



2016-2017

Faculty Advisor Handbook

Kenyon College



Office of Academic Advising

100 GASKIN AVENUE, GAMBIER, OH 43022

P: 740.427.5145 / F: 740.427.7022

Advising at Kenyon

Introduction

Faculty advisors are responsible for helping students design their programs of study in the context of a liberal arts education.

The advisor is the primary representative of the College to whom students turn when: 1) making or altering course selections, 2) deliberating about major programs and/or minor/concentration options, and 3) thinking about their postgraduate lives. The key concern of the advisor is the academic activity of their students. However, because students are not compartmentalized into academic and non-academic selves, and because their non-academic involvement frequently influences and impacts their academic work (and vice versa), advisors should be aware of difficulties that may arise and campus resources that are available.

For many years, the faculty has operated under a definition of advising which embraces holistic student development. Attention to non-academic difficulties that arise for students is not only useful for them, but also appropriate to the advisor role, especially given Kenyon's embrace of the term "*Faculty Advisor*" over "*Academic Advisor*" – a subtle but important distinction.

Because faculty vary significantly in both experience and confidence in advising, some sections of this handbook may seem more relevant and useful than others. The recommendations are, of course, not binding. Advisors should use common sense and their own ingenuity. These recommendations will hopefully clarify the role of the advisor as well as convey the richness and importance of the role. Students need sound, informed advice. Advisors are the chief source.

That said, the Dean for Academic Advising and Support is the primary resource offered by the College to assist advisors. Various kinds of problems can arise for the advisor – a student may resist advice or guidance; a student may experience a sudden decline in academic performance; a student may receive and/or take inaccurate or inappropriate suggestions; an instructor may behave in a manner a student deems unfair. These, and a multitude of other difficulties, can occur. In such instances, the advisor should feel free to turn to the Dean.

Often, it helps simply to talk about the problem and get a new perspective on it. In some cases, the Dean may be able to supply useful information or advice. On occasion, the Dean may wish to assume responsibility for the matter. In most cases, the advisor should remain in command of the problem, dealing with the situation as discretion and judgment expect.

The important point to remember is this: *The Dean for Academic Advising and Support is ready and willing to help any advisor at any time.*

Building the Relationship

Students look for approachability, openness, and honesty, in addition to knowledge and ability. It is always better to say "I don't know," than to wing it. In fact, those moments should be used to model

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how one finds information and resources, by looking at the appropriate website/publication or contacting the appropriate person.

Different students want different qualities in advisors. Some stress the value of knowledgeable advisors who are highly directive. Others seek out advisors with whom they can have a personal relationship – individuals who demonstrate interest in them and with whom they feel personally comfortable. Some gravitate to advisors who are empathetic and kind, and who listen well. Others emphasize the importance of advisors who provide guidance or advice on detailed academic questions and concerns.

Personal expectations and needs will vary from student to student, and shift over time. Open communication about these kinds of expectations and needs – and whether they can be met – contribute to meaningful advising relationships.

Establishing Trust

Since all else depends on the ability to communicate with students, the most important requisite is the establishment and maintenance of trust. The advisor should try to be a person students have confidence in. If it is convenient to entertain students at home, advisors are encouraged to plan such get-togethers. These gatherings frequently prove useful in reducing emotional distance between advisors and advisees.

Advisors should take care not to neglect advisees, even when the pressure of the classroom and the committee room makes advising seem but minor with respect to other faculty responsibilities. If the relationship with a student remains strained (for whatever reason) or if a student's interests change, the advisor should not hesitate to suggest that a different advisor could be of more assistance. Students should reach out to faculty of interest and work closely with the Office of Academic Advising and the Registrar's Office to navigate any changes.

Confidentiality and Privacy

Confidentiality and privacy are difficult issues. The principle is: Any information secured in meetings with a student should be regarded as private and not necessarily confidential, particularly when knowledge of a violation of the law, or university policy regarding sexual harassment and/or sexual misconduct (including sexual assault, intimate partner violence, or stalking) requires sharing of information with applicable campus offices. Idle talk, based upon such meetings, with other students, faculty, or administrators, is a violation of this principle. Advisors should not gossip.

However, troubling situations can sometimes arise. For example, a student appears to need psychological counseling but refuses to heed advice to seek it, or a student finds a rooming situation very unpleasant but is unwilling to initiate any action for fear of causing difficulties for a peer. In either case – whether the student appears to be defending a self-image or protecting a peer – the advisor should not generally respond by taking the specific matter to a third party. The student's wishes should be respected as much as possible.

That said, advisors should feel free to reach out to campus resources for consultation and support. If the matter is deeply serious, involving a violation of the law, the likelihood of the student's academic failure, or a threat to someone else, the advisor should seek the counsel of the Dean for Academic Advising and Support and/or the Dean of Students to see what actions might be appropriate.

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While it would be very convenient if there were an easy answer to questions of confidentiality and privacy, no such easy answer exists. The advisor should respect privacy but also aid the student. All that can be asked is that the advisor exercises mature and informed judgment. Advising is not an easy task. Yet, even if challenging, it is as a vital task. *Kenyon needs dedicated advising – and faculty contributions are invaluable.*

Basic Responsibilities

The main role of the advisor is to assist their students with curricular planning. Students should be encouraged to think ahead, to take on challenges, to explore the unknown, and to define their curricular goals. While the advisor should be sure the student understands the College's requirements and has a plan to meet them, the student is the one responsible for meeting them.

The advisor's responsibilities begin with the essential mechanics of monitoring requirements (since the best curricular planning involves thinking about the overall pattern of course selection), but shift to the empowerment of students in taking ownership of their academic decisions (and the ensuing consequences).

Some students may find it helpful to discuss and define both their role and responsibilities, as well as those of their advisor, in the very early stages of the advising relationship. The Advising Syllabus articulates expectations of both advisors and advisees.

Getting Oriented

Each student is assigned an Orientation Counselor (OC), whose role is to support them in navigating campus in the early weeks and throughout the first year. Working with New Student Programs, the Office of Academic Advising, and advisors, OCs serve as a resource for information on campus resources. OCs will check in on advisees throughout Orientation as well as during the academic year.

The Personal Data Form (submitted by new students in early summer and viewable in student records) will supply some valuable information about advisees. The advisor can use it as a baseline from which to measure changes in students' views about their education. It may help with getting shy students to articulate their ideas and interests. It gives the advisor some background information about students' aspirations, concerns, and self-appraisals. It may alert the advisor to potential difficulties and, if difficulties arise, may suggest ways of dealing with them.

Regular meetings will allow the advisor to keep in touch with the shifting views and situations of advisees. No hard and fast rule can be laid down here, but many advisors find it useful to have a minimum of three (3) meetings with their students after the semester has begun – one within a week of the beginning of classes to determine that course choices remain satisfactory, another at mid-term (when progress reports often appear) to keep track of how students are progressing, and a third toward the end of the term to assess academic performance and discuss courses for the next semester.

Making Decisions

It is important for the advisor to encourage students to make their own course selections. Although it is appropriate to remind students of fields they may not be considering, the advisor should not choose courses for students. If students come to meetings without having made any decisions about courses, they should be urged to give time and thought to their selections.

The faculty has sometimes debated the meaning and significance of their signatures. Do these signatures imply that the advisor considers the course selection sound? If so, how is the advisor to deal with students who persist in choosing schedules that the advisor believes, for one reason or another, to be ill-suited? If not, why is the signature required?

Given the importance of student accountability and responsibility, students can take whatever courses they wish to take, within the limits set by the curricular requirements of the College. If the advisor thinks the selection unsound, he or she should make those concerns clear and document them in student records. The advisor might bring the Dean for Academic Advising and Support into the discussion, and ask for support from relevant instructors. If the student persists, however, the advisor needs to yield. The signature means simply that advice was given – not necessarily that it was taken.

When course adjustments are sought, the student should explain why the changes are sought. The advisor will signify communication having taken place by signing the appropriate form or sending the appropriate email. The regulations that govern dropping or withdrawing from courses can be found in the current issue of the [Course Catalog](#).

As a matter of course, students should be encouraged to declare their major by the end of the second semester of their sophomore year. All students must declare their major by the end of the first semester of their junior year. The Registrar will remind students who enter their junior year without a declaration of the College requirement. The advisor should make sure that the student is aware of the requirement and giving thought to the matter as the sophomore year proceeds.

What if students want to spend time studying away from Kenyon? The College does not expect the advisor to know all about opportunities for off-campus study, but an introduction to procedures and programs is offered in a later section of this Handbook.

To secure additional information on programs for studying abroad or elsewhere in the United States, students should consult the [Center for Global Engagement](#). The advisor, however, should make sure that the reasons for wishing to study away from Kenyon are not frivolous and draw attention to any curricular or major requirements that may be involved in or impacted by the plan.

Monitoring Performance

Throughout the semester, instructors are asked to submit progress reports for students whose work is deficient, and also on every student who is on Conditional Enrollment (i.e., academic probation). Faculty are strongly urged to file these reports as soon as possible, given that this information is critical in the advising process. These reports are submitted electronically, and the student, the advisor, as well as the Dean for Academic Advising and Support and other key administrators, receive them via email.

In this formal way, the advisor can monitor the academic performance of record of advisees. To facilitate conversations regarding academic performance, the advisor should meet with advisees at regular intervals and inquire about their work.

Academic Difficulties

The first step in advising a student who is experiencing academic difficulties is to determine the source of the problem. By consulting progress reports and discussing the problem with the student, the advisor can usually form a judgment about the nature of the student's difficulties, and present a range of actions and options to consider.

Improper Budgeting of Time

Suggest how the student's work schedule might be adjusted and recommend that the student keep a daily log of activities for a few days or a week to identify how time is expended. This can then become a tool for balancing academic and non-academic activities.

Students also often need help with longer-range planning, such as figuring out how to break a large research project into smaller tasks that can then be added to the schedule. (The underlying assumption here is that students use some sort of calendar and/or to-do list to keep track of responsibilities. Stress the importance of this and the liberation that not having to rely on memory brings.)

Recommendations:

- Identify your "best times" and use them for your hardest work.
- Do not try to work on the same thing for more than an hour and a half at a time.
- Schedule in short breaks and use an alarm to prompt yourself to get back to work.
- When scheduling large tasks, build in a margin of error.
- Use positive reinforcement. Plan a fun activity to do when you have completed the task.
- Review right before and right after class.
- Learn to use the small breaks you have during the day between classes.

Unsatisfactory Study Skills

Some students come to college without good note-taking skills, unsure of how to study for examinations, and/or with other weaknesses. Often, asking a student how he or she approaches the task, and then looking at the product with the student will assist the advisor in making suggestions.

A reading and study strategies course is also offered at the start of each academic year – information can be obtained through [Student Accessibility and Support Services](#) (SASS). The [Writing Center](#) is a good place to refer students with problems involving written work of any sort.

Recommendations:

- Class notes: Look at notes from several classmates to see what they are getting down and how they organize. There is no one best system. You need to find what works for you.

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Leave space on the left to add headings. Use the facing page to write questions you need to get answered, connections you notice between the lecture and the reading, reminders to yourself for additional review, and summaries of information.

Stress getting down big ideas, vocabulary and important facts. As soon as possible after class, go over your notes and amend them. Add things you remember but did not get down, check on information you were not clear about, and highlight especially important information.

- Text notes: The more active your note-taking, the more you will remember. Hence, writing out notes is generally far more effective than underlining and highlighting text alone. The goal is to produce something that will be useful down the road, when you need to review course material.

Leave space on the left to add headings. Use the facing page to write questions you need to get answered, connections you notice between the lecture and the reading, reminders to yourself for additional review, and summaries of information. Sometimes a reminder to yourself, along the lines of: "There is a really good chart that explains this on page 28," is more useful than trying to copy the chart.

Try to get big ideas and arguments down in your own words. You may want to use one color pen or highlighter to identify important facts, names, and vocabulary, and a different color for big idea notes, so that you can find them rapidly when you are reviewing.

- Using notes: At least weekly, go over both class notes and text notes. Make sure you have gotten any questions you had answered. Add connections you can now see between the two sets of notes. Try writing a couple of paragraphs summing up the main themes. (This task, which is not easy, will really pay off when studying for examinations.)

Additional Support Needed

If students have already taken advantage of applicable campus resources, including office hours, AT sessions, the [Math and Science Skills Center](#), and the [Writing Center](#), urge them to inquire of the relevant instructor and department whether peer tutors are available. [SASS](#) may be able to assist with identifying peer (and, if possible, private) tutors and making necessary arrangements.

If students have previously diagnosed learning disabilities/differences, urge them to consider disclosing their disabilities/differences and providing the necessary documentation to [SASS](#), so that they can secure the appropriate accommodations well in advance (at least two (2) weeks prior to scheduled assessments). Even if students choose not to use accommodations, [SASS](#) will at least have their documentation on file (for reference and action, if needed).

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To be clear, students may come to college without previously diagnosed learning disabilities/differences, particularly if they were able to compensate well in high school. If a bright student seems to be trying hard, but is just not engaging with coursework, urge the student to consult with [SASS](#).

Other Issues of Concern

Motivational Problems

Through discussions, the advisor can try to determine why motivation for academic work is lacking. The advisor should urge the student to describe his or her motivational state as clearly as possible, since both advisor and advisee stand to benefit from such clarifications. Often listening, acknowledging, and remaining positive is all that is required of the advisor.

If the student lacks motivation because the work is not challenging enough, the advisor should urge the student to talk to the instructor. If the student lacks motivation because academic work seems irrelevant, the advisor might suggest that: 1) there are many varieties of relevance, some far less confined than others, and 2) the student visit the [Career Development Office](#) to become more fully informed about the relationship between a liberal arts education and fulfillment of career aspirations.

It is not always possible to (re-)instill motivation, but an effort to this end seems worthwhile. Also, consider the possibility that a decline in motivation may be a “red flag” that the student is experiencing emotional problems, such as clinical depression or substance abuse, with which the [Counseling Center](#) can assist.

Psychological Problems

The expertise of trained counselors will often be needed when psychological problems arise. Advisors are not psychological counselors and should not assume the role of such. The advisor who believes that some psychological or emotional issue is negatively affecting a student should urge the student to visit the [Counseling Center](#).

Sometimes the student will have a deep uneasiness about seeking counseling and not readily accept the suggestion. The advisor may find it necessary to offer the advice more than once. The advisor should persevere – tactfully but unmistakably – yet acknowledge that the decision rests with the student.

Should circumstances become difficult and/or involve self-harm or harm to others, the advisor should consult with the Dean for Academic Advising and Support and/or the [Counseling Center](#) if the student will not seek assistance.

Non-Academic Issues

- Sometimes students come to advisors with financial problems. If the problems pertain to financial aid, the student should take them to the [Financial Aid Office](#). If a short-run financial emergency is the difficulty, and the student has no family to turn to, he or she should speak with the Dean of Students, since the College can sometimes find a mechanism of temporary assistance. In any such cases, the advisor should urge students with financial problems to make the difficulties known to resources who can assist.

- Sometimes students are distracted or confused by housing difficulties. In situations where the rooming environment is challenging, the student should consult first with the Community Advisor to see if the problem can be dealt with informally, and then with the Assistant/Associate Directors for Housing and Residential Life if the situation persists.
- Sometimes the advisor will receive a call or visit from parents of students in academic or personal difficulty. In such instances, the advisor should attempt to be as helpful as possible, keeping in mind that federal law ([FERPA](#)) restricts what can be discussed – even with parents – without the student’s permission (which involves a formal waiver being completed, signed by the student, and placed in student records).

These restrictions will help to keep the relationship between the advisor and the student uncomplicated by the fear that private information will be shared during communication with parents. In most cases, a simple acknowledgement to parents that the student’s permission is needed will avoid many problems by allowing contact with the student before proceeding.

At any point in time, the advisor should feel free to bring the Dean for Academic Advising and Support and/or Dean of Students into the discussion.

Withdrawal from Kenyon

Students leave Kenyon for many reasons. Some decide they would prefer another college. Others decide they do not like higher education. Many simply desire some time off and will return to complete their education at a later date. Neither the College nor the advisor should try to keep students here who truly wish to leave. It is important to try and have students explain their reasons for wanting to leave and, if such reasons turn out to be muddled or inconsistent or insufficient, to tell them so. The advisor should also encourage students who are considering leaving the College to consult with the Dean for Academic Advising and Support and/or the Dean of Students. The Deans can often raise additional questions with them and determine what course of action is most likely to be helpful for them.

Postgraduate Pursuits

The faculty has long and often affirmed that a sound liberal education is the best preparation for experiences later in life, whether they be domestic, professional, or recreational. It is this belief that should inform discussions about career aspirations with students. That said, the faculty’s commitment to liberal arts does not preclude the College from offering information and advice of a concrete and practical nature.

The [Career Development Office](#) (CDO) is a resource center and locus of activity related to career exploration and planning. Work descriptions, educational requirements, professional and graduate school test administration, content and skills workshops, graduate school and job interviews, tools to help students clarify their interests, and many other career exploration opportunities are available in the CDO. Students in all classes are urged to begin using the CDO early in their collegiate career.

The Extern Program, administered by the CDO, gives students a chance to use a vacation period to experience a particular profession under the wing of a Kenyon graduate or parent.

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The Pre-Professional Advisors for law, management, medicine, education, engineering, library, clinical psychology and social work, and theology are prepared to help. Any interested student should be encouraged to visit the relevant advisor.

The advisor should help students examine whether career aspirations are realistic. A poor academic record, for instance, makes (immediate) admission to medical or law school so unlikely that a responsible advisor should strongly encourage students to explore alternative possibilities. The advisor should be sensitive to parental pressures on the course selections and vocational decisions of students. Such pressures are not necessarily bad, but may distort students' views of their academic and professional options or even their capacity for self-evaluation.

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KENYON COLLEGE ADVISING SYLLABUS

The mission of the [Office of Academic Advising](#) is
to engage students in taking ownership of and responsibility for their Kenyon experience
by helping them:

- 1) **Engage actively** with faculty advisors and other campus resources for advice and support
 - 2) **Reflect** on their academic, co-curricular, and extra-curricular interests, goals, and priorities
 - 3) **Assess and identify** their areas of strength, weakness, and development
 - 4) **Explore** available academic, co-curricular, and extra-curricular opportunities
 - 5) **Access, understand, and abide by** academic policies and procedures
 - 6) **Seek out** necessary and additional information to make informed decisions
 - 7) **Make individualized choices** that support personal interests, goals, and priorities
-

Advisors are expected to:

- Assist students in understanding degree requirements articulated in the [Course Catalog](#)
 - Assist students in selecting courses for exploration and pursuit of intellectual interests
 - Assist students in monitoring academic progress through degree requirements
 - Check in with students regarding academic difficulties (e.g., [Conditional Enrollment](#), [progress reports](#))
 - Support students in defining and re-defining their goals and priorities
 - Encourage students to remain open to opportunities, flexible to change, and resilient to travail
 - Recommend campus resources to students based on their questions, needs, and concerns
-

Advisees are expected to:

- DO THE LEGWORK.** Think about what you'd like to talk to your advisor about. Write down your topics, questions, and concerns. Do some research and make use of information available on-line. Think about how your advisor might be able to help you.
- PLAN AHEAD.** Don't wait until right before course registration to meet with your advisor or ask for your PIN – or until deadline days to get your advisor's signature. Be sure you know when your advisor is available to meet: Does he/she have open office hours or special advising hours? Do you need to make an appointment in advance? Will he/she be out of town during the semester? Arrive on time for meetings or let your advisor know you'll be late or unable to make it.
- SHARE ABOUT YOURSELF. ASK THOUGHTFUL QUESTIONS.** Your advisor will be able to offer better advice the more he/she knows about you. Share your story and your interests so that your advisor will know what you want (or think you want) to get out of your Kenyon experience: Do you want to study abroad? Do you want to work at the World Bank? Do you want to become a foreign ambassador? Acknowledge what you don't know and ask questions about what matters to you. Your advisor will do his/her best to help you find the answers. If they don't know, they'll help you reach out to other resources for the answers.
- FOLLOW THROUGH. FOLLOW UP.** Follow through on suggestions that make sense to you. Follow up on conversations regarding next steps. A strong advisor-advisee relationship is built on clear and consistent communication. Be sure to keep your advisor up-to-date as things change over time.
- OWN YOUR KENYON EXPERIENCE.** Your advisor will do his/her best to help you make informed decisions. However, you must accept responsibility for your academic choices and performance.

KENYON COLLEGE

ADVISING CHECKLIST (BY YEAR)

FIRST-YEAR STUDENTS

GETTING DOWN THE BASICS (during Orientation)

- Have you read through the First Things First Guide that was mailed to your home address?
- Do you clearly and fully understand the degree requirements (i.e., major, credits, enrollment, residency, GPA, non-major coursework, diversification, foreign language, quantitative reasoning)?
- Do you clearly and fully understand course enrollment procedures/standards and course credits/grades?
- Have you added the [Academic Calendar](#) to your personal Google Calendar?

FIGURING OUT THE DETAILS (during Orientation)

- Have you submitted your [AP/IB scores](#) (and/or scores for exams taken in high school)?
- Have you taken your [placement exams](#) (e.g., foreign language, math, science, music)?
- Have you reviewed [departmental websites](#) and attended departmental presentations?
- Have you checked out the appropriate introductory classes for departments/programs of interest?
(Review the First Things First Guide as well as departmental websites.)

MAKING THE DECISIONS (before course registration)

- Have you reviewed the [Searchable Schedule](#) and bookmarked courses of interest?
- Have you consulted with your advisor and your upper-class counselor on your course selections?

SEEKING THE SUPPORT (throughout the year)

- Have you consulted with the [Career Development Office \(CDO\)](#) about summer opportunities?
- Have you accessed [campus resources](#) (as appropriate), including Library and Information Services (LBIS), Student Accessibility and Support Services (SASS), the Math Sciences Skills Center (MSSC), the Writing Center, the Health Center, the Counseling Center, and the Dean of Students Office?

SECOND-YEAR STUDENTS

- Have you reflected on your first year and thought about your next steps?
- Have you gotten to know faculty through courses, talks, and other campus activities?
- Have you reviewed your [academic progress](#) (i.e., credits, requirements) with your advisor?
- Have you discussed potential majors, minors, and concentrations with your advisor (and others)?
- Have you inquired about research opportunities with faculty during the year and for the summer?
- Have you consulted with the [Center for Global Engagement \(CGE\)](#) about off-campus study?
- Have you thought about integrating your academic and non-academic interests?
- Have you consulted with the [Career Development Office \(CDO\)](#) about summer opportunities?
- Have you continued to access [campus resources](#) (as appropriate)?

THIRD-YEAR STUDENTS

- Have you reflected on your second year and thought about your next steps?
- Have you reviewed your [academic progress](#) (i.e., credits, requirements) with your advisor?
- Have you declared your major, minor, and/or concentration with the [Registrar's Office](#)?
- Do you clearly and fully understand the major/minor/concentration requirements?
- Do you clearly and fully understand the details and timeline for your senior exercise(s)?
- Have you consulted with the [Career Development Office \(CDO\)](#) about life after Kenyon?
- Have you reached out to the [Office of National Fellowships and Scholarships](#) about postgraduate opportunities?
- Have you continued to access [campus resources](#) (as appropriate)?

FOURTH-YEAR STUDENTS

- Have you reflected on your third year and thought about your next steps?
- Have you reviewed your [academic progress](#) (i.e., credits, requirements) with your advisor?
- Do you clearly and fully understand the requirements that you need to complete in order to graduate?
- Have you started the process of applying to graduate school and/or applying for jobs?
- Have you thought about what academic opportunities you want to take advantage of before you graduate?
- Have you continued to access [campus resources](#) (as appropriate)?

Thirty Reminders for Effective Advising: From the American College Testing Program

1. Care about advisees as people by showing empathy, understanding, and respect.
2. Establish a warm, genuine, and open relationship
3. Evidence interest, helpful intent, and involvement.
4. Be a good listener.
5. Establish rapport by remembering personal information about advisees.
6. Be available; keep office hours and appointments.
7. Provide accurate information.
8. When in doubt, refer to catalog, Advisor's Handbook, etc.
9. Know how and when to make referrals and be familiar with referral sources.
10. Don't refer too hastily; on the other hand, don't attempt to handle situations that could better be handled elsewhere.
11. Have students contact referral sources in your presence.
12. Keep in frequent contact with advisees; take the initiative; don't always wait for students to come to you.
13. Don't make decisions for students; help them make their own decisions.
14. Focus on advisees' strengths and potentials rather than limitations.
15. Seek out advisees in informal settings.
16. Monitor advisees' progress toward educational goals.
17. Determine reasons for poor academic performance and direct advisees to appropriate support services.
18. Be realistic with advisees.
19. Use all available information sources.
20. Clearly outline advisees' responsibilities.
21. Follow up on commitments made to advisees.
22. Encourage advisees to consider and develop career alternatives when appropriate.
23. Keep an anecdotal record of significant conversations for future reference.
24. Evaluate the effectiveness of your advising.
25. Don't be critical of other faculty or staff to advisees.
26. Be knowledgeable about career opportunities and job outlook for various majors.
27. Encourage advisees to talk by asking open-ended questions.
28. [EDITED] Be careful with sensitive information.
29. Categorize advisees' questions; are they seeking action, information, involvement, or understanding.
30. Be yourself and allow advisees to be themselves.

Good Stuff: Advising Tips From Advisors We Know and Love

General Tips on Advising

Take advising seriously and your advisees will take you seriously. Make time to talk, listen, and care, not just to complete forms before a deadline.

Read the advising folders, talk with your advisees – especially first-year advisees – about their hopes for college, and otherwise get to know them. (NOTE: Advising folders in Nolij include Admissions materials and Personal Data Forms.)

The biggest mistake your advisees can make is to skip taking the placement/readiness tests. When my advisees have failed to take them, it has almost always caused problems, so they should go to them, even if they are early – it will save them distress later.

Encourage your advisees to make choices based on gathering and considering information, but do not be afraid to give them your opinions.

Advising students who want to prepare for health professions can be tricky, especially since they can major in such a wide variety of subjects – so reach out to a colleague and ask. (NOTE: You should also direct students to the [Health Professions Advising Committee](#) (HPAC) members and the [Career Development Office](#) (CDO).)

Encourage your advisees to get to know at least one faculty member personally each semester.

Follow up on your first-year advisees even if they seem to be doing well, and try to remember their names and faces so you don't ask who they are when you see them in the spring.

Do not take anyone's "word for it." Students will sometimes try to mask their real problems. Check with the Deans and the advisee's professors for corroboration if you have suspicions.

Try to keep somewhat organized. It is challenging to find important correspondence from the Registrar or your advisees in the midst of a cluttered inbox or office, especially mid-semester.

Try to solve problems as soon as possible – you will save time and effort in the long run.

Do not let one advisee dominate your time or thoughts.

Tips on Course Scheduling

It is your advisee's job to come to your individual advising meeting with a list of courses they would like to try. They should not worry about time periods and scheduling – they should generate a list of 8-12 courses they would be interested in for each semester. You will address registration and scheduling details in your meeting.

To generate their list, they should first check out course descriptions on the [Searchable Schedule](#) and faculty bios on [departmental websites](#). Once on campus, they should attend departmental info sessions, and talk with their OC and CA about courses they have enjoyed. (NOTE: One of their courses should be chosen to help them explore an area in which they think they might be interested in majoring. Especially if they are interested in one of the sciences, it is hard to major if they have not started by taking something from that department in their first year.)

Consider having students think about their course selections in the following general way:

- Take one course in a subject that they have been successful with in the past. It is good to start out with one course that makes them feel confident.
- Take one course in a subject about which they know NOTHING. There are worlds out there that they never dreamed of!
- Take one course just because it sounds cool. They should not worry about every course in the first year fulfilling a degree requirement. College is their big chance to think about ideas because they are beautiful and wonderful and exciting. They should not pass up the chance of a lifetime by worrying too much about the future.
- Take one course to fulfill a diversification requirement. (NOTE: This could overlap with any of the first three categories.)
- If students have a major in mind, major requirements should be taken into account. (NOTE: This could overlap with any of the first three categories.)

Each department handles AP credit differently – it is safest just to review the departmental website and/or reach out to a colleague in the department with inquiries.

First-year advisees are very nervous early on and not really listening carefully, so it is best to highlight the important stuff and not throw a lot their way from the outset. I underscore the importance of going to hear the various departments' presentations. I encourage them to take a varied load to get a lot of exposure to the divisions and also to think about trying something entirely new. I also try to give them a chance to talk and let me know something about themselves and also give them some information about myself. This is mostly to put them at ease and give me some insights so that I can sort them out when I see them again.

Tips on Relationship-Building

Throughout early meetings with my advisees, I underscore that I am available.

Later in the semester, ask your first-year advisees out to lunch at Peirce and simply eat your lettuce and listen. Do this advisee-by-advisee for the ultimate impact, but if that is too much time commitment, do it by two's. By mid-October, the euphoria of relocating to rural Ohio has worn off, and if there is going to be a problem (with a particular class, a particular roommate, a particular colleague-who-shall-remain-nameless), it will probably emerge by then. Lunch is more intimate than office hours; students feel safer confiding with someone who is mopping ranch dressing off the front of his/her shirt.

Things to Cover in Group Advising From Pamela Carrera-Rowe and David Rowe

Introductions

We begin by asking everyone in the group to tell us one unusual thing about themselves. We often begin with something about ourselves. This tends to yield more interesting answers than asking them where they are from or why they came to Kenyon or why they chose a liberal arts college. It also gives us something by which to remember each advisee and is often a conversation starter in office hours. We also tell them something about ourselves.

Academic Advice

We tell them that being at Kenyon allows them to: gain breadth and depth in an array of disciplines, learn to think critically about issues, learn to write and read carefully, and learn about themselves and discover their academic passions.

1. Familiarize yourself with Kenyon's requirements – e.g., the general diversification requirements (two courses in the SAME department in each of the FOUR areas [fine arts, humanities, social sciences, and natural sciences]), the foreign language requirement (which can count as humanities), the quantitative reasoning (QR) requirement.
2. Understand the quirks of Kenyon's system – e.g., history counts as social science; art and art history count as one department; first-year intensive foreign language takes 0.75 units each semester and a year to complete; labs are scheduled separately from affiliated courses and must be listed (and enrolled in) separately.
3. Take a variety of courses – e.g., a course in a department you know nothing about; one in a department that you are really interested in; at least one or two that fulfill general diversification requirements (including foreign language, quantitative reasoning, natural sciences, fine arts, social sciences or humanities). Take at least one course that is primarily with other first-year students. Consider whether you want to take a course with your advisor.
4. Take classes that are spread out over the course of the week (i.e., not all T/TH classes or all M/W/F classes). Back-to-back classes can be exhausting without any room for breaks.
5. Know yourself – Are you a morning person? An afternoon person? What are your strengths, weaknesses, personal interests, and areas of development?
6. Don't overcommit. Kenyon isn't high school.
7. If you're planning to pursue pre-health opportunities, connect with [HPAC](#) and familiarize yourself with the pre-health requirements since there may be less flexibility in the pre-health curriculum depending on your degree of readiness and preparation.
8. Think about courses for the entire year even though you only register for the fall (e.g., maybe there is a history course that you prefer in the spring so wait and take it then).
9. Establish a tentative schedule and choose several different classes for each time slot.
10. Have lots of alternates in case you don't get into your first choice.

Orientation Advice

1. **Read all the materials** (e.g., [Orientation Schedule](#), [First Things First](#), [Student Handbook](#)).
2. **Go to all the scheduled events**, especially the placement exams and departmental presentations. **Make sure** you learn about email, library resources, academic integrity, and other aspects of Kenyon computing; you should already have ID and PIN numbers.
3. **Keep an open mind** – Explore, consider possibilities, and learn some new things.
4. **Ask questions.**
5. **Know the graduation requirements** – Know the rules for satisfying the foreign language and quantitative reasoning requirements.
6. **Take the placement examinations** – It's critical for you to take these exams – know what you plan to take and when/where they're scheduled.
7. **Set several personal goals** for the semester and talk these over with your advisor (e.g., hang around with smart **and** studious students; get to know at least one professor; get involved but not over-involved, take one course you're uncertain about or even afraid of).

About Disabilities

The College abides by Section 504 of the Rehabilitation Act of 1973 that stipulate no student shall be denied the benefits of an education “solely by reason of a handicap.” Disabilities covered by law include, but are not limited to, learning disabilities and hearing, sight, or mobility impairments.

Students who know or believe they require an accommodation because of a disability/difference (learning, physical, mental, and so forth) **must** first consult with **Erin Salva, Director of [Student Accessibility and Support Services](#) – SASS (salvae@kenyon.edu)**, who will ensure that their documentation is in order and then inform the instructor as to the appropriate accommodation(s).

This contact is the student's responsibility and should be done very early in the semester. Arrangements for all students with special needs to participate fully in the course are negotiated by Erin Salva, according to her well-informed interpretation of the law, **not** by individual faculty members and/or individual students/parents.

Useful Tips from OCs

We ask our OCs to tell us the most useful advice they received as first-year students, as well as the advice they wished they had received.

We advise the new students to:

1. Get a calendar and an alarm clock – or two.
2. Read and hold onto the syllabus! It is your contract for the course.
3. Go to every class unless you are too ill. Contact the professor if you are ill or cannot get to class. Make your way to the [Health Center](#) – especially if you're very ill and/or your professor needs documentation of your visit. [Campus Safety](#) can assist with transportation if necessary.
4. Do the assigned reading and other work.
5. Turn in assignments on time.
6. Ask questions in class and participate in discussion.

Things to Cover in Group Advising

Originally collected by Jane Martindell, former Dean for Academic Advising & Support

7. Make use of office hours.
8. Get to know at least one professor this year by going to office hours.
9. Check your email every day and be sure to clean out your inbox so that you can continue to get messages from your professors.

Beyond the Classroom

1. Get enough sleep.
2. Get at least some exercise every day.
3. Stay connected to some of the things that you're interested in.
4. Get involved in the community in some way, even if it is a small way at first.
5. Know that the first few months are exciting, but also risky.
6. Get to know the College's resources (e.g., [Health and Counseling Center](#), [Writing Center](#), [Math and Science Skills Center](#), [Kenyon Athletic Center](#)).
7. Get to know at least one person in each of your classes well.

Essential Information and Helpful Hints From the [Registrar's Office](#)

First-Year Student Registration

Alternate PINs and [Schedule Planning Forms](#) for each advisee can be found in the packets handed out at the Opening Faculty Advisors Meeting.

Students should write their course preferences on the [Schedule Planning Form](#) in priority order, listing lab and lecture courses together one after the other. This will help students prepare to do their registration efficiently.

Permission-required courses cannot be added to a student's schedule until the instructor's permission has been acquired by the student in one of two ways. The student can either: 1) ask the instructor to enter an override for him or her via Personal Access Pages or 2) submit a [Drop/Add Form](#) with the instructor's signature to the [Registrar's Office](#) during the first 7 class days. Let students know that they should not attempt to add permission-required courses without the override.

Students should put down at least one alternate course or section for each choice. Encourage students to plan alternative sections of courses with multiple sections in the order of preference. Students should not expect to get all of their first choices.

Students will **not** be enrolled in a fifth 0.50-unit or 0.75-unit course until the first day of class, even if they have the signature for the fifth class. We do **not** encourage first-year students to overextend themselves.

All first-year enrollments default to a letter grade basis. First-year students may change a course grading basis to Audit during the Drop/Add period (the first 7 class days) or to Pass/D/Fail through the 4th week of classes. Students should be advised to attend class a few times before making that decision. See the [Registrar's webpage](#) for deadlines.

Give the student the completed [Schedule Planning Form](#) with the alternate PIN label affixed.

Web registration for first-year students will take place the Tuesday before classes start.

(Transfer students may begin to access web registration in advance of other students.)

Web registration for first-year students will occur in two rounds. In the first round, students will be able to register for up to 1.25 units of credit. In the second round, students will be able to add additional classes up to a total of 2.25 units.

Please inform your advisees about course change procedures.

After the initial web registration, all course changes **must** be processed through the [Registrar's Office](#) on the [Drop/Add form](#); we cannot make changes to students' schedules from class lists, professor emails, or

other sources. All changes to students' schedules (other than switching sections) require the signature of the advisor or an email from the advisor to the student acknowledging awareness of the change request. The email can be printed out or shown to a member of the [Registrar's Office](#) on a phone or computer.

Students are responsible for all courses recorded on their schedule. If they don't intend to complete the course, students must drop the course before the published deadlines; otherwise they will receive an F in the course. Encourage your advisees to check their Detailed Schedule on their Personal Access Pages and attend to any discrepancies **immediately**.

The definition of being full-time at Kenyon is:

2.00 units for a semester

4.00 units for the year

Students are permitted to take 1.75 units for one semester, but must take 2.25 units for the other semester. Seniors may take as few as 3.50 units for the year, as long as doing so will allow them to finish all collegiate graduation requirements (16.00 units to graduate).

Students have the first 7 class days to drop and add courses to their schedule without a fee. After the seventh class day, a late fee will be charged for any approved course adds (through the first 6 weeks). After the seventh class day, a late fee will be charged for any approved course drops (through the first 8 weeks), provided that students are making passing marks and not falling below 1.75 units for the semester. A WP designation will be recorded in such cases. Students, particularly seniors, should consult the [Registrar's Office](#) if they are unsure of whether or not they can drop a course with a WP designation.

Additional Advising Resources

Advising information available on [Personal Access Pages](#) includes:

- Transcripts (including AP and transfer credits)
- Home addresses
- Email addresses
- Test scores
- Course schedules

Advising information available in [Nolij](#) includes:

- High school transcript
- Common application
- Personal Data Form
- College transcripts
- Correspondence with Kenyon offices

Additional information available on the [Registrar's webpage](#) includes:

- AP/IB placement information
- Schedule of Courses
- Course Catalog
- First Things First

The Importance of Email Communication

Please encourage your advisees to read the email from the [Registrar's Office](#) that goes to their Kenyon email addresses. The [Registrar's Office](#) staff does its best to keep students informed of deadlines as well as other important information regarding their student records via email.

Feel free to send students with questions about their schedule or collegiate graduation requirements to our office.

Enrollment and Withdrawal Information From the [Registrar's Office](#)

Enrollment Procedures

- During the first 7 class days of each semester, students may come to the [Registrar's Office](#) to drop and add courses or change the grading basis within courses (Audit or Pass/D/Fail), with the approvals of their instructor and advisor on the [Drop/Add form](#).
- Students are fully accountable for all courses for which they are enrolled from that point on, and all will appear on the transcript.
 - If a student has attended a course in which he or she was not enrolled, no credit or grade is recorded.
 - If a student stops attending a course but fails to withdraw using a withdrawal form in the [Registrar's Office](#), an F is recorded.

Minimum Enrollment Standards

- Generally, the College curriculum requires that students enroll for a minimum of 4.00 units of credit each academic year. Although most students enroll for 2.00 units each semester, it is acceptable to enroll for as few as 1.75 units in one semester as long as the 4.00 units per year are accumulated. If a student does not meet the 4.00-unit minimum, the [Registrar's Office](#) will post the notation **"Underenrolled: Below minimum for year"** on the student's academic record.
- Also, students must enroll in at least 2 departments each semester for a minimum of 0.50 unit of credit in each of the 2 departments. Although many new students will enroll in 3 or even 4 departments in a given semester, no one may enroll in only 1 department. If a student does not meet the 2-department minimum, the [Registrar's Office](#) will post the notation **"Improperly enrolled: Enrolled in only 1 dept"** on the student's academic record.

This rule applies only to those students who are working toward their first 16.00 units of credit; students are exempt from this rule in semesters following the one in which 16.00 units have been completed.

- However, **seniors** who are ahead on the required credits, and who will complete all graduation requirements while doing so, may enroll for as few as 3.50 units in their final year so long as a minimum of 1.50 units each semester is maintained.

Course Changes after the First Seven Days of Classes

- All changes to enrollments after the first 7 class days require instructor as well as advisor approvals, and the payment of a late fee.

- No course may be added after the 6th week of classes.

Changes in Grade and Credit Status (Audit and Pass/D/Fail)

- **Audit.** Students may change to Audit status only through the first 7 days of classes. This requires the signature of the instructor and advisor.
- **Pass/D/Fail.** Students may change the grading basis within a course to or from Pass/D/Fail only through the end of the 4th week of classes. Students are **required** to maintain a consistent grading basis over both halves of a year-long course. This means that the choice must be made during the first 4 weeks of the fall semester.

Withdrawing from Courses before the End of the Semester

- **Withdraw passing.** A student may withdraw passing from a course only within the first 8 weeks of each semester, **provided** the student is passing the course and remains enrolled for at least 1.75 units of credit in the semester. A **“WP”** (withdraw passing) is recorded on the student’s transcript.
- **Withdraw late.** A student may withdraw late from a course one time only (without a late fee) by the last day of classes, even if that would leave the student underenrolled (at 1.50 units or below), with the understanding that the student must still accumulate 16.00 credits to graduate.

The one-time use of this option must be discussed with the instructor, the advisor, and the dean for academic advising, and signatures must be obtained on a **“WL”** form. Varsity athletes are expected to discuss this with the assistant athletic director of compliance. International students are expected to discuss this with a staff member at the Center for Global Engagement. Financial aid students are expected to discuss with a staff member at the Financial Aid Office. Forms are only available at the [Registrar’s Office](#), and should be picked up by the Monday prior to the Friday deadline.

If approved by all parties, a **“WL”** (withdraw late) will appear on the student’s transcript. This option must be exercised prior to the beginning of the final exam period for the semester in which the course begins. (For example, a student may withdraw late from a year-long course only during the first semester.) A student may use this one-time option in any class year (first-year, sophomore, junior, or senior), unless that student has already exercised the option to underenroll (at less than 1.75 units) in the senior year.

- **Withdraw illness.** A student may petition to withdraw from a course because a serious illness has prevented him or her from meeting the requirements of his or her course(s). If the petition is approved, the course grade will appear as a **“WI”** (withdrawal due to illness or incapacity) on the student’s transcript. A medical professional must write in support of the student’s claim of illness or incapacity, and the request must be approved by the Petitions Subcommittee of the Committee on Academic Standards. Students eligible for a **“WI”** are exempted from payment of a late fee.

Year-Long Courses

- **Pass/D/Fail.** See “Pass/D/Fail” under “Changes in Grade and Credit Status” for the policy regarding year-long courses.
- **Withdraw passing.** Students may withdraw passing (WP) from a year-long course through the 8th week of the first or second semester, **provided** the student is passing in the current semester and remains enrolled for at least 1.75 units of credit in the semester.
- **Withdrawing from a year-long course at mid-year.** Students are allowed, with permission of the instructor and advisor, to withdraw from a year-long course with half-credit and a final grade at the end of the first semester. The instructor may require a final examination for the first semester in order to determine a final grade. Students who withdraw after tentative grades have been submitted must understand that the final grade for the first semester need not necessarily be the same as the tentative grade.

Forms for dropping the second semester of a year-long course at the end of the first semester are available at the [Registrar’s Office](#) and must be returned within the first 8 weeks. The final grade must be received in the [Registrar’s Office](#) within 2 weeks (10 class days) of the effective date of the drop. Otherwise a grade of F will be recorded.

- **Withdraw late.** Students may withdraw late (WL) from a year-long course during the first semester only. Students may **not** withdraw late from the second semester of a year-long course.
- **Entering a year-long course at mid-year.** A student may enter a year-long course at the beginning of the second semester **only** if both the instructor and advisor approve. Signatures are required on the [Override Form](#) or the [Drop/Add Form](#).

Fees for Late Course Changes

- All enrollment changes after the first 7 days of classes of each semester are subject to late processing fees unless otherwise noted. These fees apply to all enrollment changes (except WLs and WIs), including those approved by petition.
- At the discretion of the Registrar, payment of all or part of these fees may be waived. Students may appeal the Registrar’s decision to the Associate Provosts, whose decision is final. If these fees are not paid in cash, they will be added to students’ College accounts.

Registrar's Office

Contact Information

Ellen Harbourt, Registrar harbourte@kenyon.edu
Phaedra Fawcett, Assistant Registrar fawcett@kenyon.edu
Jessica Landon, Student Records Coordinator landonj@kenyon.edu
Courtney Smith, Student Records Specialist smithc2@kenyon.edu

Phone: 740-427-5122
Fax: 740-427-5615

Hours: Monday through Friday: 8:30 am to 12:00 noon, 1:00 to 4:30 pm
(Closed for lunch from 12:00 noon to 1:00 pm)

Location: Edwards House, 100 Gaskin Avenue, 1st Floor

Website: <http://www.kenyon.edu/directories/offices-services/registrar/>

Student Accessibility and Support Services (SASS)

Over the years, Kenyon College has achieved an impressive record for compliance under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. According to these laws, no otherwise *qualified person with a disability* shall, solely by reason of his/her disability, be excluded from the participation in, denied benefits of, or otherwise subjected to discrimination under any program or activity of a public entity. Colleges and universities fall under Title III of the ADA. Kenyon College is strongly committed to affirming and maintaining an environment that guarantees students with disabilities equal access to its educational programs, activities, and facilities.

To accomplish these goals, **Student Accessibility and Support Services (SASS)**:

- Supports faculty in the goal to establish academic integrity as a priority.
- Supports students in the development of academic resilience and skills.
- Provides guidance and information to faculty members who currently have students with disabilities enrolled in their classes, including assistance in providing accessible printed materials as needed.
- Promotes and protects a student's right to privacy and confidentiality.
- Informs students of procedures for requesting accommodations.
- Accepts and evaluates verifying documentation of a disability to determine if the impairment causes a substantial limitation of a major life activity as well as how the functional impact relates to a student's access to course content. Provides testing referrals (PRN).
- Determines reasonable accommodations for students who meet the above qualifying criteria. Designs individualized accommodations that do not change the fundamental nature of the courses, curricula, program, or services, and that do not alter essential elements of those programs and services, but which help assure reasonable access to those programs and services for students with disabilities. (Dialogue with both the student and instructor is often required as the accommodations are designed.)
- Offers a provision for conflict resolution, appeal, grievance, and due process protections to resolve disagreements that may arise regarding either the evaluation of the verifying documentation, the design of the recommended accommodations, or the actual availability of the accommodations.
- Assures that off-campus and contracted program facilities also comply with Section 504 (Subpart E) and ADA.

With regard to disabilities, **the roles of the student are to:**

- Develop strong self-advocacy skills and seek the support of [SASS](#) when needed.
- Self-identify or disclose their disability to the Director of [SASS](#).
- Provide verifying and updated (within the last 3-5 years) documentation to [SASS](#).
- Act as independent adults. Students are expected to make their own request for accommodations and take personal responsibility for their academic success.

- Arrange their own weekly schedules. It is the students' responsibility to work with their advisor to create their own schedule of classes, plan and utilize study time, and seek help when they feel it is needed.
- **Contact their instructors each semester to activate and adopt accommodations for each class.** Although accommodations may be authorized and letters sent to professors, it is the students' responsibility to introduce himself or herself to each professor and discuss which authorized accommodations they plan to utilize within each class and determine how each accommodation will be arranged.
- Arrange for and obtain their own personal attendants, tutoring, coaching and/or individually-fitted or -designed assistive technologies. If a student is in need of personal attendants, private adult tutoring/coaching, special transportation, or assistive technology of a personal nature, the student must arrange for these services on their own as it is not a function of a post-secondary institution to provide services of a personal nature.

With regard to disabilities, **the roles of the advisor are to:**

- Conduct any discussion regarding the student's disability or requests for accommodations in private. Do not discuss such information with colleagues or other staff members.
- Know what services are available for students with disabilities on campus and when to refer students. Contact [SASS](#) with any disabilities-related questions or concerns.
- Assist in scheduling/spacing of classes to allow for adequate transition between classes.
- Assist in selecting a balanced course load with special consideration given to course requirements and learning issues.
- Encourage timely discussion of accommodations with instructors.
- Encourage periodic contact. Set up a mid-semester check-in to both see how things are going and discuss course planning for the following semester.
- Encourage students to use faculty office hours for specific content- or lecture-based questions and to use tutors for review and practice of course content. Review tutoring options available through [SASS](#).
- Review the attached regarding **Advising Considerations for Assisting Students with Learning Disabilities in Selecting a Foreign Language.**

In addition to the primary work of supporting students with disabilities, **SASS staff serve the entire student body by:**

- Developing and delivering workshops on academic resilience and skill development.
- Coordinating the delivery of the [Baldridge Reading and Study Strategy Program](#).
- Working with students to strategize about how to make the best use of class time, office hours, and study time, particularly by understanding learning and processing styles.
- Directing students to the [Math and Science Skills Center](#) and the [Writing Center](#).
- Working with faculty to identify peer tutors for students who need additional support.
- Coordinating requests for limited private tutor resources within the community.

If you or your students have any accessibility or support questions or concerns, please contact Erin Salva, Director of [SASS](#), at salvae@kenyon.edu or 740-427-5453. [SASS](#) is located on the lower level of Olin Library in the [Center for Innovative Pedagogy](#).

Advising Considerations for Assisting Students with Learning Disabilities in Selecting a Foreign Language

The following considerations may assist students in the selection of a foreign language:

1. A reduced course load when taking an intensive language can help students plan for additional study and review.
2. Schedule the language class with time available before and after class to prepare, review, and check in with the instructor if needed. This will also allow for arrangement of extended testing time.
3. Consider setting up additional tutoring supports at the start of the year.
4. Students should attempt, when possible, to build on any prior experience they have had with foreign language learning.
5. Students should consider class size, structure, instructional methods, and how their own learning profile might interface with language learning.

Class Size

Introductory courses in the Department of Modern Languages and Literatures have an enrollment limit of 20. French, Italian, Russian, and Spanish will usually be close to this limit, whereas Arabic, Chinese, German, and Japanese may have smaller enrollments. Intro level courses in the Department of Classics include Greek, Latin, and Sanskrit. Most of these classes, with the exception of Latin, may provide a smaller student/teacher ratio and allow for a more individualized instructional approach.

Class Structure

Modern languages at the college level are based on an intensive learning approach. All of the MLL classes are taught intensively. There is also intensive level Elementary Greek and Elementary Latin. Students are required to attend a master class 4-5 days per week and an additional four hours of AT or Apprentice Teacher class. The AT sessions provide critical drill and practice of material being covered in the master class. Due to the intensive nature of the class, ***students with language-based learning disabilities may want to consider a slightly reduced course load during their first year of foreign language study.***

Instructional Methods

Current foreign language instructional practice entails a more structured graded learning approach, emphasizing a multi-modal presentation of information, with the opportunity for frequent practice and review of the material. This approach can be beneficial for students with foreign language learning problems. There is also evidence that students who are at risk for having difficulty in a foreign language can benefit from first taking a course in linguistics in their native language.

Learning Profile

Foreign language learning should be based on both the students' past experience with languages and how individual learning strengths and weaknesses might interface with language learning. ***Students with language-based learning disabilities should contact the Director of [SASS](#) to discuss how their learning profile may impact foreign language learning.***

Strategies for studying a foreign language:

The way in which students prepare for and approach difficult course work will impact their success. Time spent preparing and reviewing for class is time well spent. Below are some suggestions to enhance the learning of a foreign language.

1. There is some evidence that, for students who are at risk for having difficulty in a foreign language, **first taking a course in linguistics in their native language** can better prepare them to learn a foreign language.
2. **Review the course syllabus** before or on the first day of class. Skim over the textbook chapters to get a better understanding of the course material and the pace at which it will be covered. Lay out an initial study plan with consideration for extra review and practice time.
3. Talk with the instructor about the availability of **self-paced learning opportunities** through the use of guided self-instruction manuals, digital recordings available in the language lab, individualized tutoring, and computer-assisted instruction to augment learning.
4. **Practice and rehearsal** will be an important part of the learning process. To enhance memory and learning of vocabulary, make flash cards and practice learning new words on a daily basis. To increase motivation to study, **arrange to work at least once or twice a week with another classmate**. Having a 'study buddy' can make studying more enjoyable, provide the opportunity to practice communication orally in the foreign language, and help assess learning progress. **Developing and taking practice tests** similar in format to the classroom tests will help with review of class material as well as enhancement of test-taking skills. **ATTEND ALL AT SESSIONS.**
5. Talk with the instructor about the possibility of **getting handouts to reinforce oral information** presented in class so that spoken words and phrases can be seen through their written representation.
6. Ask the instructor for help in **pointing out the patterns and redundancies of the foreign language** by highlighting the relationship between more frequent root words and less familiar derivatives. Gaining an understanding about the ways in which the structure of the foreign language relates to the structure of the native language can also be helpful.
7. **Consider the use of a digital recorder to record classes**. Reviewing digital recordings provides additional exposure to the sounds and structure of the language. Additionally, review the information and check notes for accuracy and completeness.

Other considerations to look for when selecting a foreign language course:

1. Specific training on phonological aspects of the language.
2. A multi-modal approach to teaching through the use of visual input (written material such as handouts, overheads), auditory input (practice listening to foreign language speaker on a digital recording and in person), and kinesthetic input (writing in the foreign language, combining verbal and nonverbal aspects of communicating).
3. Slower, controlled pacing of the presentation of material with time for oral and written practice (e.g., board drills, reviews of information, quizzes).

Testing accommodations that may help qualifying students with learning disabilities:

1. Extended time on classroom exams.
2. Taking tests in a distraction-limited environment.
3. Use of a digital recorder or access to peer notes.
4. Alternative test formats. For example, students with phonological and/or auditory-verbal learning and memory problems may take written tests (rather than oral tests) that may more accurately assess their knowledge of the foreign language.

[Writing Center](#)

The [Writing Center](#) is located in Olin 131 on the first floor of Olin Library.

What We Offer

Writing Consultants help guide their fellow students towards finding good ways to begin an assignment, methods for organizing and developing ideas, and strategies for more effective persuasion and revision. Writing Consultants can also talk to student writers about their usual writing process and suggest ways to break out of old patterns which may not be working as well as they once did. In addition, Writing Consultants can discuss creative writing, comprehensive exams, applications for graduate or professional school, essays for special programs, and anything else students are writing.

Writing Consultants are educated readers; they offer a fresh point of view and help other writers discover additional choices for how to express whatever they are trying to get across to their audience.

Writing Consultants

Writing Consultants are Kenyon undergraduates. They are chosen for their superlative writing ability and their interest in teaching writing to others; these are further enhanced by participation in a class during the first semester of work.

Writing Liaisons

Qualified Writing Consultants work with faculty each semester to provide writing help for members of particular writing-intensive classes.

Recommendations

Recommendations from faculty are welcome at any time. Student applications and writing samples are due by the end of Spring Break for any [Writing Center](#) staff positions available for the following academic year.

For more information, contact Jeanne Griggs, Director of the [Writing Center](#) at griggsj@kenyon.edu.

Center for Global Engagement (CGE)

Contact Information

Marne Ausec, Director	ausecm@kenyon.edu
Lisa Swaim, Assistant Director	swaiml@kenyon.edu
Meghan Mason, Assistant Director	masonm@kenyon.edu
Patti Maiorino, Operations Manager	maiorinop@kenyon.edu

Phone: 740-427-5637
Fax: 740-427-5635

Hours: Monday through Friday: 8:30 am to 12:00 noon, 1:00 to 4:30 pm
(Closed for lunch from 12:00 noon to 1:00 pm)

Location: Hoehn-Saric House, 207 Chase Avenue, 2nd Floor (just before Eaton Center)

Website: <http://www.kenyon.edu/academics/study-abroad-off-campus-learning/center-for-global-engagement/mission-and-philosophy/>

Introduction

The [Center for Global Engagement](#) (CGE) provides advice and support for students who will be participating in [off-campus study](#) (OCS) and for [international students](#) and scholars.

The office works with all divisions on campus to help define and achieve institutional goals regarding international education and exchange; promotes cross-cultural understanding on campus and in the community; and organizes, coordinates, and integrates specific programs which respond to the needs of off-campus study and international students and scholars.

Off-Campus Study (OCS)

Kenyon sends approximately 50% of its junior class abroad every year. The approval process for OCS programs, however, begins in the sophomore year, and planning for OCS can begin as early as the freshman year.

The [CGE](#) continues to use [StudioAbroad](#) as its on-line application system for off-campus study. Once sophomores register on the site, they can review programs and provide pre-application information. First-year students, although they will not begin the application process until their sophomore year, have the opportunity to review programs on the [StudioAbroad](#) site (with or without registering) to prepare for the OCS process.

The OCS application process is a competitive one, and we suggest that students prepare the most complete application possible. In the sophomore meeting, OCS booklet, and [CGE](#) advising sessions, students are reminded that they need to discuss their OCS plans with their advisors.

Kenyon operates with a home school tuition/room/board payment model for off-campus study. Kenyon charges OCS students Kenyon tuition, room, and board. If the program tuition, room, and board is higher than Kenyon tuition, room, and board, the higher program fees will be charged. Kenyon will pay tuition, room, and board to the program provider.

Requirements for OCS

Students must:

- Have a minimum cumulative GPA of 2.50 (some programs require a higher cumulative GPA)
- Submit an OCS application/proposal in which the student discusses their OCS plans, program, how the program fits with their major, what they have done to prepare for the program, and how they hope to bring their experience back to the Kenyon community
- Remain in good standing in the semesters preceding OCS (based on a review of academic and disciplinary records)

While a student is on OCS, they remain Kenyon students and are required to take a full course of study that is the equivalent of 16 semester credits (2.00 Kenyon units), including a language course, if applicable. All courses must be taken for a letter grade, and the student must receive a C- or better in order for credit to transfer. More information regarding the specifics of credit transfer can be found on the Registrar's web site.

Additionally, students participating on OCS programs in a country where the official language is not English must take a language course while on OCS. This course must either be the primary language of the country or one that is prominently spoken in the locale of the OCS program. Failure to take this language course will result in no credits for any coursework from the OCS semester transferring back to Kenyon.

Advising Students about OCS

One of the criteria of a successful OCS program is that it will allow the student to enhance their study here at Kenyon, and still be able to complete their Kenyon degree in a timely manner.

This requires careful planning on the part of the student, and we ask that students work closely with their advisor in:

- Discussing OCS plans with reference to curricular and major courses
- Planning coursework through the senior year
- Discussing requirements for senior exercise, departmental honors, and collegiate honors
- Discussing departmental policy regarding transfer credit for the major and obtaining approval for OCS courses to be applied to the major (including independent study projects)
- Choosing a program that will complement the Kenyon academic experience

Selecting Programs

Students are required to go on programs that have been approved by Kenyon. A list of these programs can be found at: <https://kenyon.studioabroad.com/index.cfm?FuseAction=Programs.ListAll>. With the assistance of the academic departments, this list of approved programs has been limited for student selection.

Coming Back to Kenyon

We hope that students who participate in OCS programs will bring their experiences back to the Kenyon campus so that we can all be the richer. By sharing experiences either personally or in the classroom, students are able to process their OCS experience and make it a more valuable one. Given that our students study in academic and social cultures which are very different from Kenyon, many have some difficulty adjusting at first. Re-entry syndrome, unlike culture shock, which students expect and prepare for, can be problematic, especially for those students who have been away for an entire year. The feelings of unease which some students feel is surprising to them as they think that returning home should be easy. We have found that one of the ways to ease this transition is to have students share their experiences, and we will be working on programming which will allow students to share their experiences so that the entire community might learn from them.

Advising International Students

In general, the international students at Kenyon College (indeed at most institutions) do as well or better than U.S. students. Still, these students face unique issues as they adapt cross-culturally to U.S. academic approaches and demands, and some students have more difficulty than others making the transition. While it is impossible to attribute generalized issues to each specific student, it is possible to outline issues affecting academic adjustment and to draw from them general advising ideas.

Helping international students adjust to a new environment can require some involvement in both the student's academic and non-academic life. The degree of help you give will depend largely on the capabilities of your advisee – the more independent-minded will thrive on their own, but others will find your active involvement extremely helpful. Current international students at Kenyon have said they would welcome more advisor input, particularly in the first semester.

Culture shock is often exacerbated by issues at home or in the home country. This type of adjustment difficulty is not limited to the first year and is often hard to detect. A student who has done well in the past may suddenly have difficulties while trying to cope with a situation in the family, or in the home country. International students are very affected by world events. It may be difficult for a student to keep his/her mind on studies, while a crisis is happening back home.

While a specific TOEFL score is required for acceptance into Kenyon, many students have difficulty with the English language, particularly in their first semester. The amount of reading and writing that is necessary at Kenyon often makes it difficult for non-native English speakers.

We find that while students choose to attend a liberal arts institution, pressures and expectations from home and the home culture can lead students to select a major they see as “practical” rather than “interesting.”

Papers

International students can be unfamiliar with the formal methods of paper-writing and presentation (including the standard assumption that papers and assignments will be done on a computer rather than hand-written). Referring students to the Writing Center (in the library) can help to address this issue. Other options include asking the professor for help and/or investing in a MLA handbook (in fact, this should be strongly recommended).

Choosing Classes

Although, UCC's provide essential advice in helping students select courses, input from an advisor is critical to the prudent selection of courses. We have noted in the past that reading courses can be extremely challenging for international students, particularly in the first semester when English comprehension may still be a bit weak. Some students come from a high school system where it is normal to take 15-20 subjects and so are overly optimistic about how many courses they can handle. Please advise them to start out cautiously by not overloading.

Professors

Because student-teacher relationships may differ from culture to culture, some international students are reluctant to ask for help outside of class, to challenge an instructor in class, or even to ask questions during class. In some cases, students see the teacher as "The Authority," so to challenge them is unthinkable. In other cases, to ask questions means the student has not understood, something a student would not want to admit. In some cases, challenging or criticizing another student in class is considered inappropriate. Some may, at first, even perceive professors who are asking questions of the students as themselves unprepared.

It is crucial that you encourage international student advisees to develop relationships with their professors. Approaching professors, taking advantage of office hours, and asking for assistance with understanding assignments is essential to their success in college.

Immigration

As if dealing with a new educational system and a new culture were not enough, international students must also be aware of immigration regulations. While Kenyon and Gambier are friendly places and welcome international students with open arms, the Bureau of Immigration and Customs Enforcement (ICE) is not as friendly to international students. International students are bound by specific immigration regulations. Failure to comply with these regulations can have serious consequences for the student, either now or in the future. The [CGE](#) serves as the focal point on campus for the United States Customs and Immigration Services and the Immigration and Customs Enforcement branches of the Department of Homeland Security. If you or your student have questions regarding immigration issues, please contact Marne Ausec, Director of the [CGE](#) (ausecm@kenyon.edu, 740-427-5637).

Career Development Office (CDO)

Faculty Partnership

Every faculty member has a department liaison from the [Career Development Office](#) (CDO). Follow the link to [find your liaison](#). The [CDO](#) is available to all faculty members as a resource. If you would like a [CDO](#) staff member to present in your class, just ask. We are also more than happy to partner with faculty to bring alums back to campus to speak with students, share their experiences, and answer the oft-asked question, what can I do with a degree in your discipline? We can also do lunch talks, evening and weekend seminars, and even attend regional events. The [CDO](#) Director is also interested in hearing your ideas, so please don't feel limited to the activities above.

[CDO](#) staff members are all strong supporters of a liberal arts education. In fact, our perspective on **helping a student choose a major** is, "Be sure you talk with faculty members and your faculty advisor. Find an area of study that you greatly enjoy, and pursue it." We all know that students can do just about anything they want with almost any major – and there is a substantial track record of previous Kenyon graduates to back that up.

During their time at Kenyon, we encourage students to **get involved in extracurricular activities and/or community service**. These opportunities allow students to further enhance their leadership and teamwork skills, and often enable them to begin applying what has been learned in the classroom.

We are staunch **advocates of summer internships**, and many employers prefer students who have had at least two internships. Obviously, some experiences are more substantive than others, but in all instances, students can develop knowledge of workplace cultures and expectations, add to their marketable skills, enlarge their base of networking contacts, and better fortify their decisions for pursuing a job or an advanced degree after Kenyon. Your encouragement of internships can help students learn to apply the knowledge and critical thinking skills they've been learning in the classroom to their work and, ultimately, their lives.

The [CDO](#) offers **many resources and services to assist students**, including:

- Job shadows for 1-3 days during breaks
- Internship development
- Interest and skill assessments, including Strengths Finder and Strong Interest Inventory, plus a personality assessment (MBTI)
- An extensive office career library supplemented by substantial online career library resources
- Access to the Kenyon Career Network, featuring over 7,000 alumni and parent volunteers
- Print and online guides to help with preparing resumes and cover letters
- Interview guides and "mock" interviews for practice
- Campus recruiters and events for networking and possible job opportunities
- Quiet space for students to participate in phone or Skype interviews

Address: Gund Commons, Lower Level, 101 East Brooklyn Street
Hours: M-F, 8:30AM-4:30PM
Phone: 740-427-5165
Email: cdo@kenyon.edu
Web: <http://www.kenyon.edu/directories/offices-services/career-development/>

Student Affairs Contacts

General student support; student/family emergencies

Meredith Bonham	Vice President/Student Affairs	740-427-5136	bonhamm@kenyon.edu
Janet Lohmann	Dean of Students	740-427-5136	lohmann1@kenyon.edu
Chris Kennerly	Associate Dean of Students	740-427-5160	kennerlyc@kenyon.edu

Athletics, fitness, and recreation

Peter Smith	Director	740-427-5456	smithp@kenyon.edu
Amy Williams	Assistant Director	740-427-5024	williamsah@kenyon.edu

Counseling services

Michael Durham	Interim Co-Director	740-427-5643	durhamm@kenyon.edu
Nicole Keller	Interim Co-Director	740-427-5643	kellern@kenyon.edu

Disciplinary matters; conduct review

James Jackson	Director	740-427-5140	jackson1@kenyon.edu
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Diversity, equity, and inclusion

Chris Kennerly	Director	740-427-5160	kennerlyc@kenyon.edu
	Associate Dean of Students		

Health services

Kim Cullers	Director	740-427-5443	cullersk@kenyon.edu
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Housing and residential life

Jill Engel-Hellman	Director	740-427-5142	engelhellman@kenyon.edu
	Assistant Dean of Students		

New student programs

Lacey Filkins	Associate Director	740-427-5447	filkinsl@kenyon.edu
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Spiritual and religious life

Marc Bragin	Jewish Chaplain	740-427-5228	braginm@kenyon.edu
	Hillel Director		

Rachel Kessler	Harcourt Parish Chaplain	740-427-5353	kesslerr@kenyon.edu
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Student engagement

Laura Kane	Director	740-427-5449	kanel@kenyon.edu
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[Health Center](#)

Kenyon College provides primary health care services for students who experience acute illnesses and injuries or need assistance managing chronic medical issues. Our staff consists of two full-time nurse practitioners, Dr. Amy Murnen (who is on-site two days per week) and Dr. Kenneth Cayce (a Board-certified sports medicine physician who is on-site one afternoon per week). The Cox [Health and Counseling](#) Center is located on Scott Lane, behind the post office and across from Campus Safety. The [Health Center](#) is located on the first floor, and services are free to all students as part of tuition and fees paid to Kenyon College. There is **no co-pay** required for appointments or walk-ins, and students can come as often as needed throughout the school year.

Our office is open Monday through Friday from 8:30 a.m. until 4:30 p.m. We encourage appointments, but try to accommodate walk-ins and emergencies if at all possible. After office hours, a nurse practitioner can be reached through [Campus Safety](#) at 740-427-5000. There are a variety of health care resources available in Mount Vernon if the [Health Center](#) is closed, including CVS Minute Clinic, Foster's Pharmacy Walk-In Clinic, Urgent Care, Knox County Hospital Emergency Department.

Students can arrange for an appointment with a nurse practitioner or physician by calling 740-427-5525. In most cases, we can offer an appointment within 24 hours. Our staff can also be contacted by phone or email if needed.

Discussing the Possibility of a Referral with a Student

If you have determined that a student might benefit from an evaluation at the Health Center, please encourage them to call and make an appointment. We try to be extremely flexible and accommodating of student schedules.

Written Class Excuses

The Health Center does **NOT** provide "excuse notes" for students who miss class due to minor illnesses or injuries. In the event that an illness causes a student to be bed-ridden or confined/isolated to his/her room, or is significant enough to warrant hospitalization, an email will be sent through the Deans' offices notifying all faculty of the situation and providing information as needed.

Confidentiality

Any visit to the [Health Center](#) is confidential and regulated by professional ethics and Ohio law. Information about these visits cannot be released without the permission of the student.

Counseling Center

Kenyon College provides counseling services for students who are experiencing mental or emotional difficulties, problems in living, and adjustment issues. The [Counseling Center](#) is housed in the upstairs of the Cox [Health and Counseling](#) Center, which is located behind the Gambier post office on Chase Avenue. There is **no fee** charged to students for utilizing counseling services.

Our receptionist's office is open Monday through Friday from 8:30 a.m. until 4:30 p.m. After office hours, members of the [Counseling Center](#) staff can be reached via the Kenyon College switchboard ("0" if calling from on campus; 740-427-5000 if calling from off campus). A member of our staff is always "on call" overnights and through weekends for emergency situations.

Students can arrange for counseling services by contacting our administrative assistant, Beth Hillier, by phone (740-427-5643), by e-mail (hillier@kenyon.edu), or in person at the reception desk during office hours. Students are also welcome to contact staff members directly.

Discussing the Possibility of a Referral with a Student

If you have determined that a student might benefit from counseling services, it is often best to speak directly to the student in a straight-forward fashion that will show your concern for her or his welfare. Let the student know that this recommendation represents your best judgment based on your observation of the student's behavior. Be specific regarding the behaviors that have raised your concerns, and avoid making generalizations about the individual.

Except in emergencies, the option must be left open for the student to accept or refuse counseling. If the student is skeptical or reluctant for any reason, simply express your acceptance of those feelings so that your relationship with the student is not jeopardized. Give the student an opportunity to consider other alternatives by suggesting that she or he might need some time to think it over. If the student emphatically says "no," then respect that decision, and again leave the situation open for possible reconsideration at a later time.

If the student agrees that a referral might be helpful but feels awkward about initiating a contact, please feel free to contact the [Counseling Center](#) on the student's behalf.

If you believe that a student could benefit from the services of the counseling office, but you feel that discussing your concerns directly with the student could be problematic, then a confidential phone call to our office may be in order.

In emergency situations involving students who are unwilling or unable to seek help on their own, faculty members can call the Counseling Center (740-427-5643) during office hours, or [Campus Safety](#) ("0" or 740-427-5000) after office hours, in order to speak with the counselor on call. Please tell the receptionist or switchboard operator if you think the situation is an emergency requiring immediate attention.

Confidentiality

The sessions conducted by our staff are confidential in nature, and are regulated by professional ethics and Ohio law. Information about those sessions cannot be released without the permission of the student.

Housing and Residential Life

Department Mission Statement

In accordance with Kenyon College's goal to educate and develop well-rounded students, the [Office of Housing and Residential Life](#) works to create an environment that supports student life at Kenyon. Our most important purpose is to maintain and encourage a residential community that benefits the overall activity of the College, serving as a foundation and providing opportunities for the continued growth of its students. The staff also strives to provide learning opportunities outside the walls of the classroom, as well as to promote an inclusive living community which fosters mutual support, friendship, independence, conflict resolution, responsibility, and respect.

Ways in which [Housing and Residential Life](#) can help faculty advisors

- Do you have a student who is struggling outside of the classroom? Maybe he/she isn't connecting with peers. Maybe you heard that there was a death in the family. Or maybe the student shares concerns about their roommate or housing assignment. Give us a call. We are here to help students succeed and have an excellent on-campus experience. Whether it is through checking in with the student's Community Advisor, having a professional staff member check in, or identify other referral agents, we are here to help.
- Have an idea for a program or experience that you need extra help with? Our Community Advisors are always looking for opportunities to co-program or help facilitate learning experiences for their students, and our residential communities are captive audiences. We can help connect you with someone who is interested in co-curricular programming.

Housing and Residential Life Staff

Jill Engel-Hellman

Director of Housing and Residential Life, Assistant Dean of Students

engellhellmanj@kenyon.edu, 740-427-5662, Office: Gund Commons

Lisa Train

Associate Director for Housing and Residential Life

trainl@kenyon.edu, 740-427-5104, Office: Gund Commons

Beth Pae

Office Manager for the Office of Housing and Residential Life

reslife@kenyon.edu, 740-427-5142, Office: Gund Commons

Cathy Kempton

Housing Process Coordinator, Computer Records Supervisor for Student Affairs

kemptonc@kenyon.edu, 740-427-5143, Office: Gund Commons

Housing & Residential Life

Originally collected by Jane Martindell, former Dean for Academic Advising & Support

COMMUNITY LIVING

The [Office of Housing and Residential Life](#) firmly embraces the belief that a student's college education is more than just classes, textbooks, and exams. It is growing and exploring through programs, activities, and the experience of living cooperatively with others. Because of this value on the residential aspect of the students' overall college education, Kenyon College requires all students to live on campus.

Kenyon College is committed to providing a living environment where scholarship and learning can flourish. Thus, we encourage a quiet and respectful environment consistent with appropriate community standards. The responsibility for creating and monitoring this environment is shared among the residents and staff. Assistant Directors, Community Advisors (CAs), and other Residential Life and College staff are employed to provide assistance to students with problems. Please do not hesitate to ask us for help. Sometimes students are distracted or confused by issues or worries regarding housing. In these situations where the rooming environment is a concern, the student should be urged to first consult with their CA to see if the problem can be informally handled, and then, if the approach fails, with the Assistant Directors, who closely monitor the residential areas. If you as an advisor would like to speak with us to provide feedback, suggestions, concerns, or ask questions, please contact us. We value your input and your assistance in transitioning students to the Kenyon College community.