ADVISING FOR FIRST YEARS:
PREPARING FOR SUMMER AND FALL ORIENTATION MEETINGS 2020

Marlene Sandstrom
DEAN'S OFFICE
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Introduction
Thank you for serving as a faculty adviser for our incoming students. At Williams, the faculty has committed itself to a primary role in advising its students. For this reason, the administrative structure of advising services at Williams is comparatively small. The Career Center helps extensively with the transition to post-baccalaureate life; the Dean’s Office, the Davis Center, Integrative Wellbeing Services, and the Chaplain’s Office help with more serious personal problems. Links to these, and other resources can be found at the end of this handbook. In the area of academic advising and planning, however, the faculty plays the leading role.

Williams has two formal academic advising structures. One is “major advising” performed by individual departments, a process that begins once students have identified their major field of study in the second semester of their sophomore year. The other is the First Year Advising Program, which actually extends through the first semester of a student’s sophomore year.

This packet offers some resources to help as you work with your first year advisees. For online resources, please see the Brief Guide to First Year Advising, which explains the roles of advisors and includes links to other faculty and staff with whom you may want to connect your advisees. Choosing First Year Courses describes the academic requirements of the College and some considerations in choosing among the hundreds of interesting courses available. On the First-Year-Students web site, you can find the schedule for First Days.

Goals of First Year Advising
Our primary goals for advising incoming students include:

- Providing a structured first contact for each incoming student (first-year and transfer)
- Helping students understand the basics of the curriculum (requirements; placement issues; practical issues re: course selection)
- Being a developmental partner as your student begins the process of charting an academic course here;
- Encouraging exploration – we want to help all students consider their education broadly, view exploration of the curriculum as an opportunity to build on their interests, hopes, and experiences in new ways, and to take intellectual risks
- Encouraging faculty interaction –Williams celebrates our small size, strong faculty-to-student ratio, and our interpersonal model of educational. The first meeting with a faculty advisor allows students to experience the kind of one-on-one interactions with faculty that we value even before they arrive on campus.
- Serving as a conduit to other resources
• Normalizing the use of resources – office hours, writing workshop, tutoring, the Math & Science Resources, Accessible Education and more

• Being a realistic voice to weigh in about what sounds reasonable in terms of course load and co-curricular plans

The Arc of Advising

• **Summer Check In:** You will be reaching out to your new advisees this year during the week of August 3rd to welcome students to Williams and provide some general advice about how to approach pre-orientation (which opens the week of August 10th)

• **Fall Orientation:** During *First Days* (on Sept 8), you will meet with your first-year advisees once again. At this point, they will have already pre-registered for classes. They may have been dropped from some courses and need to make new selections. In addition, they will have an opportunity to select a 4th course and make changes to their schedule

• **October check-in with students who receive ‘advisories’** – The Registrar’s Office will reach out to all first-year advisors with advisees who, in the opinion of their professors, are failing to meet academic standards in a course. You should reach out to any advisees who fall into this category to check in and connect them with useful resources (e.g., The Dean’s Office, Academic Resources, Accessible Education)

• **Spring pre-registration** – The Registrar’s Office will remind you of the dates of pre-registration for spring courses, and you will be asked to meet with your advisers again (late Oct/early Nov)

• **April check-in with students who receive ‘advisories’** – Once again, the Registrar’s Office will reach out to all first-year advisors with advisees who, in the opinion of their professors, are failing to meet academic standards in a course. You should reach out to any advisees who fall into this category to check in and connect them with useful resources (e.g., The Dean’s Office, Academic Resource, Accessible Education)
• **Fall pre-registration** - The Registrar’s Office will remind you of the dates of pre-registration for the following year’s fall courses, and you will be asked to meet with your advisers again (in late April/early May)

• **Spring pre-registration for Sophomores** – Your last official meeting with your sophomore advisees will be in advance of spring registration (late Oct/early Nov). After that, sophomores will declare a major and choose an advisor within their department/concentration. While you will have completed your ‘official’ advising duties, we encourage you to maintain relationships with your advisees throughout their time at Williams.

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**What you (and your advisee) need to know about academic requirements at Williams**

• *In response to the COVID-19 pandemic, the faculty voted on a number of changes to academic policies and requirements for the 2020-2021 academic year only. It will be important for new students to understand how these policies will impact them, and how long these temporary changes will be in effect.*

• **Number of courses needed to graduate:** Typically, students need to successfully complete 32 courses in order to complete their Williams degree (4 courses per semester over the course of 8 semesters). In recognition of the specific challenges that students will face this year, they have the option of successfully completing 3 courses per semester this year, instead of 4. Students may choose to take more than 3 courses per semester if they choose.

It is important that you explain to students that the number of courses they choose to take this semester will determine the total number of courses they need to complete in order to graduate. During the 2020-21 academic year only, students who take 3 courses in both semesters will be required to complete a total of 30 courses for graduation. Students who complete three courses in one semester and four courses in the other will be required to complete a total of 31 courses. Students who complete four courses in both semesters will be required to complete a total of 32 courses for graduation. This means that 4th courses are not “extra,” and cannot be used later to make up subsequent deficiencies. Fourth courses can, however, be used to make up prior deficiencies. When they are used for this purpose, they are not associated with an increase to 31 or 32 total courses needed to graduate.
• **Number of Winter Study courses needed to graduate.** Typically, students participate in a Williams Study (WS) course every January and must complete 4 WS courses in order to graduate. The faculty voted to cancel Winter Study term this year. As a result, students who are enrolled during Academic Year 20-21 will need only 3 WS courses in order to graduate.

• **Completion of a Major.** All students must complete the requirements for one major with an average grade of C- for all courses taken within the major.

• **Divisional Requirements.** All students are required to complete a total of 3 courses within each division (1=Language/Arts; 2= Social Sciences; 3= Science/Math) by the time they graduate. Students need to complete 2 courses in each division by the end of their sophomore year. Note: for the academic year 20-21 only, students can use courses successfully completed using the pass-fail designation to complete divisional requirements.

• **Writing Skills requirement.** All students must pass at least 2 graded courses which are designated in the course catalog as ‘writing skills’ courses. One of these courses must be completed by the end of the sophomore year, and the other must be completed by the end of the junior year. Note: for the academic year 20-21 only, students can use courses successfully completed using the pass-fail designation to complete the Writing Skills requirement. It is a good idea to recommend that advisees consider taking their first Writing Skills course during the first year for two reasons (1) honing writing skills will be useful to them in all future courses, (2) a number of writing skills courses are geared toward first year students, and give preference to them in the pre-registration process.

• **Quantitative/formal reasoning requirement.** All students must pass at least 1 graded course primarily concerned with quantitative or formal reasoning (designated as ‘Q’ in the course catalog) by the end of the junior year. Note: for the academic year 20-21 only, students can use courses successfully completed using the pass-fail designation to complete the Q requirement. All incoming students take a self-administered assessment of quantitative reasoning over the summer. Results of that assessment may direct students’ choice about which type of Q course to take. For more on the quantitative assessment, see the section on ‘What to talk about during your fall orientation meeting.’

• **Difference, Power and Equity requirement.** The DPE requirement provides students with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change. All students are required to complete 1 such course during their time at Williams. This course may be completed any semester before graduation, but students are urged to do it by the end of their sophomore year. Note: for the academic year 20-21 only, students
can use courses successfully completed using the pass-fail designation to complete the DPE requirement.

- **Physical education requirement.** All students must complete 4 PE activities by the end of the sophomore year. Students can learn more about PE options by visiting the Department of Athletics webpage.

- **Taking an extra course.** Typically, a standard/full load is considered to be 4 courses per semester. For the 2020-2021 academic year only, a standard load will be 3 courses. Students can choose to sign up for extra courses if they wish. While most students will be able to handle 4 courses in their first semester, taking more than that will likely be difficult. Students should be advised against taking a 5th course until they have experienced at least one semester of Williams courses.

  Fifth courses do not contribute to degree requirements (i.e., cannot be used to accelerate graduation), but can be used to meet requirements and prerequisites, and are included in the calculation of GPA.

- **Withdrawing from (dropping) a course.** Students may drop an extra course (4th and 5th courses are considered ‘extra’ for the 2020-2021 academic year) any time up to the sixth week of the semester without it appearing on the transcript. Students who wish to drop an extra course after the 6th week of classes must have joint approval from the instructor and a dean, and the course will show up as a ‘W’ on the academic transcript. For the 2020-2021 academic year only, faculty voted to allow students to withdraw from a course and receive a W on the transcript as late as the last day of class.

  **Core courses:** Students can opt to drop one of their core courses, with joint approval from the instructor and a dean, twice over the course of their college career (once as a first year student, and once as an upper-class student). For the 2020-2021 academic year only, faculty voted to allow students to withdraw from a course as late as the last day of class. The course will show up as a ‘W” on the transcript, and the student will have a course deficiency to make up.

- **Designating a course as pass-fail.** Another adaptation, for the 2020-2021 academic year only, is that students can take as many pass-fail courses as they wish (provided the courses are designated as pass-fail eligible), and those courses will not count toward their total allowance of three pass-fail courses over the duration of their time at Williams. In addition, students can extend their decision about whether to designate a course as pass-fail until the last day of classes. In addition, for the 2020-2021 academic year only, courses designated as pass-fail can be used to fulfill college requirements, including the divisional requirement, Writing Skills (W), Quantitative/Formal Reasoning (Q), and
Difference, Power and Equity (DPE). Courses designated pass-fail do not fulfill major requirements (with the exception of the first course students take in a major).

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• **Taking a personal leave.** Students may request personal leaves of absence and if granted, temporarily withdraw from the College. Such time away, often as a period of reassessment and self-evaluation, can prove to be educationally beneficial.

Students may request permission from the Dean’s Office to withdraw at any time. If a student is granted a personal leave of absence after the semester begins, but before the end of the drop/add period, the transcript will list the date of withdrawal as the day before the term began. If a personal leave is granted after the end of the drop/add period, but before the end of the eighth week of the semester, the transcript will list the date of withdrawal, but the semester will not count toward the maximum of eight allowed to complete the degree. If a personal withdrawal is allowed after the eighth week of the semester, the transcript will list the date of withdrawal and the courses in progress, each with a W; the semester will normally count toward the maximum of eight allowed to complete the degree and the student will incur deficiencies that must be made up before returning to the College. Students who take a leave in good standing are readmitted with the approval of the Dean’s Office.

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**Topics to discuss during your initial summer meeting with advisees (week of August 3rd)**

**(1) Welcome first year students to our liberal arts curriculum**

Williams defines itself as a community in which all members learn with and from each other, and in which the intimacy of scale encourages students to construct a deeply immersive and personal education that centers relationships at its core.

The Williams curriculum presents students with a balance between breadth and depth; the college exposes students to a variety of disciplines with varied methods of asking and answering questions, as well as the opportunity to delve deeply into at least one field to experience the habits of mind and production of work that can lead to expertise. Beyond exposure
to breadth and depth of knowledge, we emphasize a number of critical skills. Highlighting these critical skills to new students can help them think expansively about their academic trajectory:

- **The capacity to think critically, contextually, and creatively** (e.g., the ability to employ different ways of asking and answering questions and producing knowledge; the inclination and facility to draw connections between different modes of inquiry; the development of analytical and interpretive skills)

- **The ability to communicate effectively** with a diverse array of conversational partners (e.g., proficiency in writing, speaking, and producing images/data that convey information in compelling ways)

- **The ability to comprehend, interrogate, manipulate, and visualize data** (e.g., exposure to the uses of data and analytics across disciplines, the ability to interpret and analyze data; the ability to use data to communicate and collaborate with others)

- **Development of a global mindset** (e.g., the ability to approach problems and solutions from different cultural perspectives; the development of cultural awareness, the ability to recognize relationships between power structures and systemic inequities, the capacity to see beyond the limits of one’s own experience; the ability to approach a diverse range of social, political, and ecological systems with intellectual curiosity and humility).

- **Development of community consciousness** (e.g., the ability to listen actively, to engage across difference, to seek out the beliefs that shape others’ lives, to exhibit curiosity about diverging world views, to seek out criticism for one’s views, to change one’s mind, to exhibit empathy, and to find areas of commonality amidst disagreement).

- **Development of personal effectiveness** (e.g., ability to engage in self-reflection, manage priorities, build a collaborative team, ask for assistance)

- **Attentiveness to wellbeing** (e.g., the ability to pursue academic goals while nurturing one’s physical, psychological, interpersonal and spiritual needs)

(2) **Encourage exploration**

One of your main goals as a first-year advisee is to encourage your students to explore the curriculum. Williams offers courses in disciplines that some of our students might not even know exist!

- Emphasize that the first two years, in particular, should be times when they experiment, try new fields, and expose themselves to a wide range of disciplines.
• Ask questions that might encourage exploration:

  o **What have you most enjoyed academically? Are there skills you are most interested in building, and areas where you feel less confident?** Both discussions could allow you to suggest some departments or programs that the student may not know about (You want to strengthen your writing skills? Great! You could definitely choose an English course, but have you also considered Philosophy? Art History? Comp Lit? Africana Studies?)

  o **Williams has these distribution requirements across math/sciences, humanities, social sciences. Do you have any thoughts yet about how you might make the most out of those?** Your framing could invite students to shift their thinking away from ‘requirements’ and toward ‘opportunity’

  o **Are you getting any advice on course selection? If so, from whom?** This can help you get a sense of whether there are specific family supports (or pressures) in play, and also whether the student is feeling alone in making decisions about college.

• **Encourage your advisees to give themselves permission to be flexible.** Some students will not know where they are headed yet, while others will already have their entire semester (or year, or all 4 years!) planned at right at the get go. While it is wonderful to have a plan, it is equally important for students to be open to learning new things about themselves or the curriculum that lead them to change those plans. Below are some suggestions that you might encourage your advisees to think about:

  o **Encourage your advisees to sit in on an extra class.** Traditionally, advisers remind students that they can make changes to their schedule during the drop-add period if they wish, and that they should attend the first-class meeting for any course they are considering adding to their schedule. **Due to COVID related precautions, students should reach out to faculty in advance of the first class to determine whether it is possible for them to sit in if they are not already registered in advance but are considering enrolling.**

  o **Encourage your advisee to try a tutorial** - Adapted from the Oxford University style of education, the Williams tutorial is a remarkable academic experience you won’t find at most other colleges. Every week, two students take turns developing independent work—an essay, a report on lab results, a piece of art—and critiquing it. With the support and guidance of their professor, they sharpen their critical thinking, improve their writing, develop ideas, and defend positions. The tutorial gives students a sense of ownership of the academic process that inspires ever-greater exploration. With 60 to 70 tutorials offered each year across the curriculum, more than half of all Williams students take at least one during their time here. Make sure your advisees know that some tutorials are expressly geared toward first year students.
o **It’s not too early to think about study away.** The Office of International Education and Study Away promotes high quality curricular and co-curricular opportunities beyond the Purple Valley. Study abroad provides a unique opportunity to understand difference through diversity of thought, both domestically and internationally. Studying away also strengthens linguistic aptitude, deepens knowledge of the liberal arts, and teaches students to adapt to cultures different from their own. It is our hope that through study away, students learn to become more informed global citizens and meaningfully contribute to the greater issues and challenges of our day. Note that many international destinations have language requirements; if students are thinking about traveling during their junior year, they might consider studying the relevant language now.

o **Encourage your advisee to think about experiential opportunities – both inside and outside the classroom.** Experiential learning at Williams fits with the College’s broad philosophy of enhancing student capacity to improve society. The Center for Learning in Action connects students to courses with experiential components and/or extracurricular opportunities in a dozen action areas including education, health and wellness, and community and economic development. Encourage students to visit the CliA website for more information.

o **Remind advisees that the pass-fail designation is a tool for exploration.** Typically, students can choose to designate a total of 3 courses as pass-fail during that time at Williams (provided that the course is listed in the course catalog as eligible for pass-fail). For the 2020-2021 academic year only, faculty voted to allow students to take as many pass-fail courses as they wish (provided the courses are designated as pass-fail eligible); these courses will **not** count toward their total allowance of three pass-fail courses over the duration of their time at Williams. In addition, students can extend their decision about whether to designate a course as pass-fail until the last day of classes. Finally, for the 2020-2021 academic year only, courses designated as pass-fail can be used to fulfill college requirements, including the divisional requirement, Writing Skills (W), Quantitative/Formal Reasoning (Q), and Difference, Power and Equity (DPE). Please note that pass-fail courses **cannot** be used to meet major requirements (except for the first course taken for the major).

(3) **Provide your advisees with a framework for selecting courses**

- **Encourage your advisees to think about balancing their course load:**
  - In terms of disciplines (try to sample broadly across the 3 academic divisions)
  - In terms of assignments: (choose courses that mix up expectations for finals, papers, heavy readings, labs, or additional meeting times)
  - In terms of size (take at least one small course each semester if possible)

- **Remind your advisees that our curriculum includes many arts courses for non-arts majors and many science courses for non-science majors.** The course description will typically provide information about the extent to which prior knowledge...
or pre-requisites are required. There are lots of courses that require no prior knowledge/experience.

- **Remind your advisees to think about spring semester too.** There are some classes offered during the fall and not the spring, and vice versa; students should take note of this. In addition, they should make sure that they are taking prerequisite courses for classes they already know they intend to take in the spring.

- **Ask your advisees what sorts of extra-curricular activities they are thinking about?** Will there be particularly busy semesters or times of year (e.g., athletic training, theater/dance/art productions, etc.)? How will this fit with requirements for their courses?

- Remind students about the **early concentration rule.** First years can’t take more than one course with the same prefix and no more than 2 in the same department in a semester

- **Ask your advisees if they are already considering specific long-term career goals.** We have dedicated advisors for certain fields, and you can encourage students to be in touch with these advisors for more detailed information about course progression.
  
  - **Engineering** – Prof Kate Jensen, Physics
  - **Health professions** – Rebecca Counter, *Director of Science and Health Professions Advising*
  - **Law** – Anthony Pernell-McGee, *Director for Inclusive Career Exploration*
  - **K-12 Education** – Prof Susan Engel, Psychology

- **A special word about pre-med requirements.** Some of your advisees may indicate that they are “pre-med” and interested in pursuing medical school post Williams. There are numerous pre-med requirements, so students interested in this track should think about creating an 8-semester plan from the outset. While the requirements are numerous, the good news is that with proper planning, students can fulfill premedical/prehealth requirements while still pursuing other interests (e.g., majoring in a non-science discipline; double majoring or adding a concentration; studying abroad; completing a thesis). Students interested in pre-med requirements should visit the Center for Career Exploration website [here](#) and should consult with the Science & Health Professions Advisor before choosing courses. A few facts for students interested in pre-health include:

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**A word about the pre-med track**
- Planning versus flexibility
- Most students do **NOT** go straight to medical school
- Some AP courses “count”
- Study abroad is possible
  - But plan for Chemistry sequence
- Think about choosing a 100-level English course in the first year
- Consult with our Health Professions Advisor
• AP courses may "count" toward pre-med course requirements. Most commonly, students use AP Calculus I and II courses for the math requirement. AP Physics is generally used for one semester of Physics. (Students must have a 4 or 5 on AP tests.) See the Science and Health Professions Advisor for specifics.

• Students should select one or two laboratory science courses during both first-year semesters. To study away in junior year, it is best to have started the four-course chemistry sequence (CHEM 153, CHEM 156) in first year. Typically, pre-health students enroll in BIOL 101 and CHEM 153 in the first semester of first year, but this is not mandatory and may not be the best fit; your advisee can check with the Science and Health Professions Advisor.

• Students should choose a 100-level English course in the first year as entering students are often given preference.

- Understanding half credit courses. Williams offers some half credit courses in dance, music, and theater. These half credit courses do not count toward the total number of courses required for graduation, and cannot be used to fulfill distributional requirements. Half credit courses in the dance and theater department are always designated as pass-fail. Half credit courses in the music department may be taken on a graded or on a pass-fail basis.

Describe how the preregistration process will work this year
Pre-registration will be available from Aug. 10-17, and students will be able to indicate their preference for three courses at that time. It is important to emphasize to incoming students that pre-registration does not guarantee a seat in the course. Some courses overenroll, and students may learn that have been dropped from courses that they hoped to take; this is fairly common. Typically, their names will be included on a waiting list, and the instructor will let them know if a spot becomes available. Meanwhile, students should register for different courses to replace the ones from which they were dropped as soon as the registration window opens.

Students will be notified if they have been dropped from courses during the week of Aug. 18th. Registration will re-open from Aug. 24th through Aug 30th in order for students to replace courses, or make changes to their course selections. They will have the opportunity to indicate their preference for a fourth course beginning on Aug. 26. Finally, students will have an additional opportunity to make changes to their schedule or to add a fifth course during drop/add period, running from Sept. 8th -18th.
Topics to discuss at your 2\textsuperscript{nd} meeting with advisees during Orientation (Sept 8\textsuperscript{th})

(1) **Course selection and placement issues**

Now is the time to re-connect with your student to get a sense of what courses they chose during pre-registration, to ask if they are considering making any further changes to their course schedule, and to answer any questions they might have.

Prior to your fall orientation meeting with advisees on Sept 8\textsuperscript{th}, you will receive an email from Dean’s Office including your information about your advisees’ pre-registration selections, as well as the placement results from any assessments they may have taken over the summer or during Orientation. You should review these with your advisee, and make sure that their course selections match the placement advice provided. We will host a meeting for all faculty advisers immediately prior to your individual advising sessions with more information about how to interpret the placement data you will receive.

(2) **Encourage students to make connections with faculty right from the start**

At Williams, students enjoy a student-to-faculty ratio of 7:1, and we pride ourselves on providing students with the opportunity to construct a deeply immersive and personal education that centers relationships at its core. We attract faculty who are committed to putting undergraduates at the center of their work. A recent survey of the college’s graduating seniors asked the question; “\textit{What is the top indicator of a graduate’s growth in learning during his/her time at Williams?}” The overwhelming answer was: “\textit{Time spent interacting with faculty}.”

Now – right at the beginning of your advisees’ time at Williams – is a great time for them to begin forging relationships with faculty. Spend some time discussing strategies for doing so, including:

- Visiting office hours
- Introducing yourself before or after class
- Discussing career plans/ambitions
- Asking a faculty member to join you for coffee, lunch, a special event (remind students that the college has funds to pay for this)
- Taking a tutorial or small seminar class
- Asking faculty about whether they can participate in their research (or what skills they would need in order to be able to do so)
(3) Encourage your advisee to develop an advising team

While faculty advisors are an excellent resource, we hope that students will gradually build a larger network of advisers during the time at Williams. Encourage your advisees to think about building a team— who else could be a helpful addition? Students could consider an athletic coach, a librarian, a member of the Davis Center, a Chaplain, a tutor, just to name a few. The chart to the right provides examples that might be useful.

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<td><strong>Nurturing interests</strong></td>
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(4) Help your advisee navigate resources and normalize their use

One of the biggest misconceptions that new students carry to Williams is the assumption that using support systems indicates weakness or failure. Indeed, many of our students will have arrived at Williams without ever seeking extra resources or guidance during their high school years. At Williams, however, our resources are designed for everyone. When we ask graduating seniors about the things they wish they knew as a first-year student, they repeatedly tell us that they wish they knew from the start that using supports is what strong students do to help them reach their goals and stay on track.

Don’t assume students know where to go or how to ask for help. Point to them to resources on line, offer to help with introductions, or help them draft an initial email if they are feeling unsure.

(5) Explain the importance of the Honor Code

As an institution fundamentally concerned with the free exchange of ideas, Williams College has always depended on the academic integrity of each of its members. All students who enroll at the College agree to respect and acknowledge the research and ideas of others in their work and to abide by instructor’s requirements governing assignments and exams. Students who break these regulations, misrepresent their own work, or collaborate in the misrepresentation of another’s work have committed a serious violation of this agreement.

Encourage your advisees to ask questions about how the honor code applies to any of their courses if they are unsure. Faculty are happy to answer questions about citation, appropriate collaboration, appropriate use of materials, and more. It is far better to ask
for clarification than to inadvertently violate the honor code. Further, students should always opt to ask for an extension or agree to accept a penalty for late work rather than violating the honor code in order to turn in an assignment on time.

(6) What else is expected of me as an advisor?

We hope that you will get to know your advisees, and that they will come to consider you as an important part of a growing team of faculty and staff members who are invested in their success. You are not expected to become deeply involved in your advisees’ non-academic personal struggles, though we would ask you to be alert for any signs that an advisee might be encountering some kind of personal trouble and contact--or encourage him or her to contact--people who can provide assistance. A good first step is often the Dean’s Office. For important contact information, see below:

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<th>Dean’s Office</th>
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<td></td>
<td>phone: (413) 597-4171</td>
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<td></td>
<td><a href="mailto:chaley@williams.edu">chaley@williams.edu</a></td>
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<td>Academic Resources</td>
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<td>Laura Muller, Director of Quantitative</td>
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<td>Skills Programs &amp; Peer Support,</td>
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<td><a href="mailto:ljm3@williams.edu">ljm3@williams.edu</a></td>
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<td>Julia Munemo, Interim Director of Writing</td>
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<td>Programs, <a href="mailto:jmm3@williams.edu">jmm3@williams.edu</a></td>
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<td>Ivy Krofta, Peer Tutor Coordinator,</td>
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<td><a href="mailto:ik3@williams.edu">ik3@williams.edu</a></td>
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<tr>
<td>'68 Center for Career Exploration</td>
<td><a href="#">website</a></td>
</tr>
<tr>
<td></td>
<td>Phone: 413-597-2311</td>
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<td></td>
<td><a href="mailto:wcc@williams.edu">wcc@williams.edu</a></td>
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<tr>
<td>Davis Center</td>
<td><a href="#">website</a></td>
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<td>Phone: 413-597-3340</td>
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<td></td>
<td><a href="mailto:daviscenter@williams.edu">daviscenter@williams.edu</a></td>
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<tr>
<td>Chaplains’ Office</td>
<td><a href="#">website</a></td>
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<tr>
<td></td>
<td>Phone: 413-597-2483</td>
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<tr>
<td></td>
<td><a href="mailto:Nancy.Luczynski@williams.edu">Nancy.Luczynski@williams.edu</a></td>
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<tr>
<td>Financial Aid</td>
<td><a href="#">website</a></td>
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<tr>
<td></td>
<td>Phone: 413-597-4181</td>
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<tr>
<td></td>
<td><a href="mailto:finaid@williams.edu">finaid@williams.edu</a></td>
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<tr>
<td>Service</td>
<td>Contact Information</td>
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<td>----------------------------------------------</td>
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</table>
| Health & Wellness Services                   | [https://health.williams.edu/](https://health.williams.edu/)  
|                                              | Phone: 413-597-2206                        |
| Integrative Wellbeing (Counseling) Services  | [website](#)                              |
|                                              | Phone: 413-597-2206                        |
| Office for Institutional Diversity, Equity &| [website](#)                              |
| Inclusion                                    | 413-597-4376                              |
| Student Accounts                              | [website](#)                              |
|                                              | 413-597-4396                              |
|                                              | studentaccounts@williams.edu               |
| Office of Campus Life                         | [website](#)                              |
|                                              | 413-597-4747                              |