

Slide 1 – Introduction

Hello. I am Steve Engel, a professor in the politics department at Bates and an Associate Dean of the Faculty. With that first hat on I teach courses and conduct research on U.S. Constitutional Law, US politics generally, and LGBTQ+ politics. With that latter hat on I oversee the First-Year Seminar program and pre-major academic advising.

I also partner with Student Affairs on the design, implementation, and assessment of First-Year Experience, which is made up of 9-interlocking programs, including the First-Year Seminars, to support first-year students in their transition to college. And, I collaborate with the Directors of the Student Academic Support Center and the Student Writing and Language Center to ensure equitable access to and robust programming by the peer education and tutoring programs at Bates, which are located in the Peer Learning Commons on the ground level of Ladd Library.

This presentation will provide links to and discuss a range of resources to support faculty in their role as academic advisors, both as pre-major advisors and advisors within majors and minors. In addition, given that it will review academic policies related to your role as course instructors, even if you are not an academic advisor, this presentation will discuss academic policies that you should be aware of.

Slide 2 – What is covered in this presentation

This presentation will discuss 6 topics:

- Bates Curriculum and General Education Requirements
- Important Dates for Fall 2024
- Academic Policy Information (all of this is at the [Academic Advising Portal](#))
- A Student's Advising Network
- Bates Reach "How To" Resources (More in next session with Assistant Dean Jess Berry)
- Student Records and FERPA
 - Degree Audit
 - Advisee Records on Garnet Gateway
 - FERPA

Slide 3 – Bates General Education Requirements

The Bates General Education requirements are easy to understand and are depicted in the image to the right of the slide.

To graduate from Bates all students must complete 5 courses tagged with a particular Mode of Inquiry.

There are 5 Modes of Inquiry or MOIs. They are:

- Analysis and Critique (AC)
- Creative Process and Production (CP)
- Historical and Social Inquiry (HS)
- Quantitative and Formal Reasoning (QF)
- Scientific Reasoning (SR)

In the Course Schedule for a given semester as well as in the Bates Catalog, course descriptions include the acronym tags for every requirement that they fulfill. A given class can be tagged with 1, 2, or no MOIs. If a course is tagged with one MOI, a student fulfills that requirement so long as they pass the course with a letter grade. No MOI or other general education requirement can be fulfilled by taking the course pass/fail. More on pass/fail policy later in this video.

If a course is tagged with 2 MOIs (say AC and HS), it is important to remember that under existing policy a single course can only fulfill 1 of the MOIs. The student does not select which MOI is fulfilled; it is just auto-populated in the student's Degree Audit. More on the Degree Audit later in this video.

For example, if a student takes a First-Year Seminar that is tagged as both AC and HS and they also take PLTC 115, which is tagged HS, then Degree Audit will list the FYS as fulfilling the AC requirement and PLTC 115 as fulfilling the HS requirement.

The MOI-tagged courses are meant to introduce students to the distinct ways questions are asked and answered in different disciplines and interdisciplines. You can think of them as developmental requirements.

In other words, they are designed to help students explore and develop their interests by grappling with how different fields of study approach problems and questions. They are not distributive requirements per se. Because courses tagged as fulfilling MOIs are meant to expose students to different forms of inquiry and thereby serve as a foundation to help them explore their academic interests, it is recommended that students complete them before the start of their junior year.

You should remember that in some instances credits attained outside of Bates can fulfill an MOI. For example, if an Advanced Placement or AP exam score of 4 or 5 is considered a direct equivalent to a Bates course and that particular Bates course counts for an MOI, that AP score fulfills the MOI. This is why it is very important that students submit any AP, International Baccalaureate (IB), or A-Level scores BEFORE they start at Bates. Doing so ensures that academic advisors get a full picture of what requirements are fulfilled and what a student's total credit count is. The AP, IB, and A-Level policies are clearly listed at the Register website and at the Academic Advising Portal, which we will discuss later in this presentation.

In addition to the MOIs, students must complete the 3 Ws (the W1, the W2, and the W3). But, in the vast majority of cases the Ws are built into other requirements, so very rarely must a student independently search for Ws. Here is what I mean.

All FYS courses are W1 courses. This means that by taking and passing their FYS, the student also fulfills their W1 requirement. If the FYS is also tagged with an MOI, the FYS fulfills both the W1 requirement and the particular MOI requirement.

Per legislation passed in April 2022, all new first-year students at Bates are required to enroll in an FYS; this requirement ensures that all first-year students have a pre-major academic advisor with whom they are taking a class because the FYS instructor is also the pre-major academic advisor for the student.

Students are not required to pass their FYS. In the historically very rare situation in which a student fails the FYS, they must take a non-FYS W1. Currently, there is at least 1 W1 course offered in the department of Rhetoric, Film, and Screen Studies that is not an FYS course. So, a student who fails their FYS would have to take and pass this course. It is RFSS 100. A student must pass their W1 before they can take their W2.

The W2 course is often a course built into a student's major or minor. Officially, a student does not have to fulfill their W2 within their major, but they most often do, and every major offers W2 courses. These courses are often, but not exclusively, seminars within a major or minor. First-year students should not take a W2 course; the W2 can only be fulfilled if a student takes a course tagged as a W2 in their sophomore, junior, or senior year.

The W3 is the required capstone or thesis within a major.

Moving up the pyramid, all students at Bates are required to declare a major and a "plus 1." The plus 1 can be a second major, but more commonly it is a minor or a general education concentration or GEC.

The GEC is often a cluster of 4 courses or 4 credits in a particular multi-disciplinary area of study such as law and society or public health. Some disciplines such as Chemistry and Philosophy also offer GECs. Unlike majors and minors, students do not have an advisor in their GEC; however, each GEC has a faculty coordinator who can answer questions about their respective GEC. More information about the GECs can be located in the Bates Catalog under the General Education Concentration section (*go to the [catalog](#) website briefly*)

Students are also required to take 2 spring short-term courses. They can take up to 3 short-term courses. They cannot take 4 short-term courses. Each short-term counts as a .5 credit course that is included in their total 32 credits.

So, if a student takes a standard course load of 4 credits per semester (where the vast majority of semester-length courses are 1 credit each) and their 2 short-term courses, then over 4 years, they actually amass 33 credits. This outcome is accomplished by intentional design by the faculty because it permits each student the option of taking a lighter course load at some point in a given semester even if they did not have access to college credit before coming to Bates, such as AP or IB credits.

More information on the general education requirements is at the Academic Advising Portal under the Basic Information – Start Here section. We will go to that Portal later in this video.

Slide 4 – Important Dates for Fall 2024

Some important dates for the Fall 2024 semester are on this slide. Please take note of the dates related to the add/drop period, which begins at 7 AM on September 3, 2024, when students can adjust their course schedules as well as the deadlines to select pass/fail and letter grade as the grading mode.

Students have access to these dates and deadlines at the Student Advising Portal in a Dates and Deadlines Calendar, which they can add to their google calendar. And all students are shown how to do this at the first meeting of their FYS during On-Campus New Student Orientation.

You can add these dates and deadlines to your Google Calendar by adding the [Registrar Calendar](#) to your Google Calendar. (*Go to the Registrar Site and Show the Google Calendar*)

Slide 5 – Academic Policies

In this next section, we will discuss a range of academic policies. All Academic Policies and Procedures are accessible at the Academic Advising Portal, which contains basic information and links the respective policies' websites for more detail. Let's go to that Academic Advising Portal now.

While the link I clicked on took us directly to the Academic Advising Portal. It is important to know how to get here when you aren't watching this video or reading the slide deck. So, to get to the Academic Advising Portal, simply go to the Dean of Faculty site at www.bates.edu/dof. Then, click on Advising and Mentoring at the top of the page. Then click on Academic Advising Portal.

You will see that the portal is separated into a series of drop-down menus.

For example, the first-drop down menu is the Basic Resources section that I mentioned earlier, and it contains information on the general education program, recommended entry courses for every field of study, and more. There is also a video that describes the general education program.

Other drop downs include information on academic policies, academic support resources, and the advising team approach at Bates. Every semester, this portal is updated with relevant “How to Register” information. So, this portal will be updated with How to Register for Winter 2025 courses by the time students register, which will be in late October or early November 2024.

Finally, at the bottom, there is an Advising Meeting Resources Section. Clicking on this section will take you to a google drive that includes email templates for communicating with students during the advising periods that precede the course registration periods.

If you don’t want to use these templates, that’s fine too, because students receive an email directly from me that details all that they need to know about course registration and the add/drop period.

These all-student emails are archived at the Student Advising Portal. Let’s go to that different portal now. To get to the Student Advising Portal, simply go back to the same page where your faculty Academic Advising Portal was, and click on Student Advising Portal.

We know that students don’t really use the Dean of Faculty website, so there are multiple ways to get to the Student Advising Portal. This Portal is a student self-help resource about which students are introduced during the first meeting of their First-Year Seminar during New Student Orientation.

So, students can go to www.bates.edu, click on the hamburger by the Menu, click on Academics, and then click on the big red button called Student Advising Portal.

Alternatively, students can go to www.bates.edu, click on Menu, click on Quad, scroll down to useful links, and click on the Student Advising Portal.

At the top of the Student Advising Portal, you will see “Important Communications with All Students.” If you click on that you will find an archive of all email communications about academic advising and course registration since this Portal was created in Fall 2023.

The next message to students will go out on September 3, 2024—the first day of Add/Drop for the Fall semester. Simply click on the link, and you can read that message.

Okay, let’s get back to our slides.

We will now cover some basic information about each of the following Academic Policies:

- Pass/Fail policy
- Academic Integrity: Cheating, Plagiarism, and Unintentional Misuse of Sources
- Course Deferral Policy

- Academic Standing Committee
- Academic Appeals
- Exam Scheduling
- Satisfactory Academic Progress and Minimum Academic Progress
- College-wide Class Attendance Policy
- Religious Holiday Observance

Please note that all of these policies are 1) referred to in the [sample syllabus template](#) available through the Center for Inclusive Teaching and Learning, 2) on the Academic Advising Portal, and 3) on the Student Advising Portal

Slide 6 – Pass/Fail Policy

Bates students are permitted to take up to 2 courses with a grading mode of pass/fail.

All Gen Ed courses (5 MOIs, 3 Ws, 2 short-terms, Major + 1) must be taken for a letter grade. Some majors and minors permit a course to be taken pass/fail.

GEC courses (GECs are 1 type of “+1”) must be taken for a letter grade to count toward the +1 requirement unless otherwise specified by the GEC in the Bates Catalog

Remember, the last day for a student to select pass/fail is the end of the Add period (this year: Tuesday, September 17, 2024)

The last day for a student to select A-F grade mode is also the last day they can drop a course without a Withdrawal entered (usually around the 7th Friday or this year: Friday, October 25, 2024)

Students may take a practitioner-taught short-term class—these have a grading have Sat/Unsat—and that does not affect the 2 pass/fail limit

Slide 7 – What If

What if a student wants to select pass/fail for a course after the deadline has passed?

Currently, the deadline to select pass/fail is the same day as the last day to add a course (with instructor permission—Sept 17, 2024). If a student misses that deadline, they can appeal to the Academic Standing Committee, but the Committee is not bound to accept the appeal.

Please remember that the last day to select a letter grade for a course is the same day as the last day to drop a course (Friday, October 25, 2024)

The separate deadlines are part of faculty-passed legislation, and they were supported by students when the faculty passed this legislation in 2012. There is some interest in aligning these deadlines, but doing so would take faculty legislation. That legislation has been recommended to the Academic Standing Committee, which is charged with considering such possibilities.

Slide 8 – Academic Integrity

Violations of academic integrity are among the most serious offenses that students can commit; any violation may result in consequences at both the course and institutional levels.

As contributors to an ongoing scholarly and creative conversation that depends upon acknowledgment and treatment of the inquiries, reflections, and expressions of others, each member of the Bates community is expected to use and represent the work of others fairly and honestly; to acknowledge the work of others fully and accurately through proper attribution and citation; and to produce their own work unless collaboration is allowed.

There are 3 general categories of violation: cheating, plagiarism, and unintentional misuse of sources

All students are provided an overview of academic integrity policy and purposes in their First-Year Experience (FYE) Summer Resources. The particular section that details this policy is released in early to mid-August. Their Summer Resources is a Lyceum Page to which they have access all throughout their first year. FYS instructors also have access to the Summer Resources page as do first-year students' residential junior advisors and their FYS Writing-Course Attached tutors or W-CATs. We will talk more about the Junior Advisors and the FYS W-CATs in a minute.

If you need to submit an Academic Integrity Violation and are wondering what happens when a report of violation is submitted, you can find the details here. Go [here](#) (Explore this website.)

Slide 9 – What If...

What if I think a student has committed an academic integrity violation but I am not sure?

Currently, if you have concerns about a violation of academic integrity you should connect with Assistant Director of Residence Life and Community Standards Cole Taylor on next steps. You can also see me for assistance.

Slide 10 – Course Deferral Policy

Students are expected to complete all work assigned by faculty by the end of final exams.

In turn, faculty are expected to provide students with clear guidelines in their syllabi and in class discussions regarding all assignments, including test dates and paper deadlines. You are encouraged to connect with the staff at the Center for Inclusive Teaching and Learning for tips on syllabus and course design.

The College recognizes that circumstances beyond the control of the student may occasionally necessitate the extension of a deadline for some course work beyond the end of the semester. In the interest of fairness and equity to all students, the reasons for such deferrals must be limited in scope.

To learn more about how a student can obtain a deferral, the limitations on deferrals, and how faculty instructor of the course is involved, go [here](#) (explore this website).

Please remember that the Course Deferral policy is meant to ensure clear communication between and expectations for the faculty and student as well as that faculty are supported by the Dean of Faculty while ensuring fair and equitable treatment for students and faculty.

Therefore, it is recommended that this policy be used when applicable rather than the individual faculty member making up their own approach to providing a student with an extension for completing course work.

Slide 11 – What if...

What if a student becomes ill after the deadline for approval of a course deferral (e.g., becomes sick during final exam week and is thus unable to submit a deferral and postpone the exam)?

The student must petition the Academic Standing Committee to seek a course deferral once the deadline has passed.

Slide 12 – The Academic Standing Committee

So, what is the Academic Standing Committee?

The Academic Standing Committee is made up of faculty and staff members from different departments.

This committee evaluates petitions for exceptions to academic standards, policies, and procedures. Additionally, the Committee reviews requests for registration adjustments that are not considered purely administrative in nature.

Students who believe their situation may warrant an exemption from a College academic policy or requirement may submit a Petition to the Committee on Academic Standing. Petitions are

typically reviewed weekly when classes are in session, and they must be submitted via an electronic form at the ASC Petition form site.

For more information on the petition process and most common petitions and considerations go [here](#) (which is the ASC Petition form site) (explore this website briefly)

Slide 13 – Academic Appeals

Bates' commitment to fairness and consistency supports an appeal process that affords students the opportunity to have certain significant decisions affecting their academic work and status reviewed.

If a student has reasonable grounds to believe that a faculty member has assigned a final grade or taken other academic action that significantly departs from established course-specific policies, is inconsistent with established College policies, or is grossly unfair for other reasons, the student may follow the appeal procedures described at this [site](#) to obtain equitable review of the matter. It is the student's responsibility to make a timely, compelling case.

Let's go to the Academic Appeals site.

You can see all of the information about the appeals process laid out at this site.

If you have questions about the appeals process you can speak with the Associate Dean for your particular unit. The Associate Deans for your unit are listed at the DOF web page. Simply go to www.bates.edu/dof.

Then click on Chairs.

Then click on the Roster of Department and Program Chairs with the corresponding DOF.

Please note that while First-Year Seminars are not on this list, an instructor of a First-Year Seminar can speak with the corresponding Department or Program Chair or they can speak to me.

Slide 14 – Exam Scheduling

If students are seeking information regarding whether an in-term exam or a final exam can be rescheduled, then they should [review the policies stated here](#).

Student final exam times are set by the Registrar, and students are advised to not make travel plans that conflict with their appointed exam time

If a student has more than 2 final exams in a given day, they can have one moved and proctored by Accessible Education.

(Go to the website and show the Consent to Move a Final Exam Form at the bottom of the page).

If faculty have a final exam time on their schedule, and they plan not to use it, e.g., your course may have a final paper due but no final exam, please notify the Registrar.

Slide 15 – Satisfactory Academic Progress

Remember how at the beginning of this presentation, I talked about how the Bates degree requires 32 credits. Well, here is how that relates to the amount of credits required over time, something referred to as satisfactory academic progress.

By the end of 2 semesters, Bates students must complete a minimum of 6 credits at Bates. Please note that this cannot include credits outside of Bates such as AP or IB credit. It must be 6 credits achieved at Bates. Standard academic progress would be 4 credits per semester, adding up to 8 credits.

By the end of 4 semesters, Bates students must complete a minimum of 14 semester credits at Bates.

By the end of 6 semesters, Bates students must complete 22 credits and at least 1 short-term course (remember that each short-term course does carry half a credit)

By the end of 8 semesters, Bates students must complete at least 32 credits and 2 short term courses (remember that each short-term course does carry a half credit that is applied to the total 32 credits).

More information on academic progress is in the Bates Catalog

Progress is not limited to consideration of credits alone. It also includes a GPA threshold. More information about the GPA threshold is at the Catalog and in the document linked here.

Slide 16 – Course Attendance

Bates does have a course attendance policy.

Each instructor shall, in writing, at the beginning of each semester or Short Term, make clear to the students in the course the expectations regarding attendance and nonattendance at classes and laboratories.

It is the responsibility of each instructor to outline their expectations regarding attendance at the start of each semester on the course syllabus so that each enrolled student can make an informed choice regarding the continued enrollment in the course.

A student's participation in the work of a course is a precondition for receiving credit for the course. Students registering late or who miss class are expected to make up all missed assignments in a manner determined by the instructor.

For more information, I encourage you to click on this link.

Slide 17

What if...

What if a student has an approved accommodation that does not align with course attendance policy?

The course attendance accommodation policy is [here](#)

Various resources on accessibility support as may be related to your course are [here](#)

For more information you can contact the Office of Accessible Education.

Slide 18

Bates recognizes the right of students to fulfill their religious obligations and practices. In recognition of Bates' commitment to a diverse and inclusive student body and the variety of religions observed and practiced by our students, faculty are encouraged to consult [the Multifaith Calendars posted online](#) by the Office of the Multifaith Chaplain when developing course syllabi so that conflicts between in class examinations and major religious holidays may be avoided.

Given the range of faiths embraced by our students, it may not be possible to avoid all conflicts between scheduled examinations and religious holidays. **Students are expected to approach the instructor within the first 3 weeks of the semester if there is a conflict between a scheduled examination, paper, or project due date and a significant religious holiday observed by the student.**

The Office of Accessible Education will continue to be available to proctor makeup exams for students who miss an exam due to observance of a significant religious holiday, illness, severe medical or psychological issues, or personal emergencies.

So those are all of the policies that will be reviewed in this presentation. Remember you can access all of them at the Academic Advising Portal.

Let's move on to discuss a student's advising team. At Bates all students receive at least two professional advisors: an academic advisor and a student support advisor.

Slide 19 – A Student's Advising Network

Academic Advisor: Until a student declares a major (no later than March 1 of their second year), their pre-major academic advisor is most often their First-Year Seminar instructor. Once a student declares a major, a faculty member within that academic unit becomes their academic advisor. Students also receive an advisor in their minor, should they declare one. The academic advisor helps students explore the curriculum to discover their interests and to fulfill requirements.

Student Support Advisor (SSA): The Student Support Advisor supports student success by ensuring they know whom to go to when they need guidance, assistance, or just someone to talk to. Students are assigned a Student Support Advisor prior to their matriculation and, when possible, remain with that same advisor for the duration of their enrollment at Bates. While their pre-major academic advisor – who is their First-Year Seminar (FYS) instructor – provides the primary academic advising for students, Student Support Advisors are an additional point of contact and support for students who have concerns or questions about their academic plans.

A student's Academic Advisor and SSA are listed at the top of the student's Degree Audit.

A student's Academic Advisor and SSA are also listed in the landing page "My Success Network" of Bates Reach.

We will discuss Degree Audit and Bates Reach in a few minutes.

First-Year students have 2 peer advisors in addition to the 2 professional advisors

Residential Junior Advisor (JA): At Bates, all first-year students live within [First-Year Centers](#) in the residence halls. Each FYC has an assigned junior advisor (a residential advisor often a sophomore or junior) who serves as a key peer resource to assist students in navigating opportunities at Bates. Most common questions about residence life at Bates, e.g., housing accommodation, roommate information, etc., are answered at the [Office of Residence Life and Health Education website](#).

Writing Course-Attached Tutor (W-CAT): At Bates, all first-year students enroll in a First-Year Seminar (FYS) during their Fall semester. Each FYS includes a peer writing tutor, who is a sophomore, junior, or senior who serves as a key resource to assist students in developing their writing and communication skills within the FYS. First-year students can meet with their FYS W-

CAT throughout the Fall semester to review FYS assignments with them as well as to get assistance on the First-Year Experience Workshops, which are tethered to the FYS. The W-CATs are part of the student staff at the [Student Writing and Language Center](#), which is part of the Peer Learning Commons. The Peer Learning Commons is on the Ground Level of Ladd Library.

Slide 20 – What If...

What if a student tells me they do not have an academic advisor?

Again, the academic advisor and the student support advisor are listed in both Bates Reach and the top of a student's Degree Audit.

If the student's SSA is no longer at the college, the student should be in touch with Assistant Dean of Accessible Education and Student Support Jess Berry

If the student is declared in a major and their academic advisor is on research leave or no longer at the college, the student should be referred to the chair of the academic unit for support

If the student is not yet declared in a major (a first-year or a sophomore), the academic advisor is the FYS instructor. If the sophomore student says they don't have an academic advisor, they should be in touch with Associate Dean of the Faculty and Professor of Politics Stephen Engel

Slide 21 – Bates Reach

Let's briefly discuss Bates Reach.

BatesReach is an online tool that will make it easier for students to reach out to their advisors and professors, and vice versa.

When students access [Bates Reach](#) via their [Garnet Gateway](#), their landing page is "My Success Network"

Here students will see all the staff and faculty who they are working with during a particular semester — not just the people teaching their courses, but their advisors, department chairs, and others involved in their progress.

Students can book appointments directly through BatesReach. As their connections change from semester to semester, My Success Network is updated right along with them.

First-Year Students are prompted to explore various training materials regarding BatesReach as part of their FYE Workshops. Student-facing materials are [here](#). A student-oriented FAQ is [here](#)

Faculty and Student Support Advisors can access training materials on BatesReach [here](#). A Faculty and SSA-oriented FAQ is available [here](#)

(Go to each website briefly)

Slide 22 – Degree Audit

Degree Audit allows you to access the record of your advisees to see the progress they're making toward their degree requirements. It's accessible from the Advising section of the Faculty menu in Garnet Gateway.

Slide 23 – Degree Audit Continued...

As you can see, Degree audit includes:

Important details about the student's record including advisors, majors, minors, and GECs at the top. If you scroll down, you will see an open circle if the requirement is not yet fulfilled, a half filled in circle if the requirement is being fulfilled in a given semester but is not yet completed, and a check if the requirement is fulfilled.

Slide 24 – Advisee Records

Again, you can access information about your advisees via the Advising section of the Faculty menu in Garnet Gateway. The advising roster includes students' unofficial transcripts and other details about their record.

To get to garnet gateway you can go to the quad at www.bates.edu/quad or directly to garnet gateway by going to www.bates.edu/g.

Slide 25 – FERPA

FERPA is the [Family Educational Rights and Privacy Act of 1974 \(FERPA\)](#)

It protects the privacy of student records. It establishes the student's right to limit disclosure of their education records; to inspect and review their records; and to request corrections to their records. We notify students of their rights in the Catalog and Student Handbook.

What is an education record?

With a handful of exceptions, just about any information related to a student and maintained by Bates or a person acting for Bates is an education record and is subject to FERPA. The medium of the record doesn't matter. Exceptions include certain law enforcement records, employment records, medical records, post-attendance records, and sole possession records.

Sole possession records are things maintained by you and not accessible to any other person, like notes you've made to jog your memory in an advising session.

Slide 26 – FERPA Continued...

With a few exceptions, a student's education record is confidential and can't be released without the written consent of the student.

You have a responsibility to protect educational records in your possession or that you come across in the nature of performing your work, and this extends to all students, not just your advisees. If you're ever in doubt about whether it's okay to release something, contact the Registrar's Office for advice.

SLIDE 27 – FERPA Continued...

What are some ways you might accidentally violate FERPA? Some are listed on this slide. Please avoid doing these.

Failing to properly protect student records.

Examples of this might be throwing away protected information in a regular trash can rather than shredding it, or not locking your computer screen when leaving it unattended.

Posting protected records in a publicly accessible location for students or others to sort through.

An example of this might be leaving a box of completed exams outside your office door for students to pick up.

Using student record information for reasons beyond its intended purpose.

An example of this might be analyzing grade or other student data for personal interest or to write your own paper.

Slide 27—Thank You and Contacts

If you have questions about course registration or records matters that you cannot answer yourself with the resources provided here or at the [Academic Advising Portal](#):
registrar@bates.edu

If you have questions about general education requirements or academic policy matters:

- Dean of Faculty Office – Steve Engel (sengel@bates.edu)
- Student Affairs – Erin Foster Zsiga (efoster@bates.edu)

- Bates Reach –Jess Berry (jberry4@bates.edu)