FACULTY ADVISING
in COLLEGES and UNIVERSITIES

by MELVENE D. HARDEE
with introductory chapter by
LEWIS B. MAYHEW

STUDENT PERSONNEL SERIES No. 9
AMERICAN COLLEGE PERSONNEL ASSOCIATION
A division of the American Personnel and Guidance Association
FACULTY ADVISING
in COLLEGES and UNIVERSITIES

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the American Personnel and Guidance Association
1607 New Hampshire Avenue, N. W., Washington, D.C. 20009

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Printed in U.S.A.
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THE NEXT BATTLES OVER student participation in institutional governance may be fought in academic departments. If informal departmental faculty-student cooperation is inadequate for discussion of the changes students demand and for resolution of differences, colleges and universities must find more formal means to these ends.

In the institution's program of faculty advising, the teacher and the student confront each other and discuss the reciprocal responsibility of institution and student for improving education. This powerful personal medium has not yet been used as it could be.

The faculty adviser and the student analyze and judge educational and vocational goals and opportunities, learning skills and teaching methods, curricular choice and limitations, and student and teacher performance. This authentic partnership can produce the renewal of the educational process and a merited restructuring of the system.

Lewis B. Mayhew, Professor of Higher Education, Stanford University, and immediate past president of the American Association of Higher Education, has constructed a philosophical and psychological base for faculty advising. The practice of faculty advising as discussed in this monograph is built on this base.

The American College Personnel Association acknowledges the singular contribution of Dr. Mayhew, who introduces the topic of faculty advising.

Melvita Draheim Hardee
INTRODUCTION

The Undergraduate Student: Needs and Problems
Lewis B. Mayhew

UNDERGRADUATE STUDENTS in the United States are generally in need of some consistent personal contact with a professional adult who can serve as an adviser, confidant, and parent surrogate. This need seems to exist regardless of the type of institution the student attends, his general ability to do academic work, and the socioeconomic level from which he comes. In many ways, the need for this kind of relationship seems to transcend most other seemingly important desires or demands.

The human casualties of discrimination and neglect can be salvaged not by programs alone but by what is even more important, evidence that someone cares enough and consistently enough really to help them. Their experiences, their lives, give substance to a persistent doubt that this is so.¹

For more advantaged youth, at such schools as Harvard or Sarah Lawrence, it seems that:

Whatever language the students found for speaking of it, what counted was the teacher’s communication, not only of knowledge but of his own commitment—a quality that gave students the sense that they and the teacher were occupying the same world.²

If colleges today were the small, intimate places they were in the early 19th century, this need could have been met partially without formal arrangements. The presidents and the faculty members of these colleges believed that their most important role was to shape the character of youth. Intellectual concerns of the administration and faculty fell generally a great deal lower on the scale of values. But times change.

The contemporary college, whether junior, liberal arts, or technical, is a complex institution in which definite organization is necessary if the needs of youth are to be met and if the institution’s objectives are to be achieved. It is to contrive ways of helping students, ways that in earlier times just happened, that student personnel services have been created. It is to augment, supplement, and complement those services that a system of faculty advisement commends itself. Clearly, a collegiate organization of helping services cannot do everything for students. The home, church, television, friendship groups, formal classes, and communities themselves play critical roles. There are some problems that perplex the 17- to 21-year-old which are relevant to the purposes of collegiate education and in the solution of which faculty advising can contribute.

The Search for Identity

Perhaps the most fundamental quest of a post-adolescent in American society is to achieve some sense of identity. Identity here

... relates to the cornerstone of this individual's unique development... It is this identity of something in the individual's core, with an essential aspect of a group's inner coherence, which is under consideration here: for the young individual must learn to be most himself where he means most to others—those others, to be sure, who have come to mean most to him. The term identity expresses such a mutual relation in that it connotes both a persistent sameness within oneself (self-sameness) and a persistent sharing of some kind of essential character with others.³

² Raushenbush, E., *The student and his studies.* 1964, p. xvi.
The college student in America leaves adolescence with a feeling of having been pulled asunder physically and emotionally. He has experienced deep-set drives and urges but has found no satisfactory ways of releasing them. He has moved so frequently that he finds it difficult to relate himself to any community with security. He experiences a fundamental shift in motivation for education and a vocation. He watches as a society changes before his very eyes. Thus, he enters college in a desperate search to answer the question, "Who am I?"

The student probably makes this search alone. The college undergraduate is an introspective person who, in a real sense, tries to isolate himself from the wider world so that he can probe his feelings about himself. His own language reveals the depth of the concern. One student says, "I find myself worrying about things that never entered my head before—the purpose of my life, the fate of man, and the validity of religion. ..." Another remarks, "The main quality of which I am aware is my realization of responsibility and self-dependence." One coed comments, "Independence is certainly what I wanted, but now I realize I am unprepared for it."

The Search for an Ethical System

Related to the search for identity is the student's quest for a moral and ethical system. While perhaps a majority of students appear complacent about moral issues, evidence continues to mount across the nation that students are in search of a moral order that takes account of reality as perceived and, at the same time, provides guidelines for conduct. Students see the American dream of material prosperity realized for large numbers of people; yet this accomplishment brings neither universal tranquility nor justice. They note the difference between the ideal of American democracy and the fact of foreign wars and domestic violence. They sense the paradox in the juxtaposition of an outmoded sexual morality and the pervasive social emphasis on sexuality. They react quickly to such contradictions as between a professor of theology's statement that artificial life can never be created and the experimental results of a scientist on the same campus who draws nearer to such an accomplishment. Even those students who come to college with established systems of values see them shaken or destroyed. As one Harvard freshman puts it: "The experience of the seminar was explosive. I just hadn't thought about anything that was going on in the world. ... I accepted what people around me said as true."

An important element of a moral order is a standard of sexual behavior. There is continuing debate as to whether there is more premarital sexual activity among undergraduate students than among previous generations. Certainly students are more open and verbal about their prerogatives. But ...

... we misread the message conveyed by college students in their discussions and demands in the sexual area if we see only defense of the pursuit of pleasure. Under the guise of asking for sexual freedom, the student may be concerned with such fundamentals as identity, relatedness and security. Yet students are perplexed by moral questions involved in sexual behavior.

The oversimplification of the moral position in which abstinence equals right and indulgence equals wrong is not at all consistent with actual conduct at most colleges or in society at large. This paradox raises conflicts for many young people when they experiment and require of themselves a reworking of their childhood in relation to new experience. In an atmosphere when students freely engage in sexual relations, the student who does so is part of an accepted and larger pattern even though the activity itself is disapproved by some members of the community. His acts have a different significance from those of the student who enters into the same acts in an environment where sexual relations rarely occur. The necessity of secrecy, for instance, underscores the implication of wrong-doing and may mobilize elements of guilt. In search of criteria by which to consider sexual relations prior to marriage, students often conclude that sex with love is right and moral, sex without love is not.

Eventually, many must resolve the ethical problems involved in contraception, pregnancy, abortion, marriage, homosexual behavior, and the like.

While formal religion seems to show a decreasing importance in the lives and problems of college students, religious issues persist. Student activism demonstrates the point.

... One of the hallmarks of the present student movement is the fact that students participating in it have no real ideological or moral reason for doing so, and often their action is of short duration, and often not clearly thought through. The pacifist who is involved in the non-violent struggle for peace or civil rights has the conviction to act consistently and effectively. The religiously motivated students who started the sit-ins in the South had the courage to face beatings and jail sentences.

When students ask that their courses have relevance for them, they really seem to be seeking solutions for theological problems. When they flock to hear brilliant teachers of religion, they seem to be seeking a religious approach to problems consistent with what they believe to be reality.

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4 Townsend, A., College freshmen speak out. 1956, p. 48.
5 Raushenbush, op. cit., p. 6.
7 Ibid., p. 49.
The Search for Ways to View Reality

Added to the search for identity and for a viable moral order is the student quest for the tools and instruments with which to view reality. Contemporary college students are really children of Aristotle and Bacon. They have been reared in a tradition of scientism and empiricism that suggests that the proper approach to reality is through rationality, but they cannot accept this precept. They tend to believe that there must be other epistemologies and wish that these could be introduced to them. Thus, students respond with gratitude and enthusiasm when an insightful teacher in the humanities shows them that art is experience and that they may come to some insights through a poem rather than through a statistical formula. Students who have resorted to the use of drugs seem also to be saying that they believe there are better ways of experiencing some things than through text analysis. Finally, student acceptance of existentialism, of psychiatry, of pop art, and of the values of intimate socialization suggest their awareness of the limitations of disciplined scientism.

Through all this there remains the old and still cherished idea of the college or university as the place where reflection and exploration among ideas and experience can lead, if not to wisdom, at least to a way of rational thinking and searching and reaching conclusions, and even to a way of rational behavior. But this composite view immediately splinters into fragments when perceptive individuals begin to ask what experiences, what kind of thinking and searching, and, most certainly, what ways of behavior.*

Nevitt Sanford has sensed this need for acquiring means for viewing reality when he calls for a revision of the curriculum to provide for greater development, during the undergraduate years, of students' impulsivity as a valid way of dealing with reality.

The Search for New Relationships with Family

To these fundamental concerns should be added a number of others that seem especially acute to college students. First among these is the search for new relationships with the family.

The lives of all human beings are deeply embedded in the structure of their own families. What each man is to himself and to other men is, in large part, an expression of his past and present experiences within its creative and controlling matrix. Born into his family of orientation a weak and unprotected animal, he is transformed by its influences into a thinking being, a moral agent capable of knowing and distinguishing right from wrong. Within our society, at least, he achieves a high degree of autonomy, and, as an emergent person, he acquires the moral and intellectual ability to make his own decisions.**

As the adolescent seeks to assume this autonomy, however, he is thrown into conflict with his family. The Jewish student at Brooklyn College, attending that institution to acquire American middle class values, is constantly confronted with differences between parental values and those of the larger society. The upper class girl who attends Vassar finds herself, within several years, unable to discuss with her conservative father the social and political questions of the times. The middle class son of an achievement-oriented father has been in possible conflict since childhood.

The student's reactions to the authority or achievement orientation of his professors becomes an outgrowth of the family regimen he has experienced. The lower class black student finds that college alienates him from the values of the ghetto by stressing work as a means of upward mobility. However, these late adolescents want and need parental figures with whom to identify and new ways by which they can interact with parents. All this is complicated by the fact that at a time when college students are seeking independence, they are to some degree, if not wholly, financially dependent on their parents.

There is the related problem of living within a community with its necessary rules and regulations. Increasingly, American college students will attend large, complex institutions and, in many ways, will be treated impersonally. Although citizens of a bureaucratic society, many of them will have been reared in permissive homes in which rules have been kept to a minimum. Thus, the student has two problems. First, he must adjust to impersonal regulation and process. One suspects that some of the emotional outburst of recent student generations is in protest over the sharply drawn differences between home and the institution. Second, he must master a new idiom, learning the substance of the complex rules that will govern his life. He must know the pedantry of matriculation, registration, semester hours, negative hours, prerequisites, and major. He must learn the rules that he must follow if he is to survive, as well as those he can violate, either for convenience or as protest, without penalty.

Homesickness is symptomatic of these two problems, although frequently of such severity as to be a fundamental problem. It is difficult to determine how high the incidence of homesickness is, but deans of students testify that for some students, the malaise lasts throughout the freshman year, and even into the sophomore year. Students find their leaving a comfortable home to enter the impersonality of even relatively small colleges is a shock too great to be sus-

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* Ibid., p. 5.

tained without the support of parents and family assistance. One student seeking to work through a severe case of homesickness remarked to her adviser that while she had traveled extensively and had assumed responsible positions prior to college, she had never been deprived of the assistance of her parents. The task was that of finding supports that could replace her parents while she developed sufficient strength to cope with the college environment.

Frequently, homesickness is intensified through poor matching with roommates. Much of the educational impact of American colleges comes from the peer culture of students in which the roommate is an especially powerful agent. Some of the dissatisfaction of Yale freshmen with their first year at college is reported:

Had a few unpleasant experiences with roommates; not yet adjusted and settled at Yale. I was enormously homesick. I didn’t see much of my sweetheart and felt a bit out of things on the freshman campus.

Incompatible roommates.

Poor roommates.

I had disagreeable roommates, bad classes, and a poor schedule.

Little social life, failed to get interested in my courses. Roommates not altogether my type.

Generally, Yale freshmen having a nonacademic reason for dissatisfaction gave either a poor rooming situation or need for better orientation. A recent graduate taking a look back at college says: “I had been used to a room of my own or at least able to throw my sister out of my room when I wanted peace for study. Sharing a room and an environment meant making an adjustment to other peoples’ habits and convenience.”

The Resolution of Academic Dilemmas

There are a number of vexing problems of an academic nature. The American college curriculum, in even small institutions, presents an enormous array of courses, programs, and subjects. College catalogs provide some guidance, especially about graduation requirements, but they rarely give enough information either about the content of specific courses or about the professors who teach them to provide students with a reasonable basis for decision. Students are thus led by caprice, convenience, or campus reputation to select courses. The result is frequently a poor selection of courses that detour students from reasonable progress toward a degree or completion of program requirements.

Closely allied is the problem of study habits. Agatha Townsend describes this problem as it confronts college freshmen:

Part of the task of the initial year in college is simply to survive. New demands come both from the teachers and students at college and from the individual himself as he sets new goals and purposes for his effort. But he faces these requirements with only a guess about his preparation. On what does he base his estimate that he is ready for college? He has learned facts and ideas and has acquired attitudes in high school courses. He has learned how to study, or at least he has formed a set of habits in tackling his work; these habits he regards as study methods. From his marks or grades, he has built up notions about the adequacy of his knowledge and the effectiveness of his work habits. Both those learnings retained from his high school subjects and those study habits he has brought with him furnish the experience he tries to transfer to college work.

New techniques for study are needed for students who are confronted with lengthy assignments and heavy reading loads, who are expected to evaluate what is presented in laboratory experiment or class discussion, and who are coping with college examinations in their various forms.

Assuming the mastery of new techniques for study by the first-year student, there arises the problem of “sophomore slump.” As John Keats has observed,

The students who suffer from it are not those who flunk out because the work is beyond them. Rather, they are bright students who could do the work, often earning honor grades, but who decide that the work is not worth doing and pack their bags and leave. A common presumption is that if a successful student leaves college, he must have something wrong with him.

Without doubt, part of this slump is brought about by the realization that competition in college is stiffer than that of high school. Serious self-evaluation and a possible readjustment of educational and life goals may be required. The plight is often illustrated by students graduating first in their high school classes who, upon admittance to highly selective colleges, discover that they are only average students when compared with their classmates. The same problem extends to other types of students and institutions as well. Black and other minority group students must reappraise their self-concepts, as must students who aspired to highly selective institutions but were accepted in only moderately selective ones. The resentful comment of a student in an eastern men’s college ...

“It was the only place I could get into which will still allow my parents to state I am going to college” ...

reflects but one facet of the problem.

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Even in low-cost or tuition-free institutions of higher education, a college education is a costly investment. For example, in tuition-free California junior colleges, counting books, fees, food, clothes, and transportation, a cash outlay of at least $1,500 a year is required. If foregone income is added, a year of free college education costs the student between $4,500 and $5,500. For high-cost private institutions, a yearly total cost including foregone income may run as high as nine or ten thousand dollars. While parents may be able to support such expenditure, this situation may create a feeling of guilt on the part of students, who are aware of the high cost of their education. The problem of financing an education is even more vexing for students who must earn or borrow funds. The role of the financial aids counselor in our colleges demonstrates the need for continuing advisement for numbers of students.

While freshmen and sophomores may be less concerned about what comes after college, even they cannot escape the anxieties as to what their education prepares them to do and whether or not they will have the opportunity to do it. With transfer from one college to another becoming an accepted pattern for the undergraduate, he must gear his planning to fit from the time of first matriculation. A student who enters a two-year college must apply to four-year colleges at the beginning of his sophomore year. The student who chooses to enter graduate school must initiate his planning at about the same time. The senior students must spend a good portion of their year in decision-making that will affect them the rest of their lives. In all this, and with the uncertainties caused for men students by the possibility of military service, the last collegiate year may show limited academic gain. With the existence of study problems during the freshman year, of sophomore slump and senior career anxieties, Nevitt Sanford has suggested that the junior year probably yields the greatest academic dividends. It is during this year that the greatest identification with the institution and its values occurs.

The existence of these problems, together with the idealism that characterizes late adolescence, leads to a further dilemma—the problem of guilt that arises when the student's idealized self confronts reality. The behaviors are several: the student may discover that he dislikes and disapproves of his parents, in spite of all they may have done for him; he discovers strong sexual impulses, which the collegiate environment stimulates rather than retards; or he adjudges himself a failure when he receives C's in college after a record of straight A's in high school. Numbers of students feel guilt, in varying degrees, when they are forced to admit that college, intended to bring about remarkable change, has brought only minimal results. For some students, the guilt feelings persist and prevent their fullest development. Other students find means for coming to grips with their discontent. For all, however, the problems are painful, interfering with the developmental opportunities that the college can provide.

The Current Societal Schism

The problems thus far enumerated have characterized generations of college students, but there are some almost unique concerns that are demonstrated in the behavior of American college students in the post-World War II generations. Increasing numbers of them sense dysfunction in their relationship with the college and with their society. One scholar has observed:

The "new breed" resents authority which is not based on mutual respect or humanitarian philosophy. They abhor arbitrary rules which restrict their self-expression and take from them the responsibility for decision-making. They want to know (and often demand) all the reasons behind administrative action which affects them. . . . Although psychologists and a few others regard alienation as the major contributant to the restlessness of present college students, many actively working with the student movement disagree. The leaders of the "new left" feel an estrangement from the power structure and institutions of our society, which is another way of saying that they do not trust them and reject them to the extent that they will not become a part of them. The more moderate students hope to reform these institutions; the radical await a revolution which will destroy them. . . . At the moment issues such as Vietnam and civil rights have lost their impetus and the support of most students. There appears to be an upswing in interest in student government and the involvement of the university in wider issues. Yet, an incident brought about by national policy or an administrative blunder will quickly solidify the divergent strands of the student movement into a protest of some strength. Students anticipate such action and are quick to capitalize on it when it occurs.10

It is to these demands that administrators are responding, and it is evident that out of such responses and counteractions that new patterns of student-administrative relationships will emerge.

Consider the opinions of one group of college presidents polled on the initial draft of the Joint Statement on Rights and Freedoms of Students, an instrument subsequently adopted by nine professional organizations. Thirty-two percent of the presidents agree completely, and approximately 60 percent in substance, that students should be free to express themselves on issues of institutional policy and on matters of general interest to the student body. Forty-six percent agree completely, and the same percent agree in substance,

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that students and their organizations should be free to
discuss and advance opinions about all subjects of
interest to them. Sixty percent of the presidential re-
spondents agree completely, or in substance, that stu-
dents should be free to invite and hear whomever they
wish as speakers. However, on this issue, 30 percent of
the presidents disagree completely.

More than 60 percent of the presidential respond-
ents believe that no records of student political ac-
tivity should be maintained. However, 22 percent be-
lieve otherwise. Eleven percent disagree with the idea
that faculty members should maintain in confidence
student political beliefs expressed as confidential.
Twenty-two percent do not believe that student news-
papers should be free from censorship, and almost 30
percent do not agree that students should be allowed
to select their own sponsors for organizations. Ninety
percent agree completely, or in substance, that student
premises and personal possessions should not be
searched without appropriate authorization. In all re-
porting, junior college presidents appear to be more
restrictive in their views than are the presidents of
four-year institutions.\(^\text{16}\)

The Berkeley demonstrations showed clearly one set
of student expectations regarding relationships with
the institution. Some statements from leaders among
America’s colleges and universities tend to reveal the
responses of the Establishment. Logan Wilson affirmed
that every college or university has a responsibility for
what happens to a student outside the classroom, and
that this responsibility holds particularly true in the
residential college. Kingman Brewster, Jr., believes
that the tragedy of the highly motivated young activist
is that he runs the serious risk of disqualifying himself
from true usefulness by being too impatient to arm
himself with the intellectual equipment for the solu-
tion of the problems of war and poverty and dignity.

Charles Frankel, while asserting the rights of stu-
dents as citizens, believes that the student is an appren-
tice who is without credentials to justify exercise of
equal authority with the faculty or administration.
Students are, in addition, members of a transient pop-
ulation to whom the models of full political democ-
ropy do not apply. Father Laurence V. Britt, S.J.,
argues the limited democracy concept also. Students
are not forced to attend a particular college, but once
they have entered one, they have by that act surren-
dered some personal freedom that they might other-
wise have enjoyed. Father Theodore Hesburgh argued
the same position when he claimed that attendance at
Notre Dame placed students under the control of the
faculty, not only concerning academic matters, but
also with respect to personal matters.

Nicholas deB. Katzenbach contends that while
Negroes had just cause to use civil disobedience in
pursuit of long-denied rights, students in many other
contexts do not. Because students do have avenues of
communication with collegiate administration and be-
cause they do have other effective means of expressing
dissent, including recourse to parents and to the
courts, the techniques of civil disobedience, when used
by them, are inappropriately coercive. Finally, Buell
Gallaher contends that the 1960's have produced a
student generation in which social morality is dictated
by the necessities of the civil rights struggle, whereas
personal morality is what is left after restraint and
institutions have been swept away.

**The Means for Coping**

Students have learned, or are learning, to cope with
most of the problems of their governance in a variety of
ways. They seek the advisement of friends, class-
mates, sorority and fraternity affiliates, roommates,
suitmates, and their neighbors in housing units.
While students should be encouraged to find solutions
to many of their problems by themselves, because this
is an aspect of their personal development, specialized
agencies on the college campus could also assist indi-
vidual students and lend support to student group

No institution, however, no matter how affluent,
can afford enough of these services to meet the full
needs of college students. Each institution is faced
with the dilemma of either allowing students to fend
for themselves or providing more helping and advising
manpower through faculty assistance. It is the general
thesis of this monograph that faculty members can
play an important role in advising, not only in matters
designated as academic, but also in other wide-
ranging concerns of students. While such role assump-
tion may not be congenial with the methods by which
teaching faculty have been trained, there is strong
reason to believe that faculty members can be oriented
to the fundamentals of an advising relationship, and
can thereafter develop their own advising procedures
and style.

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\(^{16}\) Academic freedom: the president’s dilemma. *College
CHAPTER 1

The Collegiate Environment: Teacher and Learner

ONE MEMBER of a panel of four undergraduates appearing before a roomful of graduate students majoring in personnel administration confessed that his university had chocked in him the "impulse life" that underscores much of the writing of Nevitt Sanford. Jim, the young undergraduate art major, commented that he was trying to put into a painting his feelings about college. Encouraged by his peers, he finished the project and thereafter presented it to this writer, commenting that he had named the work Megalopovesty. (One hears in the label both adversity and poverty, gargantuan in size.)

The background of the painting consists of a series of stenciled letters of varying heights—alphabetic in structure, representing stereotyped teaching methods A,B,C,D . . . A,B,C,D . . . repetitiously shown. The work boasts a wide variety of color representations in vivid pinks, reds, oranges, blues, and greens. The color turbulences are intended to portray the range of emotions and tensions among students. Spotted throughout are little oases of "crinkly, crazy shapes" which, as the artist explains it, are unknown quantities of student life—little quiescent, but possibly soon-to-erupt, volcanoes. At the center of the painting are clusters of figures with their backs turned, representing the faceless anonymity of students in Megalopovesty. The focus of the work is a full figure—a man related to the unknowns of the oases. This perfect product figure or "whole man," states the student artist, represents the ideal educator—a faculty member, administrator, or "significant other" who:

1. Makes things in Megalopovesty meaningful.
2. Lights the subjects (students), turning them about so their faces are revealed.
3. Determines the range of student emotions and tensions, channeling them constructively.
4. Knows increasingly more about the nature of the student and his learning environment than does any other individual "on the scene."

The narration in tempora by student artist Jim bears striking similarity to the narration in words of William Arrowsmith of the University of Texas, in an address to college and university presidents:

It is possible for a student to go from kindergarten to graduate school without ever encountering a man who might for the first time give him the only profound motivation for learning, the hope of becoming a better man . . . Charisma in a teacher is not a mystery or nimbus of personality, but radiant exemplification to which the student contributes a correspondingly radiant hunger for becoming.¹

Both the student in his representation and the professor in his presentation are stressing the need for imparting values and effecting change in human behavior. The faculty member must dare to share in this goal—whatever his discipline or persuasion. If the fore-going admonition of student and professor is to be heeded, dedicated men and women will be recalled to life to teach, advise, and counsel the collegiate learner with talent and grace.

The Student as an Ingredient in the Learning Environment

McGeorge Bundy has commented that students are one of the great defining elements in the quality of college life as a whole.² The question follows, "What do they define—these students?" In the most extreme circumstances, they appear to define (a) the institutional direction—whether the college or university will

¹ Arrowsmith, W., Address presented at the 49th Annual Meeting of the American Council on Education. 1966.
proceed with order or be racked with disorder; (b) the image of the institution—how well or ill the image shall be drawn for the news media of the day; (c) the governance of the institution—whether students shall rule or be ruled, teach or be taught—the "to be or not to be" of modern Hamlet-student parlance.

In less extreme instances, students define institutional quality by the composition of their IQ's, their academic achievement, their creative endeavor, their aspirations, motivations, dedications—all the ponderables, as well as the imponderables, that distinguish life on a campus from other kinds of lives-in-community.

The behavioral scientists—psychologists, sociologists, political scientists, economists, educator-researchers—descending like locusts in swarms upon campuses, have assessed the student in relation to this defining role. The harvest of the latter-day locusts has been displayed in the market under such labels as changes in student values; shifts in student aspirations—vocational and educational; categorizations of types of collegiate learners; analyses of individual and group patterns of sexual behavior, drinking behavior, drug consumption, church-going, dating, diet, dissent and demonstration, class attendance, and study; equations of indices of personality with achievement in college; compounded equations of achievement in college in reference to such variables as residence, major, curriculum, extracurricular activities, family, geographic, racial, and religious influences—with little, if anything, left undisclosed, despite the student's mounting plea for privacy!

The Faculty as an Ingredient in the Learning Environment

Here, in comparison to studies of students, the productivity of the behavioral scientists lags. The novelist, journalist, writer-in-residence have done better in picturing the faculty member as a defining element in college life. The faculty member's portrait, as Havemann and West point out, has been that of a younger, somewhat more vigorous, but equally kind, Mr. Chips. His delight lies in books, long walks, quiet conversations, flowers, birds, and students. He is brilliant in discourse and gifted in wit, despite being absent-minded about meals, appointments, and general grooming. The professor of the early novels is a kind of pedagogical Scatteredgood Baines, straightening out the lives of students without claiming credit.

The technological age, however, has touched the educator and fractionated the campus. The faculty member has become less of an ambling, shaggy-dog do-gooder and more of an organization man. It is this sudden transformation that has speeded the man in the mortarboard (and the woman, too) in the search for self. Just what and who is a faculty member these days? A researcher with allegiances to the supporters of his research? A consultant with portfolio and easy access to business, industry, and government? A community leader, a kind of tweedy man about downtown? A graying, gray-flannel-suit with strong after-five allegiance to family? Any or all of these, whose "teaching" is something inserted in the side pocket of an academic robe?

The continuing search of the faculty member for an identity is to be read in the literature of the times, which focuses upon faculty needs, their working conditions, their future hopes.

One investigator, Burton Clark, as a member of the staff of the Center for the Study of Higher Education, categorized college faculty members as follows:

1. The Teacher: One committed to disinterested study, a romantic version of Mr. Chips.
2. The Scholar-Researcher: A cosmopolitan, identified with the college but not of liberal arts commitment ... a chemist totally absorbed in the work of the laboratory or a humanities teacher, immersed in medieval literature.
3. The Demonstrator: A nonmobile professor, attached to the college and embedded in the local community—a professional coming to campus as a part-timer to show apprentices "how to do it."
4. The Consultant: A big-time professional with national reputation, concerned with practical application of knowledge—very mobile. This one, affirms the investigator, "has expertise—will travel."

Clark comments that the determinants of faculty subculture are many, among them the role of the college; the objective interests of the faculty, induced partly by the role of the college and partly by the structure of rewards of the academic profession; and the scale and autonomy of the college.

Surveying the contemporary scene, an observer is moved to comment that as there are alienated youth, so labeled by the behavioral scientists, so are there alienated faculty. Sometimes the two groups of "aliens" merge on a campus, reinforcing each other. As there are unilluminated students, so are there unilluminated faculty. These two groups may never find each other! But, as there are students capable of being motivated by adults in the campus community, so are there faculty members in the community who can and do motivate students. As teachers in classroom, coun-

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selors on curbstone, advisers in one-to-one conference, these mentors “win the student to the intellectual enterprise” as envisioned by Nevitt Sanford.8

To draw together the threads of disquieting discourse on the contemporary subject of teaching and learning, questions like these must be raised:
1. Who are the ideal educators in Megalopoversity? How can their influence be extended?
2. How shall the student’s profound motivation for learning be discovered? Can the student’s hope of becoming a better man be realized in the collegiate setting?
3. How can students in company with faculty define the institution?
4. What more and what new have the behavioral scientists to say about student characteristics?
5. What more have the behavioral scientists to say about faculty characteristics? (Are the Clark categories the undeniably final word?)
6. How can both faculty members and students be won to the intellectual enterprise?
7. Beyond the classroom, what authentic student-faculty relationships can be effected in the collegiate setting?

Hope for a Merger Through Faculty Advisement

Approximately two decades ago, a group including college administrators, student personnel workers, and representatives of educational agencies in government formulated a set of 12 future needs, the second of which was,

To achieve a higher degree of integration between student personnel services and instructional programs: (1) making use of joint policy-making committees, (2) providing more readily available facts about students and their needs, (3) setting up better planned in-service training programs for members of the faculty interested in improving their interviewing and counseling techniques, (4) arranging case conferences involving faculty members and student personnel workers, and (5) organizing study groups of teachers and personnel workers considering group dynamics, general education, extra-class aspects of the learning process and similar subjects.9

In the judgment of many who view the possibilities for merging the work of these two areas, the best integrator is that of systematic faculty advisement. To a great extent, the aim of the program of faculty advisement is to restore some aspects of responsibility for student assistance—defined in terms of educational, vocational, and personal goals—to the teacher.

This mentor, guide, and confidant of the college student must be accorded a place in the program of organized counseling in line with his proven abilities.10

The Program of Organized Faculty Advisement

Faculty advising is a tridimensional activity, consisting of (a) discerning the purposes of the institution in its teaching-learning mission, (b) perceiving the purposes of the student learner, and (c) promoting these possibilities in conference with the student learner. The faculty adviser is here considered to be a coordinator of learning experiences for students.

1. The first dimension. Discerning the purposes of the institution requires a knowledge of institutional aims. Within these, the goals of general and professional education must be understood. Knowledge of departments and their interrelationships; knowledge of interdisciplinary endeavor; information about introductory, intermediate, and capstone courses in sequence; “sensings” concerning innovative teaching, stimulating research, productive inquiry—all these and more are requisite to the adviser’s understanding of the institution’s purpose and plan. Studies focusing upon the climate of learning give a hint of the size of the task of comprehending the acknowledged diversity of the contemporary college or university.11

2. The second dimension. Understanding the purposes of the student is closely related to the first dimension when one considers the fact that students of a “given nature” conceivably gravitate toward that institution whose program best fits them. The goals of the college student are a blend of interests, needs, abilities, family expectations, and cultural influences. Advising of women students should be done with recognition of the discontinuities of work, marriage, sus-

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8 Sanford, N., Implications of personality studies. Personality factors on the college campus. 1962, p. 15.
9 American Council on Education. Future needs in student personnel work. 1950, pp. 7–8.
10 The writer differentiates between (a) faculty advising, an activity dispatched by members of the teaching faculty and directed toward assisting students with their educational, vocational, and personal concerns at a defined level of competence, and (b) counseling, which enlists the efforts of persons who are specifically trained and experienced in the areas of educational, psychological, or clinical counseling procedures. For a more detailed discussion, see Hardee, M. D., The faculty in college counseling. Originally published by McGraw-Hill, New York, 1959, it is now obtainable from University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan.
pension of study, resumption of study, withdrawal, and return to study or work in spaced intervals. To understand the current theories of vocational and personality development as these apply to the college-age student, the faculty adviser must look to the professional counseling staff for assistance.

3. The third dimension. The review of possibilities for facilitating the student’s learning is the ultimate in the advising role. In *Five Finger Exercise*, Clive, the college man, discusses with his father how he feels about college:

... being educated ... is like setting off on an expedition into the jungle. Gradually most of the things you know disappear. The old birds fly out of the sky and new ones fly in which you’ve never seen before. And everything surprises you. Trees you expected to be just a few feet high grow right up over you. ... I think education is simply the process of being taken by surprise, don’t you see?¹²

In the third-dimensional role, the adviser not only helps to keep the surprises in education, but also aids the student in relating the surprises to his own and society’s goals. The perceptive adviser facilitates the student’s growth in wisdom, in the integration of skills and abilities, and in cultivation of attitudes and appreciations.

What has been implied in these remarks up to now must finally be obvious—that the adviser who is a *teacher* is also a *learner*. The task of learning about the institution, its students, and the means for aiding them in fulfilling their potential is one of sobering magnitude. Faculty members selected with care, provided with adequate in-service assistance, accorded suitable professional and personal rewards, and supported by administrators and student services personnel can be effective as academic advisers.

The Stereotypes of Faculty Advisement

Certain aspects of faculty advising, however, have tended to gloss the process so that the true dimensions of advising have been obscured. Among the stereotypes are these:

1. The *automat* stereotype. This is the common “slip a coin in and get a schedule out” process wherein the student and adviser interact solely in a mechanical process of working out a program suitable for a given period of registration. Medsker, in his survey of 73 junior colleges (and the criticism could as well apply to four-year institutions), notes that in many colleges, the view prevails that when a student has been assisted in arranging a program of classes

that has met his needs, the major task of advising has been fulfilled.¹³

Students deserve much more assistance in the forms of analysis of their achievement, assistance in occupational exploration, referral to remedial and developmental services, effecting suitable work-study and recreation patterns, referral to health services, financial assistance, part-time work, and discussion of appropriate graduate and professional programs with eventual placement.

2. The *thousand-mile checkup*. This stereotype is one that conceives of the adviser as active in arranging a program of courses and subsequently checking a month or six weeks thereafter to see how the program has worked. This and little more! Havenmann and West describe the stereotypic action as follows:

... the university provided me with a freshman adviser to whom I was to go when my first month’s grades were turned in, and regularly thereafter once a month. My particular adviser was an ascetic-looking assistant professor in English, very scholarly and by no means interested in callow freshmen. He had a half-dozen other freshmen besides me to advise, and his technique was to get rid of us as quickly as possible. Every month he gave me my grades and said, “That’s fine; you’re doing very well.” I said, “Thank you,” and walked out. In later years when I became interested in the institution of freshman advisers, I questioned numerous students on the campus and found not one who had received more advice from his than I had from mine.¹⁴

3. The *patch-after-crash stereotype*. In this role, the faculty adviser is galvanized into action at moments of crisis. The student fails miserably, is entrapped in a violation of academic or social regulations, is about to drop or be dropped, with the result that the faculty adviser races to the scene—office of the academic or personnel dean—with sirens blowing. Too little and too late is usually the appraisal of this well-intentioned but ill-planned maneuver.

4. The *malevolent benevolence*. One more stereotype surely deserves to be mentioned. It is that which pictures the faculty adviser as a mother hen, with a wingspread like that of an eagle, hovering over the student by day and by night—protecting, preventing, paternalizing. Probably, at some time or another, the adviser wonders if he is not prolonging infancy. These times should be rare—in the early weeks, for instance, when for the freshman, the break from home and home town may seem cataclysmic. It must be patently understood that any program of faculty advising that stultifies human growth and development cannot be justified.¹⁵

¹⁴ Havenmann & West, op. cit., p. 260.
There are assuredly other stereotypes, but the ones noted above serve to illustrate some myths and confusions about the adviser role. All these certainly miss the point of real importance: the consideration of the learner in the climate of his learning. Institutional typologies may differ whether they be large, small, or medium-size two-year institutions, public or private; small liberal arts institutions, denominationally affiliated; four-year institutions, of varying size with local or state support; multiversities, private or state supported, with prominent graduate divisions; technical institutes and professional schools; colleges for men, for women; or upper division institutions deriving their bases from two-year “feeder” institutions. Nevertheless, all these have their identifiable cultures and climates.

Megalopovrety, in student artist Jim’s portrayal, is a condition and can as well apply to the institution of modest enrollment as to the colossus. Megalopovrety exist in residential as well as in “drive-in” colleges; in graduate as well as in undergraduate institutions; on the old and traditional campuses as well as the newly founded and traditionless. A view of the problem cited by one observer is this:

It is clear that the big institutions are trying desperately to decentralize and personalize their programs as much as possible to keep in contact with their students as individual human beings, but that this struggle is frustrating because of the momentum, the volume, the complexity, and the bureaucracy generated by these powerhouses of science, engineering, research, vocationalism, and materialism. *9*

The small institution also may be unable to attend to the needs of students because of its limitations of staff, funds, and space; because it spreads itself so thin as to be ineffective in areas outside the classroom; or because of an acquired complacency—a feeling that “we can do no wrong because of our smallness.”

Campus-megalopovrety, with its impersonality, divisiveness, and alienation, is under severe scrutiny. The attempts to correct the condition include (a) the experimental college—one growing up by itself with no university “protectorate,” like New College (Sarasota, Florida); (b) the experimental college within a larger context, such as Judson Morrill and Lyman Bryson at Michigan State University, or Revelle and Muir at University of California, San Diego; (c) the residential unit bases—identifiable “homes” where undergraduates live, study, and go to class, such as the Case-Wilson-Wonders halls at Michigan State University; and (d) the match-class groupings—some with residential base and some without—such as the Cluster and Flex programs at Florida State University. No single formula can be devised and applied that will meet the needs of all students and overcome the growing impersonality of institutional life. In the first and last analyses, experimental programs will depend upon the people who are caught up in the excitement and challenge of campus change: the faculty members who will extend themselves to the experiments. In numerous instances, new and imaginative plans have been conceived and implemented with no thought given to the role of the faculty member as an adviser.

**The Faculty Adviser at Work**

The role of the adviser can be described in these ways:

1. The adviser will assist the student in effecting a program of study consonant with the latter’s interests and competencies.

2. The adviser will assist the student in periodic evaluation of his academic progress.

3. The adviser will assist the student in initial exploration of long-range occupational and professional plans, referring him to sources for specialized assistance.

4. The adviser will serve as coordinator of the learning experiences of the student, assisting in the integration of the various kinds of assistance rendered—health and psychological aids, remedial work, financial aids, religious counseling—the panoply of all services available to the student.

To dispatch the foregoing adequately, the adviser should have considerable knowledge of the combined educational offerings—the total of available class, extraclass, clinic, laboratory, library, and field experiences. The adviser should have comprehensive knowledge of the curriculum. In addition, the adviser should be familiar with the campus in its varied structural parts, should recognize the prevailing climate of learning on campus, and should have acquired, or be in the process of acquiring, adequate skills for communicating with various students in varying subcultures in authentic, appropriate, and meaningful ways.

In the face of these needed acquisitions, programs of in-service training or group learning, designed for faculty advisers, prove their worth. Some critics of the academic scene say that the faculty handbook and the institution’s catalog, often unread by faculty members, take on new importance when there is need for accurate interpretation of their contents to first-semester freshmen unused to the mysteries (and machinations) of academia.

**The Student as Benefitted**

With the faculty member assuming an advising role and other professional personnel supporting it, the following will result:

1. The student will know at least one member of

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the faculty in an other-than-classroom acquaintance-
ship.

2. The student will have opportunity to discuss with
a faculty member one area of occupational or profes-
sional specialty.

3. The student will have a "lifeline" to the adminis-
tration through his adviser, a member of the academic
community. (In the current era of dissent and press
for administrative change, the faculty member can
become a strong ally, a trustworthy adviser and evalu-
ator of political action, a teacher of the art and
science of campus communication.)

4. The student will have a role model close at hand.
The accessibility of an adult who is sought and ad-
mired is a powerful stabilizing force in the life of the
student learner.

For those who fear that the faculty adviser will
usurp the prerogatives of the professionally trained
counselor, minimizing his work with students in a
one-to-one relationship, the professional counselor's
functions may be defined:

1. The professionally trained counselor assumes a
new role: that of teacher for groups of faculty mem-
ers who advise, instructing them in aspects of
learning theory, personality development, and indi-
vidual appraisal appropriate to their function in the
coordination of student learning experiences.

2. The professionally trained counselor extends his
influence, working on a one-to-one basis with faculty
members who come in daily contact with students and
who share in their confidences.

3. The professionally trained counselor combines his
efforts with those of administrators and teachers who
participate in experimental programs for the disad-
vantaged, the physically handicapped, the politically
active and in integrative campus-community projects
that emphasize the increasing betterment of the
human condition.

The position of the professional counselor is en-
hanced in such a program of organized faculty advise-
ment. The counselor, in company with the adviser,
can effect a new dimension in the scientific and hu-
manistic consideration of the student learner in the
climate of his learning.
CHAPTER 2

Faculty Advising: The Intent and Scope

How do institutions of higher learning communicate their mission, specifically, that aspect of the educational process that involves the teacher and the learner? The University of Chicago has asserted that what takes place between the individual scholar and the individual student, formally and informally, is the most important component of first-rate education. At the University of California, Berkeley, the recommendation for instituting an experimental, campus-wide program of freshman seminars occasioned this statement:

Consonant with the aim of providing every undergraduate the option of close faculty contact at all levels of instruction, we firmly believe that all over the campus measures should be considered and forcefully implemented to make undergraduate seminars part of each regular departmental curriculum. Such freshman seminars should consist of groups of no more than twelve students, taught by members of the faculty in whatever areas of intellectual discourse a faculty member is inclined to meet with entering students. The subject matter of all such seminars need not be strictly determined as long as the orientation is one of dialogue and the spirit of inquiry. Each faculty member offering a freshman seminar would act as academic adviser to the seminar students.¹

At Central Florida Junior College, the General Catalog affirms:

The impelling motive of the faculty is to find appropriate programs and effective techniques to help each student discover his abilities and interests and develop them to the fullest extent consonant with his own desires and capabilities.

One immediately raises the question of how in the teaching-learning processes that occur in the overpopulated classrooms of English, history, biology, mathematics, and psychology the faculty finds means for helping each student discover his abilities and interests and develop them to the fullest extent consonant with his desires and capabilities. Either the enrollment in classes is limited, as in the instance of the Berkeley recommended seminars, or the objective is winked at and forgotten. To assist the student in his discovery and development, the faculty member must use the conference method, move in coordinative patterns for referral and follow-up of students whose abilities and interests are more than superficial, and seek persistently to learn more and more about human needs and individual capabilities in their great variety. Teachers can add to their expertise in the classroom, helping students in their discovery and fulfillment of potentialities by the assumption of advising responsibilities. A university president, commenting on the importance of the teacher role, affirms:

... the teacher's task is not to implant facts but to place the subject to be learned in front of the learner and, through sympathy, emotion, imagination, and patience, to awaken in the learner the restless drive for answers and insights which enlarge the personal life and give it meaning.²

One is attracted at once by the emphasis upon “enlarging the personal life,” by the use of such words as sympathy, emotion, imagination, and patience. The advising function appears to be in harmony with the teacher’s task of “placing the subject to be learned in front of the learner ... awakening the restless drive for answers and insights and enlarging the personal life and giving it meaning.” However, for these objectives to be achieved—and for the faculty advising program to be productive—certain guarantees must exist.

² Pusey, N., In Fourth annual guide to career opportunities, 1959.
To Insure the Success of the Advising Program

1. Administrative support must be accorded the program of advising: The institution's president, vice presidents, deans, directors, and departmental chairmen must affirm an active interest in and lend encouragement to the program. Top-level support is fiscal as well as psychological. Programs of advisement are not cheap. They require allocation of funds and space and adjustment of faculty load, all of which are matters of administrative concern. Programs operating sub rosa (without knowledge of the chief administrator); existing on a proverbial, if not actual, shoestring; placed in an underground cubicle—these inspire no confidence in either student or faculty participant. The program of advisement must be prestigious in the sense that it possesses academic worth and reputation.

2. There must be rewards for the faculty members who advise. Advising must be given consideration in the evaluation of the faculty member with reference to rank, salary, and other benefits. Trustworthy advisement falls into the same descriptive category as does competent teaching, skillful writing, and dependable research, but it is rarely regarded in this light. Administrators alone can make the work of advisers count, in the sense of emphasizing its importance in the total service function. The work of advisers can be noted in college publications, in official rosters and office-door designations, in appreciation dinners, in press releases, and in the day-to-day pronouncements to the public, the governing board, the parents of students, and so on. Student appreciation is a form of reward, but citation of the adviser by chief administrator on behalf of the institution is a giant stimulator of effort.

3. Decisions must be made concerning the responsibilities assigned to the faculty adviser. The assignment given advisers in a majority of programs is that of assisting the student with academic goal-setting and all that this process implies. In dispatching this function, the adviser will initiate discussion that will focus upon the student's goals, abilities, aptitudes, and values. The extent and depth to which the adviser will proceed in vocational and personal counseling must be determined by those directing the program of advisement. Once determined, the responsibilities must be made clear in handbook or other guidesheets.

4. Faculty members must know to whom they are responsible in discharging their duties. Advising is frequently a cooperative venture, with the adviser appointed by an academic dean, but serving thereafter under the direction of a professional counselor or a student personnel administrator. Service to two unit heads could cause confusion. An allegiance to the dean on whose payroll the faculty member serves and a feeble loyalty to the director of counseling or dean of student personnel who directs the advising program can seriously hinder the program's efficiency. Clear understanding of the organization of the program, with careful delineation of lines of authority and channels of communication, must be effected.

5. The selection of faculty members for advising responsibilities must be done with care. A first consideration is that the faculty member be interested in advising—the one-to-one relationships and the small-group process. No less important is his demonstrated ability in working with students on problems of academic import. The adviser also must be willing to avail himself of in-service activities designed to help him understand the relationships between (a) adviser and student, (b) adviser and counseling staff, (c) adviser and director of the basic studies, lower division, or other academic program, and (d) adviser and director or coordinator of health services, housing, religious affairs, disciplinary affairs, financial aids, placement, psychological, and other remedial services.

The exploitation of the advising program for the recruitment of majors to a particular program of study must be avoided; neither should the advising program permit faculty members to exploit their own personal needs and feelings. It is obvious that some faculty members should not be appointed as advisers. They may be vibrant lecturers, adroit in sparking the imaginations of large classes, or highly talented artists, skillful at the keyboard, at the easel, before the footlights, but this talent does not of itself insure their abilities as advisory personnel. Faculty advisers who affirm they can be all things to all students—parent, dean, confidant, tutor, clinician, banker, dietitian, physician, minister—are the most suspect. Selectivity in the appointment of advisers must be practiced if the program is to merit the respect of the academic community.

6. Through in-service professional training that proceeds in a variety of ways, the faculty adviser is assisted in carrying forward his assignment. The professional training may proceed by means of (a) reading in and referral to the adviser's handbook or other resources, (b) through individual interviews with the director of the advising program, or through large or small group discussion, formal or informal. Differentiation in program content and presentation is requisite to the accommodation of the needs of various faculty members. Some teachers in a given field may be more knowledgeable about student behavior than are others. Some faculty members, with limited training in the behavioral sciences, have natural gifts of empathy, warmth, intuition, and flexibility, in addition to wisdom. Overall, many of the rules that apply to the personalization of teaching students apply
to faculty learning—principles of recency, frequency, repetition, learning by wholes, and others. It must be recognized that faculty members have learning preferences and anathemas that must be taken into account in providing a “learning laboratory” for advisers.

7. The advising program must show a system and plan. Faculty advisers deserve to feel secure about their advising assignments. As was pointed out earlier, a clear-cut statement of the general responsibilities of the adviser should be made available in writing. Following that, a list of specific activities should be noted, with deadlines for their completion. Schedule demands of the faculty member must be taken into account in the advising program. Many faculty members, like students, are commuters, living at a distance from the campus and often involved in off-campus or extension activities. Any haphazard, do-it-on-the-run kind of programming frustrates conscientious advisers and unduly complicates the work of those whose dispatch tends to lag. Generally speaking, the structure of the program should be flexible enough to accommodate the few advisers who find it difficult to conform to the group. On the other hand, the structure should be firm enough to give confidence to the larger number of advisers who want to know precisely what is expected of them.

8. Faculty advisers should be helped to understand their relationship to professional counselors and to other service personnel on campus. The means for referring students to special counseling and clinical services deserves to be discussed. An explanation must be given of the system for channeling information between advising personnel and any standing or ad hoc committees—general education, guided studies, honors, admissions, etc. This requirement assumes, of course, that a system has been devised in clearinghouse activities for following the progress of the changing committee structure on campus, for integrating the work of groups, and for implementing the many recommendations that ensue from committee processes.

9. Clerical work should be held to barest minimum in the advising program. Although a certain amount of clerical duty has been characteristic of the advising program, such as the signing of student schedules, the initiation of course change, and the writing of summaries of student progress, these clerical activities should be phased out as automated assistance is ushered in. Program administrators must adopt ways of getting information about students to advisers in easy-to-handle form and must explore ways for getting feedback from advisers in similarly compact and easy-to-file form.

10. The individual problems of faculty advisers must be recognized. The practiced ear that the director of the counseling program extends to students must now and then be extended to faculty advisers. The plaints of the adviser cover the irritations he has experienced in his advising as well as those deriving from his role of teacher, staff member, family member, or other. The adviser may report some breakdown in campus communications, complain that too little information is available to him, or report his burial in an avalanche of memos, newsletters, student grade sheets, and report forms that he can neither interpret nor respond to. The adviser may show impatience with the program of in-service training, calling it too elementary or too sophisticated. He may be irritated by clerical details if he lacks a secretary or student assistant. He may be seeking recognition, feeling that his advising efforts are ill rewarded. Whatever the problem, it deserves a hearing. The adviser’s channel to the director of the program must be a clear and near one. Most advisers will not suffer long in silence; instead, they break forth in angry chorus of complaint. The adviser, as much as the advisee, deserves reassurance, suggestions, commendation, and explanation.

11. Faculty members who advise must be led, not driven. Responsibility for initiating and maintaining the program of advising often rests with the director of counseling, dean of student personnel services, or the director of basic studies rather than with the dean of an academic division in which the faculty member serves. In these instances, the faculty adviser serves in a lend-lease arrangement. The academic dean or department head offers the services of the faculty member for a defined period of time. The director of the program of advising has the responsibility for promoting an interdisciplinary venture. Little authority and much responsibility will mark his operation.

However, the interdisciplinary mix of faculty members who advise is usually beneficial. If the program of advising includes a cultural anthropologist, a rural sociologist, a classics professor, a music educator, and a recreation specialist, a considerable amount of useful information about the nature of the student and the nature of his environment can be shared. Faculty members should be encouraged to enrich the content of the in-service training programs, contributing ideas from their own disciplines.

12. The purposes and procedures of faculty advise-ment must be clearly understood by administrators, nonadvising faculty members, students, their parents, and high school personnel. The success of the program of advising is based, to a considerable degree, upon a common understanding of what the program aims to do as well as what it makes no pretense of doing. Undercutting of the program by intent or accident, as well as over-selling of it, is less likely to occur when personnel of the institution are informed. Information
may be provided in a variety of ways: by the college catalog, student or faculty handbook, letters to parents, orientation booklets, campus newspaper, alumni magazine, and similar publications. In addition, explanations directed to students in convocation, in departmental meetings, in residence halls, sororities, fraternities, and off-campus residence areas often prove helpful. With frequent turnover of students and faculty, a continuous program of information is necessary, one that relates the goals and accomplishments of the advising program to the differing publics in appropriate and effective ways.

13. The program of faculty advising must demonstrate flexibility. Most programs are certain to be altered with changing campus conditions, but these, insofar as possible, should be anticipated. With the creation of a college of basic studies, a guided-studies program, a program for the culturally disadvantaged, an honors program, or a new professional school or division, advising will be affected. The program of faculty advisement is touched at all points by institutional change—by budgetary and fiscal matters, space squeezes, staff shortages, burgeoning enrollments, teaching overload, research assignments, student and faculty morale—by all these and more.

14. A program as pervasive as that of advising requires systematic appraisal. Evaluations are of many types, ranging from the simple straw-in-the-wind check to comprehensive research studies. On some campuses, there are institutional self-studies in which the advising program is inspected. On other campuses, studies of advising are a part of the survey undertaken by regional accreditation groups. Studies of advisement may also be launched by divisions of basic studies or by the individual professional schools. Some surveys are undertaken by graduate students in education or psychology, under supervision. Inquiry may be set in motion by undergraduate students themselves in an attempt to probe conditions needing reform.

To expedite these studies, it is essential that some criteria of program adequacy be devised by which the ongoing operation can be assessed. Those who are responsible for the program of advising must include in their plans the construction of these criteria. Basic to any evaluation of advising are such questions as these:

How does the program of faculty advising implement the goals of the institution? How does the work of the individual faculty adviser contribute to the total program? What is the test of program excellence? Of adviser competence?

Moving toward answers to these questions, one sees demonstrable variety in the programs for faculty advising. Some of the diversity in organizational practices and assignment of faculty appear as follows:

Organizational Practices

1. Frequently, the program for the first- and second-year students is housed in the Division of Basic Studies, General Studies, Lower Division, or a similar unit. Advisement for junior and senior students proceeds in the departments, schools, or colleges in which the student has declared a major. In such occurrences, students have at least two advisers in the course of their four-year program, and possibly more, if they change their majors.

2. In large institutions, the program of advising is organized autonomously within the schools or colleges, with Agriculture, Nursing, Home Economics, Education, Law, Medicine, Social Work, as examples, each having its own plan. There may be an overall coordination of advising through a central office. On some campuses, the central counseling office assumes this coordinating responsibility. Students undecided about a major would be assigned to special advisers in an academic area or to professionally trained counselors during the period of their exploration of a major.

3. In some institutions, the program of organized advising is expected to serve freshmen and transfers only. It may be that no organized program of advising exists at the upper levels, or that a program exists but advising is strictly optional.

4. Within the established programs of some institutions, there is advising for special groups such as probationary students, honors students, foreign students, culturally disadvantaged, or others.

5. In an occasional institution, the program of advising at the freshman or other level is completely optional. The student takes the responsibility for his own advisement, so signifying in written declaration, and thereafter bypasses the faculty advising program.

It deserves to be said that in a few institutions, the program of academic advising is not the responsibility of faculty members at all. There has been some trend to employ faculty wives as academic advisers, notably at the beginning of a semester or quarter, when students are arranging schedules of course work. The faculty wife employee is responsible to the department head or the dean of the college, the director of freshman or upperclass studies, or registrar. Other experiments in the use of nonfaculty teaching personnel are discussed in the final chapter.

An important trend in coordinated practice appears in the state-supported institutions of higher learning in Florida. A program of undergraduate faculty advising is supported in the Board of Regents' plan for all institutions, with studies of program efficiency initiated from time to time to test the accomplishments.
Assignment of Faculty Advisers

1. In some institutions, all full-time teaching faculty are assigned to year-long advisory duties. Although the new faculty member should be told of the requirement at the time of his hiring, not all new faculty members are told.

2. An adaptation of the foregoing system occurs in some institutions where all full-time teaching faculty are used to "advise" students initially (convoy them through registration), with reassignment of students thereafter to a corps of selected faculty personnel who continue to advise them for the remainder of a given year or for the duration of enrollment.

3. In some institutions, a corps of advisers is selected whose members are given reduced teaching load and additional monetary compensation. These advisory persons are usually accorded office space near the counseling unit in order that close working relationships between advising and counseling personnel are possible.

4. An adaptation of this third plan is the selection of a corps of advisers who receive no additional compensation for the assignment but are accorded a reduced teaching load or other work adjustments.

5. In many institutions, faculty advisement proceeds on an optional basis. Only those who are interested in doing advisement are included in the program. There may be additional compensation and a reduced teaching load, but often there is no such adjustment.

6. Some institutions use graduate students as advisers, the advising assignment being one of the duties agreed upon by the assistant.

7. Some departments employ graduate students to advise, with additional reimbursement given for this extra service.

In instances where faculty members are recommended for service, as in 2, 3, and 4 above, their selection may be made by the academic dean, the department head, or the director of basic division or guided-studies unit. The coordinator of the program of advisement, director of counseling, dean of students, dean of freshmen, or similar officer, works cooperatively in the selection of advisory personnel, in-service preparation, and evaluation. Many institutions arrange summer orientations for new students. These include advisement and vary in length from a day or portion of a day in junior colleges to several days in four-year institutions. The faculty member with whom the incoming new student consults in the summer orientation program may not be the continuing adviser for the fall session. However, continuity in the advising process is achieved through the personnel records, which are transmitted to the advisers as the student moves through Summer Orientation, Fall Registration, Lower Division, Upper Division, and similar areas or activities.

Program Realities

In an effort to determine the variety of advising programs within large institutions, this writer polled the deans or directors of professional areas in 10 universities in different geographical locations. The question asked was: "Do faculty members serve as advisers to undergraduates in your college?" If yes, under whose direction do they serve? In one midwestern university enrolling 30,000 students, these replies to a questionnaire indicate the diversity of counseling services offered by its various departments:

College of Liberal Studies. Advisers serve under primary direction of the departmental chairmen, with overall coordination by the Assistant Dean.

College of Law. Each student who enters the college is assigned to a member of the faculty as his adviser and this individual advises both on academic and personal affairs. Furthermore, we have five young men as teaching assistants and they devote a substantial part of their time to the counseling of first-year law students.

College of Education. Advisers serve under direction of department chairmen, their work coordinated by the head of counseling services of the college and, as well, under the Head of Counseling Services, University Council on Teacher Education.

College of Engineering. Faculty advisers are responsible to the Associate Dean of the College of Engineering and the Key Department Adviser Officer.

College of Fine and Applied Arts. Most counseling of the students of the College is done by the Associate Dean except for the periods of registration when students see numerous faculty advisers. Students may also consult the faculty advisers at any time they wish, but usually they come to the College Office.

College of Journalism. Faculty advisers are responsible to the Assistant to the Dean.

College of Physical Education. Advisers serve under the Undergraduate Program Directors in our four academic departments. The program directors are responsible to the College Assistant Dean for Academic Affairs.

Institute of Aviation. Advisers serve under direction of the Division Head. We have only a small group of students in our area so no particular need exists for formalization of materials and procedures.

College of Veterinary. Faculty advisers report to the Office of the Dean of the College.

College of Medicine. Advisers are responsible to the Dean of Student Affairs and Office of the Dean of the College.

College of Pharmacy. Advisers serve at the pleasure of the Dean of the College.

College of Agriculture. The work of faculty advisers comes under the responsibilities assigned to the Associate Dean–Director of Resident Instruction. (A program description notes that the College has attempted to provide special assistance to students through an advising system for approximately 35 years.) The objectives read as follows:
1. To aid the student in gaining maximum benefit from his total experience by helping him comprehend the opportunities offered by the entire University community.

2. To assist the student in determining his occupational goals in the light of his interests and aptitudes, and to help him plan his course of study in accordance.

3. To provide a sympathetic understanding of the student’s academic and other problems, and to counsel him concerning them.

4. To assure the student of a personal acquaintance with certain minimum number of faculty members to provide a basis for a lifetime association with the College and University.

College of Nursing. The program of faculty advising is organized under the Assistant to the Dean, Undergraduate Education. Each faculty member of professional rank who teaches undergraduate students acts as an academic adviser. The students assigned to the adviser represent a cross section of students from the various class groups. There is frequent and regular conference of advisers on the system of advising. The functions of the adviser include (a) becoming informed about each advisee’s background, capabilities, and progress; (b) assisting advisees in program planning; (c) reviewing academic progress with advisees; (d) planning with the student ways for deriving greatest benefit from the College and University experience; (e) helping the student find and use available resources for financing her education, personal counseling; and (f) assisting senior students with career planning for employment and/or further education.

What can be said about the diversity in advising programs in these 13 colleges of a large institution can as well be said of the departments in the smaller institution. When the student shifts from one school, college, or department to another within the same institution, he may find minor to major differences in program. The philosophy of one school, as well as the procedures, offerings, and activities, may differ from that of another.

The student transferring from one college or university to another, even within the same state and the same system of higher education, discovers differences in the advising program. Reference has been made earlier to the State of Florida Board of Regents’ plan for the support of advisement in the six institutions of higher learning. These three descriptions, each from a different institution, are indicative of the varieties in program to be found at the undergraduate level:

University College. From the 150 faculty members in University College, 40 are selected to serve as advisers, devoting one-fourth of their time to advisement. Their teaching load is reduced in accordance. Selection is based on the expressed interest of the faculty member in advising, his concern for the individual student, and a demonstrated ability to keep ahead of the details necessary for accurate advisement. The director of the Counseling Program carries overall responsibilities for advisement. Advisers work long hours; during registration they are on duty all day under trying circumstances. Adequate compensation is lacking. There is an attempt, in setting salaries and in reviewing promotions, to take into account the services of advisers so that they feel rewarded for their investment in the advisement program.

College of Basic Studies. The teaching load for members of the Advising Staff is reduced in accordance with the number of assigned advisees. Theoretically, the formula followed is reduction of three hours for each 60 to 75 advisees. Typically, however, a member of the advising corps carries 200 or more advisees with a reduction of six hours of teaching, because budget and enrollment pressures alter the formula. Although no additional benefits accrue, the promotion and salary increments are intended to take into account performance as an adviser as well as performance as a teacher. Responsibility for supervision and coordination of the program rests with the Coordinator of Advising in the College, who, in addition, teaches and serves as Assistant to the Dean. Advising at the lower level is decentralized, i.e., each adviser is located in his departmental area. This arrangement enables the adviser to identify with his department and permits a close liaison with the chairman and colleagues.

Division of Basic Studies. This office supervises study programs of more than 5,000 students each year through a staff of 125 persons. The student is assigned to an adviser on the basis of his statement of interest in a given school or department. Teaching loads and other responsibilities are reduced for most faculty advisers, but the reduction is uneven, with some schools allowing a three-hour reduction, and others permitting nothing. Insofar as possible, academic advisement is taken into account in advancement in rank and salary increases. Four of the advisers are recruited from the Counseling Center; they handle the students undecided about a major. The greatest problem is obtaining enough faculty to advise, so that each has no more than 25 students. Currently, some advisers have as many as 70 or more advisees.

Programs of faculty advisement in the junior colleges show a similar diversity. The Broward County Junior College, in its relatively short history, has demonstrated the varieties fairly common in programs throughout the country. At the time of its opening, the junior college adopted the principle of “every teacher an adviser.” This policy continued for several years until a change was made to one of selection of a corps of advising personnel: these faculty members were to be given extra remuneration for their service. Located in an area adjacent to the Counseling Center, the advisers were in close touch with counselors and in frequent discussion concerning the decision-making processes of their assigned students. After a period of corps advisement, the funds for their recompense ran low. The program of advisement was shifted to the Counseling Center, with each full-time, professionally trained counselor carrying an assigned heavy load of academic advisees. After a year of this procedure, counselors were forced to admit that academic advisement of the great numbers of students whose responsibility they assumed was forcing out other kinds of counseling needed by students, i.e., personal, vocational, and psychological, and that a return to the corps-advisement plan would be preferable, if money for maintaining it could be found.
The program of advisement at Central Florida Junior College began on the "every faculty member an adviser" base, but moved to the Counseling Center's assumption of academic advising. There, the counselors in the Center found the task of conferring with an entire student group on schedule-making too heavy an assignment. The energies of counseling personnel were thought to be better used if a counselor were to be assigned on a continuing basis to an academic department to work with its faculty advisers in a supportive capacity.

At the Miami-Dade Junior College, two distinct systems exist in a back-to-back arrangement. At North Campus, there is an Academic Advisement Department, a unit of full-time personnel. Students entering as freshmen, transferring, enrolling on academic probation, and applying for graduation avail themselves of the assistance of this department. In addition, there is a separate Counseling Department that deals with students having social and psychological problems.

At Miami-Dade South Campus, in contrast, 300 faculty members serve during their office hours as advisers to students. The objective is to give students a somewhat more intimate contact with one or more faculty members. At present, the ratio of students to advisers is 35 to 1.

At the Florissant Community Junior College (St. Louis District), a study of 260 students indicated that about 20 percent of them were referred by their advisers to other faculty members or counselors. This observation by the program planners led to the conclusion that faculty advisers should be more closely related with members of the counseling staff. The result, similar to that of Central Florida Junior College, was to assign specific counselors to act in liaison capacity with the faculty advisers of certain divisions, so that the guidance of the student would be a meaningful, continuous process rather than a series of segmented experiences.

These reactions of advising and counseling personnel to their assignments are not overdrawn. Academic advisement is considered by many administrators to be best done by the academician, when he is given the time and means for such assistance to students. Strong support to advisers from professional personnel in the areas of admissions, health, disciplinary affairs, financial aids, residence hall, and student activities is then requisite. To be a coordinator of the educational experiences of the student, the faculty adviser must be in touch, both professionally and personally, with those areas of the campus that attract student interests and engage their energies.

In the last analysis, the view of the president, the academic dean, or the department head concerning the importance of advising will undoubtedly shape the activity. If chief administrative personnel hold a favorable view of the advising of students, there will be assurance of budget, space, and time. If advising is considered an unimportant service, the result is likely to be inadequate staffing, sparse budget, and relegation of advisers to inaccessible and dreary quarters in basement or attic (without benefit of elevator).

The perception that deans, directors, and department chairmen hold of advising is also seen in the naming of faculty to the program. For an administrator to assign an individual who is less than competent in the classroom to advise students in the complexities of decision-making is to commit a gross error. The classroom incompetent, in most instances, shows equal inexpertise in the role of adviser. Administrators might better assign the teacher incompetents to heavier committee service, to a redoubling of research and writing, or to other jobs less likely to confound the student learner.
Adviser Preparation and Program Evaluation

Jim, the student artist and creator of Megalopov-ersity mentioned in Chapter 1, had sketched in the foreground the full-figure man representing the ideal educator who, he said, makes things in Megalopovesity meaningful; lights the subjects (students), turning them about so their faces are revealed; determines the range of student emotions and tensions, channeling them constructively; and knows increasingly more about the nature of the student and the learning environment. If the faculty adviser is to approach the artist's conception of the ideal educator, something more than incidental selection of faculty and casual preparation for the assignment is required.

A useful instrument to aid in identifying college teachers who can assume advising responsibilities was developed by Koile. The validation data were assembled by requesting two groups of counseling teachers and noncounseling teachers to respond to the inventory. The result, The Professional Activity Inventory for College Teachers, was administered to 500 college teachers—290 who advised and 210 nonadvisers—located in 46 colleges and universities. The type of institution varied—indepedent liberal arts colleges, university liberal arts colleges, university junior divisions, state colleges, teachers colleges, and a university college of education. No junior colleges were included in this study. As noted by the investigator, the inventory should be a useful aid in identifying and selecting for advising duties those college teachers similar to the faculty advisers who participated in the investigation.¹

The selection of faculty advisers having been made by the administrator in charge, the new appointee begins his preparation for the duties involved. Basically, the functions the adviser is expected to fulfill will shape the program of in-service education. Among colleges and universities, great diversity is demonstrated in adviser function and program operation.


The adviser for freshmen in a four-year Ivy League college may perform in such a way as to keep the institution's traditions intact, with students motivated to conform to these established procedures. The adviser of extended day students in a new California junior college, conferring with an advisee in the late afternoon after his day of work on a job, advises in a different perspective. Advisers in colleges for women are guided by the acknowledged discontinuities in the lives of women—college, marriage, home, family, with return to college or to work at intervals. The adviser in a work-study college plan observes discontinuities of a different kind, assisting the student in bridging the on-campus study and off-campus work.

Institutions need to be much bolder in designing programs of faculty advising to fit their own needs. Something borrowed from a neighboring college or university and applied indiscriminately could prove disastrous. Adaptation of new ideas and application of new technological aids to both the advising and in-service activities must be encouraged.

Programs of in-service assistance can profit from "logging activities," i.e., the recording by advisers of the variety of activities covered within a working day. One adviser record shows the following:

Contact Sheet of Faculty Adviser for Freshmen: First Week of Classes
8:30 a.m. Call from an advisee on need to change schedule.
Appointment made for 10 a.m. Student wishes to try for honors. Made three telephone calls to check out mathematics, humanities, and physical sciences requirements.
9-10 a.m. Teach my class.
10 a.m. Conferred with student. During conference called associate dean in charge of advising on procedures for change. Called director of honors for confirmation. Student pleased.
10:30 a.m. Residence counselor reports a student planning to withdraw after one day of class. Check the folder. Note slow reading rate. Return call to residence counselor requesting student to see me. Call reading clinician to get information on enrolling.
11:15 a.m. Confer with student considering withdrawal. Suggest the possibility of reading clinic. Student and
reading clinician talk by telephone. Appointment made for
diagnostic interview later in day.
12 noon. Lunch in cafeteria. Two advisees come to table
to report current class schedule. One asks to add a course
in creative writing on pass-fail basis. Appointment made
to discuss procedure for adding.
1 p.m. Teach my class.
2:10 p.m. Confer with student on advisability of writing
course. She needs some creative outlet. Call registrar to
confirm procedure.
2:25 p.m. Call residence counselor of student wanting to
withdraw, reporting her intention to enroll in reading
clinic, pending diagnosis. Ask residence counselor to keep
in touch. May be other basic problems.
2:30 p.m. Confer with department head on system for
reporting class attendance.
2:45 p.m. Talk with advisee making up incomplete in
history. He was ill last four weeks of term. Called health
center on dates of hospitalization. Cite deadlines for
clearing the record.
3:4 p.m. Summarize conferences with 20 advisees. Return
admissions information (profile of high school achievement
and pre-college entrance scores, etc.) to office of ad-
missions.
4 p.m. To library. Encountered advisee with question about
part-time work. Referred to financial aids office.
5 p.m. Posted office hours for the semester on door. Ar-
ranged for follow-up call to reading clinic on student.
Noted referral of advisee to financial aids. Checked list
of exemptions for students taking Part II of the English
and mathematics examinations. Will need to change
course schedule of any who exempted.

Back of the Facts—A Philosophy

The adviser is more than an information and traf-
fi control officer. He conveys to the student a philos-
phy of contemporary education, a rational base for
consideration of problems, and suggests plans of
action on which he may move. From every student,
there will be some questions about the relevance of
the general or liberal studies to the declared major:

Why must I take social studies when I plan to go into
professional music—concertizing?
The relevance of courses within the general or liberal
studies pattern deserves frequent discussion:

Would it be a good idea for me to take the required
biological science course at the same time that I take gen-
eral psych? What is this psychobiology that I hear about?

Much discussion will concern the nature of the college
experience:

What does it all add up to—my classes, the residence
hall, what goes on in the Union, Hillel, the fra
ternity? What kind of a ‘whole bit’ should come out of it—for
me?

There will be practical discussions of the nature of the
campus as a community:

What holds this campus together? I see a bunch of stu-
dents over here in a building and another group over there,
and I wonder if they ever get together on anything?
What’s the common denominator?

Discussion will be penetrating and pervasive between
the adviser and student on the latter’s fitting into the
multivariety of the campus, whether it be large or
small:

I’ll bet this place would keep right on running without
me if I were to drop out. I probably wouldn’t even be
missed. What have I got that this college needs?
The larger question of “fit” concerns the campus and
the society at large:

What’s the connection between this college and this
town? When I’m here in classes, I feel shut out—like I’m
in a capsule. Do I have to wait three more years to get
where the action is?

It is in these encounters that faculty advising rises
above the routine and clerical and earns academic
worth. Translating the activities of faculty advisers
into performance objectives, these appear:

1. The faculty adviser discusses the program of gen-
eral or liberal education as it relates to the first two
years of college, to the declared major of the student,
and to preparation for life pursuits both during and
after college.

2. The faculty adviser plans with the student a
schedule of courses, with consideration of the
immediate goals as well as of the long range objectives
as these objectives can be determined.

3. The faculty adviser assists the student in ex-
ploring his major field by interpreting printed infor-
mation, by referral to other advisory personnel, in
recommending extracurricular activities or part-time work
experiences to clarify roles.

4. The faculty adviser serves as coordinator of the
educational experiences of the student, working in
company with residence counselor, day-student ad-
viser, teachers, department head, or others who ob-
serve or interact with the student.

5. The faculty adviser serves as faculty friend, dem-
onstrating a personal interest in the student and dis-
cussing with him the minor to major concerns of his
educational pursuit. In this role, the adviser provides
the student freedom to make his own choices after the
limitations, alternatives, and consequences involved in
the decision are pointed out.

In the best sense of the word, the faculty adviser is
a mentor, as trustworthy and competent as that one
chosen by Odysseus to supervise the education of his
son, Telemachus. As a mentor, the adviser will dem-
strate knowledge and understanding; skills and abili-
ties; attitudes and appreciations, categorized, in part,
as follows:

1. Knowledge and understanding. The adviser must
know the structure of the institution as it relates to
schools, colleges, and divisions; the philosophical bases
for the liberal or general education program; admis-
sions and retention requirements; course descriptions;
high school and college test scores and their relevance to course planning; requirements for specific majors and minors; procedures for scheduling and registration, for dropping and adding courses; procedures for filing declarations, petitions, and waivers; methods for referral of students to special services; extracurricular activities and their relation to the college experience; community service agencies; campus services—housing, financial aids, and other assistance provided to the student.

2. Skills and abilities. The adviser must have techniques for interpreting and applying test data, evaluative summaries, student and class profiles together with other information provided by the several offices—admissions, records, counseling, research—as these facilitate the advising of students. He needs skills in relating to high-ability students who are not achieving, to the borderline achiever who aspires to excellence, to the probationary student—all the combinations of able and less able students in the competitive collegiate culture. He must have abilities in diagnosing student problems and for correct referral for special aid; skill in assessment of student progress, in motivating students to accept responsibility for their own achievement, and finally, for the integration of their learning experiences.

3. Attitudes and appreciations. The adviser must appreciate the role of the institution in its educational mission—the place of a college or university in the society; the role of administrators who make institutional decisions, of faculty members who implement the objectives of the institution, of special-services personnel who have contact with the student in the residence hall and in other areas—governmental, religious, recreational, or scholarly; appreciation of student likenesses and differences; and appreciation of the student’s goal of changing institutional procedure, societal structure, and his own personal world. That the faculty member needs to develop a positive attitude toward his role in relation to the educational mission is assumed.

In-Service Activities Itemized

Among the in-service activities designed to assist faculty advisers are those used by the Office of Coordinator of Counseling at Florida State University during the period from 1948 to 1959:

1. A three-day seminar for faculty advisers held at the beginning of the fall quarter, before the arrival of students.

2. Seminars or group meetings held throughout the year as required.

3. A Handbook for Faculty Advisers covering the philosophy, guidelines, and operating procedures for the program.

4. Individual interviews with faculty advisory personnel as needed.

5. A bulletin, Coordinative Notes, having the purpose of keeping all advisers up to date on advising information and changes in procedure.²

The seminar series included personnel from academic, counseling, remedial, and other areas, appearing in panel discussions or symposia; it used taped interviews and demonstrations of student-faculty conferences, films, slides, graphs, and charts—a multi-varied approach to individual learning.

A primary need is for a differentiation between the assistance given to new, inexperienced advisers and that given to the veteran adviser who, as he puts it, “grew up with the business.” In this area, the program at Stephens College has presented a model to follow.³

The following excerpt is taken from materials provided to advisers at Stephens College:

The advising program stems from the Office of the Dean of Students. The Dean of Students delegates the direct supervision of the program to the Director of Counseling Services. The Director of Counseling Services in consultation with the Dean of Instruction suggests the names of faculty to the President for appointment to the Committee of Advising Chairmen. These persons are not professional counselors as a rule, but are experienced in counseling students and vitally interested in the Stephens advising program.

Each member of the Board of Advising Chairmen is assigned a selected group of approximately eighteen faculty members whose in-service training he directs.

The in-service training program for faculty advisers at Stephens College provides instruction and opportunity for discussion in mechanics and techniques of advising and counseling. To make the program as adaptable as possible to the varying experience of the members of the faculty, the training program is organized into four divisions.

First-Year Program. All new members of the faculty are assigned to first-year advising groups, led by an experienced and specially trained chairman. A series of meetings is held at stated times throughout the year to introduce the new faculty to the mechanical details of advising and registration, to acquaint them with the sources of information, and to familiarize them with the advising program as a manifestation of college philosophy.

Second-Year Program. The second-year program attempts to assist advisers in improving their counseling skills through use of specific case studies, book reviews, and tape-recorded interviews.

Program of Advanced Advisers. Members of the faculty who have completed two or more years as faculty advisers meet less frequently than the first and second year groups, but they meet at stated times to consider new developments in counseling methods, changes in the college pro-


³ The writer gained much valuable experience as faculty adviser and advising chairman in the Stephens College program from 1943 to 1948. Dr. Mayhew (author of the Introduction), as Director of Research, gave considerable attention to the work of advising personnel in a later period.
gram which affect advising, and recurring problems. The in-service training program is predicated upon the assumption that all advisers can continue to improve and develop as successful counselors.

Program for All Advisers. Several times during the year, special programs related to advising are available to all advisers. Four such programs were cited for a given academic year, these concerned with advising among institutions of higher learning world-wide; education as it relates to women in a changing time; and communications in respect to listening and learning from advisers.⁴

The Stephens College advising handbook has served as a guide for many programs of collegiate advising. As in the instance of the seminar series, however, the handbook and related publications should fit the institution. The advising handbook for Tougaloo College, with its plan-for using advisers in teaching a semester-long orientation course, would not fit the program of advising at Arkansas A. & M. College nor at Miami-Dade Junior College. To begin an advising program with a limited number of guide sheets and to add materials as they are needed in subsequent years of operation makes good sense. A hefty handbook can kill an advising program if it gives the impression that faculty members have neither academic freedom nor personal privilege to use their own ideas in motivating students to learn. The ideal educator in Megalopoeity is not a stereotype walking around with portfolio. He is an adult with unique qualities of thinking, speaking, persuading, dissuading, interpreting, evaluating, motivating, and integrating.

Advisers Nonpareil

In an NDEA Institute for College Personnel Administrators held at Michigan State University, Summer, 1967, participants were asked to describe the faculty adviser most successful on their campuses. These sketches were among those contributed:

1. A faculty adviser in a state college in the West: Dr. Carta is a professor of history who teaches nine hours each term and assumes, in addition, responsibility for advisement of all candidates in the master of arts in teaching (MAT) program. Around him, however, clusters a sizable number of underclassmen who find in Dr. Carta something they seem not to find in other faculty members. Extremely active in college affairs as a member of the Faculty Senate and the President’s Advisory Council, Dr. Carta seems never too occupied to talk with students. He possesses two outstanding attributes: (a) he knows who he is and what his strengths and limitations are, and (b) he has an interest in students, not as objects to be manipulated but as people of dignity and worth. He does not provide students with a security blanket, but rather assists them in constructing a base on which each can grow and develop.

2. A faculty adviser, liberal arts college in the Midwest: Mrs. Chi is an instructor in mathematics, young and attractive, a junior member of her department. Students battle to get into her classes, not because she is an easy instructor, but rather because she makes the work clear, seeming to understand student problems and the means of solving them. Mrs. Chi makes herself available for academic counseling, but she is interested, as well, in student life outside the classroom. She and her husband are host and hostess in an experimental residence for 75 girls, where students covet residency. She provides an example of total involvement of a faculty member in student life.

Some comparative examples of unsuccessful advisers included that of a faculty member on a four-year liberal arts campus who was said to be extremely popular and well grounded in his discipline, who related well to the community, but who became so involved with students and their personal problems that in panic crises, students actually identified him as their psychiatrist. Another unsuccessful adviser, in a community junior college, was described as totally uninformed about and insensitive to course-program demands. An advisee entering a business sequence and required to take economics was advised instead to enroll in sociology. Another student was advised to take a foreign language, chalking up five hours in French when, in his major, the student really needed no such credit.

Whether in-service assistance makes the difference between the successful and the less-than-successful performance of advisers is, of course, speculative. There is some guarantee, however, against the costly errors in scheduling when requirements are plainly stated in advising materials and when expectations are voiced in seminars and in conference with possible miscreants.

The need for in-service assistance is debated vigorously in institutions by administrators charged with maintaining programs of advising and by advisers who resist meetings added to an already overcrowded schedule. The variety of practice within the statewide system in Florida shows as follows:

University College. Supervision of the advisers is informal, because advisement by definition implies an exercise of judgment. The belief is that a counselor should not be constrained to act in one or another fashion. There is, however, a review system that does much to insure that counselors are giving accurate information and preparing realistic programs for entering freshmen. Briefings are given to new counselors each year.

College of Basic Studies. In the in-service training program for advisers, the Director of the Counseling Center outlines the services of his unit and discusses techniques of effective referral. In addition, informal meetings of the advising and counseling staffs are held during the year. A high percentage of referrals for vocational counseling originate with the lower division advising corps.

Division of Basic Studies. There is minimal need for supervision of faculty advisers. At the time of appointment, each new adviser is given information concerning the procedures that he will follow. A general meeting of all advisers is called twice a year for discussion of problems,

⁴ Manual for Advisers, Stephens College, undated.
new directions, and suggestions for program improvement. The Director of the Division of Basic Studies attempts to maintain open communications with all advisers to answer questions, make suggestions, and keep advisers informed about pertinent information.

Cooperative Learning

Supervising faculty advisers and teaching them to advise are challenging types of adult education. Few tenured faculty want to admit that there is something they do not know about the institution, its student body, and its curriculum. They show marked restlessness in a situ-and-learn setting. Advising seminar sessions ought to be as active, both bodily and cerebrally, as they can possibly be. Adviser activity should run through the hour as a motif, with advisers confronting each other, the guest performers, and the program administrator with live questions provoking definitive answers. Adviser inactivity is marked by the dreary setting, staged at the end of the day—or worse, the end of the week—in which the agenda has consisted of a speech, a regaling of bleak statistics, or a lethargic panel. Admittedly, some of the content of learning for advisers has been served up as pabulum, soft and unappetizing.

Too little has been done to direct advisers to the research that relates to student characteristics and the college environment. Too little debate has occurred in advisory sessions on the philosophic bases of education for our times. Too much is taken for granted about the way students learn, where they learn, and the uses to which they put their learning. Faculty advisers, like vociferous students, ought to demand relevance in their programmed learning. They should insist upon enlivened teaching about the advising activity. They should be permitted to evaluate the program of inservice activities just as students have assumed responsibility for evaluating their instruction. Faculty advisers, of course, should contribute to the “curriculum” designed to “teach” them to advise.

Advising is sometimes called a chore, a nonprestigious burden, a demeaning activity. However, in her experience as Coordinator of Counseling, which included supervision of the program of advising, this writer recalls the service of two men as advisers to freshmen—one currently the president of a large west coast state university, and the other, the former president of Florida State University. In addition, the deans of the Schools of Music, Home Economics, and Arts-Sciences, as well as the director of Basic Studies of the latter university were, as members of the teaching faculty, advisers to freshmen. Five faculty members named as distinguished professors were included in the advising program, their teaching assignments being in the differing fields of languages, English education, music, chemistry, and mathematics. A distinguished librettist and a well-known artist-illu-

The Evaluation of Faculty Advising

The evaluation of the program of academic advising, including appraisal of the contribution of the faculty member in the program, has presented a thorny problem. Evaluative studies have been undertaken by various groups: (a) the institution as a whole, in a comprehensive self-survey; (b) departments, such as General College, Basic Studies, Counseling Center, or other; (c) graduate students, in supervised activities; and (d) regional-national associations, agencies, or professional groups. Perhaps the more usual sponsorship has come through institutional self-survey and the efforts of departments, but these results frequently do not reach the light of day in published form available to other institutions. Only recently, as the clearinghouses for research and related inquiry become active, have some fugitive materials been captured. Much information concerning the evaluation of faculty advising in its interrelationship with professional counseling resides, for instance, in regional accrediting offices, and these reports are unobtainable for study by those not involved in the evaluation.

The place to begin in measuring the advising pro-

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5 A guide to the resources for student counseling and advising at the University of Michigan, 1958, pp. 2–6.
6 Hardee, M. D., The faculty in college counseling, 1959, pp. 266–284.
gram and the performance of advisers would be with the objectives, stated presumably in behavioral terms. With what degree of effectiveness does the adviser (a) discuss the program of general or liberal education, (b) assist the student with a schedule of courses, (c) initiate exploration of a major field, and (d) serve as a faculty friend? With what degree of mastery of knowledge and understanding, skills and abilities, and with what demonstrated attitudes and appreciations does the adviser perform?

The measurement of change in the behavior of the advisee is the focus. How much better does the student in Megalopovesty perform as a result of the advising process than he would without it? Of foremost consideration in the designs for evaluation are student perceptions and student performance.

**Student Perceptions**

Motivated by the earlier research of Kollen, Cummer constructed an attitude scale consisting of 22 items to which the student is asked to respond in agreement or disagreement. Students at Florida State University counseled by faculty advisers with high interest in counseling show significantly more satisfaction as measured by their responses to a faculty advisement scale than do students counseled by faculty members with limited interest in advising. The satisfaction of advisees, furthermore, is related to: (a) the knowledge of the adviser of academic matters both in and beyond his teaching field, (b) the personal interest shown by the adviser in many different ways, (c) the availability of the adviser in terms of time and of ease in making appointments, and (d) the student's having an adviser from the same subject matter field as his area of interest.

In adjudging the program of advisement in the College of the University of Chicago, Friedenberg constructed a questionnaire to measure (a) student opinion of the scope of activities desirable in the advisory system, (b) student information about the system as it exists, (c) student evaluation of the effectiveness of the advisory system in solving certain problems, and (d) student opinion as to the role that the adviser should play. Approximately 160 students of the College responded to the questionnaire which consisted of problem situations eliciting objective answers and a final portion permitting narrative composition. In the latter, the student was asked to think about areas of change in relation to (a) professional qualifications of advisers; (b) caseload of advisers; (c) scope of the advisory service; (d) intercommunications among in-structors, house heads, and advisers; and (e) means of establishing the working relationship between student and adviser. Concerning the results, Friedenberg says:

Of particular interest was the extent to which students conceived the Advisory System as playing an important role in interpreting the purposes and values of the University College Plan to them—a function which, it must be admitted, was almost completely ignored in the instrument itself.

For instance, nine students expressed a wish for assistance in the synthesis and interpretation of their learning experiences. Six expressed need for more help in orienting themselves to the University, and an additional six, in relating to the function of the Advisory System itself. The investigator concludes:

... the more psychological insight which the Advisers in the system possess, and the more clearly the system defines its scope to include service with personal problems, the more students will expect of it and use it.

Kiel's evaluation of the work of faculty advisers at Brooklyn College consisted of the preparation and distribution of a checklist and sentence-completion form to the 1956 freshman class of 452 students, from whom 200 responses were obtained. From his study of returns, Kiel comments:

It is evident that students believe the main function of the counselor revolves around program planning. Yet 10% feel their counselor does not know enough about the college, its resources, and the curriculum to have faith in them. It is perhaps taken for granted that such knowledge is a tool every faculty counselor automatically possesses. Skill sessions for counselors in these areas might be held at stated intervals.

**Student Achievement**

Hendrix questioned whether the achievement of University of Wyoming students with low predicted grades might be improved by special advising. An experimental group of 20 students was chosen to be advised by the experimenter. These students were apprised of the possibility that they would experience difficulty in college and were challenged to exert extra effort to improve their chances for success by avoiding excessive load and by conferring frequently with the adviser as well as with professional counselors. A control group and two combined control groups were set up, their advisement being done by regular faculty advisers whose approaches to their assignments varied—some spending little time with advisees, and some spending much; some encouraging students to carry light loads, and some paying little attention to this.

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factor, etc. At the conclusion of the fall semester, assessment of the achievement of the experimental and control groups was made on the basis of various subject-matter categories. In every instance, it was found that the grade average of the experimental group was better than that of control or combined control groups, regardless of the subject-matter category.10

Morehead and Johnson studied 226 male engineering freshmen in the electrical engineering department at North Carolina State, 48 of whom were randomly selected for membership in the experimental group (E), the remaining 178 comprising the control group (C). Both groups were alike at the beginning of the experiment in regard to means and variances of age, predicted grade point average, and five personality variables as measured by the Minnesota Personality Scale. All were enrolled in the same subjects during the semester of study. Each experimenter scheduled eight meetings with his advisees during the academic year: twice each semester in groups and twice each semester individually. Group meetings consisted of instruction, advice, discussion, and casual conversation. Students were instructed in effective study habits, study schedule, and class participation. Individual conferences provided students with an opportunity to discuss academic progress.

The faculty advising program for group C consisted of meeting with the students in groups once during the orientation week, providing help in course scheduling, reviewing midterm grade status, and discussing the need for consultation on individual problems, these conferences being optional. The program was not one of professional counseling, but rather one of advice-giving, discussion, and a show of genuine interest in the student and his problems.

The data accumulated confirmed the hypothesis that students of group E would have an academic record for the first year superior to that of students in group C. However, the hypothesis that the dropout rate would be lower in group E than in group C was not confirmed. In addition, three other hypotheses emerged: (a) There is a positive relationship between the effects of a faculty advising program and the time duration of the program, (b) faculty advising reduces the number of dropouts who have the potential for academic success, and (c) faculty advising as proposed is more effective with individuals having high rather than low predicted grade point averages.

The investigators conclude that faculty advising can achieve significant results in a year's time. The data tended to indicate that the higher grade point average for the experimental group was facilitated neither by an intensive faculty advising program, nor by professional counseling, but by a systematic program that any interested faculty member could conduct with this number of advisees by devoting approximately 50 hours a year to group meetings and individual conferences.11

Rossman reports the results of an experiment at Macalester College, in which six faculty members were given released time to devote to academic advising. An experimental group of 125 students was formed, and these were assigned to the six advisers. The remaining freshmen, comprising a control group, were assigned to advisers with full teaching loads. The investigator looked for the differences in the rate of retention, grade point average, level of aspiration, satisfaction with college, and perception of the campus. The results showed that while the students in the experimental group were more satisfied with their faculty advisers, there were no significant differences between the two groups on the five indices.12

Program Procedures

Investigators Gelso and Sims addressed themselves to the assignment of students to advisory personnel in South Georgia College, studying 501 applicants to the college. The following were studied: (a) the declaration of the major (as it appeared on the application form), (b) the shift from the field indicated (as noted on the registration card), together with the shift to the field (based on the registration card), and the final number of students majoring in an area (based on the registration card). The investigators conclude:

At many institutions, freshman advisement assignments are permanent; if a student changes his major, he still maintains the same faculty adviser through his freshmen and sometimes his sophomore year. The results of this study suggest that when this type of procedure exists, assigning advisers to students on the basis of what students state as their intended college majors on their application forms would be inefficient and perhaps harmful.13

In his study of institutional provisions for advising in the Florida statewide system of higher education, McGirt determined that the content covered in advising conferences at the basic or lower-division level included the following in descending order of frequency. (The most time-consuming advisement topics were those indicated with an asterisk.)

*Current course selection
*Long-range course planning

*Adding or dropping courses
*Career planning
*Orientation to the institution
*Improving academic performance
*Transfer of credit
*Consideration of graduate study
Adjustment to institutional life
Interpretation of test scores
Problems relating to instructors
Personal problems
Financial problems
Withdrawal from the university

In both upper division and lower division, approximately half the students sampled requested additional advisement conferences. Also requesting additional conference time were 24 percent of the master’s-level students polled and 12 percent of those at doctoral level. Reasons given by student respondents for their not having more advisement conferences were (a) student was too busy, (b) adviser was not available, (c) student did not know how to obtain an appointment, and (d) miscellaneous—had no adviser, adviser was not helpful, no overwhelming need, etc.

In order to determine the amount of time advisers gave to advisement, the coordinating officer for advising took an account as follows:

1. Total advisement time for all advisers keeping logs was determined.
2. Estimate of the time spent during the entire trimester was obtained by adding on one-sixth of the 12-week total reported on logs.
3. The time given to advisement during the heavily scheduled period of registration was included.
4. The time spent preparing for advisement was added.
5. The total was divided by the number of assigned advisees to obtain a mean advisement time expended per advisee by advisers.

The individual adviser’s investment of time ranged in institution I from 4 to 54 hours, in institution II from 20 to 108 hours, and in institution III from 26 to 202 hours.\(^{14}\)

**A Call to Account for Advising**

Too little is known about this singularly important institutional service. Attesting to its long tradition is President Rutherford B. Hayes, who described in a letter to his mother in 1841 the adoption of a new rule at Kenyon College. The rule stipulated that each student would choose from among the faculty someone who would be adviser and friend in all matters and who would serve as a medium of communication between the student and the faculty.

More than a hundred years later, a perceptive educator stated:

Advising is a process with a long and dignified history in college and university. At the same time, involving as it often does tedious clerical work combined with hit-and-run conferences with students on choice of curricula, it is a most cordially hated activity by the majority of college teachers . . . by good advising many of the problems which later become serious and explode into the counselor’s office could be avoided.\(^{15}\)

So it has been many things in its time: friendship in matters in which assistance is desired by students, a medium of communication between student and faculty, tedious clerical work combined with hit-and-run conferences, and a preventive means for avoiding later explosion in counseling office and health center. Faculty advising is dignified and derided, much desired but often denigrated, done well and done ill.

The answers concerning its accomplishments of the past and predictions for its future are only beginning to emerge, for the questions are only beginning to be asked—by legislators, budget officers, academic administrators, parents, students, and faculty themselves.

\(^{14}\) McGirt, R. M., Jr., *Student advisement as a component of total faculty work load in three Florida state universities*, Florida State University, 1969.

CHAPTER 4

What's Ahead in Advising?

The motorizing of the horse-drawn carriage and the computerizing of education have brought similar outcry from reactionaries. The complaint is that the delights of contemplation resulting from the slower pacing of both transportation and teaching are forever lost in modern machinery. That there are aspects of advising that can be automated is a reality especially threatening to those who predict, in an era of increasing human estrangement, that the one-to-one relationship will be totally supplanted by a "surrogated advising system"—student interacting with machine.

Computer Assistance

In 1965, Cogswell and Estaban experimented with computer-assisted counseling. Their idea was to develop an automated system that would serve as model for the high school counselor's cognitive behavior in appraisal of student information and his resulting response in the planning interview. Reactions to the automated counseling process differed greatly. Recommending future study, the investigators suggested development of the retrieval system to allow the person requesting information to select it by category. In addition, they suggested constructing studies in realistic educational settings, where the question should not be which advising—automated or human—is better, but how and to what extent automated interviewing can be successfully integrated into the counseling process. The need for field study to obtain bases for recommending the use of automated appraisal and interviewing in actual practice appeared to them important.¹

In 1968, Smith undertook that assignment by developing and testing a tool to aid and support faculty members and counselors in the academic advising process in higher education. The result was a computer-assisted instruction information-retrieval program using a computer hardware configuration that automated certain aspects of the advising function. Reactions to the operational efficiency and adequacy of the system were sought as well as reactions to its acceptability and worthwhileness.

The Tallahassee Junior College was the participating institution, and 69 students and seven faculty members of the college served as subjects. Participants interacted with the system via two typewriter terminals installed in the junior college and driven through teleprocessing by means of an IBM–1440 computer system located on the Florida State University campus. Data were collected from the opinion questionnaires, internal machine records, and from the jury rating forms.

The terminals were available to students for 90 hours access time and 180 terminal hours. The subject was permitted to remain at the terminal as long as he wished. Questions directed to the "automated adviser" concerned courses at the junior college, courses and major fields at Florida State University, information needed for transfer to other colleges and universities in respect to selected major, etc. On finishing the program with retrieval of all desired information, the student was asked to complete a student opinion questionnaire.

The faculty sample served as subjects of the study by assuming the role of a Tallahassee Junior College student via a false student record. The last step in the investigation requested the student to enter his desired schedule of courses for the following quarter, based on his planned goals as influenced by the information in the computer. A sample of this information was duplicated along with the student's permanent record and a complete listing was submitted to each member of the jury of six faculty advisers from the Tallahassee Junior College for simultaneous evaluation. The jury was asked to rate each of the student schedules as excellent, fair, uncertain, poor, or very poor on the

¹ Cogswell, J. F., & Estaban, D. P.  Explorations in computer-assisted counseling, TM–2582/004/00 (ED 010 582). 1965, p. 4.
basis of satisfaction of prerequisites, fulfillment of stated goals, and reasonableness of course load as indicated on the rating-form directions.

As a result of his findings, Smith affirmed that the automated academic advisement system can be best described as a supplement to direct personal advising in that it is viewed as an effective accessory rather than as a replacement. Among the advantages were these:

1. The content of the data banks and the program dialogue may be continuously expanded and brought up to date, based on the needs of users. The areas of less-needed or useless information, i.e., that not requested from the data banks, are identified and can be taken out of the system.

2. The system can be made available at the convenience of the user.

3. The faculty adviser, relieved of some routine advising, is able to devote more time to difficult problems.

4. The system provides a means for handling a larger number of students in a shorter period of time.2

An adaptation of computer assistance is described by Juola, Winburne, and Whitmore in their objective of isolating critical elements, analyzing them, and evaluating the effectiveness of a program of computer-assisted academic advising. At Michigan State University, a program was developed for the IBM-1401 computer which reproduced on a single sheet a student's current enrollment, together with that of the previous term, grades in each course, a summary of all cumulative grade data, and the projected term grade point average needed to bring the cumulative grade point average to a 2.00 or C average. With this information, members of the Student Affairs staff of the University College were able to review, very soon after registration, the records of all students below the withdrawal range on the STEP Scale (credit-to-honor point comparison scale). Students with enrollments appearing to be out of line were requested by telephone to come in to discuss suggestions for change.

Of 415 students whose records were examined in a given term, 71 were asked to report for individual conference with Student Affairs counselors, but failed to respond. An additional 71 reported for the conference, at which time their enrollments were adjudged satisfactory. Finally, 82 students, who became the experimental group, reported and agreed to change their enrollments after discussion of alternative benefits. The comparison of the academic achievement for the Enrollment Change Group and the No-Show Group prompted the investigators to state that computer technology can be applied to problems of helping individual students in areas that have been regarded as accessible only to the individual efforts of academic advisers.3

Student Assistance to Students

In the program of counseling that educators first visualize and thereafter implement on college campuses, there is something conspicuously missing. Overlooked are those possibilities for including undergraduate students as academic advisers for other undergraduates. Few institutions have pioneered in selecting undergraduates of junior or senior status for such service, much less in preparing them for it. Virtually none have evaluated the student-help-student process once it has been implemented.

Among those who have built a program of academic adjustment counseling through peer-group interaction and have continued to evaluate its worth is William F. Brown, Director of Testing and Guidance, Southwest Texas State College. This administrator-researcher received the Nancy Wimmer Award in a ceremony of presentation at the Dallas convention of the American Personnel and Guidance Association in 1967. In accepting the Award, which includes a monetary gift of $1,000, Brown stated he would invest the money in the continuing refinement of the program that brought him the recognition, thus making increasingly sure that in a program of comprehensive counseling services, upperclass students will have merited role and recognition.

Author of a Student Counselor Handbook, Brown has, by himself and in collaboration with Wayne Holtzman of the University of Texas, produced counseling aids for undergraduate support personnel including an effective-study test and manual, survey of study habits, study workbook and guide, study-skills surveys, and college-adjustment unit. He affirms that the program of academic adjustment through student-to-student counseling possesses four characteristics essential for adoption on other campuses: (a) it is economical in both financial and personnel cost, (b) it is acceptable to both students and faculty, (c) it is effective in both study behavior and grade average improvement, (d) it is practical in terms of both necessary facilities and required supervision.4

In another setting, the Kellogg Campus of the California State Polytechnic College, Aschenbrenner describes the work of upperclassmen as advisers. The

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2 Smith, H. V., Jr., An investigation of the application of computer-assisted instruction and information retrieval system to academic advising in a junior college. Florida State University, 1968.


advancement load is limited to five advisees, the principal duties of upperclassmen being to assist freshmen in working out their trial programs, to prepare and approve study lists for students, and to sign program cards. With this diversion, faculty advisers can devote more time to the function of educational and vocational counseling in depth. Upperclass student advisers are named by the department chairmen and interviewed by the counseling staff. Their training includes sessions for review of the Advisory Manual, a basic guide, and group orientation meetings. The relationship that develops between professional counselors and upperclass advisers is described as cordial, with the former contributing to the training of the student advisers in company with the department faculty.  

Born of necessity and student serendipity, say its sponsors, was the program in which Allegheny College students volunteered to assist faculty advisers with their incoming freshmen. The Student Academic Committee screened volunteers from among upperclass student leaders. The list was submitted to faculty members who wished student assistance in advising. Students were prepared for their duties as assistant advisers through briefings in which the dean of instruction and the director of counseling presented materials for discussion. In the actual dispatch of their duties, student aides checked advising schedules after the faculty adviser had completed course-selection conferences with the incoming student. In some instances, a student aide might rework a schedule in the event of class conflict. Student advisers contributed to the socialization process, helping to acquaint the new student with the campus. The program sponsors report an increase each year in the request for student assistants by faculty advisers.  

One of the ways in which the student undergraduate adviser can assist meaningfully is in clarifying the role of the college faculty adviser for incoming freshmen. The adviser's position and function must be interpreted continuously, differing as it does from that of the high school counselor, dean, principal, or assistant principal. Faculty cannot be responsible for all that the professionally trained counselor undertakes, but rather for only that portion relating to their qualifications and to the assignment given them.  

Student Self-Help  

If the goal of education is one of assisting students in developing their own competences for solving problems, then a program of faculty advisement that nullifies this growth has no justification. Sharp debate continues over the requirement that all students be advised, with advocacy split: some administrators believe that only the freshman needs advisory assistance; and some believe that all students need advising, but decreasingly as they move from the first enrollment to graduation. The most satisfactory alignment of the advising program with growth in student competences is not always effected.  

The Academic Advisement Center of Southern Illinois University (SIU), Carbondale campus, permits students who meet certain criteria to request self-advisement, which, when granted, allows them to take full responsibility for their programming. The student must have completed at least 28 hours of course work, registered in his academic unit at least once earlier, earned all credits at SIU or resolved all problems of evaluation of credit from another school, and he must be in good scholastic standing, and not be registered for an overload. Under these conditions, the able student is inducted progressively into reliance on his own abilities. At times, however, this responsibility becomes onerous.  

This writer recalls conversing with an SIU student who admitted that through her own scheduling, she ended registration with two courses scheduled for the same hour. She attended the classes on alternate days—not the best arrangement for systematic learning, but possible—until the posting of the examination schedule, when she realized that the finals for both courses were to be given the same day and the same hour. Another student confided, “I advised myself and took a course that was needed in the sequence of my major, passing it with a very good grade. Then I discovered that in order to gain credit, I would have to have the prerequisite course and failed it.”  

In the Counseling Center of the University of Illinois, experiments have proceeded for 20 years in providing individual counseling to prospective students, with approaches such as group counseling procedures, faculty members who advise, and high school counselors who assume college counseling functions in summer. Since 1962, study has turned to the construction of a written, branching, programmed counseling manual which replicates, as much as possible, a live counselor.  

The programmed counseling manual, revised in tryouts, is arranged so that a student can decide for himself whether he should, on reaching campus, apply for (a) further individual counseling, (b) for small-group counseling concerned with curriculum or vocational or career choice, (c) for small-group counseling centering on improvement of reading and study skills, or (d) for small-group counseling emphasizing differences between university and high school with an eye to getting the most out of college. Many students are said to choose the fourth activity.
The counseling manual discusses scholastic standards at the university, study skills, the meaning of test scores, instructions for making one’s own predictions of academic success, areas of specialization within the university, kinds of abilities important for these areas, ways to reevaluate college plans, and personal factors affecting success. A letter sent to students and to parents introduces them to the manual as well as to supplementary materials such as student booklet, worksheets, and interest inventory. A questionnaire is included which asks for rating of the general usefulness of counseling and of encouraging the student to select additional group or individual counseling upon arrival on campus.  

At the Florida State University, the recommendation of a study committee dealing with academic and curricular affairs asked for:

Creation of a largely non-mandatory academic advising program which would allow all students except freshmen and beginning transfers to decide for themselves whether or not to seek the advice of an academic adviser when making out their schedules. . . . the University has an obligation to guide carefully the freshman and new transfer and to provide in the catalog accurate and clear statements of its requirements. Well-informed academic advisers should be available for all students who seek advice. However, the mature student frequently is able to determine for himself what he must do to meet the institution’s requirements and such mature students ought to be encouraged to be self-reliant and responsible for establishing their academic programs.

It is at such a point, for this institution and for others, that the decision needs to be made, or reiterated, as to what the advising program is. Is it a single-direction activity that begins and ends with schedule-making? Is it an information-giving and information-receiving action? Is it more of records and registration than of values and goal-setting? Is it teaching in an individualized setting? What type of interaction is advising? With whom? Where? Under what conditions? With what results?

Advising in the Student Residence Area

There is reason to believe that academic advising is more than the “put a coin in and get a schedule out” process when the setting is the residence hall or the residential college. A news release from the University of Iowa News Service narrated the following:

Iowa City—Students who live in the University of Iowa residence halls have found this semester that they have access to academic advisers from the College of Liberal Arts right under their own roofs. This innovation is part of what Associate Dean Richard M. Trumpe of the Office of Student Affairs describes as a continuing plan to make the 56 waking hours the average student spends in the residence hall a significant part of his education. Trumpe said four advisers have been named to man offices in both the men’s and women’s halls from 6:00 to 9:00 p.m., Monday through Friday and 8:00 to 10:30 a.m. on Saturday. They augment the advice the students get from the principal academic adviser assigned by departments of the College of Liberal Arts by assuming advisory duties previously performed by the halls’ 140 head residents, assistant head residents, and resident advisers who now concentrate on general counseling and resident government. Trumpe said the new advisers have been busy with student program problems since the beginning of classes September 23, and as the semester continues they will help students over pre- and post-exam jitters and counsel those on academic probation. The college adviser retains principal responsibility for the student, and is the only one who can sign University forms for him, except for some cases of dropping courses. Advisers will distribute follow-up questionnaires to the students they advise as a way of evaluating the service.

The Stephens College House Plan, in a different arrangement, provides for the assignment of five faculty members to a residence hall. Four of the faculty teach the four basic courses in the curriculum, and the fifth member is the residence-hall counselor. Each of the five faculty members serves as an adviser of one-fifth of the students residing in the hall. Since all five have their offices in the hall, they are readily available to share experiences and to operate as a teaching team. The basic idea of the Stephens College House Plan is to bring the living and learning functions into closer relationship and to heighten their complementary aspects.

Another arrangement of academic advisement in residence is to be seen at Michigan State University in the Case, Wilson, and Wonders residence halls. Their primary purpose is to enhance the cultural and intellectual life of residents. Among the advantages of the halls is the construction of a certain amount of academic space on a long-range, liquidating basis. Approximately 10 percent of the cost of each of the newer residence halls goes into academic space such as classrooms, offices, laboratories, libraries, and auditoriums. In the total plan, each of the following elements is important: a student affairs office to help students with academic problems and supervise the academic program, full-time professional counselors for vocational and personal counseling, faculty advisers with offices in the halls, a wide offering of courses available within the hall, an extensive range of co-curricular activities, and a fine-arts program with special emphasis on drama.

In the residential colleges, sometimes termed experimental, there is evidence that faculty members with particular qualities are sought. The College Com-

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1 Gilbert, W. M., Student Counseling Service, University of Illinois, at the NDEA Institute for College Student Personnel Administrators, Michigan State University, July, 1967.
mittee of the University of Massachusetts states that all too frequently on campuses, entire areas of student life are preempted as a specialty of student personnel staff to the exclusion of faculty. This situation, the Committee states, is both unnatural and undesirable, for it is to faculty that most students look for assistance and guidance in times of academic stress. The Committee recommends that the faculty in University College be deeply involved in appropriate areas of student life, the teaching function not separated from the living experience.

Fairhaven College of Western Washington University sees itself as a community of scholars where professors work with student apprentices. At Fairhaven it is assumed that good teachers and motivated students can build a flexible, relevant curriculum that can be more beneficial than conventional courses. In such an arrangement, the student and his faculty tutor (advisor) can adjust the student's program, substituting experiences such as field trips, independent study, and special seminars to take the place of courses. Credit evaluation of these activities is done by the adviser. The consequences of such a relationship are the core of the faculty-student interaction rather than one related to a course-credit accounting process.

The University of West Florida, arranged in three resident colleges, reports its policy in appointing faculty members who possess ability and competence as teachers, record and promise as scholars and researchers, and interest in and sensitivity to students and their problems. As a result, faculty members are evaluated on the basis of their effectiveness as teachers, their achievement in scholarly activities, and in the success of students they counsel.

A bulletin of University of California at Santa Cruz puts the matter candidly, noting that institutions can be overtaken by their own myths, with the result that the phrase "close student-teacher relationships" takes on a sloganlike compulsiveness. The publication admits that a close intellectual relationship with a professor may demand more than some students can cope with—that it may, in fact, bring the disillusioning discovery that professors are only human.

As noted by Kaludis in his study of Justin Morrill and Revelle Colleges, the return to collegiate structure is uppermost in the minds of many academicians across the country. Residence keeps students in the college area, just as locating faculty offices near residences increases the possibility of student-faculty interaction. The residence identifies the college perimeter psychologically for students and faculty, even though many students and faculty do not reside there. However, he notes, if these are only residential neighborhoods, with no influence over the structural elements needed to meet social and educational needs of students and to secure allegiance of faculty to facilitate student needs, then the residence college and its built-in advisory system will not be an answer to the growth of large institutions. Megalopovessity lives on—and multiplies, oblivious of student needs—when the structure remains rigid, though the name of the educational game changes.

**Through the Looking Glass: 1970 and 1980**

If the recommendations of the Committee on the Student in Higher Education are implemented, the faculty member, newly bred or recently retooled, will be an adviser. The report of the Committee predicts that a new kind of faculty member will appear, one whose primary concern is to facilitate the learning experiences of students and help them derive personal meaning therefrom. (We are reminded of Arrowsmith's charge that it is possible for a student to go from kindergarten to graduate school without encountering a man who might give him profound motivation for learning.) The Committee echoes the Report of the Select Committee on Education of the University of California, Berkeley, in calling for seminars and individual tutorials rather than large lecture-hall procedures. The faculty members of the 1970's will be required to understand the basic principles of psychological growth and commit themselves to aiding students in their emotional development. This effort is not contained in a single week of orientation to the campus, but rather extends itself to a yearlong activity that permits integration of the student's pursuit of skill and knowledge with his search for identity and relevance.

In concluding the Introduction, Mayhew declares that while role assumption in relation to academic and other advising may not be congenial with the methods by which teaching faculty have been trained, there is strong reason to believe that faculty members can be oriented to the fundamentals of an advising relationship and can develop their own procedures and style. This emphasis on development of faculty in better handling of advising responsibilities merits another close look.

Actually, to single out a segment of the staff, i.e., the faculty advisers, and orient them to the needs of students to the exclusion of total staff orientation misses the point of wise administrative planning. If the generation gap between students and faculty and between students and administration is as wide and deep as the indictments claim, then means for

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*Kaludis, G. A study of faculty involvement in student life in selected planned and operating residential colleges in public universities. Florida State University, 1968.*

*The student in higher education. The Hazen Foundation, 1968.*

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bridging the chasms of misunderstanding—or of little or no understanding—must be devised.

Some good beginnings have been observed by the writer: (a) academic and student personnel staff interaction in a mountain retreat conference sponsored by the University of California, San Diego, 1966; (b) a lakeside conference of students, faculty, and administration devised by student personnel administrators of the University of Delaware, 1968; (c) an on-campus conference of students, faculty, and administrators of the Wenatchee Valley College, 1964; and (d) all-faculty conferences to mark the beginning or close of academic terms at Tuskegee Institute, Ferris State College, Centenary College (New Jersey), Temple Buell College, Wofford College, and Palm Beach Junior College, to name but a few. All of these, in varied program format—panels, lecture, symposia, discussion, group process—have encouraged close examination of the student's concern with identity, with an ethical system, with ways to view reality, with the formation of relationships with faculty, and with the resolution of personal and societal dilemmas.

Administrative airing of opinion on the role of faculty members as advisers has been emphasized in the Seminars for Academic Deans and Department Heads sponsored by the Associated Consultants in Higher Education in regional meetings in St. Louis and Atlanta. Administrative planning, policy-making, and faculty evaluation, as discussion areas, took into account the program of organized faculty advising and the work of the individual adviser.

Perhaps the most energetic plans for in-service training can be found on the two-year campuses, where the goal is admittedly one of concern for the whole student, and where the time for dealing with these concerns is cut by half. The work of Max Raines and collaborators, with sponsorship of the American Association of Junior Colleges, has produced evaluative materials which, in turn, have promoted annual pre-sessions on student needs, arranged by Commission XI on Junior College Student Personnel Work of the American College Personnel Association. Within the same organization, Commission XIV on Academic Affairs Administration has expended effort in a study of the role relationships of faculty in student advising in the four-year institution.

The senior institutions are faced increasingly with the two-year packaged student who petitions: "Start me out right so I can transfer," or "Finish me up well, now that I have transferred." In the refinement of the articulation process between junior and senior college, the work of the faculty adviser in both settings has been overlooked. "Transfer shock," said to be felt by the student moving from junior to senior college, can, in a number of ways, be minimized by better articulation of efforts of advisory personnel in both institutions.

As for the future of in-service training programs in general, it can be said that only the relevant will survive. Those dealing solely with the mechanics or technical aspects of advising will be difficult to justify and even more difficult to stage. Faculty demonstrations against irrelevant training sessions have, to date, not been recorded, but faculty resistance to "Mickey Mouse in-house details" that exclude the broad rubrics of present-day student concerns can be anticipated. In-service training programs for faculty should be evaluated with the same intensity and extensiveness applied to all other programs of instruction within the institution. If development is the key to the process of educating students, then faculty and staff development must proceed alongside. Faculty and students will continue to search for new identities in the advising relationship.

In his pronouncements for 1980, Sanford predicts an expanded and expanding universe of students—more different types, and a greater range of variations in all factors used to characterize them. He predicts that student activism will be flourishing in 1980, not only because more students with predispositions for changing society will have been produced, but also because activism will have attained many of the features of a recognized social movement. It is hoped that faculty will be prepared for this era and for the assignment in it.

Between the decades, on the misty flats of 1971 and 1979, there will be renewed skirmishes of student versus academic departments. If, as some observers contend, informal departmental student-faculty cooperation is inadequate for the changes students demand, then colleges and universities must look to more formal means.

It is the belief of this writer that a generally ill-used but potentially useful means exists in the institution's program of faculty advising wherein the teacher and the student confront each other, discussing the reciprocal responsibility of institution and student in the improvement of the educational process.

Basic encounter occurs when the faculty adviser and the student in conference adjudge (a) educational and vocational goals and opportunities, (b) learning skills and teaching methods, (c) curricular choice and limitations, and (d) the evaluation of student and teacher performance in combination. This authentic partnership of faculty adviser and student can lead to the renewal of the educational process and a merited restructuring of the system.

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