

SCHEDULING WORKSHEET

M/W/F Class Times	M/W or W/F Class Times		T/R Class Times
8:00 (50 min) 8:50			8:00 - 9:30* (90 min)
9:00 (50 min) 9:50	9:00 (75 min) 10:15		*common exams only
			9:40 (75 min) 10:55
10:25 (50 min) 11:15	10:25 (75 min) 11:40		11:05 (75 min) 12:20
			12:30 (75 min) 13:45
11:50 (50 min) 12:40		11:50 (75 min) 13:05	12:30 (75 min) 13:45
	12:30 (75 min) 13:45 <i>(M/W only)</i>		
14:00 (50 min) 14:50	14:00 (75 min) 15:15		14:00 (75 min) 15:15
15:25 (50 min) 16:15	15:25 (75 min) 16:40		15:25 (75 min) 16:40
16:50 (50 min) 17:40	16:50 (75 min) 18:05		16:50 (75 min) 18:05
18:15 (50 min) 19:05	18:15 (75 min) 19:30		18:15 (75 min) 19:30
19:40 (50 min) 20:30	19:40 (75 min) 20:55		19:40 (75 min) 20:55
21:05 (50 min) 21:55	21:05 (75 min) 22:20		21:05 (75 min) 22:20

8 SEMESTER ACADEMIC PLAN WORKSHEET

Fall Freshman

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Spring Freshman

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Fall Sophomore

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Spring Sophomore

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Fall Junior

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Spring Junior

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Fall Senior

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Spring Senior

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OnBase for Undergraduate Advisers

Overview:

OnBase is the software that is used as the **interface for documents** that are part of the official undergraduate student record. These records contain documents that include application materials, form letters, major forms, minor forms, add/drop forms, and any other documentation that is submitted by the student. The record is maintained by the Office of Undergraduate Student Records, which is part of the College Center for Advising Services.

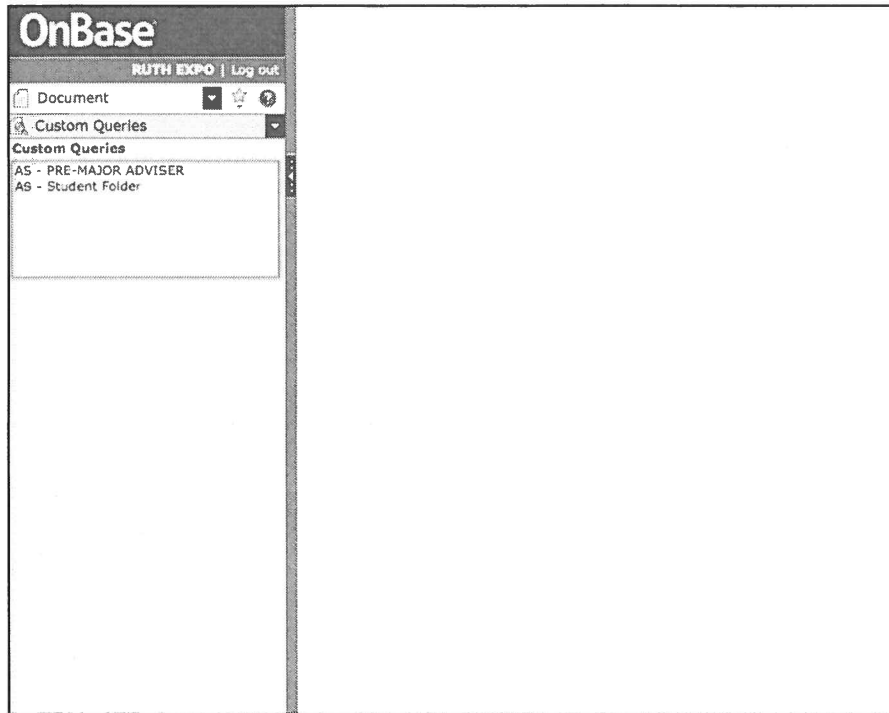
Undergraduate advisers are allowed to access portions of this record for reference in advising a student. The student record is **confidential** per the 1974 Family Educational Rights and Privacy Act (see Confidentiality of File: <http://www.rochester.edu/college/ccas/AdviserHandbook/Confidential.html>). Please do not share contents of the file with any other party, including the student, parents, instructors, or any other party that is not in some way designated as an adviser to the student. Students can be referred to the Supervisor of Records, John Ballou, if they have questions about viewing or receiving documents from their file.

Logging into OnBase:

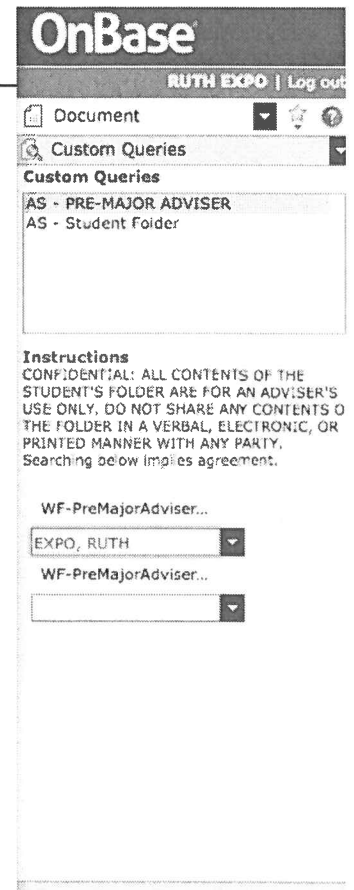
1. OnBase is accessible through the University of Rochester's website. First, you **must be on a computer connected in one of the following ways**:
 - Connected to the University of Rochester's network via wired Ethernet. (i.e. a desktop in your office)
 - Logged into URWireless using Internal_Secure connection. (instructions: <http://tech.rochester.edu/wireless-instructions/>)
 - Logged in remotely using a VPN with Duo Client (instructions: <http://tech.rochester.edu/services/remote-access-vpn/>)
2. Several **browsers** have been tested. The list below is not comprehensive, so you may find an internet browser that works beyond this list. If you cannot get your preferred browser to work, please try one of these: **MAC**: Google Chrome Version 51+, Firefox Version 45+, **PC**: Internet Explorer Version 11+, Google Chrome 51+.
3. Go to the following url: <https://its-obweb15-wp1.ur.rochester.edu/AppNet/Login.aspx>
4. You should end up on a screen like the one pictured. Enter you **NETid and password** (the same one you use for URWireless or HRMS). At this stage you will likely need to **turn off your pop-up blockers** for this website depending on your settings and browser. You might also get some messages about updating or downloading Active-X components which is fine to allow.

A screenshot of the OnBase login interface. It shows two input fields: "User Name" and "Password". Below the "Password" field is a "Login" button. The fields and button are set against a light background.

- Once logged in, you should see a screen with two panes. The left column should have an area that lists a Custom Query called “AS – UNDERGRADUATE ADVISER”. See picture below.



- Click on the line that says “AS - UNDERGRADUATE ADVISER” and two drop-downs will appear as well as a confidentiality warning. You will use the **first drop-down box** called “**WF-PreMajorAdviser**”. Click on the drop-down box and scroll down to find your name.
- Then **click Return/Enter** or click on the binoculars icon in the bottom left corner.



- A list of your advisees should now appear across the top of the top right pane. If you double click on one of the names, the “Student Summary Sheet” should then appear in the bottom right pane. See picture below.

The screenshot shows the OnBase interface. At the top, there is a table with columns: Print Name, Last Name, Student ID, WF-Student Email, Current Class Year, WF-PreMajor Adviser One, and WF-PreMajor Adviser Two. The table lists several students, including DENNIS SAUVE, TEST TESTERSON, JOHN BALLOU, TEST DUDE, and SARA ROSE.

Below the table is the "Student Summary Sheet" for John Ballou. It has tabs for Student Info, Contact Info, Extra, Student History, and Info Sessions. The Student Info tab is active, showing fields for Last Name (BALLOU), First Name (JOHN), Middle, Student ID (21357756), Status (ACTIVE), and LDA. Other sections include Student Athlete, REG, DOB (02/20/75), Gender (M), Initial Class Year (2020), Current Class Year (2020), Pre-major Adviser (EKPO, RUTH), and Academic information.

- The “Student Summary Sheet” will have some basic demographic information about your advisee. There are tabs called “Student Info,” “Contact Info,” “Extra,” and “Student History” which can be clicked through.

- To see application materials, or other documents that have been saved in the student record, click on the “Folder” button in the upper right corner to the right of the words, “Student Summary Sheet.”

- A new window will display listing documents that are in the student’s record. You can double

The screenshot shows a web browser window displaying a document listing and a Common Application form. The document listing has columns: Document Type, Document Date, Semester, and WF-Approval. It lists documents like Application Supplement, Common Application, Part 1, and Student Summary.

Below the listing is the Common Application form for John Ballou. The form includes fields for Legal Name (Carrothers, Nicklaus, Steven), Preferred name (Nick), and Former last name(s). It also features the "THE COMMON APPLICATION 35 YEARS FOR YOU" logo and the text "2010-11 FIRST-YEAR APPLICATION For Spring 2011 or Fall 2011 Enrollment".

click on the name of any of those documents to display them. If you only see a new window open with the Student Summary Sheet displaying, please email John Ballou at john.ballou@rochester.edu with the name and ID of the student so he can locate the missing documents.

12. To **log out**, go back to the original window, and under the dark blue bar with the word “OnBase” in white, you will see the log out button just underneath in the green bar.

Trouble:

If you have trouble with these instructions, there is a **video of this tutorial** that may be of help on the intranet in “Documents” in the folder “Academic Advising” called “OnBase for Pre-Major Advisers Video” at: <https://www.rochester.edu/asei/>

If you have further questions you can contact Supervisor of Records, John Ballou, at john.ballou@rochester.edu or x59089.

7/20/17

Important Links 2017-18

Links to undergraduate majors, minors, and certificates

<http://www.rochester.edu/college/academics/majors.html>

Resources for Undergraduate Advisers

<http://www.rochester.edu/college/advising/>

Office of the University Registrar and Adviser UR Access Plus

<http://www.rochester.edu/registrar/access.html>

College Center for Advising Services

<http://www.rochester.edu/college/CCAS/>

Center for Excellence in Teaching and Learning

<https://www.rochester.edu/college/cetl/>

Cluster Directory and Search Engine

<http://secure1.rochester.edu/registrar/CSE/index.php>

Multidisciplinary Studies Center

<https://www.rochester.edu/college/msc/>

UR Sophomore website

<http://www.rochester.edu/college/sophomores/>

Writing, Speaking, and Argument Program

<http://writing.rochester.edu/>

Orientation information for freshmen, transfers and parents

<https://www.rochester.edu/college/orientation/>

Financial Aid and Admissions Office

<http://enrollment.rochester.edu/financial-aid/>

Center for Study Abroad and Interdepartmental Programs

<https://www.rochester.edu/College/abroad/>

University Counseling Center

<https://www.rochester.edu/ucc/>

University Health Center

<https://www.rochester.edu/uhs/>

Authorized Signature List

<http://www.rochester.edu/college/CCAS/students/curriculum/authsign.html>

Student Essentials

<http://www.rochester.edu/ase/studentessentials/>

IMPORTANT DATES

August 30, 2017 (Wednesday)	Classes begin at the College.
September 04, 2017 (Monday)	Labor Day (no classes).
September 13, 2017 (Wednesday)	Online Registration for Add/Drop closes at 11:50 P.M.
September 20, 2017 (Wednesday)	Last date for students in the College to add 4-credit independent study courses.
September 27, 2017 (Wednesday)	Last date for students in the College to have courses deleted from current program.
October 09, 2017 (Monday)	Fall term break (10/09 - 10/10).
October 11, 2017 (Wednesday)	Classes resume.
October 30, 2017 (Monday)	Undergraduate program advising (10/30 - 11/3) in the College.
November 06, 2017 (Monday)	Undergraduate registration begins.
November 15, 2017 (Wednesday)	Last day to declare S/F or withdraw from courses for undergraduates in Arts, Sciences, and Engineering.
November 22, 2017 (Wednesday)	Thanksgiving recess (11/22 - 11/26) begins at noon.
November 27, 2017 (Monday)	Classes resume.
November 29, 2017 (Wednesday)	Last date for first-semester freshmen and transfer students in the College to declare the S/F option.

December 13, 2017 (Wednesday)	Classes end.
December 14, 2017 (Thursday)	Reading period begins (optional by college or school offering course).
December 16, 2017 (Saturday)	Reading period ends.
December 17, 2017 (Sunday)	Final examinations (12/17 - 12/22).
December 22, 2017 (Friday)	Winter recess begins at end of examinations.
January 17, 2018 (Wednesday)	Classes begin at the College.
February 07, 2018 (Wednesday)	Last date for students in the College to add 4-credit independent study courses.
February 14, 2018 (Wednesday)	Last date for students in the College to have courses deleted from current program.
March 10, 2018 (Saturday)	Spring recess (3/10 - 3/18) begins.
March 19, 2018 (Monday)	Classes resume.
March 26, 2018 (Monday)	Undergraduate program advising (3/26 - 3/30) in the College.
April 02, 2018 (Monday)	Undergraduate registration begins.
April 04, 2018 (Wednesday)	Last day to declare S/F or withdraw from courses for undergraduates in Arts, Sciences, and Engineering.
April 18, 2018 (Wednesday)	Last date for first-semester freshmen and transfer students in the College to declare the S/F option.

May 01, 2018 (Tuesday)	Classes end.
May 02, 2018 (Wednesday)	Reading period begins at close of classes (optional by college or school offering course).
May 05, 2018 (Saturday)	Reading period ends.
May 06, 2018 (Sunday)	Final examinations (5/6 - 5/13).
May 18, 2018 (Friday)	Commencement Weekend (5/18 - 5/20).

Advisor Compensation – Information and Procedures for 2017-2018

***Please read this information closely ***

Each advisor 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 in early September 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.

Advisors whose primary role is NOT teaching **will receive their funds as extra compensation**. The extra compensation will be processed in the spring and awarded to you in your April 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.

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, 2018. 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, 2018. *It is expected that each undergraduate advisor 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 undergraduate advisors' 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. Undergraduate advisors whose funds are associated with the College Deans' Office will continue to work with Angelica Stevens for payments.

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 undergraduate advisor 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 advisor presence in student areas.

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

- Send an email to Lisa Deal at ldeal@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 each 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 or contact Marcy). Oftentimes, several advisors will choose to hold an event together and pool their money.

To process your reimbursement for Advising Social events, please submit a request 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.

Tips for 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/family member, but expecting the contact will eliminate the element of surprise.
 - Resist any temptation to label parents or judge family dynamics based on your interaction with parents/family; this behavior is not helpful to students or families.
- Be willing to share general information, ie: your role, office hours, etc.
 - Imparting very basic knowledge, explaining policies, and sharing resources is often enough to ease the concerns of a parent/family member reaching out for guidance or information.
 - Assure parents/families that you work in the best interest of students.
- Tell the parent/family *how* the student can resolve the concern on his or her own.
 - Suggest that the parent/family encourage the student to make an appointment with you, College Center for Advising Services, Center for Excellence in Teaching and Learning or other resources.
 - Assure parents/families that you work within a larger network of support for students. Share that you help students identify and connect with additional resources.
- Listen to concerns, expect that parents/families 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 families realize that their student will be heard as well.
- Reinforce that you want to build/maintain 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/family some comfort in knowing that the student is connected.
 - Always encourage families to speak directly with students about concerns.

Additional Reading: NACADA - Academic Advising Today

Preparing Advisers to Respond to Parents

<http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Preparing-Advisors-to-Respond-to-Parents.aspx>

For additional information, please contact or refer families to:

**Parent and Family Relations
(585) 275-5415
urparents@rochester.edu**

English for Academic Purposes Program (EAPP)

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. **WRT103 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 G138-J
E-mail: gsloan@ur.rochester.edu
Phone: (585) 276 - 6979

EAPP Website:

<http://writing.rochester.edu/EAPP>

Entrepreneurship 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), 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: Intro to Entrepreneurship (Spring)
 - Mark Wilson, Lecturer in Entrepreneurship
- ENT 223: Planning & Growing a Business Venture (Fall and Spring)
 - Elizabeth Meyer, Lecturer in Entrepreneurship
- ENT 225: Technical Entrepreneurship (Spring)
 - TBD
- ENT 227: Fundamentals of Social Entrepreneurship (Spring)
 - TBD
- ALC 211: Creativity and Your Music Career (Fall on the Eastman Campus)
 - Steve Danyew, Eastman School of Music
- ALC 212: Entrepreneurial Thinking (Fall on the Eastman Campus)
 - Jim Doser, Eastman School of Music
- BME 296: BME Design Project (Spring)
 - Amy Lerner, Associate Professor, Biomedical Engineering
- PSC: Nature of Entrepreneurship
 - David Primo, Associate Professor, Political Science
- SOC 310: Social Network Theory & Entrepreneurial Activity in Silicon Valley I (Spring)
 - Thomas Smith, Professor, Sociology
- SOC 311: Social Network Theory & Entrepreneurial Activity in Silicon Valley II (Spring)
 - Thomas Smith, Professor, Sociology

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 1-credit practicum course.
- Meliora LaunchPad: organization for students who are motivated to explore the prospects of entrepreneurship in their own field. Through networking and educational opportunities, the club raises campus awareness, fosters a network of entrepreneurs, and connects students with valuable resources and opportunities.
- 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.
- University Center @ University of Rochester: The Ain Center for Entrepreneurship is designated as an Economic Development Administration-supported University Center – the first in the Rochester region. The EDA program is specifically designed to marshal university resources to support

economic development strategies in the regions where the universities are located. The funding will support projects surrounding urban issues in addition to providing entrepreneurial training in rural communities in the Finger Lakes.

- 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/.
- 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.
- 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.
- 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>.

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.
- **Hult Prize @ University of Rochester:** The Hult Prize aims to launch start-up enterprises that can radically change the world and breed the next generation of social entrepreneurs. The target social impact area of focus / theme for the Hult Prize changes every year, tackling global pressing issues. It is the world's largest student competition with an award of \$1,000,000 in start-up capital and access to an international community of change agents. The University of Rochester hosts a local Hult Prize event on campus in the fall and the winning team gets to fast track its idea to one of fifteen regional final rounds of competition in the spring, bypassing the traditional application process. Learn more at hultprize.org.
- **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

- **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> 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: <http://pollinatepublicity.com/>
- Nineteenth Amendment: <https://www.nineteenthamendment.com/>
- NullSpace VR: <http://nullspacevr.com/>
- Ovitz: <http://o-vitz.com/>
- Andrew's Toyz: www.andrewstoyz.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.

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.

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.

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.

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.

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

University of Rochester
College of Arts, Sciences, and Engineering
College Center for Advising Services: Office of Academic Records

Undergraduate Advisor Confidentiality Agreement

As an Undergraduate Advisor, 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. 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 Advisor'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.

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/undergraduate/courses.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 <http://writing.rochester.edu/Surveys/TwoBForm/sub.php>). 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 <http://writing.rochester.edu/Surveys/TwoCForm/transfer.php>) 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 <http://writing.rochester.edu/eapp/index.html>. Contact: Paige Sloan, EAPP Director, paige.sloan@rochester.edu.

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

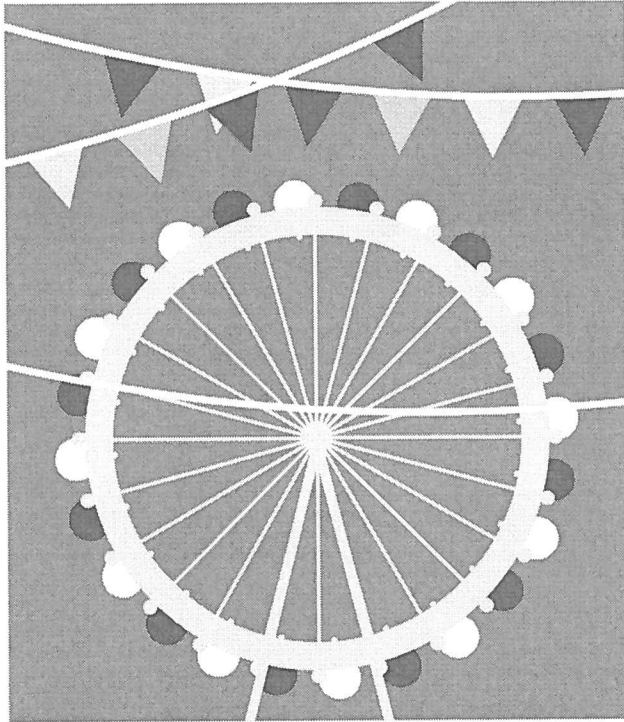
In order to provide students with an informed sense of writing course options (WRT 105, 105E, WRT 105A&B, or the English for Academic Purposes Program), incoming students are required to take Parts One and Two of the Writing Self-Placement Survey (We request that international students complete all three 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.

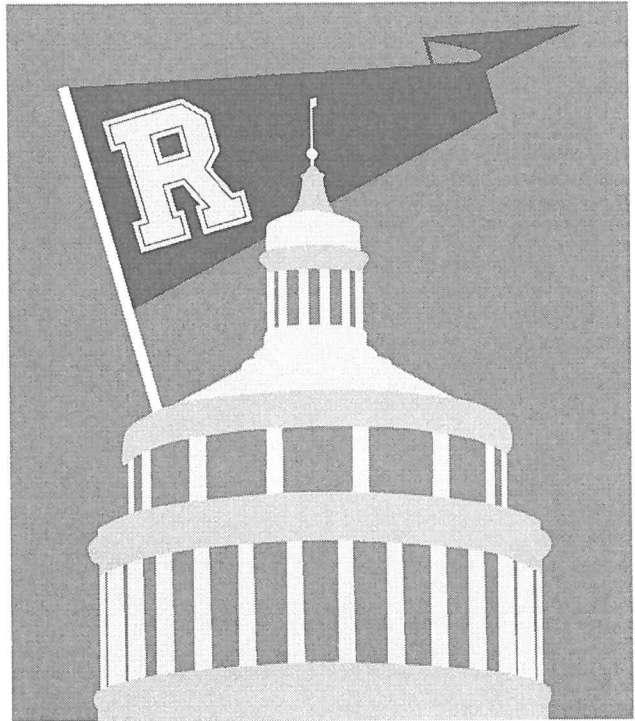
***NOTE:** Students entering through the ECO Program or the English for Academic Purposes Program (EAPP) do not need to take the Writing Self-Placement Survey.

- 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/undergraduate/courses.html>



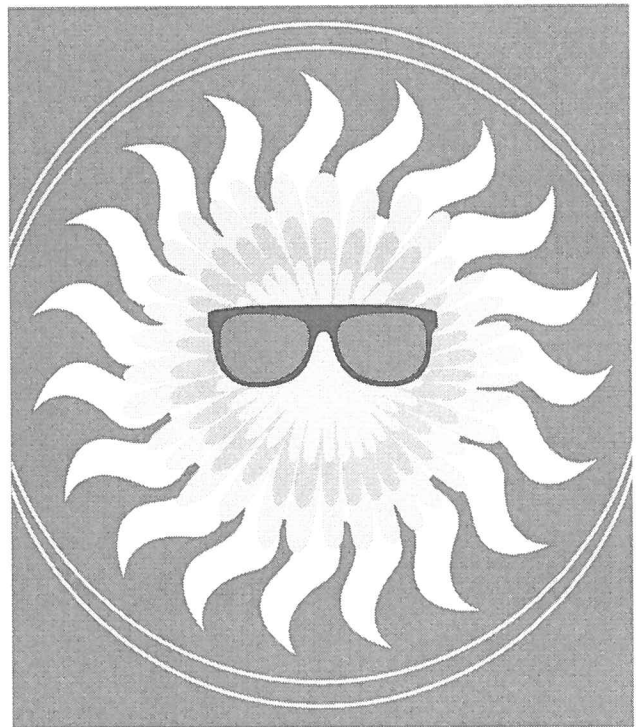
YELLOWJACKET – Sep. 1-4



MELIORA – Oct. 12-15



WINTERFEST – Feb. 2-4



SPRINGFEST – Apr. 27-29

2017-2018 COMMUNITY WEEKENDS



THE COLLEGE
UNIVERSITY OF ROCHESTER

rochester.edu/college/wcsa

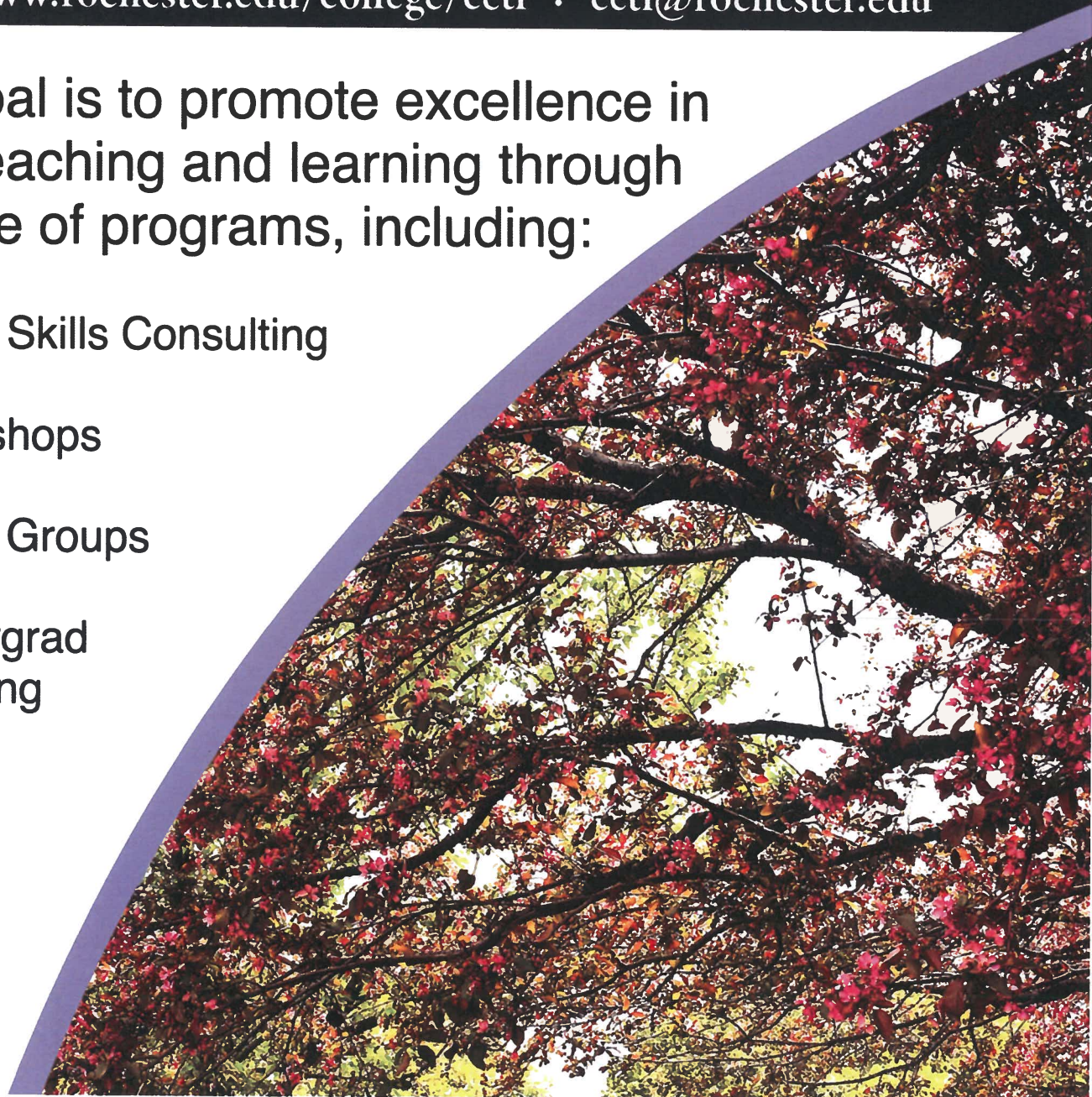
CETL

CENTER FOR EXCELLENCE IN TEACHING AND LEARNING

www.rochester.edu/college/cetl · cetl@rochester.edu

Our goal is to promote excellence in both teaching and learning through a range of programs, including:

- Study Skills Consulting
- Workshops
- Study Groups
- Undergrad Tutoring



Ten Tips for Cross Cultural Communication

<http://www.kwintessential.co.uk/cultural-services/articles/ten-tips-cross-cultural-communication.html>

Here are some simple tips to help you improve your cross cultural communication skills:

Slow Down

Even when English is the common language in a cross cultural situation, this does not mean you should speak at normal speed. Slow down, speak clearly and ensure your pronunciation is intelligible.

Separate Questions

Try not to ask double questions such as, "Do you want to carry on or shall we stop here?" In a cross cultural situation only the first or second question may have been comprehended. Let your listener answer one question at a time.

Avoid Negative Questions

Many cross cultural communication misunderstandings have been caused by the use of negative questions and answers. In English we answer 'yes' if the answer is affirmative and 'no' if it is negative. In other cultures a 'yes' or 'no' may only be indicating whether the questioner is right or wrong. For example, the response to "Are you not coming?" may be 'yes', meaning 'Yes, I am not coming.'

Take Turns

Cross cultural communication is enhanced through taking turns to talk, making a point and then listening to the response.

Write it Down

If you are unsure whether something has been understood write it down and check. This can be useful when using large figures. For example, a billion in the USA is 1,000,000,000 while in the UK it is 1,000,000,000,000.

Be Supportive

Effective cross cultural communication is in essence about being comfortable. Giving encouragement to those with weak English gives them confidence, support and a trust in you.

Check Meanings

When communicating across cultures never assume the other party has understood. Be an active listener. Summarise what has been said in order to verify it. This is a very effective way of ensuring accurate cross cultural communication has taken place.

Avoid Slang

Even the most well educated foreigner will not have a complete knowledge of slang, idioms and sayings. The danger is that the words will be understood but the meaning missed.

Watch the humour

In many cultures business is taken very seriously. Professionalism and protocol are constantly observed. Many cultures will not appreciate the use of humour and jokes in the business context. When using humour think whether it will be understood in the other culture. For example, British sarcasm usually has a negative effect abroad. Maintain Etiquette

Many cultures have certain etiquette when communicating. It is always a good idea to undertake some cross cultural awareness training or at least do some research on the target culture.

Cross cultural communication is about dealing with people from other cultures in a way that minimises misunderstandings and maximises your potential to create strong cross cultural relationships. The above tips should be seen as a starting point to greater cross cultural awareness.