

student's specialty area. If possible, we seek compatible personalities also. Because students change majors and become acquainted with other faculty we make it easy for students to change advisors. The faculty-student relationship is so critical to successful matriculation that we do whatever possible to ensure a strong relationship. Publishing a code of ethics/responsibilities that articulates university or divisional policy and expectations also helps faculty with advisement. Advisement evaluations, similar to course evaluations, may provide useful feedback.

Mentoring

Many departments and divisions have found that mentor programs are helpful to freshmen. Mentor programs typically exist with upperclass students helping freshmen become adjusted to university life. Although not formally termed mentor programs, many fraternities and sororities provide the same type of supportive and integrative function as mentor programs.

Freshman Experience Course

Freshman experience courses are becoming more common across the country. It has been proven that freshman experience/orientation courses are designed to help students make the transition to university life. They improve student satisfaction with their educational experience and are becoming more common nationwide. The content of freshman courses varies considerably, but common topics include the importance of communication skills, getting involved, campus services, time/stress/money management, goal setting and career planning.

Undecided Students

Some institutions have developed advising programs which treat all entering freshmen as if they were undecided students. Considering the fact that the average student will change majors three times, it may be very valid to assume this approach. These programs incorporate exposure to career opportunities and self-assessment in their activities. Advisors participating in these programs may receive special training to improve their effectiveness in advising freshmen.

Conclusion

Keys to successful advising of freshmen include a sensitivity to the unique demands of the freshman year and effective communication of goals, aspirations, and problems. Means of improving our effectiveness in advising freshmen include orientation programs, freshman courses, mentor programs, special advisement programs and intervention techniques.

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Advising Women

Mary Lewnes Albrecht

Some advisers probably say there is no difference in advising women students than there is in advising men. In many cases, they are probably right. The recent high school graduate, regardless of sex, will have the same problems adjusting to being away from home for the first time, making new friends, and living in a larger community than in the one they grew up.

Since 1977, there has been a steady increase in the number of Bachelor degrees being awarded to women in agriculture and natural resources through 1982, the last year data were available (Table 1).

In 1978, 71% of the students enrolled in agriculture and natural resources were men; by 1980, 68% were men (Table 2). Of equal importance is the fact that while enrollment in agriculture and natural resources has decreased over this period, there was an increase in women looking towards agriculture for career opportunities. This trend will continue as we recruit more minority and urban students.

In 1979, the total number of women attending institutions of higher education in all majors exceeded that for men for the first time. According to **The Digest of Education Statistics 1985-1986 Report**, published by the U.S. Department of Education, this trend has continued through 1983, the last year data were available. At the graduate level, there are still more men than women.

Men tend to outnumber the women on the order of 2 to 1 (Table 3). Certain programs tend to attract more women than others, most notably horticulture, food science and technology, as well as the animal sciences including poultry and dairy science. At K-State, there were 70 women and 54 men in horticulture, and 73 women and 77 men in preveterinarian science this past spring semester. Prevet is administered by our Department of Animal Sciences, which includes poultry and dairy sciences, which had 234 men and 90 women (this does not include the prevet students). Areas which are traditionally low in women enrollment in proportion to men are agronomy, agricultural economics and business, forestry and forestry technology, and range management. These will vary at each institution.

Another aspect of women's enrollment is age distribution. At K-State, 29.6% of the women and 34.7% of the men are over the age of 21. At K-State the non-traditional student is considered to be those over 25 years of age. In that age group we have 11% of the women and 6.2% of the men. This has great implications when dealing with advising. These are not

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fresh high school graduates. Quite often the women will have little or no job experience, may be divorced, may have helped put a spouse through school and are now continuing their education, may have school age children and have decided to return to their schooling, or may be training to gain employment due to the illness or death of a spouse. These women will approach their education with different attitudes and expectations; and have different problems.

Table 1. The Number of Bachelor's Degrees Awarded in Agriculture and Natural Resources Curricula in the United States

Year	Men	Women	Total
1977-78	17,069	5,581	22,650
Percent	75.4	24.6	
1978-79	16,854	6,280	23,134
Percent	72.9	27.1	
1979-80	16,045	6,757	22,802
Percent	70.4	29.6	
1980-81	15,154	6,732	21,886
Percent	69.2	30.8	
1981-82	14,443	6,586	21,029
Percent	68.7	31.3	

Compiled from Digest of Education Statistics, 1981-1982 through 1985-1986 reports, U.S. Department of Education.

Table 2. The Number of Students Enrolled in Agriculture and Natural Resources

Year	Men	Women	Total
1978	103,472	42,312	145,784
Percent	71	29	
1980	98,041	45,861	143,902
Percent	68	32	
Change	-5.2%	+8.4%	-1.3%

Adapted from Table 91, Digest of Education Statistics, 1985-1986, U.S. Dept. Education.

Table 3. The Number of Bachelor Degrees Awarded in 1981-82 by Sex and Major from Institutions Awarding Bachelor Degrees in 4- and 5-year Programs.

Major	Men		Women	
	no.	%	no.	%
Agri. Business	1,385	82.2	300	17.8
Agri. Economics	1,551	81.2	358	18.8
Agri. & Farm Mgt.	264	87.1	39	12.9
Agri. & Forestry				
Technology	131	91.0	13	9.0
Agronomy	1,050	78.8	282	21.2
Soils Science	317	69.4	140	30.6
Totals	1,367	76.4	422	23.6
Animal Science	1,959	55.2	1,592	44.8
Dairy Science	192	69.8	83	30.2
Poultry Sci.	102	72.3	39	27.7
Totals	2,253	56.8	1,714	43.2
Fish, Game & Wildlife Mgt.	818	71.8	322	28.2
Food Sci. & Tech.	320	44.2	404	55.8
Forestry	1,334	80.1	331	19.9
General	1,594	72.6	601	27.4
Horticulture	727	51.3	690	48.7
Ornamental Hort.	304	53.4	265	46.6
Totals	1,031	51.9	955	48.1
Natural Res. Mgt.	1,126	63.0	662	37.0
Range Management	190	80.9	45	19.1
Other	1,079	72.0	420	28.0
Grand Total	14,443	68.3	6,586	31.3

From Table 112, Digest of Education Statistics, 1985-1986, U.S. Department of Education.

children and have decided to return to their schooling, or may be training to gain employment due to the illness or death of a spouse. These women will approach their education with different attitudes and expectations; and have different problems.

The academic adviser serves as a resource person to direct the student to the campus office or community service which deals with the student's situation. Academic advisers are attuned to the normal problems of financial aid, housing, study skills, program development, time management, career planning and the job hunt. But with some women students, other situations arise which as academic advisers, we are not capable of helping. This includes rape; birth rights, abortion, family planning, and pregnancy; child care; spouse and child abuse; eating disorders; and divorce. These issues can also impact on men students.

As academic advisers, we have not been trained to counsel these situations; however, there are things we can do to help our students when these situations arise. We need to realize that more often than not, the advisee will come to discuss problems, not to have judgment passed. They want to air their feelings, and they come seeking support. They may feel that a parent, spouse, or roommate may not understand what they are going through. Several campuses have started support groups for women students, especially for the non-traditional student. Kansas State University has two such programs designed for the non-traditional student: the Fenix program for returning students, both men and women, who are over 25 years of age; and a chapter of the Association of Adults Returning to School. Both of these groups offer support in identifying scholarship and grant programs for the older student, as well as, the emotional support needed by the non-traditional student to make it in school. The problems of an 18-year old will be different than those of a 28-year old student. The non-traditional student needs to regain study skills, become familiar with the "red-tape" of registration, and all the other things it takes to be a student today.

In Manhattan, there is the Crisis Hotline which operates a safe-house for spousal abuse cases and a rape crisis center. Many communities offer these services. As an adviser, have the phone number handy. As an adviser, know what services are available at the student health center or with the community health department for rape, spouse and child abuse, and for eating disorder treatment and counseling. Eating disorders of anorexia nervosa and bulimia tend to be diseases of young women in their teens and early 20's who are over-achievers. It has become a major problem on college campuses. As advisers, we need to be aware of behavior changes indicative of these problems.

Today there is the concern not only with student recruitment, but also, with student retention. The drop-out rate tends to be higher for women students.

An area which affects the academic performance of women students is child-care. Quality child-care is not only a serious problem in the work environment, but on college campuses. Many women, in order to be students, need a place to care for their preschoolers while they are in class. When we discuss student retention, this is as serious a problem as financial aid. As an adviser, know whether there is campus day-care available for children of students and have the phone number for social services so they can track down quality day-care for their children. In some states private day-care is regulated by the state and lists of registered and licensed day-care facilities are available through social services. Another aspect of student retention is good advising. With women students, retention is affected by many of the factors already mentioned. There are still societal pressures on a woman to be "SuperWoman" — the perfect mother, homemaker, and careerwoman. Juggling all titles, with

or without a spouse, becomes difficult. Add trying to earn a college education on top of all that, and it makes for tremendous stress. Discuss taking fewer hours per semester rather than 16 to 18 hours. Suggest using summer for those classes such as humanities and social science electives or business courses which are more commonly offered than agriculture classes.

But most of all, as an adviser be there to listen to the problems and encourage the student to find support groups or get professional counseling when needed, even if this means you make the telephone call while the student is in your office to get that first appointment. We also need to rethink college education. There is no magic or added-value earning a Bachelor's degree in four years if there is no learning with it. Taking the extra time to do quality work while juggling all the other pressures will have better pay-offs in the end, that is, when the student graduates and is on the job. That holds for both women and men.

Student Diversity and Personality Type

R.C. Sorensen and T.E. Hartung

Every instructor has observed that students differ in many significant ways. Many of these have to do with differences in background, training and experience. But other characteristics of students seem to have a more personal and basic origin. These qualities include, among others, creativity, motivation, decisiveness, friendliness, facility with complexity, flexibility, and mode of gathering information. These are aspects of personality.

Program Description

Some members of the faculty at the University of Nebraska under the leadership of their dean, Ted Hartung, have undertaken a program to investigate the role of personality type in undergraduate instruction, using the Myers-Briggs Type Indicator (MBTI) to indicate personality type. The MBTI is based on the psychological principles of Carl Jung, and was developed by Isabel Briggs-Myers and Katharine C. Briggs. The principal value of using such an instrument is not that it detects new personal traits, but that a vocabulary is provided which allows teachers to describe, in a structured and logical way, those characteristics they have observed in students for many years.

The purpose of this paper is to present some of the very basic aspects of personality type as described by MBTI theory and to present some of the conclusions reached on the basis of the work conducted at the University of Nebraska. Additional information is available in the references listed at the end of the paper.

An invited paper presented by Sorensen and Hartung from the University of Nebraska at a special lunch session during the 33rd Annual NACTA Conference, June 14-17, 1987, at the University of Missouri.

The Myers-Briggs personality type is based on four scales with two opposites in each scale. The personality type consists of a combination of one of the opposites from each of the four scales. Unlike many inventories, strength of personality consists of a high level of development of one of the two opposites rather than a balance of the two. Jung has stated that one of the two opposites for each scale is preferred and natural for the individual, and that this preference is not acquired, but inherent. Although one pole is preferred, each person is able to develop the characteristics of the other pole to a greater or lesser degree, not by personal effort, but by broadened experiences with life. The implications of these ideas for teaching are obvious.

Scales Defined

The four scales are (1) extravert-introvert (E-I), (2) sensing-intuition (S-N), (3) thinking-feeling (T-F), and (4) judging-perceptive (J-P). The first three scales were described by Jung. The fourth was developed later by Isabel Briggs-Myers. The words used in these contexts in many cases do not mean the same as in common parlance. Therefore it is important to use them precisely as defined by Jung and Briggs-Myers.

Extraverts (E) are those persons whose energies are directed toward the outside world. They are usually in touch with what is going on around them and, if possible, are involved in it. As students they are friendly and outgoing and enjoy being active. Introverts (I) are those whose energies are directed to inner thoughts and ideas. They are contemplative and often private persons who may be seen as unfriendly and withdrawn. As a rule, they are not expressive in the classroom, but are usually involved in the classroom presentation in the context of their own thoughts.