Resolution (2012): Advising Resolution

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The Wesleyan Student Assembly (WSA),

**Recognizing** advising as a cornerstone of the academic experience,

**Concerned** by knowledge gaps both among advisors of the course selection process, about other departments, and among students about the role and expectations of advising, pre-major advisors in particular,

**Lamenting** the “punishment” of good advising, as students enlist good advisors and thus increase inequity in advising loads,

**Recognizing** the need to increase the equity of advising loads,

**Acknowledging** the need to recognize and reward good advising,

**Supporting** faculty interests in keeping advising evaluations out of salary and tenure discussions,

**Recognizing** that students have needs that the current system does not address, such as the needs of sophomores for in-depth departmental expertise prior to choosing their majors,

**Concerned** by student dissatisfaction with advisor knowledge about other departments and the lack of involvement and time spent with their advisors,[1]

**Concerned** by reports of students who receive harmful misinformation from their faculty advisors, especially during pre-major advising,

**Recognizing** that first-year students and first semester sophomores would benefit from receiving more information about their prospective majors;

**Concerned** by the lack of official information regarding courses that are particularly difficult to enter,

**Supporting** the standardization of resources available to students and advisors as well as between departments,

**Recognizing** that the necessary resources exist but are imperfectly advertised and distributed,

**Supporting** the initiative formed by the advising task force,

1. **Urges** the University to expand the number of prospective major forums to a minimum of two and a maximum of three, ideally occurring the day before classes begin in the fall semester, the first weekend
of the planning period during fall semester, and the first weekend of the planning period during the spring semester;
2. **Calls upon** departments to provide a list of departmental advising experts complete with information on areas of expertise, office locations, office hours and email addresses;
3. **Requests** that the University maintain and distribute this list to both students and faculty as an advising resource;
4. **Calls for** the creation of prospective major listservs for dissemination of information about lectures, events, new classes, internship opportunities, and information sessions;
5. **Supports** the creation and distribution of an advising award given based on student nominations and a student voting process, through a coordinated effort by the WSA and Academic Affairs;
6. **Encourages** the University to video tape panel discussions between students on the topic of “What Makes Good Advising;”
7. **Calls for** the creation and dissemination of an advising expectations worksheet as a cooperative product of work by the WSA and appropriate departments and administrators;
8. **Recommends** the broader and more effective advertisement of the sophomore major declaration timeline;
9. **Supports** the creation of a course selection video tutorial to be made available to first-year students during the summer registration period;
10. **Supports** the creation of an amazon.com style “Students who requested this course also requested” section on WesMaps;
11. **Encourages** the creation of a course heat map that demonstrates the typical level of interest in courses from past years, and/or the inclusion on WesMaps of typical waitlist length;
12. **Supports** the continued involvement of students in the yearly advisor-training meeting;
13. **Resolves** to remain actively seized of the matter.

[1] WSA Survey, Fall 2012. 58% of students chose “lack of knowledge of other departments” as the the “biggest problem with pre-major advising;” 36% chose “too little involvement/time spent with advisees” as the same.