

# OPEN DOORS

An ability to listen, a willingness to invest time and a genuine concern for students are common denominators of good advisers. The role of an adviser is as individual as the students they counsel. Advising involves helping students select courses they'll enjoy in a balanced program that will

add up to the degree they want. It's helping students adjust to the freedom and responsibility of a new social, academic and work environment. It's making a telephone call to obtain information or referring students to Campus resources, such as the Learning Center, Counseling Service, Career Planning and Placement Center, Financial Aids or Student Health Service. It does take time and the willingness to listen. Rewards come in watching students grow.

Driven by a committee of bright, energetic and involved faculty, 175 arts and science faculty members took on the growing Campus commitment to improve advising for "undecided" freshmen, easily a fourth of 3,750 incoming arts and science students. Providing a personal touch, the faculty members each accepted five to 10 additional advisees.

"Advising is teaching in a different sense," says A&S Dean Milton Glick. "Teaching is not just what you learn in the classroom. It's developing your total intellectual capacity. It's helping students find their way."

Here are six advisers who have a reputation for dispensing good advice.

Text by Karen Worley  
Photos by Larry Boehm



**A**S A TEACHER of future teachers, Marilee Howell sells teaching. It's an uphill battle at times, but her boundless enthusiasm gives her an edge. The assistant professor of physical education and coordinator of undergraduate professional programs joined the faculty as an instructor in 1952. She advises 50 to 60 students, but also sees all students in her McKee Gymnasium office who declare physical education as a major. By student vote, Howell was selected the College of Education's adviser of the year for 1983-84. "We have good students who have weathered the storm of high-school counselors and parents who have discouraged them from teaching because of salary," she says. "You really do have to enjoy teaching. If you begin to question whether you should teach, maybe you should get out of it." Howell presents the other side. She tells students why they should stay in it. Among the advantages for physical education teachers is keeping fit. "You can sneak in 15 minutes of tennis in between classes or dive into the pool," she says.



**C**ELEBRATING his silver anniversary at Mizzou, Dr. Rex Waid, professor of electrical engineering, tries to get to know each of his 60 advisees. That means accepting invitations to dinner at fraternities and sororities, parties, TGIFs and weddings. "I think it's important to let students know you're interested in more than their academic performance," he says. With Waid as adviser, students know "they have at least one friend they can come to, whether it's an academic, personal or financial problem." From 1974 to 1982, he was director of the Engineering Minority Program. Waid currently is a faculty adviser for the Society of Women Engineers. In addition to adjusting to the academic environment, black students from an urban area may need help adjusting to the Campus environment. Combined with getting used to their independence, the social impact may affect their overall performance, he says. And while women make up at least half the total student body, they're still relatively rare in engineering. By establishing rapport with students, "they'll go all out to do the best job. If they don't do well, they'll feel they're letting the professor down."

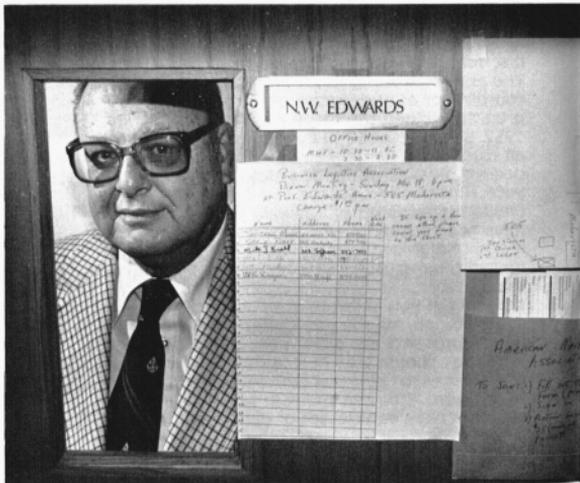
## DELMAR HATESOHL/Expanding vision

**T**HE ADVISER to 25 ag journalism students, Dr. Delmar Hatesohl, associate agricultural editor and professor of extension education, carries on a College of Agriculture commitment to quality advising. In 1984, students voted the 30-year veteran the outstanding adviser in agriculture. "A committee on advising gives us ideas and we get support from the administration," he says. "I encourage students to be curious, to explore, to be inquisitive about what is going on in the total field of agricultural journalism so they can make the best possible decisions about their future. This is a key time in their lives when they make important decisions." As an adviser, he tries to "broaden the vision of what's possible for their future. I hope we impart the idea that there's more to college life than courses, grades and requirements." By suggesting humanities, music and physical education courses, Hatesohl encourages students to "learn something they wouldn't have the opportunity to learn otherwise."



## N.W. EDWARDS/Interpreting GPAs

**D**R. N.W. "EDDIE" EDWARDS, professor of marketing, believes every grade-point average deserves interpretation. A dip may signal a bout with measles, divorced parents or a death in the family. "I think that's where you can do more helping for students than telling them what courses to take. You have to take the human factor into consideration," he says. As an adviser, "You need room to use logic and judgment," says Edwards, who has been recognized nationally for his work as a student adviser. Edwards was one of 20 who received a 1984 Certificate of Merit from a selection committee representing the American College Testing Program and the National Academic Advising Association. A faculty member for 30 years, Edwards advises 150 students. "If I'm here, it's open," he says of the door to his Middlebush Hall office. "I lay out the options, be they good or bad, and then I let them decide. It's not my business to tell them what to do. I don't try to direct them to any particular course."



## BOB BREITENBACH/The pre-med hurdle



# A

**PREMIER** pre-med adviser is Dr. Bob Breitenbach, professor of biological sciences. He can recite course numbers, names and teachers for appreciative students who must pace themselves through specific physics, chemistry and biology courses in order to be prepared to take the Medical College Admission Test by their junior year. A faculty member for 25 years, Breitenbach advises 86 students, but will see anyone who shows up at his Lefevre Hall office. As an adviser, he feels his foremost responsibility is to provide quality information to future medicine, dental, veterinary medicine and optometry students. "If students get started off well, they have a conceptual appreciation of what they have to take and why. The rest is planning and scheduling." Breitenbach encourages three sources of learning: professors, reading and peers. When students study together and pool information, "the glide and take develops confidence in knowledge gained."

## JOYE PATTERSON/Good listener



# A

**AS AN ADVISER**, Dr. Joye Patterson mostly listens, throwing out a good question now and then. "It's a delight to see confusion replaced by confidence," says Patterson, professor of journalism and faculty member since 1966. From her Walter Williams Hall office, she advises 25 graduate students as well as undergraduates interested in science writing. Patterson tries to save students time and helps them avoid pitfalls. Two periods are critical for graduate students, she says. During the "new-student syndrome," they need help finding their way through the maze of courses. In an attempt to develop a program tailored to individual students, Patterson suggests courses based on their backgrounds, interests and needs. Near the end of the program, students need reassurance about their futures. By providing a listening ear, she helps by letting them talk over their options.