Student-Faculty Interactions in Context: A Study of Faculty Advisors and Student Organization Advisees

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Research pertaining to the informal and formal relationships between faculty advisors and students within the context of student organizations is limited. Previous research focuses on outcomes of the relationship, but rarely the structure and exchanges within the relationship. This paper presents a case study analysis of the interactions of an academic student organization and its faculty advisors. It then presents the relationship within the context of Weisbord's Six Box Model for evaluating organizational effectiveness.

Introduction

Faculty advisors play various roles in student organizations on college and university campuses. This paper details the interaction of faculty advisors and student leaders within the context of student organizations. Research documenting the positive outcomes of student-faculty interaction is ubiquitous (Astin, 1993). Additional research that focuses on the interactions between faculty members serving as student organization advisors (herein referred to as advisors) could lead to a more comprehensive understanding of how faculty interact with students outside of the classroom. Such an understanding could provide practical knowledge for advisors and student affairs professionals.

While gathering information regarding the interaction between faculty and students, the researchers studied a single academic student organization at a doctoral extensive research university in the midwest. In order to gain a more in-depth understanding of the interactions between advisors and their advisees, the researchers utilized Weisbord's Six-Box Model (1976, 1978) as a framework.

The descriptions of the interactions are the primary outcome of the study. While the researchers hypothesized that Weisbord's (1976, 1978) model would serve as a useful tool for conducting research on student organizations, they did not begin the study with specific notions regarding the faculty-student relationship within the group. During this qualitative study, the researchers were primarily observers rather than hypothesis testers.

While studying faculty members that are advising student organizations, two bodies of literature provide significant background information. Out-of-class involvement, such as student organization interactions, is one subset of the relevant literature (Kuh and Huh, 2001a). Secondly, writings on student organization advising provide a more specific context for the roles faculty members assume while working with student groups. This is significant as the skills necessary to advise a student organization may not be inherent in the faculty role. Taken together, the research on student-faculty interaction and writing on organizational advising provide a foundation for the practice of faculty advisors.

Faculty Interactions with Students

Kuh and Hu (2001a) focused on three different types of faculty-student interactions. Substantive interactions (which focus on faculty-student communication regarding academic coursework), out-of-class contact (which could involve various types of interactions including faculty advisors), and writing improvement (include intentional efforts for faculty members to increase a student's ability to produce quality writing). In addition, Pascarella and Terenzini (2005) identified interactions relating to students' career choices as a fourth type and described this category as one that influences students' ability to succeed in future careers. All four types of interactions might occur within the context of academic or professional student organizations. However, because out-of-class and career-related interactions are most relevant to the study, these aspects will be discussed in greater detail.

Out-of-class Contact

Kuh and Hu (2001a) identified discussion of difficult issues or problems with faculty as one important category of faculty-student out-of-class contact. These issues and the discussions surrounding them could affect students' critical thinking skills, cognitive development, or moral development. In a meta-analysis of studies published from 1991 to 2000, Gellin (2003) assessed the effects of different types of undergraduate involvement on critical thinking as measured by standard instruments. The analysis assessed both involvement with organizations and interactions with faculty. The study found a small effect for involvement with organizations, but cautioned this may reflect definitional difficulties. Gellin found no specific effect for faculty interaction and speculated that this finding might reflect varied faculty interpersonal skills. In a somewhat contradictory finding, McNeel (1994) suggested that informal, out-of-class faculty-student contact may have a strong effect on students' moral development. This discrepancy may result from the differences between measurements of critical thinking and moral

development or differences in the populations studied.

Career-related Interaction

Astin (1993) found that career-related interactions, such as those that might occur in an academic or professional student organization, seem to have a significant impact on career choice, especially the selection of a profession related to academia or research. Astin also found faculty-student interaction to be correlated with self-reported growth in job skills. However, the causal direction of this correlation is uncertain. Avalos (1996) found faculty-student interaction to be correlated with occupational status but suggested that this might be mediated by the effects of interaction on degree attainment.

Advising Student Organizations

Literature on the practice of advising student organizations provides insight into the faculty role that the researchers considered in this study. Floerchinger (1992) stated that student involvement and interaction with faculty members, both inside and outside of class, have been considered to be determining factors in a student's satisfaction, intellectual and personal development, and persistence in college. Additionally, Kennedy, Gordon, and Gordon (1995) noted that students strongly believe that interaction with faculty during their leadership term within an organization has a positive influence on their overall attitude toward college. Dunkel and Schuh (1998) also conducted research which highlights the importance of the advisor's role in the development of a student's career identity and development. These impacts may form the basis of why a faculty member may choose to become involved in a student group. Bloland (1967) explained that advisors become involved with an organization through the assignment of advising roles or the acceptance of an invitation to serve as an organization's advisor.

To best serve the student, an advisor must have the ability to assume many different roles dependent upon the situation. Because of this, the role of an advisor changes with the needs of the students within the organization. Advising is a process: the role of a student group's advisor changes as the group develops and matures (McCluskey-Titus, 2004). Bloland (1967) divided the role of the advisor into three major areas: maintenance or custodial functions, group growth function, and program content functions.

Maintenance or custodial functions describe the advisor as a "go to" person for information. Group growth function pertains to group dynamics: advisors are responsible for teaching organizational skills and techniques. In addition to imparting leadership skills, responsibility, and discipline in group members, the advisor should coach the organization's executive officers in

organizational and administrative principles. In their program content function, advisors stimulate the intellectual development of the students while assisting in the planning of activities that contribute to the enrichment of campus life. More recently, Dunkel and Schuh (1998) defined the roles of advisors as mentors, leaders, supervisors, teachers, and followers. In each role an advisor assumes with students, a relationship is created which must be nurtured.

The relationship between the advisor and student is crucial to ensure a mutually beneficial experience. Advisors are expected to provide high quality advising in order to support the needs of their students (Dunkel & Schuh, 1998). DeAngelis (1999) characterized excellent advisor relationships as ones in which the advisor wears many hats, is a counselor and friend, helps students with all aspects of their lives, and ensures that students know the advisor has their best interests in mind. The advisor should be considered an organizational resource and respond to students' questions but should not overtly influence the students' discussions. The advisor can stimulate the intelligence and ability of the student participants and help them plan activities that will contribute to their own educational development and welfare while enriching campus life (Bloland, 1962). The researchers analyzed this particular type of student-faculty interaction within the framework of an organizational behavior model.

Organizational Behavior Framework

Weisbord's Six-Box Model

The researchers used the conceptual structure proposed in Weisbord's Six-Box Model (1976, 1978) as a framework for the research project and data analysis. The model is used to identify incongruities in the perceived and actual operations of an organization. Weisbord's model was originally intended to analyze business organizations, and has in fact been used for that purpose (e.g., Galagan, 1992). However, previous student affairs researchers have also suggested the use of this model to analyze student perceptions of the environment of student organizations (Winston et al., 1997). Specifically, Winston et al. suggested the use of Weisbord model to assess student organizations due to the limited availability of other instruments. The researchers conducting the present study chose to adopt this suggestion. They utilized this framework and assessed the organization using Weisbord's model.

Weisbord's (1976, 1978) model has six factors that create a circular model (Figure 1): *purpose*, *structure*, *rewards*, *helpful mechanisms*, *relationship*, and *leadership*. Purpose can be described as the mission and

goals of an organization. When assessing the purpose, an organization must consider goal clarity and goal agreement. If these two aspects of the group's purpose do not align, tension can form. Structure enables the group to delineate necessary organizational tasks. This could be done by outlining functions, programs, or both. To function properly, the group must follow its formal structures using clearly defined roles.

Rewards provide incentives for the members of an organization. "Having a reward system (formal) in no way guarantees that people will feel and act as if they are rewarded (informal)" (Weisbord, 1976, p. 441). Rewards do not have to be monetary. Organization leaders must create a system to motivate their subordinates, using rewards as one method.

Helpful mechanisms are the tools used by the organization to accomplish its goals. These mechanisms are used in four processes: planning, budgeting, control, and measurement, and help create cohesion throughout the group (Weisbord, 1976, 1978). Through policies, communication, and information collection, members of the organization are better equipped to handle their duties.

Relationships can be internal or external between individuals within the organizations, with other organizations, or with other parts of a larger institution (Weisbord, 1976). When analyzing relationships, the manner in which interaction happens and the way conflict is resolved must be examined. Leadership is necessary to drive an organization. No one person is the best leader for every group. Therefore, an organization must select a person it determines is well qualified to support its specific needs. Leaders must manage all components of the Six-Box model effectively (Weisbord, 1976, 1978). Weisbord described diagnosing an issue as finding a "gap" between what is and what ought to be. Weisbord likens organizational assessment to a radar screen. Problems within the group would "show up as blips in one or more boxes, blocking work or important tasks" (Weisbord, 1978, p. 8). Leaders in the organization must act as air traffic controllers to find the problem and create a method of resolving the issue. The individual who acts in this role could differ depending upon the situation. At various times, this role could fall upon the officers of an organization, to the advisor, or to a general member of the group. For the purpose of this paper, all three groups were considered as leaders within the organization with the primary focus on the officers.

The six areas are part of an environmental scope where there must be a "fit" between the organization and the environment ("the extent to which purposes and structure support high performance and ability to change with conditions"), as well as a fit between the individual and organization ("extent to which people support or subvert formal mechanisms intended to carry out

an organization's purposes") (Weisbord, 1976, p.431-432). In both cases fit between environment and organization can be strong or weak.

Methods

A qualitative case study approach was utilized to develop a rich and detailed narrative of student-faculty interaction within the context of advising student organizations. Case study methodology allows for the assessment of a specific environment bound by place and time (Merriam, 1993). Due to the limited amount of research that currently exists discussing outcomes associated with faculty members advising academic student organizations, the researchers felt that case study methodology would allow for an in-depth analysis. This study employed and analyzed data from one case which was then compared with patterns from Weisbord's Six-Box Model (1976, 1978). This is a commonly accepted mode of case study data analysis (Yin, 1984).

Participants

The participants in this study consisted of the advisors and members of one registered undergraduate student organization at a large, public, university in the Midwest. The researchers chose to employ purposive sampling techniques to identify undergraduate academic/professional student organizations for this study. The organization that participated in the research was identified through registration lists from the institution's Student Activities Office. The researchers did not initially intend to focus on one organization, but due to a lack of organizational interest, only one group chose to participate in the study.

Club Science. Club Science is an academic organization composed of students within a specific scientific discipline. As described by the organization's website, it is a club for undergraduate students interested in their field, and the club's objectives include community outreach, research projects, graduate school preparation, and discussion with guest speakers. Club Science engages in regular activities intended to support its mission, provides a variety of professional development opportunities for its members, and hosts social events.

The organization is comprised of two faculty advisors, five executives, and a body of general members. Active student membership in the organization is around 15 members but does not limit participation by interested students. Most support, such as facilities, computers, faculty advisors (asked by the academic department to serve as an advisor), and fiscal resources for the group is organized through the academic department to which it is tied. General meetings of the organization occur once a week and cover topics such as upcoming programs, opportunities for further involvement in the field,

and social gatherings.

Data Collection

The researchers chose to collect data by observing a group meeting, conducting a student focus group and interviewing two faculty advisors. These methods allowed the researchers to gather information about the interactions between faculty and students within the context of the case while also assessing the needs, attitudes, beliefs, and feelings of participants (Merriam, 1993). The two faculty advisors participated in interviews in which questions focused on the structure of the student-advisor relationship and organizational roles. The researchers' main objective was to discover any factors that might explain the often complex behaviors or reasons for involvement within the organization.

Data gathered from the observation, focus group, and faculty interviews were tape-recorded and transcribed. The researchers coded the data by assessing different aspects of the organization's functional environment. For example, researchers considered the physical environment of the organization's meeting space and the role of the faculty advisor within group meetings. Participant statements led to the creation of data-derived themes within each of these environmental areas. These themes and participant statements were categorized within Weisbord's six boxes and analyzed within that context. This process enabled the researchers to assess the importance of various elements of the model to the organization.

Validity

The researchers utilized a number of commonly accepted steps to verify data they collected and conclusions reached regarding the data (Creswell, 1994). In the field notes they recorded during data collection, the researchers made note of curious or unusual situations and then followed up on the significant issues with questions during the interview and focus group. By collecting information on similar phenomena using different instruments, the researchers developed mutually corroborative data. Also, throughout the data collection two group members were present, minimizing the possibility of one person's bias influencing the study.

Description of Findings

The faculty interview and focus group provided the research team with detailed data. This information allowed the researchers to develop an in-depth understanding of the organization, thus providing substance for a thorough analysis of Club Science. The data also allowed the researchers to determine any potential congruence with Weisbord's Six-Box Organizational Model. While neither the advisors nor the student members were familiar

with the Six-Box Model, they unknowingly functioned within this conceptual framework. They recognized the informal structure of their organization and understood how that affected its functionality. Within this study, the researchers found that each of the components of the Six-Box Model played a role in the development of Club Science. Purpose, structure, rewards, helpful mechanisms, relationships, and leadership were visible to differing degrees after an analysis of the data.

Degree of Congruence to the Weisbord Model

Purpose. Weisbord (1976, 1978) stated that an assessment of an organization's purpose should include three elements: *goal "fit"*, *goal clarity*, and *goal agreement.* In order to achieve goal "fit," an organization must serve a societal need. The goals of Club Science are to prepare students for further academic study, focus and define career aspirations, participate in community outreach, and provide social opportunities. The purpose of these goals is to enhance the education and development of its students while preparing them to become more fully engaged in society upon their graduation. Club Science achieves these goals by providing members with educational opportunities outside of the classroom, such as a weekly colloquium series dedicated to current trends and research conducted within the field.

Goal clarity refers to the degree to which the organization's goals are adequately articulated. The data suggested that members and advisors accurately understood and acted in congruence with the aforementioned goals of the organization. During meetings, the students held discussions about current and past research projects and working with a local non-profit agency to educate community youth. In addition, the advisors' conversation incorporated discussions with group members regarding topics such as Graduate Record Examination preparation, assistance with the pursuit of advanced degrees, internship opportunities, and guest lecturers and speakers. As a result of the strength of goal "fit" and clarity, the researchers determined that goal agreement, the degree to which all constituents support organizational goals, was apparent based on the dialogue and actions of the advisors and members.

Structure. To analyze the structure of an organization, Weisbord (1976, 1978) suggested that individuals "look for fit between the goal (output) and the structure producing (formal system), then attend to how the work is actually divided up and performed and how people use or subvert the organization chart" (p. 439). The leadership and advisors of the group appeared to have clear responsibilities. The president and treasurer were aware of their duties within the organization. For instance, the president understood his responsibility for calling meetings, creating agendas, and guiding discussion.

The president and other officers, however, did not seem to receive formal training regarding their roles. The researchers observed minimal formal structure and no formal agenda for the meetings. This allowed for the meeting to assume an informal nature and permitted frequent digressions from the topics. The researchers determined that while the efficiency of meetings was hampered, it appeared the goals of the organization were still met.

The advisors served an important role in assisting in the attainment of organizational goals. They viewed themselves as resources for the students and representatives of the organization. The members of the group viewed the advisors almost as peers but with expertise and influence that bring legitimacy to the organization. "[He] gives us a sense of being part of something official, not just a ragtag group. You know an actual faculty member, we can get stuff done you know." The students understood the significance of faculty influence on the advancement and support of Club Science.

Rewards. Weisbord's model discussed formal and informal aspects of rewards systems. Formal aspects include explicit systems within an organization that serve to reward and recognize members of the group. These systems can acknowledge past contributions and encourage future performance. The reactions of organization members to these formal or explicit systems comprise the informal aspect of rewards.

For a rewards system to be effective, it must be congruent with the goals and purpose of the organization, providing members with a personal sense of accomplishment. The researchers did not observe a formal rewards system as described by Weisbord. For example, members did not receive any sort of formal recognition for their contributions to the organization. However, the students believed they derived benefits from their participation in the organization. They discussed opportunities to take annual trips to sites relevant to their field, interact with visiting academic speakers, obtain internships, and interact more frequently with the faculty advisors. Students believed that these interactions with the faculty advisors provided opportunities for academic discussions outside of the classroom, offering insightful perspectives about the field. Regarding one faculty advisor, a group member noted that "usually he is just sitting there talking with us in a general way and this particular meeting we would have this little discussion."

A faculty advisor to the group noted a similar benefit. The advisor remarked that "I have a research professorship so I don't normally teach students. So this is one of my few interactions with the students and who are usually very enthusiastic majors and pretty fun to deal with." Because students and advisors felt rewarded by their participation in the organization,

despite the lack of a formal rewards structure, deficiency in this aspect of Weisbord's model might not indicate organizational dysfunction.

Helpful mechanisms. As with rewards, analysis of helpful mechanisms in Weisbord's (1976, 1978) model is divided into formal and informal components. Formally, a helpful mechanism is any structural element of an organization that facilitates the achievement of its mission. The informal aspect of helpful mechanisms entails how the components are actually used within the group.

Most of the helpful mechanisms in Club Science were casual or ad hoc in nature. The focus was on coordinating work rather than monitoring organization progress. Though weekly group meetings were an important helpful mechanism, there was rarely a formal agenda. The president would design discussion points or issues, but as previously described, group members had the ability to interject and digress from any particular topic. However, a faculty advisor was present at the meetings and provided structure when deemed necessary. One advisor noted:

> It's like herding cats. I mean some years you'll have a president that's really enthusiastic and will define goals…some years you'll get a situation where they'll sit around in the club room and say "What do you want to do? I don't know what do you want to do?" So then I try to throw out ideas to see if I can get them going toward something here.

Weisbord (1976, 1978) stated that budgeting, control, and assessment are crucial helpful mechanisms in an organization. Of these instruments, budgeting was the only one mentioned by the organization and then only briefly. Though a lack of discussion does not mean such mechanisms do not exist, a greater focus on them from the advisors, supported by skill development for students in the group, could better equip the organization in meeting its goals more efficiently and effectively.

The faculty advisors also assisted members in other ways. One group member stated that the advisors are "like a person you can go to if you need something done, if you want a job, if you want an internship. If you're applying to something, if you need a letter of recommendation or something like that, just ask them." Because they provided structure to meetings and support to members, the researchers considered one of the faculty advisors' roles as helpful mechanisms.

Relationships. Weisbord (1976, 1978) defined three types of relationships as most important within organizations: the relationships between people, the relationships between differing units with different tasks or objectives, and the relationships between people and technology. These associations can be formal, informal, or a combination of both. The data gathered by the researchers focused on interpersonal relationships. These

data indicate that the advisors and the members of Club Science have an extremely informal yet strong relationship. According to one of the group members, "I would say the relationship is more like a friend relationship then a professor relationship." The student members identify the faculty advisors by their first names and communicate informally on a regular basis.

The faculty advisors articulated that they care deeply about the success and advancement of the members of the organization. Faculty advisors become "pretty good friends with them," help the members of the organization coordinate activities, and provide the necessary resources for the completion of their goals and initiatives. In addition, the advisors say they take a significant interest in the students' present and future academic careers, serving as mentors and guides.

Weisbord (1976, 1978) identified management of conflict as a key component of interpersonal relationships. The ability for the leaders and members of the organization to effectively manage conflict is essential to a positive environment. However, conflict management did not appear to be a concern of the participants as it was not directly mentioned.

Despite a lack of focus on conflict management, the informal interpersonal relationships within the organization are strong and directly contribute to its progress toward its goals. The strength of these interactions led to success in other relationship areas. For example, the advisors facilitated the access of group members to technology, whether through providing lab space or taking them to specialized facilities. Thus, this component of Weisbord's model appears especially relevant to this particular organization.

Leadership. Weisbord's (1976, 1978) model depicted leadership as the mechanism that balances the purpose, relationships, helpful mechanisms, rewards, and structure of the organizational environment. The leadership of the organization balances the other five elements of the Six-Box Model. Several themes regarding leadership emerged from the focus group, observation of an organization meeting, and faculty interviews.

Despite the presence of a traditional leadership hierarchy, such as president and treasurer, the participants expressed some difficulty in identifying students to fill these positions. The advisors attributed this to the demanding nature of the students' academic major. Within Club Science, an informal process structures the selection or election of these positions. If an individual wishes to become an organizational leader, he or she needs only to express interest. As one of the faculty advisors described:

> We try very hard to have a new president every year and rotate the leadership positions. But we have a difficult time in that the students are so busy because ...is a hard major that actually we have the opposite problem that many student organizations here have. We often run into

> situations where essentially no one wants to be in charge. But every year I've managed, we've managed to get somebody that was enthusiastic and it's done by a straight, well in theory it's a straight up or down vote but in practice it's done by mutual consent. They just sit around there and say "I don't want to do it, you do it." Then eventually one of the juniors or seniors will almost take over the leadership role.

In addition to the casual election process of students into leadership positions, there is an informal structure to the proceedings of the meetings. The members appear to work together as a team and assume various leadership responsibilities as needed. While the president provides an aspect of structure for the group, a sense of shared leadership is more apparent than a hierarchical system of power. This allows for collaborative efforts within the group.

Weisbord (1976, 1978) identified behavioral skill as a key element of effective leadership. In order for an organization to be successful, it must be able to "define, embody, and defend purposes and to manage internal conflict" (p. 442). The researchers' initial observations and interviews suggest that members believe Club Science has the resources to achieve this goal. While their objectives may not always be adequately defined, they are still able to work as an effective team and identify areas for growth. Finally, Weisbord identified a need for "an understanding of the environment and a will to focus purposes, especially if there is a problem in one of the six boxes" (p. 443). Again, both the faculty advisors and the students of Club Science express an understanding of the organizational environment and their roles as team members. Each party is willing to address problems as they arise while still maintaining balance between each of the six boxes of Weisbord's model.

Limitations

While the research produced results that were applicable to the design of the study, the researchers were also faced with several limitations. The research team was hindered by the amount of time (one academic term) allowed for the completion of the study. Initially, the researchers intended to involve at least two academic or professional student organizations in the study, but only one organization meeting the researchers' criteria agreed to participate in the study.

The inclusion of only one organization limits the study's applicability to other organizations or institutions. Conducting research on a student organization at another institution would likely produce different results; this study's results are geographically and temporally specific. Further, the researchers chose to analyze the data using one specific mode of case study data analy-

sis: comparison to Weisbord's (1976, 1978) already existing model. Additional modes of case study data analysis exist (Yin, 1984) and this study's data could be subjected to further analysis. This might enable researchers to develop a new scheme or model for explaining the data.

Discussion

The ability of the researchers to analyze data using Weisbord's (1976, 1978) model suggests this model bears some relevance to student organizations. The researchers' primary observation is that faculty advisors of a student organization can create an environment in which organizational growth is fostered. Based on discussions held with the organization members and faculty advisors, it appears that the faculty advisors play a significant role in facilitating the academic components of the organizational mission. However, it was difficult to determine the extent to which the advisors develop students' non-academic skills.

The findings in this study indicate that in this case strong personal, informal relationships between faculty advisors and the members of the student organization they advise are essential to the development and growth of this particular student group. The researchers believe their study supports the aforementioned research on student-faculty interaction; these relationships have the potential to positively influence the organization. The faculty advisor may also impart a significant amount of wisdom and knowledge to the organization, thus intimately shaping the purpose and the implementation of organizational goals and objectives. Specifically, this group and its advisors may wish to consider their learning objectives and tailor the club's activities to meet those goals. The Six-Box Model can aid student organizations when working to define these objectives.

However, while an informal relationship works for Club Science, students mentioned areas (a project left incomplete over several years, for instance) that are open to improvement. Providing guidance in building skills related to Weisbord's helpful mechanisms help faculty advisors develop individual members and the organization as a whole. With more structured interactions, the organization could potentially increase their ability to complete projects and undertake new initiatives.

Implications and Future Research

Given the utility of Weisbord's (1976, 1978) model in this study, the researchers determined that its structure has the potential to provide faculty advisors with a framework for advising student organizations. This can be especially useful for those faculty members who are new to their advising

roles and/or are interested in assessing organizational development and effectiveness. Faculty advisors can also utilize the model when determining the types of interaction they envision with their students. The Six-Box Model serves to further complement the structures provided for student group advising by Dunkel and Schuh (1998).

While this study revealed the strength of the informal and involved advisor, further research should be conducted in which formalized relationships between faculty advisors and student organizations are analyzed. Researchers should continue to examine advisor roles in order to understand the influence of faculty engagement on student involvement, success, and retention within student organizations. Lastly, research should continue to evaluate the effectiveness of faculty advisors of student organizations. From those findings, more effective training and models for the evaluation of student organization advisors could be developed.

The ever-changing demographics and needs of university students warrant a renewed interest in scholarly research involving faculty advising and engagement. The lack of literature regarding relationships between students and organizational faculty advisors makes this area ripe for study. As previously discussed, faculty advisors have the potential to play an important role in skill-building and development for student members. Research regarding the frequency in which faculty take on such roles and the most effective ways to perform them would provide valuable and practical information to faculty advisors.

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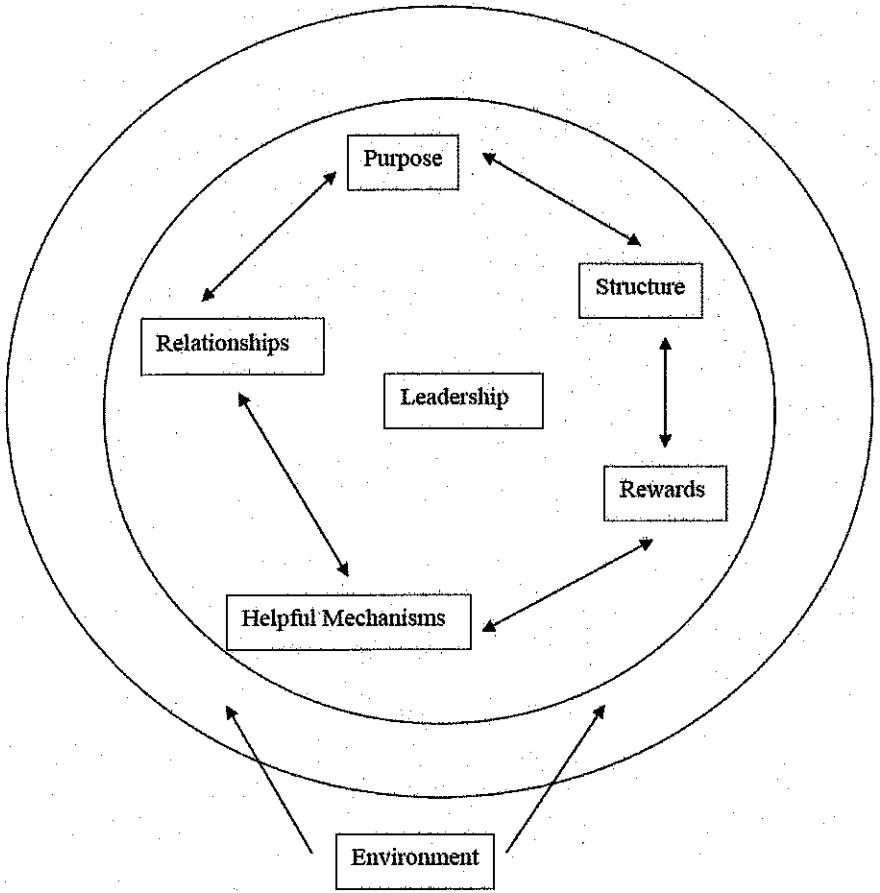
Figure 1: The Six-Box Organizational Model (Weisbord, 1978)



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Jeffrey Ruder graduated from the HESA program in 2006. He received a B.A. in History from The University of Texas at Austin in 2004. Jeffrey worked for Residential Programs and Services as a graduate supervisor in McNutt Residence Center, where he helped implement a new community leadership program.

Bradley Snyder graduated from Indiana University Bloomington with a master's in Student Affairs Administration in May of 2006. He received a B.S. in Business from IUB in 2004. While at IUB, Bradley actively served numerous parts of the campus community. Some of his contributions include performing as a member of the Marching Hundred Drumline during undergrad and working as a graduate supervisor in Collins Living Learning Center in graduate school. He will always be a Hoosier.

Henry Wendel graduated from the IU HESA program in Spring 2006. He received his B.S.B.A in Economics from the University of Arkansas in 2004. At IUB, Henry served as a graduate supervisor in Teter Residence center and completed a practicum in the Student Activities office. He also served as the IUSPA Webmaster.

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