

Proceedings of the Faculty Senate

Meeting of Monday

April 14, 1958

Catalogue material, acceptance of: The following new courses were recorded as approved: SUMMER SESSION - Education 362s, Arizona Resources Workshop for Teachers and Administrators; Psychology 100s, Introduction to Clinical Psychology; REGULAR SESSION - Geochronology 331, Pleistocene Biology; Russian 1a, 1b, Elementary Russian; and Zoology 356, Radioactive Indicators and Radiation Sources in Zoology.

Student Advisory Program, report of committee on: Dr. Hurlbutt read a report for a special committee appointed to study the advisory system used in the University for purposes of determining what if any changes and additions might be made. The report was based upon the results of a questionnaire sent to a number of colleges and universities throughout the country, and in general indicated that advisory programs elsewhere are centralized to a greater extent than here at Arizona. It was the committee members' feeling that consideration should be given to the coordination of various activities related to advisory work and perhaps to the centralization of authority under an administrative officer. It was suggested that such reorganization would involve an additional cost of perhaps \$35,000 which is regarded as comparatively small as a percentage of the budget allocated to personnel work.

The Senate discussed various features of the report at some length, emphasis being placed upon the desirability of establishing uniform practices in advisory work and of making such advisory work as effective as possible.

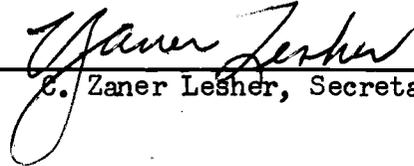
President Harvill expressed his appreciation to Dr. Hurlbutt, Chairman of the Committee, for bringing to the Senate a most helpful report. He added that copies of the report would be distributed to the members of the Senate and to heads of the teaching departments so that the findings of the committee could be studied and the matter considered at a future meeting of the Senate.

Dishonest Scholastic Work, report from committee on: President Harvill called the attention of the Senate to a report he has received from the committee on Dishonest Scholastic Work. The report summarizes the work of the committee during recent months and indicates some of the factors which reduce the effectiveness of the proctoring system. The report pointed out that the committee in studying individual cases found that some teachers failed to exercise proper supervision of examinations and did not establish conditions that discouraged cheating.

The President emphasized the responsibility of faculty members in the conduct of examinations and the need for having all members of the teaching faculty fully aware of the University policy regarding the proctoring of examinations.

On motion by Dr. Patrick, with a second by Dr. Hudson, the Senate requested the President to provide members of the teaching faculty with a copy of the committee report.

Delinquent Scholarship Report Procedure, committee report re: The Senate continued its consideration of a report by Dr. Merritt, Chairman of the committee on Delinquent Scholarship Report Procedures. The report will be considered further at a special meeting of the Senate called for Monday, April 21.



E. Zaner Leshner, Secretary

Origin of the Committee on Student Advising

On March 4, 1957, the Committee of Five on College Course Adjustment, in a supplemental report and recommendation, recommended that a study be made of the current methods of student advising in force on this campus. Their feeling was that inadequate advising was often responsible for course adjustment petitions, and in turn, that, inadequate advising was often the result of the adviser's lack of pertinent records concerning the student, and the lack of consistent methods of advising from college to college and department to department. In the line of exploratory thinking, the committee suggested that each freshman should be assigned to an adviser who would remain his adviser until the student either is assigned to a major adviser or is transferred to another college. It was further thought that the student should be provided, preferably at fall registration, with a photo-static copy of all work completed during the previous year-including courses taken in residence, in extension, by correspondence, in summer session, and also including records of petition actions and a semester and cumulative grade average for the student.

After some discussion, it was recommended that a committee be selected further to study the problems of adequate student advising. President Harvill, in a letter of April 22, 1957, appointed me, Dr. Lotzenhizer, Mr. R. S. Svob, Dr. J. H. Langen, Dr. M. G. Vavich as members of such a committee. He asked the committee to study the advising procedures of other institutions similar to ours, and, in addition, to consider the cost of any advising system recommended.

Comment upon the committee's methods

The members of the committee agreed that the first step was the preparation of a suitable instrument for gaining useful information concerning advising systems in use in other institutions. After consideration, it was decided that the best method for gaining explicit information is the questionnaire form, and, therefore, a questionnaire was developed, with the help of many persons. Further, the committee, in the preparation of the questionnaire, felt that the directions of the Faculty Senate were such as to indicate a full investigation of advising programs and of related student personnel systems, since they are very closely connected. Our views are shared, as will be seen, by practically every institution queried. Therefore we asked for detailed information about the whole advising program of each institution: about staff, about counseling, about load of advisers, about time involvement, about selection and training, clerical help, connection with specialized psychological counseling, about other related matters.

Along the same line of thought, it seemed that a fairly wide survey of institutions was necessary for the following reasons: (a) A sampling of institutions of all sizes from the very large, such as Michigan, to the very small, such as Reed College, is needed in order to get an indication of general trends. (b) A survey of those universities which most nearly meet our level of student body in numbers, source, and locale--Western Institutions--in order to compare our methods with those of similar institutions.

The institutions to whom questionnaires were mailed are as follows: The University of Michigan, Michigan State University, the University of Colorado, Purdue University, the University of Illinois, the University of Indiana, Colorado State University, the University of New Mexico, the University of California at Los Angeles, Oklahoma Agricultural and Mechanical, Washington State

College, Colorado College, Iowa State College, Wooster College, Swarthmore College, Reed College, Carleton College, Oberlin College. Questionnaires were completed and returned from all the above mentioned institutions except the University of California at Los Angeles, Michigan State University, Oklahoma Agricultural and Mechanical, and the University of Indiana.

Procedure

The procedure in this section of the report will first be to summarize on each question the methods and techniques of each institution queried, and, for the purposes of comparison, to immediately follow this summary with a description of our techniques. The purpose, then, is to show how we compare with other schools in the matter of student advising and student personnel work in general.

Question 1 Does your institution have a full time student personnel office or advising center----. If so, to what office (Dean of Students, President's Office, Registrar, Admissions Office) is it attached administratively_____, and is the chief administrator of this office trained in student personnel work_____. If there is a central office, how many of the following types of staff members are employed: stenographers, typists, file clerks, other_____.

Other Institutions: This question deals with the broad organizational character of the advising system, its place in the whole system of the institution, the level of its authority, and the staff employed in number and character. In the beginning we hypothesized that advising problems would be most obvious in large institutions with little control over their student population in terms of entrance requirements, and least obvious in the small institutions with a high degree of such controls. In this we were proved correct; advising problems come with increased enrollment, particularly those enrollments which involve many students not prepared for college in intelligence, in tradition and background, in discipline, or in varying amounts and combinations of all three.

Apparently the very largest institutions, such as Michigan and Illinois, have met the point of diminishing returns, for their numbers are so great that a centralized system for the whole institution is too clumsy; however, what they do is to install a centralized system in the large colleges which make up the university, which comes to the same thing, for centralization has the purpose of more efficiently distributing students, information, etc., to the advisers. However, all the other universities except Purdue, and all of the larger colleges, such as Iowa State and Washington State, as well as some of the small colleges, have a central office of student personnel. The University of New Mexico has a Director of Student Affairs including such functions as Admissions, Deans of Men and Women, Counseling and Testing Office. The University of Colorado has a similar office called the Dean of Students Office, as does Colorado State University. Washington State College, a large institution, has a Dean of Students, and a Coordinator of Curriculum Advisory Program trained in personnel work. Iowa State College has an Office of Student Affairs which combines educational, avocational and psychological counseling. Swarthmore, Reed, Colorado College have personnel offices; Carleton and Oberlin do not. In summary, there is a tendency in all institutions to gather together the personnel functions of counseling and advising

in a central office under a single administrator. Although there are variations, they tend to encompass vocational and personal guidance, and either maintain academic advising or, as is most usually the case, maintain a close liason with academic advising although they do not directly control it. Usually these offices encompass admissions and registration. They usually give all entrance examinations, psychological, English, mathematics and vocational, and assign students to academic advisers as well as see to it that the advisers get the results of such examinations as well as other information concerning the advisees.

The chief executive of this office may or may not be trained in personnel work. The officers in the Colorado institutions, in Washington State, and in Iowa State, are trained in personnel work. Their clerical help averages about one and one half persons, stenographer and clerk.

Arizona: The University of Arizona has no central office devoted to the non-academic problems of student personnel such as housing, placement, guidance, admissions, registration etc. Those functions are scattered in several parts of the institution with only informal liason. Faculty or academic advising is a matter of particular devices on the part of each college, with no uniform policy, and is based upon the varying needs, supposedly, of each college.

As can be seen, Arizona has not developed a policy in matters of student guidance and advising which is comparable with those of other institutions in general--large or small--or comparable with those institutions such as Colorado State University, the University of Colorado, the University of New Mexico, Iowa State College, Washington State College, which are most like us. Assuming that advising is a major problem, then, we are lagging far behind sister institutions.

Question 2 Are the advisers regular members of the faculty teaching staff _____ specially trained non-teaching personnel _____ both _____ other _____.

Other Institutions: Curriculum and other academic advising in all the institutions queried was done by academic personnel, although students having difficulties often go to specially trained psychologists who administer tests in the attempt to discover the source of their difficulties.

Arizona: We are in agreement here, as, in the opinion of the committee, we should be. However, most other institutions seem to have a system of psychological and vocational counseling, and a functional liason between psychological counseling and faculty or academic advising, which is broader and better administered than ours.

Question 3 Are the advisers selected by deans, department heads, committee, other _____.

Other Institutions: In practically every case the advisers were chosen by the deans of the colleges in consultation with department heads and with the dean of students or chief personnel officer where involved.

Arizona: Here again, we follow closely the accepted pattern. The Committee feels that faculty advisers should be chosen by deans and department heads, and that faculty advising should resolutely be kept in faculty hands.

Question 4 Are the advisers selected arbitrarily, on the basis of their interest in advising, other _____.

Other Institutions: All the institutions queried claim that the faculty advisers were selected on the basis of interest on the part of the faculty member chosen in advising, although I think that we may assume that, due to necessity, there is a great deal of arbitrary selection. Both, therefore, are probably involved, although only Washington State admitted to arbitrary selection. Michigan asked for demonstrated ability plus the rank of instructor, plus two years experience in the college on the part of advisers, but they also reduce teaching load and pay extra remuneration, which, since it adds considerable incentive, enables them to be choosy. Other than Michigan, only Washington State and Colorado seem to be concerned with instructors' time.

Arizona: We more or less agree, with the obvious exception of Michigan.

Question 5 If there is a central student personnel office, what kinds of machinery are used other than typewriters and regular office equipment (IBM, computers, etc.) _____.

Other Institutions: Those institutions who maintain testing and counseling services as part of the central office also had IBM scoring equipment, and other institutions mentioned equipment which was at their disposal in other offices or in central equipment offices which apparently serve the whole college. It is clear that to the extent that the central office gives all entrance examinations they need the equipment to score the tests and to develop statistics based upon the results as well as figure grade averages and such. In this instance, as well as in others, we wish we had worded the question differently. Questionnaires always appear inadequate upon their return.

Arizona: We do not seem to have a unified and organized use of clerical and other time-saving machinery, although this is a complicated question and committee feels to be beyond its scope at this time. A load reduction for advisers would seem, however, to be indicated, and in some colleges on the campus, more clerical assistance in the matter of information on students is certainly indicated. Also, a central office concerned with tests, grading, statistical work on student drop out, on grade averaging, etc., would seem to be a better way than our present one.

Question 6 If the advisers come from the regular teaching staff, do they do advising in addition to their regular teaching load, have a reduction in teaching load, and if the latter, how much of a reduction, get extra remuneration and no load reduction, get extra remuneration plus load reduction, other (please specify) _____.

Other Institutions: Since it deals with the relative work load of those faculty members who do advising, some of whom think it is a rather thankless task, this is an important question. In all cases investigated the advisers do advising in addition to teaching load, but in some instances the teaching load was reduced, and in others there is extra remuneration. Michigan, for instance, reduces the teaching load of advisers one course per semester, and adds \$585.00 in extra pay. Washington State reduces the teaching load of advisers one and one-half hours, Iowa State one-fourth of the teaching load, and New Mexico reduces it but did not specify the extent. The small colleges are conspicuous in not being concerned -- probably because

it is no problem to them in view of small enrollment. Some of the universities, as well as the large colleges, in other words, reduce the teaching load of faculty advisers, but none of the small colleges. The institutions most like ourselves are divided: Washington State and Iowa State and New Mexico reduce the load, but the Colorado institutions do not.

Arizona: Here only the college of engineering reduces teaching load, but in this instance the faculty members handle all of the upper division and most freshmen advising. Whether or not the load should be reduced, of course, depends upon the amount and kind of advising done -- if an organized development, with advisers at the service of the student during set times throughout the term, which should probably be the case, then the teaching load should be reduced, for otherwise the faculty advisers take on an unnatural burden of administrative work in comparison with those who do not.

Question 7 Are the faculty advisers trained for advising in any way, in-service training, special course work, preliminary meetings, other (please specify)_____.

Other Institutions: Only Reed College, Carleton College, and Iowa State College admitted to having no training for faculty advisers, although the most common type, in-service training, is in most cases close to no training at all. None had special course work, although this is not unknown at other institutions, and all except Colorado College make use of preliminary meetings. Washington State has a manual for advisers, as does Illinois and New Mexico. This is an important point, for college bulletins are notoriously unmeaningful, and a good many faculty men are unfamiliar with the interpretation of psychological tests for the purposes of student advising.

Arizona: Only the Liberal Arts College has a manual for the use of advisers. The usual system on our campus, if any, is preliminary meetings.

Question 8 Do students, upper division, graduate, or other, help with advising, and if so, do they advise freshmen, lower division, transfers _____.

Other Institutions: In no important sense were students used in advising. Sometimes they act as orientation counselors and dorm advisers, but not on academic matters, and Swarthmore said that they had tried it unsuccessfully.

Arizona: We agree.

Question 9 Are transfer students handled in the same way as other students, and if so, how (please specify)_____.

Other Institutions: In all the institutions queried transfer students were handled in the same way as other students, although often certain advisers handled only transfer students.

Arizona: We agree.

Question 10 Are students assigned to an adviser on the basis of department or field of interest_____.

Other Institutions: In all the cases students were, in so far as possible, assigned to advisers on the basis of field of interest as freshmen, but always so when major field is chosen. It was often pointed out that freshmen do not always know their interests.

Arizona: We agree.

Question 11 Are the assignments permanent (four years regardless of major field selection), or are they changed when the major field is selected, lower division, upper division, other _____.

Other Institutions: In practically all cases the adviser can be changed upon student request and is changed when the major field is selected, unless the student already has an adviser in his major field. The adviser is seldom permanent, therefore, throughout the student's career.

Arizona: We agree.

Question 12 Is the advising system coordinated with a psychological counseling center, how _____.

Other Institutions: In every case except Wooster College and Oberlin College, the faculty advising system was coordinated in some way with psychological counseling. In the former, however, a psychological counselor is available in the Dean's office. The most common connection is by mutual staff meetings, referrals and reports by faculty members. Illinois and Purdue did not clearly answer the question.

Arizona: We have psychological counseling in the Department of Philosophy and Psychology, but only informal liason is maintained with faculty advising, and few students seem to know of its existence. It could be expanded a great deal, and if well advertised would have to be expanded, a problem which will be covered in a later section of this report.

Question 13 How many advisees, on the average, do the advisers handle _____.

Other Institutions: The number of advisees runs from six to fifty, with an average of between twenty and twenty-five. The small colleges, contrary to expectations, do no better in this respect than the large ones. The colleges having most in common with us average twenty-five.

Arizona: We are in line on this point.

Question 14 Do the advisers have at hand information concerning the student when advising, and does it include high school rank, college courses, college grades, entrance examination records, I.Q. or similar test, English placement examination. Are the tests given by a central staff, and if so, what staff. If not given by a central staff, please specify the testing agency.

Other Institutions: This question, a very important one, concerns the type and extent of information at the disposal of instructors during the process of advising. Other institutions queried give a battery of tests including all of those tests just mentioned except the University of Colorado and Reed College. With respect to the testing agency, most institutions queried have a central testing agency which gives all the tests and collects and distributes the resulting data. For the most part the tests are given by the testing division of the student personnel office, and, if not, by a central testing agency on the institution campus.

Arizona: We do not do so well in this respect. The University administers tests in English Placement, Math Placement, SCAT. The main limitation in system concerns

the presentation, distribution and use of such testing materials as we have. Our testing is disorganized, given by separate departments. This, of course, is not bad in itself, but it results in needless confusion and duplication of time and effort. Practically every other institution had a central staff give the examinations. If such a central staff has access to electronic machines which can print out copies of pertinent information, a lot of error resulting from duplication can be avoided. Of course, such a system would also take a burden off the shoulders of English, Mathematics and Psychology Departments, and, quite as important, off the shoulders of the Deans and other staffs of the colleges. Actually, some of our colleges do not get even the information we do have concerning students into the hands of advisers.

Question 15 If the adviser has information concerning his advisees, what is its source, is it sent to him, or does he have to get it himself. In either case, is it in a central place, and if not, please specify the place _____.

Other Institutions: Since it deals with the source and mechanics for getting information concerning the student into the hands of the adviser, this question is very important. Most advisers need very much to have clerical assistance and it seems brutal to force them to chase around getting needed information. Further, with adequate clerical help advising would be considerably less burdensome. Of course, if teaching load is reduced, that is another matter. In all of the institutions except Oberlin College the results of tests and other information mentioned in question 14 are delivered to the adviser. In practically all cases the information is gathered by the student personnel office, packaged, and delivered. Often it is the admissions office which does it, but usually the admissions office is a part of the central student personnel office.

Arizona: We have a variety of methods. I will take them up and describe them college by college. Advising for the College of Mines is done by college faculty personnel. In any case material concerning advisees is not gathered or prepared for advising, and must be got by the adviser from the College Office. In the College of Education, a check-list is used, but no entrance data or courses and grades materials are prepared for the adviser, who must go to the office and get the records if he wishes to use them. In this instance we are describing upper-division advising, since lower-division advising is done in the colleges where education majors spend their first two years. The kind of lower division advising these students get, therefore, is dependent upon the college in which they spend this time. In the College of Fine Arts we find the same situation. A check-list is used, but any information about entrance records, deficiencies, etc., must be got by the adviser. A similar situation prevails in the College of Business and Public Administration. In both Fine Arts and Business Administration, the advisees are given appointments and sent to the advisers. In the College of Liberal Arts, advisees are given appointments and sent to the advisers, and the college staff also makes up a packet containing student courses, grades, prior advisers reports, scores on SCAT, English Placement and High-School standing, as well as other pertinent information, which is sent to the adviser. This system is the best developed on the campus. In the College of Agriculture, the adviser has to get the information, and, the college office makes up a sheet for each student which lists his course units and grades. In the College of Law all advising is done by the dean, who has all pertinent records and uses them. Remember that pre-law students are advised in the colleges in which they do their lower-division work. Pharmacy students are handled in the same way. The College of Engineering has a set program, with little variation in choice of subjects, and freshman advising is done

by one man, who has to get student records himself, but doesn't have entrance records. Those students who are upper division, or who select a field of specialization in engineering, go to a departmental adviser, who has to get the records himself from the College Office. None, apparently, use the entrance records as a basis for advice.

Summary: Other Institutions Compared with Arizona

Other institutions, both similar in size and location and function to Arizona, and larger than Arizona, have gone much further along the road to the centralization of those functions which are usually called "non-academic." These functions include health, housing, placement, deans of men and women, entrance examinations and testing, registration, admissions, vocational and personal guidance, as well as the usual faculty advising. The above activities include liason with faculty advising, a more efficient and expanded distribution of students and of information about students to faculty advisers. They include a statistical branch in the testing part of the personnel program which takes statistical and clerical labors off the shoulders of the people in the deans' offices and other staff offices, and get students who need academic and personal and vocational help to the proper people who can help them. They involve the coordination of mutual staff meetings between personal and vocational guidance people, a common grading and statistical system to study student income and outgo, drop-outs, failure, etc. Further, in a straightforward academic and administrative sense, the experience of other institutions seems to be that a centralized system is more efficient and less costly, and performs more of those services for students and faculty which are the necessary adjuncts to academic advising and other functions, which, of course, remain the main functions of university life. To keep them subordinate, of course, is necessary. The organization of the services, inclusion and exclusion of some or other of them, respectively, varies from institution to institution, but none the less the trend is obvious.

Usually the administrative head of such a student personnel center is at the Dean or Vice-President level, and the chief executive is a specialist in personnel work. He is variously named -- Direct of Student Affairs, Vice-President in Charge of Student Affairs, Dean of Students, Coordinator of Curriculum Advisory Program, etc.

Arizona has not made these steps, and our committee was detailed to show this as well as judge the advisability of doing something along this line. With respect to those non-academic (although we would insist that they are extensions of the teaching function) and clerical functions noted above, we have them scattered about the campus, becoming ever more unrelated as the institution grows in size, and maintaining informal or formal or no liason at all. There is considerable evidence of consequent confusion on the part of students as well as a possible loss of students who, with direction and help in the selection of course work, would be able to attain a degree. Our student guidance center is in the Psychology Department, is very small, and does not service nearly so many students as need help. In fact many students and faculty members do not know of its existence. If it were properly advertised, "properly" meaning the reaching of those who want and need its services, it would almost certainly be swamped. Furthermore, it is unrelated to the faculty advising systems in most of the colleges. Our faculty advising system, since it varies widely from college to college, is not a coordinated system at all, and apparently in only a few instances has there been a systematic and reasoned attempt to make the studies requisite to the development of an objective system. There are basic reasons for this state of affairs. For one thing, we have grown up suddenly at Arizona -- small to large in a very short span of years, and old systems often do not work for new situations. The new situation is here -- we are swamped with students, many of whom are able but undisciplined, and have scant prior achievement in or habituation to academic pursuits. The attempt to handle the situation humanly and soberly is difficult, and has forced other institutions into the system noted above.

To continue, faculty advising in other institutions is done by academic personnel, although students with vocational selection problems and personality problems are, through official liason, usually sent to psychologists trained in guidance. Most institutions, including ourselves, select advisers by dean and department head, and practically always the advisers are chosen upon the basis of interest in advising.

With respect to equipment, most of the institutions who had central offices of student personnel had IBM equipment for scoring and sorting and computing either in the office or in some central office upon the campus. We do not seem to use machinery advantageously, with grade listing and averaging much duplicated and done by hand, as well as sorting and other simple mechanical jobs.

In all the institutions queried the faculty advisers advise in addition to regular teaching load, but in some instances the latter is reduced, and in others there is extra payment. There is variation here, of course, and Arizona in a very few instances, mainly in the technical colleges, reduces load for one or more advisers on the upper division level who do, however, nearly all the advising. With respect to training, little is done in any of the colleges although almost all do some, usually preliminary meetings and the use of manuals. Parenthetically, the almost universal use of manuals and check-lists bespeaks the difficulty of using college bulletins and catalogs, and heaven knows that students have trouble if we have to provide keys to understanding bulletins for Ph.D.'s. None of the institutions had special course work for advisers. Students seldom help with advising, and never do so in any important sense, and we are in agreement here. In all the cases students are assigned whenever possible to an adviser upon the basis of interest, although this, of course, is by necessity limited. Always it is done when the major field is chosen, when the adviser is usually changed.

There is much unanimity on the number of advisees handled by advisers -- about twenty-five -- and we are again in line. However, if faculty people are to retain contact with advisees beyond registration period, and such would seem better, and retain the information necessary for the purposes of continuous contact, the work load is advanced and problems of load and reduction of teaching load develop. Further, at Arizona many colleges do not provide advisers with information from tests and grades and so forth. Other institutions all send it to the adviser, collect and order it for him. To have it otherwise, unless a load reduction is involved, is to waste faculty time on clerical chores. Further, disorganization due to the varied sources of test administration and disposition bothers us. Other schools have central testing agencies who administer, grade, and collect such information from tests, and send it to the proper users. Again, much confusion and duplication of effort would seem to be avoided by such centralization and the use of the proper machinery.

Interpretation and Recommendations

Introduction

As we reflected over our problems and the solutions chosen by other institutions, one major problem emerged, and it bears directly upon the type of recommendations to be made by this committee. Further, I am not at all certain that its solution is within the competence of this committee. Rather, it is a matter of the general strategy of the university and all of its departments, and is as follows: there is no clear-cut philosophy concerning the range of responsibilities towards the University of Arizona Student which is shared by faculty and administration or by the members of the faculty. Some decision along this line must be taken before further decisions concerning good faculty advising can be made.

The point may be made less abstractly in the following ways, in terms of extremes which represent actual positions taken by colleagues in conversation with me during numerous discussions this year. One extreme is represented in the view that all we are obligated to our students for is the clear statement of rules and procedures and curriculum demands for the purposes of graduation, the imparting of materials from the lecture platform, the administration and grading of tests and the final administration of grades for courses. This point of view is often prefaced by the statement "why, when I was in college I didn't have, etc." And this is perhaps a good name for it. It maintains as corollaries that we have no responsibility for helping students find a proper field of interest, even if he is obviously out of it, and obviously unable, through prior training and discipline, to find it. Further it assumes usually that if a student is doing poorly, then he is either stupid or not putting forth the proper effort, i.e., is lazy and should be ushered out of the academic picture in the most efficient possible manner. Also it maintains that we are not obligated to help students with personality problems achieve success, either by psychological tests or other aids, although it is quite obvious that many academic problems are directly related to them.

The other extreme is represented by the view that maintains that whenever a student fails it is the responsibility and fault of the school. Often concerned with self-recriminatory overtones, this view speaks of "the felt needs of the whole student," "traumatization of students due to environmental factors in real life situation," and makes the university a tool in that extremely fuzzy concept named "life adjustment." We might call this the "bleeding hearts" view of student advising.

Now, what is the criterion of a "good" or even "adequate" advising system? It is the view of this committee that the correct position on this matter lies, as usual, somewhere in the middle; the following functions, we feel, are necessary and define the responsibilities of the university towards its students. It represents our opinions, which, we very well know, are not shared by all our colleagues. We feel that since we take students in and take their money, and since we are teachers who feel that the education of young people is of value to society as well as to themselves, we must make every effort consistent with educational standards of quality to live up to these obligations. In the first place, we owe the student accurate and authoritative information about the educational processes of the school so that he may make accurate decisions concerning courses, grades, averages, credits, units. We do not seem to be doing an adequate job of this, although it is the minimum advising requirement, and, it should be noted, it is basically a clerical function. It represents the "what" of education.

Further, we owe the student accurate and balanced information about the nature of the courses and course requirements which he must face, in order to help him make up his mind what is in his best interest and most fits his capacities and interests. A twenty-minute interview does not even begin to do this. The view that every student comes to college with a good idea and notion of his capacities and interests as well as an understanding of kinds and ranges of courses and subject-matter, so as to be able to choose intelligently and with balance his training and education for a future life and career is the most obvious nonsense, and yet we seem to assume it. We must recognize what our students are -- they may not be what we would want them to be, or what they would wish themselves to be. Further, many of the students who think that they know these things are mistaken. Finally, it is by no means the stupid students alone who have this kind of trouble. Half of the drop-outs of students in the College of Liberal Arts, for reasons of failure and we do not know what, are above the fifth decile on the SCAT Test -- are superior minds.

Next, it is felt that we owe the student some understanding of the "why" of college education beyond technical training. There is no good reason for us to expect all of our students to have the interests and goals of academic Ph.D.'s -- we must make an effort to make clear to them in so far as it is possible the rationale of college education -- the "why." Again we must recognize what our students are. There is no particular reason for us to expect them to see this rationale -- they are untrained, unoriented, undisciplined; and very young and immature. We cannot expect them to see the total philosophy of a well-rounded college education, with its somewhat bewildering range of studies and their relationships. We must make some effort to present students with the reasons behind course requirements, prerequisites, and so forth. This, we feel, is not being done. Frankly, we think that an attitude of "show me" is a healthy one on the part of students.

Third, it must be realized that very intelligent students often need help -- vocational and psychological as well as academic -- to choose among courses. They misjudge long-term capacities and long-term goals. Hence we feel that there should be an efficient way of early discovery of troubles and an efficient way of discovering better fields and channels of interest before failing ensues or before the student is so depressed, although not necessarily failing, that he gives up college education. Psychological counseling, as a necessary adjunct to faculty advising, is very important here.

Fourth, students should be able to know what services are available to them including financial and personal counseling. Nevertheless, we do not feel that advising and counseling should be compulsory for the students. He must recognize his possibilities and make his own decisions, and the college should not be committed to the assumption of responsibility for all failure. Students now feel, as expressed on questionnaires, alone and confused and in a somewhat cold atmosphere. A high percentage uniformly replies "what adviser" in response to questions concerning whether they had one. The committee on petitions reported that many course adjustment petitions were based upon faulty advising. All of our colleges, including the technical colleges, although the statistical evidence is often lacking, lose a great many students due to failure and drop-out who are above average in intellectual capacity. Indeed, in all colleges, we seem to lose a huge number of students between the freshman and junior level. Studies, although unfortunately limited, show this. However, this would not be so significant if achievement and IQ tests show these students all to be stupid or neurotic or lazy -- unhappily, there is little evidence that such is the case. To repeat, nearly half of the drop-outs -- from available evidence -- are above the fifth decile on the SCAT. There is the strong possibility that some of these students might be salvaged with no deviation from strict academic standards.

Recommendations

Ideal Goals

The committee feels that the ideal situation, if one may use the term, would be similar to that which our study shows other institutions to have. That is, a central office of student personnel under the leadership of a Dean of Students or a Vice-President of Student Affairs, which would encompass and integrate the following functions: housing, placement, health, testing, vocational and personal guidance, admissions, registration, deans of men and women. It might be important to consider a section dealing with financial help. This office should be administratively under the president's office, and also under the guidance of a standing faculty committee. The guidance office should be much larger than it is at present. The testing office should administer and grade all entrance examinations, and should be responsible for keeping records or grades and averaging them, doing statistics concerning student grades, drop-outs, class averages, etc. It should copy these statistics and provide the colleges with them, eliminating duplication, and it should use the latest machinery, some of which is on campus now, in order to do so. It should maintain a direct liason with faculty advising in the various colleges, assign students to advisers and take care of the appointments, taking this labor, as well as that just mentioned above, off the shoulders of college offices. Furthermore, the liason with faculty advising should be on an official level, with reports and referrals from faculty advising to the psychological counseling and admissions and registration services. All of this is more or less a centralization and streamlining of services already given on the campus, but with the addition of efficiency and integration, seemingly lacking now. We are already committed in theory and in practice to the goals of these offices; the only question, although an important one, is how to best implement them.

Immediate Goals

We realize that an abrupt shift to the ideal goals is not feasible. Even though we think it important, there is necessary a balance of this with other goals of the university. Therefore we wish to recommend those actions which we feel should be taken now. They fall into main groups, administrative and academic, although this distinction is in a sense pragmatic and arbitrary, since advising and counseling are, in our opinion, extensions of the teaching function.

Academic

Extend faculty advising to a uniform system at all schools and colleges in the form of a block system with all incoming students assigned to an adviser. This system would, of course, be limited to freshmen and sophomore students, and those schools whose students spend their first two years in some other college, such as liberal arts, are in a different category.

Collect all materials and records pertinent to advising, send them to the adviser as a permanent file, which, when the student chooses a major field, will be transferred to a permanent file of the major adviser.

Extend the time of advisement during registration period to a minimum of thirty minutes.

Make the advising relationship continuous. One twenty-minute session with the adviser is not enough to give the student a feeling of reference to a central figure who has cognizance of his situation and problems. The adviser should have

the student for the first two years or until a major is chosen, at which time the student and his records should be shifted to the major adviser.

Since a developed advising program as outlined above will take considerable of the adviser's time, some system should be developed which will keep the advisers off other committee and administrative assignments, and thought should be given to giving him, at least in trial form, a lowered teaching load.

Develop a system of official liason between faculty advising and the psychological counseling bureau, with automatic reports and referrals, and a system of notifying the faculty adviser of the outcome and recommendations made to the student by the psychological counselor.

Develop a system of early recognition of students of superior intellectual abilities who are having difficulty in their chosen fields -- many students who have the intellectual equipment to get a degree begin to show signs of trouble early. Some method of automatic referral to the counseling bureau in order to discover the source of their difficulties and a possible change of program would seem to be in order.

Administrative

Set up a central testing and statistical office which will have the following functions. (Bear in mind that these functions are already done on the campus in an incomplete and scattered manner.)

Give all entrance examinations: SCAT Mathematics English.

Maintain and use scoring machinery and other mechanical equipment, for copying out grades, averaging grades, etc.

Maintain statistical materials concerning student drop-outs, their intellectual equipment, expectancy of success tables in the various colleges and specialities, and other useful materials.

These materials could take an enormous amount of work off the shoulders of other college offices. A central office keeping track of all student grades and other information could use mechanical equipment to runoff copies for deans offices, for student advisers, for department offices. Duplication, error and confusion could be avoided in this way. It is quite possible that just the job of grade averaging done by machine would almost pay for the advising program we have outlined.

Gather the information pertinent to advising on both the lower and upper division levels, package it, deliver it to the advisers.

Assign students to advisers, coordinating this activity with appointment schedules of faculty advisers.