Dear Colleagues,

Happy March!

The mid semester mark is almost here. I wanted to put a couple of things on your radar:

**Pathways—Mid-Semester Progress Survey**
On Friday (March 9), you all will receive an email through Pathways announcing a Mid-Semester Progress Survey. As you know, we switched how course-based feedback is communicated to students; we will now use Pathways to collect and communicate academic progress information. This progress survey will ask you to provide feedback for all students enrolled in your class(es). This information will be shared, like in previous semesters, with students, their academic advisors, and their class dean. You will be able to provide feedback regarding areas of concern as well as acknowledge good work or progress. There is also an option to not provide students with feedback if you so choose (for example, if you have no concerns). This mid-semester feedback is useful for all students but is particularly important for students who are attempting to take more than a typical course load (over 16 credits) or are currently on academic probation. Feedback from you can help students make adjustments for the remainder of the term as appropriate. The survey will be open until March 22 to allow substantial time for you to complete. Students appreciate mid-semester feedback. This past Tuesday night, I visited the Student Government Association and talked (again) about Pathways. We talked about this upcoming progress survey; it was clear that students are eager to hear from you all.

**Advising Week**
Advising week is the last week of March (26th to 30th). If you have not already been in touch with your advisees this semester, you will have an opportunity to meet during advising week.
Sometimes it can be difficult to negotiate a conversation beyond course-selection. Here are some of questions that might be useful:
1. What are your goals for the remainder of the year?
2. What have you discovered about yourself as a student this year?
3. How have you explored new things (course, co-curricular activity, or other) this semester? What else are you thinking about?
4. What connections are you noticing between your courses, disciplines?
5. Describe what you are doing for fun?

During your advising meetings, or after class, you may have a student speak to you about possibly transferring. Indeed, some students are learning about how to make the most of their time at Mount Holyoke. For most students, considering a transfer is part of the process of sorting out their college experience, questioning choices, exploring options. Faculty members can help a student find new and critical connections on campus. In addition, class deans (Kim Parent, Alison Hopkins) and I are happy to follow up with students who express an interest in transferring. It has been really wonderful hearing from many of you about students who are in process—I have been able to follow up and make sure that they have support.

**Some suggestions for a conversation about transferring:**
1. Student who are reluctant to stay at a women’s college might benefit from taking courses at one of the other institutions in the consortium, attend an event on another campus, or join a Five-College organization.
2. Some time away may be the solution for some students. There are options through study abroad, Twelve-College Exchange or other domestic study away programs (ideally within their junior year).
3. Students might mention that they haven’t found their place on campus—these students may benefit from connecting with the Student Programs and thinking about student organization and co-curricular activities.
4. Community service opportunities may enhance a student’s sense of connection to something larger than our local community—and put her in contact with likeminded peers. Directing the student to the Community Based Learning Program may be helpful.
5. The Residential Life staff are also a tremendous resource. In addition to the professional staff, there are student staff in each of the residential halls to support students in their transition to campus.

Be well & thank you,
Amber
**Dates to Note**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Friday, March 9</td>
<td>Major Declaration Deadline (Sophomores)</td>
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<tr>
<td>Saturday-Sunday, March 10-18</td>
<td>Mid-semester Break</td>
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<tr>
<td>Mon-Fri, March 19-23</td>
<td>Add/Drop for second half-semester courses (P.E., etc.)</td>
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<tr>
<td>Monday - Friday, March 26-30</td>
<td>Academic Advising Week</td>
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<tr>
<td>Monday, April 9</td>
<td>Last Day to Withdraw from a course with “W” notation recorded</td>
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**Useful Links**

- [Academic Calendar](#)
- [AccessAbility Services](#)
- [Degree Myths](#)
- [Proper Use of Sources](#)
- [Transfer & AP Credit](#)
- [Academic Honor Code](#)

**Looking Ahead**

- **April 2** — Online registration begins for MHC and Five College courses
- **April 13** — Senior Symposium
- **April 30** — Last day of classes
- **May 1—3** — Reading Days
- **May 3—7** — Final Exams

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