Faculty committee formed

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The ad-hoc committee will look into many areas within the advising system. "One thing to find out is how the Institute wide standards are, and what controls are necessary in the program," Hulsizer said.

Another question he suggested is whether the upperclass program should be united under one authority, like the freshman one. Greytak said he felt that he would like to see that happen.

"Everybody agrees that the system is not optimum," added Greytak, "in particular we're going to want to get student input. We're going to have to know what the students want."

The program. The largest one seems to be accessibility of both advisors and students, with dissatisfaction with an advisor the next largest complaint. Kellermann said that "We encourage freshmen to change advisors any time if they're not happy."

Lazarus commented, "Every year there are complaints about specific advisors... All complaints... and any suggestions for changing the system should come to us. My general impression is that it (the program) is working well and if it isn't... my office is open to complaints and does something about them."

They both agree, however, that "The biggest problem, probably, is just apathy."

Unlike the freshman program, the upperclassman advising program has no central committee of any sort. Each department takes care of its own advisors and students. Professor Robert Hulsizer, Chairman of the Committee on Educational Policy (CEP) is probably most knowledgeable about the system overall.

There are many different formats for the upperclass program; possibly as many as there are departments. Some courses rotate advisors among students each year. Others have four or five members who are 'experts' in advising. The average for most departments is probably about a dozen students per advisor, although only the individual Courses know for sure.

The same problems exist for every department's program, and are similar to those of the Freshman program. "The obvious thing is that the advisors don't see their students enough. That's a double-edged problem," Prof. Hulsizer noted. The faculty needs more initiative, but many students never go to see their advisors without extreme prodding.

The faculty feels they are only advisors and they cannot tell the students what to do according to Hulsizer, adding that, "We are not policemen. We are advisors. We can only advise a student."