

UNDERSTANDING HOW STUDENT ORGANIZATION ADVISORS APPROACH
ADVISING

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ABSTRACT

Danielle Marie De Sawal

UNDERSTANDING HOW STUDENT ORGANIZATION ADVISORS APPROACH ADVISING

The purpose of this study was to examine how advisors learn and develop their individual approach to advising. A lack of research exists that examines how the professionals responsible for advising student organizations on college campuses learn to approach their position. Resources available for professionals on advising student organizations from the institution are prescriptive, providing practitioners with a list of items to include or avoid when advising an organization and are most often found on the institutions web sites.

This study used a mixed method research design and examined full-time institutional employees who are responsible for advising one or more student organizations on campus as part of their positional responsibilities. A two-phase sequential exploratory strategy (Creswell, 2003) was used and priority was given to the qualitative data. The decision to use this research design is grounded in the desire to understand the phenomenon associated with an advisor's application of knowledge to practice.

This research confirmed the anecdotal literature which identified the way in which advisors of student organizations learn to advise is through trial and error and vicarious learning (Bandura, 1986). Data from this study furthered our understanding of how

advisors learn to advise revealing that on the job experience, observed undergraduate experiences and graduate school are additional areas in which professionals are learning to advise student organizations. The results of this study took expectations of the advisor from the literature and constructed an instrument based on those roles and functions. Through exploratory factor analysis four factor components were revealed that explained the expectations outlined in the literature. The findings of this study also indicate that a difference exists between how advisors prefer to approach advising with individuals and small groups (officer teams) and how they prefer to approach advising with the full membership.

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CHAPTER ONE: INTRODUCTION

Understanding How Student Organization Advisors Approach Advising

Advising, as a general function, is thought of as “the universal task in student affairs, because it exists at the foundation of much of the work [professionals] do” (Love, 2003, p. 507). Student advising has served a significant role in the higher education environment. As early as 1933, Allen Gaw noted that “advising is not an extraordinary or unusual phenomenon...[rather] it is the most common occurrence on any campus” (p. 180). Advising a student organization is the responsibility of numerous student affairs professionals. This responsibility includes working with students individually, as an executive board, and as a group. In addition, the advisor must be aware of an institution’s policies and procedures and how those impact the student organization. The role of advising is complex and “may be the single most underestimated characteristic of a successful college experience” (Light, 2001, p. 81).

A limited number of training programs exist that prepare professionals for advising a student organization (Dunkel & Schuh, 1998). Resources that provide information about student organization advising exist in the form of handbooks and manuals (Bloland, 1967; Dunkel & Schuh; Schuh, 1987). Also, material that addresses the *do’s and don’ts* of advising are available on numerous campus web sites. Dunkel (2004) states that “advisers usually rel[y] on the observable experience they had as an undergraduate student working with their organization’s adviser as the sole basis for how they currently advise an organization” (¶ 2). Often times an advisor is responsible for not only providing a learning environment, but must also work with students on managing

large fiscal budgets and limiting institutional liability related to student programming. It is the need for the advisor to balance both the student's development and institutional interests that make the student organization advisor a critical role on campus.

The current approaches student affairs professionals use to learn how to advise a student organization are role modeling and observation (Dunkel & Schuh, 1998), rather than an intentional approach grounded in theory and training. A number of professionals advise a student organization with no formal training and rely on role modeling from colleagues in the profession or their past experiences as a student organization member to direct their approach (DeSawal, 2006). Zachary (2000) recognized that failing to differentiate the professionals own experiences from those of the students with whom they are working can result in an experience for the student organization that is formulaic and not individualized. The student organization advisor must situate their advising approach in the needs of the students with whom they are working, rather than basing their approach on their own experiences or observations. Advising a student organization is not only "providing direction for students in their leadership role, it is an opportunity for an individual to help guide students through their collegiate experience" (DeAngelis, 1999, p. 1). A lack of research exists about understanding how professionals responsible for advising student organizations learn how to approach their role. Gaining an understanding of how professionals learn to approach their advising responsibilities will fill this gap in the literature and assist preparation programs that teach students how to establish an intentional approach to advising.

The role of a student organization advisor has several definitions. The functions of an advisor as defined by Bloland (1967) are divided into three primary areas:

(a) maintenance or custodial functions; (b) group growth functions; and (c) program content functions. The maintenance or custodial function focuses on ensuring that the organization does not engage in questionable behavior and continues to exist within the institution. Group growth functions improve the operation and effectiveness of the organization to enable it to move toward its goals. Finally, program content functions require the advisor to take on an educational focus and provide student programming that complements the academic mission of the institution.

McKaig and Policello (1987) defined the advisor as an educator and an intervener. The authors stated that the advisor uses “knowledge of their groups development and group dynamics to guide [the advisors] behavior in relation to groups with which they work” (p. 47). Dunkel and Schuh (1998) described a variety of roles that an advisor will use when working with an organization including mentor, supervisor, teacher, leader, and follower. Each role is loosely defined through existing literature related to the identified role and not specifically linked to research conducted on the role of a student organization advisor. Advising a student organization can be inclusive or exclusive of multiple roles or functions. The authors emphasized that individuals need to “develop [their] own philosophy of advising and advising style, within the philosophical frameworks of the campus” (Dunkel & Schuh, p. 225).

Research has not yet identified which roles and functions are consistent throughout the profession. The literature has provided a list of roles and functions that are based on the lived experience of current professionals responsible for advising student organizations, but it does not identify how these professionals use their knowledge in their approach to advising.

Student organization advising is described as roles and functions that are aligned with certain behaviors that are part of the student affairs lexicon. Although the language used by Bloland (1967) is not consistent with today's student affairs jargon, the explanations used to describe the areas are appropriate. The explanations provided by Bloland to describe the functions of advising serve as a proper foundation for establishing an understanding of potential advising approaches. For the purpose of this study I have renamed and grouped the functions to describe possible approaches for advising a student organization. These functions have been adapted to be inclusive of current student affairs jargon and will be used to describe possible approaches that can be applied to advising a student organization. I have established three advising approaches based on the functions outlined originally by Bloland to describe the following possible approaches for advising a student organization: administrative/prescriptive, programmatic, and developmental.

The maintenance or custodial functions describe the administrative responsibilities of the advisor to act in the best of interest of the institution and protect the student organization from legal and financial issues that could arise in paperwork, budget proposals, and information that needs to be submitted to the institution regarding the organization's status on the campus. Administrative advising places the advisor in an authoritarian position where the information and approach are prescriptive in nature. An administrative/prescriptive advising approach is used to describe the maintenance or custodial functions originally described by Bloland (1967).

The program content function refers to the delivery of services and programs by the organization to its members and the campus community. The advisor serves as a partner in the programming conducted by the organization, assisting the students in

making connections related to events that are appealing to the entire student population, are aligned with the academic mission of the institution, and provide “intellectual development while enriching campus life” (Bloland, p. 12). A programmatic advisor places a great deal of focus on the delivery of events and services to the campus community. A programmatic advising approach replaces the program content function originally described by Bloland.

The group growth function, as defined by Bloland, focuses on the teaching relationship that exists between the students and the advisor. This focus on a teaching relationship is aligned with the concept of developmental academic advising introduced into student affairs (Crookston, 1972). Furthermore, McKaig and Policello (1987) acknowledged the connection between student development theory literature and advising student organizations, identifying development-oriented functions as part of the advisor’s role. A developmental advising approach replaces the group growth function originally described by Bloland and will be expanded to include the concept of developmental academic advising. Developmental academic advising will be addressed in detail in the literature review.

The advisors’ roles related to the fiscal and legal responsibilities of the student organization notably impact the institution and call attention to how important an organization advisor is on campus. The responsibility of a student organization advisor extends beyond student interaction to include fiscal management. Dunkel and Schuh (1998) stated:

one of the most important responsibilities as an adviser is to assist the organization in managing its financial matters. This activity can be simple, or it can involve handling hundreds of thousands of dollars each year in receipts and expenditures [and the advisor] may be asked to co-sign check requests, review

purchase orders, and advise the organization's executive officers on financial matters. (p. 149)

The fiscal responsibility alone of working with student organizations places advisors in a position where they must be versed in the fiscal management procedures of the institution as well as the legal issues associated with the distribution of funds. Legal issues associated with advising student organizations are associated not only with the distribution of funds, but also the activities in which students of these organizations engage. Advisors need to be understand institutional policies, state and federal laws, and assess the possible risks associated with the organizations activities (Janosik, 2004). Advisors are further encouraged to be familiar with the "basic principles of the law as it applies to student organizations" (Dunkel & Schuh, 1998, p. 169) in order to "take reasonable steps to limit risks and educate students about the risks of involvement" (Coleman, 2006, p. 265). Together the responsibilities associated with fiscal management and risk management place the advisor in a critical role on campus for both the students involved and the institution.

Statement of the Problem

There is a lack of research examining how professionals responsible for advising student organizations learn to approach their position on campus. Resources available for professionals on advising student organizations from the institution are prescriptive, providing practitioners with a list of items to include or avoid when advising an organization, and are most often found on the institutions' websites.

These professionals are responsible for managing large fiscal budgets and need to be aware of risk-management issues related to student programming. Oftentimes these professionals are making financial decisions and assessing risk-management issues first

with the student organization they advise, and reacting to implications of the decisions second. It is essential that higher education and student affairs understand how student organization advisors are learning to approach advising to ensure that the advisor is consistently acting in the best interest of the student organization and the institution.

This study examined full-time institutional employees who are responsible for advising one or more student governance organizations on campus as part of their positional responsibilities. This population is traditionally housed in the division of student affairs and works directly with at least one student organization throughout the academic year. The survey used in this study addressed how professionals learned to become advisors and how they currently approach advising.

Purpose of the Study

The purpose of this study was to examine how advisors learn and develop their individual approach to advising. An increased understanding of the learning process is key to providing future professionals with training and supervision about advising student organizations. Understanding how advisors incorporate their advising functions, described in the literature, is critical due to the tremendous impact these professionals have on student satisfaction. Pascarella and Terenzini (2005) found that how college affects students “appears to stem from students’ *total* level of campus engagement, particularly when academic, interpersonal, extracurricular involvements are mutually reinforcing and relevant to a particular educational outcome” (p. 647). Understanding how student affairs professionals approach advising students involved in out-of-class experiences will strengthen the connection, through intentional practice, that a student

has between the academic, interpersonal, and out-of-class involvements as they relate to the institutional mission.

Research Questions

The following research questions guided this study.

1. How does an advisor learn to become an advisor for a student organization?
2. What is the relationship between the advisor and the student organization constituents: individual, executive officer board, and total group?
3. How do advisors apply prescriptive/administrative, developmental, or other approaches of advising in their practice?
4. What is the impact of experience on how advisors approach advising?
5. Based on the functions described in the literature, are there commonalities among the possible advising approaches and advising functions?

Overview of Methodology

This study used a mixed-method research design. A two-phase sequential exploratory strategy (Creswell, 2003) was used and priority was given to the qualitative data. The decision to use this research design is grounded in the desire to understand the phenomenon associated with an advisor's application of knowledge to practice. This design is appropriate for testing elements of the emergent model from the qualitative phase through the creation of a survey instrument on a larger select population (Creswell, 1999; Morgan, 1998).

Implementation of the first phase was completed in a pilot study conducted during the spring semester of 2005 (see Appendix A for human-subjects approval). The first

phase was a qualitative study using grounded theory methodology that explored the application of knowledge to practice of a student governance organization advisor, through interviewing professionals at a large research extensive institution and a small private institution. Student governance organization advisors were interviewed to understand the relationship between the process an individual advisor goes through to learn how to become an advisor and the self-described process the individual uses to advise a student organization. These two processes were analyzed to identify an advisor's application of knowledge to practice. Themes from the qualitative data were used to develop a survey instrument for the second phase. The survey explores how advisors acquire knowledge about advising a student organization, their relationship with the student organization, and their self-reported approach to advising.

Survey methodology was used in the second phase to gather information “for the purposes of constructing quantitative descriptors of the attributes of the larger population” (Groves et al., 2004, p. 2). The survey was constructed based on the emergent themes identified in the qualitative data and the corresponding literature on advising student organizations. Implementation of the second phase was completed during the fall semester of 2006 (See Appendix B for human-subjects approval). Distribution of the survey was web-based, and the results consisted of self-reported data that will be both factual and attitudinal (Gonyea, 2005). Descriptive statistics show how advisors learn to advise student organizations and apply prescriptive and developmental approaches. Any relationship that exists between the advisor and the student organization constituencies (individual, executive officers, and group) was identified through nonparametric statistics that were used to compare self-reported advising styles

(administrative/prescriptive, developmental, or other) and years of experience advising (Heiman, 2004). Finally, an exploratory factor analysis was done to explore the responses to functions described in the literature “to determine what theoretical constructs” might exist related to how advisors approach advising (Henson & Roberts, 2006, p. 396).

Theoretical Research Orientation

Pragmatism served as the theoretical framework for this study, which assumes that knowledge is both constructed and based on the reality of lived experiences where truth is what works at the time (Creswell, 2003; Johnson & Onwuegbuzie, 2004). The classical pragmatists (e.g., Charles Sanders Peirce, William James, and John Dewey) introduced pragmatism as a method for analysis where “knowledge claims arise out of actions, situations, and consequences” (Creswell, p. 11). They sought to examine “practical consequences...to help in deciding which action to take next as one attempts to better understand real-world phenomena (including psychological, social, and educational phenomena)” (Johnson & Onwuegbuzie, p. 17). In his seminal work from 1905, Peirce explained pragmatism as a method to “trace out in the imagination the conceivable practical consequences—this is, the consequences for deliberate, self-controlled conduct—of the affirmation or denial of the concept” (as cited in Cherryholmes, 1992, p. 13). Dewey and James built on the work of Peirce with a focus on the consequences of actions which are based on particular conceptions (Cherryholmes). Dewey (1931, as cited in Cherryholmes, p. 13) notes that from the point of view of a pragmatist, “general ideas have a very different role to play than that of reporting and registering past experiences. They are the bases for organizing future observations and experiences.”

Pragmatism is described as a philosophical partner for mixed-method researchers (Johnson & Onwuegbuzie, 2004). The study is aligned with the pragmatic method and is centered on exploration of the problem not the method, allowing the researcher to draw on multiple approaches from qualitative and quantitative assumptions to understand the problem (Creswell, 2003; Patton, 2002).

Conceptual Framework

The literature stops short of exploring how advisors learn to establish their individual approaches and gain a knowledge base for practice. This study draws on the literature in student affairs that addresses the current practice of student organization advising, developmental academic advising, and professional identity development in student affairs. Research conducted on the professional development of student affairs personnel found that they were able to “identify developmental tasks, stages, and factors with general application” and that “if developmental principles can be applied to student affairs professional growth then such growth must be recognized as continuous and cumulative” (Carpenter & Miller, 1981, p. 6). Keeping these aspects in mind, the data was analyzed to look for developmental tasks, stages, and factors in advising student organizations that identify how these professionals approach practice.

Carpenter (1998) identified the need for the student affairs professional community to “share knowledge, goals, and objectives” for practitioners to engage in continuous professional development (p. 160). Currently, student development theory serves as a foundation to provide practitioners with the knowledge, goals, and objectives required to work with college students. The use of theory to guide practice began with Sanford’s seminal work, *The American College* (1962). Much research has been

conducted about student development in college and is outlined in the multiple texts that serve as an introduction to the profession (Barr, Desler, & Associates, 2000; Evans & Phelps Tobin, 1998; Komives, Woodard, & Associates, 2003; Winston, Creamer, Miller, & Associates, 2001). Several authors have recognized that no single theory can guide professional practice in student affairs (Evans, Forney, & Guido-DiBrito, 1998; McEwen, 2003; Rodgers, 1991; Upcraft, 1993). Rodgers recognized that translating theory to practice is not easy and “requires complex methods using multiple specific theories” (p. 211). With theory serving at the foundation of professional practice in student affairs, there is an assumption that practitioners are actively using theory to guide their practice. If this is the case, the advisor of a student organization would approach their position from a developmental perspective. The literature contradicts this assumption providing a prescriptive set of handbooks and manuals, and practice based on role modeling and trial and error. If advising a student organization were based on the developmental theories that serve as the common knowledge guiding our professional practice, the practice of advising should be aligned more closely with the literature on developmental academic advising.

Academic advising professionals recognized the importance of student development literature and began to ground their approach to advising in the developmental perspective during the 1970’s (Ender, Winston, & Miller, 1984; Frost, 1991; Winston, Miller, Ender, Grites, & Associates, 1984). The approach to developmental academic advising encourages a collaborative relationship between the faculty and the student affairs division. Developmental advising focuses “on identifying and accomplishing life goals, acquiring skills, and attitudes that promote intellectual and

personal growth” and “reflects the institution’s mission of total student development” (Winston et al., 1984, p. 19). The rationale for the use of developmental theory in academic advising states,

advisors who give no thought to students’ developmental needs are most likely to practice the same kind of advising they received as undergraduates...advisors who approach their task armed with developmental theory literally “see” students differently, fully and realistically recognizing each student as a complete individual. (Thomas & Chickering, 1984, p. 91)

This thought is echoed in the recognition that student organization advisors use their lived experiences to guide their practice and utilize a trial and error method of practice (Dunkel, 2004), and student affairs literature consistently recognizes the need to look at each student individually in order to assess the needs of the *total* student.

Creating an environment that promotes the development of the total student while balancing the needs of the educator to guide and empower students is addressed in the Learning Partnerships Model established by Baxter Magolda (Baxter Magolda & King, 2004). The model advocates the student “shift from authority dependence to self-authorship” (p. xix) and identifies environments that promote the development of self authorship. Baxter Magolda and King (2004) note that “promoting self-authorship during college requires finding the delicate balance between guiding learners and enabling them to be responsible” (p. xxiii).

The need expressed in the literature for student organization advisors to develop their own philosophy of advising (Dunkel & Schuh, 1998) has not yet been addressed in research. If the foundation of the student affairs profession is grounded in developmental theory, then it is important to understand how a student organization advisor uses that common knowledge in their approach to practice. Developmental advising uses

contributions from the life cycle, psychosocial, career, and cognitive development theorists to outline the need to use developmental theory in practice. These contributions are already aligned with the literature related to the general work of student affairs professionals. However, the contributions have not yet been examined in relation to the professionals responsible for student organization advising to understand how advisors impact students' educational, career, and personal goals.

Definition of Terms

The following terms will be used throughout the study and have been operationalized through the subsequent definitions.

a. Student organization advisor—A professional staff member assigned as part of their position the responsibility of advising a student organization.

b. Student organization—Any group of students that has officially registered their organization with the institution and whose purpose is in the common interests of the campus community (adapted from Bloland, 1967).

c. Student governance organization—A student organization that administers programming and policy to a specific area of student involvement (residence hall associations, student government, interfraternity council, pan-Hellenic organizations, Panhellenic councils, union board, etc.).

d. Developmental advising—A way of advising that guides students and the organization in their leadership roles (adapted from Bloland, 1967) and establishes a “sense of friendliness for students [that] encourage[s] them to explore life and career goals, solve problems, and make educational decisions” (Frost, 1991, p. 16).

e. Administrative/Prescriptive Advising—A way of advising where the advisor is an authoritarian figure “merely to maintain the existence of the student organization and to keep it out of difficulty” (adapted from Bloland, 1967, p. 12).

f. Programmatic advising—A way of advisor wherein the advisor assists students in the planning and delivery of events “that will contribute to their own intellectual development while enriching campus life” (adapted from Bloland, 1967, p. 12).

g. Mentor—A learning relationship between a more experienced person [advisor] and a less experienced person based on modeling behavior and shared dialogue (DeCoster & Brown, 1982).

h. Professional identity—The recognition that a professional has shared goals, a sense of community, and a means of socialization and regeneration (Carpenter, 1991; Carpenter & Miller, 1981).

Overview of Dissertation

Chapter 1 offered an introduction to student organization advising and outlines the problem, purpose of the study, and research questions, and provides a definition of terms. Chapter 2 will review the literature on student organization advising and establish a connection to the literature on developmental academic advising. The limitations of the prescriptive advising literature available to student organization advisors will also be addressed.

Chapter 3 will contain the methodology and research design used in the study. The results of the qualitative and quantitative data will be presented separately in chapter

4. Chapter 5 will conclude with a discussion of the results, implications for practice, and recommendations for future research.

CHAPTER TWO: LITERATURE REVIEW

The literature about advising student organizations is limited and written to serve as a handbook or manual for the professional charged with the responsibility of advising a student organization. In this review, the training available to professionals responsible for advising a student organization will be briefly addressed, as will the link between situational leadership theory and student organization advising. The functions and roles that have been identified in the literature about advising student organizations will be summarized. Literature related to the approach of developmental academic advising and its significance to this study will be discussed. In addition, a connection to the use of theory in practice will be presented as well as the responsibility of assessment and evaluation in student organization advising. Finally, mentoring will be briefly discussed as it relates to the acquisition of knowledge associated with advising a student organization and the process for advising a student organization.

In 1967, Bloland wrote the first monograph that addressed the role of student organization advising. This original piece was:

an attempt to bridge the gap between the theory and practice of directing student learning out of the classroom situation—working with the college student on his own ground to achieve basic ends. It is intended to be used as a handbook or manual for advisers to student organizations and committees, providing faculty and staff advisers with a rationale to undergird their work, and to advance techniques for implementing this rationale. (Bloland, p. 1)

This seminal piece made a case for the advisor to be a teacher, connected the concept of learning to out-of-class experiences, and addressed the complexity of the advisors role. Bloland's discussion of the functions and responsibilities of the advisor outlined a number of areas that "constitute a form of job description for the adviser" (p. 15). This

format of providing advice or suggestions on how an advisor should approach their role, without any investigation into how the advisor came to understand these aspects of their position, is a consistent pattern in the literature written about advising student organizations. Current literature on student organization advising continues to be delivered in the form of a handbook or manual rather than a research-based product designed to help practitioners establish an individual advising approach.

Research needs to be conducted to document the experiences of student organization advisors and to explore how they develop an individual approach to advising. An investigation of how an advisor develops a philosophical framework for their individual advising style has not yet been explored in higher education literature. Dunkel and Schuh (1998) state, “although advising style is important, the values and philosophy that undergird it are the critical factors in developing relationships with students” (p. 226). As enrollments increase and students seek a well-rounded college experience, institutions find themselves in need of qualified personnel to work with student organizations on campus. These student organization advisors hold a significant role on campus because they are responsible for providing a developmental learning environment for students and ensure that the actions of the organization are in the best interests of the institution.

Student Organization Advisor Training

The faculty, graduate students, and full-time professionals who are charged with advising student organizations often draw upon their own experiences as members of student organizations in college or high school. In 1966, Pruitt claimed that “[p]rofessional workers appear to have arrived at their positions in the student activity

area by devious routes and varied backgrounds of training, sometimes by default, and with inadequate preparation for the important work they are to do” (p. 15). Today, many professionals are often trained in higher education and student affairs graduate preparation programs, however advising preparation is not often an area found in the curriculum. Dunkel and Schuh (1998) provide a summarization of the current training for today’s advisor affirming:

The typical training of the adviser is minimal. Some advisers refine their skills by taking advantage of professional organizations and associations to attend programs and listen to speakers. Others will use the organization’s manuals or notebooks to provide advising information. Still other advisers have developed a proven advising technique over many years of experience or have applied their knowledge of supervision to the role of advising. (p. 8)

Professionals in the field continue to be underprepared for the responsibility of advising a student organization, and must rely on a trial-and-error method of practice that takes years of experience to refine. Hudson (1993) recognized in her study of advisor roles, skills and styles that a lack of preparation in advising students could result in a trial-and-error style that is harmful to all members of the equation. The addition of a model that guides the professional development of a student organization advisor would enhance the literature that is already extant and is primarily based on the lived experiences and observations of the authors.

In addition to being responsible for advising a student organization, these same professionals may also find themselves in the role of advising faculty and staff advisors. Tribbensee (2004) recognizes that “to advise the advisers, every institutions needs to define a comprehensive strategy that will train and support them so they can anticipate potential problems, work effectively with students to manage risk, and understand their own responsibilities” (§ 12). However, if the student affairs professionals responsible for

training faculty and staff advisors are not formally trained then how do they create effective training programs? Few models exist that address student organization advising, and none have been created that address how a student organization advisor establishes their own advising approach.

Student Organization Advising and Situational Leadership Theory

Student organization advisors “need to assist students in creating strong extracurricular organizations that can serve as laboratories for the development of skills and incubators of their talents” (Winston et al., 1997, p. 418). How student organization advisors approach creating these environments is often met with a trial and error tactic, due in part to the lack of research that has been conducted on the methods advisors use to create strong student organizations. Paterson (2000) stated in her research which developed an assessment instrument to understand the maturity level of student groups and organizations “that only one model of student organization advising [has] been published” (p. 31). Allen (1983) modified Hersey and Blanchard’s (1977) model of Situational Leadership into a Situational Advising Model. The development of the model is not based on formal quantitative or qualitative research that provides a basis for the modified model. Rather the model is the interpretation of undocumented experiences and observations. The Situational Leadership Model was also modified by Banks and Combs to explain the evolving leadership role of a faculty advisor working with business-oriented student organizations (1989). As with Allen, this modified model was not based on research rather a review of the existing literature and the authors’ understanding of the role of a student organization advisor from the perspective of a faculty member.

Hersey and Blanchard (1977) use Situational Leadership Theory to explore the association between relationship behavior and task behavior of a leader in relation to how they work with a group of people. The model originated in the business field and is widely used to explain the complex relationship between a leader and their followers. The model focuses on viewing the relationship of an individual with a group, where the individual role has been defined as the *leader*. Although no formal research has been conducted that links the situational leadership theory to the approach of advising a student organization, the connections made in the literature deserve further investigation. The danger in approaching advising from the situational leadership theory model is that the model does not take into account student development theory. If student development theory is a foundation to the practice of student affairs, how can our work with student organizations come from an approach that only considers the followers' (students') maturity and not how to create intentional opportunities for student growth? In addition, a major flaw with the modification of the Situational Leadership Model is that it does not take into account the complex roles held by an advisor and how those roles impact the development of an individual advising approach. The assumption that an advisor is the *leader* excludes the situational determinants that the advisor might also serve as a mentor, supervisor, and teacher.

Advisor Roles and Functions

There have been several attempts to define the role of a student organization advisor. The first formal definition of the advisor's role was offered by Bloland (1967). Bloland divided the responsibilities into three primary areas: (a) maintenance or custodial functions; (b) group growth functions; and (c) program content functions. McKaig and

Policello (1987) built on the functions described by Bloland to describe product-oriented functions, development-oriented functions and linkage-functions. Product-oriented functions refer to tasks the advisor completes related to the organization fulfilling its purpose. Development-oriented functions address a connection to student development theory and include the advisor providing opportunities that support individual and group development. The final function, linkage-oriented, refers to the advisor assisting the organization in making a connection to its past and to the institution in which it is registered. The functions described by McKaig and Policello are not often cited in the literature, but are critical in understanding how developmental functions connect to the practice of advising. More recently, Dunkel and Schuh (1998) described a variety of roles that an advisor will use when working with an organization, including mentor, supervisor, teacher, leader, and follower. These roles are liberally defined based on the currently available literature on each specific role and not on how the role is connected to research on advising a student organization. The roles defined by the authors do provide a foundation on which we can begin to understand the multiple functions and how those roles connect to a developmental perspective that focuses on the advisors professional growth, in addition to viewing the role as providing growth to the students in the organization.

The roles outlined by Dunkel and Schuh (1998) are frequently cited in the current literature associated with advising a student organization. Although these roles provide a foundation for what professionals can assume to be part of their role, the advisor needs to “develop [their] own philosophy of advising and advising style, within the philosophical frameworks of the campus” (Dunkel & Schuh, p. 225). The authors further state that

students will often “challenge [the advisor] to assume and work with various roles” (p. 42).

The research conducted by Hudson (1993) on roles, skills, and styles is not cited in the current literature, although the researcher does conclude that “the advisor roles most frequently used...include educator, resource, reflector, and fact-finder” (p. 160). The roles support the advisor serving in a prescriptive role providing information and answers to students as well as addressing the need for the advisor to have a developmental focus as an educator and reflector. The author did not provide a clear picture of how these findings impact the approach an advisor should use with advising a student organization. Rather the findings served as a synthesis of information that supports the idea that advising a student organization is complex. A clear understanding of the roles does not exist and the literature articulates that the roles depend on the individual, the campus environment, and the student organization (Bloland, 1967; Dunkel & Schuh, 1998; Marcelis Fochtman, 2006).

The three functions as defined by Bloland (1967) are also found in the literature frequently as a historical reference. Although the language used by Bloland is not consistent with today’s student affairs jargon, the definitions used to describe the areas are appropriate. The maintenance or custodial functions are the administrative responsibilities of the advisor to act in the best of interest of the institution and protect the student organization from legal and financial issues. In addition, the advisor also serves to confirm the propriety of paperwork and information that needs to be submitted to the institution regarding the organization’s status on campus. The program content function refers to the delivery of services and programs by the organization to its members and the

campus community. The advisor serves as a partner in the programming conducted by the organization assisting the students in making connections related to events that are appealing to the entire student population, aligned with the academic mission of the institution and provide “intellectual development while enriching campus life” (Bloland, p. 12).

The group growth function, as defined by Bloland, focuses on the teaching relationship that exists between the students and the advisor. This relationship includes the advisor serving as a guide who challenges and supports the growth of the organization and student ideas. This notion is closely linked to the model of Developmental Academic Advising where “advising assumed a function of teaching” (Frost, 1991, p. 4).

Developmental Academic Advising

Academic advising professionals recognized the importance of student development literature and began to ground their approach to advising in the developmental perspective during the 1970’s (Ender et al., 1984; Frost, 1991; Winston et al., 1984). The seminal article written by Crookston (1972) introduced the student affairs profession to the idea of developmental academic advising. Using student development theory as the framework for the discussion, Crookston identified two assumptions that guided his work. First, higher education provides an environment where professionals have the opportunity to help students develop a life plan, rather than simply a career plan. Second, teaching is core to the relationship that exists with the student and both the teacher and the student must share responsibility for the intended outcomes. The Developmental Academic Advising Model embraces the notion that the advisor should be concerned with the development of the whole student and is a concept that has been

adopted by the academic advising community over the past three decades (Grites & Gordon, 2000). Winston et al. published the most frequently cited text on developmental academic advising which outlined the connection between the practice of developmental academic advising and student development theory.

Grounded in a number of developmental theories (psychosocial, identity development, and cognitive) that emerged from the student affairs profession (Winston et al., 1984), developmental advising is defined as “a systematic process based on a close student–advisor relationship intended to aid students in achieving educational, career, and personal goals through the utilization of the full range of institutional and community resources” (Ender et. al., 1984, p. 19). The rationale for the use of developmental theory in academic advising arose from the recognition that each student is an individual and students cannot be grouped into categories and given prescriptive information.

Crookston (1972) introduced the distinction between establishing a prescriptive relationship in advising and a developmental relationship in advising. In a prescriptive relationship the advisor serves as an authoritarian who provides *answers* that are presumably followed by the student. The developmental relationship as defined by Crookston distinguishes that the student–advisor relationship focuses on teaching and should include developmental tasks that are designed to produce positive student outcomes. The “developmental tasks include reaching an agreement on who takes the initiative, who takes responsibility, who supplies knowledge and skill and how they are obtained and applied” (Crookston, p. 13). Through the application of these developmental tasks the environment that was once viewed by students as a venue for finding the *right answer*, is now an environment where advising is process based and not providing

students with canned answers. Frost (1991) asserted that “[d]evelopmental advisers can create a sense of friendliness for students and encourage them to explore life and career goals, solve problems, and make educational decisions” (p. 16). Advisers, in general, are consistently looking for avenues through which to engage their students and provide them with environments that encourage the atmosphere described by Frost. Winston and Sandor (1984) confirmed, through the development and implementation of the Academic Advising Inventory, that developmental advising is the preferred approach. In addition, the authors confirmed that “students are seeking an advising relationship that can be characterized as ‘developmental’” (p. 12). Creamer and Creamer (1994) contend that for developmental academic advising to be viable advisers must make a connection “between knowing about student learning and development and acting on the knowledge using workable practices arising from the knowledge” (p. 23).

Baxter Magolda (2003) described a developmental academic advising model established by Virginia Polytechnic Institute and State University as a clear example of how this ideal environment can be translated into practice. The model defined advising as “a collaborative process between student and advisor leading to the exchange of information that encourages the individual student to make responsible academic and career decisions” (as cited by Baxter Magolda, 2003, p. 241). The 4-year model begins with an advisor-centered approach that shifts to a student-centered approach overtime. Key to the success of this model is that the student is responsible for “mastering the information” (p. 241) and the advisor’s approach is “situated in [the] students’ experiences” (p. 242). Baxter Magolda (2003) highlighted this model as an example of how to promote complex learning that keeps “self central to academic and career

decision-making” (p. 241). Baxter Magolda further stated that this developmental advising model “provides both the challenges and support necessary for achieving self-authorship in college” (p. 243).

Learning Partnerships

Baxter Magolda and King (2004) in their text *Learning Partnerships* addressed the need for educators to transform the way they approach students and recognize self-authorship as the common goal for higher education in the 21st century. Self authorship as defined by Baxter Magolda (2004) is:

the capacity to internally define a coherent belief system and identity that coordinates engagement in mutual relations with the larger world. This internal foundation yields the capacity to actively listen to multiple perspectives, critically interpret those perspectives in light of relevant evidence and the internal foundation, and make judgments accordingly. (pp. 303–304)

The Learning Partnerships Model emerged from the 17-year longitudinal study conducted by Baxter Magolda (1992, 2001) related to young adults’ learning and development. The model addresses the need to shift from an authoritative based (prescriptive) practice to a developmental approach. Baxter Magolda (2004) found in her longitudinal study that “situating learning in the learners’ experience and mutual construction of meaning helped educators and employers connect to and stay in tune with participants’ development” (p. 43). It is clear that the professionals responsible for advising students have the opportunity to impact students’ development directly. The Learning Partnerships Model supports the need to situate student learning based on the students’ experiences and provides an environment that balances challenge and support for the development of self-authorship. Translating what we know about student development and engagement to practice is a desired goal for student affairs professionals.

Use of Theory in Practice

Grounded in the findings that out-of-class experiences do contribute to a student's success in college (Astin, 1993; Kuh, Kinzie, Schuh, Whitt, & Associates, 2005; Pascarella & Terenzini, 1991, 2005), the application of theory to practice has been repeated in the literature as a method for practitioners to engage students on campus. Kuh, Branch Douglas, Lund, and Ramin-Gyurnek, (1994) affirm that "out-of-class experiences are positively related to student persistence and, therefore, attainment of students' educational objectives" (p. 13) and recommend that student affairs professionals be grounded in "theory and research that offer insight into student learning and personal development and the influence of the environment on student performance and satisfaction" (p. 85). If advising student organizations is a common practice for student affairs professionals, then higher education and student affairs need to research how advising these groups of students can be intentional in practice and how these professionals approach advising. Upcraft (1994) recognizes that "[t]oo often, professional development is practical, not theoretical, but this must change if theory and practice are to be integrated" (p. 441). Research that examines how the full-time professional incorporates a developmental approach into their advising strategy will provide information about how professionals translate theory to practice and establish their own advising style.

In working with student organizations, it is assumed that campus professionals apply student development theory to help guide their programming and assessment of students' behavior and development. Professionals that have studied student development theory are aware that no single theory can guide a student through their college

experience; rather they work in combination to address the complexities of a students' experience (Evans et al., 1998; Stage & Dannells, 2000). Higher education has focused on understanding how the students we serve develop, to better serve their needs and prepare them for society. Research recognizes that how students develop is contextually based and student development theory along with environmental theory and campus culture are all concerned with understanding the "contextual conditions which foster student development" (Stage & Dannells, p. 18). To further the impact of college, student engagement and college outcomes are all areas of research that address the benefits of college attendance and involvement (Astin, 1993; Pascarella & Terenzini, 1991, 2005; Kuh et al., 2005).

These foundational theories that serve as the knowledge base for professionals in the field inform professionals how students are impacted developmentally by a multitude of factors, however the literature has not yet researched how the professionals responsible for creating these factors establish their own approach. How is higher education working to prepare student organization advisors for the role they will play in advising these students through their development? Chickering and Reisser (1993) assert that "to be effective in educating the whole student, colleges must hire and reinforce staff members who understand what student development looks like and how to foster it" (p. 44). Does student affairs know how to identify the practitioner who can establish their own approach that takes into account the students' needs and the institutional environment? The current literature is prescriptive in its conclusions rather than developmental.

Assessment and Evaluation

Student affairs professionals responsible for working with student organizations recognize that a “greater emphasis is now being placed on the value of student involvement in activities outside the classroom” (Reinardy, 1981, p. 39). Research supports the need to provide students with opportunities outside of the classroom (Astin, 1993; Kuh, Schuh, Whitt, & Associates, 1991; Pascarella & Terenzini, 1991, 2005) and advisors must be more intentional about assessing and making the aspects of involvement and engagement seamless (Arminio & Hyman, 2004). Being able to assess the impact of involvement and engagement has become increasingly important to institutions of higher education. Armino and Hayman (2004) recognized the need to assess both the involvement and engagement of students on campus as an opportunity for campus activities professionals to authenticate the student learning that occurs in these out-of-class experiences. Abrahamowicz (1988) stated “Not only do student organizations and related activities provide educational and developmental benefits generally unattainable in the classroom, there is evidence to indicate that they may be important factors in involving students with their colleges in a way that enhances retention” (p. 237). The advisor of a student organization serves a crucial role in ensuring that the out-of-class experience meets the developmental needs of the student but also provides an environment that engages the student in the campus community. This connection between out-of-class involvement and campus retention is another reason why understanding how student organization advisors’ approach advising is essential. With research to support the need for providing access and support to students involved in out-of-class experiences

including student organizations, the time has come for the profession to look more deeply into how a student organization advisor approaches their role.

Schuh (2004) addressed the need for evaluation to exist in student organization advising stating the “quality of the advising provided to the group is enhanced, and the experiences of all improve” (¶ 9). How professionals should evaluate the advisement of a student organization is still in question. With little formal research in existence about student organization advising, what foundation is used to assess the effectiveness of an advisor with a student organization? Williams (2000) found that two general categories exist for organization advisors:

student affairs professionals who advise groups as part of a job, and other faculty and staff who advise a group on a volunteer basis...[n]either group has the market cornered on effective advising—any student activities professional can point to examples of effective and ineffective advising from within both groups. (p. 80)

The realization that effective advising has not yet been defined is not new to the literature. In a review of common problems advisors encounter when working with student organizations, Bloland (1967) acknowledged,

there are no prescriptions or formulas to be found that guarantee solution; there are too many institutional and human variables involved. But the ability to identify the existence of a problem and the willingness to tackle its resolution will provide part of the solution, if indeed a solution is to be found. (p. 27)

As early as 1967, professionals recognized that no prescription exists for the process of advising a student organization. Research has not focused on resolving the issue of providing prescriptive-based information to guide practice rather than developmental material aimed at understanding how to meet the complex needs of the students and the institution. The literature on student organization advising recognizes that the practice of advising is guided primarily by lived-experiences and role modeling (DeSawal, 2006;

Dunkel, 2004). How does a practitioner translate theory to practice in their role as a student organization advisor?

Research supports out-of-class student experiences and indicates they have a positive impact on student satisfaction and success (Astin, 1993; Kuh et al., 1991; Pascarella & Terenzini, 2005). If the out-of-class experience is an important aspect in collegiate life then understanding how professionals approach the relationship that exists between the students involved in campus student organizations and their campus advisor is crucial. Conyne (1983) researched student organization development and stated that “student organization development is a compact term referring to the intentional facilitation of student organizations by trained interveners in order to help the organization and their members develop in desired directions” (p. 394). Conyne’s research supports the concept that the success of an organization’s development rests in part with the advisor who is responsible for ensuring the direction of the organization is aligned with the students and the institution. Further, the research in the field should not only focus on the impact of out-of-class experiences for the students, but seek to understand how the professionals responsible for implementing these programs approach advising these students. The recommendations for practice that accompany these results indicate that student affairs professionals need to be intentional in their practice and understand how to translate theory to practice in the field. Cufaude (1999) supported the need for professionals to be intentional in their approach to student programming “with appropriate regard for what we should know about student development and learning, in adulthood” (p. 89). The time has come to shift our focus in part to understanding how our professionals approach these roles.

Mentoring

In the past advisors have been considered to be an advice-givers and rule-followers; considering themselves mentors or teachers is positive for not only the students, but the advisors (McCluskey-Titus, 2004). Consistently the literature on student organization advising identifies the responsibility of mentoring as part of an advisor's responsibilities. A mentor is defined by DeCoster and Brown (1982) as a more-experienced person [advisor] in a relationship with a less-experienced person that includes modeling behavior and extended dialogue. The literature that exists on mentoring is extensive and can be found across many disciplines in higher education. In relation to this study on student organization advisors, the literature on mentoring will assist in understanding how the advisor's approach to advising is impacted by the mentor-mentee relationship. The literature has already affirmed that the current approach to advising is based primarily on lived experiences and role modeling (DeSawal, 2006; Dunkel, 2004; Dunkel & Schuh, 1998), often from an individual considered a mentor. If the current approach to advising is directly connected to the past experiences or interactions of the advisor, than the mentor-mentee relationship has a direct impact on the professional practice of student organization advisors. In Zachary's text *The Mentor's Guide* (2000) he states that in "an effective learning relationship, mentors must have a clear understanding of their own personal journey" (p. 7). The author continues to state that mentors who fail to differentiate between their own lived experience and the experiences of the mentee "run the risk of mentor cloning...[that] tends to be formulaic, learning is not individualized, and the mentee ends up front and center on the mentor's stage rather than on his or her own" (Zachary, p. 7). If the advisor of a student

organization is imitating the practice of another professional and adjusting that practice with trial and error techniques, at what point does the advisor establish their own approach to advising? Is that approach grounded in a developmental approach? Student development theory suggests that to help students develop, the practitioner must first understand themselves in the same context. Zachary emphasizes that “[t]he journey of the mentoring relationship is a journey of self and other and thus is innately complex” (p. 14).

Three components of an effective mentoring relationship include support, challenge, and vision (Daloz, 1999). Baxter Magolda’s Learning Partnerships Model addresses the need to balance challenge and support to establish a learning environment where students can achieve self authorship. The creation and application of a developmental advising model at Virginia Polytechnic Institute, which is grounded in a developmental approach and intentionally places the students at the center of their own learning, illustrates the ability to translate a developmental approach of advising to practice.

Summary

Advising has been part of the higher education lexicon since the 1870’s when the elective system was introduced (Frost, 1991) and the function of advising focused on providing one-on-one guidance to students in their academic program. Academic advising continues to focus on one-on-one interactions, thus making the application of a developmental approach grounded in student development theory appropriate. The foundation of the Developmental Academic Advising Model is student development theory (Crookston, 1972; Winston et al., 1984). Student affairs professionals are

expected, in most cases, to have grounded their practice in theory (developmental, environmental, cultural, etc.). In contrast, student affairs practice is based on lived experiences and not theory (Upcraft, 1994). Baxter Magolda (2003) recognized that “ironically, what educators expect of students and what educators provide as an educational context are often contradictory” (p. 235). She explained that students are rewarded for acquiring and reproducing knowledge (knowledge acquisition) and students are not learning how to explore multiple perspectives to establish their own views (knowledge construction). This can be translated to the practice of student organization advising with the thought that the educator (advisor) expects that under their guidance the students will develop into self-authored individuals who can construct their own knowledge as an organization, taking into account multiple perspectives to develop their own views in which a rich discussion about the topic would evolve. Instead the advisor is viewed as the authoritative figure who will provide information that the students can acquire and reproduce to their peers (knowledge acquisition).

Research that examines how advisors can approach advising from a developmental approach advocates the need to establish a learning partnership between the advisor and the student organization. The developmental approach to academic advising serves as the foundation to the relationship that exists between student development theory and the practice of student organization advising. Baxter Magolda (2004) advocated that the goal for the 21st century is to adopt self-authorship as the central goal of higher education. However, to situate student learning in the needs of the students, the educator must understand what it means to be self-authored. If the current advising approach is the mimicking of past experiences or the interpretation of a

mentoring approach, what do professionals need to be able to transition from applying their own experiences to one in which they can use multiple perspectives to establish their own advising approach?

CHAPTER THREE: METHODOLOGY

A mixed method research design was used to gather and analyze data in this study. Baldwin and Thelin (1990) discussed how quantitative and qualitative research can “provide a more complete, rich, provocative approach to higher education research that fosters creative tension, if not research harmony” when both methods are used in combination (p. 346). The origin of mixed method research is believed to have occurred in 1959 when a multiple methods approach was used to examine the validity of psychological traits (Jick, 1979). The researchers coined their research design as a “multimethod matrix” that they encouraged other researchers to use. Mixed method research designs are more common and illustrate the collection of both qualitative and quantitative data in a single study. The goal of a mixed method research design is to “draw from the strengths and minimize the weaknesses of both in single research studies” (Johnson & Onwuegbuzie, 2004, p. 14–15). In this study, a sequential, exploratory mixed method design (Creswell, 2003) provided insight into multiple questions by drawing on the expertise of student organization advisors to create a survey that explores how advisors approach advising. This chapter will discuss the theoretical framework, population, data collection, and data analysis. Because this is a sequential exploratory design, qualitative and quantitative methodologies will be described separately.

Theoretical Research Orientation

Pragmatism served as the theoretical framework for this study, which assumes that knowledge is both constructed and based on the reality of lived experiences where truth is what works at the time (Creswell, 2003; Johnson & Onwuegbuzie, 2004). The use

of pragmatism is appropriate for this mixed method study because the design of the study is centered on the problem not the method, allowing the researcher to use many approaches to understand the problem (Creswell, 2003; Patton, 2002). Pragmatism is described as a philosophical partner for mixed method researchers (Johnson & Onwuegbuzie).

Peirce (1878, as cited in Johnson & Onwuegbuzie, 2004, p. 17) stated that the pragmatic method should “consider what effects, that might conceivably have practical bearings, we conceive the object of our conception to have. Then our conception of these effects is the whole of our conception of the object.” Pragmatism is grounded in understanding “real-world phenomena” and endorses practical theory, and practical empiricism as a path to determine what works (Johnson & Onwuegbuzie). Dewey (1948 as cited in Johnson & Onwuegbuzie, p. 17) stated “in order to discover the meaning of the idea [we must] ask for its consequences”. Pragmatists believe that “thought is intrinsically linked to action” and that “theory was [and should be] joined with practice” (Tashakkori & Teddlie, 2003, p. 63). The use of a pragmatic epistemology is appropriate due to the little information available about the topic and desire to focus on exploring several aspects of the phenomenon (Jones, Torres, & Arminio, 2006). A pragmatic epistemology affirms the need for the researcher to be able to draw on multiple approaches from qualitative and quantitative assumptions to understand the problem (Creswell, 2003; Patton, 2002).

Sequential Exploratory Strategy

A two phase sequential exploratory strategy (Creswell, 2003) was used. The decision to use this research design is grounded in the desire to understand the

phenomenon associated with an advisor’s application of knowledge to practice. This design is appropriate for testing elements of an emergent model from the qualitative phase, which is used to create an instrument to test the emergent model on the selected population (Creswell, 1999; Morgan, 1998). Sequential exploratory strategies allow for one method to take priority. In this study priority was given to the qualitative data because it was used to develop the survey instrument and was collected first in the data collection sequence. Implementation of the first phase was completed in a pilot study conducted during the spring semester of 2005 (see Appendix A). The first phase was a qualitative design that explored how student organization advisors learned and approached advising through interviewing professionals at two types of institutions.

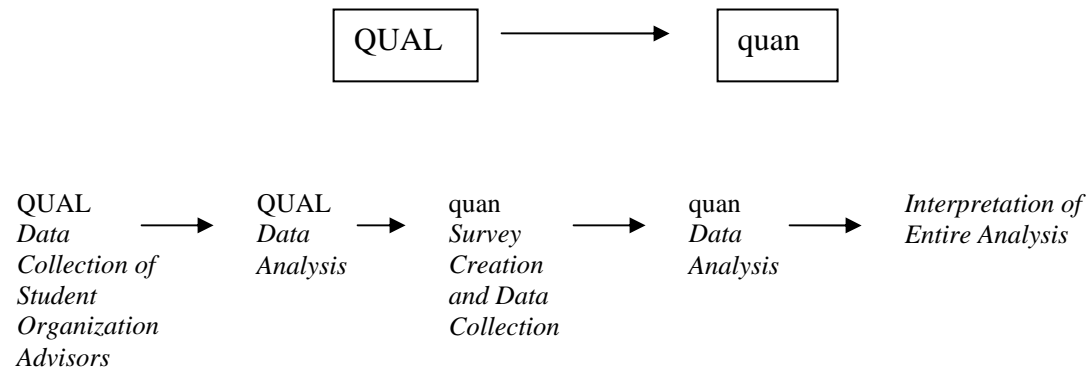


Figure 1. Visual research design for sequential exploratory strategy.

Note: This visual model was adapted from Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Thousands Oak, CA: Sage.

The emergent themes from the qualitative data were used in cooperation with the literature review to develop a survey instrument. The instrument investigated the themes identified in the qualitative data through items that concentrated on how advisors learn to advise student organizations, as well as the relationship between the advisor and the student organization constituents (individuals, executive officer board, and total group).

Following the qualitative analysis the literature review provided context for the survey items. The research design will be explained by first addressing the qualitative methodology, followed by a discussion of the quantitative survey.

Qualitative Methodology

Student organization advisors were interviewed in the spring semester of 2005 to understand how the individual advisor learned to become an advisor and the process used for advising a student organization. These two processes were analyzed to identify themes associated with how an advisor acquired knowledge about advising and how they approached their role.

Grounded theory methodology was used to explain what had been observed in the data. The purpose of the grounded theory methodology was to use a constant comparative method to establish emergent themes and provide results that are grounded in fieldwork (Patton, 2002; Strauss & Corbin, 1998). This methodology was appropriate for the study because it provided a set of coding procedures for data analysis and because grounded theory is designed to “build theory rather than test theory” (Corbin, 1998 as cited in Patton, 2002, p. 127). A pragmatist framework is appropriate with grounded theory methodology because of the sequential nature of data analysis (Creswell, 2003).

Qualitative Data Collection

The first phase of the study, qualitative data collection, was carried out in a pilot study during the spring semester of 2005. Purposeful sampling and criterion sampling (Patton, 2002) were used to interview two participants at each institution. The sample criteria included participants who are full time employees and directly responsible for

advising a student governance organization or policy board on campus. Participants were identified through the campus directory and contacted via email by the researcher.

Qualitative Sampling

Participants from three types of institutions including private liberal arts, urban, and large public were asked to participate. Purposeful sampling and criterion sampling (Patton, 2002) were used to identify the participants. Purposeful sampling allowed for the selection of information rich cases for in-depth study (Patton, 2002). Criterion sampling was used to identify the participants based on the predetermined criterion established for the study (Patton, 2002). Two voluntary participants were contacted at each institution. These selected participants were identified as full time employees who were directly responsible for advising a student governance organization or policy board. Participants were identified through the campus directory and contacted via email by the researcher. The final sample consisted of four participants: two from a large public research institution and two from a private liberal arts institution. This included 2 women and 2 men; and all held a master's degree in higher education and student affairs, college student personnel, or a related field. Participants' background in the student affairs profession is as follows: 2 have been involved in the profession 0–5 years, 1 for 6–10 years, and 1 for more than fifteen years. Additionally, the participants' involvement with directly advising a student organization varied between 0 and 15 years.

Qualitative Method

Participants were asked to complete a short questionnaire at the beginning of the interview. The questionnaire was designed to gather demographic information about the

individual and their professional background in student affairs. The questionnaire was collected by the researcher and coded with an alphabetical letter to ensure confidentiality. Each interview was tape recorded and transcribed for coding during the spring semester. The interview process took approximately 30–40 minutes. Written reports identified the participants with pseudonyms in connection with the type of institution in which they currently work to maintain confidentiality.

Semi-structured interviews were conducted and transcribed for analysis. The questions focused on how advisors acquired knowledge and skills regarding advising student organizations; as well as the advisors' relationship with the student organization constituents (individuals, officer team, and total group; see Appendix C).

Qualitative Analysis

The interviews were transcribed verbatim and analysis of the data involved two coding levels: open and axial (Strauss & Corbin, 1998). During the open coding phase each interview was examined line-by-line to generate categories for comparison across the cases. Open coding breaks the data down into “discrete parts, [that are] closely examined, and compared for similarities and differences” across the cases (Strauss & Corbin, p. 102). Axial coding is used to connect the emergent categories into subcategories to explain the categorical concepts.

Qualitative Trustworthiness

To establish trustworthiness of the data, peer debriefing and member checking were used to establish credibility (Lincoln & Guba, 1985). Preliminary findings and interpretations were shared with peer debriefers to examine the findings. The results were

also shared with the participants in the form of a PowerPoint presentation to review the accuracy and credibility of the information presented.

Qualitative Results

The data analysis revealed two categorical themes with a variety of elements within each category. The first theme dealt with the process of knowledge acquisition related to being an advisor and how the individual applies the knowledge to practice. Guided by the interview questions each of the 4 participants articulated a process for how they learned to be an advisor and how they applied that knowledge to their practice. An awareness of the relationship between the advisor and the constituents of a student organization emerged as the second theme within the data. Also guided by the interview questions the participants voiced how they interact with individual members, the officer team, and the entire organization. The two categorical themes within the data introduce two models for understanding the complexity of establishing a relationship with a student organization and how knowledge concerning advising is acquired and applied in the field. An in-depth discussion of the qualitative results will be included in chapter 4.

Quantitative Methodology

Specific statements and emergent themes from the qualitative data were used to create a survey instrument that is grounded in the views of the participants (Creswell, 2003). Survey methodology was used in the second phase to gather information “for the purposes of constructing quantitative descriptors of the attributes of the larger population” (Groves et al., 2004, p. 2). The survey was constructed based on the emergent themes identified in the qualitative data and the corresponding literature on

advising student organizations. Distribution of the survey was web-based, and the results consisted of self-reported data that were both factual and attitudinal (Gonyea, 2005).

Quantitative Survey Development

The survey instrument was created from the emergent themes found in the qualitative data and within the literature to create questions that are grounded in the views of the participant population. Flexibility in the research design allowed for the application of new models and information about survey method research.

The survey instrument consists of seven sections (see Appendix D). Each section was designed based on the results of the pilot study and a review of the literature. Instructions were provided at the beginning of each section rather than at the beginning of each web page. Page headers were included in the design of the survey for use by the researcher, but may not have been visible to the participant. Headers that are not visible to the participants are enclosed by brackets.

The first section requested demographic information about the participant including gender, education level, years of experience advising, type of student organizations they advise, and whether or not advising a student organization is part of their job responsibilities. The answers in this section were used to determine if the participants met the predetermined criteria of being a full-time employee who is responsible for advising at least one student governance organization as part of their job responsibilities.

The second section asked the participants to answer a set of questions based on when they first began advising a student organization. Questions in this section measured the respondents' subjective state including their knowledge and perceptions, their

feelings, and their judgments (Fowler, 1995) regarding when they first began to advise a student organization. Due to the variable of years of experience for each respondent a predetermined time-frame was not identified for the participant. How the respondent learned to advise and how prepared they felt when they began advising are directly linked to the results of the pilot study. The respondents' preparedness to advise a student organization was asked using a Likert scale to elicit attitudinal information (Rea & Parker, 2005). An open-ended question was used to allow the participant to self-report how they acquired knowledge about advising a student organization. An open-ended question was appropriate due to the lack of research that exists that confirms how professionals responsible for advising a student organization learn how to approach their responsibilities. Participants were asked to indicate if they have taken a specific course related to advising student organizations, and a programmed skip pattern was used to allow the respondent to share what they learned in the course, if they answer in the affirmative. Questions related to a trial-and-error approach to advising and the influence of mentors were examined, because these were prominent themes found within the qualitative study.

Section three asked respondents to answer a set of questions related to how they currently advise a student organization. The same question regarding preparedness to advise a student organization was asked using the identical Likert scale to elicit attitudinal information (Rea & Parker, 2005) as was used in section two. Participants were asked if they participated in professional development opportunities that assisted in enhancing their advising approach using a Likert scale. An open-ended question was used to allow the respondent to describe the types of professional development activities in

which they participated. This allowed for the collection of base-line information that identified where and if respondents acquired knowledge about student organization advising in their full-time position. Questions related to a trial-and-error approach to advising and the impact of a mentor on an advising approach were examined as these were prominent themes found within the qualitative study.

Section four examined the advisor's relationship with the organization and the use of theory to practice. A series of questions were used to elicit attitudinal information using a Likert scale (Rea & Parker, 2005). These questions provided base-line attitudinal information related to advisors' self-reported relationship with organization.

Section five examined the self-reported expectations of the advisor. The respondent answered a series of attitudinal questions related to what they believe are the expectations of the student organization and the expectations of the institution. These questions were adapted from an online resource at Northwestern University (n.d.) designed to define effective student organization advising for the advisor. Section six examined the respondents' interaction with student constituencies. This section was created based on a theme identified in the pilot study querying that the amount of time the advisor spent with each constituency group within the organization.

Finally, section seven examined the respondents' self-reported advising approach. The functions identified in the literature were aligned with behaviors that have been part of the student affairs lexicon. Functions originally described by Bloland (1967) have been adapted to be representative of current student affairs jargon and were used to describe possible approaches to advising a student organization. An open-ended question was

provided to allow the respondent to interpret in their own words how they describe the approach they selected.

Quantitative Sample

The purpose for the development of an instrument is to generalize from a sample population to make inferences about behaviors and characteristics (Babbie, 1990). During the quantitative phase a single stage sampling procedure was conducted and the sample included a stratification of the sample identifying participants who are full-time employees of institutions and responsible for directly advising at least one student group or organization. The participants included members of the American College Personnel Association (ACPA); College Student Educators International who self-selected to be members of the Commission for Student Involvement (n.d.) and the Commission for Housing and Residential Life. Each commission was selected due to the role these professionals often have on campus related to advising student organizations. Residential life professionals frequently work with residence hall associations on campus, and student involvement professionals often work with student government, union boards, and Greek governance organizations.

Quantitative Data Collection

Cross-sectional data collection was used to collect the data at one point in time and the instrument was delivered as an online self-administered questionnaire. Subjects were identified through the ACPA membership database. The association was not willing to release the email addresses and contact information of the potential participants. The researcher was provided a list of names and institutions and the association sent the

contact messages on behalf of the researcher. As a result, the survey included a name field to identify the participants in order to track the response rate. The entire population sample was 1,381 participants. Kittleson (1997, as cited in Cook, Heath, & Thompson, 2000, p. 831) noted that “one can expect between a 25 and 30% response rate from an e-mail survey when no follow-up takes place. Follow-up reminders will approximately double the response rate from e-mail surveys.” The survey took approximately 20–30 minutes to complete online.

Specific eligibility requirements of the subjects included that they be (a) a full-time professional at an institution of higher education; and (b) responsible for advising at least one student governance organization as part of their job responsibilities. Subjects were screened through the survey to verify they are full-time employees of the institution and responsible for advising at least one student governance organization as part of their professional responsibilities.

Web Survey Distribution.

A web-based survey was used in this study. The survey was distributed to a sample population that consisted of professionals who are employed by an institution of higher education. Due to the high volume of email correspondence provided to professionals in student affairs from professional associations and the high percentage of institutions that are wired to the internet, an assumption was made that the vast majority of the sample population had continuous access through their position to a computer connected to the internet and an individual email account. The benefits of a web-based survey include a faster response speed, lower item nonresponse, longer responses to open-ended questions, and a cost savings for the researcher (Kwak & Radler, 2002).

Schafer and Dillman (1998, as cited in Couper, 2000) found that open-ended questions as well as closed-ended questions generated a lower rate of item nonresponse in electronic surveys. An additional strength of web-based surveys for the researcher is the control and direction that can be included in the survey design (Kwak & Radler). Online surveys can include programmed skip and branch patterns and require participants to answer questions before they are able to proceed (Kwak & Radler).

Quantitative Analysis

A description of the final sample was provided using demographic frequencies. The research questions were answered using various statistical methods and open-ended response analysis. The statistical method that was used to analyze each question is described below.

The first question focused on how learning to advise occurred. Responses in Part II and Part III of the survey provided the evidence for this question. Descriptive statistics were used to organize and summarize information about formal and informal modes of learning (Heiman, 2004). Open-ended questions focused on the process of learning and inductive qualitative analysis was used (Patton, 1990). “Inductive analysis means that the patterns, themes, and categories of analysis come from the data; they emerge out of the data rather than being imposed on them prior to data collection and analysis” (Patton, 1990, p. 390).

The second question focused on the relationship between the advisor and the student organization constituents (individuals, officer team, and total group). This question was answered from questions in Part IV and Part VI. This information was also summarized using descriptive statistical methods. The exploratory nature of this study

requires elementary data gathering techniques to provide base-line information about advisor relationships.

The third question focused on the application of an advising style. This question was answered in two manners from the data in Part VII of the survey. First is the inductive analysis (Patton, 1990) of how these advising categories are defined by the participants. The second analysis used nonparametric statistics to compare advising style to constituent group. The nominal variables used in Part VI will need a chi-square procedure to measure the number of participants in each category (Heiman, 2004). Visual inspection of the distribution of responses may also add information about advising styles and constituent groups.

The fourth question focused on what the impact of experience had on self-reported advising styles. Experience was determined by number of years responsible for advising, found in Part I. Depending on the number of respondents and the distribution on the experience variable, participants were grouped in a variety of different combinations. An example of this would be to group the participants into three levels: entry (less than 1–5 years), mid-level (6–15 years), and senior (15 years and above). Nonparametric statistics was used to compare self-reported advising styles and years of experience advising. A two-way chi-square analysis was used to examine the relationship between the two variables: years of experience and self-reported advising styles (Heiman, 2004).

Finally, the fifth question explored the behaviors described in the literature and their commonalities with advising functions described in the literature. Part V of the survey items, dealing with expectations of the student organization and expectations of the institution, was created from behaviors mentioned in the literature. An exploratory

factor analysis was done on these items to investigate whether these items organized into factors that exemplify advising functions (Crocker & Algina, 1986). This type of analysis establishes the validity of this portion of the survey.

Procedure

SurveyMonkey.com was used to collect the data electronically from the participants. ACPA was not willing, under any circumstance, to provide the email addresses of the participants to the researcher. A compromise resulted in the association distributing the contact messages on behalf of the researcher. The contact messages contained a link to the survey instrument. The initial contact email (see Appendix E) and two follow-up messages were sent to those individuals who had not yet responded. The first follow-up message was sent approximately 2 weeks after the initial contact (see Appendix F) and the second follow-up message was sent to those who had not yet responded approximately 1 week later (see Appendix G). ACPA provided a list of names and institutions to the researcher that indicated to whom the association was sending the contact messages.

Confidentiality

The data on SurveyMonkey.com was stored with identifiers. The identifier that was requested was the participants first and last name. This list was kept in a separate file in a locked office and was necessary to maintain an accurate response rate. The information was downloaded from SurveyMonkey.com without identifiers and each respondent was given a numerical code to maintain confidentiality. There was no

personally identifiable information on the SPSS data file and the file was kept on a computer in a locked office.

After the data was downloaded from SurveyMonkey.com, the participants were coded and identified through a number to maintain confidentiality. The code list was stored on the researcher's personal computer and was destroyed when data analysis was completed. Reports were written to include aggregate data and individual qualitative responses. The subjects were not identified individually in the report.

CHAPTER FOUR: RESULTS

The results of the study provide a baseline understanding for how advisors of student organizations learn to become an advisor and approach their role on campus. The results for this sequential exploratory study include the pilot results from the qualitative study that informed the development of the web-based survey and the results of the national survey. This chapter will provide a detailed explanation of the results as they pertain to each research question and address the limitations of the study. Due to the sequential, exploratory mixed method design (Creswell, 2003) of the study the qualitative and quantitative results will be presented separately.

Phase One: Qualitative Data

In this research design the qualitative data took priority. The data was used in combination with the literature review to develop the survey instrument and was collected first in the data collection sequence. Student organization advisors were interviewed during the spring semester of 2005 to understand how the individual advisor learned to become an advisor and the process for advising a student organization. These two aspects were analyzed to identify themes associated with how an advisor acquired knowledge about advising and how they approached their role.

Grounded theory methodology was used to identify emergent themes and provide results that are grounded in fieldwork (Patton, 2002; Strauss & Corbin, 1998). Purposeful sampling and criterion sampling (Patton, 2002) were used to interview 2 participants at each institution. Two voluntary participants were contacted at three types of institutions. These selected participants were identified as full time employees who were directly

responsible for advising a student governance organization or policy board. The final sample consisted of 4 participants: 2 from a large public research institution and 2 from a private liberal arts institution. This included 2 women and 2 men; all held a master's degree in higher education and student affairs, college student personnel, or a related field. Participants' background in the student affairs profession is, 2 have been involved in the profession 0–5 years, 1 for 6–10 years, and 1 for more than fifteen years. Additionally, the participants' involvement with directly advising a student organization varied between 0 and 15 years. Semi-structured interviews were conducted and transcribed verbatim for analysis. Each participant was given a pseudonym. The interview protocol used questions that focused on how advisors acquired knowledge and skills regarding advising student organizations, as well as the advisors' relationship with the student organization constituents.

How Advisors Learn to Advise

The data analysis revealed two categorical themes with a variety of elements within each category. The first theme dealt with knowledge acquisition related to being an advisor and how the individual applies knowledge to practice. Guided by the interview questions, each of the 4 participants articulated a method for how they learned to be an advisor and how they applied that knowledge to their practice. An awareness of the relationship between the advisor and the constituents of a student organization emerged as the second theme with from the data. Also guided by the interview questions the participants voiced how they interact with individual members, the officer team, and the entire organization.

Knowledge Acquisition

Acquisition and application of knowledge about advising a student organization. The acquisition and application of knowledge related to advising revealed two specific components including the impact of a professional's exposure to advising and the resulting trial and error approach used by advisors.

Exposure to advising. Exposure and previous involvement in student organizations as an undergraduate influenced the techniques professionals used when working with student organizations. The participants consistently expressed role modeling and observation as methods of knowledge acquisition. A professional's exposure to advising as either a student or a professional impacts the decisions made about their own advising approach. Rudy is employed at a large public institution and has been an advisor in the profession for more than 15 years. He illustrates the importance of role modeling in how he learned to be an advisor.

Definitely [through] role modeling...I definitely have patterned a lot of my style, leadership style as well as advising style after [the Director of Student Activities at my undergrad institution] and I would say a few others along the way... I try to emulate.

Julia is employed at a private liberal- arts institution. This is her first professional role and she is directly responsible for advising two student organizations. Julia also shared the importance of role models when discussing how she learned to become an advisor.

I watch people, I think I watched people, supervisors that I had, especially in grad school, I started paying attention to them a lot more. I started a little bit in undergrad, just picking out things, what made that person so good, and picking those things out. I really just pay attention, I really watch things. I co-taught a leadership class with a supervisor of mine in grad school and I just, you know, she would coach me through things, but it was watching her that really helps with that or how people relate to students, which is part of advising well, and watching

how other people related and really modeling what I thought were strong points in their advising style, and then using those to combine my own

Julia and Rudy provide examples of how professionals rely on observation and mentoring to establish their advising approach. Although literature on student organization advising affirms that the current approach to advising is based primarily on lived experiences and role modeling (Dunkel, 2004; Dunkel & Schuh, 1998) this is one of the first studies that examined how advisors learn to advise, confirming this contention.

Trial and error approach. A connection emerged within the data that illustrated how the impact of using observation and role modeling as a method of knowledge acquisition leads to a trial-and-error approach in practice. Another important aspect that needs to be addressed is the participants initial comfort level with advising. The participants were asked to share if they felt prepared to advising a student organization. Participants expressed how they felt when they first began to advise a student organization. Each participant shared a slightly different level of comfort with their ability to advise a student organization. Two participants shared that they did not feel prepared to advise a student organization when they first began directly advising a student organization with one participant stating, “No ... I think I felt very thrown into the situation.” Another articulated that at first he “thought [he] was totally prepared” and then “realize[d] well I really didn’t know what I thought I knew.” The lack of initial comfort with advising student organizations should be taken into consideration when addressing the emergent relationship between a professional’s exposure to student organization advising and a trial-and-error approach in practice. Peter, a male employed by a large public institution who has been directly responsible for advising a student

organization for 6 to 10 years, expressed how he used the method of observation to apply those techniques to his professional role as an advisor stating,

I think by observing folks first and foremost and for me that's how I've learned how to do anything. I cannot, I can but effectively I cannot learn by reading. I need to either learn by doing or really I learn by watching and then I do.

Ella who has been in the profession for 2 years and is employed at a private institution expressed it this way “[you] kind of do your best and learn from your mistakes, what works and what doesn’t.” Julia shared “I think it was tough figuring out my role” and articulated a need for hands-on experience illustrating the trial-and-error approach was “going in and seeing what works and that man, I don’t think that was received very well ... and now I don’t do things like that.” Rudy articulated his trial-and-error approach as,

[I will] watch what you do, I'm going to copy that and then I would also say you know the book learning and the classroom learning has helped frame that: Helped break it down, describe it, put it into a student- affairs language to communicate with folks but it really hasn't changed that much from the role modeling that was done.

If the advisor of a student organization is imitating the practice of another professional and adjusting that practice with trial-and-error techniques, at what point does the advisor establish their own approach to advising?

Relationship Between the Advisor and Student Organization Constituents

Participants were asked to distinguish among how they interact with the individual members of the organization (including officers), the officer team, and the entire organization as a group. The data results were consistent between all 4 participants. Advisors identified that they spend the majority of their time with individual members (including officers), engaging them in one-on-one meetings/discussions. Ella described her relationship with individual members stating,

I do start off every year when I have new students with having a one-on-one with my chairs and talking about expectation, and I send them an email and let them know to come prepared with that...I try to have biweekly meetings to follow up with them.

A relationship with the officer team offers the opportunity for group communication where the advisors articulated they can present and comment on the direction of the organization. Ella further stated, “I do build close relationships with my chairs and the exec team, the vice president, but not as much with their committees, their individual committees.” Participation with the entire organization is where the least amount of interaction occurs. Peter stated,

So you know anytime you're dealing with a group of five or more it's difficult to have a meaningful discussion. It's difficult to challenge just because of the size of the group and the background of individuals, so sharing or communicating or advising a group I tend to be more generic, more factual, more detailed, more black and white just because I realize how the group reacts to things.

Rudy articulated the difference in the relationship between these constituents this way:

I'm a lot more communicative when [students] are individual...the organization is not mine and so it's their, I mean I think that's their mechanism for find[ing] out about each other and practicing their leadership roles, so I think it's healthy for me to be a part of those but I just on a formula sense I usually say I should only be at 50% of them.

The relationship between the advisor and the student organization constituents is illustrated in an inverted cone that shows how the interaction moves from the most direct interaction on an individual level to the least direct interaction with the entire organization (see Figure 2).

As stated previously, the results from the pilot study were used in cooperation with the literature to develop a survey instrument that was distributed to a national sample. The survey instrument investigated the themes identified in the qualitative data through items that focus on how advisors learn to advise student organizations, as well as

the relationship between the advisor and the student organization constituents (individuals, executive officer board, and total group). The literature review complemented the themes and provided the context for the survey items.

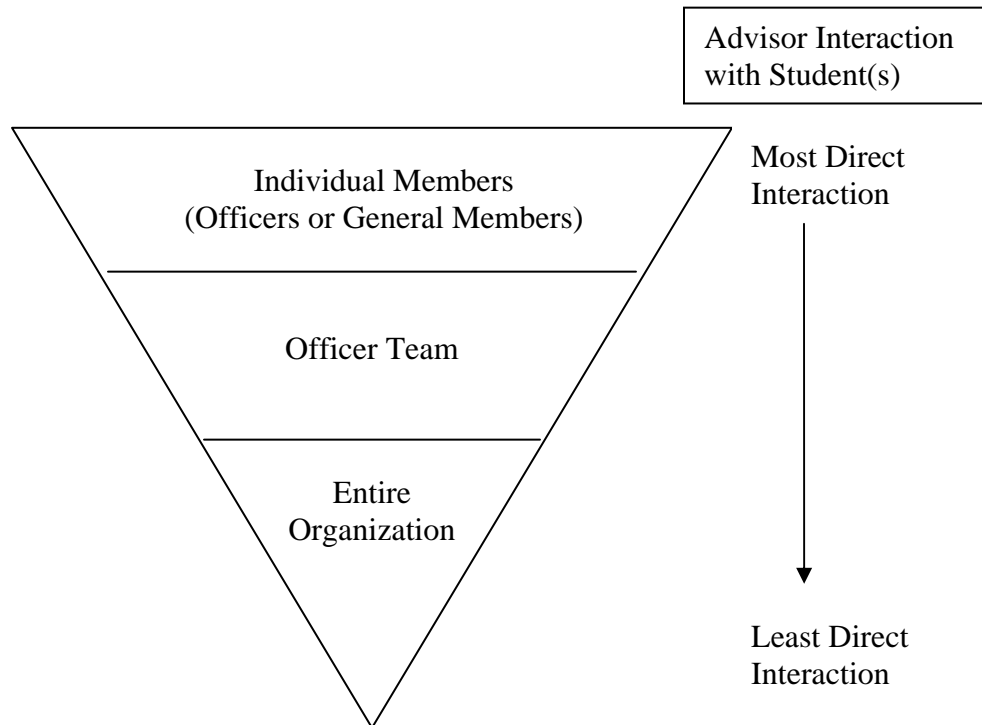


Figure 2. Interaction between advisor and student organization constituents.

Phase Two: Quantitative Data

The survey results presented in phase two of the study are a response to the five research questions presented in chapter 1. Research results include various statistical methods and open-ended response analysis. The survey response rate and participant demographics are explained using descriptive statistics. Results related to the five research questions are explained based on the focus of each question. The research questions focused on how the advisor learned to advise, the relationship between the advisor and student organization constituents, the application of a self-reported advising

style, the impact of experience on self-reported advising styles, and an exploration of advising functions.

Sample

A single stage sampling procedure was conducted. The participants included professional members of the ACPA who self-selected to be members of the Commission for Student Involvement (n.d.) and the Commission for Housing and Residential Life. Each commission was selected due to the professional role these professionals often have on campus when advising student organizations. Residential life professionals frequently work with residence hall associations on campus, and student involvement professionals often work with student government, union boards, and Greek governance organizations. In addition, the ACPA Commission on Student Involvement (n.d.) has an advisor manual developed as a resource for its members. Stratification was used to “assure representation of population subgroups in the sample” (Groves et al., 2004). The selected participants from the two commissions were only professionals who self-selected *professional* as their membership category with the ACPA, eliminating those members who self-selected *student* as their membership category from the sample. This stratification redefined the target population to better fit the sampling frame for those participants who are full-time employees of the institution (Groves et al., 2004).

Response Rate

The total sample population consisted of 1,381 participants. Eight participants did not have valid email addresses as reported by the ACPA, resulting in a sample population of 1,373. The response rate for this study was 424 participants (30.9%) from the national

sample. Of the 424 participants, 282 (66.5%) indicated that advising a student organization on campus was part of their job description. Another 112 (26.4%) of the participants indicated that advising was not part of their job description. The remaining 30 participants did not answer the question, which will appear as a gap in the responses on some items in this analysis. The specific eligibility requirements of the subjects included being (a) full-time professionals at an institution of higher education; and (b) responsible for advising at least one student governance organization as part of the job responsibilities. All data responses were retained and analyzed. Participants were separated based on whether they were responsible for advising a student organization as part of their job responsibilities. The two data sets were compared to see if any differences existed between how advisors who are responsible for advising a student organization as part of their job description differ from those who do not have advising outlined in their job responsibilities. The majority of the results indicated that the responses between the groups were consistent and no visible differences existed.

As a result the data presented will include the results of all the respondents, as well as responses that have been divided to illustrate any findings that emerged between the groups. Although no significant differences existed, the data analysis did reveal some findings between the groups that are important to note in this study.

Missing Data

One of the limitations of web-based design surveys is the ability for the survey participants to exit the survey on any screen. This feature resulted in participant responses that contained missing data at different points throughout the survey. Nothing was done to the missing data for questions that were analyzed using descriptive statistics. For the

items in the factor analysis, mean imputation was used in order to retain the target number of participants. Mean imputation was used to fill in missing values with the mean of the nonmissing values (Saunders et al., 2006). This method of dealing with the missing data is appropriate since the data missing is completely random (Saunders et al.).

Participant Demographics

The majority of the participants in the survey were female, with 276 (65.1%) reporting female and 146 (34.4%) reporting male. A total of 2 participants (.5%) did not answer the gender question. In addition, the majority of the participants hold a master's degree, 359 (84.7%); and 375 (88.4%) indicated their advanced degree is in higher education and student affairs. A total of 282 (66.5%) of the respondents indicated that advising a student organization is part of their job description. A total of 112 (26.4%) indicated that advising was not part of their job description. Participants were also asked to indicate if, in addition to advising a student organization themselves, they were responsible for overseeing student organizations that were directly advised by faculty and staff on campus. It should be noted that of those who indicated that advising was not part of their job description (n = 112), 33 (29.5%) indicated that they are responsible for overseeing registered student organizations that are advised by faculty or staff members on campus. Of those participants that indicated advising is part of their job responsibility (n = 282), 158 (56%) are also responsible for overseeing registered student organizations that are advised by faculty or staff on campus. Information related to the participants' experience working in the field full time and advising was also collected. Table 1 outlines the total number of respondents and is delineated by those who indicated that advising was part of their job responsibility and those who did not. Although the majority of

respondents (n = 207; 52.3%) have been advising a student organization for between 1 and 5 years it should be noted that the majority of the sample (n = 293) has less than 10 years experience in the field of higher education and student affairs.

Table 1
Total Participant Response Based on Years Directly Responsible for Advising a Student Organization and Working Full Time in the Field

| | Advising <i>is</i> part of the job responsibility | | Advising <i>is not</i> part of the job responsibility n (%) | |
|------------------|---|-------------------------------|---|-------------------------------|
| | Years Working Full Time n (%) | Years Directly Advising n (%) | Years Working Full Time n (%) | Years Directly Advising n (%) |
| Less than 1 year | 31 (11) | 14 (5) | 4 (3.6) | 7 (6.3) |
| 1 to 5 years | 136 (48.2) | 158 (56) | 32 (28.6) | 49 (43.8) |
| 6 to 10 years | 59 (20.9) | 67 (23.8) | 30 (26.8) | 29 (25.9) |
| 11 to 15 years | 34 (12.1) | 25 (8.9) | 16 (14.3) | 13 (11.6) |
| 16 plus years | 20 (7.1) | 18 (6.4) | 30 (26.8) | 14 (12.5) |

Participants also identified the types of student organizations they are responsible for advising. Respondents were able to select more than one type of student organization. Of the total respondents 109 (25.7%) were responsible for advising student government, 90 (21.2%) union/programming boards, 167 (39.4%) student interest groups, 140 (33%) residence hall associations, 82 (19.3%) Greek organizations, and 148 (34.9%) indicated other.

Learning to Advise

The first research question focuses on how learning to advise a student organization occurred. Responses in Part II and Part III of the survey provided the evidence for this question. Descriptive statistics were used to organize and summarize information about formal and informal modes of learning (Heiman, 2004). Open-ended

questions focused on the process of learning and inductive qualitative analysis was used to interpret the data (Patton, 1990).

Descriptive Statistics

Comparison data was used in Part II and Part III of the survey to further understand how advisors learned to advise. Part II of the survey asked the participant to respond to questions by recalling how they felt when they first began advising. Part III of the survey asked participants to respond to questions concerning how they currently advise. Two questions were used in both sections to provide a comparison. This comparison provided insight into the perception of changes that occurred over time.

Participants were asked to identify on a Likert scale how prepared they were to advise a student organization when they first began advising. The majority of total respondents (n = 185) indicated that they were somewhat prepared to advise a student organization. When examined in relationship to if advising is part of their job description, consistently the majority of respondents in both groups indicated that they were somewhat prepared to advise a student organization (see Table 2).

Table 2
Preparedness to Advise a Student Organization

| | Advising <i>is</i> part of the job responsibility <i>n</i> (%) | | | | Advising <i>is not</i> part of the job responsibility <i>n</i> (%) | | | |
|--|---|----------------------|-----------------------|------------------|---|----------------------|-----------------------|------------------|
| | Not at all prepared | Somewhat prepared | Generally prepared | Very prepared | Not at all prepared | Somewhat prepared | Generally prepared | Very Prepared |
| Preparedness for advising when first started | 28 (9.9) | 134 (47.5) | 94 (33.3) | 23 (8.2) | 23 (20.5) | 51 (45.5) | 24 (21.4) | 10 (8.9) |
| Preparedness for advising currently | 0 | 14 (5) | 120 (42.6) | 141 (50) | 0 | 1 (.9) | 38 (33.9) | 63 (56.3) |

Although the majority of respondents felt that they were somewhat prepared to advise a student organization, an interesting finding is that the percentage of participants who were not at all prepared to advise a student organization when they began advising was double for the group that indicated that advising was not part of their job description. These results could indicate that those practitioners who took a position where advising was outlined as part of their job description were better prepared to advise a student organization than those who did not have advising as part of their position. These results support the need to provide initial training to practitioners, because the role of advising a student organization on campus is not restricted to those who have the responsibility listed in their job description.

Participants were asked to indicate how frequently they responded to a student group situation incorrectly when they first began advising a student organization. The majority of respondents (*n* = 281) indicated that they seldom responded incorrectly when they first began advising a student organization. When asked the same question in

relation to how they currently advise the number of respondents who indicated that they seldom responded incorrectly (n = 344), the number increased.

Table 3
Frequency of Incorrect Response to Advising Situations

| | Advising <i>is</i> part of the job responsibility n (%) | | | | Advising <i>is not</i> part of the job responsibility n (%) | | | |
|---|--|-------------------|------------------|---------------|--|------------------|------------------|---------------|
| | Never | Seldom | Often | Always | Never | Seldom | Often | Always |
| Respond to a student group incorrectly—when first started | 1.4 (n = 4) | 73.3 (n = 203) | 25.3 (n = 70) | 0 | 4.7 (n = 5) | 72.9 (n = 78) | 21.5 (n = 23) | .9 (n = 1) |
| Respond to a student group incorrectly—currently | 2.6 (n = 7) | 93.4 (n = 254) | 3.7 (n = 10) | .4 (n = 1) | 7.8 (n = 8) | 88.2 (n = 90) | 3.9 (n = 4) | 0 |

Paired Sample T-test

A paired sample *t*-test was conducted to evaluate the impact of the questions related to how prepared advisors felt when they first began advising a student organization compared to how prepared they currently felt advising. There was a statistically significant difference in how participants felt when the first began advising ($M = 3.23$, $SD = .806$) to when how they feel when they currently advise ($M = 3.50$, $SD = .575$) [$t_{376} = -25.205$, $p < .0005$]. The eta-squared statistic (.245) indicated a large effect size making it a meaningful result (Cohen, 1988). These results indicate that a change occurred between how prepared advisors felt when they first began advising and how they feel as they currently advise. It is unclear what factors might have influenced the change.

A second paired sample *t*-test was conducted to evaluate how frequently advisors felt they responded to a student group situation incorrectly when they first began advising

compared to how frequently they responded incorrectly in their current advising situation. There was a statistically significant difference with a decrease in how frequently participants responded incorrectly when they first began advising ($M = 2.23$, $SD = .475$) compared to how they currently advise ($M = 2.00$, $SD = .297$) [$t_{374} = 8.768$, $p < .0005$]. The eta-squared statistic (.170) bordered on a large effect size (Cohen, 1988). These results indicate that advisors feel more equipped currently to respond to situations that arise when advising a student organization.

The feeling that responses to the student organization are more accurate could possibly be linked to the factors that influenced the change in preparedness to advise. A significant increase in the feeling of preparedness toward advising and a significant decrease in how often advisors feel they respond incorrectly indicate that the advisor possibly feels more confident in their position. These findings are also aligned with the emergent theme that on-the-job training is how advisors learn to advise a student organization. It is critical to figure out what factors impacted these significant changes to better prepare professionals for these roles in the future.

Mentoring

Mentoring was examined in Part II of the survey related to when advisors first began advising. A series of three questions explored the impact and identification of a mentor for professionals. No difference in responses existed between the participants who have advising as part of their job description and those who do not. Therefore, the results are based on the total number of respondents.

Participants were asked if a mentor had influenced their approach to advising a student organization when they began advising. The majority of respondents ($n = 315$)

affirmed that their approach to advising was influenced by a mentor. The participants were also asked if when they began advising they responded to situations based on how they had observed another advisor responding to a similar situation. Those participants who answered “yes” (n = 317) were asked if they considered that person to be a mentor. The majority of respondents (n = 317) indicated they did respond to situations based on what they had observed with another advisor and the majority (n = 249) of those respondents considered that person to be a mentor. Mentoring appears to play a visible role when potential student organization advisors are both thinking about entering higher education and student affairs and when they first entered the field. This data is consistent with the finding that student organization advisors learned to advise through vicarious learning (Bandura, 1986) and observation.

Open Ended Items

An open ended question asked participants to explain how they learned to advise a student organization. Inductive analysis was used to identify themes, patterns, and categories that emerged from the data (Patton, 1990). The emergent themes from the open ended question confirmed the anecdotal literature related to how advisers learn to advise a student organization. The open-end question was coded separately based on if the respondent indicated that advising was or was not part of their job responsibility. The same themes emerged in both sets of data. As a result the data were combined and five themes emerged. The majority of participants responded to the open ended question with the inclusion of at least two of the themes. The themes included: trial and error; exposure to advising; undergraduate experience; observation; training/graduate school (both assistantship and academic program).

Trial and error. Participants identified trial and error frequently as part of how they learned to advise a student organization. The participants often began their description of how they learned to advise by first identifying trial and error as the primary method. This was the most frequently referenced methods for how advisors acquired knowledge related to advising a student organization.

Trial and error. Occasionally talking it through with my supervisor about what was going well and what was challenging. Realized that even as a grad student, my role as advisor was different from my role as member. Was terrified in the beginning—didn't want to screw up someone else's experience.

The theme itself was often described by the participant as an addendum to the statement that trial and error was the method with which they learned to advise.

Through trial and error mostly. I thought about the things past advisors had done with the student group, what I had observed from other advisors, and through conversations with colleagues on ways to work with the student groups.

Participants recognized that trial and error didn't always mimic another advisor's approach; rather the catalyst was the need to quickly figure out how to work with the student organization.

By jumping into the experience— trial and error. I took it upon myself to read books/articles on advising to better prepare myself. I did receive some guidance from my supervisor, but learned quickly that his approach was one I was not comfortable mirroring.

On the job experience. On the job training and years of experience were identified as a theme. Within this theme the participants articulated that they learned from their experience in the position about how to advise a student organization. One participant shared, "It was really a process learned through experience." This theme differs slightly from that of trial and error in that the respondents specifically addressed how they gained knowledge about how to advise over time. "Honestly, by doing mainly. I had some of the

fundamentals, but the actual application came over time. It was also a surprise at the variety of needs that certain individuals had.” This theme also addressed experience as one of two primary methods of knowledge acquisition, the other being working with professional colleagues in the field. Undergraduate experience was also mentioned but secondary to that of experience over time. “Engaging in the experience itself and working with other colleagues in student affairs to work through advising issues. I also drew upon past experiences in having been advised as an undergraduate student.”

Participants also articulated that experience included increased responsibility over time.

Primarily experience. I started “small,” with one Residence Hall Association, and drew on my own experience as a student leader, and sought advice from my supervisor. Over the years, I took on more responsibility for larger organizations, benefited from strong supervisors and mentors, and learned from resources available through professional associations and conferences.

Observed undergraduate experience. The relationship between the participant’s undergraduate experience and how they learned to advise a student organization was the second most often mentioned method of knowledge acquisition. Although this method is similar to observation, the participant responses were specific in mentioning their own undergraduate experience that included being a member of the organization. “Through previous experience in leadership roles in a Greek-letter organization and student interest groups. Additionally, I looked at literature on advising policies and expectations at the campus of my employment.”

Participants also referenced the opportunity to actually have student roles during their undergraduate career that provided them with the opportunity to advise or supervisor students.

I learned through various mediums, the first being practice. During my years as an undergraduate I was fortunate to have some higher-level student supervisor positions. These positions allowed me [to] get some well-needed practice experiences. The second way I learned was through mentors and supervisory leaders in each of the positions I have held. The final learning method was my graduate study in student affairs.

Participants also referenced that they identified what they liked and didn't like from multiple advisors they had as undergraduates.

I thought a lot about what my advisors had been like when I was an undergraduate, and what I wanted to be like, and what I did not want to be like. Other than that, it's generally trial and error, with a sprinkling of attempts to apply student development theory.

Vicarious learning. This theme articulated how observing another advisor, whether as a member of an organization or as a colleague, can result in the mimicking of advising approaches. Although the theme includes references to the participants' undergraduate experience, there was more emphasis on watching others' behavior rather than being engaged with the individual who was being observed.

By watching others interact with students in an advising role. By advising a student organization under a mentor as a graduate student. By trial and error.

Observing other professionals in advising roles, books and resource guides, information provided on the internet, and hands-on experience.

Training/graduate school (both assistantship and academic program).

Participants did reference training programs or resources as a source of knowledge acquisition. This theme might appear to contradict the anecdotal literature that indicates a limited number of training programs exist to prepare professionals for the role of advising. After further investigation the participants reference these concepts 'in general' rather than being able to articulate what was actually learned that could be translated to practice. "By reading articles and books on the subject as well as talking with colleagues

about their experiences/styles.” “I learned how to advise groups in my graduate assistantship during my Master’s program. I was trained in advising student organizations. I also developed training for advisors as well.”

Participants also articulated that they learned through both the classroom and practical experience provided through their graduate preparation program. “Through a combination of graduate classes and through practice as a graduate assistant. In my first professional position out of graduate school, I continued to hone my skills by observing advisors/administrators whom I respected.”

Summary

This study found that the way in which advisors learn to advise is consistent with the anecdotal literature that identified role modeling and observation as the primary mechanism (Dunkel, 2004; Dunkel & Schuh, 1998). The data also revealed that a large number of participants felt that they were generally prepared to advise a student organization when they first began advising and self-reported that they seldom responded incorrectly to advising situations. This could be considered inconsistent with the themes that emerged from the qualitative data that identified methods that are more haphazard than intentional. The emergent themes of trial and error, on-the-job experience, observed undergraduate experience, and vicarious learning all indicate that that some type of “incorrect” responses most likely lead to a more-informed advising approach. The confidence of the advisor in self-reporting that they seldom responded incorrectly to an advising situation could be a result of the relationship between the advisor and their supervisor.

Unexpected findings within the data analysis revealed that the 207 participants did not consider their supervisor to be a mentor and further 263 participants indicated that they seldom (n = 161) or never (n = 102) asked their current supervisor for advice on how to advise a student organization. Taking this data into consideration, how an advisor approaches their role in their professional position could be impacted if advisors are not discussing this aspect of their position with their supervisor.

The relationship between the advisor and their supervisor is important to consider because the data also revealed that when advisors first began advising their approach was influenced by a mentor and they responded to situations based on how they had observed a mentor respond. The impact of mentoring on advising approaches appears to be stronger when an advisor first begins advising but is lacking that influence in the current practice of advising.

Relationship Between the Advisor and Student Organization Constituents

The second question focused on the relationship between the advisor and the student organization constituents (individuals, officer team, and total group). This question was answered using data from Part IV and Part VI. The information is summarized using descriptive statistical methods. The exploratory nature of this study requires elementary data gathering techniques to provide base-line information about advisor relationships.

Descriptive Statistics

Respondents were asked to identify one organization that they work with the most in their current situation. Participants were asked to answer questions on a Likert scale

that focused on their interactions with the student organization. Table 4 provides a summary of those responses. Participants often offered comments and discussed or corresponded with the full membership regarding policy issues. A total of 211 of the participants also felt that they generally understood the legal implications of advising a student organization. The majority of respondents indicated that they seldom or never organize retreats for either the officer team or the full membership, although the majority of the total population did respond in the affirmative (n = 282) that at the beginning of the academic year they established expectations with the full membership of the organization. In addition, the majority of the total respondents (n = 240) did feel that it was their responsibility, generally, to provide leadership development to the officer team. Respondents indicated that they reference group development literature more often than they indicated they reference student development literature when preparing materials for the organization.

Table 4
Summary of Responses Regarding Advisors Relationship With the Organization

| | Advising <i>is</i> part of the job responsibility <i>n</i> (%) | | | | Advising <i>is not</i> part of the job responsibility <i>n</i> (%) | | | |
|--|---|---------------|---------------|--------------|---|--------------|--------------|-------------|
| | Never | Seldom | Often | Always | Never | Seldom | Often | Always |
| Offered comments during the meetings with the full membership of the organization | 11 (3.9) | 87 (30.9) | 128 (45.4) | 42 (14.9) | 12 (10.7) | 28 (25) | 46 (41.1) | 11 (9.8) |
| Discussed or corresponded with the full membership of the organization regarding policy issues related to the institution, state, etc. | 24 (8.5) | 110 (39) | 109 (38.7) | 25 (8.9) | 15 (13.4) | 35 (31.3) | 39 (34.8) | 8 (7.1) |
| Organized a retreat for the full membership of the organization | 73 (25.9) | 118 (41.8) | 61 (21.6) | 16 (5.7) | 42 (37.5) | 36 (32.1) | 15 (13.4) | 3 (2.7) |
| Organized a retreat for the officer team | 41 (14.5) | 102 (36.2) | 92 (32.6) | 33 (11.7) | 33 (29.5) | 28 (25) | 25 (22.3) | 10 (8.9) |
| Referenced student development literature when preparing materials for the organization | 41 (14.5) | 119 (42.2) | 98 (34.8) | 10 (3.5) | 23 (20.5) | 36 (32.1) | 33 (29.5) | 5 (4.5) |
| Use literature about group development when preparing materials for the organization | 29 (10.3) | 102 (36.2) | 119 (42.2) | 18 (6.4) | 18 (16.1) | 34 (30.4) | 38 (33.9) | 6 (5.4) |

Summary

Understanding the relationship between the advisor and student organization constituents is important to develop a deeper understanding of how advisors approach their role. The data revealed that the relationship is comprised of not only how the advisor works with the group, but also the time spent with the organization. Respondents indicated that leadership development is an important aspect that should be provided by the advisor to the officer team. This finding would be consistent with the research on student organization leaders on college campus (Komives, Lucas, & McMahon, 1998). It is clear that leadership development is an important component from the advisor's perspective of working with the student organization.

Additional findings in the data revealed that the amount of time advisors spent interacting with the entire student organization coincided with the frequency of general organizational meetings. The most time was spent with the individual members and the officer team. This data confirmed the findings from the pilot study (see Figure 2 in chapter 4). Advisors report they spend more time with individual students and less time with the general membership of the organization. However, they also report that they more frequently reference literature related to group development and seldom reference student development literature. The frequency of interaction with the constituency groups indicates that advisors repeatedly have one-on-one or small group (officer team) interactions as the advisor, but more frequently reference literature that is designed to work with groups rather than individuals. A shift to a more frequent application of student development theory might be more aligned with the way in which advisors are indicating they are working with student organization constituencies.

Advising Approach

The third research question focused on the application of an advising style. Participants were asked to self-report their approach to advising a student organization. The choices provided to the participants were based on the anecdotal literature associated with advising roles and functions (Bloland, 1967; Dunkel & Schuh, 1998; McKaig & Policillo, 1987). An option was provided for participants who did not feel they could identify with the choices provided to fill in their own description of an advising approach by selecting other. The respondents were also asked to explain/define their selected approach to advising. Inductive analysis (Patton, 1990) was used to identify emergent themes from the categories as they were defined by the participants. The results were

coded separately based on if the respondent indicated that advising was or was not part of their job description. The same themes emerged throughout the data analysis. Therefore the results were combined. A set of themes emerged from the data for developmental, administrative, and programmatic approaches.

Developmental Approach

The results of this study indicate that the approach advisors use to advise a student organization is primarily *developmental*. A total of 225 participants self-reported that developmental describes their approach to advising. When split between those who indicated advising was part of their job description, 176 (62.4%), and those who did not have advising as part of their job description, 49 (43.8%), the majority in both areas selected developmental. Each participant was asked to explain how they define their self-reported advising approach. The open ended response provided insight into further understanding how advisors defined the term developmental. As defined in chapter one, the term *developmental advising* is one in which the advisor guides students and the organization in their leadership roles (adapted from Bloland, 1967) and establishes a “sense of friendliness for students [that] encourage[s] them to explore life and career goals, solve problems, and make educational decisions” (Frost, 1991, p. 16). Four themes emerged from the open-ended data that focused on helping students to develop leadership skills, provide challenge and growth opportunities, provide guidance in the decision-making process, and serve in a “hands-off” capacity that allows exploration (and failure) of their own ideas.

Develop Leadership Skills

This theme emerged from the data in direct relation to working with the students to help them develop their leadership skills through their participation in the organization. It should be noted that the participant responses did not indicate if leadership development was geared toward the executive/officer team or all the members of the organization. One participant shared,

As an advisor, my goal is to empower the students within the organization to reach their goals. I hold them accountable, provide them with support, and challenge them to truly be leaders on campus. I truly believe advising is about developing leaders and encouraging them to meet their fullest potential.

Provide Challenge and Growth Opportunities

Participants articulated the desire to help students grow. One respondent shared,

I am here to “challenge & support.” I help them through policy & procedure. I challenge them to grow & try new things. I assist in times of crisis. I allow them to fail as long as no one will get hurt so they can grow from that experience; as well I offer opportunities for skill development. However I do not force them to participate. I serve as a confidante. I hold them accountable.

As with the previous theme, to provide challenge and growth opportunities can include leadership development, however the participants also articulated growth that touched on the basic tenets of Sanford’s (1962) idea of challenge and support.

Provide Guidance in the Decision-Making Process

Guidance in the decision-making process is another theme that was prevalent throughout the responses. This theme included participants who were committed to intervening only when the students needed them, but also included reference to assisting the students to understand situations from multiple perspectives. One participant shared,

“Let the officers and group formulate their program goals and objectives but help them to see all sides of the perspective/situation and to think through things completely.”

Serve in a “Hands-off” Capacity that Allows Exploration (and Failure) of Their Own Ideas

This theme emerged through participant responses indicating that the organization was the students’ to run and grow. The advisor’s role was articulated as one that was “hands-off” unless the organization needed them or the organization was in violation of a policy. One respondent shared,

Let them decide what they want to do and chime in only when they are making some drastically wrong decisions. Even when I am not so happy with the decision they make, if all of the members are happy about it, then I usually let them try unless it is violating university policy.

Administrative Approach

A total 42 (9.9%) respondents self-selected the administrative approach. The response rate was slightly different when split between the cases of those that indicated advising as part of their job description. A total of 27 (9.6%) self-selected administrative when advising was part of their job description compared to 15 (13.4%) of those that did not have advising as part of their job description. In chapter one the administrative approach was defined as the advisor serving as the authoritarian figure that exists “merely to maintain the existence of the student organization and to keep it out of difficulty” (adapted from Bloland, 1967, p. 12). Two themes emerged from the open-ended data including organization of events for the group and a focus on policies and budget.

Organization of Events for the Group

The theme emerged as participants talked about their responsibility to ensure the group provides programming/events to the campus community.

I think I would like to be more developmental and really grow the e-board as leaders, but I think I act a lot more administrative with them. I make sure that the logistics of their events are in order, paperwork is done properly, deadlines are set [and] met etc.

Focus on Policies and Budget

This theme emerged as the participants discussed the relationship they have with the group in relation to the institution, as well as the management of the budget.

I am very organized in my approach. Our budgets and the University's expectations of the group are high. Therefore, my approach is very administrative. I set deadlines and offer advice. I then wait for the group to respond to me with their goals and ideas. I then help them break it down so they can be as successful as possible.

Programmatic Approach

The total respondents that self-selected programmatic as their approach to advising were 32 (7.5%). The split between those that indicated advising as part of their job description was 24 (8.5%) and 8 (7.1%) of those who did not. As defined in the introduction, programmatic advising is the advisor assisting students in the planning and delivery of events “that will contribute to their own intellectual development while enriching campus life” (adapted from Bloland, 1967, p. 12). Two themes emerged from the open-ended data that identify the advisor as providing skill development for students and event planning.

Providing Skill Development for Students

This theme emerged from participant responses that addressed the desire for the advisor to teach students leadership development, but also how to navigate the institutional environment. “I act as a liaison in creating programming (training, celebrations, fundraising) events and assisting in securing university space for the events. I also develop the students in learning the protocols of navigating university services.”

Event Planning

Participants identify event planning as their primary responsibility. Helping students plan and deliver events to the campus community included budget development and timelines. In addition, this theme also included an emphasis on helping students deliver successful events. “I tend to work with them event by event and go through the steps needed to create a successful event. I work with the students individually as I do this so that would also be somewhat developmental style.”

Other

Due to the exploratory nature of this study an *other* option was provided for participants to write their own advising approach. A total of 47 (11.1%) participants selected other as their approach to advising. As with the previously described approaches, participants were then asked to define/explain their self-selected approach. Two themes emerged from the open-ended option on advising approach. The results were consistent between those who indicated advising as part of their job description (n = 33) and those that did not (n = 14).

Combination of developmental, administrative, and/or programmatic

Participants indicated that they selected other primarily if they felt their approach combined the offered approaches. The participants felt that this was due to the situational nature of advising a student organization. Additional responses included concepts such as coaching, empowering, or offering reactions to student ideas. However, within the written description, the majority of respondents referenced that their style was a combination of the approaches presented.

I don't label my style per se. Each organization has a unique personality and lifecycle and I feel that as an advisor I must attune my approach to the needs of the organization and its executive leaders to help the group develop, evolve [to] establish [itself to] meet its goals.

Situational

Those participants who indicated *situational* articulated that too many factors impacted the way in which they approached a student organization. Those factors included the type of organization, the students, and the campus environment. "I advise on a case by case basis depending on the needs of the student organization and how advanced the student leaders are."

Table 5
Themes for Learning to Advise and Advising Approaches

Learn to Advise

- Trial and Error
- Observed Undergraduate Experience
- On the Job Experience
- Vicarious Learning
- Training/Graduate School (both assistantship and academic program)

Advising Approaches

Developmental

- Develop leadership skills
- Provide challenge and growth opportunities
- Provide guidance in the decision making process
- Serve in a “hands off” capacity that allows exploration (and failure) of students own ideas

Administrative

- Organization of events for the group
- Focus on policies and budget

Programmatic

- Providing skill development for students
- Event planning

Other

- Combination of developmental, administrative, and/or programmatic
 - Situational
-

Summary

The emergent themes from the data provide a description of possible advising approaches currently used in practice. These themes move beyond anecdotal literature to provide a framework for each approach that is grounded in the voice of many practitioners, rather than a select few. An important finding is that the majority of participants self-selected developmental as their advising approach. The advisors preference for a developmental advising approach is not consistent with the material and

resources currently available. As stated earlier, the current resources available to advisors come in the form of handbooks and manuals. The material is prescriptive in nature and does not provide assistance to advisors who seek a developmental approach that is inclusive of the themes identified in the research. Rather the handbooks and manuals are more aligned with the administrative and programmatic approaches that were described.

Comparison of Advising Style to Constituent Group

The third research question focused on how advisors apply their self-selected approach to advising in their practice. Analysis was done to compare advising style to constituent group. A chi-square procedure was used to measure the number of participants in each category to the nominal variables used in Part VI (Heiman, 2004). It should be noted that the results violated the chi-square assumption concerning the minimum expected cell frequency which should be 5 or greater with each constituent group (Heiman). Due to the exploratory nature of this study the analysis is reported. The relationship between the self-selected advising style is not significant in the constituent group ($X^2 = 230.78$, $df = 9$, $p = .000$).

As a result, further visual inspection was conducted and revealed that the majority of the participants clearly indicate that developmental is the approach they are most likely to use with the executive/officer team ($n = 251$), president ($n = 275$), and individual members ($n = 243$). Although the chi-square did not provide a statistically significant finding, the descriptive statistics do provide an interesting finding. However, participants are more divided on how they approach the full membership: 88 indicated developmental, 117 indicated administrative, and 110 indicated programmatic. This finding indicates that some difference exists in how advisors view their role with the full

membership and how they view their role with individuals or a small group (executive/officer team).

Self-reported Advising Styles and Experience

Relationship Between Years of Experience and Self-reported Advising Styles

The fourth question focused on the impact of experience on self-reported advising styles. A two-way chi-square was used to examine the relationship between the two variables: years of experience and self-reported advising styles (Heiman, 2004). Again, the results violated the chi-square assumption concerning the minimum expected cell frequency, which should be 5 or greater (Heiman, 2004). A total of 9 cells (45.0%) have an expected count of less than 5. No statistical relationship exists between the two variables ($X^2 = 6.38$, $df = 12$, $p = .896$).

The data on years of experience was regrouped into two groups that represented less than 1 year to 10 years of experience and 11 plus years of experience. The two-way chi-square was run again with the self-reported advising style variable. The expected cell frequency count is 7.79 with 0 cells reporting a less than 5 count. The results are not significant with a significance level at .417 which is larger than the alpha value of .05 (Heiman, 2004). No relationship exists between years of experience and self-reported advising styles ($X^2 = 2.84$, $df = 3$, $p = 4.17$). Advising approaches appear not to be impacted by experience.

Advising functions

The final question explored the behaviors described in the literature and their commonalities with advising functions described in the literature. An exploratory factor

analysis was done on the items in Part V of the survey to investigate whether these items organize in factors that exemplify advising functions.

Exploratory Factor Analysis

Exploratory factor analysis (Crocker & Algina, 1986) was used on the 13 items that comprised the expectations of the advisor in relation to the organization and the institution. Mean imputation was used for missing values with the mean of the nonmissing values (Saunders et al., 2006). This method of dealing with the missing data is appropriate since the missing data are completely random (Saunders et al.). Prior to performing the analysis the suitability of data for factor analysis was assessed. Although the inspection of the correlation matrix revealed very few coefficients of .3 and above, the Kaiser–Meyer–Olkin measure of sampling adequacy value was .76, exceeding the recommended value of $> .6$ (Kaiser, 1970, 1974), and the Bartlett’s Test of Sphericity (Bartlett, 1954) reached statistical significance at $p = .000$; therefore factor analysis is appropriate. The results are presented as a varimax orthogonal solution.

Exploratory factor analysis revealed the presence of four components with eigenvalues exceeding 1, explaining a total of 56.8% of the variance, with component 1 contributing 16.5%, component 2 contributing 14.5%, component 3 contributing 13.3% and component 4 contributing 12.4%. An inspection of the screeplot revealed a break after the fourth component. Using Catell’s (1966) scree test, it was decided to retain the four components for further investigation.

One item (serve as impartial observer) was deleted due to low factor loadings. Item four (participation in meetings and events) had mediocre loadings for both factor one and factor four. The item was selected to be part of factor four since the question was

more closely aligned with the content found in factor four. A summary of the factor loadings is outlined in Table 6.

Table 6
Summary of Items and Factor Loadings for Varimax Orthogonal Four-Factor Solution for the Functions of an Advisor (N = 424)

| Item | Programmatic (1) | University Relations (2) | Interest in Organization (3) | Support of Organization (4) |
|--|------------------|--------------------------|------------------------------|-----------------------------|
| Assistance in formulating goals (organization) | .739 | .024 | .065 | .226 |
| Guidance in planning events (organization) | .683 | -.002 | .005 | .255 |
| Assistance in improving leadership skills (organization) | .656 | .193 | .182 | -.223 |
| Participation in meetings and events (organization) | .464 | -.076 | .324 | .457 |
| Serving as impartial observer (organization) | .413 | .218 | .031 | .164 |
| Ensuring the organization does not violate laws or policies (university) | .056 | .739 | .019 | .400 |
| Direction regarding university policy and procedures (organization) | .250 | .663 | .202 | -.090 |
| Upholding the best interests of the university (university) | -.241 | .639 | .203 | .304 |
| Serving as liaison to the university (organization) | .357 | .533 | .115 | -.104 |
| Belief in organization (organization) | .092 | .114 | .873 | .081 |
| Awareness of organization's purpose (organization) | .116 | .253 | .852 | .020 |
| Upholding the best interests of the organization (university) | .084 | .206 | .051 | .709 |
| Attending all events of the organization (university) | .188 | .026 | .003 | .660 |

The four components were titled to correspond with the items in each factor. The overall reliability of the 12 items retained and the Cronbach's alpha is .74. The four resulting factors from the expectations of advisors, with their assigned labels and factor scores (in parentheses) were as follows:

Factor 1. Programmatic had high loadings on (a) assistance in formulating goals (.739), (b) guidance in planning events (.683), and (c) assistance in improving leadership skills (.656). All three of these items were associated with the expectation the advisor felt the organization had of them. Programmatic as a title for this factor illustrates the advisor's role in helping the organization plan events, as well as providing guidance to develop the organization and its members. The Cronbach's alpha for this scale was .62.

Factor 2. University relations had high factor loadings on (a) ensuring the organization does not violate laws or policies (.739), (b) direction regarding university policy and procedures (.663), and (c) serving as liaison to the university (.533). The second factor has been titled "University Relations" to emphasize the liaison relationship the advisor has between the organization and the institution. This factor included elements that addressed the university and organizational expectations from the advisor's perspective. The Cronbach's alpha for this scale was .61.

Factor 3. Interest in organization had high factor loadings on (a) belief in organization (.873) and (b) awareness of organizations purpose (.852). The Cronbach's alpha for this scale was .77.

Factor 4. Support of organization had high factor loadings on (a) upholding the best interests of the organization (.709), (b) attending all events of the organization (.660), and (c) participation in meeting and events (.457). Although the final item's factor loading is only moderate, it was also moderate in relation to the first factor. This item was retained with this factor because it is conceptually related to the other items. The Cronbach's alpha for this scale was .34.

Summary

The results of the factor analysis provided some interesting findings related to understanding how student organization advisors approach advising. The items used in the analysis were taken from the literature, which describes how advisors should work with a student organization. As previously discussed the literature is not grounded in research and is prescriptive in nature. The programmatic and university relations factors are closely aligned with the emergent themes of administrative and programmatic for advising approaches described earlier. What appears to be missing from the factors is developmental. The inclusion of student development in the practice of student affairs is frequently discussed when practitioners talk about taking theory to practice. However, how to apply developmental theory in advising student organizations appears to be missing from the literature and resources. Miller and Winston (1991) state, while discussing the inclusion of student development theory in student affairs practice, that

practitioners must appreciate the wealth of knowledge, much of it gained through trial and error in the early years, that is their professional heritage. From a modern perspective many of their approaches, while well intended, were only partially effective because they were developed ad hoc without an extensive theoretical underpinning, and often required a charismatic personality to be made effective. (p. 22)

Today, the resources and knowledge about student development theory are easily accessible. Graduate preparation programs often include a specific course addressing the topic and theory to practice is often discussed in the literature. However, a gap in the literature still remains related to the inclusion of developmental theory as an application related to how advisors work with student organizations. An intentional inclusion of this literature base is needed and supported by the results of this study, which indicate that the preferred approach to advising is developmental.

Limitations of the Study

As with all survey research this study had its limitations. The limitations include recognition that coverage error with the sample (Groves et al., 2004) exists since it was based on a self-selected membership category with the ACPA. Participants were selected based on their association with a commission within the ACPA, which included professionals who are not responsible for advising student organizations. In addition, the use of open-ended survey questions on the instrument introduces processing error since “no matter how developed the coding scheme, the process of placing responses into categories is subjective, and thus prone to error” (Umbach, 2005, p. 96). Inductive analysis (Patton, 1990) was used to limit the impact of processing error in the results of this survey.

Due to the exploratory nature of this study the terms used to describe the advising approaches are based on anecdotal literature. Participant responses provided insight into how practitioners define these terms in practice, however further investigation needs to be done to see if responses were impacted by an expectation about how professionals in the field are to be working with students.

Identification of the size and type of institution in the national sample was not retained. Although the list provided by the ACPA included the institutions, not all participants filled out their name and some participants were not included on the original list, impacting the ability to track institutional size and type. The web-based survey design also provided the opportunity for the link to be forwarded to additional participants outside the list provided by the ACPA. The only way to have been able to limit this error was to download email addresses into SurveyMonkey.com to track the

respondents. Due to the inability for the email addresses to be distributed, this option to limit error was not available.

The addition of demographic information could provide insight for later studies. It could include information that specifically identifies the type of student organization (i.e., name of the group) that is being advised by the respondent, additional information about race/ethnicity, positional title, and if the participant would be interested in being contacted later to talk more in depth about their responses. To develop a deeper understanding of how participants defined their self-selected approach to advising, qualitative interviews could be conducted that permit the researcher the opportunity to probe into the responses of the participant. This type of data set would provide a richer understanding of the definitions that have been provided by the participants. Additional questions related to the advisor's relationship among the different constituent groups as well as the supervisor might provide some additional information into the realities of the position.

Finally, the study was not able to capture the details of the type of student organization that was advised. Since this study was exploratory in nature the intent was to provide baseline information about how student organization advisors approach advising. This objective was achieved, however additional detail regarding the type of student organization being advised will strengthen further research on this topic.

CHAPTER FIVE: DISCUSSION AND FUTURE RESEARCH

Introduction

Advising student organizations on a college campus requires the professional to balance both the student's development and the institutional interests. Literature involving student organization advising encourages advisors to develop their own philosophy of advising (Dunkel & Schuh, 1998) and references that "advising style is not consistent but rather a mixture of techniques, motivations, and methods" (Chetnik & Neville, 2006, p. 42). However, student organization advising approaches are not part of the current literature. Rather the material available to advisors includes prescriptive material, references to group dynamics and individual development, and anecdotal information. What is noted in the literature is that student affairs professionals approach advising through role modeling and observation of past experiences to direct their approach (DeSawal, 2006; Dunkel & Schuh, 1998). The findings in this study are important because they further our understanding of knowledge acquisition related to advising and begin to fill this gap in the literature.

The purpose of this final chapter is to integrate the results of the quantitative and qualitative findings in the study. The discussion in this chapter will explore the implications of these findings and present additional gaps in the literature that require further research. The dialogue begins with an interpretation of the results related to developmental academic advising and how this framework could be used in understanding how to approach student organization advising. Subsequent dialogue will explore a connection between the findings related to knowledge acquisition of student

organization advisors and the professional identity development of student affairs professionals (Carpenter & Miller, 1981; Carpenter, 2003). A number of implications are presented which impact professional preparation programs, supervision of professionals in student affairs, and student-advisors interactions. Finally, additional gaps in the literature which were identified through this study provide the opportunity for continued research in understanding how student organization advisors approach advising.

Discussion

The qualitative phase of the study presented a picture of how student organization advisors approach their role on campus. The two important findings from this phase provided an introduction to understanding how advisors acquired and applied knowledge about advising, and also offered a new configuration for understanding the interaction between the advisor and the student organization constituents. These findings not only informed the creation of the quantitative survey, but also tested the results on a larger population.

The quantitative phase of the study included both statistical analysis and the qualitative coding of open-ended questions. These findings confirmed the emergent data in the first qualitative phase of the study that identified the way in which advisors of student organizations learn to advise is through trial-and-error and vicarious learning (Bandura, 1986). In addition, the advisor-student relationship within the organizations' constituents was also confirmed as primarily focusing on one-on-one and small group interactions with executive leaders of the organization. Understanding how advisors learn to advise was deepened in the quantitative phase, revealing that on-the-job experience, observed undergraduate experiences and graduate school are additional areas in which

professionals are learning to advise student organizations. Advice to professionals regarding advising student organizations is often based on anecdotal literature that outlines various approaches which discuss individual experience (DeAngelis, 1999; Emmett, 2000; Marcelis Fochtman, 2006) rather than recommendations grounded in research.

Understanding best practices from an individual perspective are valuable, however professionals responsible for advising a student organization lack literature that identifies more specific approaches that are grounded in research about advising student organizations. The literature identifying functions and roles of the advisor over the last 40 years contained patterns that identified three possible approaches to advising a student organization (Bloland, 1967; Dunkel & Schuh, 1998; McKaig & Policello, 1987). The possible approaches presented in the national sample were: administrative, programmatic, and developmental. The results included both a self-selected approach as well as the participant's definition of that approach. These findings provide an introduction to the type of advising approaches currently used in practice. Throughout this chapter advising approaches, interaction of student-advisor relationships, and the need for future research to fill the newly identified gaps in the literature will be discussed.

Prescriptive vs. Developmental Advising

Crookston (1972) introduced student affairs to the difference between prescriptive and developmental advising in the academic setting. The data in this study provided insight into what might be considered the "ideal" advising style. The ideal advising approach is one in which practitioners take the knowledge gained in their preparation programs, and are able to successfully apply that information to each situation that arises

in their professional role. Advising student organizations on campus is complex. The reality of advising a student organization is that, although the student experience is central to advising, the administrative and programmatic roles that are often required by the institution impact the way in which advisors approach their role. The data provided by the participants in this study reveal professionals perceive their approach as focused on the student experience and developmental in nature. However, the literature review related to this study concluded that current materials on advising student organizations focused on the administrative tasks and the programmatic responsibilities of the role.

These findings point out a contradiction between the literature and actual practice. This contradiction is made more complex by the findings from the factor analysis. While the majority of the professionals self-identified developmental as their preferred approach to advising, other survey results are not consistent with this self-perception. First, their definition of developmental advising did not articulate the concepts consistent with the literature on student development theory. Second, the survey items from the literature about roles for the advisors ended up generating results in the factor analysis that only recognize the alignment with the administrative and programmatic approaches. The implication is that the literature appears to be providing direction that is more aligned with the administrative and programmatic approaches defined in this study. Although the ideal advisor approach may be more complex than expected, a more intentional approach that integrates the knowledge gained through developmental theories needs to be further explored. The literature needs to clearly define possible advising approaches and this study provided a baseline definition of three advising approaches: administrative, programmatic, and developmental (see Table 5).

*Developmental Academic Advising as a Framework for Approaching Student
Organization Advising*

The use of developmental academic advising within the conceptual framework of this study connected the use of student development theory as a mechanism for approaching individual advising. The rationale for the use of developmental theory in academic advising recognizes that each student needs to be viewed as an individual (Thomas & Chickering, 1984). Student development theory is a key component in the training of student affairs professionals. Although the inclusion of student development theory as part of the graduate preparation curriculum has not been researched an assumption exists in the profession that training related to these aspects are provided in graduate preparation programs. Foundational documents such as the Tomorrow's Higher Education (T.H.E.) Project called on the profession to "incorporate student development into and throughout the institution" (American College Personnel Association, 1975, p. 422). Today, students in graduate preparation programs have access to a number of texts that provide an introduction to the profession which include chapters that addresses student development theory concepts and models (Barr, Desler, & Associates, 2000; Komives et al., 2003).

When considering developmental advising as an advising approach professionals' should recognize that the application of a developmental style may be difficult for a professional to put into practice. The professional's responsibilities to the institution include more than advising a student organization. Taking into consideration the reality that the advisor is responsible for more than just advising individual students as they are developing may make it difficult for a professional to devote the time necessary to

implement a developmental approach. Implementing theory to practice could be more of an ideal than a reality for professionals today. However, being an intentional practitioner does open the door for professionals to further understand how to begin to infuse theory into their practice and advising approach.

The qualitative data in phase one of the study found that advisors used previous experiences and trial and error as their source for knowledge acquisition and application. While little to no mention of student development theory occurred during the interviews participants did reveal that while interacting with students they wanted to help students grow and develop through their participation in the organization. This confirmed the need to include a developmental option for participants to select as a possible advising approach. In the quantitative phase of the study the participants overwhelmingly self-selected developmental as their approach to advising. However, when asked to define the approach the emergent themes did not clearly articulate a connection to student development theory or how the participants translate theory to practice. The focus on college student development theory within the academic preparation programs and a lack of literature on defining advising styles could have impacted the participants' choice and inability to clearly articulate *how* development is illustrated in their advising approach.

This plausible conclusion is also based on the fact that the majority of participants indicated that they had received a degree in higher education and student affairs or related field (n=375). In addition, one of the emergent themes from the quantitative phase of the study identified graduate programs (academic and assistantship) as a source of knowledge acquisition.

Socialization of Student Affairs Graduate Students

To further understand the implications of these results consideration has been given to how student affairs graduate students may be socialized during graduate school. The socialization of graduate students (Weidman et al., 2001) in student affairs preparation programs and the importance of student development theory has not yet been explored. However, the results of this study indicate that a developmental approach is preferred and the reason for this selection might be explained by socialization. More specifically a deeper understanding needs to be established about what is included in developmental student organization advising. The field of academic advising has been discussing these issues since the early 1970s and continues to debate the meaning of “developmental advising” in the literature (Grites & Gordon, 2000). Student affairs professionals are consistently exposed to research focused on student development in college. A stronger connection to how student development is actually implemented by professionals (theory to practice) needs to be addressed for the field to understand the meaning of developmental practice.

Developmental Advising and Student Organization Constituent Groups

A critical finding in this study is the recognition that student organization advisors spend the majority of their time working with students one-on-one or in small groups. This finding is important since current literature regarding advising student organizations references group dynamics to understand the advisor’s relationship with the group (Dunkel & Schuh, 1998; Dunkel & Spencer, 2006). Consideration needs to be given to how individual and small-group advising is conducted related to student organizations, and developmental academic advising literature could provide the framework for this

discussion. Findings in this study indicated that participants often referenced group development literature and seldom referenced student development literature when working with student organizations. Cawthon and Green (2006) recognized that “the most effective advisers...are well-versed and knowledgeable about individual development” not only group dynamics (p. 210). What is not provided in the literature is *how* individual development and group dynamics can be translated into intentional advising practices. Further the recognition, through this study, that advisors spend the majority of their time working with students one-on-one or in small groups, rather than working with the full membership results in the need to shift the way professionals are advising student organizations.

Findings from the qualitative study identified a new model for how practitioners are working with student organization constituent groups (see Figure 2). Phase two of this study confirmed these findings indicating that interaction with the entire student organization occurred once a week, which coincided with the frequency of the general organization meetings. The frequency of interaction increased to a few times a week between the executive officers and the individual members, confirming the results from phase one of the study. The impact of this interaction is not clear, however further research should be done to investigate how the advisor’s relationship with the entire organization correlates to the relationship the advisor has with individual members and the executive board. This model illustrates the need for professionals to shift how they think about approaching student organization advising. These findings coupled with the results of the quantitative study that identified professionals prefer a developmental approach to advising can be complimentary in developing an individual advising

approach. In addition, utilizing the framework provided by academic advising sets the stage for professionals to understand the connection between theory and practice as it is related to the one-on-one interactions they have with students. The students' relationship with the advisor is key to establishing an intentional practice that keeps the student central to their own learning.

The Learning Partnerships Model discussed in chapter two identifies the need to situate student learning based on the students' experiences and provide an environment that balances challenge and support (Baxter Magolda & King, 2004). The results of this study indicate that learning, which is situated in the experiences of the student organization, may require a different advising approach when working with an individual or small group and the full membership.

This study identified the need to shift the way in which professionals think about their work with student organization constituents. Understanding the difference in how advisors not only approach advising in general, but also approach working with different constituents within the organization could result in intentional advising that is responsive to both the group and the individual/leaders.

Professional Identity Development

Findings from this study found that a significant increase in preparedness to advise occurred while on the job. However, no statistical relationship exists between self-reported advising styles and experience. Although these results are not consistent, results from the qualitative data revealed that knowledge is acquired through observation and trial and error which would indicate that experience does play some role in a professionals' understanding of how to advise a student organization, but does not appear

to be linked the style of advising. Professionals in student affairs are preparing to advance in the profession, as well as grow individually in their roles. Therefore, it is also important to look at how the formation of their professional identity impacts how they approach advising a student organization. The initial work by Carpenter and Miller (1981) identified stages in which professionals moved through as they gained experience in the field. Each stage outlines a series of developmental tasks that are identified as stages. It is important to understand that movements through these stages are based on experience in the field (Carpenter, 2003).

The findings from this study indicate that while in graduate school participants are in the formative stage of the professional identity model (Carpenter & Miller, 1981). This highlights the importance of knowledge construction and skill development prior to taking a professional position in the field. Findings from this study also indicate that professionals seldom engage in professional development activities related to advising student organizations. This illustrates a barrier in the application stage which focuses on continued professional development while professionals are in the beginning to intermediate stage of their career (Carpenter & Miller). Although these results cannot be generalized to all areas of professional development, if professionals are not seeking or provided with additional professional development they will not be able to establish the needed skill set to advance their professional development identify and establish an individualized advising approach. Further, a shift from a formalized preparation program to a position where professional development becomes the individual's responsibility is important to recognize because this indicates that an individual in the field would know where and how to acquire additional training related to their position. Providing

intentional preparation for professionals in student affairs to advise student organizations would not only provide the practitioner with a solid set of skills to approach advising, it could strengthen the development of their professional identity.

Additional Findings

Supervisory Relationships

The relationship the student organization advisor has with his/her supervisor is not typically addressed in the literature. This study targeted professionals who were full-time employees and responsible for advising at least one student organization. Results from this study found that 207 of the respondents did not consider their supervisor to be a mentor and further 263 participants indicated that they seldom ($n = 161$) or never ($n = 102$) ask their current supervisor for advice on how to advise a student organization. These results were unexpected, but prompted questions about the role of the supervisor in establishing an individual advising approach.

Mentoring. Mentoring is frequently listed in the literature as a role of the advisor when working with students (Dunkel & Schuh, 1998). This study found that the majority of participants based their advising approach on that of a mentor. However, the majority of participants did not consider their supervisor to be a mentor. Tull (2003a) stated that “[f]or many new professionals, their supervisor may serve as their mentor...[and] should not ignore the important role that they play” (§ 8). Tull further addressed that supervisors “should not ignore or take for granted the support needs of new professionals they employ” (§ 10). The results from this study clearly indicate that the majority of professionals who responded do not feel they have a mentoring relationship with their

supervisor. The impact of this could be linked to the professional not understanding their role as an advisor. Tull (2003b) also addressed the impact of mentoring on new professionals' attrition, identifying that with a lack of guidance from the supervisor role, ambiguity could occur and job satisfaction can also be affected. Mentoring is a role that is asked of the advisor in relationship to the student (Dunkel & Schuh, 1998), however the mentoring relationship that contributes to the professionals' growth is not addressed in the literature.

These initial results indicate that this is an area that deserves further investigation. Although this study doesn't provide insight into the impact of these findings in the professional student affairs environment what it does reveal is that a lack of communication exists between the supervisor and the professional responsible for advising the student organizations on campus. The research does indicate that advisors learn through observation and mimicking; therefore if the advisor-supervisor relationship lacks verbal communication or mentorship, these professionals may not be experiencing continuous and cumulative growth in their professional role.

Implications for Practice

Implications for practice include the role of graduate preparation programs in preparing professionals to advise student organizations, and how professional development opportunities in student affairs provide cumulative and continuous growth in understanding how practitioners advise student organizations. Advising student organizations occurs at all levels of professional development. Greater care must be taken to ensure that the knowledge about how to approach this role on campus occurs on a continuous and cumulative level. The results of this study provide an insight into how

graduate preparation programs and professional associations can infuse intentional curriculum and program elements that address advising student organizations.

Role of Graduate Preparation Programs

Although one of the emergent themes in the quantitative data included the recognition that learning came from graduate preparation programs (academic and graduate assistantships), what that specifically entailed was not articulated. The validation that graduate preparation programs are essential in how an advisor learns to advise is a point that should be highlighted. However, it needs to be noted that what was not found in the data is *why* this is where students learn how to advise a student organization. The implication for graduate preparation programs is that professionals in this study were not able to clearly articulate what they learned in their preparation programs and how that is being applied to the practice of student organization advising.

Curriculum Standards for Preparation Programs

The Council for the Advancement of Standards in Higher Education (CAS, 2006) outlined a set of standards and guidelines that master's level preparation programs should include in their program structure. The curriculum component of these standards specifically addresses the inclusion of student development theory and states that graduates "must be able to demonstrate the ability to use appropriate development theory to understand, support, and advocate for student learning and development" (p. 352). The standards also reference the need for the curriculum to include the study of individual and group interventions, which should allow graduates to "demonstrate knowledge and skills

necessary to design and evaluate effective educational interventions for individuals and groups” (p. 352).

A limited amount of research considers the content of higher education and student affairs programs. Goetz and White (1986) examined the extent to which graduate programs in higher education and college student personnel provide courses and/or practical experiences related to academic advising. This 21-year-old study found that the majority of preparation programs did not include an academic course that addressed academic advising. Rather over three quarters of the programs used practicum and internship experiences to give students practical experiences in academic advising. McEwen and Roper (1994) examined interracial experiences, knowledge and skills of masters’ students in student affairs. Their study found that “a contradiction seems to exist between students’ reported comfort level with their knowledge and skills and their self-reported levels of knowledge in certain content areas surrounding race and ethnicity” (p. 85). In this study, the majority of participants responded that they seldom respond incorrectly while advising a student organization, yet the majority of respondents also reported that they were somewhat prepared to advise a student organization when they first began advising. The contradiction that appears in this study may also be linked to the hypothesis provided by McEwen and Roper that “learning may be occurring primarily through their experiences, not through more formal classroom or book learning” (p. 85). This thought would be consistent with the identified themes in this study related to how advisors learn to advise (i.e., trial and error, vicarious learning, observation, etc.). The implication for higher education and student affairs programs is that there is a lack of understanding related to how the profession as a whole are addressing the preparation of

students for advising student organizations, and advising as a general function of the field.

As a result, professional preparation programs should consider adding a curriculum component that addresses advising student organizations as part of their program. The results of this study were used to develop a special-topics course that allowed students to explore and define their approach to how they advise student organizations. Students in the course were asked to develop their own case study based on their own experiences with advising or how they had seen someone else advise a student organization. This approach recognized that practitioners learn to advise through observation and trial and error. The case studies were then used throughout the class to allow students to respond to each situation (often situations that actually occurred on a college campus), reflect on how they *knew* to respond to the situation and then identify which components of the response they wanted to retain as part of their core advising approach. Each student kept a record of their response and the components they wanted to retain as part of their core approach. In the end each student was asked to summarize their approach to advising by answering the interview question—How do you advise student organizations?

Students left the course with a better understanding of how they approach advising a student organization, which included developmental aspects for some, administrative focus for others, as well as programmatic emphasis for some. Part of the strategy for a course that focuses on the practice of advising a student organization is to help the students understand where the knowledge they have gained through their preparation program is applied. The students may be aware of the knowledge, but don't

always initially connect the knowledge to the practice without a little guidance and probing. Again, the reality of what is asked of the student affairs professional at their institution may not permit the professional to implement a time-intensive approach to advising. However, the awareness of where the foundational knowledge from the field fits in practice will assist professionals in being more intentional in their positions.

Professional Development in Student Affairs

Professional development in student affairs is another area impacted by this research. Carpenter (2003) cited that a professional in student affairs must take part in three major activities: being a member of a professional association, contributing to scholarship and research in the field, and being committed to lifelong learning and individual development. This research revealed that participants who participated in professional development activities related to advising looked toward professional organizations in higher education and student affairs to offer professional development opportunities. The majority of participants identified national and regional student affairs conference sessions (i.e., ACPA, NACA, NASPA, etc.) as the source for professional development. Since the frequency or content of these sessions has not been tracked to identify the desired outcomes for participants, an investigation of what participants learn from these experiences deserves further investigation. Participants of the study indicated that they seldom ($n = 181$) participate in professional development activities that assist in enhancing their advising approach, with another 147 indicating they often participate in those activities. If lifelong learning and individual development are areas in which professionals should be engaging (Carpenter, 1993) and advising is at the foundation of student affairs practice (Love, 2003) then professional associations need to strive to be

more attentive to including educational sessions and seminars that address advising student organizations. Professional associations in the field could be more intentional in their delivery of educational sessions if they were able to be based on research grounded in fieldwork rather than best practices, which might contribute to a mimicking approach to student organization advising. Providing educational programs that focus on knowledge construction rather than knowledge acquisition begins to align the professional development opportunities within student affairs with the concept of self-authorship that is sought for students. This shift in way in which professional development programs are delivered would support the evolution of both an individual advising approach and the advancement of a professional development identity.

The experiences and stories of professionals in the field remain critical to understanding our environment, but should not serve as the sole source for knowledge construction about practice. Educational programs need to evolve from being based solely on best practices to helping guide professionals on how to connect the research knowledge base to practice in the field. This study has clearly articulated that the way in which advisors identified they learn to advise is not consistent with establishing the developmental approach indicated the participants prefer. Professional associations hold the unique role of being able to assist practitioners in the creation of the knowledge that is grounded in research. These results support the need to think about professional development opportunities differently.

Recommendations for Further Research

This study has identified additional gaps in the literature that deserve further exploration. These areas include more specific research into the perceptions of learning

and styles of advising, the role of graduate preparation programs in training advisors, and the creation of a measurement instrument for advisors approaches.

Perceptions of Learning and Styles of Advising

The perceptions of how advisors learned to advise included themes that do not articulate intentional practices (see Table 5). Although these themes confirm the anecdotal literature about how advisors learn to advise, they are not consistent with the themes that emerged in self-selected advising approaches (see Table 5). Further research needs to be conducted that focuses on the connection between how advisors learn to advise and how individuals establish their own advising approach. During the quantitative phase of the study participants were asked to describe how they learned to advise and were also asked to self-select an advising approach (administrative, programmatic, development, other). This study did confirm that there was a significant statistical increase in how prepared advisors felt when they first began advising a student organization. Indicating that some type of change occurs between when an advisor first began advising and how they currently advise. What is unknown is if experience or intentional development caused this change. The question for further research is how an advisor moves from an unintentional approach to a more intentional advising approach.

Understanding Institutional Culture Related to Advising

Advising a student organization will be impacted by external factors including the institutional culture. Further research needs to explore how institutional culture impacts the approach advisors use when working with student organizations. Research has already proven that institutional culture impacts student experiences (Kuh et al., 2005)

and in turn impacts how student affairs professionals can do their job. This study found that student organization advisors preferred developmental as their advising approach, however the study did not explore if the institutional culture impacted how the advisor was asked to approach their role.

The Role of Graduate Preparation Programs in Training Advisors

The study confirms that advisors recognize that they learn to advise through their graduate preparation programs including both the academic coursework and the graduate assistantship. This acknowledgment is important for faculty and graduate assistantship providers to consider. However, it must be noted that the participants did not clearly articulate what specifically they learned in their coursework or through the classroom related to advising. When courses were mentioned they included general courses related to student development or to organizational management. Future research should investigate what aspects of these courses and their assistantships graduate students are able to translate into practice. This future research would entail a more in-depth investigation into how the advisor actually took the knowledge and applied it to practice.

Measurement of an Advisors Style

The last and perhaps most intriguing area for further research is a measurement instrument for an advisors style. Findings from this study identified how advisors of student organizations self-selected and defined their approach to advising (see Table 5) and through exploratory factor analysis identified four components that came from the prescriptive expectations that were outlined in the literature (see Table 6). These two sets of results not only indicate that the behaviors identified by the participants as part of their

advising approach are not the same as the themes identified in the factor analysis, they reveal a gap in what is practiced and what is written about student organization advising.

These results are appropriate to consider with respect to the creation of a typology model. An instrument which measures an advisors style would only be able to give a sense of “the ways individuals perceive their world or respond to it” (Pascarella & Terenzini, 2005, p. 45). A typology model is “an attempt to describe permanent or semipermanent stylistic or type preferences....[that] can be used to facilitate both learning and development” (Rodgers, 1989, p. 149). Typology models are widely used in student affairs to look at vocational preferences (Holland, 1959), learning styles (Kolb and Boyatzis, 1999), and personality type (Jung, 1976). The development of this type of instrument for student organization advisors could impact how professionals supervise these professionals, improving the supervisory relationship and creating an environment for professional growth that is cumulative and continuous. An understanding of the preferences and tendencies that professionals have when working with student organizations will provide these professionals with a mechanism to further develop an individualized approach to advising.

This research study has examined and defined three possible advising approaches (administrative, programmatic, and developmental). The emergent themes within each advising approach are grounded in the views of the participants. These advising approaches, coupled with the results of the factor analysis, provide not only the need for further research in the area, but also introduce a model that can be applied to the practice of student organization advising. The impact for the field is research that provides a foundation for understanding how advisors approach advising in practice. These findings

are aligned with the CAS standards recommendations to provide study related to individual and group interventions and could impact how graduate preparation programs view their curriculum. We do know from participants in this study that they don't feel they are receiving a knowledge base from an academic course related to advising student organizations, since 340 (87.6%) respondents indicated that they have not taken a course on this topic. For practitioners, this study provides a model that will help supervisors understand how their employees are approaching the role of advising, thus allowing them to be more intentional in the professional development and training they provide to those practitioners who are responsible for advising a student organization. This research revealed a lack of communication between the advisor and the supervisor related to advising a student organization. If the goal is to provide continuous and cumulative professional development the communication gap needs to be closed. More effective communication and support from the supervisor could result in stronger connection to the students and could lead to a mentoring relationship.

The establishment of an advisor measurement instrument has been researched in the counseling field. Understanding the advisor-advisee relationship on the doctoral level has resulted in the development of an Advisory Working Alliance Inventory – Advisor Version (Schlosser & Gelso, 2005). This instrument was designed to assess the working alliance between the advisor and the advisee in doctoral level counseling programs from the advisors perspective. A student version of this instrument also exists. These instruments can help in establishing a framework for how to develop an instrument that assesses the advisors position. In addition, it would be beneficial to also create a complementary instrument that assesses the students' perceptions. Schlosser and Kahn

(2007) recognized that the ability to compare the compatible instruments provides insights into the advisor-advisee relationship that cannot be gained independently. Establishing a student version and an advisor version for student organizations could provide information that has never been explored. Being able to not only assess the advisors approach, but to assess the students reaction to that approach would provide professionals with invaluable information on how to approach advising on their campuses.

Conclusion

Advising student organizations is a role for many professionals in student affairs and “exists at the foundation of much of the work we [professionals] do” (Love, 2003, p. 507). This study is only the beginning in understanding how advisors approach advising, the impact of advising approaches on practice, and the importance of training and professional development. This mixed-method study was exploratory in nature and provided a number of noteworthy findings as well as identified additional gaps in the literature about advising student organizations.

Establishing a foundation for understanding how advisors approach advising provides practitioners with a point of departure to looking at how they construct their own knowledge about advising. Recognizing that a shift in how professional approach working with student organization constituents is needed will require professionals to be more intentional in how they approach the work with they do with students. In addition, the acknowledgment that the “ideal” advisor may not be attainable based on the job responsibilities of the professional is important. It is the need to understand how being an intentional practitioner balances the students’ development with institutional

responsibilities that needs to be where the practice of advising is constructed by the individual and not acquired from vicarious learning (Bandura, 1986) fits with the institutional environment that is critical.

As discussed earlier, Baxter Magolda (2004) advocated that the goal for the 21st century is to adopt self-authorship as the central goal of higher education. Fundamental to this idea is the thought that typical college learning is complex and includes “outcomes, such as critical thinking, mature decision making, appreciation of multiple perspectives and difference, and interdependent relationships with others” (Baxter Magolda & King, 2004, p. 2). The overwhelming response by the participants that developmental was their self-selected advising approach revealed themes that were consistent with the tenets of intentional practice but failed to clearly articulate a connection to developmental theory. However, the themes that emerged related to how advisors learn to advise indicates a reactive approach that reproduces knowledge rather than an intentional approach that constructs knowledge. These conflicting themes confirm that advising is complex, however it also brings to the forefront the need for graduate preparation programs to be aware of how to help students learn how to construct knowledge related to student development rather than only acquire knowledge about student development. The curriculum in graduate preparation programs needs to intentionally address advising student organizations as part of its curriculum. CAS (2006) outlines the inclusion of studies about working with both individuals and organizations as part of the curriculum for preparation programs. Advising student organizations falls directly into this category and needs to be specifically addressed within the curriculum.

The practitioners that are being prepared for student affairs are the product of the higher education environment we are creating. The research that supports out-of-class student experiences has a positive impact on student satisfaction and success (Astin, 1993; Kuh et al., 1991; Pascarella & Terenzini, 2005) and strengthens the argument that attention needs to be given to further understand how student affairs professionals work with student organizations. The Learning Partnership Model addresses the need to balance challenge and support to establish a learning environment where students can achieve self authorship (Baxter Magolda & King, 2004). Student affairs has delved into the lives of our students to understand how to create these environments and now further research needs to be done to understand how to create these environments for practitioners who also continue to grow and develop their own professional identity, which includes an individualized approach to advising.

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APPENDIX A: HUMAN SUBJECTS APPROVAL-SPRING 2005 PILOT STUDY

INDIANA UNIVERSITY



NOTICE OF APPROVAL
EXEMPT REVIEW

OFFICE OF THE
VICE PRESIDENT
FOR RESEARCH

TO: Danielle De Sawal
Education
DATE: February 8, 2005

FROM: Cybil Cole, Director Human Subjects Risk Compliance

RE: Protocol entitled: An Investigation of the Development Process of Student Group and Organization
Protocol #: 05- 9735

Approval Date: February 8, 2005

The Human Subjects Committee (HSC) has reviewed and approved the research protocol referenced above as exempt; §46.101b, ¶#2. As the principal investigator of this study you assume the following reporting responsibilities:

AMENDMENTS: Investigators are required to report on these forms **ANY** changes to the research study (such as design, procedures, study information sheet/consent form, or subject population, including size). An amendment form is attached for your future use. **The new procedure may not be initiated until HSC approval has been given.**

AUDIT OR INSPECTION REPORTS: Investigators are required to provide to the HSC a copy of any audit or inspection reports or findings issued to them by regulatory agencies, cooperative research groups, contract research organizations, the sponsor, or the funding agency.

COMPLETION: Approximately one month after the date you indicated your study will end, we will send a notice to you at the address on your application, requesting information on the current status of your study. You are required to complete and return that form. If this is a student project and we don't hear from you, we will send a notice to your faculty sponsor. If we do not receive any response we will consider the study as ended and change our files to show that. It is your responsibility to let the HSC office know of address changes and project date changes.

STUDY INFORMATION SHEET: All subjects should be given a copy of the **stamped approved** study information sheet.

We suggest you keep this letter with your copy of the approved protocol. Please refer to the exact project title and protocol number in any future correspondence with our office. All correspondence must be typed.

Enclosures: Documentation of Review and Approval
Amendment Form
Approved Study Information Sheet - **stamped copy must be used**

Federal Wide Assurance #FWA00003544-IRB00000222
For additional FWA information, see the Web site at <http://www.iupui.edu/~resgrad/spon/fwa.htm>

BLOOMINGTON CAMPUS
COMMITTEE FOR THE
PROTECTION OF
HUMAN SUBJECTS

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INDIANA UNIVERSITY
BLOOMINGTON CAMPUS COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS

RECEIVED
JAN 28 2005

DOCUMENTATION OF REVIEW AND APPROVAL
of
Research Project Utilizing Human Subjects

HUMAN SUBJECTS
COMMITTEE

Study # 05 9735

TITLE OF PROJECT: An Investigation of the Developmental Process of Student Group and Organization
Advisors

PROJECT DURATION - START DATE February 1, 2005 END DATE May 1, 2005

PRIN. INVESTIGATOR Danielle M. De Sawal SCHOOL/DEPARTMENT School of Education/Educational
Leadership and Policy Studies

ADDRESS 4055 Gran Haven Dr E-MAIL ddesawal@indiana.edu PHONE 812-824-3169

RANK: Faculty Res. Scientist Post-Doc Staff Student: undergrad masters PhD/EdD X

If PI's rank is OTHER than faculty, name of faculty overseeing the research (SPONSOR) Vasti Torres

SPONSOR'S E-MAIL & CAMPUS ADDRESS 201 N. Rose Ave. Educ Building PHONE 812-856-8399

FUNDING AGENCY _____ APPL. DEADLINE _____

AGENCY PROJECT # _____ New Continuation

vatorres@

As the principal investigator, my signature testifies that I pledge to conform to the following:

As one engaged in investigation utilizing human subjects, I acknowledge the rights and welfare of the human subject involved.

I acknowledge my responsibility as an investigator to secure the informed consent of the subject by explaining the procedures, in so far as possible, and by describing the risks as weighed against the potential benefits of the investigation.

I assure the Committee that all procedures performed under the project will be conducted in accordance with those Federal regulations and University policies which govern research involving human subjects. **Any deviation from the project (e.g., change in principal investigator, research methodology, subject recruitment procedures, etc.) will be submitted to the Committee in the form of an amendment for its approval prior to implementation.**

PRINCIPAL INVESTIGATOR:

Danielle M. De Sawal
(typed/printed name)

1/28/05
(date)

As the faculty sponsor, my signature testifies that I have reviewed this application and that I will oversee the research in its entirety, through the termination report.

FACULTY SPONSOR:

Vasti Torres
(typed/printed name)

1/24/05
(date)

CAMPUS LEVEL REVIEW

This protocol for the use of human subjects has been reviewed and approved by the Indiana University/Bloomington Campus Committee for the Protection of Human Subjects.

Exempt Review # 2, Exempt # _____ with signed/documentation of consent,

Expedited Review # _____, Full Review, Not Approved, Withdrawn

Chairperson/agent of Committee / _____ Date 2/8/05
logged in ts 1/31/05 approval logged copy to PI 2-8-05 notice to SOE _____ rank code FT2

test: PI 7/2/03 sponsor 8/15/03 co-PI _____

Study # 05-9735

INDIANA UNIVERSITY - BLOOMINGTON
STUDY INFORMATION SHEET

An Investigation of the Developmental Process of Student Group and Organization Advisors

You are invited to participate in a research study. The purpose of this study is to investigate the development of a student group and organization advisors style for working with governance groups on campus.

INFORMATION

As a participant in this study you will be asked to complete a questionnaire to provide demographic information about you and your professional experience. Following your completion of the questionnaire you will be asked a series of questions related to how you work with the governance organization you advise on campus. This process should take approximately 20-30 minutes and the interview will be tape recorded.

BENEFITS

The establishment of a model that identifies the development of an advising style for student affairs professionals would have significant implications for employment training and supervision, and graduate preparation courses in student affairs.

CONFIDENTIALITY

Your participation in the study will be confidential. Your questionnaire will be coded with an alphabetical letter. The written reports will include reference to the type of institution (large public, urban, private liberal arts, etc.) in which you are currently employed. The tape recorded interviews will be destroyed December 2007. Further analysis of the data may occur after December 2007.

CONTACT

If you have questions at any time about the study or the procedures, you may contact the researcher, Danielle M. DeSawal, at 4055 Gran Haven Dr. , 812-824-3169, and ddesawal@indiana.edu.

If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have not been honored during the course of this project, you may contact the office for the Indiana University Bloomington Human Subjects Committee, Carmichael Center L03, 530 E. Kirkwood Ave., Bloomington, IN 47408, 812/855-3067, or by e-mail at iub_hsc@indiana.edu.

PARTICIPATION

Your participation in this study is voluntary; you may refuse to participate without penalty. If you decide to participate, you may withdraw from the study at anytime without penalty and without loss of benefits to which you are otherwise entitled. If you withdraw from the study before data collection is completed your data will be returned to you or destroyed.

February 7, 2005

Page 1 of 1

| | |
|----------------|--------------|
| IRB Approved | FEB 0 8 2005 |
| Approval Date: | |
| Expires: | MAY 0 1 2005 |

APPENDIX B: HUMAN SUBJECTS APPROVAL—QUANTITATIVE PHASE

INDIANA UNIVERSITY



NOTICE OF APPROVAL EXEMPT REVIEW

OFFICE OF THE
VICE PRESIDENT
FOR RESEARCH

TO: Danielle DeSawal
Education

DATE: October 24, 2006

FROM: Human Subjects Risk Compliance

RE: Protocol entitled: Understanding How Student Organizations Advisors Approach Advising
Protocol #: 06-11322

Approval Date: October 20, 2006

The Human Subjects Committee (HSC) has reviewed and approved the research protocol referenced above as exempt; §46.101b, ¶#2. As the principal investigator of this study you assume the following reporting responsibilities:

AMENDMENTS: Investigators are required to report on the Study Amendment Form **ANY** changes to the research study (such as design, procedures, study information sheet/consent form, or subject population, including size). **Changes may not be initiated until HSC approval has been given.** The PDF interactive Study Amendment Form may be found at: <http://www.research.indiana.edu/rschcomp/pdf/amendpdf2.pdf>

AUDIT OR INSPECTION REPORTS: Investigators are required to provide to the HSC a copy of any audit or inspection reports or findings issued to them by regulatory agencies, cooperative research groups, contract research organizations, the sponsor, or the funding agency.

COMPLETION: Approximately one month after the date you indicated your study will end, we will send a notice to you at the address on your application, requesting information on the current status of your study. You are required to complete and return that form. If this is a student project and we don't hear from you, we will send a notice to your faculty sponsor. If we do not receive any response we will consider the study as ended and change our files to show that. It is your responsibility to let the HSC office know of address changes and project date changes.

STUDY INFORMATION SHEET: All subjects should be given a copy of the **stamped approved** study information sheet.

We suggest you keep this letter with your copy of the approved protocol. Please refer to the exact project title and protocol number in any future correspondence with our office. All correspondence must be typed.

Enclosures: Documentation of Review and Approval
Approved Study Information Sheet - **stamped copy must be used**
Approved Recruitment Materials - **stamped copy must be used**

BLOOMINGTON CAMPUS
COMMITTEE FOR THE
PROTECTION OF
HUMAN SUBJECTS

Location:
Indiana University
Carmichael Center L05
530 East Kirkwood Avenue
Bloomington, Indiana

Mailing Address:
P.O. Box 1847
Bloomington, Indiana
47402

812-855-3067
Fax: 812-856-1535

**INDIANA UNIVERSITY
BLOOMINGTON CAMPUS COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS**

RECEIVED **HD**
SEP 07 2006
HUMAN SUBJECTS
COMMITTEE

DOCUMENTATION OF REVIEW AND APPROVAL

Research Project Utilizing Human Subjects

Study # **06-11322**

TITLE OF PROJECT Understanding How Student Organizations Advisors Approach Advising

PROJECT DURATION - START DATE 10-20-06 END DATE 05/08/2007

PRIN. INVESTIGATOR Danielle De Sawal SCHOOL/DEPARTMENT Education/ELPS

ADDRESS 201 N. Rose Avenue E-MAIL ddesawal@indiana.edu PHONE 812-856-8382
EDUC 4272

RANK: Faculty Res. Scientist Post-Doc Staff Student: undergrad masters PhD/EdD

If PI's rank is OTHER than faculty, name of faculty overseeing the research (SPONSOR) Vasti Torres

SPONSOR'S E-MAIL vtorres@indiana.edu CAMPUS ADDR 201 N. Rose Avenue PHONE (812) 856-8399
EDUC 4252

FUNDING AGENCY and # None

As the principal investigator, my signature testifies that I pledge to conform to the following:

As one engaged in investigation utilizing human subjects, I acknowledge the rights and welfare of the human subject involved.

I acknowledge my responsibility as an investigator to secure the informed consent of the subject by explaining the procedures, in so far as possible, and by describing the risks as weighed against the potential benefits of the investigation.

I assure the Committee that all procedures performed under the project will be conducted in accordance with those Federal regulations and University policies which govern research involving human subjects. Any deviation from the project (e.g., change in principal investigator, research methodology, subject recruitment procedures, etc.) will be submitted to the Committee in the form of an amendment for its approval prior to implementation.

PRINCIPAL INVESTIGATOR:

Danielle De Sawal
(typed/printed name)

09/01/2006
(date)

As the faculty sponsor, my signature testifies that I have reviewed this application and that I will oversee the research in its entirety, through the termination report.

FACULTY SPONSOR:

Vasti Torres
(typed/printed name)

09/01/2006
(date)

CAMPUS LEVEL REVIEW

This protocol for the use of human subjects has been reviewed and approved by the Indiana University/Bloomington Campus Committee for the Protection of Human Subjects.

Exempt Review # 2 _____ Exempt # _____ with signed/documentation of consent,
_____ Expedited Review # _____ Full Review, _____ Not Approved, _____ Withdrawn

Chairperson/Agent IUB Committee

10-20-06
Date

logged in to 9/16/06 approval logged copy to PI 10/25/06 rank code FT2

test: PI 7/6/03 sponsor 8/15/03 co-PI _____

3/05/www/mshw

Advising Student Organizations

Study Information Sheet

[Exit this survey >>](#)

Study # 06 - 11322

INDIANA UNIVERSITY - BLOOMINGTON
STUDY INFORMATION SHEET

Understanding How Student Organization Advisors Approach Advising

You are invited to participate in a research study. The purpose of this study is to understand how professionals responsible for working with a student organization learn to be an advisor and how advisors establish their own advising approach. An increased understanding of the learning process is crucial to providing future professionals with training and supervision regarding advising student organizations.

INFORMATION

As a participant in this study you will be asked to complete an online survey through SurveyMonkey.com. You will be asked to provide demographic information about your current position and reflect on how you advise a student organization. The survey includes six parts and will take approximately 20-30 minutes to complete. As a participant you will be asked to provide information regarding how you currently advise a student organization, and reflect back to when you first began advising a student organization. In addition, you will be asked to self identify your own advising style and indicate you interact with the different components of a student organization.

This is a national survey and I am seeking to gain approximately 200 responses.

BENEFITS

There is no personal benefit to participating in this study, instead this study benefits the knowledge base of the student affairs profession. A lack of research exists related to understanding how professionals responsible for advising student organizations learn to approach their role. Gaining an understanding of how professionals learn to approach their advising responsibilities will fill this gap in the literature and assist preparation programs with teaching students how to establish an intentional approach to advising.

removed from your survey and replaced with a numerical code to maintain confidentiality. Your name is needed in order to accurately track who has responded to the survey and provide follow-up messages to those participants who have not yet responded to the survey. All names will be destroyed in December 2007. The answers you provide on the survey will be coded numerically. The written reports will include a summary of the themes found in the study and will use examples from the written portion of the survey to illustrate any identified themes. You will not be identified individually in the report. Further analysis of the data may occur after the study is completed.

CONTACT

If you have questions at any time about the study or the procedures, you may contact the researcher, Danielle M. De Sawal, at 201 N. Rose Ave. EDUC 4272, 812-856-8382, and ddesawal@indiana.edu.

If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have not been honored during the course of this project, you may contact the office for the Indiana University Bloomington Human Subjects Committee, Carmichael Center L03, 530 E. Kirkwood Ave., Bloomington, IN 47408, 812/855-3067, or by e-mail at iub_hsc@indiana.edu.

PARTICIPATION

Your participation in this study is voluntary, you may refuse to participate without penalty. If you decide to participate, you may withdraw from the study at anytime without penalty and without loss of benefits to which you are otherwise entitled. If you withdraw from the study before data collection is completed your data will be returned to you or destroyed.

October 20, 2006

IRB Approved
Approval date: October 20, 2006
Expires: May 8, 2007

Please print a copy of this study information sheet for your records.

Next >>



INDIANA UNIVERSITY - BLOOMINGTON
STUDY INFORMATION SHEET
Understanding How Student Organization Advisors Approach Advising

You are invited to participate in a research study. The purpose of this study is to understand how professionals responsible for working with a student organization learn to be an advisor and how advisors establish their own advising approach. An increased understanding of the learning process is crucial to providing future professionals with training and supervision regarding advising student organizations.

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There is no personal benefit to participating in this study, instead this study benefits the knowledge base of the student affairs profession. A lack of research exists related to understanding how professionals responsible for advising student organizations learn to approach their role. Gaining an understanding of how professionals learn to approach their advising responsibilities will fill this gap in the literature and assist preparation programs with teaching students how to establish an intentional approach to advising.

CONFIDENTIALITY

Your participation in the study will be confidential. Your name will be removed from your survey and replaced with a numerical code to maintain confidentiality. Your name is needed in order to accurately track who has responded to the survey and provide follow-up messages to those participants who have not yet responded to the survey. All names will be destroyed in December 2007. The answers you provide on the survey will be coded numerically. The written reports will include a summary of the themes found in the study and will use examples from the written portion of the survey to illustrate any identified themes. You will not be identified individually in the report. Further analysis of the data may occur after the study is completed.

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APPENDIX C: INTERVIEW PROTOCOL—SPRING 2005 PILOT STUDY

Introduction

This interview is intended to inquire about your thoughts regarding how you established your individual advising style. The questions are open-ended to provide you with the opportunity to share your individual experiences on how you work with student groups and organizations. Please feel free to share any experiences or thoughts you have about being an advisor.

Questions

Note to researcher: Question is designed to examine how the person came into the role of an advisor.

1. Tell me a little about how you decided to become a student affairs practitioner?

Note to researcher: Questions are designed to examine the process for learning to be an advisor.

2. Discuss how you learned to become an advisor?
3. Did you feel prepared to advise a student group or organization?
4. Describe how you assess what an organization requires from you as an advisor?

Note to researcher: Questions are designed to investigate the process for advising the student group.

5. How do you advise student groups and organizations?
6. Discuss how you work with the group, the officer team, and individual members?
7. I am interested in understanding how you establish a relationship with the students. Can you discuss how you establish that relationship?

Ending question

8. Is there anything else you would like to share about being an advisor to a student organization?

APPENDIX D: SURVEY INSTRUMENT

SurveyMonkey.com - Powerful tool for creating web surveys. Online survey software ma... Page 1 of 14

The screenshot shows the SurveyMonkey.com website interface. At the top, there is a navigation bar with links for Home, New Survey, My Surveys, List Management, My Account, and Help Center. The date Friday, May 11, 2007 is displayed. The main content area is titled "Design Survey" and includes a "Show All Pages and Questions" dropdown menu and "Back" and "Preview" buttons. Below this, there is a section for selecting a theme, with "Purple Passion" selected and an "Add" button. The survey title is "Advising Student Organizations", and there are buttons for "Edit Title", "Edit Membering", and "Add Logo". Below the title, there is a "Study Information Sheet" section with buttons for "Edit Page", "Delete Page", "Copy/Move", and "Add Logic". The study ID is "Study # 06 - 11322". The survey title is "INDIANA UNIVERSITY - BLOOMINGTON STUDY INFORMATION SHEET" and the subtitle is "Understanding How Student Organization Advisors Approach Advising". The main text of the survey instrument is as follows:

You are invited to participate in a research study. The purpose of this study is to understand how professionals responsible for working with a student organization learn to be an advisor and how advisors establish their own advising approach. An increased understanding of the learning process is crucial to providing future professionals with training and supervision regarding advising student organizations.

INFORMATION

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responses.

BENEFITS

There is no personal benefit to participating in this study, instead this study benefits the knowledge base of the student affairs profession. A lack of research exists related to understanding how professionals responsible for advising student organizations learn to approach their role. Gaining an understanding of how professionals learn to approach their advising responsibilities will fill this gap in the literature and assist preparation programs with teaching students how to establish an intentional approach to advising.

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If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have not been honored during the course of this project, you may contact the office for the Indiana University Bloomington Human Subjects Committee, Carmichael Center L03, 530 E. Kirkwood Ave., Bloomington, IN 47408, 812/855-3067, or by e-mail at iub_hsc@indiana.edu.

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of benefits to which you are otherwise entitled. If you withdraw from the study before data collection is completed your data will be returned to you or destroyed.

October 20, 2006

IRB Approved

Approval date: October 20, 2006

Expires: May 8, 2007

Please print a copy of this study information sheet for your records.

[Add Question](#) [Add Page](#)

Part I: Demographic Information [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

Please answer each question as accurately as possible regarding your current situation.

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#)

Name:

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

Gender

Male

Female

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

Education: Please select the highest degree completed.

Associate

Bachelor's

Master's

Post Master's Certificate

Doctorate

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

Do you hold a degree in higher education and student affairs, college student personnel, or a related field?

No

Yes

[Add Question](#) [Add Page](#)

[Part I: type of degree] [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[This question is a programmed response based on the respondent answering in the affirmative to the previous question.]

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#)

Please list the type of degree (M.ED; Ph.D., etc) you recieved and the year it was conferred?

[Add Question](#) [Add Page](#)

[Part I: years of experience/types of organizations] [Edit Page](#) [Delete Page](#) [Copy](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

How many years have you been working full-time in higher education/student affairs?

Less than 1 year 1 to 5 years 6 to 10 years 11 to 15 years 16 plus years

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

How many years have you been responsible for advising a registered student organization (student government, union board, student interest groups, residence hall associations, Greek organizations)?

Less than 1 year 1 to 5 years 6 to 10 years 11 to 15 years 16 plus years

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#)

Please indicate the current number of registered student organizations you directly advise.

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#)

What types of student organizations are you responsible for advising.

No Yes

| | | |
|-----------------------------|-----------------------|-----------------------|
| Student government | <input type="radio"/> | <input type="radio"/> |
| Union/programming board | <input type="radio"/> | <input type="radio"/> |
| Student interest groups | <input type="radio"/> | <input type="radio"/> |
| Residence hall associations | <input type="radio"/> | <input type="radio"/> |
| Greek organizations | <input type="radio"/> | <input type="radio"/> |
| Other | <input type="radio"/> | <input type="radio"/> |

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

Is the responsibility for advising a student organization on campus a part of your job description?

No

Yes

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

Are you responsible for overseeing registered student organizations that are advised by faculty or staff members on campus?

No

Yes

[Add Question](#) [Add Page](#)

Part II: When you first began advising a student organization [Edit Page](#)

Please take a moment to answer the following set of questions based upon when you first began advising student organizations.

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

How prepared did you feel when you FIRST began advising student organizations?

| | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| Not At All Prepared | Somewhat Prepared | Generally Prepared | Very Prepared |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#)

How did you learn how to advise a student organization?

[Add Question](#) [Add Page](#)

[Part II: academic course] [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

Have you taken a specific academic course that addressed advising student groups and organizations?

No

Yes

[Add Question](#) [Add Page](#)

[Part II: learned from academic course] [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#)

Please explain what you learned in the course.

[Add Question](#) [Add Page](#)

[Part II: incorrect response in advising/mentors] [Edit Page](#) [Delete Page](#) [Copy/Move](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

How frequently do you feel you responded to a student group situation incorrectly when you first began advising?

Never Seldom Often Always

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

Mentors in the profession provide evidence, recommendations, and share

who influenced your approach to advising?

- No
- Yes

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

When you began advising did you respond to situations based upon how you had observed another advisor responding to a similar situation?

- No
- Yes

[Add Question](#) [Add Page](#)

[Part II: mentor/role model]

[Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

Did you consider this person to be a mentor?

- No
- Yes

[Add Question](#) [Add Page](#)

Part III: How you currently advise

[Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

Now think about how you currently advise the student organizations that you work with on campus. Answer the following set of questions related to your current advising situation.

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

How prepared do you feel NOW when you are advising a student organization?

- | | | | |
|------------------------|-----------------------|-----------------------|-----------------------|
| Not At All Prepared | Somewhat Prepared | Generally Prepared | Very Prepared |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#)

Please select one organization that you work with the most in your current situation. Please try to think about this organization as you answer the question for the remainder of this survey.

- | | | |
|-------------------------|-----------------------|-----------------------|
| | No | Yes |
| Student government | <input type="radio"/> | <input type="radio"/> |
| Union/programming board | <input type="radio"/> | <input type="radio"/> |

| | | |
|-----------------------------|-----------------------|-----------------------|
| Student interest groups | <input type="radio"/> | <input type="radio"/> |
| Residence hall associations | <input type="radio"/> | <input type="radio"/> |
| Greek organizations | <input type="radio"/> | <input type="radio"/> |
| Other | <input type="radio"/> | <input type="radio"/> |

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

How frequently do you participate in any professional development opportunities that assist you in enhancing your advising approach?

Never Seldom Often Always

[Add Question](#) [Add Page](#)

[Part III: professional development activities] [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#)

Please describe the types of activities in which you participate.

[Add Question](#) [Add Page](#)

[Part III: trial and error/role model] [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

How frequently do you respond to an advising situation based upon your past experiences with a similar situation?

Never Seldom Often Always

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

How frequently do you feel you respond to a student organization situation incorrectly?

Never Seldom Often Always

[Add Question](#) [Add Page](#)

[Part III: mentor] [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

Do you maintain a relationship with a mentor?

No

Yes

[Add Question](#) [Add Page](#)

[Part III: interaction with mentor] [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

How frequently in the past academic year have you asked a mentor for advice on how you should approach advising a student organization?

Never Seldom Often Always

[Add Question](#) [Add Page](#)

[Part III: supervisor as mentor] [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

Do you consider your current supervisor to be a mentor?

No

Yes

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

How frequently during the past year have you asked your current supervisor for advice on how to advise a student organization?

Never Seldom Often Always

[Add Question](#) [Add Page](#)

Part IV: Relationship with the organization [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

How frequently during the past year have you offered comments during meetings with the full membership of the organization?

Never Seldom Often Always

[Add Question](#) [Add Page](#)

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How frequently during the past year have you discussed or corresponded with the full membership of the organization regarding policy issues related to the institution, state, etc?

Never Seldom Often Always

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How frequently do you organize a retreat for the full membership of the organization?

Never Seldom Often Always

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How frequently do you organize a retreat for the officer team?

Never Seldom Often Always

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How frequently do you reference student development literature when preparing materials for the organization?

Never Seldom Often Always

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How frequently do you use literature about group development when preparing materials for the organization?

Never Seldom Often Always

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At the beginning of the academic year do you establish expectations for the full membership of the organization?

No

Yes

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Do you feel providing leadership development to the officer team is your responsibility as the advisor?

Not at all Generally no Somewhat Generally

Do you understand the legal implications associated with advising a student organization?

Not at all
 Generally no
 Somewhat
 Generally

Part V: Expectations of the advisor

Please answer the following questions based on what you believe is expected of you as the advisor (Source: Effective Student Organization Advising).

As an advisor to a student organization, I believe the organization expects the following from me as their advisor. Please check the answer that you believes applies to your current situation.

| | Completely Disagree | Disagree | Agree | Completely Agree | N/A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Belief in the organization | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Awareness of its purposes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Direction regarding University policies and procedures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Assistance in improving members' leadership skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Guidance in planning activities and programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Serving as an impartial observer | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Assistance in formulating organizations goals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Serve as a liaison to the University | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participation in the meetings and events | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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As an advisor, I believe the university expects the following from me. Please check the answer that you believes applies to your current situation.

| | Completely Disagree | Disagree | Agree | Completely Agree | N/A |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I will uphold the best interests of the university | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I will uphold the best interests of the organization | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I will work with the organization to ensure they are not in violation of any laws or policies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I will attend all events of the organization | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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Part VI: Interaction with Students [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

Please indicate how often during the past 30 days you are directly working with, not observing, the different components of the student organization.

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Entire Student Organization

- More than once a day
- Almost every day
- A few times a week
- About once a week
- Two or three times a month

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Officer Team (Executive Board)

- More than once a day
- Almost every day
- A few times a week
- About once a week

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Individual Members (Officer or General Member)

- More than once a day
- Almost every day
- A few times a week
- About once a week
- Two or three times a month

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[Part VI: meetings with organization] [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

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How often do the organizations you advise hold general organization meetings?

- Once a week
- Once every two weeks (biweekly)
- Once a month
- Other (please specify)

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How often does the officer team meet as a group?

- Once a week
- Once every two weeks (biweekly)
- Once a month
- Other (please specify)

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Part VII: Advising Approach [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

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How would you describe your approach to advising student organizations?

- Developmental
- Administrative
- Programmatic
- Other (please specify)

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Please explain how you define/explain this style.

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For each of the following what advising approach are you most likely to use

| | Developmental | Administrative | Programmatic | Other |
|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Full Membership | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Executive/Officer Team | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| President | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Individual Member | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

[Add Question](#) [Add Page](#)

Thank You [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

Thank you for taking the time to participate in my survey.

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APPENDIX E: INITIAL E-MAIL

Initial E-mail

Subject Line: Student Organization Advisor Study

(Date)

Dear (insert name):

My name is Danielle DeSawal and I am currently pursuing my doctoral degree in Higher Education and Student Affairs at Indiana University. The purpose of this study is to examine how advisors learn and develop their individual approach to advising. An increased understanding of the learning process is key to providing future professionals with training and supervision regarding advising student organizations. As a member of (insert organization name) I am seeking your assistance with this study by asking that you complete an online survey related to your experiences advising a student organization.

I understand the many demands you have on your time and have designed a survey that will only take approximately 20-30 minutes to complete. I hope that you will assist me by completing this online survey.

Please use the following link to access the survey:
<http://www.surveymonkey.com/s.asp?u=944512694675>

Please be assured that your answers are confidential and the data reported will not identify you individually. Attached to this message you will find a portable document file (PDF) that outlines information about the study. Please contact me if you have any questions about the study or are interested in receiving a summary of the results.

Thank you for your assistance with my study.

Sincerely,

Danielle M. De Sawal
Doctoral Candidate
Master's Program Coordinator & Visiting Lecturer
Higher Education and Student Affairs
Indiana University
4272 W.W. Wright School of Education
201 North Rose Avenue
Bloomington, Indiana 47405-1006



APPENDIX F: FIRST FOLLOW-UP E-MAIL

First Follow-Up E-mail

Subject Line: Student Organizations Advisor Survey

(Date)

Dear: (insert name)

A few weeks ago I sent you a link to an online survey which is part of my dissertation study on how student organization advisors approach advising. While a number of the individuals involved in the study have returned the survey I am still interested in learning more about your advising experiences.

I realize this is a busy time of year and you have many professional responsibilities. The survey is designed to take approximately 20-30 minutes to complete and can easily be accessed online. I hope that you will be able to assist me with this study by completing the survey.

Please use the following link to access the survey:

<http://www.surveymonkey.com/s.asp?u=944512694675>

Thank you for your participation,

Danielle De Sawal
Doctoral Candidate
Master's Program Coordinator & Visiting Lecturer
Higher Education and Student Affairs
Indiana University
4272 W. W. Wright School of Education
201 North Rose Avenue
Bloomington, Indiana 47405-1006
ddesawal@indiana.edu



APPENDIX G: SECOND FOLLOW-UP E-MAIL

Second Follow-Up E-mail

Subject Line: Student Organizations Advisor Survey

(Date)

Dear (insert name):

A few weeks ago I sent you a link to an online survey which is part of my dissertation study on how student organization advisors approach advising. I hope you will consider responding as I feel the data provided will provide insight into how student affairs professionals learn to advise a student organization and how they approach their position.

I realize this is a busy time of year and you have many professional responsibilities. The survey is designed to take approximately 20-30 minutes to complete and can easily be accessed online. I hope that you will be able to assist me with this study by completing the survey.

Please use the following link to access the survey:

<http://www.surveymonkey.com/s.asp?u=944512694675>

Thank you for your participation,

Danielle De Sawal
Doctoral Candidate
Master's Program Coordinator & Visiting Lecturer
Higher Education and Student Affairs
Indiana University
4272 W.W. Wright School of Education
201 North Rose Avenue
Bloomington, Indiana 47405-1006
ddeawal@indiana.edu



VITA

DANIELLE M. DE SAWAL

DOCTOR OF PHILOSOPHY *Indiana University, August 2007*

Higher Education; Minor: Philanthropy

Dissertation Title: How Student Organization Advisors Approach Advising

MASTER OF EDUCATION

University of Arkansas, May 2000

Higher Education Administration

BACHELOR OF SCIENCE

Colorado State University, August

1998

Family and Consumer Sciences; Minor: Human Development and Family Studies

PROFESSIONAL EXPERIENCE

Higher Education and Student Affairs Master's Program Coordinator and Visiting Lecturer

August 2005-present, Indiana University

Responsibilities Include:

- ◆ Coordination of nationally ranked higher education and student affairs master's program with over 100 enrolled students on two campuses
- ◆ Teaching graduate level courses in students affairs
- ◆ Advising the Indiana University Student Personnel Association (IUSPA) and the IUSPA Journal
- ◆ Coordination of the orientation program and assignment of academic advisors
- ◆ Academic advising for first and second year masters students
- ◆ Coordination of the recruitment and admission process for students
- ◆ Coordination of the practicum experiences and individual seminars
- ◆ Coordination of the Outreach weekends including student registration, assistantship provider interviews and faculty interviews

Research Assistant, Investigating the Complexities of the Choice to Stay in College for Latino Students

September 2003-July 2005, Indiana University

Responsibilities Include:

- ◆ Assist in the collection of qualitative and quantitative data for a federally funded research project
- ◆ Maintain a database of participants and assist in tracking students in a longitudinal study
- ◆ Coordinate the distribution of survey instruments and participant interviews
- ◆ Assist in the analysis of qualitative data collected in the study and formation of research articles

- ◆ Assist with administrative duties including coding, filing forms, making presentations, and writing reports

Research Project Assistant, Social Enterprise Program: A Proposal In Response To The Lilly Endowment Initiative

June 2004-December 2004, Indiana University

Responsibilities Include:

- ◆ Investigated the viability for Indiana University to create a social enterprise program as a collaborative effort between the Kelley School of Business and the School for Public and Environmental Affairs
- ◆ Researched existing social enterprise programs in the country
- ◆ Participated in the Venture Philanthropy Summit held at Stanford University in September 2004.
- ◆ Developed a survey instrument to assess faculty and student interest at Indiana University
- ◆ Investigated how a social enterprise program could compliment existing curricular requirements
- ◆ Assisted in the development of a written report to secure \$100,000 in start up funds from the Lilly Endowment Initiative

Educational Program Coordinator, Association of College Unions International (ACUI)

May 2000-August 2003

Responsibilities Included:

Program and Conference Management

- ◆ Coordinated the development and implementation of multiple seminars and institutes on topics including late night and weekend programming, assessment, marketing, renovation and construction, programming, international study tours, and senior-level management
- ◆ Provided on site logistical support for the implementation of seminar and institute programs
- ◆ Provided on site logistical support and coordination of the ACUI annual conference
- ◆ Evaluated the needs of the membership and implemented target based programming
- ◆ Coordinated and developed marketing materials for educational programs
- ◆ Developed and managed individual budgets for all seminar and institute programs within the association
- ◆ Coordinated the annual five day leadership institute, Institute for Leadership Education and Development (I-LEAD[®]), for more than 50 students
 - Trained and advised 12 professional facilitators for I-LEAD[®] in cooperation with the volunteer coordinator
 - Presented I-LEAD[®] educational sessions in cooperation with the volunteer coordinator on topics including diversity, communication, leadership, collaboration, and decision making

Volunteer Management

- ◆ Provided support and guidance for volunteers hosting regional and international programs
- ◆ Facilitated annual meetings of the 15 regional directors within the association

- ◆ Developed in cooperation with volunteers a regional conference training manual
- ◆ Facilitated the annual revision of the I-LEAD® curriculum committee in cooperation with the volunteer coordinator

Web based program development

- ◆ Organized and implemented a web based information clearinghouse for members
- ◆ Evaluated, managed, and enhanced the ACUI Registry Employment Services (ACUIRES) for ease and efficiency

Graduate Student Supervision

- ◆ Supervised graduate interns from the Higher Education and Student Affairs program at Indiana University
- ◆ Supervised graduate students from multiple institutions at the annual conference as members of the conference management staff

First Year Experience (FYE) Program Coordinator, Office of the Vice Chancellor for Student Affairs

August 1999-May 2000, University of Arkansas

- ◆ Participated and provided leadership for the development of a comprehensive First Year Experience program focused on The University of Arkansas Experience in cooperation with the Vice Chancellor for Student Affairs and Dean of the Sam Walton College of Business Administration
- ◆ Coordinated the development of the FYE Program with the University community
- ◆ Provided support to nine independent teams: Service Learning, Campus Programming, Greek Enhancement, Residential Task Force, Pre-Orientation, Extended Orientation, Tutoring, Mentoring, & Advising, and Program Evaluation

Special Project Coordinator (Graduate Assistant), Office of the Dean of Students

July 1998-May 2000, University of Arkansas

Responsibilities Included:

- ◆ Developed and implemented a collaborative model involving the Division of Student Affairs and the campus community in cooperation with the Director of Student Involvement and Leadership and Associate Vice Chancellor and Dean of Students
- ◆ Facilitated bi-weekly meetings to evaluate the progress of six independent projects within the Division: Family Weekend, Leadership Development Course, University Calendar, Cultural Retreat, Graduating Student Leaders Breakfast, and Essential Razorback Experiences
- ◆ Provided leadership to team members regarding the progress of the independent projects
- ◆ Evaluated and enhanced the project to serve as the collaborative model for the implementation of the FYE program
- ◆ Served as a representative on the Campus and Community Coalition on Alcohol and Other Substances
- ◆ Provided leadership for establishing an annual family weekend program
- ◆ Established and maintained a revenue generating budget for Family Weekend Programming
- ◆ Compiled evaluation and summary information regarding Family Weekend Programming

- ◆ Implemented and supervised a peer facilitator program for the Greek Community
- ◆ Established a group of seventeen students and provided training to implement new member programming
- ◆ Developed the program and invitations for the Student Involvement Awards Ceremony
- ◆ Coordinated the Chancellor's Academic Award of Excellence in cooperation with the Office of Student Involvement, Residence Life and Dining Services, and Greek Life
- ◆ Coordinated and facilitated opportunities for potential graduate students interested in the higher education program
- ◆ Developed and implemented a Graduate Assistant Orientation Program
- ◆ Developed a Code of Ethics for the Graduate Assistants in the Division of Student Affairs

Arkansas Union Internship

Summer 1999-May 2000, University of Arkansas

- ◆ Developed requests for proposals for two independent locations within the Student Union
- ◆ Collaborated with Campus Dining to publish an article for the National Association of College Auxiliary Services
- ◆ Developed the student celebration for the opening of the east addition of the Arkansas Union
- ◆ Served on the core committee for the re-dedication of the Arkansas Union coordinating: Formal Ceremonies, Banquet Arrangements, Student Involvement, Marketing, and Donor Recognition

Greek Life Graduate Assistant

August 1998-September 1999, University of Arkansas

- ◆ Implemented and facilitated educational programs and workshops for the Greek Community such as New Member Retreat, Greek Colloquium, and Diversity
- ◆ Served as an advisor to assist with and coordinate meetings with the Panhellenic Council, Rho Chi Training, Officer Retreats, and Greek Weekend
- ◆ Created and implemented the Greek Life Facilitator program model and worked to establish funds for implementation
- ◆ Developed the Diversity Plan for Greek Affairs in cooperation with the Greek Life Coordinator
- ◆ Advised and traveled with students to the Greek Alcohol Summit and Southeastern Panhellenic Conference
- ◆ Coordinated and facilitated the development of Rho Chi Training
- ◆ Supervised and coordinated Fraternity and Sorority Member Recruitment
- ◆ Calculated Member Recruitment information through Comput-A-Rush

PROFESSIONAL LEADERSHIP

American College Personnel Association

ACPA 2006 National Convention Planning Committee, General Convention Volunteer Coordinator (*December 2004-March 2006*)

Association for the Study of Higher Education
Proposal Reviewer for Student Division (May 2005-June 2005)

Indiana University
University Training for Interventions Procedures (TIPS) Trainer (*November 2003-December 2004*)
Higher Education and Student Affairs Doctoral Recruitment Committee (*Spring 2005*)

Association of College Unions International
Graduate Student Case Study Judge (*March 2004*)

I-LEAD Participant (*March 1997*)

- ◆ One of 80 students selected world wide to participate in an advanced leadership development institute

Colorado State University

President's Leadership Program (*1997-1998*)

- ◆ One of 50 students chosen to participate in a leadership development course integrating the importance of multicultural education with leadership in our society

STUDENT LEADERSHIP EXPERIENCES

- ◆ Director of Academics: Associated Students of Colorado State University (ASCSU) (*1996-1997*)
- ◆ ASCSU Student Government Elections Co-Chair (*Spring 1996*)
- ◆ University Curriculum Committee (*1996-1997*)
- ◆ Committee on Instructional Development (*1996-1997*)
- ◆ Lory Student Center Governing Board, *Chairperson: 1997-1998; Policy Committee Chair: 1996-1997*
- ◆ Multi-Cultural Leadership Retreat (*January 1997*)
- ◆ Student Fee Review Board (*1995-1997*)
- ◆ Applied Human Sciences Senator (*1994-1996*)

PROFESSIONAL PRESENTATIONS AND PUBLICATIONS

De Sawal, D. M. (in press). How advisors learn to advise: A study. *Campus Activities Programming*.

De Sawal, D., Pate, N. & Welcome, T. (1999). Courting students: Arkansas union builds community on campus with innovative food court. *Journal of the National Association of College Auxiliary Services*, 22(5), 34-39.

Ellis, A. & De Sawal, D. (2005). Relationship management. In T. Tracey & K. M. Edwards (Eds.), *Core Competencies in Association Professional Development*. Washington, D.C: American Society of Association Executives.

- Gohn, L., Sandeen, A., Tracy, K., Denney, K. & De Sawal, D. (2000, March). *College Student Personnel/Higher Education Graduate Programs—Rankings*. Educational session presented at the meeting of the National Association of Student Personnel Administrators, Indianapolis, IN.
- Gordon, S. & De Sawal, D. (2000, March). *Developing Collaborative Relationships Across Campus*. Educational session presented at the meeting of the National Association of Student Personnel Administrators, Indianapolis, IN.
- Lane, T., Edgington, M., Griffith, M. & De Sawal, D. (2002, March). *New Visions for ACUI Regional Conferences*. Educational session presented at the meeting of the Association of College Unions International, Albuquerque, N.M.
- Lane, T. & De Sawal, D. (2003, March). *Successful ACUI Regional Conference Planning*. Educational session presented at the meeting of the Association of College Unions International, Chicago, IL.
- Maxwell, D., Kowalka, K. & De Sawal, D. (2002, March). *Student Leadership: Experiential Style*. Educational session presented at the meeting of the Association of College Unions International, Albuquerque, N.M.
- Scott, S. & De Sawal, D. (2000, March). *Building a New Paradigm for Campus Collaboration*. Educational session presented at the meeting of the Association of College Unions International, New York, NY.
- Torres, V. & De Sawal, D. (2005, March). *Exploring the Latino/a College Student Experience: A Longitudinal Qualitative Study*. Educational session presented at the meeting of the National Association of Student Affairs Administrators, Tampa, FL.
- Torres, V., De Sawal, D., & Santiago, L. (2005, April). *Enhancing Our Understanding of Latino Students by Measuring Cultural Conflict*. Educational session presented at the meeting of the American College Personnel Association, Nashville, TN.
- Torres, V. & De Sawal, D. (2004, April). *The Role Environment Plays in Retaining Latino Students at Urban Universities*. Educational session presented at the meeting of the National Association of Student Affairs Administrators, Denver, CO.

INVITED WORKSHOPS

- De Sawal, D., and Weith, R. “Juggling Your Final Semester: Finding the perfect position, while maintaining your academic and employment responsibilities”, Residential Programs and Services, Indiana University, Bloomington, IN (2006).

De Sawal, D. "The Game of Life", Resident Assistant Class: Residence Life and Dining Services, University of Arkansas, Fayetteville, AR (1999).

De Sawal, D. Designed and conducted training workshops for resident assistants on the topics of communication and personality assessment. (University of Arkansas, August 1999)

De Sawal, D. Designed and conducted a class on diversity issues to approximately twenty five students on topics including: ethnicity, culture, sexual orientation, and appreciation of differences. (University of Arkansas, February 1999)

De Sawal, D. "Inclusion of Multicultural Education in Student Teaching", School of Education, Colorado State University, Fort Collins, CO (1998).

De Sawal, D. "Leadership Development in Vocational Student Organizations", School of Education, Colorado State University, Fort Collins, CO (1998).

TEACHING EXPERIENCE

Indiana University

U544 Introduction to Student Affairs, Instructor, Fall 2006. Course was designed to develop an appreciation of knowledge, history, philosophy and theoretical underpinnings of the field of student affairs.

U548 Student Development Theory and Research, Instructor, Fall 2006. Course was designed to provide an overview of the social psychological, and student affairs literature related to college student development.

U551 Administrative Practices, Instructor, Spring 2006. Course was designed to provide knowledge in the areas of budget, human resources, technology, and general management in higher education and student affairs.

U547 Practicum Seminar in Higher Education and Student Affairs, Field Experience Coordinator, Spring 2006. Coordinate the student experiences and faculty practicum supervisors for master's students doing on-site practicum work.

U544 Introduction to Student Affairs, Instructor, Fall 2005. Course was designed to develop an appreciation of knowledge, history, philosophy and theoretical underpinnings of the field of student affairs.

U548 Student Development Theory and Research, Instructor, Fall 2005. Course was designed to provide an overview of the social psychological, and student affairs literature related to college student development.

U212 The Queer Academy: GLBT College Student Experiences, Instructor, Spring 2005. Course was designed to explore the issues and experiences facing Gay, Lesbian,

Bisexual, and Transgendered (GLBT) college students through history, theory, and pop culture.

U547 Practicum Seminar in Higher Education and Student Affairs, Section Facilitator, Spring 2005. Served as the faculty practicum supervisor for master's students doing on-site practicum work.

U544 Introduction to Student Affairs, Teaching Assistant, Fall 2004. Course was designed to develop an appreciation of knowledge, history, philosophy and theoretical underpinnings of the field of student affairs.

U547 Practicum Seminar in Higher Education and Student Affairs, Section Facilitator, Spring 2004. Served as the faculty practicum supervisor for master's students doing on-site practicum work.

U212 Student Leadership In College, Instructor, Spring 2004. Course was designed to encourage students to think critically about leadership issues facing our communities and society, to understand the importance of self-knowledge, to explore how values influence the leadership process, and to understand gender and culture influences on leadership.

HONORS AND AWARDS

- * SACSA Case Study Competition, First Place
November 1999
- * NASPA Region IV-West Rising Star Award
November 1998
- * Arkansas Union Extra Mile Award
University of Arkansas, 1998

PROFESSIONAL MEMBERSHIPS

- * American College Personnel Association (ACPA)
- * National Association of Student Personnel Administrators (NASPA)
- * Association for the Study of Higher Education (ASHE)