Advisory roles examined

(Continued from page 1)

for the academic environment here. In many present MIT de-
partmental advising systems, the advisor has four basic func-
tions: registration officer, de-
partmental liaison, academic ad-
visor, and personal counselor.

Presently, there are three major types of advising systems: the registration officer model, in which a faculty member ap-
proves registration for 20-40 students and sees them about once a term; the tradit-
ional system, in which paper work is handled by a central office, but the faculty member has 10-20 people to advise; and the most recent system, where a departmen-
tal registration officer handles the paperwork and a faculty member acts as personal and academic advisor to about five students.

Kashner's report concluded that the structure of the ad-
visory system does not matter significantly in the quality of service rendered to the student, and that a formal advisor is needed to help the student until he is able to build up a series of informal advisors within his dis-

cipline. He also stated that the advisor should be available as an information source, pointing the student to whatever larger coun-
selling or academic advising resources he may need.

Typically, the Institute-wide services are the Psychiatric Ser-
vice and the Dean's Office. MIT has the "best-organized psy-
chiatric service in the country," according to a member of the Dean's staff. A student coun-
selling staff, under Associate Dean 

William Speed, and other special counsellors, like Jim Bishop for Black students, Gene 

Chachamis for foreign students, and Dean Emily Wick for students in addition being a friend 

and career counseling, that they did not act as a friend and an advi-
dor. This was the reason for the FAC research; in it, students 

were asked to evaluate the quality of 

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