

ADVISING MATTERS



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ADVISING MATTERS brings together resources for advisors for both pre-major and major advising. *Advising Matters* should be considered the corollary to both *Teaching Matters* and *Writing Matters*. *Advising Matters* is also available online with embedded links to other topics and resources.

For additional information about topics covered in this publication and links to advising resources for both faculty and students, please visit wesleyan.edu/academics/journey/advising.html.

ADVISING OVERVIEW

At Wesleyan, we advise the whole student. Students in our residential college require advising and mentoring on a number of fronts and the University has developed a network of advising support that involves a rich array of offices, including the class deans, peer advisors, Residential Life, Accessibility Services, Student Academic Resources, the Gordon Career Center, the university chaplains, and Counseling and Psychological Services. In addition to asking for guidance on courses, regulations, and requirements, your advisees may come to you to discuss matters that are not strictly academic. In instances like these, your role is to help students get the assistance they need. The broad network of support ensures that there are resources to meet the needs of the “whole” student as they study and live at Wesleyan.

Advising is a core aspect of a Wesleyan faculty member’s teaching responsibilities. Accordingly, all faculty members, beginning in the second year of their appointment, engage in pre-major and major advising.

ADVISING IS A balance between demonstrating approachability and encouraging responsibility.

PETER GOTTSCHALK, RELIGION

WHAT MAKES A GOOD ADVISOR:

From the “Transactional” to the “Transformational”

If we were to reduce to a slogan a recipe for good advising it would be this: Good advising is not transactional (I will approve your course, sign your petition, check your General Education Report and Credit Analysis), but rather aims at something transformational.

At its heart, the advising relationship is like an individual tutorial, with you as the teacher and your advisee the student. Active questioning from you and engaged participation from your advisee can help turn what may be initially a transaction into something more enriching and enlivening.

Each encounter you have with an advisee—even if it seems transactional—is an opportunity to develop the advisory relationship. Why have you chosen this course? What do you hope to gain from it? How does it correspond to your overall goals?

Although many factors contribute to a successful advising relationship, students have repeatedly told us that two key factors are availability and accessibility.

Availability

You should be readily available to meet with your advisees. Advisors should publicize to advisees a minimum of one hour per week when they will be in their offices expressly for the purposes of advising. If a student is unable to meet with you during office hours, then an appointment will be necessary.

If you will be away during the semester, please activate the “backup advisor” function in your WesPortal and notify your advisees. This will be particularly important if you will be away during, for example, preregistration or drop/add.

Accessibility

Advisees must feel that they can seek you out, especially if they are in need. The degree to which an advisor feels equipped to deal with issues advisees bring will depend on the advisor. Remember that you are not the only resource available to the student and try to steer your advisee to the appropriate resource. The good judgment (and friendly presence) of a faculty advisor will go a distance in assisting all advisees, not just one. Logistically speaking, advisors should consult the academic calendar to make sure they are available on campus to advisees during peak advising times, like, for example, preregistration.

ONE OF THE reasons students select a liberal arts college should be that they get to sample the curriculum across disciplines and divisions so that they can discover the links between the approach, methods of investigation, forms of expression, and collecting and reading of data in varied fields.

TULA TELFAIR, ARTS

THINGS ADVISORS SHOULD KEEP IN MIND

Open Curriculum

The advisor should remind students, from orientation to graduation, of the benefits and the responsibilities of an open curriculum, encouraging them to take risks by enrolling in courses that they could perceive as especially challenging. Advisors support that risk-taking, for example, by directing students to relevant resources, if needed.

Advisors are expected to understand:

- the Wesleyan liberal education model;
- its open curriculum;
- the faculty's General Education Expectations; and
- the University's graduation requirements.

General Education Expectations

The General Education (GenEd) Expectations were first developed in 1977 and continue to serve as a guide for students as they explore the breadth of the curriculum. They are divided into two stages (Stage 1 and Stage 2) and indicate a student's "compliance." The language of consent is deliberate. The GenEd Expectations are, precisely, not "requirements." Students choose courses that represent different areas of the curriculum. As an advisor, you play a crucial role in helping students reflect on their course selection and on their decision to comply—and to what extent—with the GenEd Expectations.

Since GenEd Expectations concern breadth, the nine courses are distributed evenly among the University's three major divisions: Division I—HA (Humanities and Arts), Division II—SBS (Social and Behavioral Sciences), and Division III—NSM (Natural Sciences and Mathematics).

The even distribution of the nine courses is of some importance. Let's take an extreme example to make the point: Nine courses in a single department resembles something more like a major and signals depth rather than breadth.

This is what GenEd Expectations fulfillment looks like at its two stages:

- **STAGE 1 FULFILLMENT** = 2 courses in 2 different departments in each area (6 different departments, a total of 6 courses).

STAGE 1 FULFILLMENT MIGHT LOOK LIKE THIS:

DIV I (HA)	DIV II (SBS)	DIV III (NSM)
Romance Langs and Lits	Religion	Math
Film	Government	Biology

- **STAGE 2 FULFILLMENT** = 9 courses, 3 in each division. The student may choose as many as 9 different departments or as few as 6. The point about Stage 2 is that students are allowed to take a second course in the same department.

STAGE 2 COMPLIANCE MIGHT LOOK LIKE THIS, BUILDING ON STAGE 1 ABOVE:

DIV I (HA)	DIV II (SBS)	DIV III (NSM)
Romance Langs and Lits	Religion	Math
Film	Government	Biology
+ English	+ Government	+ Earth & Environmental Sciences

Whether this student is a government major or not, the point here is that they may easily take a second course in a department and still complete Stage 2.

If GenEd Expectations are couched in the language of consent, it is *informed* consent, and students need to know that their choices have consequences.

Advisors should remind students that Stage 1 completion (2 classes in each of the 3 divisions, all in different departments, by the end of the fourth semester) is needed for entrance into some majors. Further, Stage 2 completion (1 additional class in each of the 3 divisions, in any department, by graduation) is required for graduation in some majors, for honors in some majors, for election to Phi Beta Kappa (a national honors society), and for triple majors, minors, and certificates. While it may appear to be a formula, the conversations that students have with their advisors (both pre-major and major advisors alike) are anything but formulaic. There are as many ways to complete the GenEd Expectations as there are advisees. As a pre-major advisor, you will have the opportunity to return to the topic on a number of occasions, asking students to explain their choices and to tell you how their GenEd "puzzle" fits together.

THE HARDEST PART to explain is that GenEd designations attach to courses, not to departments, and so one needs to be vigilant. Other than that, they are straightforward.

ANNA SHUSTERMAN, PSYCHOLOGY

COMPLYING with GenEd Expectations is an important part of a liberal arts educational experience, and I presume that my advisees will fulfill them. Most students make an effort to do so.

GIL SKILLMAN, ECONOMICS

A GOOD ADVISOR pushes the student to uncover his or her unique interests, to take on new challenges that lead to growth, and to chart his or her own path. What makes a good advisor? Empathy, patience, high standards, a breadth of experience, and an open mind.

SONIA SULTAN, BIOLOGY



Curricular Goals: Breadth, Depth, and Integration

Because Wesleyan has an open curriculum—a curriculum in which only the individual major programs require students to take specific courses—students have many options for building an individualized course of study. The guiding principles for building an individualized curriculum are breadth, depth, and integration. In keeping with Wesleyan’s breadth or General Education (GenEd) Expectations, students are encouraged to select courses that help them understand a broad range of disciplines and scholarly methods. Through their major studies, students will acquire depth in a discipline or interdisciplinary program. All students are encouraged (and some major programs require their students) to complete a capstone project that facilitates and reflects the integration of knowledge and skills acquired while at Wesleyan. Yet, even without a capstone project or a thesis, advisees with their advisors should reflect throughout their college career on the breadth of their exploration of the curriculum, how it tallies with the depth encouraged by courses in their major fields of study, and the way the two come together. This integration is evergreen—a story that will change, grow, and reconfigure with each semester.

Unsatisfactory Progress Report

All instructors are requested to file an Unsatisfactory Progress Report (UPR) for students who fit the criteria some time near the middle of the semester. UPRs help the class deans identify students who are having academic difficulties and allow the deans to work with instructors to reach out and work with these students. **Early intervention proves to be the most effective method for helping students experiencing academic difficulties to be successful.** UPRs should be submitted for:

- Students who are doing unsatisfactory work (lower than C-) or experiencing difficulties that will result in unsatisfactory work.
- Students who are experiencing substantial difficulty with the course even though they may have a satisfactory grade of C or better.
- Students who are on strict probation or probation and are struggling in a course. The Deans’ Office notifies instructors if such a student is in their course.

As an advisor, you will receive a copy of your advisees’ UPR. After reading the report, you should make an appointment with the student to review how this happened and what steps should be taken to move toward more satisfactory progress. Your advisee may need tutoring or perhaps should be seeking assistance from the instructor, the Writing Workshop, or whatever resource may help address the student’s issue(s). The class deans, who will also meet with the student, are always available to help strategize solutions.

Resources and Regulations

No advisor is expected to know all of the details of Wesleyan's impressively varied major, minor, and certificate programs. However, advisors are expected to refer students to the information and resources that exist. For example, advisors are expected to know about and make appropriate referrals to University resources for students with disabilities or in need of medical or mental health attention. It is your advisees' responsibility to learn about the academic regulations. It is your responsibility to steer them in the right direction for information about those regulations. Advisors need to know the regulations, too, so that they don't misadvise. If in doubt, call the class dean.

ADDITIONAL RESOURCES

- The first-year class dean
- *Making the Most of College: Students Speak Their Minds*, by Richard J. Light (2004)
- "How to Live Wisely," Richard Light, *New York Times*, July 31, 2015
- The National Academic Advising Association has numerous articles on a wide array of topics available for review and download at nacada.ksu.edu.

PRE-MAJOR ADVISING

The goal of the pre-major advising program is to help students navigate Wesleyan's open curriculum and acquire, by the end of their undergraduate career, a strong foundation in the liberal arts and the skills necessary to thrive in a rapidly changing world. At its core, and by way of the discussions students have with their advisors, the advising relationship helps students make the most of the many and varied opportunities a Wesleyan education offers.

Effective advising involves getting to know your advisees' academic goals and interests, ideas for possible careers, cocurricular interests, and identified or perceived strengths and weaknesses. Over the course of the three-and-a-half semesters in which you will work with pre-major advisees, there should be ample opportunity to discuss all these topics and more.

The objective of the pre-major advising program is to help first-year students and sophomores think seriously about their educational objectives in the context of the liberal arts education offered at Wesleyan. Faculty members play a central role in this process as both advisors and teachers, supported by the other members of the advising network.

Drawing on the breadth of Wesleyan's curriculum is a goal for each semester, not just the first three semesters before a student declares a major. Exploring the curriculum's depth, however, is especially important early on, since it prepares students to make knowledgeable decisions when they choose majors, typically in their fourth semester. The pre-major advisor helps the student chart an academic path that facilitates the exploration of new disciplines while fulfilling the pre-major requirements of possible majors, thus ensuring that students are not blocked from majors that may interest them.

MATCHING PRE-MAJOR STUDENTS WITH ADVISORS

Most assignments are made based on an indication of academic interest by incoming students. Faculty may volunteer to advise certain groups of students, based on their own interests, such as working with veterans in the Posse Veterans Program or students involved in WesMaSS (Wesleyan Math and Science Scholars Program).

To provide continuity in the advising relationship, each faculty member typically advises the same group of students for their first three-and-a-half semesters, until the students declare majors. There are some exceptions to this practice: Students who sign up for the three-year majors offered by the College of Letters, the College of Social Studies, and the College of East Asian Studies begin work with their major advisor in the spring of their first year; students who choose the three-year option; students who decide to work with another advisor; or students who are reassigned when their advisors go on sabbatical or leave.

Students sometimes wish to request a different advisor assignment, something they can do directly through their WesPortal.

I USUALLY TELL students that when making decisions about their schedules, it is imperative that they recognize they are already taking a fifth course, "Being in College and Finding Themselves." Over time, this course will ask them to become more aware of the broader social context within which they will be operating. It entails a process of learning that requires their active presence as it occurs on its own time and attention. So it is important that they think of themselves as explorers of sorts on a journey of discovery that will reveal more about who they are and want to be in the world.

GINA ULYSSE, ANTHROPOLOGY

I TRY TO bring up academic honesty with all advisees and emphasize the Honor Code and how important it is to their sense of themselves as Wesleyan people that they avoid temptations to dishonesty.

SEAN MCCANN, ENGLISH



NUMBER OF PRE-MAJOR ADVISEES

The number of first-year advisees assigned to a faculty member ranges from three to nine. Faculty members with fewer major advisees will be assigned a higher number of pre-majors than those carrying a large load of major advisees. Department chairs should try to distribute the load of major advising equally. We will return to this point in the discussion of Major Advising (see page 21), but it is worth mentioning, since it bears on the number of pre-majors assigned to advisors.

A rotation is in place that takes into account the sabbaticals and leaves of tenured and tenure-track faculty. This rotation helps ensure that students have a consistent experience with one advisor. The rotation has the added benefit of giving faculty members a chance to review, renew, and regroup with regard to first-year advising.

LONG-RANGE GOALS FOR THE PRE-MAJOR ADVISOR

You will work with your advisees for three-and-a-half semesters at a crucial time in their college career. The long-range goal is to help students on their way to successfully declaring (and being admitted to) a major of their choice. This will involve a discussion of advisees' goals, interests, and the ways they envision moving forward from the breadth of the curriculum to balancing that with the depth a major field of study requires. It also will mean that the students have met the prerequisites for the major they are contemplating. However, this is not the lone goal.

Among other aims, you should consider how to use your time with advisees to:

- Deepen their understanding of the breadth of liberal learning that we are encouraging them to explore in their first two years. The General Education (GenEd) Expectations are a very useful set of guidelines to return to for studied reflection in each semester you work with your pre-major advisees.
- Work with your advisees on issues of assessment. This could include important reflection on their challenges and successes (and perhaps failures) in each semester. Encourage your first-year advisees to take stock of their first semester. This could be oral, but a combination of some sort of discussion followed by a short written narrative might be even more useful.

THE FIRST YEAR

What follows is a narrative of advising, which begins before students arrive on campus. A comprehensive time line is available online. This narrative also appears in outline form in the Appendix (see page 24).

ADVISING BEFORE ARRIVAL ON CAMPUS

Incoming students receive information weekly from the University, covering advising resources, placement exams, the mechanics of GenEd Expectations, Residential Life assignments, health insurance, and other student life concerns.

Course Selection

Students have several tasks to accomplish in the summer before they matriculate. By far, the most important of these is course selection for their first semester. In June, students can submit an enrollment request for a first-year Learning and Living seminar, which is residence-based and will have bearing on their housing assignments. For the month of July, all matriculating students participate in a preregistration process, selecting three or four courses for the fall semester.

WesVising Online Advising Tool

Since the selection of courses for the first semester happens before an advisor has been assigned, Academic Affairs has developed WesVising, an online advising tool to act as the counterpart to the actual Academic Forum that takes place during Orientation. That forum is a gathering of all departments, majors, and programs, and serves as an important clearinghouse for the sorts of questions first-year students generally pose. These include questions about scheduling, advanced placement, the sequencing of courses (e.g., the biology and chemistry sequences and how they are meant to be approached), and so forth. The online academic forum seeks to give students some of the same information and to help them with their summer preregistration.

Honor Code

Another very important task that students must accomplish in the summer before they arrive is the completion of an online tutorial about the Honor Code and the Code of Non-Academic Conduct. The Honor Code tutorial underscores the importance of academic and intellectual integrity of the student scholar and the Wesleyan community. It serves as the basis for at least two conversations when students arrive on campus: one during the group meeting and one at the end of September or beginning of October. See the Appendix for more information.

ADVISOR PREPARATION: Before You Meet Your Advisees for the First Time

Once advising assignments have been released, advisors should make contact with their advisees. Advisors are invited to welcome advisees to Wesleyan, introduce themselves, give logistical information about their office location and office hours for the semester, and talk about the meetings they will have during Orientation. A sample pre-Orientation message follows.

Preparation for the first meeting of advisor and advisees happens on both sides. Your advisees are busy throughout the summer becoming familiar with Wesleyan. As noted above, they take a mandatory online tutorial on the Honor Code, learn about GenEd Expectations, and have access to the Student Advising Guidelines, advising videos, and other online advising resources. They study the online course listings in WesMaps to select courses, and read the class dean's blog and materials that the registrar and class dean send regularly throughout the summer. Those with questions may also have been in touch with the peer advisors and/or class dean.

For your part, you should get to know your advisees by way of their materials available to you through your WesPortal. As a faculty advisor, you will have access to your advisees' admission application, an academic interest questionnaire, and the courses they selected during summer preregistration.

We recommend that you send an email to your advisees in late August. We offer a template below as a suggestion, but feel free to supplement.

MY BIGGEST PREPARATION
for advising is going through the first-year student files carefully and taking notes so in future semesters I can remember goals, dreams, and histories.

PETER GOTTSCHALK, RELIGION

Sample Pre-Orientation Message to Advisees

Communicating with your advisees before they arrive on campus can help set the right tone and help ground your working relationship. This sample message seeks to get students thinking more about their course selection and steers them toward the kind of self-reflection that will direct your advising relationship away from a “transactional” nature toward one that has more “transformational” potential.

To: My pre-major advisees

From: (professor’s name)

Office location: Office telephone: 860-685-XXXX

Office hours Fall 20XX:

First, congratulations and welcome to Wesleyan! I’m writing now because I will be your academic advisor for the next three semesters, until you declare a major, and I want to give you an idea of what we will be doing.

You have now had the opportunity to explore WesMaps, familiarize yourself with the array of courses and departments at the University, and, during summer registration, enroll in four courses. In future preregistration periods, we will meet in advance of course selection to discuss your options, what they mean to you, and how they represent Wesleyan’s liberal learning goals. Having selected four courses this summer, though, should allow you to participate more fully in Orientation and ease your transition into the Wesleyan community.

After you arrive next week, we will meet in two settings: once as a group with the other students for whom I serve as a pre-major advisor and once in an individual meeting. The first will allow us to talk about some general topics (General Education Expectations, the Honor Code, and so forth). The second meeting will allow us to have a discussion tailored to your educational goals, for which your course selection will serve as a basis.

I would like you to reflect on a few things before our individual meeting on DATE. Your “homework” is to consider the following:

- How do your courses fulfill Wesleyan’s General Education Expectations?
- Describe the different kinds of work your courses will require of you.
- Which course excites you most? Why?
- Which of your courses is a reach? Why?

If changes to your schedule are in order, we will talk about the adjustment period and the drop/add period, which is the first two weeks of the semester.

I’d also like you to think more broadly about what you want to get out of your Wesleyan education. I do NOT mean that you have to choose a major now. Instead you (and we) can consider what your academic strengths and interests are, and what you’d like to explore or improve.

I look forward to meeting you soon. In the meantime, please feel free to contact me with any questions or concerns you may have.

Preparing Yourself for Group and Individual Advising Meetings

No advisor, however long at the University nor however well-informed, knows everything there is to know about every major, minor, certificate, or course of study. You do not need to know everything.

However, you should familiarize yourself with those parts of the curriculum that you may not know very well. Students can rely on their academic peer advisors for help with the mechanics of the online registration system, and it would be useful for you to review it also. The advisor briefing held during Orientation should help, and you can always contact the Registrar’s Office at ext. 2810 for further assistance.



STUDENTS SEEM VERY

appreciative of emails before they get to Wesleyan. In my summer emails to them, I introduce myself, and tell them I look forward to meeting them. I think the early connection may be key. It tells them a welcoming place awaits them. But it also sets up expectations for them—that they must be active participants in their learning experience.

**ANA-MARIA PEREZ-GIRONES,
ROMANCE LANGUAGES**

Academic Affairs keeps a current list of advising resources for faculty that is filled with updated information for all advisors, regardless of their experience, including:

- requirements for admission to and completion of majors;
- programs with restrictive requirements (to enter/declare);
- the three-year option;
- a section on advising resources for math and sciences;
- global studies advising resources, including study abroad; and
- a list of departmental and program experts who are available for consultation.

In August, Academic Affairs and Student Affairs will provide you with materials designed to help you with the nuts and bolts of advising pre-majors. These materials will include:

- an invitation to a briefing for all advisors of first-year students that reviews new information for the upcoming year;
- agendas for the first group meeting with your advisees, as well as for your individual meetings;
- the sample pre-Orientation message (reproduced on page 10); and
- helpful links to online resources, including videos that your advisees will have seen and used during preregistration.

ADVISING DURING ORIENTATION WEEK

During Orientation, advisees will meet with their advisors at least twice: once in a group setting and once for one-on-one advising sessions in which advisors discuss the pre-selected courses. Students know that their schedules will not be approved until they meet with their advisor. The one-on-one session offers advisors the opportunity to closely discuss course selection, make sure students are aware of prerequisites that may be required for later course selection, and discuss GenEd Expectations. Advisors also should encourage their advisees to attend the Academic Forum and seek out answers for any questions they may still have. Following the advisor's approval of their plan of study, students enter the adjustment period and, following this, the start of classes and the drop/add period (see page 15).

FIRST MEETING WITH YOUR ADVISEES:

The Group Meeting

The group meeting during Orientation lasts 45 minutes. It is typically organized as the first of three mandatory activities on the second day of Orientation. The second mandatory activity is the Academic Forum and the third is the individual meeting all advisees will have with you so that you can review their course selection.

Given the brevity of the group meeting, you will not be able to cover any topic in depth. Students are generally overwhelmed with information in their first several days on campus, so bear that in mind. You should use the group meeting in part to refresh advisees' memory of some of the material you sent and forecast some additional topics. There are two important logistical concerns to accomplish in the group meeting: schedule individual appointments to review advisees' course selection and encourage all advisees to attend the Academic Forum.

Take some time in the group meeting to explain to students about the advising network and the role of the faculty advisor within it. Students should know that the network's breadth and depth means that if they should encounter a problem, there is someone on campus to help them. You may not be able to resolve all problems on your own, but you can certainly help students onto the path that will lead to the resolution of problems. Your role as their faculty advisor is to work with them closely on their course selection, help them navigate Wesleyan's open curriculum, and ask questions about the choices they make. Your commitment is to help advisees get the information they need in order to make informed choices. Stress that it is their responsibility to know the academic regulations, and you should be familiar with these as well. When in doubt, send the student to the class dean or feel free to contact the dean yourself. Accurate information matters, and the class dean is a good resource for you as well as your advisees.

The group meeting is meant to foster general discussion about:

- Wesleyan's open curriculum and what that means for students, their goals, and course selection;
- how the General Education Expectations help students navigate the curriculum and explore its breadth; and
- a relatively brief review of academic integrity and the Honor Code (which follows students' mandatory online tutorial).

Additional topics to be covered in the group meeting and followed up on with each individual student:

- **Your philosophy about teaching, learning, and advising.** This is the place and time to help manage, for example, advisees' expectations and establish realistic parameters.
- **The network of support for Wesleyan students.** There is support for students who may be dealing with a range of issues. If you cannot provide the appropriate support, help your advisees find the support they need through the advising network. It is important that you contact the class dean with any questions and concerns about your advisees.
- **Your availability.** You should inform your advisees of office hours so that they know they can find you *even without an appointment*. Being required to make an appointment adds a layer of formality that can serve as an obstacle.

You may want to consider doubling up with a colleague and meeting with your two groups of advisees together. This could be beneficial particularly for first-time advisors who team up with an experienced advisor. A further benefit for students is that they get to know two faculty members instead of one. Your department chair is the first place to go if you are interested in pairing with a colleague.

AGENDA OF POSSIBLE TOPICS FOR THE ORIENTATION GROUP MEETING

- I. Introductions (hand out individual advising appointment sheet as students get settled)
- II. The Advising Relationship
 - A. Role of the faculty advisor
 - B. Advisor's expectations of advisees



INDIVIDUAL MEETINGS WITH YOUR ADVISEES

Following the group meeting, students will attend the Academic Forum, and then meet with you in individually scheduled 30-minute meetings.

The individual meeting is the time to tailor issues introduced during the group meeting to each advisee.

SOME DOs AND DON'Ts FOR THE FIRST INDIVIDUAL MEETING

- **DON'T** be afraid of repetition of concepts introduced at the group meeting, especially regarding GenEd Expectations and encouraging students to explore the breadth of the curriculum.
- **DO** let your customized questions reflect your preparation. You already have some idea of your advisees from material available in your WesPortal, but you have yet to ask them to give you their narratives.
 - What are your advisees' strengths?
 - Their challenges?
 - Their interests as they see them now?
 - What does exploration mean to them?
 - College offers the student a chance to explore curricula that typically are not available to them in high school. What does it mean to explore the curriculum, given these opportunities?
- **DO** make sure your advisees understand the concept of advising for the whole student. Optimally, if they have a problem, they will turn to you. You may not, ultimately, be the person to help them through a particular problem (e.g., physical or behavioral health or an issue concerning a roommate or immigration), but you can assure them that you can connect them with someone who will from Wesleyan's network of support and mentoring.

Prerequisites/Gateways and How to Approach Them

Some academic subjects are hierarchical, or highly structured, in nature and you must complete course (or skill) A before you may continue to course (or skill) B. Students should not find themselves in their fourth semester without a gateway class for the major they want to declare.

The typical subjects where this crops up include math, science, and language learning. For example, since some courses are offered as sequences beginning only in the fall, students who miss the appropriate language or chemistry course in their first year will need to wait until the sophomore year to start. This could delay or prevent a student from studying abroad, since all sequences would then be delayed by a year. To the extent that they are able, students should, in their first three semesters, speculate wisely about possible majors.

I TELL MY advisees that chances are very good that some of their first grades will be shocking to them and that they should be prepared to hear that they'll need to bring their work to a higher level of accomplishment or sophistication. I often say that this may well seem like a big leap at first, but that they will later look back and see how naturally they managed it. I say that it is a very common experience to find the first semester or two of college confusing and demanding and that, if they feel dismayed, they should keep in mind that they're going through a necessary stage of learning through which many, many students have passed.

SEAN MCCANN, ENGLISH

THE MOST IMPORTANT

thing about grades, for both the instructor and the student, is that they clearly communicate the instructor's assessment. Any student who isn't sure what to make of a grade or doesn't understand what it is based on should be encouraged to seek clarification. Students shouldn't expect high-school-like "rubrics" and shouldn't approach the instructor to "complain," but they certainly are owed a clear sense of what the grade means and why.

STEVE ANGLE, PHILOSOPHY



While liberal arts learning encourages students to explore the curriculum broadly in their first two years, you do not want your advisee to be left behind in declaring a major because they lack a prerequisite.

Achieving a Balanced Schedule/Life

There is no ideal course schedule, but rather only customized schedules tailored by students to meet their needs in light of Wesleyan's expectations. That being said, a useful schedule for a first-year student would combine a variety of course types and demands:

- a large lecture class balanced by a smaller seminar;
- a class requiring a lot of reading with a class that requires students to concentrate on quantitative work, problem sets, or an experiential project; and
- classes that feature a variety of assessment methods, such as:
 1. a course with a midterm and a final exam balanced with a course with two shorter papers and a longer paper at the course's conclusion;
 2. a course with weekly one-page papers and a final exam;
 3. a course with weekly quizzes, a midterm exam, and a final oral interview.

First-year students are quite open to change with regard to course scheduling. Such flexibility should be encouraged particularly around class start times. You can remind your advisees that in high school they were in class five times weekly beginning, at the latest, at 8:30 a.m. In addition, advisees should be reminded that they need to eat meals, account for travel time across campus, and maximize the possibilities available to them for study.

Mens sana in corpore sano: A Healthy Mind in a Healthy Body

Students should be encouraged to reflect on the mind-body relationship. Perhaps you can encourage students to enroll in a .25-credit-bearing PHED course, to continue with the sport they may have participated in while in high school, or, even more simply, to get out of the library and go for a walk.

Some advisors may not feel comfortable discussing strategies for healthy, corporeal living. We are, some will say, academic advisors. However, if a student appears before you in the individual advising meeting in late August and seems healthy in a bodily sense, but meets you for preregistration in November looking exhausted, stressed, and weighing significantly less, what are the next steps?

There is no perfect answer to this. Some advisors may feel perfectly at ease asking the student about their weight loss; others may feel more out to sea. When in doubt, reach out to Student Affairs, especially Counseling and Psychological Services and the student's class dean. As an academic advisor, you do not need to go it alone. There is, as mentioned, a broad and accommodating advising network designed with the well-being of the student at its center.

ADVISING IN THE FIRST SEMESTER

Drop/Add Period

Although approvals of added and dropped courses can be achieved online, first-year students may have more questions during their first drop/add period, which takes place during the first two weeks of classes. Try to reply in a timely way to your advisees' queries and remind them of your office hours.

Even though your advisees may come on their own to see you during the month of September, the next recommended meeting comes at the end of the month, certainly before fall break.

RECOMMENDED

LATE SEPTEMBER MEETING:

Answering Questions and Addressing Concerns

The late September meeting is a chance for advisees to air any concerns or questions that may have arisen in the first month, and the discussion can be free-ranging as a result. It is recommended that you also return to four specific topics at this meeting: grades and grading, the Honor Code, time management, and any concerns about courses. You could consider doing such meetings either as one-on-ones or in small groups, so advisees can realize they're not the only ones with a concern.

Honor Code Discussion

With the upheaval of arrival, the beginning of classes, and a month of coursework, your advisees may not remember much from the online tutorial they took during the summer. They may, however, remember a standout detail, something that they may have found surprising. Start your discussion of the Honor Code with an actual review of the Honor Code and then whatever they may remember from the online tutorial.

The scenarios in the Appendix offer some supplemental situations you can review with your advisees.

Grades and Grading

It is likely that your advisees earned top grades in high school. However, it could be the case that no one has ever engaged them in a discussion about grades that is not about the results. What do students think is the function of grades? On a scale of 1 to 10, how would they rate their anxiety about grades and performance? By the end of September, it is likely they will have received some graded assignments in their courses. How did the grades they received tally with their perception of the assignment before they submitted it?

A discussion about grades also serves as an opportunity to encourage students to visit their professors during their office hours, something they should do in any event during the course of the semester.

Time Management

Students are not always adept at time management. Taking a moment at the beginning of their first semester to talk about managing time and meeting all demands is well worth it.

Many advisors advocate the "Rule of Seven": four courses plus three activities, one or more of which could be a job/work study. Wesleyan students often overextend themselves in cocurricular activities. The Rule of Seven helps students to find a good balance with academic demands.

Issues of time management relate directly to both grades as well as the Honor Code. Scholarship involving cheating, plagiarism, and other Honor Code infractions often occur as a result of poor time management and anxiety about completing assignments. Students who have difficulty meeting deadlines will need your attention.

INVITING YOUR ADVISEES

to events or programs you are involved with on campus can be a great way to keep the conversation going throughout the year.

LISA DIERKER, PSYCHOLOGY

IN SOME WAYS sophomore year is, to my mind, the most demanding. Students have neither the energy of first-year freedom nor the security of a set of major requirements. In terms of course access, sophomores don't have FYs or majors-only classes. Many of them are also trying to figure out where to go and what to do. I find they need more nuanced conversations about where they feel confident and where not, about where they've made a connection with a teacher or a topic, and, even though it might be scary, what they think they might like to do after graduating. As for this last, I also think it's essential to reassure our advisees that their choice of major will not determine what they will wind up doing as alums. The trite but true advice about developing a range of skills applies here.

ANDREW SZEGEDY-MASZAK,
CLASSICAL STUDIES



REQUIRED

NOVEMBER MEETING: Preregistration for Spring

Students begin the process of registering for spring semester courses in early November. While registration can seem marked by transactions, it also offers some real opportunities for transformational advising.

You will need to set aside extra time during preregistration for advisees to meet with you. It is useful to write to your advisees to let them know when you will be available, and how you expect them to prepare for this November meeting. Urge them to reflect on their courses from a variety of perspectives.

- What courses or themes inspired them or showed them new ways of understanding?
- What have they learned about how they, as individual students, learn in the Wesleyan setting?
- Where do they find they do their best studying? When?
- How are they meeting assignments?
- Were they successful in spreading instructional times throughout the day and week?
- Have they had enough variety in assignment and assessment type during the semester, or do they envision having had enough variety by the end of the semester?

Moving on from types of instructions and assignments, check in with them about the content of their courses, asking them to narrate the GenEd aspects they have already seen or that they expect to see by the end of the semester. What have they learned this semester that can inform course selection for the next one? If their GenEd courses were not as broad as they could have been, students and advisors should be reflecting on ways to expand that.

Finally, talk with your advisees about the importance of the teaching evaluation process at Wesleyan. Encourage them to submit a thoughtful evaluation for each course that discusses their own personal experience of the class.

The second semester of the first year is still a time to explore the breadth of Wesleyan's open curriculum, so the questions you ask of students at this juncture should focus on that. However, you would be remiss not to ask students whether they are accumulating the tools and prerequisites for courses to be taken later.

RECOMMENDED**DECEMBER CHECK-IN:
Assessment and Self-Reflection**

Both you and your advisees will be engaged in preparation for end-of-the-semester papers, exams, and assignments. Nonetheless, December is a strategically important moment for first-year students. Check-in with your advisees. If your schedule and theirs permit it, meet during your office hours. The purpose of the December exchange is self-reflection. What did your advisees learn in their courses during the semester? How did what they studied in the semester, alongside their other activities, help them realize their goals?

ADVISING IN THE SECOND SEMESTER

The spring semester corresponds in advising structure to the fall semester. You should schedule an early meeting with advisees to check in and review their academic performance from the fall; see them approximately one month later to see how they are faring; meet to discuss course selection for the subsequent fall; and encourage their reflection and self-assessment toward the end of the semester, with the difference being that you are inviting them to reflect on their first year's work. Make sure your advisees know when your office hours will be for the semester and if necessary make sure to change the information in "Advisor Information" in your WesPortal.

RECOMMENDED**EARLY FEBRUARY MEETING:
Review First Semester Academic Performance**

As with the start of each semester, you will be in contact with your advisees as they electronically make their way through drop/add.

You should meet with your advisees early in the spring for a check-in. This is the time to review the "homework" you gave to students in the form of the self-reflection. The beginning of the second semester also is the ideal time to review academic performance. The point here is to ask students how their performance tallies with their study strategies. A poor final showing in a course may be the result of mismanaged time with regard to final papers, projects, and exams.

The advising relationship need not always take place in your office. Depending on the nature of the conversation, it can take place at the Usdan Student Center, at the Pi Café in Exley Science Center, or in the library. You also could consider taking your advisees to lunch at the Daniel Family Commons; or eating a meal with them at Usdan Marketplace via the Student-Faculty Free Meal Program!

RECOMMENDED**LATE FEBRUARY/EARLY MARCH EMAIL CHECK-IN**

The time has arrived to check in with your advisees concerning their studies, their time management, and their assignments. If you receive an Unsatisfactory Progress Report for an advisee, make contact immediately and meet with the student to determine the roots of the problem and to seek the appropriate solutions with them.

REQUIRED**LATE MARCH/EARLY APRIL MEETING:
Preregistration for Fall and Early Majors**

After spring break, preregistration for the following fall semester will begin. The components for this conversation are similar to those in the November meeting (GenEd Expectations and liberal arts learning), along with the new topic of the sophomore year and, especially, how to prepare for major declaration.

I CONCENTRATE ON the biography of the student so I know what s/he needs, and then I call up and ask experts in the Registrar's Office or the relevant department. We can't know all about the curriculum. We can know all about the student.

ROB ROSENTHAL, SOCIOLOGY



Some of Wesleyan's colleges (e.g., College of Social Sciences, of East Asian Studies, and of Letters) require students to declare a major in their first year. If any of your advisees will be declaring one of these areas of study, you will wish them well as they move on to their major advisor, although you may want to stay in touch with them over the semester or years.

If they will not be majoring in one of these areas, discuss the plan of action for the fall of their sophomore year. Is their plan of study designed with an eye to possible majors and needed prerequisites? Since the third semester is still a time for deliberate exploration, which new subjects will students explore? Some students may need to start sequences in the fall of their sophomore year for any number of reasons. These could include language, math, and science sequences. As well, you should explore the availability of gateway courses to majors throughout the academic year, as some courses are offered only in the fall semester.

RECOMMENDED

EARLY MAY MEETING: End-of-Academic-Year Reflection

Your advisees are concluding their first year at Wesleyan. Celebration—and reflection—are appropriate.

Invite your advisees to look back on their first year. What worked? What didn't work well? What would they have changed, if anything? Above all, what did your advisees learn? How does the story they tell you at the end of their second semester compare to the one they told at the end of their first semester?

If you are a veteran advisor, you may have former pre-major advisees who are graduating. If you are so inclined, reach out to them to wish them well as they begin the next phase of life after Wesleyan. It may be particularly interesting for you to hear their stories.

Summer Study: Pre-Approval of Transfer of Credit

Students contemplating summer study at other institutions should be aware of

1. the 2.00-credit maximum Wesleyan will accept for summer study;
2. the department pre-approval required for the courses (students should seek pre-approval from the chair or designee of the relevant department; credit will not be granted to students who have not sought pre-approval);
3. requirement for students interested in courses in another country during the summer to also work with the associate director of study abroad; and
4. that some departments will ask students to take a placement exam upon return to ascertain the mastery achieved.

Wesleyan also offers summer session courses for which there is some financial aid available for eligible students. Registration starts in February for these courses. See wesleyan.edu/summer.

THE SECOND YEAR

ADVISING SOPHOMORES

The relationship with your pre-major advisees continues, as noted, for approximately three-and-a-half semesters, or until they successfully declare a major. Students in their second year are sometimes “forgotten in transition.” A productive advising relationship in the student’s second year recognizes this as well as the possible need to step-up communications with advisees who may be struggling with their transition.

Goals

While in the first year we encourage students’ broad exploration of Wesleyan’s curriculum, by their third semester (if not earlier), advisees need to study possible majors, since they will be required to declare one by the end of their sophomore year.

Either shortly before the fall semester begins, or shortly afterward, write to all second-year advisees, inviting them to come to your office hours (that is, not requiring them to make an appointment) any time they wish, but before fall break. Their homework for this appointment is to come with several viable ideas of majors that they are considering.

This informal meeting also offers the opportunity to circle back to topics that surfaced in the advisees’ first year, including:

- a review of the way that Wesleyan’s open curriculum requires them to consider depth, breadth, and integration and to begin to narrate their GenEd story;
- the chance to review GenEd compliance and to discuss what “compliance” and “expectations” mean (generally, as well as to the student);
- academic integrity and the Honor Code; and
- your advisee’s goals and how their course selection and their activities are helping them realize those goals.

Students should be encouraged to visit the Gordon Career Center in Boger Hall, where they can also explore internship options.

Advising for Major Declaration

While advisors are not, as one faculty member observed, a “Google search engine,” it is your job to ensure that your advisees understand the requirements for the major to which she/he wishes to apply.

Some research to remind students to conduct:

- Some majors require Stage 1 of GenEd to enter the major and others require Stage 2 to complete the major. Is the student’s desired major one of these? If so, what is the plan to complete Stage 1 and/or Stage 2? Students (and advisors) can find all this information under “Academic Regulations” on the Registrar’s Office website.
- Some majors require study of a foreign language. What is the student’s status concerning this?
- 40% of Wesleyan graduates study abroad (or at a different institution) for at least one semester, most typically in the student’s junior year. Does the major the student is considering accept courses taken outside of Wesleyan? For more information on studying abroad, visit the Office of Study Abroad website or look under “Academic Regulations” on the Registrar’s Office website.
- Is the student contemplating transferring any credits from other institutions? What is the chosen department’s position on this? Has the student sought pre-approval of the transfer of credits?
- Who is the advising expert in the department in which the student is interested? Has the advisee visited that individual yet?
- Has your advisee attended any departmental open houses? These are an excellent source of information and the opportunity for discussion with current majors as well as faculty.

Double Majors, Minors, and Certificates

Many Wesleyan students graduate with a degree in more than one major. In fact students may complete a combination of up to three majors, minors, and/or certificates, with at least one being a major. To declare three, students are required to complete the GenEd Expectations.

Ongoing Communication: Keeping in Touch

The second year is a time to check in with your advisees, follow up on their progress, and discuss what they have learned and are learning. Email is a convenient way to stay in touch, but obviously not the only method. As in the student's first year, we recommend contacting your advisees sometime before the end of the fourth week of classes to check in with them about the courses in which they are enrolled and inviting your sophomores to visit you on a non-appointment basis.

Naturally, if a student contacts you with a concern, you should address it promptly by whichever mode of communication seems best. If it is urgent, contact one of the class deans or the appropriate resource.

All faculty may use the Student-Faculty Free Meal Program to enjoy a meal with their advisees at DFC or Usdan Marketplace.

The rule of thumb is to stay in touch with advisees and to avoid lumping them together. A little effort here can go a long way in producing beneficial advising connections.

ADVISING TRANSFER STUDENTS

Transfer students will present a mix of concerns that blends the need to recognize, on the one hand, their class year/stage of life, and, on the other, the fact that they are new to Wesleyan and need as much information as do first-year advisees. Transfer students will be either sophomores or juniors when they arrive.

Typically, about 60 transfer students matriculate each fall and an additional 15 in the spring. These students may come from another four-year institution or may have attended a two-year college.

Study your transfer advisees' admission materials carefully. What does their course transcript reveal about both their interests and their preparation? Ask these advisees to tell you why they wanted to transfer from their former institution, and why they chose to come to Wesleyan.

Grades will tell one story about your transfer advisee's achievements, but do make sure to invite the narrative as they wish to tell it. It could be the case that no one has asked them (perhaps in decades) "what they learned in school," and the question could be quite welcome.

Many transfer students arrive from non-liberal arts institutions and so may have very different expectations for their educational trajectory. If that is the case, reprise elements of the conversations you had with students in their first year concerning:

- academic integrity and the Honor Code;
- depth, breadth, and integration;
- curricular goals;
- interests in work and career; and
- how extracurricular activities tally with their goals (and not only their curricular goals).

OTHER CONSIDERATIONS WHEN ADVISING TRANSFER STUDENTS

- The Office of Admission offers a tentative credit review with the application process, and after a more thorough review by the Registrar's and Deans' Offices they are assigned to a class year.
- Their courses are assigned a GenEd designation and count toward fulfillment of the Expectations.
- Sophomores will need a conversation about major selection. Indeed, juniors will be expected to already have declared a major.

A GOOD ADVISOR is willing to listen to students' interests and concerns and takes the time and effort to help students craft academic plans that fit their interests and goals.

GIL SKILLMAN, ECONOMICS



LIKE EVERYTHING ELSE in life, successful advising is all about the relationship. These relationships can be difficult to develop in the few required meetings during the academic year, but are greatly enhanced by opportunities for additional connection both inside or outside the classroom.

LISA DIERKER, PSYCHOLOGY

MAJOR ADVISING

JUNIOR AND SENIOR YEAR

In relation to major advising, the advisor is an expert within the student's declared area of concentration. This advisor guides the student through the major requirements for graduation, in part by checking the Major Certification Form; encourages the student to complete their remaining GenEd Expectations; encourages the student to continue to explore new areas of study; discusses the student's plans for required or optional capstone experiences; reviews with the student progress toward the University's graduation requirements through the Credit Analysis; and helps the student think about and prepare for life after Wesleyan and the benefits of summer internships or work/volunteer experiences in areas of interest. We strongly encourage using the Major Certification Form as an advising tool from the moment a student declares a major. Such planning includes applying for postgraduate grants and fellowships, admission to graduate or professional school, and employment. Checking the Credit Analysis on a regular basis is also advised.

ASSIGNMENT OF MAJOR ADVISEES

Most students begin to work with their major advisors during preregistration in the spring of the sophomore year. Some departments assign advisors, while others encourage new majors to approach faculty members themselves. Department chairs have information in their WesPortal showing the number of advisees each member of the department already has and should consequently use this information to distribute advising duties as equitably as possible. Chairs should remember that the number of pre-major advisees assigned to faculty members will depend on their major advising load when it is calculated at the end of the spring term.

ADVISOR AVAILABILITY

Advising should be a continuing dialogue between student and advisor, not merely periodic sessions during which the advisee's course selections are approved. Therefore, advisors must set and publish regular office hours and be available for additional scheduled in-person meetings with their advisees upon the advisees' request.

Faculty members may assign colleagues to serve as the backup advisor if they will be unavailable during any phase of advising or course registration. Through WesPortal, the backup can be activated and deactivated. Any faculty advisor who plans to activate the backup function must first secure consent from the colleague, assuring that person's availability and informing advisees accordingly. Since the continued and sustained dialogue between advisor and student is something built over time, use of backup advisors should be limited to unavoidable absences and kept to a minimum.

STUDY AWAY

Study away from Wesleyan can take different forms, such as summer study, study at another university in the United States, and study abroad.

The most common time for study away (typically abroad) is in the student's junior year. If you have advisees who will be away in the first semester, make a point of emailing some time during the fall when they are away. Your timely response to questions will make their experience overseas richer and the return home and reintegration at Wesleyan easier.

Most departments allow students to take at least one course that will count toward their major while they are abroad. To some extent, students can meet with their advisor pre-departure to identify courses that seem appropriate for the major. It is possible, however, that course offerings will change. It is essential that students stay in contact with their major advisor while selecting courses, keeping them informed of their choices and asking about alternatives to courses that may have been identified before departure.

SUMMER STUDY AND INTERNSHIPS

Students may take up to 2.00 credits at another institution during each summer that can apply to the minimum 32.00 required for graduation at Wesleyan. As indicated on page 18, students must seek pre-approval of credit to be taken at another institution.

Several years ago, Wesleyan began to increase the number of sponsored internships available to students. Some of these internships are paid. Departments may be familiar with particular internships and distribute that information to their majors. Information about additional internships is available at the Gordon Career Center.

ASSESSMENT OF BREADTH AND DEPTH

The role of major advisors in assessing progress and learning within a major may appear more obvious than their role in assessing progress in liberal arts learning in the junior and senior years. As you do with pre-majors, invite your major advisees to reflect on their GenEd progress. Inquiring into the ways that a student's GenEd course selections relate to courses within the major could be a particularly fruitful avenue of inquiry. Further, asking major advisees to engage in this reflection during both their junior and senior years will prepare them for the exit self-reflection exercise and, finally, for assessment of liberal arts learning.

CAPSTONES AND HONORS THESES

Some departments require theses of all graduating seniors while others admit seniors on the basis of, among other things, a proposal, their performance in major courses, and completion of GenEd. As summative exercises, theses and capstones invite the long view of the major. In and of themselves, they frequently perform a valuable service to assessment, especially in those majors where there is some sort of public critique of the student's research or project.

LIFE AFTER WESLEYAN

Graduating seniors will almost immediately be called upon to "tell their story," either to a prospective employer, an admission committee for graduate study, or to some other group interested in knowing how they spent their four years at the University. The senior year is pivotal and offers advisees the opportunity to assemble the components of their Wesleyan experience.

Much like the end-semester and end-academic year reflections you invite your pre-major advisees to engage in, you should ask your graduating senior majors to put together the mosaic of their Wesleyan experience. Here are some things to think about, in an almost limitless pool of topics:

- Majors are about depth of study: What knowledge did study in the major deepen, apart from the obvious?
- What types of courses (e.g., seminar, lecture, lab, practicum) within the major did the advisee take? How do the different course types work together in their story? Beyond the course content, what skills did advisees take away from these different course types (ability to present information, to write effectively, to think interculturally, to reason quantitatively)?
- Did the advisee engage in a capstone experience, whether or not for Honors? In what ways did this experience “cap” the advisee’s progress through their major at Wesleyan?
- Does the advisee have more than one major, or is your advisee also completing a minor or certificate in another field? How do the two (or more) different areas articulate with one another? What connections can the advisee draw between them? This can become a particularly interesting avenue to pursue if the majors appear unrelated to one another.

Your major advisees may well come to you in their last year to ask questions about careers and/or graduate school. If by the end of the fall semester of their senior year they have not yet visited the Gordon Career Center, you should encourage them to do so.

APPENDIX

TIME LINE FOR ADVISORS: FIRST YEAR

FALL SEMESTER

<p>AUGUST</p>	<p>Academic Affairs notifies advisors of their pre-major advisees</p> <p>Advisors:</p> <ul style="list-style-type: none"> • Send pre-arrival message to advisees • Prepare to meet advisees, review admission materials, and announce office hours • Attend advisor workshop during Orientation • Hold group advising meeting • Hold individual meeting with each new advisee
<p>SEPTEMBER</p>	<p>Advisors stay in touch with advisees during drop/add</p> <p>RECOMMENDED</p> <p>ANSWERING QUESTIONS AND ADDRESSING CONCERNS</p> <ul style="list-style-type: none"> • Honor Code • Time management • Grades and grading • Any concerns about courses
<p>NOVEMBER</p>	<p>REQUIRED</p> <p>PREREGISTRATION FOR SPRING (requires extra office hours)</p> <p>Advisors ask advisees to reflect on:</p> <ul style="list-style-type: none"> • Fall course schedule, advantages and challenges • Assignment types in courses • Successful study strategies • GenEd progress and next steps for spring • Interests to follow, new disciplines to explore
<p>DECEMBER</p>	<p>RECOMMENDED</p> <p>ASSESSMENT AND SELF-REFLECTION</p> <p>Advisors ask advisees:</p> <ul style="list-style-type: none"> • What they learned in their first semester • How their cocurricular activities informed their classroom learning • How they achieved their goals • To share reflections on the semester

SPRING SEMESTER (parallels fall semester in all organizational aspects)

FEBRUARY	<p>Register office hours (if changed) in Advisor Information in WesPortal</p> <p>RECOMMENDED REVIEW FIRST SEMESTER ACADEMIC PERFORMANCE</p> <p>Advisors ask advisees:</p> <ul style="list-style-type: none"> • What will they change and what will they continue in order to achieve their goals • How they felt about their academic performance in fall semester
MARCH	<p>RECOMMENDED EMAIL CHECK-IN</p> <p>Advisors will check in with advisees about:</p> <ul style="list-style-type: none"> • Their workload and time management • Any Unsatisfactory Progress Reports and the appropriate actions to take • Whether the advisee is contemplating a major in one of the colleges
APRIL	<p>REQUIRED PREREGISTRATION FOR FALL AND EARLY MAJORS</p> <p>Advisors will discuss with their advisees:</p> <ul style="list-style-type: none"> • GenEd progress • Which new subjects they will explore as first-semester sophomores • Possible majors and progress toward completing prerequisites
MAY	<p>RECOMMENDED END-OF-ACADEMIC YEAR REFLECTION</p> <p>Advisors will ask their advisees:</p> <ul style="list-style-type: none"> • To tell their story about their first year • How their courses fit together • Which courses were a stretch • What new subjects they explored • If they are contemplating a specific major • Which courses they have taken that will count toward that major • How their GenEd courses dovetail with these major courses • What are their summer plans; summer courses; work; internship; and/or travel

HONOR CODE TUTORIAL

Introduction

In an academic community, learning and evaluation require explicit and shared agreements on intellectual honesty and academic integrity. At Wesleyan, these values and the standards of academic conduct they imply constitute the Honor Code, the affirmation of which is a condition of enrollment. Adjudication of alleged violations of the Honor Code issue from an Honor Board, comprised of students. The board ensures consistent interpretation and sanctions for violations while serving as a constant reminder of communal principles. Violations against the code are violations against the community, the ultimate source of the principles articulated below. Accordingly, upon witnessing or otherwise becoming aware of an apparent violation, members of the community have an obligation to report the violation or to discuss it with the appropriate faculty member, a member of the Honor Board, or the dean for academic advancement.

The Honor Code

THE PLEDGE

The pledge is an affirmation of each student's agreement to adhere to the standards of academic integrity set by Wesleyan's Honor Code. In order to promote constant awareness of the Honor Code, faculty are encouraged to ask students to sign the pledge when submitting any academic exercise for evaluation. The pledges read as follows:

- **For papers and similar written work:** In accordance with the Honor Code, I affirm that this work is my own and all content taken from other sources has been properly acknowledged.
- **For tests and other academic exercises:** In accordance with the Honor Code, I affirm that this work has been completed without improper assistance.

VIOLATIONS OF THE HONOR CODE

1. The attempt to give or obtain assistance in a formal academic exercise without due acknowledgment. *This includes, but is not limited to: cheating during an exam; helping another student to cheat or to plagiarize; completing a project for someone and/or asking someone to complete a project for you.*
2. Plagiarism—the presentation of another person's words, ideas, images, data, or research as one's own. Plagiarism is more than lifting a text word-for-word, even from sources in the public domain. Paraphrasing or using any content or terms coined by others without proper acknowledgment also constitutes plagiarism.
3. The submission of the same work for academic credit more than once without permission.
4. Willful falsification of data, information, or citations in any formal exercise.
5. Deception concerning adherence to the conditions set by the instructor for a formal academic exercise.

Hypothetical Situations

Following are some situations that you may want to use or vary for discussion purposes. Students should identify the issues and suggest appropriate responses. The Honor Board's response is listed in italics. Please contact the dean for academic advancement, who advises the Honor Board, if you would like to discuss the nuances of these scenarios.

1. John and Sara work on their economics problem set together. They discuss each exercise, agree on an answer, and write down the same answer. Their instructor has noticed that their papers are identical. Is this academic dishonesty or are they engaging in legitimate collaboration on their homework? Would the situation be different if the two students were in different sections of the course and had different instructors, so that neither instructor would have an opportunity to observe that John and Sara were collaborating?

Whether the situation described is a violation of Wesleyan's Honor Code depends upon the instructions given by the instructor. If the instructor allows (or encourages) student collaboration on problem sets, there is no violation. However, John and Sara should each note on their problem set with whom they collaborated.

2. Lucas searches for information and finds all of the material for his paper on the internet. The source of some of the material is not identified. Should he use this material? How does he judge whether or not the material is reliable? Is it necessary to cite the material he uses? If so, how should he cite it?

Lucas should clarify the instructor's expectations for the use of internet sources. If the instructor permits such sources, Lucas should only use reputable sources and should not use material that is "not identifiable." Whatever he uses, however, should be cited.

3. Anna is writing a paper in a foreign language and knows that her grammar is far from perfect. She gets help from a native speaker, who checks the paper and makes corrections. Is this okay? What if Anna gets help on the structure and wording of a paper from the Writing Workshop? Is this the same thing? Should this help be credited in the paper?

The type of assistance that Anna received is probably in violation of the Code. It would be fine for Anna to get help from a native speaker in terms of pointing out errors, but she should correct such errors herself. It would generally be a good idea to cite the native speaker and/or Writing Workshop as a source for the work. If in doubt, Anna should certainly ask the instructor for clarification.

4. Jordan goes to his instructor's office a week before his paper is due, because he is having difficulty organizing his ideas. He and the instructor talk and each of them adds some ideas to his outline. By the time Jordan goes home to write the paper, he has forgotten which ideas were his and which were the instructor's. He does not mention the instructor as a source in his paper. Is this academic dishonesty or is Jordan getting legitimate help with writing?

Jordan should credit the instructor and also provide an explanation to the instructor when submitting the paper.

5. Kristen has been sick and, as a result, has fallen behind on assignments. The professor deducts points when students turn in assignments late. In desperation, Kristen digs out a paper written for another course and turns it in so she can hand in her work on time. Is this a violation of the Honor Code? What other course of action could she have taken?

Submitting the same work for credit more than once without permission of the instructor is a clear violation of the Honor Code. Kristen should have instead spoken with the instructor and asked for an extension based on her illness.

The most important "take away" from these hypothetical situations is to know the Code and reinforce that students should speak to their instructors to clarify expectations and/or when they have problems or issues completing their work.

