

# DC Semester Program

## *Spring Faculty Schedule/Planning*

Created by Faculty for Faculty

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### TIMELINE OF RESPONSIBILITIES

DC Semester Program faculty will begin working with the Program Director immediately upon acceptance. However, many responsibilities will begin 7-9 months before your semester in Washington, and then the bulk of them while you are actually in Washington. Below is a general timeline of responsibilities in the order you will experience them.

#### **Immediately Upon Acceptance**

- Help the Program Director shape marketing materials/language
  - Semester title, theme description, class descriptions

#### **By July 1**

- Generate a list of potential internship sites in Washington, DC
  - Dream organizations that fit the theme
  - Organizations at which you have contacts
  - Organizations at which you would *like* to have contacts
- Generate a list of five faculty members we could invite to a lunch to brainstorm about students who could be interested in doing your semester
- Generate a list of 10 students you think are likely to take your semester

#### **Early September**

- Participate in an evening Information Session on campus to meet interested students and share your ideas and objectives for the semester
- Advertise by communicating program/theme information through the following channels:

##### FACULTY

- Announcements in department meetings
- Utilizing department list-serves
- Encourage faculty colleagues to make announcements in their own classes
- Writing personal emails
- Holding personal conversations

##### STUDENTS

- Making announcements and handing out flyers in your own classes
- Visiting colleagues' classes to make announcements and hand out flyers
- Hanging flyers on your door and in your hallways
- Writing personal emails
- Holding personal conversations
- Reach out proactively to students to discuss program

## Mid September

- Review online student applications to determine which candidates you are interested in interviewing – *Please do NOT serve as a reference for any student applying to your semester*
- Participate in a conference call with other members of the selection committee to share your impressions of students
- Participate in interviews for all viable candidates and determine those students who will be selected to participate (1-3 days, depending on number of candidates and committee availability)
- Once students are selected, work with the new class as much as possible to prevent drop-out
- Generate a list of ideas for topics/speakers for the Friday sessions (DC Office staff will reach out to alums for help and then make preliminary contact with potential speakers)
- Advise select students as needed regarding potential internship options/decisions
- Act as a reference for students applying to internships, as needed

## Late October

- Create course Blackboard site in Banner
- Give permission for all students to register for classes via Banner
- Review contract for housing and sign and return; submit car and license information to DC Office for parking (provided in a garage near apartment)

## October/November

- Participate in a dinner with the new class of students (program will cover costs and make arrangements)

## December/January

- Follow up with potential speakers to schedule sessions and provide more specific details. In some cases, alumni are eager to reconnect and will want to meet for coffee or lunch and engage in extensive email exchanges or telephone exchanges
- Create list of textbooks/reading materials and send it to students
- Coordinate with DC Office to prepare internship course syllabus, expectations and student assignments (may take the form of weekly or biweekly journal entries, responses to evaluations, etc.)

## Mid January

- Finalize program of Friday sessions and share with DC staff, ideally before semester begins
- Provide input on speaker evaluation forms (A survey for students to complete, evaluating the Friday session speakers/site visits), if desired
- Propose initial ideas on your “Faculty Showcase” event (See below for more details)
- Ensure all students have registered for all three courses (without overlap)

## During your semester in Washington

- Teach two classes – on Tuesday/Thursday evenings from 6-8pm (or 6-7:30pm for a 3-credit class), and Friday afternoon from 1-5pm (or 1-4pm)
- Hold office hours at times convenient for students (T-Th 5:00-6:00, F mornings)
- Participate in 1-3 social events with the students to continue developing your relationships with them throughout the semester (program will cover costs and help make arrangements for the events you choose – these can be as simple as pizza or a desserts and a discussion)
- Participate in *optional* W&M DC events outside the classroom (e.g. Orientation, Family Weekend, alumni events, Farewell Reception, student programming, etc.)
- Run an introductory session (and possibly a library orientation) during Orientation week
- Include parents in the Friday course of Family Weekend
- Coordinate introductions of all speakers and thank-you notes/gifts (provided by Office) for each – having students sign up to be responsible for speakers is ideal
- Administer speaker evaluation forms after each Friday session (optional) – Office will create and compile
- Maintain a record of names and contact information on final speaker list and share that with DC Office staff
- Attend all Friday site visits and speakers, and additional speakers/visits as scheduled
- Communicate with Program Administrators about any classes you may need to miss – well in advance
- Serve as emergency contact when DC Office staff is unavailable – rarely/never
- Contact your Department to ensure that course evaluations are sent to you in DC
- Send final copy of all course syllabi and speakers to Program Director
- *OPTIONAL*: Work with DC Office to carry out “Faculty Showcase”

### OBJECTIVES OF FACULTY SHOWCASE

- Introduce DC Alumni and/or a wider DC audience to the W&M Washington Office, plus you, your work, and your interests
- Support the College’s mission to further internationalize, promote undergraduate research, and enhance diversity
- Provide alumni/your department majors a coalescing point

## **Frequently Asked Questions**

What happens if...

- My course is cross-listed with other departments and a student wishes to enroll in that section instead of mine?

We recommend you start early by communicating with ALL students regarding registration options, particularly in the case of cross-listed courses. Once you know which students wish to register under which department, you can give them the correct permissions in Banner and then grade as normal in Banner.

- A student wishes to take the internship course in a specific department (in order to earn credit toward their major) instead of INTR?

Students will need to approach the department chair for the department in which they wish to enroll and request permission. Each situation varies, but many department chairs will need your syllabi and perhaps to speak with you about the course/credits. Please be available to work with students/chairs in this situation. Once a department chair approves the request, you would see the new course in Banner for grading that student.

**\*\*Please note:** A specific request from the Registrar – watch for students who register for an alternate section. *Please* make sure that students have dropped the first section so they are not double-registered.

- A student wishes to take the internship course as P/F instead of graded?

Simply let the student register with that option in Banner.

- Students wish to talk with me about Program concerns?

Students in DC need more from faculty/staff since there are fewer resources on-hand. Please respond to student needs for additional advising sessions as often as possible. Most importantly, please communicate with DC Office staff *regularly* regarding students who are absent, troubled, conflicted, etc. The office team works closely with the students and needs to know when anything is out of the ordinary.

A great source of information on student's internship experiences is weekly journals/blogs/papers. Through these reflections, you are often able to see behind the scenes if a student is not getting enough substantive work or has another problem. Please make every effort to keep up on reading these assignments and letting office staff know about what concerns you.