be noted that these characteristics may not be true of all first-generation students, as they are diverse and come from a variety of backgrounds, experiences, and circumstances.

Some characteristics that make first-generation college students unique:

- Like all college students, they are racially and ethnically diverse
- Many come from working class backgrounds and may have fewer resources to pay for college
- Many are unfamiliar with the college environment, culture, and processes
- Many are independent, self-reliant, and may struggle at times with asking for help
- Many have strong familial ties and important responsibilities outside of college
- Many work full or part-time, commute to campus, and may have a difficult time becoming involved on campus in co-curricular or other opportunities

Supporting first-generation college students is the responsibility of the entire campus community

Students who experience a more supportive campus environment evidence higher levels of academic engagement (Kinzie, 2013). Below are some tips for better supporting the success of first-generation students whom may face various financial, personal, emotional, social and educational challenges. While these tips are designed for advisors, they are useful for all campus faculty, staff, and administrators.

The 6 Phases of Appreciative Advising:

- Disarm: Make a positive first impression with the student, build rapport, and create a safe, welcoming space.
- Discover: Ask positive open-ended questions that help advisers learn about students’ strengths, skills, and abilities.
- Dream: Inquire about students’ hopes and dreams for their futures.
- Design: Co-create a plan for making their dreams a reality.
- Deliver: The student delivers on the plan created during the Design phase and the adviser is available to encourage and support students.
- Don’t Settle: Advisers and students alike need to set their own internal bars of expectations high (www.appreciativeadvising.net).

For more information about first-generation college students, please visit our website:
www.rochester.edu/parents/firstgen.html

This resource was developed by the First-Generation Students and Families Committee, an initiative of the College, coordinated by Parent and Family Relations.
Tactic #3

Higher Ed Jargon Reduction Exercise

Despite efforts to help first generation college students learn the terminology we use in institutional communication, college websites and informational materials often contain unnecessary jargon. Once you have identified tricky jargon and inaccessible words using the previous tool, use the following exercise to determine which materials are the highest priority for translation.

Step 1: Identify commonly used webpages and materials
Ask the information technology staff to identify college webpages with highest volume of traffic. Once you have this list, have each department use the list below to brainstorm all additional student- and parent-facing materials that generate a high volume of in-person traffic to their offices.

Resource #1: Course registration packet
Resource #2: __________________________
Resource #3: __________________________
Resource #4: __________________________
Resource #5: __________________________

Step 2: Complete jargon reduction exercise
Ask staff to assess the materials and webpages they’ve identified, using the steps below to make communication as clear and accessible as possible.

1. **Reduce multisyllabic words**: Underline all words with more than two syllables. Identify and replace them with shorter words (even if this requires using multiple words in the place of one multisyllabic word).

2. **Remove passive voice**: Highlight all language in passive voice; rephrase sentences to be in active voice.

3. **Group related information**: Condense all text that pertains to the same topic in a specific area and use white space to separate it from information pertaining to another topic.

4. **Translate jargon**: Use the results from the Higher Ed Terminology Translation Exercise (page 40) to replace jargon (where appropriate) with translations for a non-higher education audience. (This step is especially effective when completed with new employees unfamiliar with higher education jargon.)

Step 3: Run new text through the Gunning Fog Index
Using the Gunning Fog index to cross-check your work will help ensure that it is truly accessible.
Tactic #3

Higher Ed Jargon Reduction Exercise

Example:

Original Text:

**Take the College Placement Test**

*After you have been* admitted to the college, you must take the **college placement test**. Schedule your test by going to www.eabcc.edu or by calling. If you have successfully completed a **college-level** English or math course from another college or have taken EABCC placement testing at an earlier date, you may qualify for an **exemption** from all or part of the test. **In order to be eligible** to participate in a specific academic program and/or enroll in **credit classes**, students must achieve a **minimum score** of 33 out of 120 on the reading portion of the test.

Gunning Fog Index Score: 12.65

Revised Text:

**Take the College Placement Test**

If you are an admitted student, you must take a test that measures what classes you are ready to take, called "Placement Tests." It's important to prepare for this test because it could impact how fast you can graduate if you place into classes that do not count towards your degree. To enroll in classes that do count towards your degree, you need score at least 33 out of 120 on the reading section.

You'll need an appointment to take the test. You should schedule it by going to www.eabcc.edu or by calling (XXX-XXX-XXXX).

There are two reasons you may not need to take the test:

1) If you completed and passed an English or math course for college credit at another school

2) If you took the placement test at EABCC in the past

Gunning Fog Index Score: 8.79
EAPP Overview

EAPP is a two semester program for native and non-native speakers of English that allows students additional time to focus on English writing, critical reading, and research skills. Emphasis is placed on developing communication skills in preparation for U.S. social and academic interactions.

Admission Students are admitted to EAPP through the regular University of Rochester's application process. There is no separate application for the EAPP Program.

May any U of R student join EAPP? Yes. If space permits and with the director's permission, other non-native (and native) students who are not admitted directly through Admissions may also enroll in EAPP.

Does EAPP have a placement exam or an exit exam? No. EAPP students may ask if it is necessary to stay a full year in EAPP. At the end of the fall semester, the Writing, Speaking, and Argument Program has a committee to assess EAPP students who have done exceptionally well. These students may be offered an opportunity to enroll in WRT105E spring semester to meet the PWR.

EAPP Courses

This two-semester program consists of four courses that focus on writing and speaking as interconnected communication skills. Along with EAPP courses, each semester students typically take two additional academic courses of their choosing.

Fall Semester

WRT 101 Communication across Contexts I and WRT 103 Critical Reading, Reasoning, and Writing. These two courses have coordinated themes and topics in order to emphasize the relationship between speaking and listening skills (WRT 101) and analysis and critical thinking (WRT 103).

Spring Semester

WRT 102 Communication across Contexts II continues to emphasize speaking and listening, and WRT 104 Research, Reading, and Writing focuses on research methods and writing from scholarly sources. A research paper is required in WRT 104.

Registration, Grades, and Credits

EAPP courses must be registered through the Writing, Speaking, & Argument Program.

EAPP letter grades are calculated into the students' grade point averages.

WRT 101 & WRT 102 Communication across Contexts I and II each carry 2 credits.

WRT 103 Critical Reading, Reasoning, and Writing and WRT 104 Research, Reading, and Writing each carry 6 credits.

Not more than 10 EAPP credits may be counted toward degree.

EAPP students satisfy the Primary Writing Requirement by earning a C or better in WRT 103 and WRT 104.

Contact:
G. Paige Sloan
EAPP Director
Writing, Speaking, & Argument Program
Rush Rhees Library G-138-F
E-mail: g sloan@ur.rochester.edu
Phone: 585-319-1221

EAPP Website:
http://writing.rochester.edu/EAPP
Education abroad programs:

- Open to all majors
- Accept UR Financial Aid on UR-affiliated programs
- Cost about the same as a semester at UR on UR-affiliated programs
- Open opportunities for outside scholarships
- Do not require foreign language proficiency
- Offered in more than 40 countries
- Offered during Fall, Spring, full-year, Summer, and other short terms
- Replace a semester or full-year at UR
- Do not delay graduation

Students are encouraged to begin the process by attending an education abroad general information meeting to learn about the many available options. A Peer Adviser will then help point students in the right direction with choosing a program and getting started in the application process. Once students have met with a Peer Adviser, an appointment should be scheduled with an Education Abroad Adviser for in-depth advising. Every student should plan early, especially science and engineering majors as their best opportunities may be as sophomores.

The annual Global Fair is a great resource for students, faculty, and staff to learn more about education abroad and takes place on October 28, 2016 in Meliora Grand Ballroom, Douglass Commons.

Possible countries for education abroad programs:
Argentina, Australia, Austria, Belgium, Bermuda, Botswana, Chile, China, Czech Republic, Denmark, Ecuador, Egypt, France, Germany, Ghana, Greece, Guinea, Hong Kong, Hungary, Ireland, Israel, Italy, Japan, Jordan, Macau, Malawi, Morocco, Netherlands, New Zealand, Peru, Poland, Russia, Senegal, Singapore, South Africa, Spain, Sweden, Taiwan, Thailand, United Arab Emirates, United Kingdom.

For more information, visit:
www.rochester.edu/abroad
Entreprenuership at the University of Rochester

At the University of Rochester, we focus on a broad definition of entrepreneurship: the generation and transformation of ideas into enterprises that create value—and that value can be economic or social. Entrepreneurship is embedded in all disciplines campus-wide: in the College, engineering, business, as well as non-traditional areas such as music, education, medicine, and nursing. Entrepreneurship at Rochester received a boost from the Ewing Marion Kauffman Foundation in 2003, when the foundation awarded the University a $3.6 million Kauffman Campuses Initiative (KCI) grant. The University agreed to provide $7.2 million in matching funds. This grant also established the Ain Center for Entrepreneurship (Ain CFE), recently renamed in honor of Simon alumnus Mark S. Ain ’67S (MBA) and his wife Carolyn. The Ain Center serves to identify and create new partnerships with alumni, local businesses, and non-profit organizations; coordinates and publicizes community- and school-based experiences; informs faculty of grant and bridging fellowship opportunities; and facilitates collaboration among the schools engaged in entrepreneurship education at the University of Rochester.

Examples of Entrepreneurship Courses for Undergraduates

- ENT 101 for Freshman (Spring)
  - TBD
- ENT 223: Planning & Growing a Business Venture (Fall)
  - Bob Tobin, Lecturer in Entrepreneurship
- ENT 225: Technical Entrepreneurship (Spring)
  - Mike Pavia, Lecturer in Entrepreneurship
- ENT 227: Entrepreneurship in the Not-for-Profit Environment (Spring)
  - TBD
- ALC 211: Excellence, Innovation & Uniqueness: Developing Your Creative Career in Music (Fall on the Eastman Campus)
  - Steve Danyew, Eastman School of Music
- ALC 212: Entrepreneurship in Music (Fall on the Eastman Campus)
  - Jim Doser, Eastman School of Music
- ANT 310 / SOC 310: Social Network Theory & Entrepreneurial Activity in Silicon Valley I (Spring)
  - Thomas Smith, Professor, Sociology
- ANT 311 / SOC 311: Social Network Theory & Entrepreneurial Activity in Silicon Valley II (Spring)
  - Thomas Smith, Professor, Sociology
- BME 296: Senior Design Project (Spring)
  - Amy Lerner, Associate Professor, Biomedical Engineering
- PSC 239 / CAS 239: Nature of Entrepreneurship (Spring)
  - David Primo, Associate Professor, Political Science
- PSC 244: Politics and Markets: Innovation and the Global Business Environment
  - David Primo, Associate Professor, Political Science
Entrepreneurship-Related Programs and Events for Undergraduates

For more information, please visit http://www.rochester.edu/entrepreneurship/programs/

- **Kauffman Entrepreneurial Year (KEY):** The KEY program offers selected students a fifth, tuition-free, year of college for students to pursue entrepreneurial endeavors. Qualified UR students may propose to devote as much as an entire academic year to internships, special projects, business plan development, research into various facets of entrepreneurship, or analysis of how culture and public policy influence entrepreneurial activity. Students may apply from the time that they have been accepted into a major through the second semester of their senior year. Information sessions and application deadlines are held during the fall and spring semesters. KEY students are required to attend a practicum course.

- **SPARK Entrepreneurs Club:** SPARK Entrepreneurs works to promote and facilitate entrepreneurship in the UR community by providing education, inspiration, and networking opportunities. Members receive special notifications via email about entrepreneurship-related activities and events.

- **UR Consulting Group:** Launched as a KEY project, this student organization provides pro-bono business and marketing work for local non-profits and startups.

- **Ain Center for Entrepreneurship Lecture Series:** Occurring in both the fall and spring semesters, the Lecture Series features a leading entrepreneurship educator as a guest speaker. The educator presents a free lecture, open to the general public and University community, in the late afternoon. Launched in 2007, past lecturers in this series have included Jeff Timmons of Babson College, Bob Litan of the Kauffman Foundation, Steve Mariotti of the Network for Teaching Entrepreneurship (NFTE), Tina Seelig of the Stanford Technology Ventures Program, Craig Dubitsky of Hello Products, and Jeff Hoffman of Priceline.com.

- **University of Rochester Student Incubator:** The University of Rochester dedicated incubator space for student-created businesses, housed at High Tech Rochester's Lennox Tech Enterprise Center. Students at any level in any discipline are eligible to apply. Each student business will be assigned a mentor, who will provide coaching and guidance, and will help their teams establish quarterly milestone targets. Student Incubator companies will have access to all client amenities within the HTR Lennox Tech Enterprise Center – this includes access to conference rooms, the multi-media center, shared copiers, printers, etc., as well as access to High Tech Rochester's Director of New Ventures and Entrepreneurs-in-Residence, who can provide additional coaching, mentoring, and connections.

- **NSF I-Corps Site Training and Grant Program:** The University of Rochester's NSF I-Corps Site is geared toward developing potential I-Corps Team projects for the National I-Corps program and providing an entrepreneurial program for student, faculty, staff and alumni teams to complete together to achieve their business potential. The program will provide infrastructure, advice, resources, networking opportunities, training, and modest funding ($1,000 – $3,000 per team) to enable teams to transition their work into the marketplace.
• **Entrepreneur-in-Residence Office Hours**: Undergraduates can receive advice and guidance—at no cost—on their business ideas, plans, or other entrepreneurial pursuits at the Ain Center of Entrepreneurship: [www.rochester.edu/entrepreneurship/eir/](http://www.rochester.edu/entrepreneurship/eir/).

• **Virtual Enterprises High School Student Program**: Undergraduates interested in business and entrepreneurship can volunteer an evening of their time in November to judge the business plans of high school students who participate in their secondary schools’ Virtual Enterprises curriculum. They can also attend the Trade Fair and Oral Competition on River Campus in December.

• **Global Entrepreneurship Week**: The University of Rochester proudly holds campus-wide entrepreneurship events as a proud participant of Global Entrepreneurship Week (the week before Thanksgiving in November). An international initiative, the week is designed to inspire young people to embrace innovation, imagination, and creativity. Learn more at [www.unleashingideas.org](http://www.unleashingideas.org).

• **Urban Fellows Program**: Offered through the Rochester Center for Community Leadership (RCCL), the Urban Fellows is a unique ten-week summer program. Selected fellows receive stipends for their work with community-based organizations and agencies in the Rochester area.

• **Rochester Youth Year**: Offered through AmeriCorps Vista in the RCCL, the Rochester Youth Year program is for recent college graduates who pursue a one-year internship in the Rochester area. Its purpose is to engage students with local community organizations and agencies that deal with urban issues.

• **Tech Tuesday**: This series, organized by UR Ventures, offers lectures and workshops that provide a solid understanding of a broad set of topics related to intellectual property and the commercialization of technology. Each presentation will provide practical and helpful discussions that can be applied to both immediate and future work.

• **Simon School Venture Capital Fund**: The Simon School Venture Capital Fund (SSVCF) is an early stage student-run VC fund run by second year MBA candidates at the Simon School of Business. The SSVCF is an evergreen fund and was initially funded by alumni donations. The fund is guided by an advisory board, which consists of successful entrepreneurs, VC investors, and accomplished professionals in other fields. Students at any level of study and the community as large are welcome to apply for funding. Learn more at [http://ssvcf.com](http://ssvcf.com).

**Business Competitions**

• **Mark Ain Business Model Workshop Series and Competition**: The Mark Ain Business Model Workshop Series provides aspiring student entrepreneurs at the University of Rochester an opportunity to attend a series of three workshops that cover the following topics: articulation of their concept, sizing up market dynamics, development of business and operational models, and exposure to startup implementation issues. At the conclusion of the workshops, students are encouraged to enter the Mark Ain Business Model Competition, open to students at all degree.
levels, University-wide. Five finalists present their concept, analysis, and recommended business model to a panel of distinguished alumni entrepreneurs. First-place cash prize is $10,000; second is $2,500; and third is $1,000. The competition is made possible by support from Simon alumnus and entrepreneur Mark S. Ain ’67, founder of Kronos Incorporated, the Chelmsford, Massachusetts-based market leader in the workforce management industry.

- **Charles and Janet Forbes Entrepreneurial Competition**: The primary goal of the Charles and Janet Forbes Entrepreneurial Award is to encourage current, full-time UR undergraduate engineering students only to consider the commercial potential of their design project or research. Students, individually or in teams, compete by submitting a business plan for a manufacturing or a technical business, often based on their senior design projects, but not limited to those projects. Monetary prizes are awarded. Students who enter the Forbes Competition are also welcome to enter the Mark Ain Business Model Competition.

- **New York Business Plan Competition – Finger Lakes Contest**: This is a venture creation and innovation competition that was established in 2009 to encourage innovation and entrepreneurship throughout New York’s colleges and universities. The 10 major regions of New York (Capital Region, Central New York, North Country, Mohawk Valley, Finger Lakes, Western New York, Southern Tier, Mid-Hudson, New York City, and Long Island) will hold collegiate regional competitions prior to the final competition. The top teams from each of the regional zones will advance to the final statewide competition where the teams will go head-to-head for cash and in-kind prizes at the University at Albany in April.

- **Tibetan Innovation Challenge**: This is an intercollegiate business plan contest aimed at improving the lives of Tibetans living in refugee camps through self-sustaining business ideas. The competition is open to current undergraduate and graduate students at universities and colleges worldwide. Video submissions and a two-page written summary are due in the early spring. Finalists will advance to pitch before a panel of distinguished judges. The winning team will receive a cash prize. All submitted proposals will be considered for implementation by Tibetan refuges.

- **Eastman New Venture Challenge**: The Eastman New Venture Challenge is a contest to encourage new thinking and innovative ideas in music. It gives students the opportunity to fulfill a business plan that could result in the launch of a new entrepreneurial enterprise. Successful entrants will have demonstrated creativity, innovation, uniqueness, and added value to the music field.

- **Rochester Venture Challenge**: The CFE and the Simon Business School are proud sponsors of this local business plan competition. The first-place prize consists of cash and in-kind donations totaling more than $50,000. This event is organized by High Tech Rochester (HTR).
Entrepreneurship Community Connections

- **The Women Entrepreneurs Blog @ Simon**: The Women Entrepreneurs Blog @ Simon provides a fact-filled online forum for women interested in starting their own businesses or furthering an existing entrepreneurial venture. The blog contains helpful information on starting a business, creating a business plan, finding financing, legal direction and much more. It also features insights from leading Western New York female entrepreneurs. Check it out and post a comment at www.webatsimon.com.

- **Resources**: Please visit www.rochester.edu/entrepreneurship/resources/ for a list of entrepreneurship resources and organizations.

Entrepreneurship Track within the Business Bachelor of Science Program

Learn more at [https://www.rochester.edu/college/bsb/undergraduate/bs-degree.html](https://www.rochester.edu/college/bsb/undergraduate/bs-degree.html) or contact Hillary Tatar, business program advisor, at hillary.tatar@rochester.edu or (585) 276-5305.

Entrepreneurship Designed as an Undergraduate Interdepartmental Major

More than 35 students have designed their own major or minor in entrepreneurship or an entrepreneurially-related discipline. Carlin Gettliffe '09, the first to design a major in entrepreneurship, says, "I followed the straightforward process that the school has for designing interdepartmental majors. It consists of putting together a list of courses in consultation with two advisors, and writing several essays to defend the proposal. In designing my list of courses I tried to create a balance between depth and breadth, so I included some very practical courses as well as more theoretical ones."

M.S. in Technical Entrepreneurship and Management (TEAM) Program

The University of Rochester Ain Center for Entrepreneurship offers an M.S. program in Technical Entrepreneurship and Management (TEAM). TEAM students take graduate-level courses at both the Hajim School of Engineering & Applied Sciences and the Simon Business School. The TEAM program can be completed in as little as one academic year. Rochester undergrads are invited to apply during their senior year. TEAM is also a 4-1 GEAR option. Learn more at www.rochester.edu/team.

Examples of Companies Started by Undergraduate Entrepreneurs

- Pollinate Publicity
- Nineteenth Amendment: https://www.nineteenthamendment.com/
- NullSpace VR: http://nullspacevr.com/
- Ovitz: http://o-vitz.com/
- Andrew's Toyz: www.andrewstoys.com
- Outdoor Equipment Supplier, LLC: www.outdoorequipmentsupplier.com
STATEMENT of COMMUNAL PRINCIPLES

The University of Rochester is an institution dedicated to the discovery of knowledge through research and education. The College, in particular, is a community of engaged people who come together in a residential learning environment to learn, to teach, or to work in service to these endeavors. To encourage the participation and involvement of all members of the College, we have set forward several fundamental interrelated principles that are the necessary conditions to learning. It is these principles that we will use to develop systems and processes that safeguard the special nature of the College community and to ensure the involvement and inclusion of all its members.

FAIRNESS
The principles of fairness and openness are fundamental to the operations of this community - its processes for decision-making, problem solving, and doing the work of the institution. Every person has the right to, and should expect, fair treatment according to openly-stated and clearly-articulated expectations, policies, and procedures and in accordance with the fundamental rights and privileges of a free society. Every person is encouraged in parallel ways to use fair and open methods of communication and action, including wherever possible, those provided by existing institutional channels, in voicing concerns and seeking solutions to problems.

INCLUSION
Our community welcomes, encourages, and supports individuals who desire to contribute to and benefit from the institution’s missions. Members of the University’s community come from different geographical areas, represent differences in ethnicities, religious beliefs, values, and points of view; they may be physically different, have different intellectual interests, or have different abilities. We not only welcome such differences in members of our community, but we also actively seek to include them in all aspects of the institution’s operations.

FREEDOM
The freedom of all people in a community of learning to ask questions and to seek answers is essential and actively encouraged. Each person has the right to learn, teach, and work - to express themselves through their ideas and activities - without threat to his or her education or career progress or to that of others. Freedom of expression of ideas and action is not to be limited by acts of intimidation, political or ideological oppression, abuse of authority, or threat of physical harm and well being.

RESPECT
Respect for the basic dignity of self and others is essential to this community. Every person has the right to be treated with respect, regardless of the many differences that distinguish individuals and groups. Respect involves showing regard for others’ well-being and safety as well as for their personal property, personal space, and for their living, learning, and working activities. In addition, members of this community also have a responsibility to respect the properties and functions of the institution.

HONESTY
Honesty and personal integrity are fundamental to all assumptions of participation in a community dedicated to the advancement of knowledge. Honesty advances our efforts as well as strengthens the interrelationships on which community is built. On the other hand, dishonesty undermines the search for truth and undermines the bonds between the persons who live, study, and work here. It further damages community by wasting the energy and educational opportunities of all involved.

RESPONSIBILITY
Freedom and responsibility are two sides of the same coin. To uphold this kind of freedom of expression and action in the public arena, each person has the responsibility to own his or her ideas and actions as well as express them in ways that do not limit or threaten others’ freedom to learn, teach and work. This means that ideas and actions are neither anonymous nor isolated. To act or express one’s ideas openly and in a responsible manner enhances the learning and growth of all. On the other hand, to act or express one’s ideas in an irresponsible manner impinges on other’s rights and freedom to learn and grow.

THE COLLEGE
UNIVERSITY OF ROCHESTER
Pre-Major Adviser Confidentiality Agreement

As a Pre-Major Adviser, the nature of my job will allow me to have access to student information that is confidential, the disclosure of which may be restricted by the Family Educational Rights and Privacy Act of 1974 (FERPA). To comply with law and University policy, I hereby agree to the following:

1. I will treat the information and materials in student’s records to which I have access in a professional, secure and confidential manner. Such information includes, but is not limited to student grades, financial information, identification number, class schedule, student status, etc.

2. Under FERPA, an institution must provide certain privacy protections for the educational records they maintain. As such, unless otherwise allowed or required by University policy or law, I will not share any student information with other members of the faculty, staff, student body, or any other member of the University community without the written permission of the student. I will consult with the Supervisor of Academic Records if I have any question whether information can be shared.

3. Because my professional need to have access to certain student information may be limited, I acknowledge that the Academic Records Office reserves the right to exclude certain student files, as well as certain documents within students’ files, from my review. If I believe that I have a legitimate need to have information that has been restricted, I will consult with the Supervisor of Academic Records, whose responsibility it is, to interpret the University’s policy in the maintenance of College files.

4. Since students’ academic records are maintained in electronic format, I will not print, copy or distribute student records to others without the explicit permission of the student.

5. I recognize that FERPA permits me to share student information with either parent if the student is a legal dependent, but that College policy provides that I should generally not do so without the student’s written consent (unless the information is directory information as defined by University policy). If I believe information should be shared without consent in the best interests of the student, I will consult with the Supervisor of Academic records before sharing such information.

5. I will not knowingly place in any record or report a false, inaccurate, or misleading entry. I will not knowingly expunge or cause to be expunged any information from a student record. I may correct records only by adding an addendum or creating a new record, not by altering or destroying an existing one.

6. I will not examine, or attempt entry into, any record of a student who is not assigned to me as a current advisee unless required to do so to perform my other University responsibilities or as requested by the Office of the Dean.

7. I have read and understood the University’s policies on confidentiality of student records and the “Confidentiality of Files” section of the Adviser’s Handbook and agree to comply with them in full. I understand that if I fail to do so, I may be subject to discipline.
THE WRITING, SPEAKING, & ARGUMENT PROGRAM
http://writing.rochester.edu
wsap@ur.rochester.edu
G-121 Rush Rhees Library
(585)273-3584

The Writing & Speaking Center
Offers feedback throughout the composing process on written and spoken texts. The Writing and Speaking Center is staffed by graduate Writing Consultants and undergraduate Writing and Speaking Fellows from the humanities, social sciences, and natural and applied sciences. Consultants and Fellows can help from the “I have an idea” stage through the finished product.

- **Writing Consultants**, graduate students, offer writing consultations Monday through Friday by appointment.

- **Writing Fellows**, undergraduate peer tutors, are available to help with writing Monday through Thursday nights and Sunday for walk-ins.

- **Speaking Fellows**, undergraduate peer tutors, are available to help with presentations and interview practice Monday through Thursday nights and Sundays for walk-ins or by appointment.

Write-On is an online tutoring platform staffed by the undergraduate Writing Fellows. Upload a paper and receive detailed feedback about your questions and concerns within 48 hours. This service is tailored to students who can articulate clear questions and goals for their writing.

Selecting WRT 105, 105E, 105A&B: Writing Self-Placement Survey
In order to provide students with an informed sense of writing course options (WRT 105, 105E, WRT 105A&B, or the English for Academic Purposes Program), incoming students are required to take Parts One and Two of the Writing Self-Placement Survey (We request that international students complete all three parts). If after completing these two sections of the survey you are still unsure about which course to choose, please continue on to Part Three of the survey, where you will have an opportunity to speak with a writing placement advisor. Students may also contact the WSAP with any questions during the survey by calling (585) 273-3584 or emailing writingplacement@ur.rochester.edu.

You can find the Writing Self-Placement Survey at http://learn.rochester.edu. Log in and find the link marked "Writing Self-Placement Survey" under "Courses" on the right-hand side of the screen. Click on that link to complete the survey.

*NOTE:* Students entering through the ECO Program or the English for Academic Purposes Program (EAPP) do not need to take the Writing Self-Placement Survey.

- ECO students will work with ECO Summer Writing instructors and OMSA counselors to select their writing course.
- EAPP students are automatically enrolled for the WRT 103/101 and WRT 104/102 sequence, which satisfies the Primary Writing Requirement

For more information on WRT 105, WRT 105E, and WRT 105A&B courses, please see http://writing.rochester.edu/courses/WRT105.html
Primary Writing Requirement

Entering students must establish competence in writing clear argumentative essays at the college level. The procedure by which competence is established is determined by the Writing, Speaking, and Argument Program in consultation with the College Writing Committee.

Typically, students fulfill the Primary Writing Requirement by completing “Reasoning and Writing in the College” (WRT 105, WRT 105E, or WRT 105A&B) with a grade of “C” or better. For descriptions of each course option, please see: http://writing.rochester.edu/courses/WRT105.html. (Students accepted into the dual degree program between the Eastman School of Music and The College satisfy this requirement by completing either WRT 105, 105E, WRT 105A&B, or a FWS course at Eastman. Students admitted to the College through the English for Academic Purposes Program (EAPP) fulfill the requirement by earning a grade of “C” or better in WRT 103, EAPP Critical Reading, Reasoning, and Writing, and WRT 104, EAPP Research, Reading, and Writing.) To be prepared for the upper-level writing requirement in the major, students are expected to satisfy the Primary Writing Requirement by the end of the first year of study. Transfer students are expected to complete the Primary Writing Requirement by the end of their first semester.

Substitution Petition:

Students who believe that they are already proficient college writers may petition to satisfy the Primary Writing Requirement by taking a University of Rochester course other than WRT 105. To petition, students submit a substitution petition (available at writing.rochester.edu/requirements/enteringfreshmen.html). A student whose petition is accepted can satisfy the writing requirement by achieving a “B” or above in a course with a significant writing component, which usually includes several short papers throughout the semester, a substantial final paper, and revision based on instructor feedback. The course must be approved by the Writing, Speaking, and Argument Program, and getting approval before taking the course is recommended. Note: students may not substitute a course they plan on using for their upper-level writing requirement(s).

Students may petition only once, are expected to do so during the first semester of matriculation, and may not do so after already attempting to complete WRT 105, WRT 105E, or WRT 105A&B.

Students who have not completed the Primary Writing Requirement or demonstrated how they plan to complete the requirement to the Writing, Speaking, and Argument Program by the fall semester of their sophomore year will have a registration hold placed on their student account that will prevent them from registering for the spring semester.

Transfer course policy:

Transfer students who wish to use a writing course they have completed elsewhere to satisfy Rochester’s Primary Writing Requirement need to complete and submit a transfer petition (available at writing.rochester.edu/requirements/SatisfyingPWR.html) to the Writing, Speaking, and Argument Program.

Repeat course policy for WRT 105, 105E, 105A&B:

The “repeated course” policy of the faculty stipulates that the second grade earned (which may or may not be higher than the first) is calculated into the grade point average and the first grade (and credit, if any) is removed from the calculation of the grade point average. However, an exception is available to students who passed WRT 105, 105E, or WRT 105A&B the first time but need to repeat it in order to earn a grade of C or better. These students may choose to keep the credit from the first course and earn an additional
four credits when they repeat the course. The grades from both courses are included in the grade point average. (See Repeating Courses)

Students who want the special option must submit the form designed for this purpose to the Center for Advising Services by the drop/add deadline of the semester in which they repeat the course.

**English for Academic Purposes Program (EAPP)**

EAPP is a two-semester program for native and non-native speakers of English that allows students additional time to focus on English writing, critical reading, and research skills. Emphasis is placed on developing communication skills in preparation for U.S. social and academic interactions. Fall semester consists of WRT 101 Communication across Contexts I (2-credits) and WRT 103 Critical Reading, Reasoning, and Writing (6-credits). Spring semester consists of WRT 102 Communication across Contexts II (2-credits) and WRT 104 Research, Reading, and Writing (6-credits). Completing WRT 103 and WRT 104 with a C or better satisfies The College's Primary Writing Requirement. Not more than 10 EAPP credits may be counted toward the degree. Students are admitted into EAPP in accordance with the University of Rochester application process. There is no separate application for EAPP. Traditionally admitted undergraduates may also inquire about the Program. The EAPP Program is housed in the Writing, Speaking, and Argument Program. For further information, see writing.rochester.edu/EAPP/. Contact: Paige Sloan, EAPP Director, paige.sloan@rochester.edu.
WHAT WE DO
1:1 CAREER EXPLORATION & INDUSTRY ADVISING APPOINTMENTS
- Exploring careers, majors and evaluating skills/interests/values
- Internship and Job Search strategy and coaching
- Review of Resume/CV, Cover Letter and Personal Statements
- Interview preparation and mock interviews
- Networking including LinkedIn best practices
- Assistance analyzing and negotiating job and internship offers

15-MINUTE DROP-IN ADVISING
- Quick, first-come, first-serve, drop-in advising sessions with Peer Career Advisors

GRADUATE & PROFESSIONAL SCHOOL PREPARATION

ON & OFF-CAMPUS RECRUITING
- Job, internship and research opportunities posted in our online database, Handshake

REACH FUNDING FOR SUMMER INTERNSHIPS

PROGRAMS AND EVENTS

ALUMNI CONNECTIONS

HOURS OF OPERATION
Office Hours:
Monday - Friday, 9:00 a.m. - 5:00 p.m.
Drop-in Hours:
Monday - Friday, 1:00 p.m. - 4:00 p.m. in the Career Center
Wednesday, 6:00 p.m. - 7:00 p.m. in the Gleason Library
University of Rochester Student Organizations 2016-2017

Academic Honor Societies – Advised by Madeleine Aborn
Golden Key International Honour Society - GoldenKey
National Society of Collegiate Scholars - NSCS
Order of Omega - ODO – Advised by John DiSarro
Tau Beta Pi - TauBetaPi

Academic Undergraduate Councils – Advised by Madeleine Aborn
Art and Art History Undergraduate Council - AAHUC
BCS & Neuroscience Undergraduate Council - BRAIN
Computer Science Undergraduate Council - CSUG
Linguistics Undergraduate Council - LUC
Medieval Studies Council - Medieval Society
Modern Languages and Cultures Undergraduate Council - MLC
Psychology Undergraduate Council - PUC
Society of Physics Students - SPS
Society of Undergraduate Biology Students - SUBS
Society of Undergraduate Math Students - SUMS
Society of Undergraduate Public Health Students - SUPHS
Undergraduate Anthropology Council - UAC
Undergraduate Chemistry Council - UCC
Undergraduate Data Science Council - UDSC
Undergraduate English Council - UEC
Undergraduate Film Council - UFC
Undergraduate Finance and Economics Council - FEC
Undergraduate History Council - UHC
Undergraduate Musicians' Council - UMC
Undergraduate Philosophy Council - Philosophy
Undergraduate Political Science & International Relations Council - UPSIRC
Undergraduate Religion and Classics Council - URCC
Undergraduate Student Geologic Organization - USGO

Awareness – Advised by Stacey Fisher
Active Minds - URActMnds
Asian American Alliance - AAA
bLifeUR - bLife
College Diabetes Network - CDN
College Feminists - CollegeFem
Colleges Against Cancer - URCAC
GlobeMed at the University of Rochester - GlobeMed
Grassroots - Grassroots
People First Initiative
Pride Network - PrideNtwk
Rochester Global Water Brigades - GWB
SATSANG: Meditation Group - SATSANG
Student Association of Vegan and Vegetarian Youth - SAVVV
Students for a Democratic Society - SDS
UR SE Goway (Survivor Empowerment Group) - SEGway

Class Councils
2017 Class Council - 2017 – Advised by Brian Magee
2018 Class Council - 2018 – Advised by Heather Maclin
2019 Class Council - 2019 – Advised by Madeleine Aborn
2020 Class Council - 2020 – Advised by Laura Ballou

Club Sports – Advised by Griffin LaDew
Alpine Skiing - SkiTeam
Archery Club - ARCHERY
Badminton Club - Badminton
Bowling Club - BOWLING
Club Baseball - Baseball
Club Softball - The Wreckling Balls
Club Squash - MensSquash
Club Tennis - UR Tennis
Cycling Team - URCycling
Dodgeball Club - Dodgeball
Equestrian Team - Equestrian
Hatha Yoga - Yoga
Ice Hockey - Women's - Whockey
Men's Club Basketball - Men's Basketball
Men's Club Volleyball - Men's Volleyball
Men's Ice Hockey Club - MensHockey
Men's Rugby - Rugby
Outing Club - UROC
Quidditch - URQc
Recreational Ski and Snowboard Club - RecSnow
Rugby-Women's - WRugby
Running Club - uRUNning
Sailing Club - Sailing
Shotokan Karate - Shotokan

Club Sports (cont.)
Soccer-Men's - msoccer
Soccer-Women's - wsoccer
Squash-Women's - WSquash
Tae Kwon Do - TKD
Tai Chi Club (Taiji Chuan) - Tai Chi
Triathlon Club
Ultimate Frisbee-Men's - Piggies
Ultimate Frisbee-Women's - EZWomen
University of Rochester Cheerleading Club - Cheer
University of Rochester Fencing Club - URFC
University of Rochester Roundnet Club - UR Roundnet
University of Rochester Royals Dance Team - Royals
University of Rochester Women's Club Basketball - Women's Basketball
UR Boxing Club - URB
UR Club Wrestling -URCW
UR Kendo - Kendo
UR Lacrosse Club - ULRAX
UR Rock Climbing Club - Climbing
Volleyball-Women's - URVC
Water Polo - WaterPolo
Women's Club Lacrosse Team - Women's Lacrosse

Clubs – Advised by Stacey Fisher
Astronomy Club - AstroClub
Chess Club - URCHESS
Creative Arts Club - CAC
* Fashion Club - Fashion
D'Lions - D'Lions
Meliora Capital Management - MeliCap
River Campus Medical Emergency Response Team - R/C MERT
Sea & Anchor Detail - SAD
Simulation Gaming Association - URGSA
Society of Crocheting & Knitting Students - SOCKS
University of Rochester Freshman Orientation Outing Treks - URFoot
UR Esports Society - URESS
UR Makers - UR Makers
UR Robotics Club - Robotics Club
Urban Exploring - UrbEx

Community Service – Advised by Catherine Lewis
Alpha Phi Omega, Mu Lambda Chapter - APO – Advised by Glenn Ceroseletti
Circle K International - CircleK
Eye to Eye – Eye to Eye
Food Recovery Network - FRN
GR Soccer - GRS
Habitat for Humanity - Habitat
Partners In Reading - PIR
Peers for Animal Wellness and Safety - P.A.W.S.
Refugee Student Alliance - RSA
She's the First
STEM Initiative - STEM
Students Helping Honduras - SHH
University of Rochester Health Education and Advocacy Leaders - UR HEAL
University of Rochester Special Olympics - URSEO
UR Age Aid - URAA
UR Rotaract - Rotaract

Cultural – Advised by Lydia Crews
American Sign Language - ASLClub
Association for the Development of Interest in the Indian Subcontinent - ADITI
Black Students' Union - BSU
* Indulgence Dance Team - Indulgence
* No Disclaimers
* Student Organization for Caribbean Awareness - SOCA
* xclusive Step Team - XSTEP
Chinese Students’ Association - CSA
* Flyer Studio - FS
* Phoenix Fire - Phoenix
Filipino American Students' Association - FASA
Hong Kong Students' Association - URHK
Israel Council - URIC
Japanese Student's Association - JSA
Korean American Students' Association - KASA
* Liberty in North Korea - LINK
* Rice Crew - ricecrew
Native American Students' Association - NASA
Pan-African Students Association - PASA
* Axum - Axum

Looking for more information on UR student organizations? Visit Campus Community Connection at https://ccc.rochester.edu/.
* indicates an official committee of an organization which is listed underneath the parent organization.
Performing and Fine Arts (cont.)
Louvre Performance Ensemble - Louvre
Marching Pep Band - UR Pep Band
Mariachi Mellora - Mariachi Mellora
Midnight Ramblers - Ramblers
No Jackets Required - NJR
Off Broadway On Campus - OBOC
Radiance Dance Theatre - Radiance
ROC Players - ROC Players
Rochester Bhangra - Bhangra
Rochester Raas - Raas
Shir Ballydance Ensemble - Shir
Strong Jugglers - Jugglers
Swing Dance Club - Swing
doing the Opposite of People - TOOP
Trebilloess Co-ed A Cappella Club - Trebilloess
UR DJs - Di Club
UR Stand-Up Comedy - URSC
UR Stylez - Stylez
Vocal Point - Vocal Point
Yellow Jackets - YJs
Political – Advised by Catherine Lewis
College Democrats - Democrats
College Republicans - CR
Pre-Professional – Advised by Madeleine Aborn
Alpha Kappa Psi - URAKPsi
American Institute of Chemical Engineering - AICHE
American Society of Mechanical Engineers - ASME
Biomedical Engineering Society - BMES
Charles Drew Pre-Health Society - CDrew
Engineers For A Sustainable World - ESW
Engineers Without Borders - EWB
Institute of Electrical and Electronics Engineers - IEEE
National Society of Black Engineers - NSBE
Optical Society of America - OSA
Society of Hispanic Professional Engineers - SHPE
Society of Women Engineers - SWE
Spark Entrepreneurs - URE
University of Rochester Consulting Group - URConsulting
Publications/Media – Advised by Brian Magee
Campus Times - CT – Advised by Anne-Marie Algier
Her Campus Rochester - Her Campus
Interprets Yearbook – Interprets
Journal of Undergraduate Research - JUR
LOGOS - LOGOS
Spoon University at University of Rochester - Spoon
UR Photography - UR Photo
WRUR 88.5 - WRUR – Advised by Anne-Marie Algier
* URTV - URTV
Religious – Advised by Eileen Bruton
Agape Christian Fellowship - ACF
Catholic Newman Community - Newman
Chabad House - Chabad
Cru - Cru
Fellowship of Christian Athletes - FCA
Hillel at the University of Rochester - Hillel
Hindu Students’ Association - HSA-OM
Muslim Students’ Association - MSA
Protestant Chapel Community - PCC
Students’ Association for Interfaith Cooperation - SAIC
UR Christian Fellowship - UR CF
Special Interest Housing
Anime Interest Floor - AIF – Advised by Juliane Schnibbe
Computer Interest Floor - CIF – Advised by Juliane Schnibbe
Douglass Leadership House - DLH – Advised by Sasha Eloi
Drama House - Dhouse – Advised by Nigel Maister
GreenSpace - GreenSpace – Advised by Hannah DeGraff
InterClass Living Community - ICLC – Advised by Hannah DeGraff
Music Interest Floor - MIF – Advised by Juliane Schnibbe
Student Government – Advised by Anne-Marie Algier/Laura Ballou
Students’ Association Government - SA
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* indicates an official committee of an organization which is listed underneath the parent organization.
Wilson Commons
Student Activities
Office of the Dean of Students
UNIVERSITY OF ROCHESTER

SEPTEMBER
27-1 Poster Sale
2-5 YellowJacket Weekend
7 Welcome Back to Wilson Commons
15 Class of 2020 Elections
24 Mid-Autumn Festival
29 Club Rochester

OCTOBER
6-9 Melora Weekend
21-22 Roc City Players Show
28 No Jackets Required Show & Global Fair
31 Student Programming Board’s Halloween Event

COMMUNITY WEEKEND ALERT
MELORA WEEKEND
October 6-9
Keynote Address with Morning Joe; Trevor Noah, Tony Bennett, Ben Folds, Tropicana Dinner, a conversation with Ken Burns featuring Paul Surgett, and so much more!

NOVEMBER
4 Club Rochester & Vocal Point
5 After Hours, Louvre, & South Asian Expo
6 Louvre Show & Rock Ensemble
11 Ballet Performance Group
12 YellowJackets & FASA Fall Show
14 International Education Week Begins, Sex and Chocolate, Hartnett Gallery Show Opening
18 Sihir Show & OBAC
19 Midnight Ramblers Show & BSU No Disclaimers Cypher
26 Deck the Town in College Town

DECEMBER
1 Boar’s Head Dinner
2 Holiday Shopping Fair
10 Black Students’ Union Kwanzaa Celebration
15 Great Late Study Date & Late Night Breakfast

Follow us online!
Facebook: /WilsonCommonsUR
Twitter: @WilsonCommons

Find more information at
Common Connection
Wilson Commons 201
(585) 275-5911
rochester.edu/college/wcsa

Fall 2016 Event Hot Spots
YELLOWJACKET – Sep. 2-5
MELIORA – Oct. 6-9
WINTERFEST – Feb. 3-5
SPRINGFEST – Apr. 28-30

2016-2017 COMMUNITY WEEKENDS

rochester.edu/college/wcsa
Are you Buzz worthy?

The Buzz is a University of Rochester website about undergrads—for undergrads.

Each week, we will post features, profiles, and tidbits about students and groups involved in unique projects, courses, interesting internships, and research.

If you think you've got something Buzz worthy, let us know.

The Buzz was launched in 2011 and keeps UR students informed about all aspects of undergraduate life.

We want to hear from you—starting now!

The Buzz
A blog for students by students

Jim Mandelaro, editor: (585) 275-4061, Jim.Mandelaro@rochester.edu
Joy Bian, student writer: (585) 275-4118, jbian4@u.rochester.edu

On the web at www.rochester.edu/thebuzz
What makes a competitive fellowship applicant?

- Strong academic record
- Relevant research experience
- Publication history
- Strong letters of recommendation
- Well-written personal statement

How well do our students fare in the competition for prestigious fellowships?

- Over the past decade, our students have achieved significant success in securing fellowships.
- The National Science Foundation Fellowship Program has been particularly competitive.

We believe that our success in placing students in top-tier graduate programs and securing fellowships is due to our strong emphasis on preparing students for a career in science.

Why aren't more of our students applying for these prestigious fellowships?

- Some students may not be aware of the opportunities available.
- Others may feel intimidated by the application process.
- There may be a lack of support from advisors and mentors.

As advisors, we encourage students to explore all available opportunities and to seek out support when needed.

We should consider forming a committee to identify and promote fellowship opportunities for our students.

What can we do to better support our students in their fellowship applications?
Our goal is to promote excellence in both teaching and learning through a range of programs, including:

- Study Skills Consulting
- Disability Support
- Instructor Support
- Teaching Workshops
- Teaching Consultations
- TA Training & Support
- Undergrad Tutoring
Important Contacts

University Counseling Center
(652) 775-3113 - counselingcenter@rochester.edu

Residential Life
(652) 775-3115 - roshelpdesk@rochester.edu

Public Safety
(652) 775-3125 - 911

University Intercrissors
(652) 775-2666 - healthservices@rochester.edu

University Health Service
(652) 775-3221 - uhshelpdesk@rochester.edu

Interfaith Chapels
(652) 775-2346 - chapels@rochester.edu

College Center for Advising Services
(652) 775-4016 - cass@rochester.edu

CARE Network

Tips for Engaging with Students

1. Know the Signs: Recognizing and Helping Students in Distress
   - Be sensitive to students' needs.
   - Encourage open communication.
   - Listen actively.

2. Important Contacts:
   - University Counseling Center
   - Residential Life
   - Public Safety
   - University Intercrissors
   - University Health Service
   - Interfaith Chapels
   - College Center for Advising Services
   - CARE Network

3. Networking:
   - Connect with other resources on campus.
   - Attend workshops and training.

4. Be Honest:
   - Admit if you are not sure.
   - Offer to refer them to another resource.

5. Be Gentle:
   - Be patient and understanding.
   - Encourage them to seek help.

6. Be Supportive:
   - Offer to listen.
   - Provide a safe and non-judgmental space.

7. Be Professional:
   - Maintain confidentiality.
   - Refer them to appropriate resources.

8. Be Available:
   - Be available to students.
   - Provide contact information.

9. Be Prepared:
   - Have resources available.
   - Be familiar with campus policies.

10. Be Accountable:
    - Take responsibility for your actions.
    - Encourage them to take responsibility for their actions.

11. Be Respectful:
    - Be respectful and non-judgmental.
    - Encourage them to seek help.

12. Be Supportive:
    - Offer to listen.
    - Provide a safe and non-judgmental space.

13. Be Professional:
    - Maintain confidentiality.
    - Refer them to appropriate resources.

14. Be Available:
    - Be available to students.
    - Provide contact information.

15. Be Prepared:
    - Have resources available.
    - Be familiar with campus policies.

16. Be Accountable:
    - Take responsibility for your actions.
    - Encourage them to take responsibility for their actions.

17. Be Respectful:
    - Be respectful and non-judgmental.
    - Encourage them to seek help.

18. Be Supportive:
    - Offer to listen.
    - Provide a safe and non-judgmental space.

19. Be Professional:
    - Maintain confidentiality.
    - Refer them to appropriate resources.

20. Be Available:
    - Be available to students.
    - Provide contact information.

21. Be Prepared:
    - Have resources available.
    - Be familiar with campus policies.

22. Be Accountable:
    - Take responsibility for your actions.
    - Encourage them to take responsibility for their actions.

23. Be Respectful:
    - Be respectful and non-judgmental.
    - Encourage them to seek help.

24. Be Supportive:
    - Offer to listen.
    - Provide a safe and non-judgmental space.

25. Be Professional:
    - Maintain confidentiality.
    - Refer them to appropriate resources.

26. Be Available:
    - Be available to students.
    - Provide contact information.

27. Be Prepared:
    - Have resources available.
    - Be familiar with campus policies.

28. Be Accountable:
    - Take responsibility for your actions.
    - Encourage them to take responsibility for their actions.

29. Be Respectful:
    - Be respectful and non-judgmental.
    - Encourage them to seek help.

30. Be Supportive:
    - Offer to listen.
    - Provide a safe and non-judgmental space.

31. Be Professional:
    - Maintain confidentiality.
    - Refer them to appropriate resources.

32. Be Available:
    - Be available to students.
    - Provide contact information.

33. Be Prepared:
    - Have resources available.
    - Be familiar with campus policies.

34. Be Accountable:
    - Take responsibility for your actions.
    - Encourage them to take responsibility for their actions.

35. Be Respectful:
    - Be respectful and non-judgmental.
    - Encourage them to seek help.

36. Be Supportive:
    - Offer to listen.
    - Provide a safe and non-judgmental space.

37. Be Professional:
    - Maintain confidentiality.
    - Refer them to appropriate resources.

38. Be Available:
    - Be available to students.
    - Provide contact information.

39. Be Prepared:
    - Have resources available.
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